

Cover Sheet

2012 Implementation Plan Review

Local School System: Garrett County

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Date of last local Service-Learning quality review: 10-25-10

Superintendent Signature

Date

Table of Contents

| | | |
|-------------|---|---------------|
| I. | Implementation Plan and Curricular Connections..... | 2 |
| | A. Minimum Level of Student Engagement..... | 3 |
| | B. Curricular Connections..... | 3 - 5 |
| | C. Assessment & Evaluation..... | 6 |
| | D. Transfer Policies..... | 7 |
| | E. Connections..... | 8 |
| II. | Infrastructure..... | 9 - 10 |
| III. | Student Leadership..... | 11 |
| IV. | Community Partnerships & Public Support and Involvement..... | 12 |
| V. | Professional Development and Training..... | 12 |
| VI. | Accountability..... | 13 |
| VII. | Funding and In-Kind Resources..... | 14 |
| VII. | Attachments: | |
| | 1. Student Service Learning Validation/Tracking Form | |
| | 2. School Based Project Approval Form | |
| | 3. Middle School Tracking Sheet | |
| | 4. Service Learning Index Application | |
| | 5. Cumulative Record Form | |
| | 6. Transfer Form (this is one missing document) | |
| | 7. Implementation Timeline | |
| | 8. Teacher Lesson Template and On-line Draft Template | |
| | 9. Service Learning Handbook – updated | |
| | 10. Planning Grid | |

I. Implementation Plan and Curricular Connections

The Service-Learning program for Garrett County Public Schools evolved from the recommendations of a planning group composed of parents, students, civic club representatives, community agency representatives, teachers, and school administrators.

The resulting plan includes a curriculum-based approach for the middle and high school students with the possibility of a small elementary component. Through teacher directed classroom activities the students will learn the basics of Service-Learning. This learning process takes place through class projects and studies that pertain to Service-Learning and incorporate the Common Core State Curriculum and the Seven Best Practices. Interdisciplinary Team meetings are held weekly to discuss ideas and implement activities. Students who fail to complete any part of the curriculum will be required to make up those hours in addition to the fifteen independent high school hours.

High School students receive five hours of Service-Learning credit when completing U.S. History and five hours in Science. Finally students complete the Service-Learning obligation by performing fifteen hours of independent service, either through school or community-based activities and projects. The high school component is characterized by an increase in flexibility, student choice, and initiative.

Special needs students are normally included in regular instruction. Service-Learning instruction and activities will be modified appropriately in accordance with the student's Individualized Education Plan (IEP). Closer teacher supervision, group projects, and school-based activities exemplify appropriate modifications.

Should a student be exempt from the requirement due to his/her profound disability, staff will document the exemption information on the IEP. Students who receive a Certificate of Completion are also required to complete the Service-Learning requirement.

Alternative program and evening high school students are required to meet the Service-Learning requirement. A student who is attending the alternative program will be responsible for making up any Service-Learning hours missed. Students at the middle school level will need to add those class hours missed to the number of hours needed for the high school requirement.

A. Minimum Level of Student Engagement

1. The minimum number of hours a student must acquire before successfully completing the Service-Learning requirement is seventy-five hours (COMAR). Students receive fifty hours at the middle school level through curriculum-based team projects. An additional ten hours are given at the high school level in U.S. History and Science (Earth, Biology and/or Environmental) and the remaining fifteen hours are completed through independent projects and activities subject to approval by the coordinators/fellows.

B. Curricular Connections

1. At the middle school level students will earn fifty hours of Service-Learning. The middle school hourly equivalents are as follows:

| | | |
|-------------|---|----------|
| Grade Six | Health (Introduction to Service-Learning) | 10 hours |
| | Including WINNERS PROGRAM | 1 hour |
| | Interdisciplinary Team Project | 10 hours |
| Grade Seven | Interdisciplinary Team Project | 10 hours |
| | English/Language Arts | |
| Grade Eight | Health | 10 hours |
| | Interdisciplinary Team Project | 10 hours |

A total of fifty hours should be completed at the middle school level. The WINNERS Program is a locally developed program that has taken the place of the D.A.R.E. Program. The Garrett County Sheriff’s Department works closely with the middle school Health teachers. The WINNERS Program is more suitable to our geographical area and students identify with the topics that the officers present. The program combines character education and community involvement. Students will learn how to make good decisions, develop a positive self-worth and learn how to become vital, contributing members of their community.

