

# **THE PARENTS COUNCIL OF WASHINGTON**

## **BEST PRACTICES PROGRAM**

### ***Community Service: Its Purpose, Impact and Programs Within Our Schools***

**Tuesday, January 28, 2014**

**Hosted by:  
Stone Ridge School of the Sacred Heart**

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# Parents Council

O F W A S H I N G T O N

Connecting Schools • Sharing Ideas • Engaging Parents

The Parents Council of Washington

Presents

## BEST PRACTICES:

### Community Service: Its Purpose, Impact and Programs within our Schools

8:30 a.m. – 10:45 a.m.

Tuesday, January 28, 2014

Stone Ridge School of the Sacred Heart  
9101 Rockville Pike -- Bethesda, Maryland

*A light breakfast will be served*

How do our schools facilitate and sustain a commitment  
to community service projects?

What types of programs are being offered?

How is community service integrated into the curriculum?

What positive benefits are students receiving in return?

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Join us as we hear from a panel of service-based learning experts from the Georgetown Day School, St. Stephen's and St. Agnes School and Stone Ridge School of the Sacred Heart as they share what Lower, Middle and Upper school communities are achieving and how students are growing personally, socially academically and cognitively from the community service programs offered within our schools.



February 2014

Dear School Representatives,

Thank you to those of you who were able to attend our Best Practices program this month highlighting “Community Service: Its Purpose, Impact and Programs within our Schools” where a panel of service learning experts from the Georgetown Day School, St. Stephen’s and St. Agnes School and the Stone Ridge School of the Sacred Heart provided valuable information on the importance a community service based education serves our children at the Lower, Middle and Upper School levels.

This particular program stems from your direct response and feedback seeking more dialog and follow-up on relevant topics to parents today. It is our hope that this year’s presentations opened conversations with your families and offered a deeper insight into the positive role community service plays with our children’s development and enhances the academic curriculum.

Aside from the three schools represented in our Best Practices program every year, each Parents Council of Washington member school also has the opportunity to submit its Best Practices on the topic selected. The materials collected within this e-binder showcase practices from a few additional schools as well as contact information to use as a resource to prompt further discussions or explore other questions in more depth.

Please share the ideas contained within this e-binder with your Head of School, Dean of Students, and Division Heads and thank you again for your support of the Parents Council of Washington programs and for serving your school communities.

Sincerely,

*Laura Friberg and Kathy Stallings*  
*2014 Best Practices Co-Chairs*

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2014 BEST PRACTICES

Tuesday, January 28

8:30 a.m. – 10:45 a.m.

**Stone Ridge School of the Sacred Heart**

TOPIC

**Community Service: Its Purpose, Impact and Programs  
Within Our Schools**

AGENDA

8:30 – 9:15

Registration, Coffee and Networking

9:15 – 9:30

Welcome Remarks

9:30 – 10:30

School Presentations

**Lower School – Ms. Elsa Newmyer**

Lower and Middle School Community Service Director  
Georgetown Day School

**Middle School – Dr. Patricia Lyons**

JK-12 Service Learning Director  
St. Stephen's and St. Agnes School

**Upper School – Ms. Lauren Brownlee**

Director of Social Action  
Stone Ridge School of the Sacred Heart

10:30 – 10:45

Question and Answer Session

# **PROGRAM SUMMARY**

## **WELCOME:**

Laura Friberg, PCW Board member and program co-chair, welcomed the participants and panelists and introduced Stone Ridge Head of School Catherine Ronan Karrels. Ms. Karrels spoke of the importance of the best practices topic and noted the important work of the Parents Council. Joan Levy, PCW President announced the celebration of PCW's 50th year and highlighted PCW's role and mission.

After welcoming remarks, panelists from Georgetown Day School, St. Stephen's and St. Agnes School and Stone Ridge School of the Sacred Heart presented on the role of community service within the Lower School, Middle School and Upper School classrooms of their respective schools.

## **LOWER SCHOOL PRESENTATION:**

Ms. Elsa Newmyer – PreK-8 Service Learning Director, Georgetown Day School, referenced GDS' mission statement, which embraces diversity and social justice. As the first integrated school in DC, GDS has had a long-standing commitment to provide age-appropriate education, to include service learning, towards making the world a better place.

Ms. Newmyer spoke of the difference between service learning and community service by elaborating on the definition and goals and objectives of service learning.

## **Philosophy of Service Learning**

For service-learning programs to be effective, actual service must feel important and meaningful, not make-work; it needs to resonate. It must be put into a meaningful context through preparation, to include research and discussion and reflection. In order to achieve this, schools need to make the connection between service, curriculum and personal experience. She provided an example of GDS' support for the Bikes for the World program, which includes students learning about the environmental impact of bikes as transportation, repair of bikes and use of bikes.

By comparison, community service as she defines it, while also meaningful, is generally a one-time experience that doesn't necessarily have the same context. It is a stand-alone activity.

## **Service Learning from a Developmental Perspective**

Service learning can occur at the youngest ages. In Lower School, the goal is to provide students with experiences that help create awareness of other people, working toward empathy, connectedness with the outside world and ultimately altruism. In the early years, this awareness focuses on "helpers" (e.g. a crossing guard).

As children get older and more sophisticated, they are introduced to more complex issues. This exposure includes the introduction to cultures that differ from their own to help students develop a sense of where they fit in within the larger world community.

GDS high school service learning brings increased independence, leadership opportunities and a service graduation requirement. The activities are student-led, and the curriculum student-developed. Examples include working in the arts or music, tutoring, exploration of and support of advocacy for social issues.

For teachers, the integration of service learning into the curriculum can be explored in the summer. GDS also offers service-learning programs in the summer for students entering 9<sup>th</sup> grade. The Service Learning Institute is on the GDS web site.

Ms. Newmyer presented grade-by-grade examples of the GDS Lower School Service Model:

- **Pre-K:** sandwich-making for Martha's Table
- **1st grade:** acting as "buddies" and pen pals for early childhood program
- **2nd grade:** C & O Canal project linking service to history, environmental science and poetry
- **3rd grade:** participating in a "buddy" program with 3 and 4-year-olds at a bilingual pre-school, incorporating academic topic of integration, early service and language learning
- **4th grade:** developing environmental awareness and stewardship through the grade's hosting of the school recycling program
- **5th grade:** offering of full service learning opportunities for exploration of topics to include: food access, homelessness, and intellectual and physical disabilities. The program is seminar-based, with an advocacy component, and the students do research and give presentations.

### **Parent Support For Service Learning in Schools**

Parents are an essential element of the service learning experience. Schools need them to help support service-learning programs! They can provide support for class events by organizing, chaperoning or providing transportation as age appropriate. They can provide elbow grease and contribute to in-class drives.

They can also participate with Parent Associations, which support service-learning events. Children should be involved in whatever support the parent is providing to school programs. An example of family support for a school organized service event was the family pie bake at Thanksgiving for the D.C. Central Kitchen.

Beyond school walls, parents should undertake family-based service projects and educate children about current events.

### **MIDDLE SCHOOL PRESENTATION:**

Dr. Patricia Lyons, Service Learning Director, JK-12 at St. Stephen's St. Agnes School (SSSA) began her presentation "Beyond the Bake Sale: From Charity to Social Justice" with a quote:

"A world broken by systemic injustice is best transformed by learners with skills in systematic change."

She identified a "cool" thing of the day related to social consciousness, a book called The Material World showing photos of what families own, and a companion photo documentary book, What the World Eats (both published through Hungry Planet).

She also cited the largest longitudinal study of teenagers in books by Christian Smith, sociology professor at Notre Dame, on the spiritual formation of teenagers. It shows that the moral vision of parents is the single most important determining factor in their children's orientation towards others, which has to grow at home. Research also shows the effectiveness of parent communities that are linked around the same spiritual and moral values (best example: the Mormon faith).

### **Social Justice Education**

Dr. Lyons noted the distinction between charity or "reactionary compassion" in the form of rapid response teams (e.g. holding a bake sale to raise money in response to a natural disaster) and social action toward a more systemic change toward problem solving, which is the goal of service learning.

Research shows that students do better in their academic subjects when service learning is incorporated into school curriculum because it gives a meaning to the material in the context of the "real" world. It gives a purpose to learning, and takes students off the "treadmill" of academic achievement for achievement's sake alone. Academic theory needs to be connected to real world experience.

Examples of this integration include using math ability to determine how much insulation is required to rebuild a house destroyed by a hurricane, or using language aptitude to communicate with a non-English speaking community. Service learning is saving our schools. Our youth – middle class teenagers – is in the highest risk group for all youth, according to Dr. Lyons.

### **The "Design Thinking" Approach**

SSSA has developed a method for integrating service learning with academic skills called the design thinking approach. Under this approach, students first need to **define** the problem/need based on interviews with their potential audience using **empathy**. An example given of feedback that was insightful is that there is no value in collecting canned goods if recipients of the goods don't have can openers. Next, they need to **brainstorm** and come up with a creative solution for the problem. Third, they need to develop a prototype to **test** the idea. Fourth, they refine and finally **implement** the idea, using their insights from the empathy stage.



In younger grades, the focus is on building awareness of what people in the outside world are doing for students, and in so doing, younger students also learn about gratitude. Dr. Lyons provided a suggestion for parents: have children write an ongoing weekly thank-you note.

## **Education + Service + Advocacy = Change**

### **UPPER SCHOOL PRESENTATION:**

In her opening comments, Ms. Lauren Brownlee, Director of Social Action, Stone Ridge School of the Sacred Heart, referenced the founder of the Society of the Sacred Heart, Madeleine Sophie Barat, to note “your example, even more than your words, will be an eloquent lesson to the world.” She outlined the goals and criteria of a Sacred Heart Education:

- Personal and active faith
- A deep respect for intellectual values
- Social awareness which impels to action
- The building of communities as a Christian value
- Personal growth in an atmosphere of wise freedom

The Stone Ridge social action program is rooted in two of these five Sacred Heart goals: the building of community as a Christian value and social awareness, which includes analysis and reflection on whether society’s values serve justice. They hope to engender a life-long commitment to service, awareness of a multicultural world and the need to be stewards of Earth’s resources. The school is linked in a reciprocal manner with ministries of the poor.

Stone Ridge considers service learning central to the upper school experience. It includes elements of preparation, action and reflection and seeks to cultivate a cultural consciousness of social justice. Ms. Brownlee noted that social action programs foster connectedness, competence and confidence, as cited by author Dr. JoAnn Deak in [How Girls Thrive](#).

### **Components of Stone Ridge Social Action Program**

Stone Ridge dedicates two academic days per month for social action from September to November and February to April. Students also work with individual teachers who have social action or peace project experience. This program is an important part of the Stone Ridge experience. Social action teams are composed of one faculty teacher, a theology department liaison and two members. Preparation occurs in teams and includes videos and testimonials.

A social action day would include:

- 8 AM: meet for preparation and focus on one-aspect of a year-long theme;
- 9:30 AM: participate in direct service and advocacy (usually off-campus) in one of six major areas (elderly, disabilities, poverty and homelessness, human rights, childcare and education and the environment);
- 2:30 PM: engage in student-led reflection that reflects on the day's experience and identifies a "moral outrage"

Student involvement occurs through a Social Action Student Advisory Board and SALs (social action leaders). Grade 9 students are introduced to the six major areas of social action and are led by SALs who help develop and implement the curriculum. Grade 10 students are introduced to a sampling of partnerships at over 40 local agencies, in order to evaluate where they would "fit." Grades 11-12 students select a particular partnership and work with that partnership throughout the year; students may also develop an independent project.

The program incorporates several leadership opportunities, including: reflection leaders who help students understand how their work is meaningful, SALs who implement curriculum, and the Social Action Student Advisory Board who generally support the program.

In summary, social action at Stone Ridge is rooted in the school mission, provides opportunities for crucible moments and is designed to enable transformation.

She finished with the Martin Luther King quote: **"Everybody can be great because anybody can serve."**

### **Question and Answer Session:**

Q: What kind of training or mentoring do your schools provide for parents?

A: Training for parents is more specific to the event, more in the nature of general explanation of the event to the wider community. General training occurs through parent associations during drives and service days. There is a huge amount of parent involvement on those days.

Q: What are the biggest barriers to implementing effective service learning?

A: Barriers include the lack of "buy in" from parents on the importance of service learning. Parents need to reflect what the school's mission is at home in order to support it. Parents need to teach children what's real in order to have an appreciation for the material world. Another obstacle can be teachers or administrators who are sometimes unwilling to change traditional learning models. We are all resistant to change.

Q: What do you think of service requirements for graduation?

A: Service, in whatever form, needs to include preparation, action and reflection in order for it to be effective.

Q: How do you integrate service into the earliest years?

A: Circle time is a good time to reflect on awareness of how the world is taking care of them and think about where to put gratefulness.

# REQUEST FOR INFORMATION FORM

**Please highlight the following information in your submission:**

- A brief description of how your school addresses and encourages community service within the following categories:
  - Curriculum
  - Parent programs
  - Student programs/activities
  - Classroom-based programs/activities
  - School-wide programs/activities
  - Division-wide (lower, middle, upper school) programs/activities
- How has your school's community service program evolved?
- How does your school's community service program change from year to year?
- What are your school's community service requirements/policies?
- Do students at your school fulfill service hours in school as well as outside of school?
- Does your school's student government program include a Service Board?
- Does the parent community at your school participate in and support service projects? Does your Parent Association incorporate service committee chairs within each grade?
- Do you have a Director of Community Service at your school? Please provide a brief job description.
- Does your school provide access to community service projects in other states or countries?
- What types of community service projects/activities do you currently offer at your school?

**Faculty/administrator contact for any follow-up questions:**

Please feel free to provide any additional information that you think might be useful or of interest to your counterparts at other schools. **Submissions must be e-mailed in a WORD document file format, not in PDF format with Best Practices listed in the subject line to [administration@parentscouncil.org](mailto:administration@parentscouncil.org) by January 10, 2014.** Thank you for your participation in this valuable program.

# AIDAN MONTESSORI SCHOOL

Community Service Goal: To offer community service opportunities, projects and guidelines for all families so that every age child and their parents have the opportunity to participate in altruistic activities.

Community Service Leadership: One committed teacher providing guidance, ideas and direction and two to three Community Service Co-Chairs leading and coordinating the efforts among families. Interested parents sign-up to be included at planning meetings and as potential volunteers to help execute the service activities. Aidan has a new peace educator that is now becoming involved in these efforts.

Suggested Reading: Raising Charitable Children by Carol Weisman as well as a list found on the Aidan website especially for children.

## Calendar of Events

### FALL

Book Fair and Book Drive – there is a wish list of books at the book fair that can be purchased for Bright Beginnings, which provides child care and other services to homeless families. Leading up to the book fair a gently used book collection takes place. The gently used children's books along with the newly purchased books are then delivered to Bright Beginnings. Students make signs advertising the effort, and collect the books at drop-off and pick-up. The students travel to Bright Beginnings with adult volunteers to deliver the books, learn about the organization and see the facility. When the students return to school they provide a report to their peers about their experience. The excess books are donated to Books for America, which donates appropriate books to shelters, hospitals, etc and then uses proceeds from sales of other books to fund literacy programs.

Grocery Card Drive – Gift cards are collected from Safeway and Giant for \$20 or less. Cash is also accepted, and Upper Elementary students take a trip to the grocery store to buy additional gift cards with those funds. The students are responsible for making signs to advertise the effort and deliver the grocery cards to Bright Beginnings. The students that make the grocery card delivery give a report to their peers upon their return.

### WINTER

Coat Drive – Warm coats, mittens, hats and gloves are collected. The items are donated to Martha's Table or Operation Warm. The students decorate a collection box, make a sign advertising the effort, and deliver the items to learn more about the organization. When the students return to school from their delivery they give a report about the experience to their peers.

Toiletries Drive – Hotel size bath gels, shampoos, conditioners, deodorants and toothpaste, are collected and donated to SOME (So Others Might Eat), which provides food, clothing and health care to the homeless. Families are encouraged to let their child chose travel size

items at the store and give the cashier the money to buy those items so they can fully understand the effort. Small items are easy for kids to drop into the collection box. The collection box and delivery of items are done by the elementary students. The elementary students that make the delivery then give a report to their peers about the experience.

Brown Bag Stuffing – One Saturday from 10am-12noon all Aidan families are invited to help put together snack bags for SOME. The children decorate 300 paper bags and then, in assembly-line fashion, fill each one with foods that have been pre-purchased. No child too young to participate. After the bags have been prepared a group of students take them for delivery and learn more about the organization. The students that make the delivery give a report to their peers about their experience upon their return.

#### SPRING

Walk for Water – Staff, students and parents are encouraged to participate in a walk for water by wearing comfortable shoes and the color blue. This effort is to raise awareness for Amman Imman, which supplies permanent sources of water in the Azawak of West Africa. A Dabke dance performance takes place in the school courtyard, performed by Aidan students that completed that after school dance class. Earlier in the year the Upper Elementary class holds a market day to raise the funds, which are donated to this organization. They set-up their classroom as a market where they sell a variety of items such as bracelets, art and food. All Aidan families are encouraged to stop by and buy something to help raise money for Amman Imman.

Student Drive Efforts – The community service team and Aidan staff encourages elementary students to initiate their own community service efforts. The staff and parent volunteers provide the support network to help the students realize their vision.

#### YEAR ROUND

The Community Service team highlights service opportunities in the neighborhood and other efforts where families can participate.

## **BULLIS SCHOOL**

1. Bullis has a robust Community Service program that involves students, parents, faculty and staff. Community service is engrained in the Bullis experience for all of our students, who range from grades 2-12. The school addresses and encourages service in the following ways.
  - a. Curriculum: Individual teachers design lessons that integrate themes of service and our shared responsibility to the world around us. For example, in 6<sup>th</sup> grade, students learn about the shortages of water in various regions of Africa in the context of their Geography class, and read *A Long Walk to Water*. Students then participate in a “Water Walk” to raise awareness and funds.
  - b. Parent Programs: There is a dedicated team of three Community Service Co-Chairs who serve as a part of the Parent Association. Working with the Director of Community Service, these parents help design programs that engage and involve the parent community, including the Thanksgiving Basket project, Blood Drive, and Day of Service.
  - c. Classroom-based programs/activities: many service projects are developed within divisions and take place within the context of homerooms and class advisories. In the Lower School, students have participated in “Pennies for Patients” and “Trick or Treat for UNICEF.” In the Middle School and Upper School, many students participate in short-term service project through the advisory system, including making cards for soldiers and collecting non-perishable food.
  - d. School-wide programs/activities: Bullis draws on the strength of being a 2-12 school with 750 students. Many service projects and activities have become annual events that include children of all ages and families. Highlights include:
    - i. Thanksgiving Basket project, which supplies 90 baskets of non-perishable holiday food to families in need as identified by Housing Opportunities Commission. The baskets supply families with a complete Thanksgiving meal including decorations, holiday favorites, and even a Giant gift card with which to purchase extra food. Students also bake apple pies for distribution with the baskets and to Martha’s Table.
    - ii. Toothbrush/toothpaste drive, for distribution by students who travel to Cambodia each winter to work with “Caring for Cambodia.”
    - iii. Hunger awareness and cereal drive, where students donate 1,500 boxes of cereal to Manna, take part in an assembly and also have a simple rice and beans lunch.
    - iv. Annual “Bullis Gives Back” 5K, which includes a “Buddy Run” and carnival for children with special needs, and last year raised more than \$60,000 for area charities and “Habitat for Humanity.”
  - e. Division-wide programs/activities: Students are involved in a variety of age-appropriate activities.

