



## BALTIMORE CITY PUBLIC SCHOOLS QUICK GUIDE TO SERVICE LEARNING for MIDDLE SCHOOL STUDENTS

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

SERVICE LEARNING COORDINATOR: \_\_\_\_\_ ROOM: \_\_\_\_\_

### SERVICE LEARNING REQUIREMENT

All students in Maryland must earn at least 75 hours of service learning. In July of 1992, Maryland's State Board of Education became the first in the nation to mandate service learning as a graduation requirement. In Baltimore City, students begin earning service hours infused in their science, social studies, and health classes in in grades 6-8 in middle school. In Baltimore City, students begin earning hours toward their requirement in middle school, grades 6-8 (ages 11-13) and they add to those hours in high school grades 9-12 (ages 14-18). In middle school, 50 hours of service learning hours can be earned through infusion in science, health and social studies. Hours can also be earned as part of a project sponsored by the school or can be done independently in the community. If a student enters BCPS from another Maryland school system, service hours are part of their permanent record. If a student enters BCPS from a private school, another state or country, the service requirement is prorated: entering 6<sup>th</sup> grade = 75 hours, 7<sup>th</sup> grade = 60 hours, and 8<sup>th</sup> grade = 50 hours.

### PARTS OF SERVICE LEARNING

All service learning requires preparation, action and reflection. Students learn about the issue, site or project, how it meets a need, and what they are to do (preparation). Then students actually perform the service (action) under supervision of an adult who certifies the hours. After the service, students think about what they have learned, how it has benefitted others, and how it connects with what they are learning in school (reflection). Action must account for at least 60% of the hours. To be valid in Maryland, the service must meet a recognized need in the community, achieve curricular objectives, develop responsibility, equip students with knowledge and skills, and establish community partnerships.

### KINDS OF SERVICE LEARNING

Service learning can be direct, indirect or advocacy. Service is **direct** when a student has face-to-face contact with the recipient such as tutoring, serving food in a "soup kitchen", working with the elderly in a nursing home. **Indirect** service occurs when a student collects items for a food pantry, donates blood, participates in a walk-a-thon, or plants trees. **Advocacy's** goal is to promote a viewpoint, solve a problem, or educate others about an issue. Examples are signing up people to vote, participating in an anti-bullying or anti-violence campaign, or writing letters to government leaders to advocate changes.

### SERVICE LEARNING INFUSED IN MIDDLE SCHOOL COURSES

Service learning is infused in the subject areas of science, social studies, and health, which means that service projects are done as part of the course work. Students who complete the courses receive both a grade and a specific number of service hours. Service learning projects are related to what students are learning in class. Hours: Science 18, Health 18, and Social Studies 14 for a total of 50.

## **APPROVAL AND REPORTING OF SERVICE LEARNING**

Each school has a service learning coordinator who must approve the service learning before it is done. Students are encouraged to do independent service as well as the projects which are done within courses. Many service sites are pre-approved. Schools have this list of pre-approved sites as well as service learning forms for students to complete. The school service learning coordinator must make sure that preparation, action, and reflection are completed, accepts the form after service, and certifies the number of hours. Often the coordinator is also responsible for entering independent service hours in the BCPS computer system. **(One hour of service is awarded for one hour of engagement.)**

## **THINGS THAT CAN'T COUNT AS SERVICE LEARNING**

Activities that generate profit for a business, replace a paid worker, promote a specific religion, promote a particular political candidate, or those that result in compensation for the student are not allowed. Community service assigned by the court **can't** be counted because it is compulsory.

## **PLACES YOU CAN DO SERVICE LEARNING**

Consult your school's service learning coordinator. Most middle schools have service learning activities both within courses and in addition to them: campus, school and community clean-ups; tutoring; participation in walk-a-thons; service around the school such as recycling, as well as collections e.g. items for food pantries, clothing for people who are homeless, and toiletries for nursing homes. Some schools adopt a nearby nursing home, shelter, or Head Start and work directly with them. Many schools are involved with the Chesapeake Bay Foundation field experiences that have a service component. In the community, there are many good places to do service. Almost all churches, mosques, synagogues, and faith communities have outreach projects such as food pantries, helping people who are homeless, projects for people in need around the world, and clean ups. Remember that activities that are strictly religious like serving the altar, teaching Sunday school, or singing in the choir **can't** count. However, things that are not solely religious can count, e.g., if the choir sings at a hospital, or the youth group collects gifts for children in need for the holidays. Youth groups such as Girl/Boy Scouts, 4-H, sororities/fraternities, Big Brother/Big Sister, other clubs, and some sports leagues have service projects. Students can be involved in advocacy for a cause with groups such as CASA de Maryland or the International Rescue Committee for immigrants or through groups to stop violence in the city. The United Way has over 100 partner charitable organizations that meet a variety of needs in Baltimore.

## **STEPS YOU NEED TO TAKE FOR INDEPENDENT SERVICE**

1. Get the official Service Learning Pre-Approval form from your school's Service Learning Coordinator and have him/her explain how to fill it in. This form requires your parent's signature as well as that of the service learning coordinator.
2. Get the list of pre-approved community agencies and sites to get some ideas of "what's out there" for opportunities. Consider things in which you are already involved.
3. Complete the **Preparation** form by contacting the agency, site, or group to find out details about the service. What do they do? Who are their clients? How could you help them?
4. Perform the service action under the supervision of a responsible adult.
5. Get the site supervisor to complete the **Student Evaluation** form and award hours. Complete the **Reflection** form. Return both to your service learning coordinator. Be sure to have the service site supervisor sign your **Student Service Learning Hours Record Sheet** as well. Keep this sheet in a safe place.

