

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

STUDENT SERVICE-LEARNING PLAN



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TABLE OF CONTENTS

	Page
I. IMPLEMENTATION PLAN AND CURRICULA CONNECTIONS.....	3
II. INFRASTRUCTURE.....	15
III. STUDENT LEADERSHIP.....	21
IV. COMMUNITY PARTNERSHIP & PUBLIC SUPPORT AND INVOLVEMENT.....	23
V. PROFESSIONAL DEVELOPMENT AND TRAINING.....	26
VI. ACCOUNTABILITY.....	28
VII. FUNDING AND IN-KIND RESOURCES.....	31
VIII. ANNUAL GOALS AND TIMELINE.....	32
VIII. ATTACHMENTS.....	34

I. IMPLEMENTATION PLAN AND CURRICULA CONNECTIONS

Please provide *a detailed description* of your service-learning implementation plan that includes, but is not limited to:

A. Minimum Level of Student Engagement

1. The minimum total number of hours students must engage in service-learning activities before they successfully complete the service-learning graduation requirement.

Prince George’s County Public Schools (PGCPS) students must engage in a minimum of **75 student service-learning (SSL) hours** in order to successfully meet the service-learning graduation requirement. To ensure that students are able to meet this requirement, service-learning has been infused into the science and social studies curricula for grades 5-10 for a total of **51** hours. Social Studies courses provide a total of **28** curriculum-infused hours and Science courses provide a total of **23** curriculum-infused hours. Additionally, students must complete **24** independent hours of service-learning.

B. Curricular Connections

1. List of courses and/or grade levels that include infused service-learning activities and the number of hours or level of involvement with service-learning in each course.

Please reference the following chart for a service-learning course listing by grade.¹

Curriculum Infused Service-Learning			
Grade	Content Area	Course Name	Hours Earned
5	Science	Grade 5 Science	4
6	Science	Grade 6 Science	4
6	Social Studies	World Cultures & Geography I: The Western Hemisphere	4
7	Science	Grade 7 Science	4
7	Social Studies	World Cultures & Geography II: The Eastern Hemisphere	4
8	Science	Grade 8 Science	4

¹ Details for each course and related activities for curriculum-infused learning can be found in the Appendix 1.

8	Social Studies	United States History I: Revolution to Reconstruction	4
9	Science	Biology	7
9	Social Studies	United States History II: Reconstruction to the Present	7
10	Social Studies	Local State and National Government	9
Total			
51 Infused Hours			

The chart below lists expected hours earned by grade for independent student service-learning projects.

INDEPENDENT SERVICE LEARNING	
GRADE	EXPECTED HOURS
6	4
7	4
8	4
9	6
10	6

TOTAL: 24

There is ample opportunity for students to earn the required 24 independent service-learning hours prior to graduation. Through extension of curriculum-based activities, Character Education programs, community and other independent service-learning projects, students beginning in grade 6 can earn independent service-learning hours.

In order to introduce grade 6 students to service-learning and the importance of meaningful service to their communities, three opportunities are available for independent service-learning. These three projects will consist of a Recycling Project, School Environmental Project, and a Character Education Project. Independent hours earned will be entered into SchoolMax.

2. **Description of how curriculum has been developed to support infused service-learning (e.g. incorporated into existing social studies curriculum during regular curriculum review process; created by Fellows and added to existing health curriculum, etc.).**

Service-learning is an integral part of the PGCPS curricular for both Science and Social Studies. The Department of Curriculum and Instruction: Academic Programs: Science and Social Studies offices continue to assess the school system's approach to service-learning, and maintain or revise procedures for the program, reorganize the infrastructure dedicated to program implementation, and revise infused service-learning activities in accordance with Maryland College and Career-Ready Standards. Please see Appendix 1 for a detailed chart of infused service-learning lessons. *(Please see Appendix 1 and/or visit the PGCPS SSL website: <http://www1.pgcps.org/ssl/>.)*

3. **A description of how service-learning is used as an instructional strategy to address existing course goals and objectives (e.g. which Maryland State Curriculum and Common Core indicators are addressed through service-learning?)**

Service-learning addresses many of the indicators for the Maryland College and Career-Ready Standards. Infused lessons include topics environmental issues and community activism. Please see Appendix 1 for a detailed chart of infused service-learning lessons/project titles. *(Please see Appendix 1 and/or visit the PGCPS SSL website: <http://www1.pgcps.org/ssl/>.)*

4. **An explanation of how the LSS ensures students spend a significant portion of their service-learning experience on the action phase of the project – meeting a recognized need in the community.**

When the service-learning activity is infused into the curriculum, the teacher observes, monitors, and participates with the students in the activity as described in the particular lesson or project. For independent service-learning activities, the school-based Service-Learning Coordinators approve community sites for independent service-learning hours. Most sites are non-profit, tax-exempt community-based organizations; however, for-profit nursing homes, hospitals, and licensed day-care facilities are also acceptable service sites. The school-based Service-Learning Coordinators review, monitor, and approve the student documents, processes, and involvement through student reflections and submission of the Student Verification Form (see Appendix 5).

Students who want to complete independent service-learning learning hours at a site must complete the Site Pre-Approval Form (see Appendix 3). The Site Pre-Approval form must be submitted to their School-Based Service-Learning Coordinator for approval prior to starting any service activities at the site.

5. An explanation of how the LSS ensures students engage in a variety of types of service-learning experiences (direct, indirect, and advocacy).

Direct: Students engage in direct activities that benefit the individuals in the community. Experiences are promoted through classes, clubs, and organizations both within the school and community. For example, Green Clubs participate in recycling programs and shredding events with local government; Performing Arts classes visit local nursing homes to perform learned techniques.

Indirect: Students engage in indirect activities through the infusion of service-learning into the curriculum, school-based activities and PGCPs initiatives. For example, students participated in building a home project, environmental projects at the William S. Schmidt Outdoor Center, Beautification Day, Red Ribbon Week (with the creation of posters and brochures about drug prevention).

Advocacy: Students advocate for services and community issues to benefit the local community/members. Social Studies classes will write letters to local, state, and national politicians expressing opinions and support/lack of support about legislative issues. For example, a student wrote a letter to the local city council to advocate for the public library hours to extend so the community could have better access. Students from a middle school and elementary school attended a city board meeting to advocate for recycling in schools unilaterally within the state/county.

6. An explanation of how service-learning experiences are created.

Service-learning experiences are both infused and incorporated into the curriculum by the content supervisors through various lessons and projects as described previously (see Appendix 1). Independent service-learning hours are created by students, parents, or teachers when a need is identified within the community. A student recognizes a need in his or her school or local community and the student decides to provide a service to the community by researching the issue, doing something about it, and then reflecting

on the service afterwards. For example, service-learning opportunities are provided at the individual schools or in the local community on an issue that directly affects their community such as bullying awareness, homelessness, river, cleanup, or a walk-a-thon for a particular cause (i.e., cancer).

In addition, many service-learning opportunities are made available through community organizations that contact the District Service-Learning Coordinator directly on a daily/weekly basis. In turn the District Coordinator disseminates the information to the school-based coordinators to share with students and parents. Many of the school-based coordinators post the opportunities on their bulletin boards specifically for service-learning, make announcements, post on electronic message boards, Google sites, and web sites.

C. Assessment & Evaluation

1. An explanation of how service-learning experiences are *evaluated* and by whom (e.g. using a rubric of Maryland’s Seven Best Practices, which is submitted to the relevant content area specialist, etc.). What standard or tool do you use to assess 1) projects, 2) the systems overall service-learning program. How frequently do these assessments occur?

Infused service-learning projects in the curriculum have an evaluation tool. The independent projects are evaluated by the school-based service-learning coordinators using the evaluation tool located in Appendix 7, along with the Site-Approval and Student Verification forms. The independent projects are assessed every time a student submits a request to participate in a service-learning opportunity using the Site Approval form or after completing the activity by submitting the Student Verification form. The systems overall service-learning program is evaluated utilizing Maryland’s Seven Best Practices’ rubric conducted by the District Service-Learning Coordinator, content supervisors, with the assistance of the Advisory Board, service-learning fellows, school-based coordinators, subject area teachers, and other administrators.

2. The process and standards used for approving any independent service-learning projects in which students engage.

Service-learning projects have been created and will be evaluated using the PGcps Evaluation Tool for Service-Learning based on the Maryland’s Seven Best Practices. Social Studies and Science content supervisors have developed and revised the service-learning

lessons/projects into the curriculum. The results of this evaluation will be used to inform program development and specifically the creation of additional infused-service-learning lessons and projects.

D. Transfer Policies

- 1. An explanation of transfer policies for students who enter your system at different grade levels so they can successfully meet the LSS's service-learning requirements. Also, provide an explanation of how you report student progress for students transferring out of your system.**

Service-learning hours will be prorated for students entering PGCPSS for the first time in Grade 8. The SSL graduation requirement is linked to the grade of first enrollment into PGCPSS:

- Students entering in Grade 6 or 7 must complete 75 SSL hours before graduation.
- Students who enroll in PGCPSS for the first time during Grade 8 must complete 51 SSL hours before graduation (31 of which are infused hours; 20 independent hours).
- Students who enroll in PGCPSS for the first time during Grade 9 must complete 43 SSL hours before graduation (23 of which are infused hours; 20 independent hours).
- Students who enroll in PGCPSS for the first time during Grade 10 must complete 30 SSL hours before graduation (9 of which are infused hours; 21 independent hours).
- Students who enroll in PGCPSS for the first time during Grade 11 must complete 20 **independent** SSL hours before graduation.
- Students who enroll in PGCPSS for the first time during Grade 12 must complete 10 **independent** SSL hours before graduation.

E. Connections

- 1. Any connections between service-learning and other education initiatives in the LSS (character education, civic education, STEM, financial literacy, etc.).**

There are several other PGCPS education initiatives that incorporate service to the community as a critical program component. These other initiatives link service to curriculum-based knowledge in the spirit of service-learning best-practices.

- **Career and Technology Programs** – Enrolled students a) learn to refurbish used cars or computers which are then donated to nonprofit organizations, b) learn about hair care and styling in class and provide hair care services to seniors in nursing care facilities, c) prepare meals in culinary classes and then provide those meals to soup kitchens and/or homeless shelters.
- **Student Government/Prince George’s Regional Association of Student Governments** – Involved students regularly volunteer to work election polls putting into action information learned in government classes.
- **Character Education** – Character Education is reinforced through the “MSDE SSL 7 Best Practices” by identifying a need within the community through observation and then for example, students engage in the collection of money, toys, clothes, school supplies, and/or food for distribution to disadvantaged families or communities throughout the school year. These activities reinforce the importance of sharing and displaying care for the larger community.
- **AP Government** – Students enrolled in this class work with the Board of Elections to serve as election judges, which reinforces classroom knowledge regarding the election process.
- Moreover, civic education, environmental education, and STEM are reinforced through efforts/initiatives such as: recycling programs, advocacy initiatives, community gardens, healthy communities/walks, donation drives, and veteran programs.

