MONTGOMERY COUNTY PUBLIC SCHOOLS
Student Service Learning Implementation Plan

I. Implementation Plan and Curricular Connections

Detailed description of the Montgomery County Public Schools (MCPS) student service learning (SSL) 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:

MCPS students complete a minimum of 75 SSL hours for graduation. The SSL requirement of 75 hours is prorated according to the following scale and is based on the grade of first time enrollment in MCPS:

Enrolled or entering for the first time in Grade 6:	75 SSL hours required for graduation
Entering for the first time in Grade 7:	65 SSL hours required for graduation
Entering for the first time in Grade 8:	55 SSL hours required for graduation
Entering for the first time in Grade 9:	45 SSL hours required for graduation
Entering for the first time in Grade 10:	35 SSL hours required for graduation
Entering for the first time in Grade 11:	20 SSL hours required for graduation
Entering for the first time in Grade 12:	10 SSL hours required for graduation

MCPS students may begin working on this MSDE graduation requirement the summer after completing Grade 5. Hours are accrued throughout middle and high school and are documented using MCPS Form 560-51, *Student Service Learning Activity Verification* included as Attachment 1. SSL hours may be earned in the following ways:

- Through full participation in SSL activities and successful completion of selected middle and high school courses where curricular objectives are achieved through SSL.
- Through full participation in school sponsored clubs and organizations that have a service activity component.
- Through full participation in activities with official, nonprofit, tax-exempt organizations that are preapproved for SSL.

Students have the potential to earn up to 45 SSL hours through required coursework and will be required to earn the remaining 30 hours through independent service. The MCPS SSL team will reestablish the Student Service Learning Advisory Council to gather input and feedback from a variety of stakeholders to review the process for students to identify their independent service learning projects and discuss the possibility of authoring new SSL lessons that could supplement the MCPS curriculum. The MCPS SSL team has reviewed the middle school and high school course bulletins and have identified some possible areas to embed SSL into the course. This is the first of several steps to review curriculum changes.

A list of preapproved organizations and opportunities are found on the MCPS SSL website at http://www.montgomeryserves.org/. Students may submit MCPS Form 560-50, *Individual Student Service Learning Request*, for advanced approval of organizations and opportunities that are not listed as preapproved on the website. MCPS Form 560-50, *Individual Student Service Learning Request* is included as Attachment 2.

Organizations that are preapproved must submit a current certificate of insurance yearly, sign the MCPS Assurance Agreement, and attend an orientation once every three years.

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:**

MCPS middle school students have the ability to earn 30 service learning hours (10 SSL hours each middle school year) through successful course completion and full participation in the service learning activities. These lesson activities meet the Maryland 7 Best Practices for Service Learning. MCPS high school students have the opportunity to engage in meaningful service learning activities in both semesters of the National, State, and Local Government course. In this course, service learning activities focus on advocacy meeting the phases of preparation, action, and reflection. With full participation in the service learning activities that meet Maryland's Seven Best Practices and successful completion of the course, students may earn up to 7 SSL hours first semester and 8 SSL hours second semester (a total of 15 SSL hours). The *Student Service Learning Guide: National, State, and Local Government* is available in on the Montgomery County Public School website at: http://www.montgomeryschoolsmd.org/uploadedFiles/departments/ssl/NSL_SSLGov.pdf.

Grade	Course Name	Required or Electives	Potential SSL Hours to Earn
6	Investigations in Science	Required	10
7	English or Advanced English	Required	10
8	US History or Advanced US History	Required	10
High School	Government- National, State, and Local (NSL) **or** AP Government United States Government and Politics with NSL **or** MCPS IB Government	Required	15 hours total (7 SSL hours in semester 1 & 8 SSL hours semester 2)
Total SSL Hours Infused in Required Coursework			**45**
9-12	**62 high school courses** (see MCPS High School Course Bulletin – Attachment 3)	Electives	5-15 hours for each course

Grade	Potential Opportunities	Total Hours
6-12 (beginning the summer after 5th grade)	Current opportunities can be found on www.montgomeryserves.org through the Montgomery County Volunteer Center (MCVC). Over 800 organizations post over 1,000 preapproved SSL opportunities throughout the year. They can be filtered by interest, location, and dates of availability. These organizations have been vetted by the MCVC and the MCPS SSL team. Students who identify their own SSL opportunities must complete the Individual SSL Request Form (Attachment 2). This process is created to provide students additional access to SSL opportunities of their own interest.	30 hours of independent service are required to meet the 75 hour graduation requirement.