- i. Lower School students make lunches for the homeless, host a cookout for children from a DC charter school, collect blankets for the homeless, and partner with students from Diener School (a school for children with special needs).
- ii. Middle School students participate in “days of service” throughout the year, where they travel off campus to help at agencies such as “A Wider Circle,” “Stepping Stones Shelter,” DC Charter Schools, and Red Wiggler Farm.
- iii. At the Upper School, service opportunities abound.
  - 1. Every afternoon, students travel to area organizations to volunteer, including: Manor Care, A Wider Circle, Wilkins Shelter, and Diener School.
  - 2. Bullis has a robust student tutoring program where 60 trained Bullis students assist classmates. In addition, we are developing a partnership with Farmland Elementary.
  - 3. All seniors participate in a week-long Habitat for Humanity build, as a capstone experience before graduation.
  - 4. The National Arts Honor Society is involved with on-campus service, including painting sets for plays.
  - 5. National Honor Society members volunteer at local agencies, including “Muddy Paws,” an animal shelter.
  - 6. Athletic teams regularly participate in volunteer work, whether spending an afternoon at A Wider Circle or participating in a weekly soccer program with KEEN.

2. How has your school’s community service program evolved?

While Bullis has long been involved in volunteer work and charitable drives, in recent years the extent of our volunteer work has expanded and more activities have been developed that included grades 2-12. Each year, annual events become more robust, as we build more Thanksgiving baskets, collect more cereal, and see a rise in the number of volunteers involved in the 5K.

3. How does your school’s program change from year to year?

- a. We are constantly adapting and tweaking our programs to be more meaningful and valuable. Two recent changes:
  - i. All seniors now participate in a week-long Habitat build, whereas in years past students had to identify their own service options. This has led to a more consistent experience and opportunities for team building.
  - ii. We now offer a “Winter Community Service Team” credit, so that students may participate in daily service in lieu of a sport. Next year, we will offer the credit in Fall and Winter.
  - iii. We have also introduced significant international service learning trips, including an annual trip to Cambodia, and a partnership with a school in Siem Reap.



4. What are your school's community service requirements?  
 Bullis School does not have a service requirement for graduation, except for the Senior Habitat trip. Some advisory-based or class-based activities are required, as they take place in the school day, but otherwise service is voluntary.
  
5. Do students at your school fulfill service hours in school as well as outside of school?  
 See above: there is no service requirement. However, many of our students are incredibly involved in service activities through their faith-based organizations, the scouts, or other community groups. We do ask students to track service hours through the "Presidential Service Awards" website, and we recognize outstanding service each spring.
  
6. Does your school's student government include a Service Board?  
 Our SGA doesn't have a specific service officer, but there are co-presidents of our Community Service club.
  
7. Does the parent community participate in and support service? Does the PA incorporate service committee chairs?  
 See item #1b above. There are three Community Service co-chairs who serve on the PA Board and meet regularly with the Community Service chair. Parents are eager and willing to support service projects, including the Thanksgiving baskets, Blood Drive, and 5K "Bullis Gives Back" event.
  
8. Do you have a Director of Community Service at your school? Provide a job description.
  - a. Our Director of Community Service is Upper School History Teacher Sara Romeyn. She performs this duty in addition to her teaching responsibilities.
  - b. The Director of Community Service is responsible for identifying, organizing, and overseeing service opportunities and projects for Bullis School students and families. Duties include coordinating with teachers, advisors, and PA Community Service chairs. The Director maintains a database of service projects and helps match students with community organizations. She develops and coordinates a variety of school-wide projects and also runs the fall and winter Community Service team in the Upper School.
  
9. Does your school provide access to service projects in other states and countries?
  - a. The week-long Habitat build trip, which is required for our Seniors, allows students to serve in communities across the nation. This year, we have teams of students traveling to:
    - i. West Virginia
    - ii. Durham, North Carolina
    - iii. Taos, New Mexico
    - iv. Gulf Coast
    - v. Wilmington, Delaware
  - b. International service trips have included Habitat builds in:

- i. Dominican Republic
    - ii. Argentina
    - iii. Guatemala
  - c. We have an ongoing relationship with “Caring for Cambodia” and have sent three teams of students to Siem Reap.
  - d. We have an ongoing relationship with LearnServe Paraguay and have sent several teams of students.
10. What types of service projects and activities do you currently offer at your school?
- a. See significant detail above. Service projects fall into several categories:
    - i. Annual projects (i.e. Thanksgiving baskets and Pie Bake)
    - ii. Drives/collections (i.e. Toy drives, blanket drives)
    - iii. Ongoing service with community organizations (weekly visits to Manor Care, Wider Circle, Manna Food)
    - iv. Service trips (Habitat, Caring for Cambodia)
    - v. School based activities (cards for troops, lunch making)
    - vi. Curriculum-based service (Water Walk, hunger awareness)

11. Faculty/administrator contact:

Sara N. Romeyn, Ph.D.  
Director of Community Service  
Sara\_romeyn@bullis.org

PA Community Service co-chairs:

Connie Caulfield, Sue DeLeonibus, Laura Heymann.

## COMMONWEALTH ACADEMY

Students are encouraged to volunteer in their community. There are a limited number of opportunities for students to obtain community service hours through the school. Most community service hours are completed outside of the school. The Director of Counseling and Director of College Counseling assist students in identifying community service opportunities. We maintain a list of Volunteer opportunities in the Alexandria community. Activities are coordinated by the Director of Counseling who also maintains the record of hours completed.

Commonwealth encourages middle school students to complete 5 hours of community service for each year. High School students are required to complete 40 hours of service for graduation requirement. Seniors are required to complete a 40-hour, non-paid internship for senior year requirements.

Service Learning – Individual teachers organize volunteer activities with units that they are doing in class. Examples: Spanish students reading to bi-lingual students during their DEAR time, government/civic classes/literature classes volunteering for homeless activities as they read books or study legislation related to homelessness, sports teams volunteering to improve team cohesiveness, and visits to senior citizens at the retirement home for writing classes, etc. Lower school has ongoing service learning projects such as making sandwiches for the homeless as part of their social studies unit and collecting food in coordination with a math unit.

For the last 5 years, Commonwealth has had an ongoing partnership with Food for Others located in Fairfax. Until recently we have raised money through the Homeless Walk to benefit this agency. Each year, a food drive is held to provide food for the pantry. Students make monthly visits to volunteer in the warehouse. These activities are supported by parents; specifically parents provide transportation to and supervision for the warehouse monthly.

This year the school held a toy drive for Toys for Tots and sandwich making for Martha's Table.

In previous years, the school has volunteered with Hypothermia shelters in DC to provide clothes and basic essentials, donation of prescription classes to Lions Club (included washing, sorting, etc) and Carpenter's shelter to donate Christmas gifts to children.

# **EDMUND BURKE SCHOOL**

## **How do we address and encourage community service?**

Our founders were inspired by this quotation from Edmund Burke: *“All that is necessary for the triumph of evil is that good men do nothing.”*

Civic responsibility and service to the local and global community is an integral part of progressive education, and we make it a priority at Burke.

- All middle school students engage in service-learning within their classes.
- All high school students complete 15 hours per year of service outside the school.
- Assemblies, clubs and newsletter articles frequently highlight service opportunities for students and families. We run two to three service-oriented trips each year.
- We have an on-going relationship with a variety of local nonprofits such as Hope House, Kid Power, N Street Village, LearnServe, and Food & Friends.
- We encourage student groups to initiate service and advocacy projects. For example, the Men and Women of Color club hosts an annual toy drive for Transitional Housing Corporation.
- We employ a full-time Service Director.

## **How has our community service program evolved?**

It has gone from purely organizing service activities to including service projects within the curriculum – we now use a blend of community service and service-learning. In addition, the goals of our service-learning program connect closely to those of our Health, Values and Ethics Department to ensure consistency across the curriculum.

## **How does our community service program change from year to year?**

- We continually re-evaluate our service programs. Each high school student presents a detailed reflection regarding his or her service project. Similarly, high school students who go on service trips provide critical feedback that impacts future trips.
- In their exit interviews, seniors offer feedback regarding Burke’s service requirements for graduation which helps us evaluate if we are accomplishing our goals.
- We come up with new service-oriented assemblies every year.

## **What are our community service requirements/policies?**

- All middle schoolers must participate in service-learning projects within their classes.
- All high schoolers must complete 15 hours of service per year outside the school in organizations approved by the Service Director.

## **Do students fulfill service hours in school as well as outside of school?**

In the past we gave service hours to high school students who helped with school events such as the Auction. We now require that service be done outside of school to encourage high school students to develop a relationship with a particular cause or group and learn how to work toward social justice in the “real” world.

## **Does our student government program include a Service Board?**

No.

**Does the parent community participate in and support service projects?**

Yes.

- Parent volunteers assist with logistics in the middle school and school-wide projects such as driving and chaperoning.
- Parents of high school students work with them to fulfill their service hour requirements.
- Parents frequently submit and respond to service opportunities in our weekly newsletter.

**Does the Parent Association incorporate service committee chairs within each grade?**

No.

**Do we have a Director of Community Service at your school?**

Yes. She is responsible for coordinating both community service and service-learning projects. She organizes the service trips, service-themed assemblies, and the middle school service projects. She approves and keeps track of service hours for high schoolers. She co-teaches service-learning units, as necessary, and teaches a class to 11<sup>th</sup> graders called Activism and Global Citizenship. She submits service opportunities to the weekly newsletter and website.

**Do we provide access to community service projects in other states or countries?**

Yes. We run two service trips a year - currently one goes to New Orleans to help with the ongoing aftermath of Hurricane Katrina, the other goes to the impoverished Pine Ridge Indian Reservation in South Dakota. In the past, we ran a service trip to West Virginia. This year, we're launching a new Habitat trip to the Jersey Shore to help with Hurricane Sandy relief efforts.

**What types of community service projects/activities do we currently offer?**

**Middle School's Service-Learning/Community Engagement Program:**

Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Theme</b>	<ul style="list-style-type: none"> <li>• Humane treatment of animals</li> <li>• Disaster preparedness</li> </ul>	Caring for people living with infectious diseases	Early child development and learner-centered education
<b>Community Partners</b>	Poplar Spring Animal Sanctuary	Food and Friends	Local pre-K classrooms
<b>Curricular Connection</b>	<ul style="list-style-type: none"> <li>• English</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Health</li> </ul>

**High School’s Service-Learning/Community Engagement Program:**

<b>Grade</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Theme</b>	Climate Change, Environmental Stewardship	Engage Spanish speaking elderly folks	Activism and global citizenship	Senior Independent Project
<b>Community Partners</b>	<ul style="list-style-type: none"> <li>• DC Greens</li> <li>• DC Environment Film Fest</li> </ul>	Vida Senior Center	<ul style="list-style-type: none"> <li>• N Street Village</li> <li>• Transitional Housing Corporation</li> <li>• SOME</li> </ul>	A community partner of students’ choice
<b>Curricular Connection</b>	Science	Spanish	Health, Values and Ethics	Depends on students’ interests

- These tables highlight some of the service-learning that happens in Burke classrooms. Many teachers initiate service-learning projects on a smaller, class-to-class basis.
- In addition, the Director of Service introduces Burke’s community service requirement to 9<sup>th</sup> graders by providing a menu of service opportunities for students to participate in over the course of the school year. (This idea was adapted from Sidwell).

**Faculty/administrator contact for any follow-up questions:**

Christiane Connors, Director of Service, [christiane.connors@burkeschool.org](mailto:christiane.connors@burkeschool.org)

## GEORGETOWN DAY SCHOOL

- A brief description of how your school addresses and encourages community service within the following categories:
  - Curriculum
  - Parent programs
  - Student programs/activities
  - Classroom-based programs/activities
  - School-wide programs/activities
  - Division-wide (lower, middle, upper school) programs/activities
- How has your school's community service program evolved?

Over the past 20 years, the Georgetown Day School community service/service learning program has evolved significantly. The Lower-Middle school program, which began as a PSA (parent service association) parent-run program, is now a robust PreK-8 service-learning program. The high school, which had a loosely structured sixty-hour requirement, now has a vigorous graduation requirement, as well as weekly student-led tutoring/mentoring programs.
- How does your school's community service program change from year to year?

Each year, the coordinators collaborate with teachers at every grade level to assess our current program and refine it to better fit the educational needs and interests of students. In addition, we always seek the input of students. Our student body definitely influences the service program changes we make. We evaluate the curriculum for Tuesday Night Tutoring and Tuesday Art (we partner with Kid Power for these clubs) each year and our students take responsibility for implementing these changes and developing and designing a curriculum that is reflective of the revisions they want to make. We work to find more opportunities to incorporate service into the schedule annually; this resulted in an afternoon of service for our sophomores and juniors this fall after they took the PSATs.
- What are your school's community service requirements/policies?

In the lower and middle schools service is an integral part of every student's experience. The service-learning program takes place during the school day and is integrated into the curriculum. In the high school, there is a sixty-hour graduation requirement, which must be completed at no more than two sites and must meet the guidelines. Students must complete 20 hours by the start of their junior year, and 40 more (for a total of 60 hours) by the start of their senior year. Students may only count up to 30 hours of service for work completed between the summer of their 8<sup>th</sup> and 9<sup>th</sup> grade years. The logic

behind that is that we want to encourage students to engage in service throughout their time in high school-it is fascinating how their interests can evolve throughout their time in high school. Also, students are limited to completing their 60 hour requirement at no more than two organizations. We encourage students to make an on-going commitment to an organization. This allows them the opportunity to learn in depth about the services the organization offers and the clients they serve.

- Do students at your school fulfill service hours in school as well as outside of school?  
Yes for PreK-8, although these always involve organizations and issues beyond the school community. The high school required hours take place outside of school hours and must involve outside non-profit organizations. Students are required to complete 20 hours prior to the start of their junior year and 40 more hours (for a total of 60 hours) by the start of their senior year. Students have the opportunity to complete these hours through GDS trip and clubs but students can also do the work independently. However, students cannot receive more than 40 hours for going on a service trip (any hours over 40, count after students have met the 60 hour requirement). Students must get their community service pre-approved (to ensure work meets the guidelines).
- Does your school's student government program include a Service Board?  
No. The high school has a service board, not associated with the student government. There is a student organized club, the Community Service Leadership Team (CSLT), that organizes regular service activities for students throughout the school year but it is independent from our SSC (Student/Staff Council). The middle school student council sponsors service projects.
- Does the parent community at your school participate in and support service projects? Does your Parent Association incorporate service committee chairs within each grade?  
A robust parent service committee, chaired by two parents each year, organizes several drives and projects geared for families. In addition, in the middle school, where the need is greatest, the PSA chairs recruit grade-level community service coordinators. Parents support our Tuesday Night Tutoring (TNT) and Tuesday Art programs. We serve dinner each week as a part of these programs and because of the high number of participants it is difficult for our club advisors (high school faculty) to effectively oversee the clubs while serving dinner. This year we have developed an online sign-up form for parents to sign up to serve dinner in advance.



- Do you have a Director of Community Service at your school? Please provide a brief job description.

We have two service-learning directors: one at the high school; the other at the lower-middle school. Each position is  $\frac{3}{4}$  time. The primary job on each campus is to construct, organize, and supervise projects, in ongoing collaboration with teachers and students.

- Does your school provide access to community service projects in other states or countries?

Yes, from the Navajo Nation in Arizona to Ethiopia, Kenya, and South Africa. We have a number of organizations that we will suggest if students are interested in work domestically or internationally. We solicit student feedback once they have participated on these trips so we can share their experience with other interested students. According to our Service Guidelines, students can receive no more than 40 hours of credit towards their required sixty hours needed for graduation from a trip (as of September 2013). This is because we believe that it is important for a student to serve in their own local community as a means of learning about social injustices and inequities that exist locally.

- What types of community service projects/activities do you currently offer at your school?

We offer a number of weekly service clubs that run for the duration of the school year (Tuesday Night Tutoring, Tuesday Art, Wednesday Music Club, and Teen Corps). Each of these clubs is run in partnership with Kid Power, a D.C. based organization that encourages academic, physical and emotional well-being among underprivileged youth. We also offer two service-learning trips each summer, one to Ethiopia and Kenya, and one to the Navajo Nation and American Southwest. These students commit to raising awareness and fundraising for the organizations we partner with on both of these trips throughout the school year. Additionally we offer Service Learning Institutes each summer. The Institutes have two primary audiences; teachers and students. Teachers participate to learn about the service-learning model so they can develop curriculum that incorporates the service-learning model. Students are presented with the opportunity to learn in depth about a particular social issue and do direct service that is related to that theme. Students do receive community service hours for participation in this camp.

Please see the service pages of the GDS website, which provides detailed descriptions of programs at every level: [www.gds.org](http://www.gds.org)

Faculty/administrator contact for any follow-up questions:

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**Vinita Ahuja, High school Service Learning Co-Director**

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# GEORGETOWN PREPARATORY SCHOOL

- **A brief description of how your school addresses and encourages community service:**

Georgetown Prep offers a wide array of service opportunities, ensuring that each student can complete his service requirement with personally fulfilling volunteer work. There are specially planned annual events, such as the Day of Service.

Regular service opportunities are hosted by the Arrupe Society—the student-led organization that organizes events such as the Thanksgiving food drive, toy drive and blood drive. There are numerous other opportunities throughout the year, including:

- Serving at the Aged Women’s Home
- Getting involved with the Best Buddies program
- Tutoring at the Washington Jesuit Academy
- Volunteering with Challenger Baseball

- **How has your school’s community service program evolved?**

The Prep community service program originally started as a senior project in the early 1980s. By the end of that decade, it shifted to a four-year program. Over the years, the number of hours that students completed and the time of year they completed them has varied. The Arrupe Society was later formed to offer additional service opportunities for the students throughout the year. From its creation, the Prep service program has focused on serving the needs of people who are poor, disadvantaged, or otherwise marginalized in society.

- **How does your school’s community service program change from year to year?**

Recently, Prep has increased the number of service hours it requires for sophomores and juniors. Prep maintains a list of service opportunities for students to reference, which changes slightly from year to year. Also, the form in which students reflect on their service may change.

- **What are your school’s community service requirements/policies?**

There is a service requirement at each grade level of the Religion Curriculum.

- a) Freshmen—small group service and class-wide day of service
- b) Sophomores—20 hours of approved service
- c) Juniors—20 hours of approved service
- d) Seniors—50 hours of approved service to be completed during the summer between junior and senior years

- **Do students at your school fulfill service hours in school as well as outside of school?**

Yes

- **Does your school's student government program include a Service Board?**

No

- **Do you have a Director of Community Service at your school? Please provide a brief job description.**

Yes. The Director of Service ensures that each student complies with the service requirement, looks for ways to expand and diversify the number of service opportunities, and coordinates the student service reflections.