2. Specifically, any connections between service-learning and environmental education.

“Environmental education should be integrated into whole systems of formal education at all levels to provide the necessary knowledge, understanding values and skills needed by the general public in devising solutions to environmental questions.”
(UNESCO-UNEP, 1990)

General Information- the overall objective of Prince George’s County Public Schools Environmental Literacy Initiative is to educate students (PK-12) in making decisions and taking actions that create and maintain an optimal relationship between themselves and the environment. Additionally, it is to provide education to preserve and protect the natural resource of Maryland. The definition of environmental education has now been expanded to include **MWEE**-Meaningful Watershed Educational Experience. The essential elements of a MWEE are 1-Issue Definition, 2-Outdoor Field Experience, 3-Action

Projects, 4-Synthesis and Conclusions. All counties are required to have at least one full MWEE activity in elementary, middle and high school.

Environmental Education and MWEE are perfectly linked to Service-Learning. Teaching and Learning strategies serve to promote meaningful community service and reflection that enriches the students learning experience. The following are environmental education programs that promote Service-Learning.

- **Kindergarten:** Kindergarten teachers work with professional teaching artists to design art residencies that focus on the themes of plant and animal life cycles, habitats, and local ecosystems. The students use their “schoolsheds” as the site for a field study, and the residencies explore the visual and performing arts.
- **1st Grade:** A day-trip opportunity to the Schmidt Center or another environmental center is offered to first graders in Prince George’s County Schools. The program is a great introduction to outdoor education, providing students hands-on opportunities to learn about the environment.
- **4th Grade:** “The Sunfish and Students” program is designed to provide fourth grade students and their teacher with the experience of raising bluegill sunfish in their classroom from November to May/June. One teacher from each participating elementary school receives training in bluegill information, aquarium set-up/maintenance and curriculum connections.
- **5th Grade Residential Program (Foundational Program):** All fifth grade students in Prince George’s County Public Schools are provided with the opportunity to spend an overnight at the center or Hard Bargain Farm (Alice Ferguson Foundation). The activities may include a deer population survey, water quality testing, orienteering, a nature hike, team building, and high and low ropes courses. The overall experience provides for a greater understanding of environmental issues and promotes student stewardship; students going back to their communities and taking an active role in addressing these issues (Ex. tree planting, trash clean up, recycling). All elementary schools participate in this program.
- **6th Grade Fats, Oils, Grease (FOG) Program:** The Schmidt Center provides professional development for teachers on a module involving FOG issues in the watershed and proper disposal. The target population is middle school students. Students are then expected to dispose of FOG products at their home in the proper manner. FOG was created so that PGCPs will be in

compliance with the WSSC in their plan to reduce pollution in the Chesapeake Bay. All schools with a 6th grade participate in this program.

- **7th Grade: Wild Rice Restoration:** Students in 7th grade have the opportunity to participate in Camp Schmidt's Wild Rice conservation program. Students research the history of the wild rice plant and the significance it has for migratory birds and reducing pollutants in our watershed. Students use indoor grow stands to raise wild rice from seed and record its growth. In the springtime, students then plant the wild rice in a local body of water. The planting of wild rice is part of the plan to restore the Chesapeake Bay.
- **Maryland Environmental Literacy Partnership (MELP)** is the collaborative four-year effort of eight school systems, Maryland State Department of Education (MSDE), and the Chesapeake Bay Foundation (CBF), to develop teaching modules for high school students that address Environmental Literacy Standard 1. The standard is for high schools and involves a student selecting an environmental issue, researching the issue, developing and implementing an action plan that addresses the issue, sharing the results and developing conclusions. The module developed requires students to examine their school using the Schoolyard Report Card instrument to collect data, identify environmental issues, and develop an action plan to address at least one of the issues. Examples of projects include building gardens, tree planting, storm water stenciling, recycling, and trash removal. The modules developed are embedded in science and (environmental science) and social studies (LSN). In social studies, the module promotes engaging and advocating government (local, and state) in addressing these issues (Ex. stream clean up with government supplying tools, trash bags, and pick up of collected materials).
- **High School Volunteer Stewardship Program:** Provides an opportunity for high school students from select PGCPS high schools to earn service-learning credit while engaging students on campus in a leadership role. These high school students, traditionally eleventh or twelve graders, undergo specific training in order to provide direct instruction to fifth graders who visit the Schmidt Center as part of the residential fifth grade program.
- **Environmental Studies Academies:** Three high schools (Gwynn Park, Fairmont Heights, and High Point) have four-year programs focusing in on Environmental Studies. Each school is required to have a FFA (Future Farmers of America) chapter. FFA promotes the development of leadership and career pathways in the area of agriculture. Students develop and conduct

research projects, participating in Green Up Clean Up, volunteer their services at local and national FFA conferences and participate in clothing drives.

- **Agricultural Conservation Corp:** Sponsored by the Accokeek Foundation the program provides high school students with a summer internship at the Accokeek farm. Participants conduct research projects related to farming issues, study livestock and crop growth that promote increased farm productivity.
- **Camp Schmidt Saturday Clean Up:** Once or twice a year, the Schmidt Center has an activity involving maintenance of the campus. Activities include trail clearing; weed pulling from gardens, tree pruning, and firewood collection and stacking.

Environmental Service-Learning Programs K-12

- **Bridging the Watershed (Grades 6-12):** This is an outreach program of the Alice Ferguson Foundation, in partnership with the National Park Service and area schools. The focus is to promote student academic achievement, personal connections with the natural world, lifelong civic engagement, and environmental stewardship through hands-on curriculum-based outdoor studies in national parks and public lands.
- **Maryland Green Schools Program (Grades K-12):** The William Schmidt Center collaborates with schools in submitting an application to MAEOE for Green School certification. The application documents the efforts of schools to provide educational opportunities to students that promote greater student environmental awareness and engagement in activities that address environmental issues for sustainability (Ex. planting trees/bushes, building gardens, storm water stenciling, and recycling).
- **Recycling Program (Grades 1-5):** The William Schmidt Center provides training for staff and students regarding: Why we recycle, classifying and sorting materials, recycling at home, and the benefits of recycling for the environment.
- **Treating and Teaching (Conservation Green Earth) Grades K-12:** Collaborative partnership between PGCPS Maintenance and Facilities, the Schmidt Center, Department of the Environment (DOE), and environmental educational providers headed by the Anacostia Watershed Society to create educational learning activities for students that support the county's Storm Water Reduction Program. Schools are fitted with storm water retrofits (BMP) that are designed to reduce stormwater runoff. Students

are provided with opportunities to conduct STEM based investigations that enhance existing BMP or design new BMPs (Ex. Building gardens, planting trees/shrubs etc.).

- **LEED Certification Program (Grades K-12):** In order for schools to achieve LEED certification, there must be 10 hours or a designated grade level of student learning that directly relates to the specific design features of that particular school that reduce its impact on the environment.
- **CEO Environmental Advisory Committee (Grades K-12):** The Advisory was created in the fall of 2014 by Dr. Kevin Maxwell. The Advisory consists of representatives from schools, Central Office, county government, colleges, and environmental providers. The Committee meets three times a year. The objective is to collaborate and exchange ideas that promote greater opportunities for students and teachers that support hands on student activities that increase environmental sustainability and zero carbon footprint.
- **Keep Prince George's County Beautiful (Founder John Neville, Retired Supervisor of the William Schmidt Center):** A non-profit organization that collaborates with school communities and PGCPs to plan and implement activities that address the negative impact of the environment on the county's land, air and water. Schools are encouraged to create Green Teams that will work actively at their school to reduce trash, recycle, plant trees, shrubs and plants, and build school gardens. A member of the organization was allotted a staff position in the Department of the Environment (DOE).

Environmental Literacy Steering Committee-CEO Advisory Meeting Dates:

- October 20, 2016
- February 24, 2017
- May 4, 2017

Keep Prince George's County Beautiful & PGCPs Green Meeting Dates Team Meetings

- October 25, 2016
- Spring meeting TBD

Service-learning is connected to environmental education through partnerships with organizations such as *Anacostia Watershed*, *Alice Ferguson Foundation*, *Department of Parks and Planning*, *Maryland Agriculture Foundation*, *WSSC*, *TapRoots*, *United States Department of Agriculture*, and local *Department of Public Works*. Opportunities for conservation, removal of alien invaders, shredding events, reducing/recycling waste, educating the community, building habitats, and community beautification are examples of activities promoted through community partnerships. In addition, PGCPS has mandated that all schools participate in a recycling program and the initiative was launched in October 2012. Please see Appendix 2 that shows the specific curricular connections to the Recycling initiative launched in all PGCPs schools this school year.