Elective courses in the areas of Career and Technology Education and Foundations identified in the MCPS High School Course Bulletin (Attachment 3) provide a wide range of opportunities where curricular objectives are met through SSL activities during the instructional day. SSL hours earned in these courses are based on course credit: 0.5 credit course =5 SSL hours; 1.0 credit course =10 SSL hours; and 1.5 credit course =15 SSL hours. Students and parents receive this course bulletin annually during registration time and the individual courses can be reviewed on the websites at:
http://coursebulletin.montgomeryschoolsmd.org/publications/HSCourseBulletin1718.pdf (pages 44-65).

Junior Reserve Officers Training Corp Courses (JROTC) provide a wide range of opportunities where curricular objectives are met through SSL activities during the instructional day. Naval Science 1-4 as well as Army JROTC 1-4 each offer 5 SSL hours upon successful completion of the course and full participation in the SSL activities. Students and parents receive this course bulletin annually during registration time and the individual courses can be reviewed on the website at:
http://coursebulletin.montgomeryschoolsmd.org/publications/HSCourseBulletin1718.pdf

There are currently **62** Montgomery County Public School courses that provide embedded SSL hour opportunities.

2.   Description of how curriculum has been developed to support infused service learning:

Course	Infused Service Learning	Resources
Grade 6 Science	Grade 6 students are encouraged to be active stewards of the environment in their daily life. Students will participate in an environmental experiences as a part of the Grade 6 science curriculum while attending Outdoor Environmental Education. *Emphasis on Best Practices 1, 2, 4, 6, & 7*	Sample Lessons: http://www.montgomeryschoolsmd.org/curriculum/outdoored/programs/residential-ssl.aspx 1 sample lesson: (Attachment 4) *The Problem is the Trash*
Grade 7 English	One of the Grade 7 English units is centered on Anna Quindin's *The Melting Pot*. Students begin to consider a community need (public safety, food and shelter, etc.), develop a service learning project to meet this need, research local agencies that help to satisfy this need, and develop an action plan to meet the need. *Emphasis on Best Practices 1, 3, 4, 5, & 6*	SSL Learning Guide: http://www.montgomeryschoolsmd.org/uploadedFiles/departments/ssl/Grade7_SSL.pdf (Attachment 5)
Grade 8 Social Studies	Grade 8 students build skills of citizenship by learning how the Montgomery County Government meets the purpose of government, "to provide public services." Students discuss the role of nonprofit organizations and individuals in supporting this purpose of government through service to the community. Students learn how service to the public may be direct action, indirect action, or advocacy. The students select a service of interest to them and plan and execute a project to support that need. *Emphasis on Best Practices 1, 2, 3, 4, 5, & 7*	SSL Learning Guide: http://www.montgomeryschoolsmd.org/uploadedFiles/departments/ssl/Grade8_SSL.pdf (Attachment 6)
National, State, and Local Government	Grade 8 students will complete two SSL activities, one each semester to learn about and practice the skills of advocacy. Students will develop and advocate for a particular course of action centered on either investigating political participation or environmental issues, foreign policy or environmental policy. At least one SSL activity must address an environmental issue. *Emphasis on Best Practices 1, 2, 4, 6, & 7*	SSL Learning Guide: http://www.montgomeryschoolsmd.org/uploadedFiles/departments/ssl/NSL_SSLGov.pdf (Attachment 7)

Comprehensive teacher guides are available on the Montgomery County Public Schools SSL for Teachers website http://www.montgomeryschoolsmd.org/departments/ssl/pages/teachers.aspx. Hours for middle school courses are awarded on the end-of year report card following full participation in the SSL activity and successful completion of the course. Hours for high school courses are awarded to passing grades at the close of each semester following full participation in the SSL aspects of the course.