The current team projects will undergo close inspection and realignment with both the Common Core and the Seven Best Practices. Plans for each Interdisciplinary Team will be re-submitted to the Supervisor of College and Career Readiness/Coordinators no later than January 1, 2014. Submissions will be completed after a meeting of the teams, facilitated by the Supervisor and Coordinators. Submissions will now take place electronically once forms and templates have been created and approved.

At the high school level students will receive ten hours of Service-Learning through U.S. History and Science (Earth, Biology and/or Environmental). These courses include specific units of instruction emphasizing Service Learning outcomes as they relate to citizenship, community agencies, resources and social/environmental issues. Common Core Standards are accessed also. Teachers completing infused hours will submit a Lesson Plan that clearly shows alignment with Common Core and the Seven Best Practices. Lessons will be evaluated utilizing the state rubrics. The teacher will give a short review of the Service-Learning program at the beginning of the course. Students may also go to the guidance office for any questions or assistance pertaining to the Service-Learning program and request to see the coordinator. Each high school has a teacher Service-Learning Fellow.

In addition to the curriculum courses listed, there are many informal projects throughout the high schools. One example of this would be the JROTC program. The instructors have included the county service-learning plan into the JROTC curriculum. Where there is mention of community involvement, the instructors take the opportunity to review service-learning. The instructors assist the students in developing a plan to accomplish their service requirement and do something worthwhile for their communities. Additional programs where hours may be accumulated include Student Government, Student Service Alliance, Band, Performing Arts, etc.

Teachers in both high schools are active in creating quality projects for the students. Of the fifteen independent hours, five hours may be completed during the school day. Examples include EMS clubs in both Southern and Northern Garrett High Schools. Both schools have a recycling program. Southern High School has created an outreach project where an assessment of needs is examined for the community and the students then take action to resolve those needs. This varies from nursing home visits to the collection of school supplies for those less fortunate. Students may receive five to ten hours towards the requirement when participating in this project. There are approximately four to five teachers at each high school who are currently developing quality projects to assist the students in meeting the high school requirement. The number of hours varies from project to project and the projects change from year to year depending on the community need. SGA, Bloodmobiles, Relay for Life, SADD club, etc.

2. At the middle school level, all students will be included in Service-Learning instruction and activities. Service-Learning and the WINNERS program are components of the Health curriculum with which the outcomes of Service-Learning are met. These components are also aligned with Character Education and Common Core Standards. Students become familiar with Service-Learning language and concepts that will assist them in developing their interests for the independent hours at the high school. Each grade level interdisciplinary team (grades 6, 7 and 8) is responsible for creating structured activities involving groups and classes in service projects. These projects vary year to year depending on the community need. A Wilderness Week is also in the plan as an activity for all middle school students through which a possible total of twenty hours may be accumulated.

At the high school level ten hours of Service-Learning is incorporated into the U.S. History and Science (Earth, Biology, and/or Environmental Science. These courses include specific units of instruction emphasizing Service-Learning outcomes as they relate to citizenship, community agencies and resources, and social/environmental issues/problems. The courses will also cover a review of the Service Learning handbook and validation/tracking form. (Attachments # 1) Tracking methodologies are on the implementation plan for improvements. Working with IT, it is hoped that tracking will become electronic along with many of the forms associated with Service Learning.

Class projects are created by the students and teachers and are given to the service learning coordinators and principals for approval. (Attachment # 2)

3. Service Learning is formally and informally embedded in the middle and high school curriculum. The process for interdisciplinary teams at the middle school is included in the curriculum. Each year brings new projects and the instruction for each project varies from year to year to match the current project. Many teachers at the middle and high school level informally include Service Learning in their instruction. Social Studies, Science, Business, Math and Computer classes are just a few of the content areas that infuse Service-Learning into their instruction, again depending on community need.