Examples of SSL Opportunities

- Community Thanksgiving Banquet by Valuable Blessings, Inc.
- Weed Warrior Work Days by City of Bowie's Green Team
- Berwyn Heights Town-Wide Clean Up

3. An explanation of how service-learning is featured in the LSS's Master Plan.

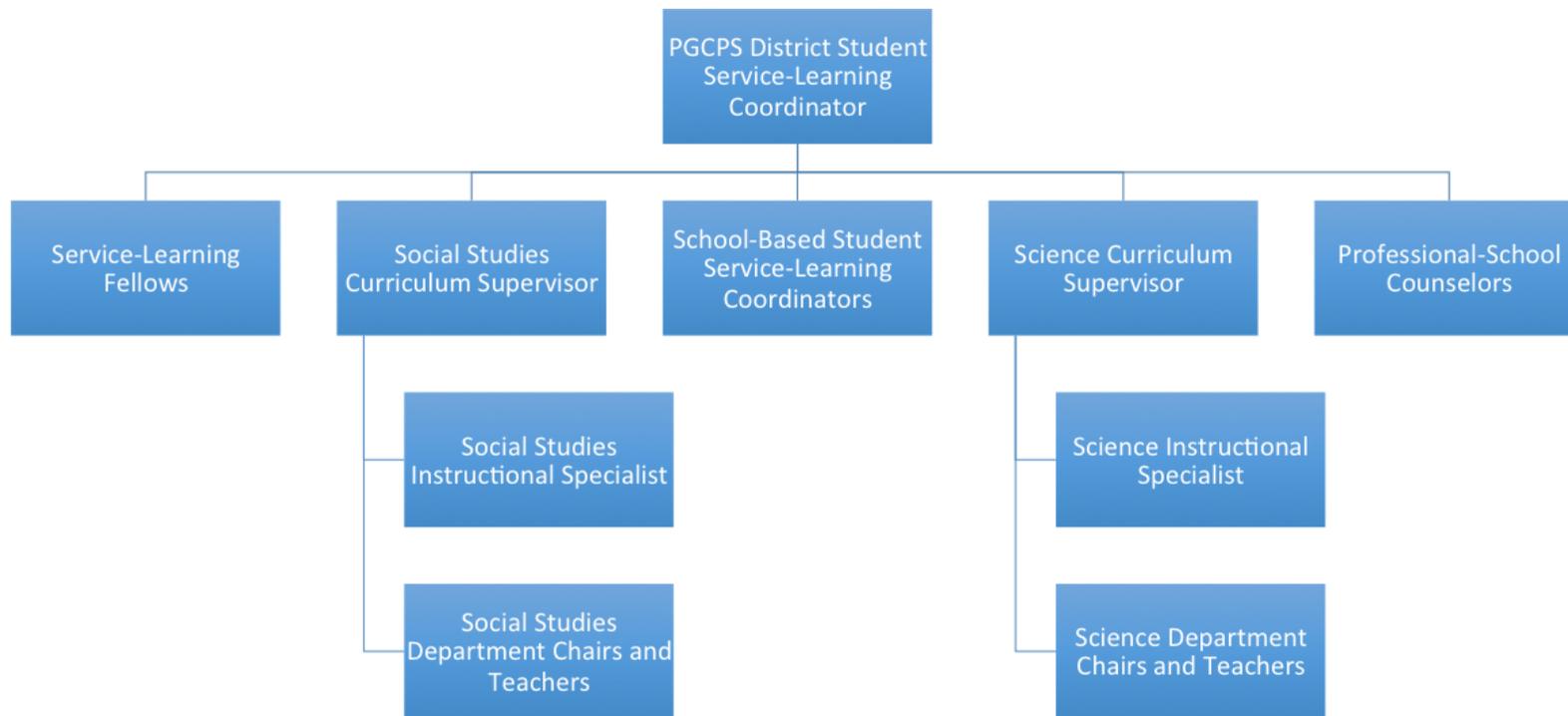
Student service-learning is not featured in PGCPs Master Plan based on the guidelines for submission of the plan by MSDE.

II. INFRASTRUCTURE

Please list the names, titles, roles, responsibilities, and percentage of time for each person in your system involved with service-learning.

Below is an organization chart of the Student Service-Learning Program in PGCPS, followed by a staff listing.

Student Service-Learning Advisory Board



1. PGCPS District Student Service-Learning Coordinator

Name: Dr. Kara Libby
Title: Executive Director for the Office of Teaching and Learning
Location: Office of Teaching and Learning
Role: LSS Contact (Service-Learning Coordinator)

Responsibilities:

- Conduct in-service training for school-based service-learning coordinators, Social Studies Supervisor, and Science Supervisors
- Work closely with past Service-Learning Fellows in their charge to support and provide technical assistance to teachers at large
- Coordinate meetings with advisory board
- Update and revise service-learning information on the PGCPS website
- Review student database to ensure students are on track to meeting the service-learning graduation requirement – this will be done in collaboration with the school-based service-learning coordinators
- Ten percent (10%) of her time will be dedicated to student service-learning

2. School-Based Student Service-Learning Coordinators

Name: Please see Appendix 4 for a list of staff already committed to serving as school-based student service-learning coordinators
Title: Position may be filled by counselors, teachers, or other principal designated school staff
Location: Elementary, Middle and High schools
Role: School-Based Student Service-Learning Coordinators

Responsibilities:

- Ensure that service-learning programs are being implemented at the school level
- Pre-approve service-learning community-sites for service-learning projects or opportunities
- Provide in-service for school staff on how the service-learning process works at the school site
- Work with family and community engagement representatives to inform parents about the service-learning graduation requirement and opportunities to earn service-learning hours

- Work with counselors, teachers, and students to find creative ways to ensure that the school is aware of what service-learning is and how service-learning hours can be acquired
- Regularly provide information about service-learning requirements to the PTA/PTO and present at a minimum of one meeting per year
- Collect and Log Student Verification Forms
- Verify that service-learning hours are recorded in the Student Information System and listed on report cards
- Coordinate end of the year service-learning awards program
- Coordinate service-learning recognition for seniors at graduation
- A minimum of ten to twenty percent (10-20%) of their time will be dedicated to student service-learning

3. Student Service-Learning Advisory Board

Name: Advisory Board Members

Title: Membership: professional school counselors, teachers, community organization leaders, District Student Service-Learning Coordinator, Content supervisors and specialists, Service-Learning Fellows

Location: Various

Role: Advisory Board

Last Name	First Name	Position
Libby	Kara	Executive Director for the Office of Teaching and Learning
Rose	Sandra	Supervisor of Social Studies, K-12
Ross	Megan	Instructional Specialist for Social Studies, K-12
Rangasammy	Godfrey	Supervisor of Science, K-12
Walkup-Belton	Traci	Instructional Specialist for Science, K-12
Armfield	Lorrie	Instructional Specialist for Science, K-12
Johnson	Tanisha	Instructional Coach for Science, K-12
Leon	Washington	Supervisor of Professional School Counselor
Stern	Jessica	Social Studies Teacher
Wisdom	Deanna	Social Studies Teacher

Carter-Lawson	Andrea	Counseling Instructional Specialist
Levin	Jhanna	Elementary School Teacher
Cobb	Kathryn	Elementary School Teacher
Conyers	Sylvester	Supervisor of Environmental Education
Roberson	James	Environmental Education Program Specialist
Gardner	Theresa	Volunteer Services & Community Partnerships Coordinator, M-NCPPC

Responsibilities:

- Meet quarterly
- Review policies, procedures and outcomes for service-learning
- Make recommendations as needed
- Work to involve community organizations in the student service-learning program
- Serve as ambassadors for the student service-learning program and assist with public relations
- Two percent (2%) of their time will be dedicated to student service-learning

4. Student Service-Learning Fellows

Name: Lauren Sipe
Title: Professional School Counselor
Location: Arrowhead Elementary School
Role: Fellows²

Name: Rebecca Adams
Title: Social Studies Teacher
Location: Laurel High School
Role: Fellows³

Responsibilities:

- Assist Student Service-Learning Coordinator with annual trainings
- Provide technical assistance to teachers on best practices for service-learning implementation
- Provide information to regions about successful service-learning projects for replication purposes
- A minimum of ten to twenty percent (10-20%) of their time will be dedicated to student service-learning

5. Science Curriculum Supervisor

Name: Godfrey Rangasammy
Title: Supervisor
Location: Central Office
Role: Science Curriculum Supervisor, K-12

Responsibilities:

- Ensure that the science curriculum is infused with appropriate service-learning activities

² Proactive measures will be taken to recruit teachers to apply for the MSDE Fellow program

³ Proactive measures will be taken to recruit teachers to apply for the MSDE Fellow program

- Develop and conduct trainings with the Student Service-Learning Coordinator and the Student Service-Learning Fellows
- Review and assess service-learning curriculum on a regular basis
- Fifteen percent (15%) of their time will be dedicated to student service-learning

6. Social Studies Curriculum Supervisor

Name: Sandra Rose

Title: Supervisor

Location: Central Office

Role: Social Studies Curriculum Supervisor, K-12

Responsibilities:

- Ensure that the social studies curriculum is infused with appropriate service-learning activities
- Develop and conduct trainings with the Student Service-Learning Coordinator and the Student Service-Learning Fellows
- Review and assess service-learning curriculum embedded lessons on a regular basis
- Fifteen percent (15%) of her time will be dedicated to student service-learning

III. STUDENT LEADERSHIP

1. How do students take leadership roles at the system, school, and classroom levels for service-learning (e.g. on advisory board, act as project leaders, etc.)?

Leadership opportunities/roles for students are provided through programs such as GOLD, International Baccalaureate (IB), Student Government Association (SGA), National Honor Society and other clubs/organizations that are formed in the school. In addition, students participate in board meetings with the local Board of Education (the Student Board Member actively participates and organizes SSL activities, along with disseminating information on SSL opportunities to other students), and work as leaders within the clubs/organizations through assigned roles.

In addition, School-based Student Service-Learning Coordinators will meet regularly to decide how they can provide logistical support to infused student service-learning projects developed in courses. The Service-Learning Coordinators will assist with carrying-out school-wide projects. Students also take leadership roles at the classroom level by being actively developing and implementing service-learning projects that reinforce curricular objectives, while serving community needs.

2. How are students involved in project selection or development?

Students facilitate project development by identifying a need within the community and developing a plan of action to address that need.

3. Does the LSS offer a method whereby students can engage in, and track their engagement in, meritorious service-learning experiences?

Printable individual reports are available through APEX, grade reports, or SchoolMax records (Appendix 6). Students complete individual Student Service-Learning Verification forms (Appendix 5) that they submit to verify the hours earned after participating in the SSL activity. Individual clubs/organizations also track/document group participation in service-learning activities.

4. How are students recognized for outstanding student service-learning?

PGCPS is committed to promoting the importance of student-service-learning through student recognition.

The District Service-Learning Coordinator continues to work with the school-based Service-Learning Coordinators to identify Student Service-Learning Stars who engage in exemplary service, in order to be recognized on a state level.

PGCPS offers students the opportunity to be awarded the “Excellence in Education Scholarship”. The Excellence in Education Foundation for PGCPS, Inc. (EEF-PGCPS) will award Student Service-learning Scholarships in the amount of \$3,500 each to fifteen PGCPS graduating seniors.

Each school recognizes their students that excel in student service-learning by providing certificates from MSDE.

Individual schools continue to recognize students who engage in exemplary service by exceeding the minimum independent hours required for graduation (e.g., schools recognize students who earn over 150 independent SSL hours). Students are recognized throughout the school year at school assemblies, awards programs, and during promotion or graduation ceremonies. Individual schools also partner with local community organizations in recognizing students for exemplary service-learning.

IV. COMMUNITY PARTNERSHIP & PUBLIC SUPPORT AND INVOLVEMENT

1. How does the LSS approve community sites for service-learning?

Students who want to complete independent service-learning learning hours at a site submit the Pre-Approval form (Appendix 3) to their school-based Service-Learning Coordinator for approval **prior** to starting any service activities at the site. Sites submitted by students for approval must be a non-profit, tax-exempt community-based organization or a for-profit nursing home, hospital, or licensed day-care facility.