The *Student Service Learning Guide: National, State, and Local Government* (Attachment 7) was developed following discussions with high school social studies content specialists and fellows and, in response to an MSDE recommendation, includes SSL in a mandatory high school course. The SSL activities expand the course objectives of political action and civic engagement. All guides were authored by content specialists and experienced curriculum writers.

The MCPS SSL team, a new team as of July 2017, is working to analyze the current state of the system's SSL program and ways to upgrade and revise it. There are many steps that have been identified thus far:

- Updating the MCVC/MCPS websites that advertise the independent SSL program and available SSL opportunities
- Updating the MCPS SSL webpage and SSL Guidebook
- Reestablishment of the SSL Advisory Council
- Create a rubric for SSL embedded curriculum that reflects the Maryland's Seven Best Practices to provide the team with data that can be used to make curricular adjustments as well as provide best practices for teachers and their implementation of the SSL lessons.

3. How service learning is used as an instructional strategy to address existing course goals and objectives:

SSL activities are explored in connection with the assessed indicators within each curriculum. Teacher guides are structured around the phases of preparation, action, and reflection in coordination with the Best Practices of Service Learning.

Course	Assessed Indicators within the Curriculum	Resources
Grade 6 Science	**Example Indicators:** 6.6.A.1. Recognize and compare how different parts of the world have varying amounts and types of natural resources and how the use of those resources impacts environmental quality. 　d. Identify and describe problems associated with obtaining, using, and distributing natural resources. 　e. Identify possible solutions to problems associated with obtaining, using, and distributing natural resources. 6.8.B.1. Recognize and explain how human activities can accelerate or magnify many naturally occurring changes.	Sample Lessons: http://www.montgomeryschoolsmd.org/curriculum/outdoored/programs/residential-ssl.aspx
Grade 7 English	**Indicators:** 4.7.1.1 Apply comprehension skills by selecting, reading, and interpreting a variety of print and electronic informational texts. 7.7.7.1 Demonstrate appropriate organizational strategies and delivery techniques for variety of oral presentation purposes. 2.7.1.4 Analyze important ideas and messages in informational text. 2.7.1.6 Read critically to evaluate information text. 4.7.2.2. Write to inform using a variety of forms, including summaries, essays, news articles, business and personal letters, and research papers. 4.7.2.1. Write to express personal ideas using a variety of forms, including poetry, drama, narration, and personal essay.	http://www.montgomeryschoolsmd.org/uploadedFiles/departments/ssl/Grade7_SSL.pdf (Attachment 5)
Grade 8 Social Studies	**Indicators:** Political Systems: Explain how various groups provide opportunities for citizens to participate in the political process and ways in which individuals can advance or impede political decisions. (1.B.2.C)	http://www.montgomeryschoolsmd.org/uploadedFiles/departments/ssl/Grade8_SSL.pdf (Attachment 6)
High School National, State, and Local Government	**Indicators**: Evaluate issues by stating and summarizing the issue, and drawing conclusions based on conflicting data. (SFS 2.2.6, 2.2.1) Analyze problems drawn from social studies, establish criteria for solution, evaluate information related to the problem, propose and justify solutions (SFS 2.2.3, 2.4.5) Investigate and analyze environmental issues ranging from local to global perspectives (13A.04.17.01)	http://www.montgomeryschoolsmd.org/uploadedFiles/departments/ssl/NSL_SSLGov.pdf (Attachment 7)

4. **How MCPS ensures students spend a significant portion of their service learning experience on the action phase, meeting a recognized need in the community:**

All SSL activities in courses, school-sponsored clubs and organizations, and community organizations are guided and supervised by adults representing the organization. Service learning experiences will meet all of the Maryland's Seven Best Practices of Service Learning and must include the required phases of preparation, action, and reflection. SSL teacher guides outline the preparation, action, and reflection stages of each course. Each teacher guide identifies lesson activities that require 50% or greater student time in the action phase (see lessons in each content guideline). Student reflections center on students sharing their action steps and the lessons learned from the experience, which is especially important for those clubs and organizations that are not directly tied to an MCPS curriculum. Depending on the individual student, extra time may be spent understanding the need, and completing the written reflection documenting the service learning.

