ADMINISTRATIVE PROCEDURE

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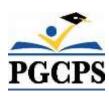<tr><td>STUDENT SERVICE-LEARNING
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STUDENT SERVICE-LEARNING
GRADUATION GUIDELINES

6151
Procedure No.

July 1, 2019
Date

I.   **PURPOSE:** To provide guidelines and procedures to school personnel for implementing the student service-learning **graduation requirement.**

II.   **BACKGROUND:** The Maryland State Board of Education mandates Service-Learning participation as a graduation requirement. Students must complete either: (1) seventy-five (75) hours of student service that includes preparation, action, and reflection components, which may begin during the middle grades; or (2) a locally-designed program in student service that has been approved by the State Superintendent of Schools.

All public school students must meet the graduation requirement, including students with disabilities, unless exceptions are specifically noted in their individual education plans (IEPs).

III. **DEFINITIONS:**

A.   Action - Making a difference by personal contact in the community through three basic types of action:

1. Direct Action - Students work face-to-face with the recipient of the service.

2. Indirect Action - Students work behind the scenes to channel resources to meet a community need.

3. Advocacy Action - Students make a difference through political or public education.

B.   Preparation - Provides a link between service-learning activities and specific objectives while preparing the student to perform the service.

C.   Reflection - A thoughtful consideration of the service experience, written, verbal, or visual at any stage of the service-learning project. Evidence includes lessons learned and connections to careers. Examples: responding to guided questions in a journal; having a classroom discussion; preparing a piece of artwork or skit about the service experience; videotaping the project and reviewing/discussing it afterwards, etc.

D.   Service-Learning - The development of responsible citizenship by engaging students in service beneficial to their communities. The service includes academic preparation, action and structured reflection that is either:

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1. INFUSED - hours earned and embedded within the approved PGCPS curriculum; or

2. INDEPENDENT - hours earned at an approved community based site chosen by the student.

IV. **PROCEDURES:**

The state approved service-learning graduation requirement for students is twofold: (1) 51 infused curriculum hours in grades 5-9 Science, grades 6-10 Social Studies, and (2) 24 independent hours of service (direct, indirect, or advocacy).
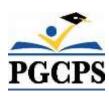
A. Curriculum infusion (51 hours) requires that each instructor complete a minimum of one lesson with a service-learning component that includes preparation, action, and reflection. This lesson does not require an "outside the classroom" experience. Sample lessons are provided with the curriculum guides are available on the Google Site for PGCPS Curriculum documents. Completion and certification of these lessons are the responsibility of the school principal.

Completion of these courses equals 51 hours, which will be credited to the student upon successful completion of the course by earning a grade of D or above.

B. If a student does not have the opportunity to participate in the curriculum-infused activities or fails the course for the school-year, the principal must select an equivalent curriculum-infused activity to fulfill the appropriate infused hours for the particular course and grade level. The content areas of Social Studies and Science can provide appropriate alternative curriculum-infused activities per grade level. The principal must notify the Division of Academics and prepare to train the appropriate teachers, if necessary.

C. For students who transfer into Prince George's County Public Schools:

The student service-learning graduation requirement is linked to the grade of first enrollment into Prince George's County Public Schools. Service-learning hours will be prorated for students transferring into Prince George's County Public Schools for the first time in Grade 8.

For students transferring into Prince George's County Public Schools for the first time between grade 1 and grade 7, there will be no proration of required service- learning hours (these students must earn all 75 service-

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learning hours).

Required service-learning hours will be adjusted for students who transfer into the system at 8th grade or later in the following manner:

1. Students entering in Grade 6 or 7 must complete 75 SSL hours before graduation (51 infused and 24 independent hours).

2. Students who enroll in PGCPS for the first time during Grade 8 must complete 51 SSL hours before graduation (31 of which are infused hours; 20 independent hours).

3. Students who enroll in PGCPS for the first time during Grade 9 must complete 43 SSL hours before graduation (23 of which are infused hours; 20 independent hours).

4. Students who enroll in PGCPS for the first time during Grade 10 must complete 30 SSL hours before graduation (9 of which are infused hours; 21 independent hours).

5. Students who enroll in PGCPS for the first time during Grade 11 must complete 20 **independent** SSL hours before graduation.

6. Students who enroll in PGCPS for the first time during Grade 12 must complete 10 **independent** SSL hours before graduation.

If there is a conflict between hours of actual service and the recording of service-learning requirements on the report card or transcript, the student should address this during the current school year with the School-Based Service-Learning Coordinator or Professional School Counselor (PSC) so that the discrepancy may be corrected.

D. Between grades 6 and 12, students must complete and document 24 independent hours of service. When selecting a site for independent service-learning hours:

1. Service hours should be completed in an approved, non-profit agency (such as, school, government office [federal, state, or local], nursing home, hospital, or licensed daycare or family care center). Students should seek approval of independent service-learning activities with their School-Based Service-Learning Coordinator or PSC prior to participating in the activity. (See Attachment 1, Pre-Approval Form).

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2. Service-learning activities whose purposes are to collect food, clothing, or other items necessary to benefit others and meet human needs, even if done in conjunction with a faith-based agency or institution, <u>may be</u> counted toward the service-learning graduation requirement.

3. Service-learning whose purposes are to increase voter registration and participation and/or implement voter education activities on particular issues may be counted toward the service-learning graduation requirement. In addition, students **may** receive independent SSL hours to endorse or campaign for an individual candidate or party (slate of candidates) beyond normal school hours (before or after school, weekends, or holidays).

4. Students <u>may not</u> earn hours proselytizing. Any service-learning activity whose chief purpose is to convert others to a particular religious or spiritual view and/or which denigrates the religious or spiritual views of others <u>may not</u> be counted toward the service-learning graduation requirement.

5. Any service-learning activity whose chief purpose is to help prepare and/or participate in the performance of a religious service or religious education activity <u>may not</u> be counted toward the service-learning graduation requirement.

6. Baby-sitting at home, for a neighbor, or a relative is <u>not</u> acceptable for service hours.

7. Students may complete independent service-learning hours at more than one approved location or site.

8. Students who want to complete independent hours at a site should complete the Service-Learning Site Pre-Approval Form and submit the form to their School-Based Service-Learning Coordinator or PSC for approval **prior** to starting any service activities at the site (See Attachment 1).

V. MONITORING AND COMPLIANCE

A. Documentation for the 24 independent hours of service must be made using the Student Service-Learning Verification Form (See Attachment 2). Students are responsible for submitting the verification form to the School-Based Service-Learning Coordinator or PSC at their school.

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School-Based Service-Learning Coordinator or PSC receiving the verification form signs the verification form indicating receipt and returns a copy to the student. Students must keep the signed copy for their portfolio. The School-Based Service-Learning Coordinator or PSC will place the original verification form in the student's cumulative folder.

B.   It is the responsibility of the principal to assign the individual(s) who will record each student's hours into SchoolMax. Beginning in grade 6, each student will have an indication on the report card as to the status of the service hours whether met or not met.

In addition, it is the responsibility of the principal to designate a School-Based Service-Learning Coordinator and/or PSC to facilitate service-learning activities/programs.

VI.   **LEGAL AUTHORITY**: COMAR 13A.03.02.06 D (1) and (2).

VII.   **RELATED PROCEDURES:** Administrative Procedure 6150, Educational Requirements and Options in Secondary Schools.

VIII.   **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** The Division of Academics will be responsible for updating these procedures as needed.

IX.   **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 6151, Service-Learning Graduation Guidelines dated February 1, 2013.

X.   **EFFECTIVE DATE:** July 1, 2019.

Attachments: 1. Student Service-Learning Site Pre-Approval Form

2. Student Service-Learning Verification Form

Distribution Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12