Many community groups and organizations contact the District Service-Learning Coordinator requesting review of their SSL activity for approval. Following the criteria and standards outlined by MSDE 7 Best Practices service-learning requirements, the District Service-Learning Coordinator also reviews and approves SSL opportunities provided by various community organizations and once approves disseminates the approved opportunity to the school-based coordinators.

2. How many community sites/projects has your LSS approved?

The District Service-Learning Coordinator has approved numerous SSL opportunities; however, school-based coordinators approve sites relevant to their school community and the needs of the local community. For example, the District Service-Learning Coordinator has worked in conjunction with M-NCPPC to approve the SSL opportunities that they provide and M-NCPPC website for approved SSL opportunities is linked on the PGCPS SSL website. The District Service-Learning Coordinator has approved several activities with the Accokeek Foundation, Anacostia Watershed, Prince George's County Government, and other agencies and organizations that provide SSL opportunities throughout Prince George's County. These opportunities are geographically diverse and provide opportunities for students to explore a wide variety of interests through service-learning.

Whereas, individual schools have partnered with local senior centers, local government facilities, nursing homes, and other local organizations to provide SSL opportunities for the students at their school. For example, a local organization, Valuable Blessings, partnered with a local elementary school in the Suitland area to provide Thanksgiving dinners for the families of that school and local school community. Other examples include: Weed Warrior Work Days by the City of Bowie's Green Team, and the annual Camp Clean-Up Day at Schmidt Environmental Center.

3. How are schools and students made aware of approved sites?

Schools are made aware of approved sites and SSL opportunities from the District Service-Learning Coordinator. Students are made aware of opportunities mainly through the school-based coordinators, but also from other teachers and staff members who sponsor clubs and activities that would provide a service to the community. In addition, many students and parents contact the District Service-Learning Coordinator for information and recommendations on activities and opportunities.

4. How are students and parents informed about the LSS's service-learning program (brochures, website, etc.)?

School-based Service-Learning Coordinators and other school staff provide information to students and parents through the school's website and Twitter accounts, along with the PGCPS Daily Dispatch newsletter. School-based coordinators provide a bulletin board or information center within the school that displays SSL information that is updated frequently.

The District Service-Learning Coordinator provides SSL program information and opportunities on the PGCPS SSL website: <http://www1.pgcps.org/ssl/>. The website has an informational video clip on the importance of recycling in schools and curricular connections. The District Service-Learning Coordinator also provides information on the SSL program and opportunities via telephone and/or email on a daily basis from parents and students who contact the District coordinator directly. PGCPS also has an Administrative Procedure dedicated to Student Service-Learning (AP 6151) (Appendix 8). The Administrative Procedure 6151 provides information on programs and requirements of SSL and are available on the PGCPS website for parents, students, staff, and the community at-large to reference.

5. How are parents informed that students are engaging in service-learning (e.g. letters sent home as students engage in projects, projects are featured in school newsletters or, school websites etc.)?

Parents are informed through the school's website, twitter feed, newsletters, robo-call, and email. Parents are also informed through their PTSA, PTSO or Service-Learning website. In addition, school-based coordinators and other staff contact parents with service-learning information relevant to their content and activities or projects in class or that will occur school-wide.

6. In what ways is service-learning information made available electronically to the community, students, parents, as well as school staff?

Service-learning information is made available through PGCPS electronically via:

- Email
- Websites
- Google sites
- Edmodo (and other such technology tools)
- Electronic school newsletters
- School Twitter accounts
- PGCPS Communication Office – Daily Dispatch

7. What partnerships have been formed with higher education institutions?

PGCPS has several Memoranda of Understanding (MOU) with Prince George’s Community College (PGCC) and partnership through dual-enrollment for high school students.

8. How have P-20 cascade model service-learning projects been initiated?

PGCPS has participated with the Maryland-DC Campus Compact (MDCCC). MDCCC is a region-wide coalition of 30 colleges and universities committed to fulfilling the civic purpose of higher education by devoting the resources of the academy to community issues. Through sustainable partnerships, MDCCC improves community life and educates students for civic and social responsibility.

MDCCC is uniquely positioned to facilitate a cross-sector service-learning collaboration of PreK-12 and higher education, as well as philanthropic, civic and community leaders. This partnership will increase student success from cradle to career and yield improved education and community outcomes by working toward a set of common goals.

V. PROFESSIONAL DEVELOPMENT AND TRAINING

1. Explain how staff responsible for service-learning have been trained, is trained, or will be trained (e.g. service-learning coordinator, content area specialists, Fellows, school-based service-learning coordinators, teachers engaging students in infused service-learning units, etc.).

The District Service-Learning Coordinator, along with the content supervisors and specialists in Science and Social Studies have attended (and will continue to attend) the state meetings and trainings in Service-Learning. In addition the content supervisors and specialists have attended several national trainings that included conference sessions and webinars pertaining to service-learning. The meetings and workshops have allowed the District Service-Learning Coordinator and the content supervisors and specialists to access new service-learning ideas and practices, as well as assist with developing contacts that will strengthen the school system's overall service-learning program.

The Social Studies and Science content supervisors and specialists meet regularly to review and evaluate the infused lessons and projects in the curriculum documents and discuss any revisions and/or upgrades that may be needed in order to sustain or enhance the embedded lessons and projects, update the information on the PGCPS service-learning website, and discuss any professional development needed for the school year. The District Service-Learning Coordinator and content supervisors and specialists continue to assess the efficaciousness of the infused service-learning program and developing recommendations for program development.

Social Studies and Science department chairs and teachers continue to receive training on the infused service-learning curriculum throughout the school year from the content supervisors during Department Chair meetings and workshops. In addition, through school instructional team meetings, department chairs will ensure that all new and returning social studies and science teachers are effectively infusing service-learning into their curricula.

School-Based Service-Learning Coordinators have received training conducted by the District Service-Learning Coordinator and content supervisors and specialists. The trainings have included information about approved-sites, as well as presentations from community organizations that are partnering with PGCPS to provide unique independent service-learning opportunities. In addition, school-based service-learning coordinators will also be kept abreast of changes to PGCPS Service-Learning policy and procedures via email and will have opportunities to provide evaluations of the service-learning plan procedures.

Student Service-Learning Fellows have and will continue to attend state and/or other local service-learning training opportunities. Through these professional development opportunities, they will develop methods and practices that will be shared with teachers so that the delivery of service-learning instruction can be constantly improved.

2. How are other school staff (secretaries, etc.) trained in service-learning so they can appropriately respond to inquires from the public?

Other school staff are provided training through the school-based Service-Learning Coordinators as deemed appropriate. School staff are also provided information about ongoing service-learning projects and opportunities through electronic resources (email, school website, school Twitter or Google sites, newsletters, memos, PGCPS Daily Dispatch, etc.).

VI. ACCOUNTABILITY

1. How are students' service-learning engagement tracked and documented (e.g. hours recorded by teachers, project completion verified by service-learning coordinator, etc.)? Please attach any forms or rubrics you use to document and/or evaluate service-learning with your report.

Student independent service-learning engagement is tracked and documented through APEX, SchoolMax, and on students' transcripts (see Appendix 6). The students' documentation of the independent hours is provided on the Student Verification Form (Appendix 5) after completion of the activity. All independent service-learning hours must be verified on the Student Service-Learning Verification Form (Appendix 5). The form must be completed by the student and then given to the approved community site representative for review, approval, and signature. Students should then submit their forms to the school-based service-learning coordinator as soon as the hours have been earned. The deadlines for submission of the Student Service-Learning Verification Form are as follows:

***October 15 (for any independent hours obtained between July 1 and August 30)**

*** January 31 (for any independent hours obtained between September 1 and January 31)**

***July 15 (for any independent hours obtained between February 1 and June 30)**

Any forms submitted after the stated deadlines are invalid and students will not be given credit for those hours. Upon approval of the form, the school-based service-learning coordinator will then submit the independent hours earned into SchoolMax and place the Student Service-Learning Verification Form in the student's cumulative folder for documentation.

For students to earn infused service-learning hours in their science and social studies classes, they must 1) actively engage in all service activities as outlined in the lessons and projects, and 2) earn a letter grade of at least a D. The classroom teacher will monitor and record the infused hours as a part of the student's classroom grade.

2. Is service-learning progress noted on students’ report cards? How (e.g. hours recorded, or pass/fail, etc.)?

Yes, the Division of Information and Technology is responsible for including the number of completed student service hours on report cards for all students in grades 6-12. The students’ service-learning hours are noted on the report card and transcript (Appendix 6). The report card and transcript includes the “Met/Not Met” standard beginning in 6th grade and continues through 12th grade.

3. How is completion of infused service-learning projects verified and by whom?

Since students are completing their infused service-learning hours under teacher supervision, curriculum teachers are the best individuals to verify the quality and quantity of the infused service-learning hours completed by students. Thus, the infused service-learning projects are verified by classroom teachers specific to content, added as a grade in SchoolMax (systemic grading portal), and identified as the specific activity that is infused in each curriculum.

4. How is the quality of both infused and independent service-learning experiences assessed and by whom?

The quality of infused service-learning projects is assessed by both students and teachers. Through the use of the PGCPs Evaluation Tool for Service-Learning Projects specific to the infused lessons and /or projects, the students and teachers are engaged in ongoing assessment through reflective inquiry in the classroom. Teachers are able to gain an overall understanding of the quality of the individual student experiences, as well as the group-effect of the experience on the class through the embedded lessons and projects.

The quality of independent service-learning projects is assessed by both students and site-representatives. It is expected that students will engage in reflection guided by Maryland’s Seven Best Practices of Service-Learning. The Student Service-Learning Verification Form, which is required at the completion of independent service-learning projects, asks students to assess the quality of their service-learning projects using the Seven Best Practices. The review of the Student Service-Learning Verification Forms by the community site representative and the school-based student service-learning coordinator provides another level of quality assessment and assurance.

There is an evaluation form located within the Science and Social Studies curriculum to provide feedback on service-learning projects.

The assessment of the program content will be based on the rubric of Maryland's Seven Best Practices for Service-Learning. An assessment of relevant program processes will be conducted in order to enhance the quality of delivery of infused and independent service-learning experiences.

5. How does the central office and individual schools explain and feature infused service-learning strategies, and specific projects completed by schools, classrooms and students, to ensure everyone is made aware of projects and their effectiveness.

This is shared through the school's website, Twitter, Facebook, PGCPS Service-Learning website, PGCPS Daily Dispatch, PTAs/PTSOs, content area websites, and newsletters.