5. **How MCPS ensures that students engage in a variety of types of service learning experiences (direct, indirect, and advocacy):**

At any one time there are over 78,000 MCPS students engaged in SSL. Secondary school courses, school-sponsored clubs and organizations, and community organizations provide opportunities for students to engage in a range of actions that address recognized need. The type of action in school courses is structured around curricular objectives through teacher guides. Middle school courses focus primarily on direct and indirect actions; both semesters of National, State and Local Government focus on advocacy. MCPS staff supervise activities in course-related SSL. MCPS Staff and volunteers from local approved organizations supervise students involved in school-sponsored clubs and organizations. These clubs and organization often identify needs of the local community and suggest various actions to follow in addressing them. In partnership with the Montgomery County Volunteer Center, a website is monitored and maintained to help students identify approved, official nonprofit organizations. This website publishes community SSL opportunities where students can provide a direct action to fulfill a community need. Students express interest in becoming involved in opportunities with approved organizations via telephone calls or emails to organization contacts. The MCPS SSL team is hoping to move forward by reassessing and reflecting on how each course that has infused hours is following Maryland's Seven Best Practices by working with our Student Service Learning Advisory Council, which will include a representative from the Office of Curriculum and Instructional Programs. The desired state is to add additional courses, both required as well as elective, to our course of studies that will allow students to earn more SSL hours through their course work in schools. After reassessing our course of studies the MCPS SSL team has identified three potential middle school courses, one required and two elective, and twenty-three potential high school courses, three required and twenty elective that appear to be possible courses for SSL embedded lessons and activities.

6. **How service learning experiences are created:**

SSL opportunities are created for MCPS students through collaborative efforts with the Montgomery County Council of Parent Teacher Associations; staff members from MCPS offices, such as the Office of Curriculum and Instructional Programs (OCIP), the Office of Student and Family Support and Engagement (OSFSE), School Counseling Services, International Admissions and Enrollments, Office of Special Education, and the Division of English for Speakers of Other Languages/Bilingual Programs (ESOL); personnel from the Montgomery County Volunteer Center (MCVC), and various community partners including the Montgomery County State's Attorney's Office, the Montgomery County Police Department, and the Damascus Lion's Club.

Providing meaningful service learning experiences for ESOL students was an area of need for one MCPS school. Data indicated that those involved in ESOL programs were delayed in meeting the SSL requirement. With the intention of assisting this increasing population of students, an extracurricular SSL club was started for ESOL students in a targeted high school with a high population of ESOL students. The initial club at Montgomery Blair High School was led by MCPS staff and the Montgomery College Takoma Park/Silver Spring

campus. Club activities involved increased ties to curricular objectives in courses and increased direct contact with nonprofit community organizations. Positive results of student involvement were captured in a spring 2011 program review by the MCPS Office of Shared Accountability (OSA). The OSA report is included as Attachment 8. During the 2012–2013 school year ESOL SSL Clubs were offered at six high schools. The list of schools and staff supporting each effort is included as Attachment 9. Although, funding for the partnership with Montgomery College was not reinstated in August 2015, the schools continue to implement the aforementioned program.

MCPS recognizes that this is a great opportunity to revisit the key purposes and strategies of the MCPS and Montgomery College Campus Compact. We would expect that this partnership will build on existing structures to provide participants with service learning opportunities that support their engagement and help them to develop a sense of their role in strengthening their broader community.