4. At the middle school level teachers monitor the time and effort put into a project through classroom work. The Service-Learning unit is embedded into the eighth grade curriculum and is 6-8 weeks long. At the high school level ten hours are infused into the U.S. History and Science courses and documented by the teachers. The fifteen independent hours are monitored by the organization supervisors and the Service-Learning Coordinators. The coordinators review and record all Service-Learning Validation Forms. The guidance office secretaries also review the forms when they come in and answer any questions students, teachers or parents may have. All independent hours must have been completed through an approved organization. This is all reviewed in great detail with the students at the eighth grade level and at the beginning of the U.S. History course.

5. Middle School – Students at the 6th and 7th grade level experience advocacy and indirect projects through classroom activity and instruction. Eighth grade students have the opportunity to experience advocacy, indirect and direct service through instruction. This activity is monitored by the teachers. We are also implementing a county-wide Wilderness Week that will meet the requirements of Common Core and Seven Best Practices.

High School – Students perform fifteen hours of independent hours. Students have over one hundred-fifty sites to choose from and complete their hours. The opportunity to experience any type of service is available. Rescue squads, fire departments, churches, civic groups and in-school projects are the most popular. The county coordinators review all validation forms and track the student's progress.

6. At the middle school level, teachers and students develop yearly projects. At the high school level students and parents choose service activities within the community. The school and county Service-Learning Coordinators are often contacted for current service activities.

C. Assessment & Evaluation

1. Middle School – Service Learning is infused in the curriculum and therefore part of the student grade. Interdisciplinary teams at each grade level are asked to submit a project approval form to the principal. The principal then forwards the form to the coordinator. Usually the middle school projects change from year to year. A tracking sheet (Attachment #3) is included in the student file at the middle school level and is then forwarded to the high school at the end of the students eighth grade year.

The coordinator also reviews the in-school projects at the high school level. All projects must meet the Seven Best Practices. The Validation form is reviewed by the county coordinators. If students do not correctly fill out the form or if there is a question or concern regarding the activity, then the coordinator will arrange to meet with the student and if necessary speak with the supervisor of the organization. It is the goal to include an on-line tracking system to record all lessons, all students participating and hours achieved.

The county coordinators are in constant contact with school administration, teachers and students at the school level. The coordinator reports regularly to the supervisor, who then shares information with the superintendent. Every four years the rubric of Maryland's Seven Best Practices is used to file the state report and results from it and the Quality Reviews are used to improve the program. The program is periodically reviewed with the Board of Education members.

2. Students must participate with approved organizations that are in the Service- Learning Index. The index is an approved listing of all the organizations that participate in the Service Learning Program. The index is currently under revision and may be found on the web at www.ga.k12.md.us. (Website is currently under construction and URL will change to www.garrettcountychools.org) Each high school has the index on the Board of Education home web page as well. Should a student turn in a form with a site that has not been approved, then the student is given a Service-Learning Index Application Form (attachment # 4) to take to the organization to be filled out. The form is then reviewed by the county coordinator and principals for approval. The new organization is then given a copy of the handbook and a training session is then set up either in person or by phone. The handbook and website will be revisited, reviewed and updated during the Implementation and Transition.

D. Transfer Policies

1. Students transferring into a Garrett County high school from a school system which does not require Service-Learning will complete all required curriculum units applicable to the Service-Learning program in courses for which the student is scheduled and be exempt from the fifteen hour independent requirement if the transcript indicates fifteen hours of service have been previously performed or that the requirement has been satisfied in another school. The student will complete sufficient hours of service, either in addition to hours transferred or of original hours to satisfy the fifteen hour requirement.

Students transferring into a Garrett County high school from a school system which does not require Service-Learning will complete hours as follows:

- 12th grade – must complete 5 independent hours
- 11th grade – must complete 5 independent hours
- 10th grade – must complete 10 independent hours
- 9th grade – must complete 15 independent hours

Students transferring into a Garrett County middle school will be given credit and/or recognition for student Service-Learning courses and activities contained in their official school transcripts. Since it would be impossible to duplicate the program and activities of previous years, upon entering the school system, students will complete the student Service Learning program and activities appropriate for their current grade level.

2. Students transferring out of the Garrett County school system will have a Service-Learning Transfer Form included in with the permanent record and student file. (Attachment # 6) A Student Service-Learning Cumulative Record Form will also be included with the student file. (Attachment # 5)

Should a student transfer into the Garrett County school system at the middle school level, the guidance office will complete a Middle School Tracking Sheet. (Attachment # 3)

E. Connections

- 1.** Service-Learning is infused into the U.S. History course, which includes civic education and character education. Social Studies classes include projects such as oral histories, and civic activities such as supporting the American Troops overseas. The Science classes engage in Stream Restoration, Recycling, Watershed Issues, Swamp Clean-up, Invasive Species Removal, Green school processes, and Trail Maintenance as they address community concerns related to science and the environment. The State Farm Service-Learning Grant allowed for the Computer and Business classes to become involved in Service-Learning and made possible many opportunities throughout the schools to promote Service Learning and the many projects available. A financial literacy video library is an on-going project shared by both high schools. The middle school Health classes infuse character education and the common core standards throughout instruction.

- 2.** Both middle and high schools have on-going recycling projects. Students may earn Service-Learning hours through those projects. Many students getting their independent hours choose our State Parks and Forests. Activities range from building ramps, trail maintenance, special activities, Jr. Ranger Programs, etc. Most Garrett County Schools are Green Schools. Other activities include working with local food pantries, the domestic violence shelter, Rotary, Lions, sports boosters, towns and churches.

- 3.** Service-Learning is embedded in the Health Curriculum, SSA class at both high schools. Service-Learning is also included in the Master Plan.

- 4.** The Garrett County school system is undergoing an overhaul of its computer/internet systems. Once the system has been updated, the Service-Learning web pages will be more accessible and user friendly. It is anticipated that this will be completed by the 2013-14 school year. Plans include an overview of basic requirements at the board of education website with links to each school where schools will showcase their accomplishments as well as provide parents/guardians and students with information regarding opportunities for additional service learning hours. The BOE Facebook site will also be used to highlight Service projects and information.

Additionally, an electronic system will be implemented to include: template for teacher plans linked to 7 Best Practices, Evaluation Rubrics, Service Learning Resources, Common Core Link, and a tracking system to record student hours.

II. Infrastructure

LSS Contacts:

Name: Karen Ray, Northern Garrett High School
Robert Bonser, Southern Garrett High School

Title: Service-Learning Coordinators, Garrett County Board of Education

Location: Northern and Southern Garrett High Schools

Responsibilities: Review and record all independent student hours, maintain handbook, monitor projects at middle and high school level, assist at risk student in obtaining hours, maintaining Service-Learning Index, train teachers and organizations, maintain data base for report cards, answer any questions concerning Service-Learning, attend state meetings.

Percentage of Time: Varies. Approximately 15 to 20 hours/week.

Fellows:

Name: Rhonda Tasker, Southern Garrett High School, Teacher (active)
Barbara Law, Northern Garrett High School, Teacher (active)
Michelle Zollner, (retired)

Title: Teachers

Location: Rhonda Tasker, Southern Garrett High School
Barbara Law, Northern Garrett High School

Role: School coordinators, fellows

Responsibilities: Mrs. Tasker and Mrs. Law keep students updated on current activities and assist students in any way they can to assist in completing the Service-Learning requirement. They attend and assist with trainings within the school system and community. Both are school coordinators.

Percentage of Time: Varies with the school. Mrs. Law puts in 2-4 hours per week. In the spring her time increases because of the graduating seniors. Mrs. Law is also the SSA teacher. Mrs. Tasker spends between 1-3 hours per week. Fellow are not paid any stipend or wage for their Service-Learning activities.