- **Does your school provide access to community service projects in other states or countries?**

Rising seniors are offered the opportunity to participate in one of Prep's six summer service

immersion trips where they learn to make a difference in an under-served community while living out their responsibilities as Men for Others. Current opportunities are:

- New Orleans—The Second Line Project (June 9–14; June 16–21, 2014)
- Mining town of Ivanhoe, VA (June 22–29, 2014)
- El Salvador—Somos Amigos (June 2–10, 2014)
- Pine Ridge Native American Reservation in South Dakota (June 22–28, 2014)
- Eastern Shore of Virginia—Habitat for Humanity (June 8–15, 2014)
- Washington, DC—The Father McKenna Center (June 9–13, 2014)

- **What types of community service projects/activities do you currently offer at your school?**

Regular service opportunities are hosted by the Arrupe Society—the student-led organization that organizes events such as the Thanksgiving food drive, toy drive and blood drive. There are numerous other opportunities throughout the year, including:

- Serving at the Aged Women's Home
- Getting involved with the Best Buddies program
- Tutoring at the Washington Jesuit Academy
- Volunteering with Challenger Baseball
- Special Olympics of DC
- KEEN
- Potomac Community Resources
- The Father McKenna Center

- Muscular Dystrophy Association
- American Indian Education Program
- SHARE food warehouse
- So Others Might Eat
- Shepherds Table

Prep also hosts and provides volunteers for:

- Special Olympics Inspiration Walk
- Special Olympics Maryland 5v5 Regional Basketball Tournament

## GEORGETOWN VISITATION PREPARATORY SCHOOL

Christian Service is at the core of who we are as a Catholic Preparatory School founded in the Salesian Tradition. We strive to offer a comprehensive program which complements the academic and spiritual life of the school; one that encourages Visitation students to develop into intellectually mature and morally responsible women of faith, vision and purpose. Through the various service opportunities provided throughout the year, the young women of Visitation continue the tradition of becoming compassionate leaders who are attentive and sensitive to issues of social justice. Our service program is one not simply of community service, but also of Christian Service because we focus not only on *where* we serve – the community – but on *why* we serve, as Christian women called to serve as Jesus did.

**Curriculum:** Service is integrated into the students' academic lives at every level. At the conclusion of each year every student will complete a Religion assignment of which a percentage of the grade is determined by whether the hours have been recorded. Additionally, at the junior level service is a significant part of the Social Justice curriculum and therefore is integrated into two specific projects.

**Parent Programs:** Parents are invited to participate in service events with their daughters as needed. Mostly this occurs in conjunction with our Sophomore Service Day as well as assisting with the chaperoning of various summer service trips.

**Student Programs/Activities:** We offer several programs that integrate service. We host a mentor-based enrichment program for area 7<sup>th</sup> graders, Saturday School. Our students recognize National Days of Service, prepare/deliver meals for Georgetown Ministry Center, and serve dinner from McKenna's Wagon monthly. In addition, several student-run clubs participate in charitable service toward the sick and vulnerable. Significant parts of the program are our Service and Immersion Trips. Annually, we send over 60 students on at least six week-long service trips to places such as Pine Ridge Indian Reservation, Philadelphia, New Orleans, Camden, Dominican Republic and Peru. Each summer we also partner with the two other remaining Visitation high schools in the US for a week of service in rotating locations.

**School-wide programs/activities:** The school is invited to participate in National Days of Service activities and this year we hosted our first school-wide service project as part of our Founder's Day Celebration. Each year we host a week-long Canned Food Drive as part of our Gold/White spirit week. Through this event we collect over 20,000 canned food items that we donate to over 10 different organizations.

The Christian Service program has evolved significantly out of the "bazaar" that the young women in the 1890's started to raise money for the poor in the city. Over the decades the program grew from being event-specific, to a regularly scheduled club meeting, into a school-wide requirement.

We require a total of 80 hours of service to graduate: 15 hours during the freshman year, 15 hours during sophomore year, 25 hours junior year and 25 hours senior year. The girls must perform their volunteer hours in service to the poor or other marginalized groups; we encourage them to reflect on who and how they are serving by considering the Corporal Works of Mercy. Through feeding the hungry, clothing the naked, sheltering the homeless, visiting the sick, and so on, we invite our students to move beyond their comfort zones and thus grow in self-knowledge. Hours are therefore not satisfied within service to Visitation, for example working at our annual Open House does not count toward the Christian Service requirement as we see that participation in such events is a part of being a member of the community, just as helping out around one's house is an expected part of being an active family member. All service projects completed outside of school-sponsored events must be recorded by the student through the submission of a contract signed by a supervisor, each contract includes a brief explanation of the work she did and a reflection on the experience.

There are representatives on the Parent Association at each grade level who act as support for the service program. They are called on to assist with finding parent helpers for our larger events.

Visitation employs a full-time Christian Service Director that works on the Campus Ministry team. This individual is in charge of maintaining the program through the coordination of all service events, Saturday School, Service Trips, keeping the database up-to-date, meeting with other service directors in the area and working with the Campus Ministry Team as well as the Religion Department. The individual must regularly communicate service opportunities with the student body and foster student leadership.

Hadley Walsh  
Director of Christian Service  
hwalsh@visi.org

## GREEN ACRES SCHOOL

- A brief description of how your school addresses and encourages community service within the following categories:

### **Curriculum**

Because Green Acres' progressive philosophy of education is based largely on the idea that students learn best through active participation in meaningful work, service learning is present throughout the Green Acres curriculum. Service learning provides students the opportunity to learn that as individuals and in groups, students can make a meaningful difference in the lives of others.

Students often are inspired by the curriculum to undertake service learning projects. For example, reading a book on homelessness has inspired 6<sup>th</sup> graders to undertake a variety of projects, such as:

- Collecting clothing for a homeless shelter
- Collecting shoes to be distributed by an organization that provides shoes to the homeless
- Creating an in-school museum to teach younger students about homelessness.

As 8<sup>th</sup> graders learned about the Universal Declaration of Human Rights, they researched human rights defenders, then crafted a PSA for every right in the declaration to raise awareness about human rights violations around the world.

The science curriculum at Green Acres also has inspired students to undertake service projects—on-campus projects that benefit not only Green Acres but the global environment. Such projects have included erosion control to help protect our waterways, recycling collection, compost collection, and litter collection in the campus creek and its surrounding area both on and off campus. Students also brainstorm ways that they and their families can help to preserve the environment.

Though both community service and service learning hope to enact positive change, service learning is a more comprehensive process. A community service project might be to clean up litter around campus. A service learning project might first teach students about recycling, composting, resource use, and environmental policy, then ask the students to raise awareness about litter in the community, and, finally, to then clean up the campus. Even though the amount of litter removed is the same, service learning provides an academic context to the activity. As a progressive school, Green Acres has consistently embraced an ethical, interdisciplinary approach to education. Recent service-learning projects are a testament to this ideal.



## **Parent Programs**

Our school rarely has programs for parents only, though parents are welcome to participate as volunteers in various ways. Parents also donate vegetables to our Lower School soup-making project and may send in items for various collections.

**Student programs/activities** are described throughout

**Classroom-based programs/activities** also are described throughout. Examples include knitting scarves and baby blankets in 3<sup>rd</sup> grade, middle schoolers reading books with “buddies” in lower grades, 8<sup>th</sup> grade projects to raise awareness of human rights violations, science class environmental preservation projects, raising and releasing monarch butterflies, cooking for a homeless shelter, etc.

## **School-wide programs/activities**

- Preparing, serving, and cleaning up at the School’s annual Thanksgiving lunch;
- Donating Thanksgiving surplus to Martha’s Table;
- Collecting food for Manna food bank;
- Collecting clothing and backpacks for those in need
- Beautifying the campus on Earth Day
- Collections in response to natural disasters, homelessness, or other needs
- Collections of books for other schools
- Recycling
- Composting
- Collecting books to create a library for children in Africa through the Lubuto Library Project
- Various school-wide collections instigated by a class or other group, or by an individual

## **Division-wide programs/activities**

### **Lower School:**

- Making soup for The Lord’s Table at St.Martin’s Church in Gaithersburg—a weekly activity which also teaches students to measure, prepare vegetables,

- collaborate, and follow directions
- Maintaining habitats for monarch butterflies and turtles;
- Making heart-shaped pillows for Sibley Hospital cancer patients;
- Cleaning the stream adjoining Green Acres School;
- Making a compost pile with lunch leftovers;
- Collecting for UNICEF;
- Knitting scarves and hats for Right Beginnings;
- Serving on Team Greener to monitor energy usage;
- Making fleece baby blankets for St. Ann’s Home
- Raising money for Hôpital Albert Schweitzer in Haiti; and
- Collecting shelter blankets for the ASPCA

### **Middle School: Activities during School**

- Reading to preschoolers;
- Writing and sharing books in language arts and Spanish classes for Lower School students;
- Making a compost pile;
- Forming “Team Greener,” an on-campus environmental group that educates people about the environment;
- Making sandwiches for Bethesda Cares
- Decorating bins to encourage more recycling;
- Organizing book drives for the Capital Bookshare;
- Helping with all-school events such as the Family Picnic,
- Helping with childcare during parent/teacher conferences, the Book Fair, and other events
- Serving as homework buddies to Lower School students; and
- Serving as “bus buddies” for younger students
- Creating “transition kits” for children in foster homes
- Organizing various collections such as food, books, clothing, or shoes for those in need
- Creating projects to teach younger students about social justice issues and needs
- Day of Action: a full day of workshops, speakers, and discussions about bullying and discrimination suffered particularly by the LGBT community—to further understanding and to teach techniques to support those who need help with such problems

- **How has your school’s community service program evolved?**

Service learning has been integral to the Green Acres program throughout the school since it was founded in 1934. The Middle School program became formalized in the 1970s when the school instituted a requirement that Middle School students perform a minimum

number of service hours outside of school prior to graduation and designated one teacher as coordinator of the service program. Students typically perform in excess of the required 40 hours, and a service award is given to the student or students whose service hours greatly exceed the requirements. For the last two years, the school also has had a Lower School teacher coordinate the service program for the Lower School division. One project she coordinates is the soup-making project, which spans the winter months. Parents send vegetables to school, and every week a different group of students prepares a kettle of vegetable soup for a homeless shelter. This project has evolved a bit over time. For many years this was a 3<sup>rd</sup> grade project. It currently is a project for grades 1-4, with classes taking turns making the soup in the Green Acres kitchen.

- **How does your school's community service program change from year to year?**

Service Learning at Green Acres is a flexible program. Projects related to the curriculum are an outgrowth of students' interests and ideas. Project therefore will vary from year to year, even when inspired by the same topic in the curriculum.

The need for projects to provide humanitarian aid changes from year to year depending upon need—both domestically and internationally. Projects often depend upon need created by natural disasters. Examples include providing clothing for tornado victims in the mid-west, providing food and clothing for Haiti after the earthquakes and for the Philippines following the recent typhoon, writing notes to Japanese students after the tsunami, and providing books, school supplies, and encouragement to elementary schools in New Jersey.

- **What are your school's community service requirements/policies?**

Community service projects are undertaken as a group from PK through 6<sup>th</sup> grade. In 7<sup>th</sup> and 8<sup>th</sup> grades, each student is required to complete 40 hours of service prior to graduation. Students work with a faculty coordinator to identify and monitor suitable activities. While some hours can be attained from projects that directly benefit the Green Acres community, the bulk of a student's service must take place outside the school.

- **Do students at your school fulfill service hours in school as well as outside of school?**

Students in PK through 8<sup>th</sup> grade participate in service learning as part of the school curriculum. Students in 7<sup>th</sup> and 8<sup>th</sup> grades also perform at least 40 hours of community service outside school. Some of these hours can be earned in service to the Green Acres

community, but the bulk of the hours are performed to benefit those outside the Green Acres community.

### **Middle School: Activities Outside School**

*There are a wide variety of projects chosen by students in grades 7 and 8.*

*Here is a sampling:*

- Visiting and dancing with senior citizens in Rockville;
- Participating in the Martin Luther King, Jr. Day of Service;
- Preparing food at Food and Friends;
- Volunteering at Great Strides Therapeutic Riding Center;
- Working with disabled kids at Kids Enjoy Exercise Now;
- Planting trees on campus;
- Helping with furniture donations at A Wider Circle;
- Tutoring young people at SPARK (Sports, Play, and Active Recreation for Kids);
- Working as volunteers at the National Center for Children and Families;
- Volunteering at a nonprofit summer camp;
- Volunteering at shelters for abused mothers and their children;
- Teaching dance to mentally disabled adults through the ARC of Montgomery County;
- Cleaning up parks and streams Working at local soup kitchens;
- Serving as “buddies” to students at the Diener School Volunteering at Rock Spring Children’s Center

- **Does your school’s student government program include a Service Board?**  
No. Green Acres does not have a student government program.

- **Does the parent community at your school participate in and support service projects?**  
Yes—especially when there are collections of items. Parent volunteers also come in to help children learn to clean, peel, and chop vegetables for soup-making, and parent volunteers deliver the soup to a homeless shelter. Parents also volunteer to help with in-school Earth Day projects, which often have a service focus. Parents and students are welcome to join staff on Team Greener—a group that furthers protection of the environment through curricular work and green practices at school and at home.

- **Does your Parent Association incorporate service committee chairs within each grade?**  
No.

- **Do you have a Director of Community Service at your school? Please provide a brief job description.**

Yes—one for the Lower School and one for Middle School. These teachers also have other responsibilities as well. These teachers work as a team to emphasize consistency throughout the curriculum by acting as service learning liaisons to the community. The Lower School Service Learning Coordinator mainly coordinates in-school service projects, including soup-making. The Middle School Service Learning Coordinator guides and tracks students' service outside of school. Both are involved in all-school projects and staff projects.

- **Does your school provide access to community service projects in other states or countries?**

Yes. Please see above.

- **What types of community service projects/activities do you currently offer at your school?**

Please see lists above.

### **Leading by Example**

It is important to note that the faculty and staff of Green Acres, leading by example, frequently undertake community service projects. In December, 2013 they turned their traditional holiday party into toy drive and gift wrapping party to benefit low income households in Montgomery County. Many teachers brought the effort into the curriculum by having their classes write letters and learn about poverty. The staff also has collected winter gear and school supplies for distribution by the Black Student Fund, and did the same for a school demolished by Hurricane Sandy. Teachers also may inspire student projects. In recent years, such projects have included book collections, and donations and deconstruction of bicycles for Bikes for the World to donate to people overseas.

### **Faculty/administrator contact for any follow-up questions:**

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## HOLY TRINITY SCHOOL

Holy Trinity School has a long and proud history of service to the needy in the community, and encourages all HTS families to participate in the school service projects. The following is a list of some of the service projects that are in the works for the current school year. In addition to the specific service projects listed below, each homeroom participates throughout the year in one or more service projects within the classroom under the direction of the teachers, which are supported by free-dress tag days. Check with your teacher or room parent about specific class service projects and opportunities for parents to assist. If you have any questions about the below projects or want to suggest other service opportunities, contact HTS parent and **HSA Social Justice Committee Chair Declan Leonard** ([dleonard@berenzweiglaw.com](mailto:dleonard@berenzweiglaw.com)). Thanks.

**\*FALL GLEANING PROJECT:** Students of all ages and their families come together to pick crops at a local farm, and the crops are then distributed to local homeless shelters and other charitable organizations to feed the needy. The target date for the Fall gleaning project is **Friday, October 11th**, which is a teacher workday school holiday. Look for more specific details as to time and place in upcoming editions of the Tuesday newsletter.

**\*MINI-WALK FOR THE HOMELESS:** This will be held after drop-off on **Wednesday, October 23<sup>rd</sup>** and is open to all families to join with the school kids. The morning begins with an all-school assembly where staff members from the local women's shelter N Street Village will talk to the students (and parents) about the issue of homelessness and recovery. From there, the students participate as a whole school in a walk around the streets surrounding the school in support of N Street Village. All students participate (and parents are strongly encouraged to join them during the assembly and walk), and kids will have the option to purchase t-shirts to benefit N Street Village.

**\*MCKENNA SANDWICHES:** Students are encouraged **every Wednesday** to bring in an extra sandwich for Martha's Table to feed the area needy. In addition to the weekly sandwich contribution by all students, individual classes are periodically assigned a specific Wednesday to work as a class making sandwiches. On those assigned Wednesdays, students will be asked to bring in the materials needed for making the sandwiches. Parent volunteers transport the sandwiches to Martha's Table on Wednesdays after collection. If you are interested in volunteering to deliver the sandwiches, contact Denise Eaton [denise\\_eaton@yahoo.com](mailto:denise_eaton@yahoo.com).

**\*GREG GANNON CANNED FOOD DRIVE:** Holy Trinity is pairing up with Blessed Sacrament and other area parishes to expand what has been a very successful 25-year tradition started by HTS teacher Mo Gannon and her late husband Greg Gannon to collect canned food in area neighborhoods for local food banks, shelters and other programs. More details on this very worthy service project will follow.

**\*1:00 DISMISSAL SERVICE DAYS:** Students and families will have the opportunity **after certain 1:00 dismissal school days** to engage in a service project close to the school, such as cleaning and maintaining a stretch of the C&O Canal, or raking leaves and other yard maintenance for a local senior center. Additional details for each project will be provided in the Tuesday newsletter.

**\*THANKSGIVING FOOD DRIVE:** This is done in conjunction with the Parish Thanksgiving food drive, in which the school collects Thanksgiving meals to support the local charity Hope and a Home. **Starting in early November**, each class homeroom will be assigned a non-perishable item for the kids to bring in, and there will be a sign-up for families who want to donate a turkey. Upper school students will assist with organizing the food, and parent volunteers will drive the food over to Hope and a Home.

**\*ADVENT GIVING TREE:** This is done in conjunction with the Parish Giving Tree project, and as with the Thanksgiving food drive, this Christmas season service project benefits the local charity Hope and a Home. **At the start of the advent season**, tags containing requested gifts will be available for families to pick up in the lower and upper school lobbies. The gifts will be collected prior to the Christmas break, and volunteers will help transport the gifts to Hope and a Home.

**\*OPERATION RICE BOWL:** **At the start of Lent**, a representative from Catholic Relief Services will conduct a school-wide morning assembly (all parents invited) to highlight the plight of the poor. The kids will then receive rice bowls with the challenge to fill the bowls with spare change throughout the forty days of Lent to help the needy in our region.

**\*EASTER BASKET DRIVE:** This is done in conjunction with the Parish Easter Basket drive, and the baskets collected by HTS families will go to the children at Hope and a Home. **Several weeks before Easter**, tags will be available for willing school families to take and prepare a basket for the child listed on the tag, and parent volunteers will coordinate the delivery of the baskets to Hope and a Home.

**\*SPRING GLEANING PROJECT:** Similar to the Fall gleaning project, students of all ages and their families come together to sort crops at a central warehouse, and the sorted crops are then distributed to local homeless shelters and other charitable organizations to feed the needy. More specific details as to time and place will be provided in the Tuesday newsletter.