Baltimore City Public Schools Service-Learning  
Middle & High School Approval Form



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

**Proposed Service Learning Project Description:**

Name of Organization/Agency/Site: \_\_\_\_\_

Address: \_\_\_\_\_ Website \_\_\_\_\_

Services provided by Agency: \_\_\_\_\_

Name of Site Supervisor: \_\_\_\_\_ Title \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail \_\_\_\_\_

Service that you will perform: \_\_\_\_\_

How often will you perform this service?      \_\_\_one time    \_\_\_multiple times

**Parent Permission:**

I grant permission for my son/daughter to participate in the service-learning experience as described. I understand that: my son/daughter has made arrangements to complete hours towards the service-learning graduation requirement, that he/she is responsible for transportation, that this service must be approved ahead of time and that he/she is responsible for submitting hours at the conclusion of the service.

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

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
E-Mail

**Service Learning Coordinator Permission:**

I affirm that this service-learning activity is consistent with the Baltimore City Public Schools Guidelines and is acceptable for service-learning hours.

\_\_\_\_\_  
Signature of Service Learning Coordinator

\_\_\_\_\_  
Date



**Baltimore City Public Schools  
Service-Learning  
Preparation Form**

**Student Name:**

**Grade:**

**School:**

**Directions:** Please answer each of the following questions in as much details as possible.

Name of Organization/Agency/Site: \_\_\_\_\_

Address: \_\_\_\_\_ Website \_\_\_\_\_

Name of Site Supervisor: \_\_\_\_\_ Title \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail \_\_\_\_\_ Date: \_\_\_\_\_

1. What type of action will you be performing? (circle)

Direct Service

Indirect Service

Advocacy

2. What is the purpose of this organization/agency/site or service activity?

3. How does it help meet a community need?

4. Describe your responsibilities for this service project:

5. What skills do you need so that you can perform this service project?

6. What do you hope to learn from this experience?

7. What questions do you have about this service learning experience?

**Baltimore City Public Schools**  
**Middle & High School Service Learning**  
**Hours Record Sheet**



**Student Name:**

**Grade:**

**School:**

**Address:**

**Zip code:**

**Phone:**

Date(s) of Service	Agency or Site of Service	Type of Service Provided	Number of Hours	Signature of Agency Supervising or Sponsoring Teacher & Contact Phone or Email

**Reminders about Student Service-Learning Hours:**

- ❖ All students must perform 75 hours of service (which includes preparation, action and reflection).
- ❖ Students are responsible for getting their record sheet signed by the adult in charge.
- ❖ Students are responsible for submitting this record of service hours to their School-Based Service-Learning Coordinator by the end of each quarter.
- ❖ All service activities must be pre-approved by the school principal or service learning coordinator.
- ❖ Students are responsible to keep their service record sheet in a safe place as proof of the number of hours completed.



**Baltimore City Public Schools**  
**Middle & High School Student Evaluation Form for**

**Service Site Supervisor**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Name of Organization/Agency/Site:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Website:** \_\_\_\_\_

**Name of Site Supervisor:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Dates of Service:** \_\_\_\_\_ **Total Hours of Service:** \_\_\_\_\_

**Assigned Service Responsibilities:**

**Performance Rating Scale**

<b>Category</b>	<b>1 NEEDS IMPROVEMENT</b>	<b>2 FAIR</b>	<b>3 GOOD</b>	<b>4 VERY GOOD</b>	<b>5 SUPERIOR</b>	<b>N/A NOT APPLICABLE</b>
<b>Professionalism</b>						
Student understands the purpose and goals of the organization.						
Student works well with others.						
Student shows an interest in working with clients and staff members.						
<b>Responsibility</b>						
Student is reliable, maintains schedule, and time commitment						
Student completes assignments in a timely fashion.						
Student pays attention to detail when required.						
Student is willing to take on new tasks.						
<b>Effectiveness</b>						
Student welcomes learning information to be more effective.						
Student follows through on assignments/tasks.						
Student asks for assistance when needed.						
Student communicates necessary information.						

**Supervisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Baltimore City Public Schools  
Service-Learning



Reflection Form

Student Name:

Grade:

School:

Name of Organization/Agency/Site: \_\_\_\_\_

Address: \_\_\_\_\_ Website \_\_\_\_\_

Name of Site Supervisor: \_\_\_\_\_ Title \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail \_\_\_\_\_ Date: \_\_\_\_\_

**Directions: Please answer each of the following questions in as much details as possible. If you need additional space, feel free to use the back of this sheet of paper.**

1. What actions did you undertake during this service project? (What did you do?)
2. What community need did you focus on while completing this service project?
3. What did you learn (e.g., information, skills, experiences) from doing this project?
4. How did this service activity affect you personally?
5. In what ways have you had an impact on your community through this service activity?
6. How will you share this project and/or what you have learned with others?