Supervisors:

Name/Title: Paul Edwards, Central Office, Director of Secondary Education
Y. Michelle Harman, Central Office, Supervisor of College/Career
Readiness
Gary Reichenbecher, Principal, Northern Garrett High School
James Maddy, Principal, Southern Garrett High School
Brooks Elliott, Principal, Southern Middle School
Karen DeVore, Principal, Northern Middle School

Role: Supervise Service-Learning curriculum and activities

Responsibilities: Central office staff oversees the Service-Learning Program for Garrett County. The director keeps in constant contact with the coordinators and school administrators to ensure the program is meeting all state guidelines.

Percentage of Time: Varies.

III. Student Leadership

1. Starting at the middle school level, students begin to understand and become involved with Service-Learning through the curriculum. At the high school level students are given freedom of choice (dependent upon approval) as to where they perform their fifteen independent Service-Learning hours. Many students are members of groups throughout the community and take a lead role in performing service based activities. Many programs offer opportunities for students to take a leadership role. Examples of in-school leadership include Band, Clubs and Organizations, National Honor Society, Student Government, County Student Government, and the JROTC program. After school programs include STEAM (alcohol/tobacco prevention program), SADD, The State Farm Grant initiative, etc.

2. Middle School – Students are involved in classroom discussion to decide what projects will be implemented for the current school year.

High School – Because the Garrett County program requires fifteen hours of independent service, students have a choice as to what projects or activities they want to participate in to complete their hours.

3. Middle School – Students may desire to perform individual projects in addition to the curricular program. Should students perform the additional hours then he/she must fill out a validation/tracking form and have the form signed by the supervisor of the organization or group. The students will then turn the form into the teacher who teaches the Service-Learning unit or the guidance office. The additional hours are sent with the student's records upon entering high school. Additional hours at the middle school level count only as recognition hours and do not count toward the fifteen independent hours at the high school level. (We are working on an elective credit for service-learning meritorious service.)

High School – Once a student has met the twenty-five hour requirement for the high school, any additional hours are considered recognition. (Again – we would like to work towards an elective credit but this will require additional time). During the students senior year all hours are totaled (including the recognition hours from the middle school) and those students who have completed one hundred hours or more will receive a certificate. (A set number of hours beyond the required seventy-five would be worth an elective credit.) Local civic groups also award savings bonds, plaques, honorary dinners, and scholarship opportunities to those students who have participated in exceptional activities within the community. All students may visit the guidance office to access their Service-Learning files. The Validation/Tracking form also provides a record for the students. Service-Learning hours are also recorded on report cards and students and parents may view the hours on-line through Power School.

4. Recognition will be given to those students who demonstrate outstanding achievement in Service-Learning above and beyond the seventy-five hour requirement. Certificates are given to those who have completed 100 hours or more at the conclusion of their senior year. Community organizations also recognize the students by awarding certificates, savings bonds, dinners etc.

IV. Community Partnerships & Public Support and Involvement

1. Community sites are required to fill out a Service-Learning Index Application Form. (Attachment # 4) The coordinator then contacts the organization. Organizations are given a copy of the Service-Learning Handbook (under revision) and validation form (Attachment #1). The coordinator and in-school coordinators provide the training. The newly created Garrett County Public Schools website, newly created Facebook page and Twitter are resources accessible to anyone for information regarding Service Learning. Individual schools will also be forwarding projects to Central Office and posting on their own websites.
2. Approximately one hundred-fifty organizations are listed in the index (currently under revision). Those organizations include the tri-state area, West Virginia, Pennsylvania and Maryland. At least fifty to seventy-five of those sites are used on a regular basis.
3. Beginning in the sixth grade students are instructed on the basics of Service- Learning. At the eighth grade level the students will participate in a 6-8 week course through the Health class. They will then practice using the index. The index can be found on the web and also on the schools home page web sites. Students are also encouraged to look at the local newspapers, flyers etc. to get project ideas. Another site that is used by the student body is deepcreektimes.com which has listings of activities in and around Garrett County. The park service has their own link on that site. Announcements are also posted at the schools, put on the FYI and submitted to the local news.
4. The Service-Learning Handbook is passed out to parents on back to school nights and has been updated, awaiting approval. This is at both the middle and high school levels. The handbook upon completion of the revisions will be on the webpage. Letters are sent out to all eighth grade parents to sign and return acknowledging they are aware of the Service-Learning activities that the students are doing. All eighth grade students receive a handbook. At the middle school level Service-Learning is infused and the teachers explain the projects to the parents at the parent teacher conferences. At the high school level, each freshman student is given a copy of the handbook again. Service-Learning hours are also recorded on the report cards. At the senior level, parents are sent a letter and the coordinators will bring the student in and talk with him/her personally if the student has not completed the Service-Learning Requirement and is in danger of not graduating.
5. At the middle school, letters are sent home to be signed and returned so that the teachers know that the parents are aware of what the current projects are. At the high school level incoming freshman are given a review of Service-Learning and again given a handbook. Community based organizations put articles in the newspaper and at the school level activities are reported in the school newspaper and internet FYI. The newly created Garrett County Public Schools website, newly created Facebook page and Twitter are resources accessible to anyone for information regarding Service Learning. Individual schools will also be forwarding projects to Central Office and posting on their own websites.

V. Professional Development and Training

1. The coordinators are responsible for training teachers, administrative staff and community organizations. Those duties filter down to the in-school coordinators. The fellows train new teachers at the beginning of each school year.

| Priority | Strategic Goal/Objective | | | Unit Objective | |
|--|---|-------------|-------------|---|--|
| Teacher Training and Professional Development | (1) to educate all faculty regarding changes to Service Learning Plan | | | (1a) to orientate all faculty and then train Service Learning Providers | |
| Action Item | Person Responsible | Start Date | End Date | Progress | Expense |
| Create Advisory Groups | Central Office | 2013 | ongoing | Strategic Plan | None |
| Media Blitz | BOE/PIO/ Central Office Staff and Schools | 2014 | ongoing | Check-off of postings/PR | None unless paid advertising is required |
| Hold Introductory Meetings | School based All Faculty | 2014 | Spring 2014 | Agenda/Sign-in sheets | None – maybe any materials and advertising |
| Professional Development for Service Learning - teachers | CO - YMH | Spring 2014 | ongoing | Create Lists Agenda/Notes | None – maybe PL \$ |
| Student/Organization Orientation | Central Office | 2014 | 2018 | Check-off Sheet | None |

2. The guidance secretaries and school counselors are a vital part of Service Learning in Garrett County. These individuals are knowledgeable with respect to Service Learning. Training is provided by the coordinators. They handle in-school questions and speak with the students (or parents and teachers) as needed. If they cannot answer the questions, the coordinator is contacted.

VI. Accountability

1. Middle school – Service Learning is infused into the curriculum and is part of the student grade for a total of fifty (50) hours.

High School – Students must fill out a validation/tracking form (Attachment # 1) and turn it into the guidance office. The coordinator then reviews the form and documents the number of hours onto the Cumulative Record form (Attachment # 5). The number of hours is documented on the report cards. Students and parents may review information on Power School. Students may not receive modified schedules during the senior year unless all graduation requirements, including Service-Learning, are met.

2. The number of hours that a student needs to complete his/her Service Learning requirement is documented on the report card at the high school level only. With the middle school hours infused the projects are part of their class grade.

3. The teachers verify any projects and this is part of the student's grade.

4. Administrators, teachers and coordinators monitor all projects to ensure the students are getting quality service opportunities. Maryland's Seven Best Practices are used as the main guide for approving activities. The Maryland rubrics system is also used to evaluate projects for the quality reviews.

5. Teachers will be required to **submit on-line lesson plans** using the newly created form which will be located on our board website as well as provided at each site. Projects can be submitted throughout the year but those which are infused must be presented to the coordinators/supervisor **for approval by September 15** of each year. Projects will be reviewed by staff and approved or returned with recommendations. Supervisor and coordinators will meet with faculty as needed to assist in this process. **Documents will be returned in less than 1 weeks' time following submission.**

VII. Funding and In-Kind Resources

| Source | Amount | Purpose |
|---|---------------|------------------------------|
| Garrett County Public Schools (local budget) | County | Coordinator's wage |
| Garrett County Public Schools | \$ 0.00 | Printing of Validation forms |

GARRETT COUNTY BOARD OF EDUCATION
Service Learning Validation/Tracking Sheet

Attachment # 1a

To be filled out by Student
Form must be filled out completely before getting supervisor's signature

(1) Student Name: _____ (2) M/F
Last First MI Circle One

(3) School _____ (4) Grade: (Circle one) 6 7 8 9 10 11 12

(5) Organization/Club _____

(6) Type of Service: ___ Direct ___ Indirect ___ Advocacy

(7) Date Project Started: ___/___/___ (8) Date Project Ended: ___/___/___

(9) Reflection: (Each question must be answered completely by the student or credit will not be given.)
How does this organization/club help the community? (Who do they help and how?)

What activity did you do for this organization/club?

How did your assistance with this project help that organization/club?

What did you learn from this experience?

(10) Student Signature: _____ Date: ___/___/___

To be filled out by Adult Site/Project Supervisor Only

Printed name of Supervisor: _____ Signature of Supervisor: _____

Phone: _____ Date: ___/___/___ Number of hours completed
by student: _____

Upon completion, it is the student's responsibility to return this form to the school.
High School – turn this form into the guidance office within **4 months** of the date that the
project was completed.

White Copy – School

Yellow Copy – Student

Pink Copy – Organization/Club

**STUDENT SERVICE LEARNING MIDDLE
SCHOOL TRACKING SHEET**

Attachment # 3

Teachers must initial after each student has completed the requirement for each grade level. It is very important that you sign off so that the students may receive credit.

«FirstName» «LastName»

DOB: «DOB»

ID# «SSN»

| GRADE | PROJECT | HOURS | TEACHER INITIAL | ENROLL DATE | TRANSFER DATE |
|---------|--------------|----------|--------------------|----------------|------------------|
| Grade 6 | Health Class | 10 Hour | _____ | _____ | _____ |
| | WINNERS | 1 Hour | _____ | _____ | _____ |
| | Team Project | 10 Hours | _____ | _____ | _____ |
| Grade 7 | Team Project | 10 Hours | _____ | _____ | _____ |
| Grade 8 | Health Class | 10 Hours | _____ | _____ | _____ |
| | Team Project | 10 Hours | _____ | _____ | _____ |

TOTAL HOURS _____
(50 hours)

Students transferring into your school from another school will be given credit for Service Learning courses and activities contained in their official school transcripts. Upon entering the Garrett County School System, students will complete the student Service Learning program and activities appropriate for their current grade level.

Delinquent Hours _____ Recognition Hours _____



Service Learning Index Application

Attachment #4

Name of Organization: _____

Mailing Address of Organization: _____

Phone #: _____ **Alternate Phone #:** _____

Please list the person/persons that will be the main contact for your organizations. These individuals should know what Service Learning is and know what the students are allowed to do with your organization. Please share the Service Learning Handbook with your staff.

1. _____ **Phone Number:** _____
2. _____ **Phone Number:** _____

Please give a brief description of your organization. (Ex: Non-Profit, Church, etc.)

Please list the activities that the students may participate in and describe how this meets a need in the community. All activities or projects must meet the state guidelines using the Maryland's Seven Best Practices. (Included in packet)

Does your organization have liability insurance? _____

Please send completed form to: Ms. Y. Michelle Harman
Supervisor of College and Career Readiness
Garrett County Board of Education
40 South Second Street
Oakland, Maryland 21550
Office Phone: 301-334-8911

Transfer Form Still Needs Added

Attachment #6