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 not 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 of the service-learning liaison should be made by September 15 annually and reported to the Division of Academics, Department of Curriculum and Instruction: Academic Programs.

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

IX. EFFECTIVE DATE: February 1, 2013.
ADMINISTRATIVE PROCEDURE

STUDENT SERVICE-LEARNING
GRADUATION GUIDELINES

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

Attachments: 1. Student Service-Learning Site Pre-Approval Form
2. Student Service-Learning Verification Form
Distribution Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12