VII. FUNDING AND IN-KIND RESOURCES

In an effort to build a database of information regarding funding sources for service-learning programs across the state, please provide a list all funding sources the LSS will use for fiscal year 2016-2017. Include funds used to support the service-learning program, the amount allocated, and purpose. Note if funds are federal, state, private and/or local school system provided.

Fiscal Year 2016 - 2017

Source	Amount	Purpose
Title II Federal Grant Funds for Professional Development	\$20,800.00	Training materials for service-learning projects and professional development activities (Two ½-day workshops for one representative from each school)
Prince George’s County Public Schools General Funds for Curriculum Development	\$14,700.00	Development of student service-learning lessons and projects that are directly embedded in the Science and Social Studies curriculum documents (Team of six: three for Science and three for Social Studies)
Total		\$35,500.00

In-Kind Support

- Dr. Kara Libby, Executive Director for the Office of Teaching and Learning and District Student Service-Learning Coordinator, will provide services to the program at 10% of her time in-kind.
- Mr. Godfrey Rangasammy, Science Supervisor, K-12, will provide services to the program at 15% of his time in-kind.
- Mrs. Sandra Rose, Social Studies Supervisor, K-12, will provide services to the program at 15% of her time in-kind.
- School-based Service-Learning Coordinators will provide services to the program at 10-20% (varies due to the size of the student population per school) of their time in-kind.
- Members of the Student Service-Learning Advisory Board will provide services to the program at 2% of their time in-kind.

VIII. ANNUAL GOALS AND TIMELINE

Include an annual timeline for accomplishing the work outlined in your implementation plan. The timeline should include the overall program goal/focus for the year, the tasks to be accomplished, start and finish dates, and staff responsible for each task. LSS service-learning implementation plans are approved for a four-year cycle.

Service-Learning Goal for 2016-2017:

To revise PGCPS Science and Social Studies curriculum documents to reflect Maryland College and Career-Ready Standards, Environmental Literacy Standards, and new content standards and increase the service-learning lessons and/or projects

Objective: Revise Curriculum Framework Overview for Grades 5 – 12 in Science and Social Students

Activities	Staff Responsible	Start Date	Finish Date	Notes
Infused Student Service-Learning Curriculum (Appendix 1)	Classroom Teachers	September 2016	June 30, 2017	These are curriculum infused activities for Science and Social Studies, Grades 5-12.
Develop Science curriculum grades 6-10	Science Office Staff	July 2016	June 30, 2017	Curriculum Writing Team
Environmental Education Activities	Classroom Teachers and Staff at the William Schmidt Environmental Center	September 2016	June 30, 2017	
MWEE-Meaningful Watershed Educational Experience	Classroom Teachers and Staff at the William Schmidt Environmental Center	September 2016	June 30, 2017	

Recycling Programs, Advocacy Initiatives, Community Gardens, Healthy Communities/Walks, Donation Drives, and Veteran Programs	School Staff, Teachers, Community Partners, Parent-Teacher-Student-Associations, Maryland Park and Planning, Local Business Partners	September 2016	June 30, 2017	
Develop Social Studies curriculum grades 6-10	Social Studies Office Staff	July 2016	June 30, 2017	Curriculum Writing Team
AP Government	Classroom Teachers	September 2016	June 30, 2017	These are curriculum infused activities for Science and Social Studies, Grades 9-12.
Government/Prince George's Regional Association of Student Governments	Classroom Teachers	September 2016	June 30, 2017	These are curriculum infused activities for Science and Social Studies, Grades 9-12.

IX. ATTACHMENTS

Please, when at all possible, provide URL links to relevant documents and resources, including curriculum, local service-learning websites, etc., instead of submitting hard copies, so your LSS can assist us with our efforts to be environmentally kind.

APPENDICES

Appendix 1 – Infused Student Service-Learning Curriculum

Appendix 2 – Connections to Recycling Initiative

Appendix 3 – Site Pre-Approval Form

Appendix 4 – School-Based Service-Learning Coordinators

Appendix 5 – Student Service-Learning Verification Form

Appendix 6 – Recording of Student Service-Learning Independent Hours SchoolMax Service-Learning

Appendix 7 – Student Service-Learning Activity Evaluation Tool

Appendix 8 – Administrative Procedure 6151 for Student Service-Learning Graduation Guidelines

APPENDIX 1: Infused Student Service-Learning Curriculum

Curriculum Infused Required Service-Learning Lessons

Content Area	Grade Level	Curriculum Correlation	Title of Lesson
Social Studies	6 (World Cultures)	Unit One: Lesson 8	Physical Geography: Natural Resources and Land Use
Social Studies	7 (World Cultures)	Unit Three: Lesson 20	Genocide in Africa: United Nation’s Response
Social Studies	7 (World Cultures)	Unit Four: Lesson 30	Tsunami Destruction Role of the International Red Cross
Social Studies	8 (United States History)	Unit Four: Lesson 25	How A Bill Becomes A Law
Social Studies	9 (United States History)	Unit Three: Lesson 29	FDR and the New Deal
Social Studies	9 (United States History)	Unit Five: Lesson 57	The Energy Crisis and the Economy
Social Studies	10 (LSN Government)	Unit Three: Lesson 18	Civic Participation
Social Studies	10 (LSN Government)	Unit Four: Lesson 21	Lawmaking
Social Studies	10 (LSN Government)	Unit Seven: Lesson 38	Demographics and Public Policy
Social Studies	10 (LSN Government)	Additional Service-Learning Activities	<ul style="list-style-type: none"> ● Unit I: Political and Economic Structures- Poster Project ● Unit II: Principle of Government and the Constitution – Write a letter to a state or U.S.

			<p>Senator or Representative</p> <ul style="list-style-type: none"> ● Unit III: Participation in Government and Civic Responsibility - Voting/Polling or a Mock Election ● Unit IV: Legislative Branch – Compose a letter to a sponsor of a bill the student supports or opposes ● Unit V: The Executive Branch ● Unit VI: The Judicial Branch – Invite a U.S. or State’s Attorney to visit the class ● Unit VII: Domestic and Foreign Policy – Students can identify public issues affecting their community or Students can research how organizations such as the American Red Cross function and how they could volunteer to serve
Science	Grade 5 Science	Unit 3 Life Science (Quarter 3/4)	Module: Energy Flow and Basic Needs of Living Things
Science	Grade 6 Science	Life/Environmental Science Unit (Quarter 3/4)	Module: Exploring Ecology
Science	Grade 7 Science	Life Science Unit (Quarter 3/4)	Module: Environmental Impacts: Wild Rice

Science	Grade 8 Science	Energy and Matter Unit (Quarter 2)	Engineering and Society
Science	Grades 9 Biology	Unit 1: Down At The Bay (Quarter 1)	<p>Energy, Interactions, and Human Impact on the Chesapeake Bay</p> <ul style="list-style-type: none"> • Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy • Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. • Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

**Please review the complete lessons and projects on the PGCPSSL website: <http://www1.pgcps.org/ssl/>.*

APPENDIX 2: Curricular Connections to Recycling Initiative

**Prince George's County Public Schools
Curriculum Framework Connections
to Recycling**





GREEN TEAM

The **Green Team** program is an update of the Litter Free Schools program established in 2005 in support of the Keep Prince George's County Beautiful initiative, an affiliate of Keep America Beautiful, Inc. By joining the **Green Team**, your school will support widespread litter reduction, recycling, beautification, and energy conservation initiatives in Prince George's County implemented by County Executive Jack B. Johnson and supported by the Prince George's County Board of Education, Keep Prince George's County Beautiful, community groups such as Citizens Concerned for a Cleaner County (CCCC), and many more.

Step 1 – Register Your School

Fill out the **Green Team** registration form and send to: Keep Prince George's County Beautiful, 1220 Caraway Court, Suite 1050, Largo, Maryland 20774. (If you have questions, contact coordinator Helen Moore in the county's Keep Prince George's County Beautiful office at 301-883-5843.)

Step 2 – Start a Recycling Program

The school system is expanding recycling efforts this year. The Abitibi Paper Retriever program is back, and is now providing free recycling bins for paper to schools in their service area, which are roughly all schools located on and north of Central Avenue. They hope to expand this area to the remainder of our schools next fall. Abitibi does require a minimum tonnage of paper to be collected each month to maintain their free services. For more information and to sign up, contact Greg Johnson, Area Manager, at 410-558-1704, or email Greg.Johnson@AbitibiBowater.com.

Step 3 – Implement “Green” Activities

- “Green” activities are unlimited, and can include the following:
- Establish a school “Green Team” to oversee your school's recycling, cleanup, and beautification efforts;
- Organize and implement a school-wide cleanup and/or beautification event;
- Include anti-litter, recycling, energy/water conservation, and eco-awareness activities throughout the school; and establish a plan for continued activities to keep your school “clean and green!”

Step 4 – Share Your Successes

Participate in two online surveys on the PGCPs Web site (one in the fall and one in the spring) to keep us notified of your school's **Green Team** success.

Step 5 – Enjoy the Benefits!

Being part of the **Green Team** will mean that your school will enjoy the following benefits:

- A clean and orderly school environment, conducive to learning and academic achievement;
- A program that will build staff and student environmental awareness and stewardship;
- Signage, recognition, and special awards program for participating schools; and
- Expanded partnership opportunities with the school community.



The Green Team program is made possible through a partnership with Prince George's County Public Schools, Keep Prince George's County Beautiful, and Abitibi



GREEN TEAM

Getting Your Dream Machine Recycling Program Started

Through a partnership with PepsiCo and Waste Management, Prince George's County public schools now have access to a new single-stream recycling program for plastic, aluminum and paper!

The program is key in meeting state-mandated recycling requirements for Prince George's County public schools that go into effect October 31, 2012.

Here are step-by-step directions for setting up recycling at your school:

1. Establish a Green Team consisting of students, staff and volunteers. (Be sure to include a custodial staff person on your team.)
2. The Green Team develops a plan to get recyclables from classrooms, common areas and the cafeteria to the exterior recycling bin.
3. PepsiCo has received a list of schools in need of recycling services. If you haven't been contacted, please visit www.DreamMachineRecycleRally.com to register your school in the Dream Machine program. This program has been structured based on the anticipation of active participation of beverage container (PET plastic bottles and aluminum cans) recycling at these schools in the range of one beverage container per child per school day, or 400+ lbs. of recycling a month.
4. PepsiCo will arrange for the delivery of your outside recycling bin through Waste Management and will send your school a scale and tracking materials for estimating the weight of your recycling materials. NOTE: to receive the free recycling services, schools MUST provide ongoing tracking data. PLEASE NOTE – this program is designed primarily for PET plastic beverage containers and aluminum cans. Space permitting in the Waste Management outdoor collection bin, you can also recycle your paper and plastic milk bottles.
5. Once you receive your outside bin, scale and tracking materials, start recycling! Schools using municipality single-stream recycling services should continue to do so. Schools using the Abibow Paper Retriever program may continue to do so as a paper solution, and use the Dream Machine for plastic and aluminum recycling.