C. Assessment and Evaluation

1. **How service learning projects are evaluated and by whom. What standard or tool is used to assess 1) projects, 2) the system's overall service learning program and how frequently the assessments occur:**

SSL activities infused into middle and high school courses are created and evaluated using assessed indicators, Best Practices of SSL, and written student reflections. SSL activities incorporated into school-sponsored clubs and nonprofit community organizations are created and evaluated using the Maryland's Seven Best Practices of Service Learning and written student reflections. Adult supervisors are responsible for covering the three phases of SSL (*preparation, action,* and *reflection)* and assuring that evaluations occur.

Students must complete and submit a reflection (MCPS Form 560-51, *Student Service Learning Activity Verification*) to share their experience and their learnings as a result of the service learning activity. The adult sponsor of the activity signs the form and outlines the type of direct, indirect, and advocacy activities that the student(s) completed. Students are expected to return these completed to the school based SSL Coordinator to enter in the county-wide database (OASIS – Online Administrative Student Information System). This database helps the school and the county monitor the number of SSL hours earned and the type of service completed. School based SSL Coordinators review each reflection form for verification that the organization met the county guidelines and the service provided met the Maryland's Seven Best Best Practices of Service Learning.

Students who complete SSL activities must complete and submit their verification and reflection forms to school-based SSL coordinators by the following deadlines:

Timeframe	Deadline for submission
Summer	Last Friday in September
First Semester	First Friday in January
Second Semester	First Friday in June

The system's overall service learning program is reviewed monthly by the Coordinator and Instructional Specialist of Student Leadership and Volunteers, monthly by the Associate Superintendent for the Office of Student and Family Support and Engagement, and annually by the Superintendent's Advisory Board on Service Learning. SSL Coordinators can pull reports at any time, especially when monitoring students for recognition for the Superintendent's Award, Meritorious Service, or in danger of not meeting the graduation requirement. Progress monitoring of important student data regarding SSL progress will be shared quarterly with school-based SSL coordinators in effort to improve SSL participation each quarter and as a result, have more students having completed their 75 hour minimum requirements much earlier. As an additional result, more students will earn recognition for their service (i.e. the Superintendent's Student Service Learning Award Certificate or the Certificate of Meritorious Service). This is a new process and baseline data will be collected quarterly for the 2017-2018 school year. Data monitoring will occur on the last day of every month (every 9 weeks).

Moving forward the MCPS SSL team hopes to make feedback prior to, during, and after the completion of the projects completed as part of a students' coursework easier and more transparent. We recognize that feedback from students and teachers engaging in the curricular projects is critical to updating and sustaining the SSL practice. Evaluation of our infused lessons and ensure its relevant link to the Maryland's Seven Best Practices is a necessary part of the current SSL plan moving forward. The MCPS SSL team have discussed the possibility of using Google Forms to collect student and teach input on the SSL embedded lessons and the development of a rubric for the lessons using the Maryland's Seven Best Practices as a guide.

While MCPS is exploring ways to get feedback data on curriculum, the Montgomery County Volunteer Center does have a real time feedback option for every visitor to the Montgomery County Volunteer Center's new website. The purpose of this survey is to gather input each time a student or family member visits the site to search for SSL opportunities that match their needs. It is the desire of the organizations to know what student SSL interests are and how they can improve finding the opportunities, moving on the theory that improved ways to get students connected to SSL organization means increased SSL participation.

2. **Process for approving any independent service learning projects in which students engage:**

All activities for which students earn SSL hours must be promoted and supervised by approved official, nonprofit, tax-exempt organizations and opportunities are identified as MCPS SSL Approved by the presence of a graduation cap icon on the website www.montgomeryserves.org. According to the Montgomery County Volunteer Center who partners with MCPS, there are a limited number of opportunities in the nonprofit sector for students to work with senior citizens; therefore, service at for-profit assisted living facilities and nursing homes is an exception to the overall official nonprofit organization SSL guideline. With an approved MCPS Form 560-50, *Individual Student Service Learning Request*, in advance of service involvement, students may earn SSL hours for direct service to residents/clients/patients at for-profit assisted living and nursing home facilities.

Official nonprofit tax exempt organizations interested in providing service-learning opportunities must:
- