

Cover Sheet

2008 Implementation Plan Review

Local School System: **Garrett County**

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 Service Learning Coordinator

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Superintendent Signature

Date

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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, and civic club representatives, representatives of community agencies, teachers and school administrators.

The resulting plan includes a curricular-based approach for the middle school students. Through teacher directed classroom activities the students will learn the basics of Service-Learning. This learning process will take place through class projects and studies that pertain to Service-Learning. Interdisciplinary Team meetings are held weekly to discuss ideas and implement activities. Students who fail to complete any part of the middle school curriculum will be required to make up those hours in addition to the forty independent high school hours.

High School students receive five hours of Service-Learning credit when completing Freshman Seminar. Finally students complete the Service-Learning obligation by performing forty hours of independent service, either through school or community-based activities and projects. The high school component is characterized by much more flexibility and 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 students, including evening high school students who entered ninth grade in September 1993 and after, 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 complete before successfully completing the Service-Learning requirement is seventy five hours. Students receive thirty hours at the middle school level through curricular based team projects. Five hours are given at the high school level at completion of Freshman Seminar and the remaining forty hours are done through independent projects and activities.

B. Curricular Connections

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

Grade Six	Health (Introduction to Service-Learning)	10 hours
	WINNERS	1 hour
	Interdisciplinary Team Project	3 hours
Grade Seven	Interdisciplinary Team Project	3 hours
Grade Eight	Health	10 hours
	Interdisciplinary Team Project	3 hours

A total of thirty hours should be completed at the middle school level. The WINNERS Program is a locally developed program that taken the place of the D.A.R.E. Program. The Garrett County Sheriff's Department works closely with the middle school Health teachers. Ms. Linda Wengerd and Mrs. Dawn Panther were in agreement that the WINNERS Program is more suitable to our geographical area and that the students could identify with the topics that the officers were presenting. 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 a vital part of their community.

At the high school level students will receive five hours of Service-Learning through a required Freshman Seminar class for all incoming ninth graders. This course includes specific units of instruction emphasizing Service Learning outcomes as they relate to citizenship, community agencies, resources and social issues. The course will also cover a review of the Service Learning Handbook and tracking forms.

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In addition to the curriculum courses listed, there are many informal projects throughout the high schools. Examples of these would be the JROTC program. The instructor has included the county Service Learning Plan into the JROTC curriculum. Where there is mention of community involvement, the instructor takes 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.

Teachers in both high schools are active in creating quality projects for the students. Of the 40 independent hours, 10 hours may be completed during the school day. A few examples would include Mr. Shawn Nicklin's History Class. Students create a book, take the finished project to local schools and libraries and read to the elementary students. Students then have the choice of donating their book or keeping it. If donated the students may earn ten hours towards the required forty. Mrs. Crista Bowser has created a school recycling plan. Students may also receive five to ten hours towards the requirement when participating in this project. There are approximately 8 to 10 teachers at each high school that are currently developing quality projects to assist the students in meeting the high school requirement. The number of hours varies from project to project.

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. 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, classes or individuals in service projects.

At the high school level it was felt that five hours of Service Learning should be incorporated into the newly formed Freshman Seminar Course. This course includes specific units of instruction emphasizing Service Learning outcomes as they relate to citizenship, community agencies and resources, and social issues and problems. The course will also cover a review of the Service Learning handbook and validation/tracking form. (Attachments # 1 and 2)

Class projects are created by the students and teachers and are given to the School Project Committee for approval. (Attachment # 3)

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 and Computer classes are just a few of the content areas that infuse Service Learning into their instruction. More recently Garrett County was awarded a Service Learning State Farm Grant targeting financial literacy. Funding was used to create a video library on financial literacy and purchase equipment that will also sustain programs such as the oral history projects, video clips that show students working on Service Learning projects as well as advertising Service opportunities. These media announcements will be shown to the whole student body first thing every morning. Both high schools are putting the final touches on the films and will continue to build the library. Freshman Seminar includes most VSC indicators because of the variety of topics covered in the curriculum.

4. At the middle school level teachers monitor the time and effort put into a project. The Service Learning unit is embedded into the eighth grade curriculum and is 6-8 weeks long. At the high school level five hours are infused into the Freshman Seminar and documented by the teachers. The forty independent hours are monitored by the organization supervisors and the Service Learning Coordinators. The coordinator reviews and records 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 in Freshman Seminar.

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 and two hours of independent hours within the community. This activity is monitored by the teachers.

High School – Students perform forty hours of independent hours. Students have over 375 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 coordinator reviews all validation forms that give data on what type of service was completed.

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 the county coordinator who in turn forwards the project to the School Project Committee for review. Usually the middle school projects change from year to year. The project committee 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 coordinator. 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.

The county coordinator is in constant contact with school administration, teachers and students at the school level. The same goes for the main office. The coordinator reports regularly to the supervisor, who then shares information with the superintendent. Every 4 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 better 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 may be found on the web at www.ga.k12.md.us . Each high school has the index on the 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 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.

D. Transfer Policies

1. Students transferring into a Garrett County high school from a school system which does 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 forty hour independent requirement if the transcript indicates forty hours of service has 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 forty 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 10 independent hours
- 11th grade – must complete 20 independent hours
- 10th grade – must complete 30 independent hours
- 9th grade – must complete 40 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 # 7) 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 # 6)

E. Connections

- 1.** Service Learning is infused into the Freshman Seminar, 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 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. The middle school Health classes promote character education.
- 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 and also participate at the Hickory Environmental Center. Activities range from building ramps, trail maintenance, special activities, Jr. Ranger Programs, etc. Most Garrett County Schools are Green Schools.
- 3.** Service Learning is embedded in the Health Curriculum, Freshman Seminar and the SSA class at NHS. Revision to the Service Learning piece in the Master Plan is planned for the next review. Revision will include a more stated Service Learning description.

II. Infrastructure

LSS Contact:

Name: Karen Ray
Title: Service Learning Coordinator, Garrett County Board of Education
Community Service Coordinator, Department of Juvenile Service
Board of Education
Location: Board of Education
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, grant/report writing, 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 30 to 35 hours.

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. These ladies are not paid any stipend or wage for the Service Learning activities.

Supervisors:

Name/Title: Kurt Lear, Central Office, Career Technology Ed. Supervisor
Lynn Bell, Central Office, Director of Secondary Education
Gary Reichenbecher, Principal, Northern Garrett High School
Tom Maddy, Principal, Southern Garrett High School
Jane Wildesen, Principal, Southern Middle School
Bill Carlson, Principal, Northern Middle School

Role: Supervise Service Learning curriculum and activities

Responsibilities: Central office staff oversees the Service Learning Program for Garrett County. The supervisors and directors keep in constant contact with the county coordinator and school administrators to ensure the program is meeting all state guidelines.

Percentage of Time: Varies.

Advisory Boards:

Name/Title: Service Learning Advisory Committee

Locations: Central Office, middle and high schools

Role: To meet annually

Responsibilities: The Service Learning Advisory Committee consists of teachers, administrators, central office staff, organizations, parents and students. This committee meet annually to reviews and discuss any issues pertaining to the Service Learning program. (Page 15 of handbook)

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 have total choice as to where they perform their 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 opportunity for students to take a leadership role. An example of in-school leadership is that of the JROTC program. After school programs, STEAM (alcohol/tobacco prevention program), The State Farm Grant initiative has 90% student involvement, just to name a few.

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 forty hours of independent service, students have total choice as to what projects or activities they want to participate in.

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 forty independent hours at the high school level.

High School – Once a student has met the forty hour requirement for the high school, any additional hours are considered recognition. During the student's 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. Local civic groups also award savings bonds, plaques and honorary dinners 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. The form is in triplicate.

4. Recognition will be given to those students who demonstrate outstanding achievement in Service Learning above and beyond the forty 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 county coordinator will then contact the organization either by phone or in person. Organizations are given a copy of the Service Learning Handbook and validation form. The coordinator and at times the in-school coordinators provide the training.
- 2.** Approximately 375 are listed in the index. Those organizations include the tri-state area, West Virginia, Pennsylvania and Maryland. At least 75 to 100 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, on Service Learning. 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, flyer etc. to get project ideas. Another site that is used by the student body is deepcreektimes.com. This web site has listings of activities in and around Garrett County. The park services also have their own link on that site. Announcements are also posted at the schools when an opportunity arises. With equipment purchased from the Service Learning State Farm Grant, both high schools will be able to televise service opportunities to the entire student body at the beginning of the school day and again during the lunch hour.
- 4.** The Service Learning Handbook is passed out to parents on back to school nights. This is at both the middle and high school levels. 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 if the student has not completed the Service Learning Requirement.
- 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 students will be participating in. 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.

V. Professional Development and Training

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

VI. Accountability

1. Middle school – Service Learning is infused into the curriculum and is part of the student grade.

High School – Students must fill out a validation/tracking form (Attachment # 2) and turn it into the guidance office. The county coordinator then reviews the form and documents the number of hours onto the Cumulative Record form (Attachment # 5). Number of hours still needed to meet the requirement are documented on the report cards.

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. All projects are reviewed and evaluated by the School Project Committee's.

VII. Funding and In-Kind Resources

Source	Amount	Purpose
Garrett County Public Schools (local budget)	30,000.00	Coordinator's wage (1/2 pd. By DJS)
Garrett County Public Schools	1,000.00	Printing of Validation forms
State Farm Service Learning Grant	58,786.00	Financial Literacy Project