Specialty Recycling Items

- **Ink Jet and Toner Cartridges** – Send via PONY mail to the William S. Schmidt Center
- **E-Waste** (outdated/broken computers, printers, fax machines, etc.) – Contact PGCPs Supply Services at 301-808-8200 to arrange for pickup/transfer of electronic equipment for recycling.
- **Scrap Metal** – Contact PGCPs Supply Services at 301-808-8200 to arrange for pickup/transfer of scrap metal or recycling.

Questions?

If you have questions, please contact: Lynn McCawley, lmccawle@pgcps.org

<u>Recycling Program</u>	Paper Recycling- <ul style="list-style-type: none"> ● PGCPs Howard B. Owens Science Center ● The Paper Retriever program to schools in their service area, which are roughly all schools located on and north of Central Avenue. They hope to expand service to all schools in the future. Visit their website at www.paperretriever.com, or call 1-800-874-1301. ● Copier Toner Cartridges, Paper & Plastics Recycling- PGCPs William S. Schmidt Outdoor Education Center
<u>Elementary (K-5) & Middle School 6-8)</u>	Environmental Science Students will use the Science and Engineering Practices and the Crosscutting Concepts of the Next Generation Science Standards to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.
Kindergarten	Environmental Science- Students will communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (NGSS: K-ESS3-3)
5th Grade	Environmental Science- Students will obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. (NGSS: 5-ESS3-1)
Middle School	Environmental Science- Students will evaluate competing design solutions for maintaining biodiversity and ecosystems services. Students will also apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
<u>High School</u>	Environmental Science- Students will use the Science and Engineering Practices and the Crosscutting Concepts of the Next Generation Science Standards to explain major environmental science concepts to understand interrelationships of the natural world and to analyze environmental issues and their solutions. Students will design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. (NGSS: HS-LS2-7)

<p>9th Grade:</p>	<p>Integrating The Sciences</p> <ul style="list-style-type: none"> ● Energy Unit on Recycling Batteries <p>Biology</p> <ul style="list-style-type: none"> ● Ecology Unit ● Explain how human activities may have positive consequences on the natural environment. <ul style="list-style-type: none"> ○ Recycling centers ○ Native plantings ○ Good farming practice ● Explain how human activities may have a negative consequence on the natural environment. <ul style="list-style-type: none"> ○ Damage or destruction done to habitats ○ Air, water, and land pollution
<p>11th Grade</p>	<p>Environmental Issues</p> <ul style="list-style-type: none"> ● Students will calculate their ecological footprint in order to compare and analyze their ecological footprints to those of classmates and people around the world. ● Students will examine sources of pollution in order to assess the availability of water for human use. ● Students will distinguish between urban and rural land in order to evaluate the interrelationship between humans and land resources. ● Students will determine the amount of packaging of different products in order to evaluate the interrelationship between humans and land resources. ● Students will create a concept map in order to describe several major international meetings and agreements relating to the environment. ● Students will discuss the roles of U.S. departments and agencies in order to evaluate how environmental issues are addressed by political, consumer and physical action.

APPENDIX 3: Site Pre-Approval Form

Department of Curriculum and Instruction

Attachment 1 to A.P. 6151

Student Service-Learning Site Pre-Approval Form

The purpose of this form is for students and/or organizations seeking approval for the Student Service-Learning (SSL) Activity prior to the student completing the SSL activity. Submission and approval of this form by the School-Based SSL Coordinator will ensure that the student will receive the SSL independent hours after completing the activity at the stated organization.

To the Student: Please work with the organization representative to fill out this form in its entirety and return to your assigned School-Based Student Service-Learning Coordinator.

****Please note that submitting this form does not automatically equal site approval. Please follow-up with your School-Based SSL Coordinator. Be sure to make a copy of this Pre-Approval Form for your personal files.**

Remember that any Student Service-Learning independent activity must meet the Maryland State Department of Education's 7 Best Practices and include preparation or research, action, and reflection:

- ✓✓ The Student Meets a Recognized Need in the Community.
- ✓✓ The Student Achieves Curricular Objectives.
- ✓✓ The Student Gains Necessary Knowledge and Skills.
- ✓✓ The Student Plans Ahead.
- ✓✓ The Student Works with Existing Service Organizations.
- ✓✓ The Student Develops Responsibility.
- ✓✓ The Student Reflects Throughout the Experience.

To be completed by student:

Student Name: _____ School: _____

Student Number: _____ Telephone: _____

Student Mailing Address: _____

City: _____ State: _____ Zip: _____

Email: _____

_____ I request approval of this organization as a service-learning site. I have already spoken to the contact person about the possibility of completing service hours.

Student's Signature: _____ Date: _____

To be completed by organization representative:

Organization Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____

Website: _____

Email: _____

Contact Name: _____ Contact Title: _____

Mission: _____

The student's volunteer activities will include: _____

For School-Based Student Service-Learning Coordinator Only:

I have talked with the organization representative and determined that the organization is (circle one) approved / not approved. Organization status: (please check one)

- non-profit organization
- for-profit organization (for example nursing home, hospital, licensed daycare center)
- private organization/facility
- faith-based organization

Signature _____ Title _____ Date: _____

Revised 7-22-2014

APPENDIX 4: School-Based Service-Learning Coordinators

SCHOOL/OFFICE	FIRST NAME:	LAST NAME:
ACADEMY OF HEALTH SCIENCES AT PGCC	Caren	Mc Calla
ACADEMY OF HEALTH SCIENCES AT PGCC	Corine	Cochran
ACADEMY OF HEALTH SCIENCES AT PGCC	Patricia	Dennis
ACADEMY OF HEALTH SCIENCES AT PGCC	Janice	Cannon
ACADEMY OF HEALTH SCIENCES AT PGCC	Janiene	Reynolds
ACCOKEEK ACADEMY	Andrea	Taylor
ACCOKEEK ACADEMY	Sarita	Smith
ACCOKEEK ACADEMY	Greta	Nichols Thomas
ACCOKEEK ACADEMY	Tracey	Williams
ANNAPOLIS ROAD ACADEMY	Lonice	Priester
ANNAPOLIS ROAD ACADEMY	Harriett	Simmons
APPLE GROVE ELEMENTARY	Beth	Linn
ARDMORE ELEMENTARY	Rachelle	Jackson

ARROWHEAD ELEMENTARY	Lauren	Sipe
AVALON ELEMENTARY	Phyllis	Ennals
BADEN ELEMENTARY	Megan	Haynes
BEACON HEIGHTS ELEMENTARY	Beth	Frissell
BEACON HEIGHTS ELEMENTARY	Janet	McKoy-Davis
BEACON HEIGHTS ELEMENTARY	Lauren	Stephenson
BELTSVILLE ACADEMY	Diane	Bryant
BELTSVILLE ACADEMY	Julia	Canty-Warrick
BENJAMIN D FOULOIS ACADEMY	Shonita	Lee
BENJAMIN STODDERT MIDDLE	Tara	Lewis
BENJAMIN TASKER MIDDLE	Karen	Whitney
BERWYN HEIGHTS ELEMENTARY	Donna	Behe
BLADENSBURG ELEMENTARY	Regina	Stevenson
BLADENSBURG HIGH	Janice	Blackwell
BLADENSBURG HIGH	Melissa	Wells
BOWIE HIGH	Karen	Gunther

BOWIE HIGH	Patricia	Lee
BOWIE HIGH	Kelly	Cohen
BOWIE HIGH	Mary	Rolfes
BOWIE HIGH	Deborah	Berry
BUCK LODGE MIDDLE	Janita	Harrell
CAROLE HIGHLANDS ELEMENTARY	Cassandra	Thomas
CENTRAL HIGH	Latania	Jones
CENTRAL HIGH	Crystal	LaPorte
CENTRAL OFFICE	Krista	Flowers
CENTRAL OFFICE	Ronlyn	Dandy
CENTRAL OFFICE	Linda	Sweeting
CENTRAL OFFICE	Teleta	Johnson
CENTRAL OFFICE	Melinda	Gooch
CENTRAL OFFICE	Tia	Simmons
CENTRAL OFFICE	Kara	Miley-Libby
CENTRAL OFFICE	Sarah-Jane	Thomas

CENTRAL OFFICE	Maria	Roxas-Tharp
CENTRAL OFFICE	Angela	Walton
CENTRAL OFFICE	Natasha	Jones
CHAPEL FORGE EARLY CHILDHOOD CENTER	Laura	Downey
CHAPEL FORGE EARLY CHILDHOOD CENTER	Bonnie	Pellicot
CHARLES CARROLL MIDDLE	Natasha	Prevo
CHARLES CARROLL MIDDLE	Alma	Willie
CHARLES HERBERT FLOWERS HIGH	Donna	Bussey
CHARLES HERBERT FLOWERS HIGH	Kathleen	Brockelman
CHARLES HERBERT FLOWERS HIGH	Tina	Williams
CHEROKEE LANE ELEMENTARY	Teri	Emig
CHEROKEE LANE ELEMENTARY	Michelle	Thomas
CHESAPEAKE MATH AND IT PUBLIC CHARTER	Tammie	Yancey
CHESAPEAKE MATH AND IT PUBLIC CHARTER	Yurhance	Johnson
CHESAPEAKE MATH AND IT PUBLIC CHARTER	Brenden	Gegwich
CHESAPEAKE MATH AND IT PUBLIC CHARTER	Natalie	Gaudette

CHESAPEAKE MATH AND IT SOUTH PUBLIC CHARTER	Omolara	Asafa
CHESAPEAKE MATH AND IT SOUTH PUBLIC CHARTER	Katie	Warehime
CLINTON GROVE ELEMENTARY	Joan	Richeson
CLINTON GROVE ELEMENTARY	Beverly	Coleman
COLLEGE PARK ACADEMY	Zina	Harabatch
COLLEGE PARK ACADEMY	Donna	Edwards
COMMUNITY-BASED CLASSROOM	Sheila	Dalton
COMMUNITY-BASED CLASSROOM	Reginald	Russell
CROOM HIGH	Debra	Degges
CROSSLAND EVENING/SAT HIGH	Clarenda	Gardner
CROSSLAND EVENING/SAT HIGH	Druscilla	Saunders-Faulk
CROSSLAND EVENING/SAT HIGH	Maureen	Toler
CROSSLAND EVENING/SAT HIGH	Candace	Clayton
CROSSLAND EVENING/SAT HIGH	Simone	Cheeks

CROSSLAND HIGH	Maggie	Yates
CROSSLAND HIGH	Mary	Parker
CROSSLAND HIGH	Leatrice	Wharton
DORA KENNEDY FRENCH IMMERSION	Rachele	Donohue
DR HENRY A WISE, JR. HIGH	Melody	Thompson
DR HENRY A WISE, JR. HIGH	Michele	Tucker
DR HENRY A WISE, JR. HIGH	Tania	Chandler
DR HENRY A WISE, JR. HIGH	Levina	Newman
DR HENRY A WISE, JR. HIGH	Krisden	Killebrew
DREW-FREEMAN MIDDLE	Belinda	Penn
DUVAL HIGH	Yvette	Thomasson
DUVAL HIGH	Andrea	Johnson
DUVAL HIGH	Linda	Deadwyler
DUVAL HIGH	Cheryl	Evans - Hinton
DUVAL HIGH	Roney	Wynn
DUVAL HIGH	Patricia	Moore

DWIGHT D EISENHOWER MIDDLE	Monique	Reynolds
ELEANOR ROOSEVELT HIGH	T	Horn
ELEANOR ROOSEVELT HIGH	Linda	Covington
ELEANOR ROOSEVELT HIGH	Natasha	Marshall
ELEANOR ROOSEVELT HIGH	Lisa	Howard
ERNEST EVERETT JUST MIDDLE	Janie	Williams
ERNEST EVERETT JUST MIDDLE	Catherine	Booker
EXCEL ACADEMY PUBLIC CHARTER	Burnetta	Scott-Caldwell
FAIRMONT HEIGHTS HIGH	Erica	Moore-McDade
FAIRMONT HEIGHTS HIGH	Lisa	Hall
FAIRMONT HEIGHTS HIGH	Rhonda	Tunstall
FREDERICK DOUGLASS HIGH	Sharon	Troiano
FREDERICK DOUGLASS HIGH	Aquanetta	Carpenter
FREDERICK DOUGLASS HIGH	Gwendolyn	Deville
FREDERICK DOUGLASS HIGH	Ann	Thomas
FRIENDLY HIGH	Tiffany	Beverly

G JAMES GHOLSON MIDDLE	Crystal	McElrath
G JAMES GHOLSON MIDDLE	Kelley	Doswell
GLENN DALE ELEMENTARY	Partica	Moore
GLENRIDGE ELEMENTARY	Terry	Gallion
GLENRIDGE ELEMENTARY	Kim	Williams
GLENRIDGE ELEMENTARY	Yesenia	Quintanilla
GREEN VALLEY ACADEMY	Yamir	Perez
GREEN VALLEY ACADEMY	Marcia	Holmes
GREEN VALLEY ACADEMY	Gordon	Libby
GREEN VALLEY ACADEMY	Annette	Williams
GREEN VALLEY ACADEMY	Michelle	Spence
GREEN VALLEY ACADEMY	Reginald	Russell
GREENBELT MIDDLE	Cheron	Barnes
GREENBELT MIDDLE	Wayne	Davis
GWYNN PARK HIGH	Donna	Farrell
GWYNN PARK MIDDLE	Marie	Newman

HEATHER HILLS ELEMENTARY	Kathleen	Sagosky Donahue
HIGH POINT HIGH	Berta	Batenga
HIGH POINT HIGH	Cynthia	Cummings
HIGH POINT HIGH	Aileen	Sherman
HIGH POINT HIGH	Amelia	Simmons
HOLLYWOOD ELEMENTARY	April	Lee
HYATTSVILLE MIDDLE	Felicia	Meadows
HYATTSVILLE MIDDLE	Wanda	Loftin
HYATTSVILLE MIDDLE	Shanda	Potoki
HYATTSVILLE MIDDLE	Wayne	Anthony
IMAGINE FOUNDATIONS AT LEELAND PCS	Darlene	Ball-Rice
IMAGINE FOUNDATIONS AT MORNINGSSIDE PCS	Glenda	Willis
IMAGINE FOUNDATIONS AT MORNINGSSIDE PCS	Michelle	Zitofsky
IMAGINE LINCOLN PCS	Shelia	Moody
INDIAN QUEEN ELEMENTARY	Tiffany	Green
INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK	Carlos	Vazquez

INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK	Lesly	Lemus
INTERNATIONAL HIGH SCHOOL @ LARGO	Carlos	Vazquez
INTERNATIONAL HIGH SCHOOL @ LARGO	Elise	Willhight
ISAAC J GOURDINE MIDDLE	Brenda	McCormick
JAMES MADISON MIDDLE	Terry	Conner
JAMES MADISON MIDDLE	Clarelyn	Nelson-Genias
JOHN HANSON MONTESSORI	Tia	Breckenridge-Tyson
JUDITH P HOYER MONTESSORI	Cindy	Popol
KENILWORTH ELEMENTARY	Ronyl	Minor Williams
KENMOOR MIDDLE	John	Shaw
KETTERING ELEMENTARY	Ve Etta	Lenori
KETTERING MIDDLE	Tiffany	Price
KETTERING MIDDLE	Juanita	Baughtman
KETTERING MIDDLE	Amin	Salaam
KINGSFORD ELEMENTARY	Michele	Robinson
LANGLEY PK-MCCORMICK ELEMENTARY	Beverly	Raynor

LARGO HIGH	Angelique	Simpson-Marcus
LARGO HIGH	Georgette	Cummings
LARGO HIGH	Tashua	Parker
LAUREL HIGH	Terri	Collins-Swain
LAUREL HIGH	Tia	Harris
LAUREL HIGH	Jacqueline	Lawson
LAUREL HIGH	Christine	Wenchel
LAUREL HIGH	Francine	Barnes
LONGFIELDS ELEMENTARY	Cynthia	Williams
MAGNOLIA ELEMENTARY	Joan	Nachman
MARGARET BRENT	Magdalena	Kaiss
MARLTON ELEMENTARY	Rona	Hammond-Colbert
MARTIN LUTHER KING, JR. MIDDLE	Tracey	Hall
MARTIN LUTHER KING, JR. MIDDLE	Cheryl	Swartz
MARTIN LUTHER KING, JR. MIDDLE	Katya	Palacios
MARY HARRIS "MOTHER" JONES ELEM	Jessica	DeAngelo

MARY HARRIS "MOTHER" JONES ELEM	Sara	Chapper
MATTAPONI ELEMENTARY	Lucille	Underdue
MAYA ANGELOU FRENCH IMMERSION	Sandra	Navarra
MELWOOD ELEMENTARY	LaShonda	McFarland
MONTPELIER ELEMENTARY	Debbie	Black-Conn
NICHOLAS OREM MIDDLE	Lawanda	Harris
NORTH FORESTVILLE ELEMENTARY	Nicole	Wainwright
NORTHWESTERN EVENING/SAT HIGH	T	Horn
NORTHWESTERN EVENING/SAT HIGH	Clarenda	Gardner
NORTHWESTERN EVENING/SAT HIGH	Maureen	Toler
NORTHWESTERN EVENING/SAT HIGH	Linda	Covington
NORTHWESTERN EVENING/SAT HIGH	Simone	Cheeks
NORTHWESTERN HIGH	Angeline	Downing
NORTHWESTERN HIGH	Yvette	Wright
NORTHWESTERN HIGH	Carolyn	Alston
OXON HILL HIGH	Jean Paul	Cadet

OXON HILL HIGH	Janeen	Brady
OXON HILL HIGH	Princella	Hemby
OXON HILL HIGH	Nanette	Montue
OXON HILL HIGH	Ashley	Wilson
OXON HILL HIGH	Tia	Johnson
OXON HILL MIDDLE	Banafsheh	Shearer
PARKDALE HIGH	Marsha	Bastien
PARKDALE HIGH	Monique	Johnson
PARKDALE HIGH	Pedro	Navarrete
PATUXENT ELEMENTARY	Nicole	Amiger
PERRYWOOD ELEMENTARY	Glenda	Page
PHYLLIS E WILLIAMS ELEMENTARY	Michelle	Hall
POTOMAC HIGH	Anna	Cabbage
POTOMAC HIGH	Robin	Polite
POTOMAC HIGH	Ruth	Oduroe
RIVERDALE ELEMENTARY	Jacqueline	Jacobs

ROBERT GODDARD MONTESSORI	Jill	Adams
ROSARYVILLE ELEMENTARY	Shalena	Hooper
ROSE VALLEY ELEMENTARY	Leonora	Slade
SAMUEL OGLE MIDDLE	Margaret	Mcdonough
SAMUEL OGLE MIDDLE	Donna	Jackson
SAMUEL P MASSIE ACADEMY	Michelle	Pegram
SAMUEL P MASSIE ACADEMY	Marcus	Jones
SPRINGHILL LAKE ELEMENTARY	Linda	Lucie
STEPHEN DECATUR MIDDLE	Giselle	Wilmore
STEPHEN DECATUR MIDDLE	Ericka	Coan
SUITLAND HIGH	Ralph	Weast
SUITLAND HIGH	Melva	Cramer
SUITLAND HIGH	Japonica	Holt
SUITLAND HIGH	Geanita	Everett
SURRATTSVILLE HIGH	Eddie	Tyson
SURRATTSVILLE HIGH	De`Shane	Thomas

SURRATTSVILLE HIGH	Teresa	Pettigrew
TALL OAKS HIGH	Debra	Morrow
TALL OAKS HIGH	Ashley	Fidele
TALL OAKS HIGH	Tiffany	Carter
TANGLEWOOD	Margaret	Goodall-Humbles
THOMAS G PULLEN	Melinda	McMullin
THOMAS JOHNSON MIDDLE	Carolyn	Hawkins
THURGOOD MARSHALL MIDDLE	Sheree	Leonard
THURGOOD MARSHALL MIDDLE	Valerie	Parker
TURNING POINT ACADEMY PUBLIC CHARTER	Doretta	Brown
UNIVERSITY PARK ELEMENTARY	Marlene	Bennett
UNIVERSITY PARK ELEMENTARY	Devilan	Cowherd
VALLEY VIEW ELEMENTARY	Doris	Carey
WALKER MILL MIDDLE	Sonia	Watts
WILLIAM PACA ELEMENTARY	Lourine	Henry
WILLIAM W HALL ACADEMY	Marilyn	Quow

WILLIAM WIRT MIDDLE	Gladys	Rosario
WOODMORE ELEMENTARY	Susan	Harris
WOODRIDGE ELEMENTARY	Terry	Gallion

APPENDIX 5: Student Service-Learning Verification Form

Student Service-Learning Verification Form

Complete this form in blue or black ink and submit to the School-Based Student Service-Learning Coordinator

Submission Deadlines for this Student Service-Learning Verification Form:

- * October 15 (for any independent hours obtained between July 1 and August 30)
- * January 31 (for any independent hours obtained between September 1 and January 31)
- * July 15 (for any independent hours obtained between February 1 and June 30)

Section to be completed by the student

Student Name: _____ Student Number: _____ School: _____

Student Telephone: _____ Student
Mailing Address: _____ City:

State: _____ Zip: _____
Email: _____ Grade in school _____

Remember that any Student Service-Learning independent activity must meet the Maryland State Department of Education's 7 Best Practices and includes preparation or research, action, and reflection:

- ✓✓ The Student Meets a Recognized Need in the Community.
- ✓✓ The Student Achieves Curricular Objectives.
- ✓✓ The Student Gains Necessary Knowledge and Skills.
- ✓✓ The Student Plans Ahead.
- ✓✓ The Student Works with Existing Service Organizations.
- ✓✓ The Student Works with Existing Service.
- ✓✓ The Student Reflects Throughout the Experience.