**\*HSA FAMILY SUPPORT:** **Ongoing** assistance is provided when a school family experiences an illness or death in the family or is otherwise in need. This is in addition to the family support that happens at the class level, which is often coordinated through the room parents. HTS parent **Ann Gorton Boyd** coordinates the HSA's family support effort, so any needs should be directed to her at [ann.gorton114@gmail.com](mailto:ann.gorton114@gmail.com).

# LANDON SCHOOL

## MISSION AND PHILOSOPHY

Each division at Landon develops a calendar of unique opportunities for the boys to take part in community service and service learning activities. There are faculty members at each level who coordinate and facilitate our offerings. They work with outside organizations, students, and parents in creating and running opportunities. At the Upper School level, while there is some parent participation, most projects are initiated and conducted by students, so while some are annual events, many vary year to year.

Community service is an actionable element of the School's Code of Character, which states: "Landon School expects its students to become young men of character and integrity – men who behave honorably in all of their actions and relationships with others. Respect drives the Civility Code." The community service opportunities available to the boys give each boy a chance to demonstrate his ethical, intellectual, physical, and social potential. Boys learn social responsibility through these shared experiences. They learn compassion through education, exposure, and direct service. They learn integrity through the sacrifices they make to participate in various activities at the expense of their free time, their study time, their time on the field, or their time practicing in the arts.

### Community Service & Service Learning Mission Statement

The School works in numerous ways to accomplish the School's mission to "prepare talented boys for productive lives as accomplished, responsible and caring men." Among the efforts to achieve this goal is encouraging and facilitating our students' participation in community service and service learning.

To help ensure that students understand the connection between serving the greater community and becoming productive, accomplished, responsible, caring men, the School intentionally conveys to our boys what we want them to discover through their service to the community.

We want our boys to develop three fundamental skills related to service: (1) the compassion to see the need, (2) the confidence to address the need, and (3) the conviction to meet the need.

Through its Ethics program, in school community service, and extracurricular community service and service learning programs, the School, in partnership with the parent community and student leaders, is developing a sequence of lessons, activities, and events to help the students to become accomplished, responsible, and caring men.

**Compassion**... See the need.

The School seeks to create a community of boys who are able to see the needs of their own community, the greater community, and the world.



- Develop awareness of the need by studying current events, assessing local opportunities, and communicating with people who work in the field.
- Offer service opportunities to address needs of the community and allow boys “hands on” experience with the issues they learn about.
- Provide instruction and information about the service opportunity before the event and allow the boys to ask questions and discuss.
- Provide opportunities for the boys to discuss their experiences after an event in order to process the learning that took place.
- Help students understand the component of civic responsibility that requires service.

**Confidence**... Develop the skills and competencies needed to address the need.

The School will work to provide opportunities to help the boys become and feel capable to address the needs of their community.

- Help the boys to assess their skills, talents, and interests, and encourage them to build upon those skills to better serve the community.
- Educate and expose the boys to a variety of situations and opportunities that will help them become more useful when working with organizations.
- Work to develop compassion and empathy within our students so they can better understand the need.
- Provide practical training in skills needed to work in specific program:
  - tools/hardware/safety for working in building project;
  - cooking/nutrition/safety for working in food projects;
  - first aid/safety for working with people in a physical setting, educational/teaching skills for working in a tutoring situation;
  - deference to others, humility, and an open mind
  - environmental awareness.

**Conviction**...Instill the initiative to address the need.

The School will help our students move from thought to deed, taking their compassion and their confidence to make a difference.

- While parental and teacher guidance may be initially required for inspiration and logistics, the goal is for the boys themselves to conceive and plan ways in which to serve the community.
- Provide mentors from the school community (both faculty and parents) to support the boys in the initiation and implementation of projects.
- Offer opportunities within the school setting to allow students to enrich their educational experience through service learning projects.
- Supply resources that will assist the boys in implementing service projects.
- Provide a forum for the boys to share their experiences, and inspire others,
- And to learn from others.

Through its Ethics program, in-school, and extra-curricular community service and service-learning programs, Landon, in partnership with the parent community and student leaders, is dedicated to creating activities and events to help students develop the skills necessary to serve others in our communities.

The School develops a calendar of unique opportunities for the boys to participate in activities. This calendar runs slightly differently in each division. Most opportunities are optional, but some opportunities are mandatory. There is no community service requirement, but opportunities are presented and service is encouraged and expected.

### Lower School

The Community Service program in the Lower School is orchestrated by the Student Council which is comprised of two representatives from each of the eight homeroom class and their faculty advisor. The boys support a variety of causes. The Lower School community service program provides opportunities for the boys to raise their awareness of issues and to develop empathy for other people and appreciate their needs.

In addition to the service opportunities through the Lower School itself, Lower School students take part in a variety of parent sponsored programs and projects, which vary from year to year. Our program in the Lower School is largely donation based because many organizations have an age requirement for more hands-on work. The general calendar of events for Lower School community service is:

- In September, the Student Council organizes a “Paper Football Tournament” requiring two books per student as the entry fee, and these books are donated to We Read D.C., a student-led literacy project working with young students in DC Public and Charter Schools.
- In November, the boys sell hot chocolate every year at the Landon Cup/Shrimp Bowl and the proceeds are donated to a designated charity. This year, it was The American Red Cross to help victims of Hurricane Sandy.
- In November, we also sponsor a Walk for the Homeless, and the boys are ask for pledges of canned food for every lap around the track. The collected cans are taken by the Student Council boys to “Bethesda Cares” to stock various food kitchens that service homeless people in this area.
- The boys also make cards to include in Thanksgiving baskets donated to clients of the Dwelling Place.

- In December, the Council collects gift cards (\$15 - \$25) to be donated to “Linkages to Learning” who will in turn give them to needy students and families in Montgomery County Public Schools to help them through the holiday season.
- Boys also make holiday cards for Veterans at Walter Reed Army Medical Center.
- In January, we collect hats and gloves for homeless children and donate them on the National Day of Service, Martin Luther King, Jr. Day.
- In February, we participate in “Pennies for Patients” sponsored by the Leukemia and Lymphoma Society.
- March is the time for our “Community Service Day” and Lower School Play. The Student Council designates a charity to receive donations collected the evening of the play. The day following the play is our Community Service Day: students participate in a number of activities, organized by grade level, to help others.
- In April, during Spirit Week, the Student Council collects school supplies for children in Montgomery County Public Schools which are donated to them through Linkages to Learning.
- In May, the Lower School honors all the workers on campus by presenting them with goody bags at our final awards assembly. All families are asked to bring treats for the bags and the Student Council decorates and fills the bags.

## Middle School

The Landon Middle School offers a variety of extracurricular, hand-on, and interactive opportunities. Working in conjunction with the Middle School Community Service coordinators and parent leaders, the Middle School seeks to engage as many boys as possible by providing information about opportunities and by sponsoring specific opportunities throughout the year. In recent years, offerings have included the following:

### Thrive DC

Landon has an on-going relationship with Thrive DC, a shelter that serves the Columbia Heights area of Washington DC. One Friday evening each month, a group of boys serves dinner, interacts with clients, and cleans the kitchen and dining room at the shelter. A family in the Landon Middle School community donates the meal that the boys serve. Parent volunteers also host small teams of boys to cook in their homes, shop for fresh produce, and deliver all food donations to Thrive DC the Thursday before the boys serve the meal, interact with clients, and clean up the kitchen and dining room.

## Sweet Readers

Each month, students take several hours from the school day and after school to join students from Holton-Arms School to work with seniors who are in the early stages of Alzheimer's disease. They meet at the Kreeger Museum in Washington, DC and use art as a way to connect and communicate and more recently have been interacting with seniors living at Sunrise, a senior living facility in Bethesda. This program requires students to undergo an orientation and training to better understand the disease and how to have positive interactions with their elderly companions. Because of logistical hindrances, this program was discontinued in the fall of 2013, but we are hopeful we can renew our affiliation.

## Iona

Each month, Landon Middle School students and adult chaperones work at Iona. Iona was established in 1975 to serve the needs of people in the Northwest D.C. community. To improve their ability to handle the increasing number of requests for guidance on medical care, public services, and other social assistance, three local churches - St. Columba's Episcopal, St. Ann's Roman Catholic, and Eldbrooke United Methodist - joined forces to create a center that would provide information to people in need. On the fourth Saturday of each month, two or three adult chaperones and four to six boys pack and distribute meals to be delivered to Northwest, DC seniors. The School is responsible for delivering 14 meals in the Regency House in Chevy Chase, D.C.

## Special Olympics

Boys volunteer at fall and spring events and on the Sunday basketball practices sponsored by Special Olympics at Landon. Boys partner with Special Olympics athletes and serve as mentors, develop friendships, and participate in the activities at each event. To participate in this program, students must undergo an orientation to help them be positive mentors and buddies to the Special Olympians with whom they are partnered.

## Basketball

During the Special Olympics winter basketball season held in the Landon gym, Middle School students volunteer with Special Olympics athletes to help with basketball skills. There are two sessions each Sunday: one for elementary school athletes and the other for middle school athletes. The program culminates in the Juniors World Games Exhibition and Healthy Athletes Village for which students set up, buddy up with athletes, help to run an obstacle course, run a snack bar, and break down the event.

The Special Olympics program offers the students a chance to meet Special Olympics athletes, make friends with the athletes and their families, and serve as peer mentors. Because the program is highly structured, with coaches and adult supervision, and the students are trained to serve as peer mentors, the student volunteers are set up for building successful relationships.

## Track

Middle School students also buddy up with athletes during a one-day spring time track event held on the Landon campus.

## Azalea Festival

Landon invites Special Olympics athletes and their families to participate in the Mark's Run Fun Run and join buddies from the Middle and Upper Schools to enjoy the rides at Funland on Sunday morning of Azalea Festival. Special Olympic athletes are paired with Landon Middle and Upper School boys as buddies for the run and the rides.

## Martin Luther King Service Day

Teams of 8-16 students participate in City Year for an orientation about the importance of serving the community and then on to a project/clean up activity with faculty and parent chaperones on MLK Day (third Monday in January) when school is closed. The program typically starts about 9:00 a.m. and lasts until about 2:00 pm.

In 2013, a group of 16 Landon and Holton students and faculty and parent chaperones were tasked with reshelving an entire library at a D.C. elementary school and were surprised by a visit from the President and Mrs. Obama, the day before the President's second inauguration. In 2012, ten Middle School boys and two parent chaperones traveled to Dunbar High School for City Year's MLK Day of Service. The boys cleaned up a science lab by organizing equipment and books, cleaning lab equipment (e.g., microscopes) and identifying old equipment for recycling.

## Youth Service Opportunities Project

A small group of students and chaperones volunteer for a day of service-learning. Youth Service Opportunities Project is committed to helping young people become part of the solution to societal problems by showing them how even their smallest actions can make a difference in the lives of others. YSOP runs a Service Day work camp for Landon focused on homelessness and hunger in our area. The boys and parents start the day with a YSOP orientation on homelessness and hunger, then travel with adults in small teams to various organizations in DC to participate in a variety of related, hands-on service activities. In the afternoon, the whole group reconvenes at YSOP to debrief and reflect on their experiences.

## Father's Day Service Activity

Following our annual Fathers' Visiting Day, fathers and sons gather to hear an active-duty alum speak about what it is like to serve in the military and the sacrifices our service people make when deployed far from home. Following the speech, boys and fathers package toiletries, sweets, reading materials, and cards to create care packages. The packages are sent to units of Landon alums.

### Day of Service

One day during the year, each class in the Middle School goes out into the community to serve various constituencies, including Lift Me Up (a therapeutic riding program), ARC (a school for children with special needs), and Glen Echo (river projects and other environmental work).

### Belize Service Trip

Early during the summer break Middle School students from Landon and Holton accompanied by faculty travel to Belize to work at the Mayan Village School, helping in math and English classes and working on construction projects.

### Upper School

In the Upper School, the students are encouraged to initiate and carry out most community service projects. The Dean of Student Life coordinates the community service program and, while there continues to be parental involvement, the Upper School students are in charge of getting it done.

For a number of years, the School has made a concerted effort to develop a robust self-sustaining community service program in which every Upper School student takes part in community service activities throughout his school tenure. The goal is for students to develop the habits and abilities to continue to contribute to their communities throughout their lives.

Toward achieving a program involving more students, the School did the following: slowly increased the number of off-campus opportunities during the school day; and increased the opportunities for Upper School students to serve the Landon community as buddies, mentors, and tutors to students in the lower divisions. The Dean of Student Life encouraged each athletic team to take on a community service project, and the School has instituted two community service fairs, one in October, to promote community service during the school year, and one in January, to increase awareness of -- and interest in -- local volunteer opportunities, in addition to promoting community service during the summer.

Almost all community service projects are lead by students. Students learn valuable lessons in leadership, organization, and responsibility when given the opportunity to initiate and lead a project. They progress from simply participating in events as younger students to initiating and running events as upper classmen.

Our Upper School Parent Community Service Committee provides parents the opportunity to vet ideas from the larger community, help initiate and implement programs, and provide direct help to improve the program.

Below is a list of some of the activities Upper School boys have initiated and participate in over the last few years:

- Boys organize the Special Olympics Soccer Tournament on The School's campus, booking fields, arranging for parking and other logistics, and officiating the games.
- During Fall Day and Spring Day, Landon and Holton students put together and distribute backpacks full of school supplies, and organize games and activities. Afterwards, they pair up with and entertain children from the Montgomery County Housing Opportunities Commission.
- Twice a year, the School participates in an American Red Cross Blood Drive. Students help recruit volunteers as juniors and lead this event as seniors.
- Advisory groups put together a basket of food for a Thanksgiving meal to be given to families identified by Rockville Community Ministries.
- Students serve the Salvation Army Angel Tree by participating in a day of sorting and then a day of distributing gifts in this Salvation Army program.
- The basketball team and other students organize and officiate in this statewide Special Olympics Basketball Tournament in the School gym.
- Students organize the annual Operation Smile Basketball Game which pits the School's faculty and local celebrities against a team from Stone Ridge and other local celebrities to raise funds to support cleft palate surgery in Central America.
- To support the Brainy Camps, boys participate in the Soups 'n Bowls fundraiser by donating pottery and helping to distribute soup during this event.
- A Landon faculty member leads a Habitat for Humanity trip to the Eastern Shore of Maryland three times throughout the school year allowing students to help build housing for Choptank Habitat for Humanity.
- The track team helps to run the Special Olympics Track Meet and helps recruit and organize others to pitch in.
- Students place wreaths at Arlington on Memorial Day.
- Students raise funds to purchase parkas (or other needed items) for wounded soldiers at Bethesda Naval Hospital.
- Students also ship books, magazines, and food to deployed Alumni.
- Students organize and participate in a dodgeball tournament to raise money for diabetes research.
- Students sell shoe laces to fund a program through Stop Hunger Now in which students (sometimes the entire grade) purchases and packages about 10,000 meals for children in Africa.
- Efforts are also under way for a tutoring program with a local public middle school.

# LOWELL SCHOOL

1/ A brief description of how your school addresses and encourages community service within the following categories:

At Lowell School, the emphasis is on service learning projects, integrated into the curriculum within each grade level's annual theme. Starting in pre-primary classes, students address the needs of their immediate school community and local area. As the students progress through the grades, they take on increasing responsibility for the projects, with teachers supporting their efforts to reach the desired outcome. The service learning projects take on more regional and international concerns. As situations arise, student voices dictate the direction of new projects (i.e. natural disaster responses). At these times, Lowell encourages students to work through their anxieties by channeling their energy into developing a response that assists others. These and other projects may require a school-wide effort. The parent community supports community service programs, but they are directed by student interests.

2/ How has your school's community service program evolved?

The emphasis is on the relationship, not only the assistance provided for others. There are traditional projects done each year, but as school has grown and added additional higher grades, the service learning projects have taken on more depth. For instance, the pre-primary students work together to prepare a traditional soup for their school community, while the sixth graders developed a micro lending program that supports communities outside the country. The program has evolved to meet the needs and interests of the students.

3/ How does your school's community service program change from year to year?

Although each grade has a specific theme, the actual work and designated beneficiaries changes from year to year. For instance, the third grade collects donated goods and sells them at a Secret Shop so that students can purchase gifts for their families. The money is donated to an organization that is decided upon by the students, changing from year to year. In the pre-primary school, one particular class became very interested in making jewelry. As a class, they decided to sell their handmade jewelry and donate the money to a charity they chose. New projects and new relationships grow each year.

4/ What are your school's community service requirements and policies?

Community service learning projects are required elements of the curriculum.

5/ Do students at your school fulfill service hours in school as well as outside of school?

Community service learning projects are part of the fabric of Lowell. Students regularly take on additional service projects outside of school.

6/ Does your school's student government program include a Service Board?

Service is the work of the student government at Lowell. Lowell has a Student Council serving the Primary School and a Student Government serving the Middle School community. All members are responsible for developing and participating in the



community service projects. For instance, the Student Council raises money during the year and then invites faculty to apply for grants. An example of a past award is a grant given to the dance instructor to purchase new music from different countries to use as inspiration for the dance program.

7/ Does the parent community at your school participate in and support service projects? Does our Parent Association incorporate service chairs within each grade?

Lowell's parents work to support the projects initiated and developed by students. There are some instances where parents also see a need and invite students to participate. For instance, the Sustainability Committee of the Parent Council organizes community work days to clean up and provide environmental support for the campus. Families are invited to work together.

8/ Do you have a Director of Community Service at your school?

The Director of Auxiliary Programs works with teachers to develop the students' interests and support the service learning projects through annual themes. The Director works to ensure that student voices are heard and their interests are being honored. The amount of time devoted to this aspect of the job is dictated by what is being done during each particular year. As teachers and students change, so does the work required. The director supports the teachers' work with the students to reach the desired outcome.

9/ Does your school provide access to community service projects in other states or countries?

In the youngest grades, the seed is planted for community service at school and home. As they progress, the scope and depth expands. The Student Council and Government has organized responses to natural disasters outside of our area and in other countries. The sixth grade provided micro-lending grants outside of the US. By eighth grade, students are traveling to Costa Rica to collaborate with members of a rural community on several projects that promote sustainability.

10/ What types of community service projects/activities do you currently offer at your school?

While they may be too numerous to list, here are some of the service learning projects at Lowell and activities students support. In the lower grades Lowell students work together to support their school community and families through our Stone Soup tradition, Secret Shop, supporting grants to faculty, planting and tending to our campus landscape, participating in a campus accessibility study, collecting food for local charities, and donating Halloween candy to US troops abroad. As they progress into the higher grades, they work to raise money for micro-lending in other countries, support KIND (civil rights for children), develop responses to natural disasters, determine ways to assist organizations based on their own interests (i.e. Doctors without Borders, Habitat for Humanity) and work to promote sustainability in Costa Rica.

Contact Dawn Smith ([dsmith@lowell.org](mailto:dsmith@lowell.org)) for any additional information.

# NATIONAL CATHEDRAL SCHOOL

- A brief description of how your school addresses and encourages community service within the following categories:
  - Curriculum
    - **9<sup>th</sup> grade students participate in a Community Service seminar that exposes them to broad themes in service, populations in need as well as opportunities to get involved in the local community. 8<sup>th</sup> grade students take an Ethics class that includes a significant student-designed service project.**
  - Parent programs
    - **We have Lower and Middle School Service chairs through our Parents Association, as well as representatives for each grade in Lower and Middle Schools. In Upper School, we encourage students to take the lead on projects, generally with the help of our student-elected Service Board.**
  - Student programs/activities
    - **Students are encouraged to participate in divisional and all-school projects, and receive support from the Middle and Upper School elected Service Boards.**
  - Classroom-based programs/activities
    - **In all divisions, we use divisional Chapel services to discuss and prepare students for service projects. Advisors and homeroom teachers work with students, especially those in Lower and Middle Schools, to understand and get involved with projects.**
  - School-wide programs/activities
    - **See list below (final question)**
  - Division-wide (lower, middle, upper school) programs/activities
    - **See list below (final question)**
- How has your school's community service program evolved?
  - **Our records show that we added our service requirement in 1992. Since then, we have fine-tuned how we share service opportunities with the girls, recently moving a variety of resources and databases online to allow students easy access to information about how to get involved, and to make our requirement as simple, easy and fun as possible to complete. We meet annually with our faculty, parent and student service team to evaluate the year's projects and make suggestions for the future. We plan to complete a long-term strategic plan for our program in the next two years.**

- How does your school's community service program change from year to year?
  - **We maintain a set of annual projects (see the last question), but are open to adding new, typically small, projects based on student or community feedback and suggestions. Last year we completed a study of 100 schools' service programs in preparation for completing a long-term strategic plan for our program.**
- What are your school's community service requirements/policies?
  - **Students are required to perform 60 hours of outside of school community service hours before the beginning of senior year; approved opportunities are available on our school's service website, and students are welcome to propose different projects**
  - **In addition, students must complete 12 hours of on campus (or "in-school") service**
- Do students at your school fulfill service hours in school as well as outside of school?
  - **Yes. Students must complete 12 hours of on campus (or "in-school") service**
- Does your school's student government program include a Service Board? **Yes**
- Does the parent community at your school participate in and support service projects? Does your Parent Association incorporate service committee chairs within each grade?
  - **Yes, there are 2 PA Community Service Chairs in Lower and Middle Schools**
  - **In addition, the 4<sup>th</sup>-8<sup>th</sup> grades each have Community Service Reps**
- Do you have a Director of Community Service at your school? Please provide a brief job description.
  - **NCS has a Director of Service Learning and Global Outreach who oversees all-school community service projects, coordinates the Upper School service program and works with the Lower and Middle School service coordinators to manage divisional and school-wide projects**
- Does your school provide access to community service projects in other states or countries?
  - **We have offered domestic service trips to New Orleans, LA and Taos, NM before, working with Habitat for Humanity and other local organizations there**
  - **We offer a spring break trip to Cambodia to serve in an orphanage every other year**
- What types of community service projects/activities do you currently offer at your school?
  - **Each Friday, an offertory in our weekly Cathedral service is donated to a local (and occasionally international) service organization, typically**

**suggested by students or community members or related to a project in which we are engaged**

- **Students in grades 4-6 (Lower School) sign up to participate in off-campus service projects at local organizations twice per year**
- **Middle School students coordinate a late winter/early spring canned food drive for Capital Area Food Bank**
- **Our Upper School Service Board representatives sponsor once-a-month trips to local service organizations adopted by each grade, open to all Upper School students**
- **We hold an annual Thanksgiving food drive, and this year are conducting a winter food drive**
- **We hold an annual all-school pumpkin pie making event, with 150 pies donated to Martha's Table**
- **All community members donate new, wrapped gifts for our "Gift for the Unknown Child" Cathedral service each year, to be donated to several local organizations**
- **We hold an annual book drive for local public schools**
- **We will hold a clothing drive for local organizations in January and February**
- **We hold a school-wide coin collection for one of our Cathedral offertories, to benefit local and international partners**

## NATIONAL PRESBYTERIAN SCHOOL

1. A brief description of how your school addresses and encourages community service within the following categories:

**-Curriculum:** Each of our 9 grades, from Nursery -6<sup>th</sup> grade, do a Service Learning project that is integrated in the curriculum. It can connect to Social Studies, the country of study, a Specialist project, literacy or math. Often it involves working with the buddy grade (pairing of older children with younger children) and with several specialists. For example, 3<sup>rd</sup> grade works on fluency and reader's theater. For their project, they work with the librarian, technology educator, drama teacher, and their reading teachers to create CDs on CD of *Elephant and Piggie* books. Their CDs are donated to classrooms and students at the KIPP school. (KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life.) The grade travels to KIPP to present dramas of their assigned book to the Pre-K students.

**-Parent programs:** Parents are involved primarily by working with each grade level of their service project, participating in school-wide projects with their children, or attending our twice-yearly Family Service Saturdays, that take place on Saturday mornings.

**-Student programs/activities:** Student Council has a Service Committee that plans the 7-8 school wide service projects each year. The Committee also has a rotating "Crisis Response Chair" that addressing global or local concerns (e.g, the typhoon in the Philippines this past fall). The Student Council plans speakers and education for the council and the school, and the details of school-wide service projects. They also present at assemblies and Chapel related to Service Learning.

**-Classroom-based programs/activities:** The Classroom based activities are the same as those that tie into the curriculum Service Learning project. Beyond this yearly project, classrooms do have an eye for injustice and service as part of their basic curriculum.

**-School-wide programs/activities:** Each year we hold 6 or 7 school year projects. Many of these connect with the National Presbyterian Church, the Church that established our school as a mission more than 40 years ago. Examples of the projects include; candy for soldiers at Halloween, cards for Veterans Day, coins for the Philippines, shoes for Soles4Souls, Christmas sharing with the Cornerstone School, an MLK Day of In-Service, book, coat and glove drives for local missions.

**-Division-wide (lower, middle, upper school) programs/activities:** On the MLK Day of In-Service, buddy grades work together to learn about honoring the legacy of

Dr. King through service, afterwards they complete a service project together. An all school assembly follows where we bless and celebrate the work of the morning.

2. **How has your school's community service program evolved?** Within the past 5 years, NPS has reworked their Service Learning program. It began with a year of faculty-led professional development related to the best practices of Service Learning. This effort tied the grade-level projects to the curriculum, and highlighted the need for each grade to follow the same steps in their projects: identifying, researching, doing, reflecting and celebrating. The professional development training also highlighted the necessity of age-appropriate student voice in each project. NPS applied for and was granted a CSEE award in Community Service in 2011, recognizing the efforts of the school in a comprehensive, curriculum-integrated, intentional Service Learning program.
3. **How does your school's community service program change from year to year?** The school wide projects might change each year based on global or local needs, or crises. In 2013 we worked on a project for the Philippines, and in 2012 we did one for those impacted by Hurricane Sandy. Sometimes we connect with a family's need or interest that might provide a new place for service than a previous year. Some of the nine grades at NPS connect with the same place of service each year, like the 6<sup>th</sup> graders who visit Heifer international, do education and fund-raising, then decide where and how to donate the money based on their country of study. Which country and what supplies they buy will change from year to year, but the visit to the Heifer Village will not. Some grades choose an entirely new focus of service each year depending on student voice.
4. **What are your school's community service requirements/policies?** We require each grade to do a Service Learning project integrated into the curriculum. Students are not required to perform community service hours beyond that. All students are encouraged to participate in service within NPS and outside of school to live out the NPS Core Values of love, respect and responsibility.
5. **Do students at your school fulfill service hours in school as well as outside of school?** No
6. **Does your school's student government program include a Service Board?** Yes
7. **Does the parent community at your school participate in and support service projects?** Our parent body engages with Service Learning by the grade level, and with the school-wide projects. Parents of Student Council students support Service Learning at NPS by helping their students fulfill the obligations of the committee. There is no official Service committee of the PA. However, as the Chaplain and

service learning coordinator, I feel very supported by the parents of NPS in whatever project we are doing.

- 8. Do you have a Director of Community Service at your school?** Please provide a brief job description. No. As Chaplain, my responsibilities include overseeing the grade level and school-wide Service Learning efforts. I am also the leader of the Service Learning Committee of Student Council.
- 9. Does your school provide access to community service projects in other states or countries?** Many of our projects are global in nature. 2<sup>nd</sup> graders partner with the Red Cross, learning about their national relief efforts. 4<sup>th</sup> graders connect with school water projects in Kenya, their country of study this year. 6<sup>th</sup> graders focus on developing countries through Heifer International. We do not travel to other states or countries.
- 10. What types of community service projects/activities do you currently offer at your school?** We have 9 grade-level Service Learning projects, and 6-7 school wide projects. Examples of last year's grade-level projects are:

*Nursery* – visits from veterinarians, learning about animals, and collecting supplies for animals in shelters

*Pre-K* – visits with the childcare center on our campus, studying families and visiting the childcare center to play with the children.

*K* - studying about trees and growing acorns to take home, in science class. Visiting Daingerfield Island to plant trees.

*1<sup>st</sup>* – Social Studies focus on the Tenleytown neighborhood and includes taking neighborhood walks. Visit the Iona Center to spend time with the elderly residents. Work with the music teacher to sing songs and play games at Iona Center.

*2<sup>nd</sup>* – Visit to Red Cross center as part of study of Washington DC, complete chores at home for donation credits, then use money to buy items for relief kits.

*3<sup>rd</sup>* – with technology teacher, drama, library and reading, create CDs of reader's theater of the *Elephant and Piggie series*. Student record CDs, then visit the KIPP school in DC to deliver the CDs to a classroom and perform the books at Reader's theater to the Pre-K classes.

*4<sup>th</sup>* – changes each year – last year it was a recycling project collecting sneakers to donate to Nike. Also included, using math skills, the redesign of the childcare center playground.

*5<sup>th</sup>* – in coordination with a book in reading, works with Friendship Place on homelessness, bringing speakers to school and doing projects, such as foot kits for the homeless, to donate to Friendship Place.

*6<sup>th</sup>* – partners with Heifer International, visiting the Heifer Village, learning about the economies and culture of countries around the world, hosting Ledo Pizza nights to raise funds, then going through a process with social studies

and math to determine what can be purchased, for which countries, based on the moneys raised.  
The all-school projects are described above.



# **NORWOOD SCHOOL**

- **A brief description of how your school addresses and encourages community service within the following categories:**

The Norwood School Community Service Program provides an opportunity for children to reach out to the broader community with a caring spirit and an active willingness to serve. Values such as compassion, sharing, responsibility, and respect for others are discussed in chapel and in class. Projects which carry the school community from articulation to action instill awareness of the myriad needs of others. Students explore opportunities in which unselfish actions and attitudes of acceptance can be practiced through school-wide drives and class projects appropriate for each grade level.

The school's motto is "How you lead your life matters." The goal of the community service program is to instill in students a life-long desire to do service, to think of service as an integral part of their lives. We try to promote the attitude that we do service because we are human. All people can do service. "Service is the rent we pay for living." Our community service programs provide a wide exposure to lots of ways to serve. Developing a proper attitude towards service is just as important as the service we provide.

## **Curriculum**

Values related to service are discussed in chapel as well as in classroom settings. Teachers are also encouraged to integrate content into their lessons preceding specific drives and projects. Outside speakers present to specific classes or divisions about service-related topics such as homelessness, and seventh and eighth graders attend six presentations throughout the year through our Community Service Guest Speaker Series.

## **Parent programs**

Parents are invited to attend school presentations. The Parents Association has two chairs devoted to supporting the school's Community Service Program.

## **Student programs/activities**

Individual student-initiated service opportunities are supported by the school. Details are developed with the school's Community Service Coordinator in terms of calendar placement, communication, and collection sites. The same is also true for student groups such as the Girl Scouts, who occasionally initiate service opportunities.

## **Classroom-based programs/activities**

Each grade from Kindergarten through sixth has its own age-appropriate project that is managed by teachers. Projects may be of a hands-on nature such as making sandwiches or gleaning at local farms. If the project involves collecting items such as cereal or toiletries, classroom teachers often develop systems so that students do chores at home to earn the

items to bring to school. In some cases, students devote their holiday party time to creatively packaging items such as wish bags for pediatric patients, toiletries for homeless people, and cards for service men and women. Our oldest students participate in six community service days in which seventh graders rotate through six different agencies and eighth graders choose a project to which they devote all six days. Seventh and eighth graders also have the opportunity to participate in voluntary weekend community service experiences. In all grades, teachers guide students to reflect on their service experiences to deepen values of respect, caring, and compassion.

### **School-wide programs/activities**

Norwood community participates in school-wide drives to support two organizations: The Manna Food Center and Horizons of Greater Washington. Food may also be donated year round in the red and white barrel found in each lobby. The school community also responds to major events. For example, this year the school raised funds to support victims of Typhoon Haiyan with a Free Dress for the Philippines Day.

### **Division-wide (lower, middle, upper school) programs/activities**

Most projects are either school-wide or at individual grade levels. Occasionally, presentations and activities are at the division level.

- **How has your school's community service program evolved?**

For many years there were two distinct community service programs, one led by the Parents Association, and one led by grade-level teachers. Currently, the school's Community Service Coordinator, a faculty member, oversees all service projects. In the past there were many different school-wide drives organized by the Parents Association, but we now focus on two organizations: Manna Food Center and Horizons of Greater Washington.

- **How does your school's community service program change from year to year?**

The evolution noted above represented a major shift in philosophy. Otherwise, there are just minor changes in the organizations supported by the lower grades and the sites visited by seventh and eighth graders. In recent years, there has been more of a focus on education, including more service-learning into the curriculum.

- **What are your school's community service requirements/policies?**

There are no requirements per se. Students are expected to participate in the programs organized for the school day. In addition, there are many voluntary service opportunities available to students. For example, older students may volunteer during the summer and

on Saturdays at our Horizons programs and they may volunteer during three Washington Quaker Workcamp experiences during the year.

- **Do students at your school fulfill service hours in school as well as outside of school?**

In our K-8 school, there are no service requirements outside of the school day.

- **Does your school's student government program include a Service Board?**

We have a Student Council that often supports our current service programs by making posters to advertise drives, for example.

- **Does the parent community at your school participate in and support service projects? Does your Parent Association incorporate service committee chairs within each grade?**

Parent volunteers are needed for many of the projects and are essential as drivers for our extensive off-campus program in the seventh and eighth grades. In addition, there are two Community Service Chairs that support the all-school drives for Manna and Horizons.

- **Do you have a Director of Community Service at your school? Please provide a brief job description.**

The Community Service Coordinator is a faculty member who designs and runs the program for seventh and eighth graders, and who also oversees the rest of the school's service programs.

- **Does your school provide access to community service projects in other states or countries?**

Not at this time.

- **What types of community service projects/activities do you currently offer at your school?**

Summary:

Each grade level from Kindergarten through the sixth grade has its own project. Examples include collecting and boxing toiletries for S.O.M.E., collecting and sorting pet supplies for

an animal shelter, gleanng at local farms, making decorated tee shirts for children at NIH Children's Inn, and doing chores to earn items to be donated.

Seventh and eighth graders have six community service days that begin with a presentation through our Community Service Guest Speaker Series. Seventh graders then spend the day working at a local agency, rotating through six sites throughout the year. Eighth graders pick their agency and spend all six days at their chosen site. Sites include geriatric day care centers, schools for students with special needs, food preparation centers, a sustainable farm, an animal sanctuary, a food bank, and a local park. Upon return, students debrief with their advisor and write in their community service journals.

School-wide drives support Manna Food Center and Horizons of Greater Washington. Norwood is one of three schools in the Washington DC area that participate in Horizons. Norwood partners with a local public school to provide six weeks of summer enrichment, and regular Saturday programs, to low-income students. This requires funds to be raised as well as many people to volunteer their time.

Programs and drives are also initiated by individual students as well as groups such as the Scouts. In addition, there are many opportunities for students to volunteer their time during study halls, after school, and on the weekends.

We are also in the beginning stages of developing a philanthropy curriculum for our seventh and eighth students. It is a long-standing tradition that every graduating class raises money for a class gift that they donate to charity. Students are learning methods to discern which charity will receive their funds.

**Faculty/administrator contact for any follow-up questions:**

Norwood's Community Service Coordinator is Debbie Pakaluk.  
[dpakaluk@norwoodschool.org](mailto:dpakaluk@norwoodschool.org)  
301-841-2246

# **POTOMAC SCHOOL**

At Potomac we champion a model of service leadership that is **entirely voluntary**. The large majority of our student body participates on a regular basis in a host of service programs. We learn better by learning together, and we serve better in partnership with those we serve.

Opportunities for service, both at school and in the community, abound for students from kindergarten through grade 12. Dozens of student-led initiatives have flourished over the years, and new ones are constantly evolving in response to local, national and global needs.

Potomac addresses and encourages community service in the following ways:

## **Visible Institutional Commitment**

- Commitment from Board and Head of School
- Service is included in the Mission Statement: "*...We expect students to act with kindness, civility and generosity of spirit, and, in our daily activities, we find opportunities to foster their integrity of character and civic conscience. More than mere tolerance, this standard calls students to act with compassion for others and to reach beyond the School in service to the community...*"
- Service projects are included in school publications
- Service Web Page for faculty, staff, students, and parents

## **Service Oriented School Culture**

- Upper School students participate in Community Service Days twice a year
- Intermediate School Students participate in a Community Service Day twice a year
- Community Service Coordinator is utilized as a resource and thought partner to support leaders of the school
- Multiple K-12 Community Service Projects and Divisional Projects (see below)

## **Community Service Leadership Infrastructure**

- Full-Time Community Service Coordinator
- Community Service Liaisons in each division
- Two Community Service Parent Association Co-Chairs
- For students: Upper School Community Service Club (currently there are five co-leaders) and Community Service Committees for 3rd and 6th Graders
- Division Heads provide active community service leadership
- There is no Service Board as part of our school's student government program

## **Student Development**

- Community Service Opportunities in each division
- One student led conversation on service per year
- Community Service Club and Committees

### **Community Service Curriculum**

- Individual teachers create classroom-based programs/activities using Community Service Coordinator and/or Divisional Liaison as a resource, but **no official service learning curriculum or requirements exist at this time**. However, our new Head of School, faculty, staff, parents, and students are actively working towards creating one. As far as how our service program has evolved, it has grown larger and larger over the years. The next real step in our evolution needs to be a tying together of all our projects to the current curriculum.
- An example of a classroom-based activity: *As part of a unit on the Harlem Renaissance, a first grade class discovered that the Howard Theatre, the center of the African-American music scene for much of the 20th century, was in their own backyard and undergoing a huge renovation. Recognizing a need for funds to complete this project, the class sponsored a “read-in” to raise money to purchase a brick for the new building. The class collected over \$1,000 dollars as a result of their efforts. The final step of the project involved a field trip to the Howard Theatre, where students were able to tour the facility and see how their efforts supported this cause.*

### **Community Service Projects Abroad or Out-of-State**

- In the past, Potomac has partnered with World Leadership School to send Upper School students to underprivileged communities in Costa Rica to build classrooms and/or playgrounds. This partnership ended in 2012.
- We have had a number of students, faculty, and staff travel to Kenya in order to volunteer at the Red Rose School in Nairobi. However, it is not an official school-sponsored program.

### **Ongoing Community Service Projects/Activities**

#### **School-wide K-12 Projects**

**Sandwich Day** - This long-standing Potomac tradition produces 1500 sandwiches for Martha’s Table each month. Our students bring in materials and students go to work making sandwiches. All divisions participate.

**SHARE Food Drive**—This school-wide service project collects food for SHARE, a coalition religious and civic groups that stock Food Banks during the winter months.

**Toy Drive** - Students, faculty, and staff collect brand new toys for Cornerstones (formerly known as Reston Interfaith)

**Coat Drive**—Students, faculty, and staff bring in gently used coats for donation to a non-profit agency.

### **Upper School (grades 9-12)**

**Embry Rucker** - Students volunteer to serve breakfast each Friday throughout the school year at the Embry Rucker Homeless Shelter in Reston.

**Podder Tutoring** - Every other Monday, student volunteers host underprivileged elementary school age children on campus from the Culmore Safe Youth Project run by Alternative House.

**The Memory Project** - Upper School art students create beautiful oil portraits (from photos) of orphaned children from Sierra Leone and Honduras, which they send to the children.

**Christmas in April**— Potomac students paint and repair a needy family's house in Prince George's County.

**Ice Skating Party**— Students skate and eat pizza with underprivileged children from the Herndon Enrichment Program (Reston Interfaith) at the Reston Town Center Ice Rink.

**Dodgeball Tournament**—Each spring, Upper School students and faculty participate in a Dodgeball Tournament in the Chester Gym to raise money for a local nonprofit.

**Alternative House** - Teens can stay in this shelter near Tyson's Corner for up to two weeks. Several Potomac students volunteer during the spring to cook dinner for the residents.

**Ronald McDonald House** - Six to eight Potomac students cook for families of seriously ill children staying at Fairfax Hospital on alternate Tuesdays in the spring.

**Senior Prom**— It's not what you think, but it is truly a "senior" prom and one that both our Potomac seniors and the senior citizens at the Alzheimer's Family Day Center really enjoy. Potomac students choose the theme and decorate, provide baked goods and dance with the seniors.

**Community Service Days**— Twice a year, students and faculty work throughout the metro area in programs that serve the community.

## **Intermediate School (grades 7 & 8)**

**Halloween Party for Alternative House**—Intermediate School students host this party for at-risk children. Costumes, games, lunch and a good time is provided.

**Adopt a Family**— Intermediate School students participate in Cornerstones' "Adopt-a-Family" program. Our students purchase holiday gifts for families staying at the Embry Rucker Homeless Shelter.

**Challenger Baseball** - Intermediate School students help special athletes with physical and mental disabilities on Sunday afternoons improve their balance, stamina and coordination, while experiencing the joy of playing baseball.

**Community Service Day** - Twice a year, IS students and faculty work throughout the DC Metro area in programs that serve the community.

## **Middle School (grades 4-6)**

**Waiting Room Bags for Ronald McDonald House** - each year, MS students, faculty, and staff collect items for the families staying at the Ronald McDonald House near Fairfax Hospital

## **Lower School (grades K-3)**

In Lower School, our goal is to move towards a service learning model, where our youngest learners are active participants in giving back to the community. This year's projects include:

**Sandwich Day** - Each month, 5-6 Lower School classes prepare and package sandwiches in their classrooms for our school wide Sandwich Day. Throughout the year, classes rotate so that all students K-3 have multiple opportunities to participate.

**Mitten Tree** - During January and February, students bring in mittens they have outgrown for our "Mitten Tree," which will ultimately be included in the School's donation to Cornerstones Coat Closet. Students are asked to write a positive message or create a simple drawing to insert in the mittens before they are donated.

**Snack Packs**— In the spring, students assemble and decorate "snack packs" for local underprivileged children who participate in an after-school program through Cornerstones (formerly Reston Interfaith)



## **Community Service Coordinator Job Description**

*The Community Service Coordinator will:*

- oversee and coordinate all aspects of school-wide and divisional service projects
- monitor and coordinate service activities to ensure that there are a variety of opportunities throughout the school year and that the quality and integrity of the community service program are maintained and supported
- build and sustain partnerships in the community
- liaison with agencies to match appropriate students with needs of service sites
- develop student leadership and life skills
- provide educational and service resources to teachers, students, and parents
- monitor students' work at various agencies
- assist classroom teachers with logistics such as phone calls, transportation, scheduling, chaperoning, and follow-through
- respond to numerous requests for volunteers in the community by connecting students with community needs
- advise student organizations for yearly events, presentations, and local activities

## PRIMARY DAY SCHOOL

The Primary Day School in Bethesda, Maryland, is a school for boys and girls from Pre-Kindergarten through Grade 2. The Primary Day School was founded as a demonstration school for the Phonovisual Method, a unique, phonics-based approach to teaching reading and language arts. Primary Day offers an education that builds skills that are vital for school success, develops confidence in young learners, and fosters a love of learning that will stay with students throughout their lives. And just as important as teaching reading or math or science is the emphasis on developing character—on helping young children grow up to become good people as well as good learners.

A brief description of how your school addresses and encourages community service within the following categories:

1. **Curriculum** - The Primary Day School sits a few miles from one of the most international of cities on our increasingly interconnected planet. The goal of our social studies curriculum is to introduce our students to that planet and some of the people who live on it. Primary Day children explore a wide variety of cultures and civilizations. The curriculum helps students gain a greater understanding of—and a greater sense of their place in—this diverse and interdependent world. They develop an appreciation for different cultures, including their own and those of their classmates. And in the process they learn about—and practice—good citizenship, including community service projects to benefit a variety of local agencies.

2. **Parent programs** - Any community service program with young children relies heavily on the support of adults. The Community Service program of The Primary Day School is a function of the Parents Association. Therefore, it is both planned and supported primarily by school parents, not staff. The over-arching goal was to create a year-long program that would provide the children with hands-on, age-appropriate programs that regularly reinforce the lessons of good citizenship and the school motto of “Treat others as you want to be treated.” This year, Primary Day School has two “drives” that are supported mainly by parents: a toy drive and a canned food drive.

3. **Student programs/activities** - With a major goal of providing hands-on, age-appropriate community service programs, the students have numerous programs throughout the school year that occur approximately monthly. These programs include:

3.1. Card and Craft making to benefit the Childrens Inn of NIH. - The kids made cards and bracelets as “mailbox treats” for residents of Childrens Inn.

3.2. Candy drive - PDS students donated some of their Halloween candy to Treats-4-Troops. The kids were provided with brown paper lunch bags that included information about the donation. The kids filled their bags and returned them to school for donation to MoverMoms who send it to overseas troops during the winter holiday season.

3.3. Books and bookmarks - With Language Arts at the core of the PDS curriculum, the community service program includes a special focus on books. Families are asked to donate gently used books to give to the Children’s Inn at NIH and to the

homeless mothers and children of Carrie Simon House. PDS boys and girls make bookmarks to send with the books.

3.4. Snack Mix - In school, the students will prepare healthy snack mix bags to send to Bethesda Cares - a community outreach program that helps to place the homeless population of the DC area into a better living situation.

3.5. Letter writing for U.S. troops - This month students will make cards in their classrooms to send to overseas US troops to thank them for their service to our country.

3.6. 1K walk for the homeless - This is a brand new program that Primary Day is considering for the spring. It would include a 1K walk for a homeless charity and possibly as used sneaker drive as well.

3.7. Optional 2nd grade field trip - Due to the young age of most of our students, the Community Service program is considering a pilot program that would offer a service-oriented field trip for our 2nd grade students only.

4. How has your school's community service program evolved? In prior years, there was a parent volunteer who worked with PDS staff. The program was primarily a holiday toy drive with one or two other events during the year.

5. How does your school's community service program change from year to year? The Parents Association Community Service program is lead by a Chairperson and Vice-Chair, who then becomes the next Chairperson. Therefore, we strive to have consistency in the vision and planning.

6. What are your school's community service requirements/policies? There are no requirements due to the age of our school population.

7. Do students at your school fulfill service hours in school as well as outside of school? No, due to the age of our students.

8. Does your school's student government program include a Service Board? Not applicable.

9. Does the parent community at your school participate in and support service projects? Does your Parent Association incorporate service committee chairs within each grade? Due to the small size of our school, we do not have grade level representatives, but the PA Community Service chairpeople represent two of the four grades.

10. Do you have a Director of Community Service at your school? Please provide a brief job description. No.

11. Does your school provide access to community service projects in other states or countries? No.

12. What types of community service projects/activities do you currently offer at your school? See above.

# **SIDWELL FRIENDS SCHOOL**

**A brief description of how your school addresses and encourages community service within the following categories:**

## **MIDDLE SCHOOL:**

### **-Division-wide (lower, middle, upper school) programs/activities**

All Middle School students participate in a school-wide service day. On this day, students attend a presentation. They do this in grade-level groups with their advisories. The presenters are from one of our partner organizations, and the presentations are focused on the work the organizations do and the impact the school has on the organizations. Students then have a Meeting for Worship to reflect on the work of the organization, and they participate in an activity to benefit the organization.

In addition to the school-wide service day, the Middle School currently has two scheduled service days for 5<sup>th</sup>/6<sup>th</sup> graders and four scheduled days for 7<sup>th</sup>/8<sup>th</sup> graders. On these days students go to various organizations in the community to serve. Teachers are also expected to build in some time to learn about the organization ahead of time as well as the problems that exist in the community that make the organization necessary. It is also expected that teachers build in time to reflect on the experience after returning to school.

In the entire Middle School, the week before spring break every year is “Minimester” (a week of “deep dive” explorations apart from the regular curriculum). Every student who attends the Middle School from 5<sup>th</sup> through 8<sup>th</sup> grade must complete at least one week of service-based Minimester activity.

There are also several drives over the course of the year, which engage families in bringing in donations from home. These usually include: Trick or Treat for UNICEF, holiday gifts for children at Mary Center, food drive and casserole bake.

### **-Classroom-based programs/activities**

#### **-Curriculum**

The Middle School is gradually shifting from the model of discrete service days (described above) to a model of service learning integrated into the curriculum. A standing committee of teachers is leading this transition over several years. Here are some examples of curriculum-integrated service learning that are already occurring in the Middle School:

- From a 5<sup>th</sup> grade homeroom teacher: With the help of Debbie Duel at Washington Animal Rescue League, my room is launching an inquiry into discarded/ unwanted pets. We’ll be collecting blankets and supplies to support a new partnership with WARL and exploring the links between human and animal populations and habitat.
- From a 6<sup>th</sup> grade homeroom teacher: As part of the Global Issues and Sustainable Solutions curriculum in sixth grade, my class will spend the day learning and working at a self-sustaining farm in Virginia. They will also

volunteer at A Wider Circle later in the year, as we continue to discuss resource distribution and the accumulation of stuff/waste.

- From a 6<sup>th</sup> grade homeroom teacher: My 6<sup>th</sup> grade class is currently doing a book drive in order to set up a library in a primary school in Botswana. We are also having a speaker who will show us slides from Botswana as we will be discussing the geography, history and culture of the country.
- From a 6<sup>th</sup> grade homeroom teacher: Students in my class work throughout the year with peers in Ghana to identify, study, redefine and solve problems which exist on both sides of the Atlantic and across the world. Forming this kind of relationship with someone they have never met will take time and effort over the course of this entire school year. Students will be able to relate their t-shirts' stories to topics covered in math, science, art, literature and social studies, as well as in sessions with us and through the communication with their peers in Ghana. This project is facilitated by a non-profit service-learning organization.
- From an 8<sup>th</sup> grade science teacher: In science, all 8<sup>th</sup> graders will be doing the clean cookstoves project this year. Students will be doing social science research gathering information from the women in the local community to bring back to the classroom. Then, we can work with our expert contacts to see if there is an existing clean stove that they could use to benefit health and meet their community needs.

### **-Student programs/activities**

School-sponsored social events, including after-school “hangouts” and evening dances, typically involve a service activity component or a drive/collection. The daily after-care program at the Middle School also does regular service projects. Also, the Middle School Vertical Voices Playback Theatre makes a trip each year to the Milton Hershey School (MHS) in Pennsylvania. (MHS is a cost-free, private, coeducational home and school for children from families of low income, limited resources, and social need.)

### **How has your school's community service program evolved?**

“Service learning” is one of the Long-Range Priorities identified by the school's board of directors. As described above, the Middle School service program is currently evolving gradually away from discrete service days toward service learning integrated into the curriculum.

### **How does your school's community service program change from year to year?**

There is a standing middle school faculty service committee that monitors the existing program from year to year and recommends changes.

### **What are your school's community service requirements/policies?**

In the Middle School, there is not a requirement for tracking and fulfilling a number of service hours. Instead, students participate in service activities with their

grades/homerooms/teams. Also, students fulfill the Minimester service requirement as described above.

**Do students at your school fulfill service hours in school as well as outside of school?**

n/a

**Does your school's student government program include a Service Board?**

n/a

**Does the parent community at your school participate in and support service projects? Does your Parent Association incorporate service committee chairs within each grade?**

Yes. There are two Middle School parent association service representatives, and they are active in collaborating with the faculty. Also, each grade has a parent association representative focusing on service.

**Do you have a Director of Community Service at your school? Please provide a brief job description.**

David Connell is the Director of Service Learning for the middle and high schools. David is completing this form on behalf of the Sidwell Friends upper school and will describe his role there.

**Does your school provide access to community service projects in other states or countries?**

Yes. Several of the Minimester options involve travel (including international travel), and some of those are service-oriented trips. For instance, this year the students going to the Amazon for minimester will be doing a service project combining clean cookstoves and a real-world development project. There are also groups that will be doing service in Haiti and in Oaxaca, Mexico.

**Faculty/administrator contact for any follow-up questions:**

Ethan Merlin

Clerk, Middle School Service Learning Committee

[merline@sidwell.edu](mailto:merline@sidwell.edu)

## **UPPER SCHOOL**

### **Required Service**

#### **60 Hour Individual Service Requirement**

Every year students fulfill their 60 hour individualized, off-campus service internship. Volunteer service may be performed during free periods of the school day, after school, on weekends, during school year vacations, or during the summer.

The class of 2004 was the first graduating class that fulfilled the 60 hour requirement. Prior to this class, students were required to do 30 hours of community service to complete their Upper School community service requirement. Approximately 50% of Upper School students do more than the 60 hour requirement and most of those students do well over 60 hours (80 hours or more).

#### **Ninth Grade Group Community Service Projects**

Each Ninth Grader must complete 3 one time community service projects. These after school projects usually consist of 10 – 12 ninth graders and the Community Service Director working with the clients of a nonprofit agency for 2-3 hours. The following service projects will occur during this school year:

##### **KIDPOWERDC AFTER SCHOOL PROGRAM**

KidpowerDC is a nonprofit agency that brings teachers, tutors and educational programs into DC Public Schools. Every Tuesday afternoon, several Sidwell ninth graders remain at school to tutor students from Barnard and Harriet Tubman Elementary Schools. Each freshman pairs with an upper class SFS tutor to work with two students on their homework and a healthy eating curriculum designed by KidpowerDC.

##### **ROSEMOUNT CENTER AT SIDWELL FRIENDS**

The Upper School will host 20 3-4 year old children from the Rosemount Center. We engage the children in a variety of activities including reading, storytelling, dance, arts and crafts, and soccer.

##### **ROSEMOUNT CENTER**

On Wednesday afternoons, we visit Adams Morgan. Students supervise and play with a group of two to five year old children at this bilingual (English and Spanish) daycare center that primarily serves families that are recent immigrants to our country.

##### **FOOD BANK AT GARRISON ELEMENTARY SCHOOL**

As a participant in this SFS/Martha's Table partnership, you will travel to Garrison Elementary School to organize and distribute food to the students and families of this DC public school. Take part in this important project that addresses the serious problem of hunger and lack of healthy food in our local community.

### MCKENNA'S WAGON AT MARTHA'S TABLE

We will be serving dinner to homeless and low income people in downtown Washington DC. Our group will be riding on two of the "McKenna's Wagons" vans that drive around the city each night to serve people dinner on the streets of Washington DC.

### ARTS FOR THE AGING

We spend the afternoon at Brighton Gardens, which is an assisted living facility located off Wisconsin Avenue in Chevy Chase Maryland. Students work alongside artists from Arts for the Aging (A4A), a DC nonprofit agency that brings performing artists into senior centers. We will be participating in an interactive therapeutic program with the A4A artists. We will also help transport the residents to and from their rooms before and after activities.

### REGENCY HOUSE FOOD DISTRIBUTION PROGRAM

You will be packing and distributing healthy food bags to residents of this low income residential facility on Connecticut Avenue, NW. If you are interested in working with food and interacting directly with members of our community, this project is for you.

### **Service Learning**

Service as part of the curriculum also occurs at the Upper School. Over the past few years, Melanie Fields' Biology students teach a group of students from Barnard and Harriet Tubman Elementary School every Tuesday afternoon. They teach the 4th and 5th graders a science curriculum called "Scifins" that focuses on fish biology and anatomy. In past years they have been involved in fish and tree restoration projects as part of their curriculum. In past years, students in her 21st Century Biology class have visited local middle schools during Brain Awareness Month spending a day teaching local students about the brain and neuroscience. Paula Wang's Environmental Science class measures river and creek pollution levels and reports them to local government authorities.

Darby Thompson's Robotics Club teaches robotics and computer science to middle school students from Cesar Chavez Public Charter School every Tuesday afternoon. Anna Tsouhlarakis and her visual arts students worked with the Memory Project last year. Students were sent photographs of children in an orphanage in Eastern Europe. They painted and mailed them their portraits drawn from the photographs so they would be able to have a memento from their childhood.

David Connell teaches a seminar entitled "Peacemakers of the Twentieth Century." This course examines several individuals and movements that were dedicated to nonviolent social action during the twentieth century. The study includes Mohandas Gandhi, Martin Luther King, Jr., Nelson Mandela, Mother Theresa of Calcutta and The Dalai Lama, among others.

More specifically, the course focuses on the philosophy of nonviolent social action that these people followed, the challenges they faced, and their work and accomplishments. Students also study interpersonal conflict resolution, nonviolent communication and techniques that students can use to cultivate internal awareness and peace. Students gain



an understanding of how they deal with conflict in their lives, and they learn techniques which can help them cultivate internal awareness and peace.

### **Senior Project**

Every school year during the month of May, the entire senior class works 30 hours per week for four weeks on a senior project. All senior projects must be approved by the Faculty's Senior Projects Committee. Students are engaged in a wide variety of projects, but many students choose to work on projects that are social justice and service related.

### **Work Program**

Work program is a program in which each Upper School student is assigned one period (45 minutes) per week in service to the Middle School, Upper School or Zartman House. This is an important Upper School program because of the credo "charity begins at home." How can we ask our students to clean up a park across town or tutor a child overseas, if we fail to ask them to take responsibility for their own community here at Sidwell? Work program is an important part of our efforts to teach our students to reach out to others in their community. When our students are asked to contribute to their community on a regular basis, they begin to feel a sense of connection, and feel that they have a role to play in its success.

Each year, Upper School tenth through twelfth grade students are available to perform approximately 6800 hours of service to the school community. Students are not always utilized during the entire scheduled period. This large amount of labor that our students provide is a major reason that the school functions as smoothly as it does. Students engage in a number of tasks through their work program assignments – helping a science teacher set up a lab, tutoring other students in math, shelving books in the library, assisting the Business Office Manager. Below please find a listing of some of the work program opportunities that were available to our students last year:

#### *Name of Work Program*

Bio Help  
Math Help  
Spanish Help  
Bio Help  
French Help  
Peer Counseling  
Archives Assistant  
Pottery Studio  
Chorus Librarian  
Computer Room Help  
Freshmen Studies T.A.  
Tech Crew

Chem Lab Assistant  
Summer Work Program  
Music Assistant  
Independent work program (seniors only)  
Latin Help  
Middle School Diversity assistant  
Art History  
Language Lab  
Dean's Office  
Summer Programs  
Science Dept. Assistance  
Dark Room  
Arts Center  
Physics Lab Help  
M.S. Science Help  
M.S. Science Help  
Development Office  
M.S. Library  
Chemistry Help

### **Community Service Day**

In 1997, the Upper School initiated the annual Community Spirit Day. On the third Friday in October, the entire Upper School leaves campus in their advisory groups to perform a day of community service. 550 volunteers perform approximately 1500 hours of volunteer service at over 30 service sites. The Upper School discontinued Community Service Day in 2012 as the school moved to a greater focus on service learning.

### **Ninth Grade Orientation Community Service Projects**

In August 2003, the Upper School had the first annual Ninth Grade Orientation Service Projects. This event consists of the entire ninth grade class participating in off campus service projects during the afternoon of their first day of orientation at the Upper School. Students and faculty divide into their seven Ninth Grade Studies classes to work at 7 service sites. Each year 130 volunteers perform 260 hours of volunteer service.

### **Extracurricular Service**

#### **Upper School Clubs**

Several Upper School clubs are involved in community service. Below is a description of club activity:

#### **Community Action Committee (CAC)**

The *Community Action Committee* (CAC) coordinates and promotes student-led service at the school. The students in this club are involved in service projects, fundraising drives and appeals for material donations throughout the school year.

The CAC has supervised three bicycle drives in conjunction with Pedals for Progress in recent years. These three drives have resulted in 200 bicycles and \$2,000 that were donated to Pedals for Progress and delivered to people in developing countries.

Club members also use club money to support KIVA, which loans money to small business owners in developing countries. Club members also coordinate Upper School assemblies that are dedicated to highlighting the community service accomplishments of their fellow students.

### **The AIDS Club**

The *AIDS Club* has two fundamental purposes. The first is to raise money through fundraising events for direct donations to relief organizations here at home and overseas. The second is to raise awareness in our local community. During the past three years the club has coordinated two all school assemblies that were dedicated to raising the students' awareness of this important issue. They also held several activities on World AIDS Day, including a speaker and a presentation and documentary during assembly.

Members of the club have raised funds to support a variety of nonprofit organizations in the past few years. Activities include: homecoming sales, bake sales throughout the year, Art Works, Candy grams, a spring car wash, AIDS bracelet sales, participation in the AIDS Walk Washington. The first charity that the club made donations to was the Burkett's Lymphoma Clinic, currently they are making donations to SASA, Salima AIDS Support Organization, The Whitman Walker Clinic and the Nyumbani Children's Home in Kenya.

### **The Tutoring Club**

Students in this club participate in an afterschool tutoring program with KidpowerDC. Every Tuesday afternoon, 60 elementary school students from Harriet Tubman Elementary School and Barnard Elementary School visit the Upper School cafeteria. Kidpower students learn a civics curriculum and receive help with their homework. They also have the option to take a science class where they learn about zebra fish anatomy and biology in a laboratory setting. Students have also participated in fundraising events and a bake sale to support Kidpower beyond the classroom.

### **The Outing Club**

The outing club is involved in a variety of environmental service projects throughout the year. Club members work with the Chesapeake Bay Foundation (CBF) in the following projects on an annual basis:

Bay grasses in classes - growing Chesapeake Bay Grasses and replanting them in collaboration with Ms. Fields Bio I classes.

Club member also build and maintain trails with the Friends of Seneca and Friends of Carderock.

In recent years, students have also been involved in the following projects:

- Three projects in Oregon - cleaned and open bathhouses for the camping season, graveled a new trail at Smith Rock, picked up garbage at the climbing area around Smith Rock.

- Moapa BML land in Las Vegas, Nevada

Major garbage removal from a new climbing area. In Zion National Park the club cleaned garbage from trails.

- Joshua Tree National Monument - Mulching, and fixing damage that had been done to the roadsides as a result of expanding the roads and letting film crews in for commercials, vertical necroplantia (standing up dead Joshua Trees, digging holes in the ground so they would stay up) to reduce erosion.

### **Affinity Clubs**

In addition, many of the affinity clubs are involved in service projects that pertain to their areas of interest. Over the past several years students from the Black Student Union, The Jewish Culture Club and The Latin American Society have all performed service through their club affiliations. The Asian Student Association sponsored a fundraising and materials drive on behalf of the victims of the Tsunami.

Finally, individuals and small groups of students frequently coordinate donations drives and/or volunteer projects when they see a need in their community. Students have worked in this capacity over the past several years in conjunction with Amnesty International, Operation Smile, Central Asia Institute, Transitional Housing Corporation and Cure Autism Now (CAN).

### **Senior Projects**

Every school year during the month of May, the entire senior class works 30 hours per week for four weeks on a senior project. All senior projects must be approved by the Faculty's Senior Projects Committee. Students are engaged in a wide variety of projects, but many students choose to work on projects that are service related. Students performed service related internships at the following organizations in recent years:

DC Habitat for Humanity, INOVA Fairfax Hospital Cancer Ward, Howard University, Rock Creek Park Friendship Hospital for Animals, Kenilworth Aquatic Gardens, Jug Bay Wetland Sanctuary, , Swanson Middle School, Stuart Hobson Middle School, SEED School, CCPC

Preschool, Sitar Center for the Arts, CSA organic farm (2 students), Public Employees for Environmental Responsibility, Spanish Education Development Center (2 students), St. Ann's Infant and Maternity Home, Chinese Community Center - Thompson Project, NIH Internship, Planned Parenthood, Help the Afghan Children, Walter Reed Army Medical Center, Bright Beginnings Day care center (3 students), Washington Animal Rescue League, Emergency Medical Technician in Montgomery County, Maryland, St. Albans Daycare Center, Lutheran Social Services, Suburban Hospital, CHIME, ACORN, US/Asia Institute, Martha's Table, Washington Animal Rescue League, Religious Action Center, Unity Health Care, Rosemount Center, Powell Elementary School, Friendship Animal Hospital, Peace Corps,

### **Medstar Health Blood Drive**

Over the past 12 years, the school has sponsored a blood drive sponsored by the Medstar Health. The blood drive is coordinated by the Upper School Community Service Director, and students and parents act as volunteers on the day of the event. During this period we have gathered well over 100 units of usable blood. This year's blood drive takes place on April 17, 2014.

### **Families**

SFS students also perform a variety of service projects with their families. Sidwell families prepare food for homeless people at Martha's Table on the third Saturday of every month. Ninth Graders and their families bake 175 apple and pumpkin pies for homeless people the Sunday before Thanksgiving each year at the *Freshman Piebake*. During the past three years, sophomores and their families baked 70 casseroles and delivered them to local feeding programs at our annual *Sophomore Class Casserole Bake*. The junior class participates in a service project that *is different each year*. The Parent's Association and Sidwell Families also participate in the *Holiday Gift Drive* each year. Families purchase holiday gifts that are delivered to Martha's Table and the Rosemount Center and then distributed to members of the local community.

The school also has a partnership with Brightwood Elementary school, located at 13th and Nicholson Sts, NW, (off Military Road) since 1996. Brightwood is a public school that educates over 400 students in Head start and pre-kindergarten through 6th grade. The community is made up largely of Latin American and African American families and recent immigrants from Africa. SFS families are involved in all kinds of activities, such as lap reading, cooperative activities between SFS lower grades and their counterparts in Brightwood, tutoring and mentoring, and Giant/Safeway receipts.

Families from all three divisions of the school participate in weekend workcamps three times a year. These projects, sponsored by Washington Quaker Workcamps, are part of an aging in place program which helps elderly people maintain their homes. Families visit the

home of someone in the local community and help with home repair and maintenance. Tasks include painting, installing drywall, ceilings and other minor home repair projects.

### **William Penn House**

Sidwell Friends School has a strong partnership with William Penn House. William Penn House is a nonprofit organization that offers intergenerational community service opportunities that address social concerns in concrete ways. In this way the organization bears witness to the Quaker belief that we should lovingly answer that of God in every person. Weekend and weeklong workcamps include a focus on a community service project, as well as a time for students and adults to use Quaker values as a means to reflect on their service experience.

William Penn House is a Quaker hospitality center located on Capitol Hill. Workcampers have access to William Penn House dormitories and Quaker educational resources during their workcamp experience.

The unique format of workcamps enables young people not only to provide meaningful service, but also to open their hearts and minds to the suffering of others, explore issues of poverty and social justice, and reduce stereotypes and prejudices. Washington Quaker Workcamps works with organizations and individuals that serve the needs of the poor and disenfranchised.

Workcamps bring young people into community with the less fortunate who live in their midst and provide meaningful assistance to people in need.

The Upper School Community Service Director is required to serve on the Board of Directors of William Penn House and Washington Quaker Workcamps as part of his/her duties. David Connell has clerked the Washington Quaker Workcamps Committee for the past seven years. SFS has had several students and employees on the board over the past several years. Several SFS students and families participated in workcamps during this time period.

Each workcamp is an opportunity for young people to express their convictions and values through meaningful responses to poverty and injustice. A workcamp's impact on a student can be dramatic. For many participants, workcamps are more than a social or service experience. They are spiritual experiences providing insights that will endure throughout a young person's life.

### **Week-long service trips in Appalachia, New Orleans, Honduras, Jamaica and on the Pine Ridge Reservation in South Dakota**

For the past twelve years, William Penn House has co-sponsored several service trips with our students. They have helped lead a group of Sidwell Friends students on a week-long workcamp to Caretta, WV, in June. This group repaints and repairs homes in the area, and gets to know the local community through a community barbecue, square dances, tours of

the coal mine, and other such activities. During the past seven years (since Hurricane Katrina) we run an annual home construction and environmental service workcamp in New Orleans, Louisiana. For several years we also ran a workcamp in Siguatepeque, Honduras, partnering with Habitat for Humanity Global Villages program. This year we will be initiating a workcamp in Montego Bay Jamaica; building and stocking libraries in local elementary schools.

### **Director of Service Learning Job Description**

#### Essential Functions:

- Educate and coordinate Upper School faculty and staff in all three divisions of the school about service learning and its applications in the classroom. The Director of Service Education will be a member of the Upper School Academic Council.
- Support faculty in all three divisions of the school as they implement service learning in their classrooms. Assist with ideas, strategies, contacts and best practices.
- Manage Upper School service learning program
- Direct student selection of outreach opportunities by speaking to classes, assemblies and by meeting individually with students.
- Maintain files and a directory of outreach opportunities which students can utilize when researching service options. Continually research new service activities in the greater Washington area and beyond, including overseas. Weed out agencies whose philosophy and management is not in keeping with Friends values.
- Maintain records and paperwork on all students' service obligations. This includes contracts, student evaluation forms and supervisor forms.
- In approving and evaluating each student's service requirements, assure conformity to the guidelines set by the Community Service Advisory Committee.
- Administer the Upper School's work program requirement.
- Maintain records and paperwork on all student work program obligations.
- Act as liaison between Upper School and work program supervisors in the Upper School, Middle School and Zartman House.

- Network with the Washington DC and wider community to make the SFS Service Learning Program visible, and to exchange ideas with service learning programs at other schools and youth organizations.
- Lead 9<sup>th</sup> grade students on after school group service projects to a variety of nonprofit agencies in the Washington DC area.
- Plan, organize and administer annual Upper School Community Service Day, Senior Community Service Day and Ninth Grade Orientation Service Projects.
- Lead weekend and weeklong workcamps and other service projects.
- Teach a course on conflict resolution and peace studies and assist Upper School faculty to incorporate these disciplines into other courses.

### **Additional Responsibilities**

- Raise awareness of the SFS and Quaker commitment to service through programs such as Back To School Night, Open Houses and other events for current and prospective students and parents.
- Incorporate a service component into large, all-school events such as Homecoming and Founders Day.
- Serve as an advisor to the student-led Community Actions Club and Tutoring Club. Support club members in the administration of their service work (Donations drives, Fundraisers, Martha's Table Food Bank, Kidpower Tutoring Program, etc.).
- Serve as the liaison to the Parents Association and assist them in organizing grade level and all-school events. (Help the Homeless Walk-a-thon, Thanksgiving Pie Bake, etc.)
- Serve on the Board of Directors of William Penn House and assist with on-campus promotions of workcamps to enroll a critical mass of Sidwell students.
- Serve as the Upper School liaison and clearinghouse to other divisions of the school for activities that include an outreach component.
- Serve as an academic advisor
- Serve as a faculty representative on school committees, as appropriate.



## **ST. ANDREW'S EPISCOPAL SCHOOL**

- A brief description of how your school addresses and encourages community service within the following categories:

St. Andrew's Episcopal School is dedicated to service – both through our Service Learning curricular components and “Community Service,” which typically takes place outside of school – at every age and in every grade. Spirituality is a “pillar” of our school, and one of the most visible and central ways in which we live out our spiritual and Episcopal identity is by serving others. Because we understand ourselves as called by God to love our neighbors, service is foundational to our common life. Service helps shift our focus from our own interests to the genuine needs of our brothers and sisters – those around the world, and those in our own backyard.

St. Andrew's is committed to a number of service programs that span all four of our divisions. For example, each fall all students (and families) are encouraged to participate in our annual Homecoming Weekend “Help the Homeless” Walkathon to benefit Samaritan Ministry of Greater Washington. In addition, every January the whole school is invited to take part in the Martin Luther King Day of Service, with a variety of activities available for every age level – from decorating snack bags to be distributed to the homeless to packaging 20,000 dry meals (in conjunction with Numana, Inc.) to be designated to an area in particular need. (This year's meals will go to the Philippines.) As well, each January St. Andrew's is blessed by a three-week visit from young men and women from the Bokamoso Youth Centre in Winterveldt, South Africa, during which time the Bokamoso Youth visit classes and offer workshops and performances in each of our divisions; concurrently, the St. Andrew's community collects coats, clothing, books, and other items for the youth to use while they are here and to take back to South Africa for themselves and their families.

Perhaps our most pervasive, signature all-school service initiative is our partnership with the Christ Roi Episcopal School in Civol, Haiti. We have been partnered with Christ Roi since shortly before the earthquake in January 2010, and beginning in 2011 groups from St. Andrew's have traveled to Civol each year to build relationships with our Haitian friends. The first trip was comprised of adults only, but since 2012 we have taken groups of six students (juniors and seniors) and four adults for a five day visit over Presidents' Day Weekend; this February will mark our third student trip. Even though it is only high school students who are allowed to go on the trip, the entire St. Andrew's community travels to Haiti in one way or another through curriculum pieces and targeted service projects in the various divisions. One of our proudest accomplishments to date has been raising sufficient funds to provide a much-needed well for Civol (which is being completed even as this is written). For the year leading up to the ground-breaking, the importance of clean,

potable water was a curricular theme that ran throughout the divisions. Our next major project will be providing solar power to the village, and we anticipate that solar energy will be a central curricular theme, going forward. In addition, “Haiti Week” is a school-wide highlight each year and features a number of cross-divisional activities designed to raise money and awareness. In 2013, thanks to the leadership of our Upper School ceramics teacher, we held our first annual Lenten “Simple Supper” on behalf of Haiti: Based on the “So Others Might Eat” model, attendees purchase hand-thrown bowls (made by community members during Homecoming and the MLK Day of Service); the bowls are then filled with a modest portion of soup or chili in order to heighten awareness of food scarcity in Haiti and throughout the world. This event was such a success last year that we now plan to repeat it annually.

At the individual divisional level, service learning opportunities begin in our Lower School (Preschool-Grade 3), where students learn about the needs of their community—from their local community to their world community. Students participate and lead in campus-wide collections like our annual food drive for Samaritan Ministry and Toys for Tots. For example, second grade are the leaders of the Toys for Tots collection. They research the history and purpose of Toys for Tots and present at our weekly assembly to launch the campaign. They make reminder posters and flyers and, finally, assemble all the toys for a campus-wide celebration to present them to an ambassador from the Toys for Tots organization and a local Marine.

In the fall, prior to the Homecoming Walk for the Homeless, the Lower School chaplain leads an assembly with Pre-K through 3<sup>rd</sup> grade students about the importance of our homes in our lives and what the challenges would be if you did not have a home as a regular part of your life. In their own language, students are able to voice what is important to them about their homes and they often find that importance in the people and experiences they have at home, beyond their toys and other material items.

Lower School students also focus on a yearly theme relating to our partnership with Christ Roi School in Haiti. This yearly theme allows students to focus on specific areas of daily life in rural Haiti and some of the challenges our partners face. This theme is then mirrored in the yearly holiday cards that students produce and sell as an alternative gift opportunity for our families. For example, when the theme was food security, students learned how much a goat can make a positive impact both nutritionally and financially for a family through the milk it produces, the babies it has, etc. The goat cards made by students then raised the funds for a herd of 30 goats. When the Lower School Chaplain traveled to Haiti that year, she took with her 30 paper goats, decorated by students, to present to leaders and children in Haiti that symbolized the hope these goats bring.

Our Lower School students are also connected to our partnership with the Bokamoso Youth Center. The youth visit the Lower School students several times

during their time at St. Andrew's. Through time in chapel, an assembly, classroom visits, and the Family Heritage Night, our annual evening event when families bring food, photos, and stories of their heritage, the Bokamoso youth share their stories and music with our students.

This continues in the Intermediate School (Grades 4-6), where students are developmentally seeking to confront the needs of their communities and their ability to make an impact. Students in this division participate in similar school-wide programs like the Walk for the Homeless and our Martin Luther King Day of Service. In the classroom and in monthly community meetings, students participate in service learning education as they tackle topics like ability and disability, how we might help the patients at the National Institutes of Health's Children's Inn, and they host our partners from South Africa and Haiti and ask questions about daily life and challenges in these communities. Specifically, students invest and learn about our Haitian partnership through their ownership of their yearly Holiday Bake Sale for Haiti. This three-day event has students as the leaders at all levels from publicity to step-up to pricing, selling, and educating others about the partnership. This year, in coordination with their art teacher, students created Rainbows for Haiti. Students have been created rainbow loom bracelets throughout the fall to sell and to give a bracelet to each student at Christ Roi. Students ran a table at homecoming, where they sold their wares and taught others, allowing all St. Andrew's students to participate in the project.

In the Middle School, service components are built in to the very curriculum of required courses such as English and Religion. In addition, eighth graders participate in two specific service activities that bookend their year. In September, they go as a class on an overnight field trip into downtown DC, where they serve at organizations including So Others Might Eat, Seabury Resources for the Aging, Martha's Table, Sasha Bruce Youthwork, A Wider Circle, Christ House, Community Family Life Services Milestone Place, DC Central Kitchen, Food and Friends, Capital Area Food Bank, and Thrive DC through the Youth Service Opportunities Project. In the spring of the eighth grade year, students participate in the "Positive Leadership Initiative," in which they work in Advisor groups to raise both money for and awareness of five core service agencies: Samaritan Ministries; Bethesda Cares; the Children of Mine Center in Southeast DC; our partner school in Haiti; and the Bokamoso Youth Centre in South Africa.

In the Upper School, students fulfill 120 hours of service prior to graduation (*see "community service requirements/policies"*). As noted above, all ninth graders are required to take a Service Learning trimester course, housed in the Philosophy and Religion Department, that both sends them out into the community to do hands-on work with populations of need and then brings them back to the classroom for reflection and discussion. In the tenth grade, all students spend a day out in the field working on an environmental service project such as gleaning. As well, the student government organizes a number of initiatives throughout the year that serve others in the greater community. In addition to the events mentioned already, these

include: Lee Jeans' "Denim Day" for breast cancer research; a Thanksgiving canned food drive to benefit Samaritan Ministry; holiday bow and candy cane sales on behalf of the Children of Mine Center; and participating in a cooking competition to benefit Bethesda Cares. Throughout the year, student volunteers package and prepare meals weekly for Bethesda Cares and Carroll House Shelter through our Campus Kitchen program.

This ethos of service has been embodied over the past two years by an enterprising pair of current senior boys who, as juniors, founded a club called "Lion Laborers" (our school mascot is the lion). The Lion Laborers volunteer countless hours doing manual labor (e.g., yard work, moving furniture, painting, light construction) for faculty members, school families, and other "clients." They do not ask for payment for their services; instead, they encourage people to make a contribution to our Haiti fund. To date the Lion Laborers have raised thousands of dollars for Christ Roi; their proceeds most likely will be dedicated to the solar project outlined above.

Independent of all this, each year a handful of Upper School students is chosen to enroll in LearnServe International, a year-long fellowship that equips them to solve problems in their communities by devising and developing their own service initiatives. LearnServe fellows commit to meeting weekly at the School Without Walls for instruction and coaching in developing their plans for implementation. St. Andrew's LearnServe fellows are supported by the Upper School Chaplain.

- How does your school's community service program change from year to year?

While we strive to be open to new ideas and initiatives, we continue to be thoughtful about how best to support those organizations with which we have deep and/or longstanding commitments without depleting the resources (financial and temporal) of our community. Thus, we tend to restrict our major involvements to select organizations, occasionally adding in other, smaller events (bake sales, etc.) for additional causes and needs as they arise.

- What are your school's community service requirements/policies?

All St. Andrew's students, from Preschool through Grade 12, are involved actively in Community Service, as outlined above. Specifically, high school students must complete a total of 120 hours of service (accompanied throughout by written and/or oral reflection on that service) in order to graduate. The 120-hour requirement is spread over the four years of high school, as follows:

Grade 9: Students are required to take a trimester of Religion (Service Learning) in which they participate in service during the school day; they earn 20 hours of Community Service credit through successful completion of this course. Using a true service learning model, students prepare for their on-site service by learning about *why* and *how* one serves. At the conclusion of each service experience, students reflect in class as part of a broader discussion about values and leadership.

Grades 10-11: In order to graduate from St. Andrew's, students must complete a total of 40 hours of service over the course of their 10<sup>th</sup> and 11<sup>th</sup> grade years. Typically, these hours are served outside of school, but some student organizations (such as Campus Kitchen) meet weekly during school time. Students may choose to serve at one of a variety of school-approved sites where they are called upon to engage actively with communities in need. Alternatively, a student may design his or her own project according to this guideline.

Grade 12: At the end of May, all Seniors participate in an off-campus internship program that requires them to complete 10 school days of service at a site approved by the Senior Community Service Advisor. Alternatively, a student may choose to design his or her own project; this must be approved beforehand by the Senior Community Service Advisor, in consultation with the Upper School Chaplain. The Senior internship gives Seniors their final 60 hours needed for graduation.

- Do students at your school fulfill service hours in school as well as outside of school?

Yes. As discussed above, ninth graders fulfill their service requirement through the Service Learning course. In addition, several students participate in the weekly Campus Kitchen program, which takes place on campus; parent volunteers then drive the food to Bethesda Cares.

- Does your school's student government program include a Service Board?

We do not have a separate Service Board, *per se*, but the student government does oversee many of the service activities we sponsor throughout the year. As well, students who participate in the Haiti trip each year come back as "Ambassadors," charged with sharing their stories with the rest of the community and helping to foster the relationship between St. Andrew's and Christ Roi, going forward. In addition, the Bokamoso Club exists specifically to support the Bokamoso Youth while they are in the US and helps with fundraising and awareness-raising activities.

- Does the parent community at your school participate in and support service projects? Does your Parent Association incorporate service committee chairs within each grade?

The St. Andrew's Parent Association (SAPA) is an active participant in the school's Service Learning programs. SAPA volunteers coordinate our annual "Help the Homeless" Walkathon during Homecoming Weekend; all proceeds benefit Samaritan Ministries of Greater Washington. We also collect coats, clothing and books annually for our Bokamoso visitors from South Africa, and participate in the Martin Luther King, Jr. Day of Service.

Our Lower School parent volunteers help with our Haiti partnership by promoting and selling the holiday cards made by our youngest students. One year our

preschool and elementary students decorated goat-themed cards; the proceeds helped to purchase a herd of goats for Civol residents. Our Lower School and Intermediate School volunteers also help with the canned food drive, our annual Toys for Tots collection, and other efforts to benefit the Christ Roi school.

SAPA has Service Learning Chairs for the Preschool/Elementary and Intermediate Divisions. These chairs coordinate with our chaplains to help our Service Learning Programs run smoothly. We do not have chairs for the Middle and Upper Divisions, because the chaplains want the older students to take “full ownership” of their community service projects.

- Do you have a Director of Community Service at your school? Please provide a brief job description.

Yes. We have two Co-Directors of Service Learning, who coordinate the implementation of service components across the curriculum. One Director teaches the Service Learning course, while the other is particularly involved with organizing the Campus Kitchen and MLK Day of Service initiatives. Additionally, the Upper School Chaplain approves and oversees student completion of Community Service hours in the tenth and eleventh grades. Another faculty member is designated as Senior Community Service Coordinator; the bulk of his responsibility is to organize and provide oversight for the 10-day service internship at the close of senior year. The Lower and Intermediate School Chaplain, in partnership with other service leaders in the community, coordinates service learning throughout the year in her divisions through empowering teachers and students as we continue to grow this dynamic program.

- Does your school provide access to community service projects in other states or countries?

Yes. Each year, the School offers a number of trips which – in addition to exposing students to a world beyond the borders of their own lives – also provide opportunities for participants to earn service hours. Regularly-scheduled trips (and the number of hours earned) include:

Chicago (summer) – 40 hours  
Haiti (President’s Day Weekend) – 20 hours  
Honduras (summer) – 40 hours  
South Africa (spring break) – 20 hours

(Note: This is not a comprehensive list. Each year faculty may choose to offer other trips which include a service component; hours earned are determined by the trip leader in conversation with the Upper School Chaplain.)

**Faculty/administrator contact for any follow-up questions:** The Rev. Betsy Gonzalez and The Rev. Patty Alexander, *Chaplains*; Ms. Ginger Cobb and Mr. Chuck James, *Co-Directors of Service Learning*

## **ST. STEPHEN'S & ST. AGNES SCHOOL**

*From the Head of School*

### **Service Learning: A Renewed Vision for Volunteerism**

St. Stephen's & St. Agnes School is and has always been a community dedicated to caring for each of its members as a child of God. I am proud of this hallmark and it is one reason I so enjoy my job. I am filled with delight and admiration for our students, parents, alumni, faculty, and staff when I see them serving our school community, our local community, and even our worldwide community.

Our commitment to caring for one another is a direct result of our identity as an Episcopal school. Religion provides a foundation for how we view our world, and God repeatedly reminds us of the importance of respecting the dignity of all human beings. Our service-learning curriculum reinforces this teaching by asking our students to look beyond our school campus to care for members outside our community. We ask them to open their eyes, help those they see, and then think deeply about those experiences.

I have a great belief in the human spirit and I think the fact that we are a Church School allows for greater discussion, conversation, and teaching moments about that human spirit. I am proud that our new service-learning curriculum takes full advantage of this fact. We do not have to be apologetic, defensive, or in any way vague about being an Episcopal school; it is who we are.

Thank you for taking the time to read more about our path forward. I think you will agree that through our renewed vision of service learning we are living our mission better than ever.

**- Joan G.O. Holden, Head of School**



## *From the Coordinator of JK-12 Service Learning*

### **What is Service Learning?**

Service learning is part of the moral and ethical education at SSSAS. Formerly called "community service," our service-learning curriculum combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. Whereas community service activities provide valuable opportunities for *periodic participation*, our service-learning program aims to do more.

Each service experience develops age-appropriate skills by starting with a student-driven needs assessment before an activity (to teach needs awareness and creative problem solving) and concluding with periods of intentional intellectual and spiritual reflection. Our curriculum therefore combines service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

For example, if school students collect trash out of an urban streambed, they are providing a service to the community as volunteers, a service that is highly valued and important. When school students collect trash from an urban streambed, analyze what they found and its possible sources, and then share the results with residents of the neighborhood, they are engaging in service learning. In the service-learning example, the students are providing an important service to the community and, at the same time, learning about water quality and laboratory analysis, developing an understanding of pollution issues, learning to interpret science issues to the public, and practicing communications skills by speaking to residents. They may also reflect on their personal and career interests in science, the environment, public policy, or other related areas. Thus, service learning combines service with learning in intentional ways.

This is not to say that volunteer activities without a learning component are less important than service learning, but the two approaches are fundamentally different activities with different objectives. Both are valued components of a national effort to increase citizen involvement in community service at every age. Both are also valued at our school because our mission states not only that we seek to inspire a commitment to service, but that we inspire lifelong learners who can succeed in this complex and changing world.

**-- Patricia Lyons, JK-12 Service Learning Coordinator**

## *The Five Ps of Service Learning*

**Pick** In this stage, we hope to inspire students to look into their lives for their passions, truths, gifts and challenges; then to look around their lives to identify needs that match who they are.

### *Guiding Questions*

Who am I? What are my gifts and how can I express my stewardship of them? What problems or needs do I see in my community or in the world? How can I be a problem solver?

**Prepare** In this stage, we will invite students to practice the skills of exploration and research taught in their academic courses. Students will apply those intellectual skills toward understanding the nature of the need they have chosen to address, the root causes of that need or crisis, the history of responses, and the most hopeful and potentially fruitful ways that a difference can be made.

### *Guiding Questions*

What is the nature of this problem? Where does it exist? Why does it exist? From whom do I need to learn in order to address this need? Do I/we have the resources to address this problem or need? How do I/we generate help and participation?

**Perform** In this stage, the individual, group, advisory or grade will carry out the service vision.

### *Guiding Questions*

Am I serving with compassion? Am I treating activity leaders, my fellow servants, and those being served according to our school mission, that all people are children of God?

**Ponder** At this stage students will practice a period or periods of intentional reflection, either in group discussions, individual silent time, individual writing or other group activities aimed at analyzing the experience of service.

*Guiding Questions*

What happened? What were the social dynamics of the experience? What were the moral and spiritual experiences? What did we learn about ourselves? What did we learn about the need we tried to address? From whom did we learn something new or important? What preparation did we need and not have? What more can be done?

**Proclaim** At this stage, we want students to find ways to share their experiences with others so that they develop the communication skills in sharing and teaching others what they have learned. We hope to see individuals and groups sharing their service stories among our three campuses in order to encourage and inspire other students to be servant Saints in their own lives.

*Guiding Questions*

How can I be a steward of the privilege of serving others? How can my life be a living example of what I have learned through service? How can I invite others to the privilege and responsibility of serving?

# Stone Ridge School of the Sacred Heart

## **Goal Three of Sacred Heart Education**

Schools of the Sacred Heart commit themselves to educate to a social awareness which impels to action.

- The school educates to a critical consciousness that leads its total community to analyze and **reflect** on the values of society and to act for justice.
- The school offers all its members opportunities for direct service and advocacy and instills a life-long **commitment** to service.
- The school is linked in a reciprocal manner with ministries among people who are **poor, marginalized and suffering** from injustice.
- In our **multicultural** world, the school prepares and inspires students to be active, informed, and responsible citizens locally, nationally, and globally.
- The school teaches respect for creation and prepares students to be **stewards** of the earth's resources.

## Lower School

Much of the Social Action program at the Lower School level raises awareness and funds in seasonal ways, including fundraising for Breast Cancer Awareness Month in October, writing Thanksgiving cards to go along with the Thanksgiving baskets the Upper School puts together for partner organizations, engaging in Christmas toy drives, organizing Lent fundraising for communities in need, and holding an annual Mothers day project. When there is a catastrophic event happening in the world, such as the earthquake in Haiti or the typhoon in the Philippines, the girls collect money to send to a specific organization. They have also collected shoes for the shoeless, art supplies for children in Children's Hospital, pet supplies for pets as projects arise.

## Middle School

The Middle School Social Action projects are organized seasonally and by grade level. In the fall the Middle School runs a food drive to benefit the St. Vincent de Paul Food Pantry at St. Mark's in Hyattsville, Maryland. Each grade level is responsible for a particular food item to restock the pantry. For the Christmas season, each grade level shops for different communities through organizations, such as the Spanish Catholic Center or Living Wages, wraps the gifts and writes gift tags. Also, During Lent the Middle school restocks the Food Pantry at St. Marks and holds a fund-raiser to support students at the Sacred Heart school in Kyamusansala, Uganda.

Additionally, each grade level participates in a Social Action project of its own. They spend an afternoon in a combination of prayer, reflection, and a service project. We have helped the chaplaincy of the WRNMMC next door, the Grace House assisted living, the Children's Inn at NIH, and the Excel Academy in the past few years.

## Upper School

Rooted in **Goal Three** of Sacred Heart Education, the Social Action program is a comprehensive service-learning program that is central to the Upper School experience. Through preparation, action, and reflection, Social Action cultivates critical **consciousness** of issues of justice, inculcates a life-long **commitment** to service, and develops students' potential for **leadership** in building and maintaining just partnerships.

## **Schedule**

Twelve Wednesdays each year, roughly every other Wednesday in September, October, November, February, March, and April.

- 8:00 am      Assembly & Preparation
- 9:00 am      Departure & Social Action
- 2:30 pm      Return & Small Group Reflection

## **Areas of Social Action**

- Care and Concern for the Elderly
- Childcare & Education
- Human Rights
- Poverty & Homelessness
- Stewardship of the Environment
- Understanding Disabilities

## **Program**

*Ninth Grade: Orientation to Social Action*

- Students learn about the six major Areas of Social Action. Guided by 4<sup>th</sup> Ac SALs, students get a mix of on-campus learning and off-campus experience.

### *Tenth Grade: Introduction to Partnerships*

- Students visit a different site each Social Action Day to develop an understanding of the variety of direct service and advocacy opportunities.

### *Eleventh Grade: Partnerships I*

- Students express a preference for working in a particular Area of Social Action and return to a single site throughout the year. Traveling by car, Metro, or bus in groups of 2 to 12, students are not only able to develop not only the habit of direct service but also to build relationships with the staff and clients at each organization.

### *Twelfth Grade: Partnerships II*

- Students express a preference for working at a particular site and return to it throughout the year. In addition to this, 4<sup>th</sup> Ac students have the option to propose an independent project, work on the editorial staff of [www.ImpelledToAct.com](http://www.ImpelledToAct.com), or serve as a SAL.

### **Social Action Partners 2013-2014**

A Wider Circle | American Red Cross at Walter Reed | Bikes for the World | Bright Beginnings | Carl Sandburg Learning Center | Catholic Charities Refugee Center | DC Diaper Bank | DC Prep Public Charter School | Earth Sangha | EL Haynes Public Charter School | Excel Academy Public Charter School for Girls | Father McKenna Center | Food & Friends | Forest Knolls School | Hillhaven | [www.ImpelledToAct.com](http://www.ImpelledToAct.com) | Interfaith Clothing Center | IONA Senior Services | James E. Duckworth School | Janney Elementary School | Jewish Council for the Aging | Katherine Thomas School | Martha's Table | Moten @ Wilkinson Public School | Northwest Pregnancy Center | PetConnect | Rosemount Center | Shepherd's Table | Sibley Hospital | So Others Might Eat | Spanish Catholic Center | Stephen Knolls School | Suburban Hospital | Thrive DC | US Botanical Gardens | US Holocaust Memorial & Museum | The Village at Rockville | Washington Animal Rescue League | Washington Middle School for Girls |

### **Preparation**

As a community, the Upper School gathers on Social Action Days to learn about a particular aspect of a yearlong theme. Faculty and SASAB Members work together to prepare a presentation that educates, inspires, and invites reflection.

Yearlong themes have included:

- 2009-2010: Women of Faith & Hope
- 2010-2011: The Global Sacred Heart Community
- 2011-2012: The Faces of Social Action
- 2012-2013: The Millennium Development Goals
- 2013-2014: Principles of Catholic Social Teaching

## **Student Leadership**

*SALs: Social Action Leaders*

- Being a SAL is one of the highest honors for Stone Ridge students. The SALs create a unit on a particular area of the Social Action Program and guide Ninth Grade Students through their Orientation to Social Action. During the summer before their Senior year, SALs work with the SALs Coordinator and the Director of Social Action to prepare for leadership and teaching. While they receive support and guidance, each SAL independently researches, prepares lessons plans, and teaches her unit.

*RLs: Reflection Leaders*

- Each Social Action Day concludes with a small group reflection. Each group is a mix of students from each Class and one or two Faculty Members. RLs develop skills for facilitation and guide their groups through various activities to process the Social Action experience.

*SASAB: The Social Action Student Advisory Board*

- Led by Student Co-Heads, the SASAB consists of students from all Upper School Classes. In Spring 2011, the SASAB crafted a mission statement to serve as a reminder of the important role the group plays in the school.

SASAB Mission Statement:

Our purpose is to provide student leadership, and support the continual growth of the Stone Ridge Social Action program through preparation, evaluation, modification, and participation. We aim to model student engagement in the Social Action program, channel our student passion, and inspire a life-long commitment to service.

Our functions as the SASAB are to: Create annual theme that will lead to greater reflection | Advise and assist faculty with morning presentations | Help place students at Social Action sites | Lead and support the Social Action Retreat | Provide logistical preparations for each day of Social Action | Design reflection activities | Meet often to evaluate the program and make sure there is continual input and ideas as to how Social Action could improve | Act as the voice of the student body | Gather student input through surveys and other appropriate media | Advertise and support the program through Open House and other events