Student Assessment of Service-Learning Activity

I. Discuss your preparation for the service-learning activity/activities by completing the prompts below.

II. Describe the service-learning activity/activities that you completed.

Section to be completed by organization representative for independent hours:

Organization Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Telephone: _____ Email: _____
Supervisor/Teacher: _____ Title: _____ Signature: _____

Service Learning Log

Date of Service	Organization Name	Hours of Service	Total Hours	Signature of Supervisor

Upon reflection, what did you learn about yourself and others?

Student's Signature

Parent or Guardian Signature

Date

Date

For School-Based Student Service-Learning Coordinator and data-entry personnel use only:

Previous Independent Hours
 + Independent Hours for this activity
 = Total Independent Hours

Date of receipt _____

Signature _____

Title _____

APPENDIX 6: Recording of Student Service-Learning Independent Hours SchoolMax Service-Learning Training Manual (Excerpts)

Graduation Standards for Prince George’s County Public Schools requires high school students to complete a set number of student service-learning hours before graduation. Students can begin earning service hours the summer before Sixth Grade.

The requirements depend on the year they graduate:

- Students who graduate prior to 2014 must complete 36 independent hours.
- Students scheduled to graduate in 2014 or after must complete 24 hours.

If you are the designated Service-Learning Hours Coordinator designated by your principal, you must use SchoolMax to enter service hours. However, SchoolMax only displays the service hours that the student has earned at your school. It does not display hours earned at other schools.

To view service hour earned at other schools, you must use the Apex Reporting tool. When working with service hours, have one browser tab open in SchoolMax for hour entry and another browser tab open in Apex to verify that the data is correct.

NOTE: In addition to the electronic records in SchoolMax, you must also retain any hard copies or other paper records submitted for service hour entry.

In this guide, you will learn how to:

- Verify past service hour details that have been entered at your school or another school.
- Enter service hours. • Edit or remove entered service hours.
- Add the Service Hour Graduation Standard for students that are new to the county.
- Create a list of student service hours earned by grade or for an entire school.

Before you enter service hours for a student, it is good idea to check if those hours have already been entered in SchoolMax and viewed in the Apex Reporting tool. SchoolMax does not show any service hour earned at other schools. SchoolMax does not notify you if you are entering duplicate information.

Once you verify that the service hours have not already been entered, you can enter the new hours in SchoolMax. Be sure to retain any had copy records of service hours as well.

This indicates the 24-hour requirement. If the appropriate grad standard is not displayed, see “Missing Graduation Standards” later in this guide to learn how to add the standard to the student record.

****Please see accompanying documents for complete SchoolMax Service-Learning Training Manual, Transcripts, Report Card, and other APEX Reports denoting service-learning hours on the PGCPSS website: <http://www1.pgcps.org/ssl/>.***

APPENDIX 7: Student Service-Learning Activity Evaluation Tool

STUDENT SERVICE-LEARNING ACTIVITY EVALUATION TOOL

A. Identify the service-learning activity you plan to assess using this evaluation

B. Identify the course in which this activity was completed

Answer the following questions for the infused service-learning activity you identified above. Check the appropriate box associated with the response that best answers the questions.

- 1. Did students meet a specific need in the community?**
 - No
 - Yes, students provided short-term assistance addressing a community need.
 - Yes, students provided ongoing assistance addressing a community need.
 - Yes, students worked toward a lasting solution to a community problem.

- 2. Did you meet curricular objectives through the implementation of this service-learning activity?**
 - No
 - Yes, we incorporated service-learning into a unit.
 - Yes, we used service-learning to unify the teaching of content and skills throughout the year.
 - Yes, we taught content and/or skills in different disciplines using service-learning throughout the year.

- 3. Did students reflect throughout the service-learning experience?**
 - No
 - Yes, at the end of the experience, students contemplated their service-learning experience and received a response.
 - Yes, during and after the experience, students contemplated their service-learning experience and received a response.
 - Yes, before, during, and after the experience, students contemplated their service-learning experience and received multiple responses throughout the process.

- 4. Did the service-learning activity develop student responsibility?**
 - No
 - Yes, we consulted with community partners for information and resources relevant to the issue the service-learning project addressed.
 - Yes, we created opportunities for students to interact with community partners.
 - Yes, we collaborated with students and community partners as an action team to plan and implement the service-learning activity.

- 5. Did the service-learning activity develop student responsibility?**
 - No

- Yes, we consulted with community partners for information and resources relevant to the issue the service-learning project addressed.
- Yes, we created opportunities for students to interact with community partners.
- Yes, we collaborated with students and community partners as an action team to plan and implement the service-learning activity.

6. Did the service-learning activity develop student responsibility?

- No
- Yes, we consulted with community partners for information and resources relevant to the issue the service-learning project addressed.
- Yes, we created opportunities for students to interact with community partners.
- Yes, we collaborated with students and community partners as an action team to plan and implement the service-learning activity.

7. Did you plan ahead for service-learning?

- No
- Yes, I planned service-learning ahead of time without input from others.
- Yes, I consulted other teachers ahead of time to plan the service-learning activity.
- Yes, we collaborated with colleagues, students, and others to plan the service-learning activity.

8. Did you prepare students for the service experience by equipping them with knowledge and skills needed for the project?

- No
- Yes, we equipped students with knowledge and skills at the beginning of the experience
- Yes, we equipped students with knowledge and skills as needs arose or as the project changed
- Yes, we assisted students with seeking and finding the knowledge and skills required to meet needs as they arose or as the project changed

APPENDIX 8: Administrative Procedure 6151 for Student Service-Learning Graduation Guidelines

- I. **PURPOSE:** To provide guidelines and procedures to school personnel for implementing the student service-learning graduation requirement.
- II. **INFORMATION:** This procedure is in accordance with Maryland State Board of Education Regulations COMAR General Instructional Programs 13A.03.02.06: “D. Student Service. Students shall complete one of the following: (1) seventy- five (75) hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, 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.”
- III. **BACKGROUND:** In July 1992, Maryland's State Board of Education mandated Service-Learning participation as a graduation requirement. The mandate took effect in the Fall of 1993, initially impacting the graduating class of 1997. Every public school student in Maryland will be involved in service-learning as a condition of graduation. This includes all special education students, unless exceptions are specifically noted in their individual education plans (IEPs). The Maryland State Board of Education determined that each school system would be able to design its own service-learning requirement that would have to be approved by the State Superintendent. This administrative procedure details the implementation of the approved Prince George's County requirement.
- IV. **DEFINITIONS:**
 - A. 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.
 1. INFUSED - hours earned and embedded within the approved PGcps curriculum.
 2. INDEPENDENT - hours earned at an approved community based site chosen by the student.
 - B. Preparation - Provides a link between service-learning activities and specific objectives while preparing the student to perform the service.

- C. Action - Making a difference through action of caring 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.
- D. 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.

V. **PROCEDURES:**

For students graduating Spring 2013 or before: The state approved service-learning graduation requirement for students graduating in Spring 2013 or before is twofold: (1) 39 infused curriculum hours (taught in grades 7-10 in Social Studies and Science courses) and (2) 36 independent hours of service (direct, indirect, or advocacy). (Refer to Administrative Procedure 6150 for additional information.)

For students graduating Spring 2014 or thereafter: The state approved service-learning graduation requirement for students graduating 2014 or thereafter 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). (Subsequent letters A – E refer to students graduating Spring 2014 and thereafter.)

- 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 Curriculum and Instruction-Curriculum documents. Completion and certification of these lessons are the responsibility of the school principal. Completion of these courses equals 51 hours; however, these hours are not documented on paper. Students will receive the

appropriate curriculum infused hours for the required course with 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 preparations must be made to train the appropriate teachers, if necessary.

- C. For students who transfer into Prince George’s County Public Schools (Also refer to Administrative Procedure 6150):

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-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 immediately with the School-Based Service-Learning Coordinator so that the discrepancy may be corrected.

D. Between grades 6 and 12, students must complete and document 24 independent hours (for students graduating 2014 or after) or 36 independent hours (for students graduating in years 2010-2013) 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 prior to participating in the activity. (See Attachment 1, Pre- Approval Form).
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, may be 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. Students may not endorse or campaign for an individual candidate.
4. Students may not 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 may not 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 may not be counted toward the service- learning graduation requirement.
6. Baby-sitting at home, for a neighbor, or a relative is not 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 for approval **prior** to starting any service activities at the site (See Attachment 1).

E. Documentation for the 24 independent hours (for students graduating 2014 or thereafter) or 36 hours (for students graduating the Spring 2013 or before) 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 at their school. The person receiving the verification form signs the form indicating receipt and returns a copy to the student. Students must keep the signed copy for their portfolio. School-Based Service- Learning Coordinators will place the original verification form in the student's cum folder.

F. It is the responsibility of the principal to assign the individual or individuals that 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 to facilitate service-learning activities/programs. Appointment

VI. **RELATED PROCEDURES AND DOCUMENTS:** Administrative Procedure 6150, Educational Requirements and Options in Secondary Schools and COMAR 13A.03.02.06 D (1) and (2).

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

VIII. **CANCELLATIONS AND SUPERSEDURES:** This

Administrative Procedure cancels and supersedes Administrative Procedure 6151, Service-Learning Graduation Guidelines dated September 1, 2010.

IX. **EFFECTIVE DATE:** February 1, 2013

Approved by:
Alvin L. Crawley, Ed.D.
Interim Superintendent of Schools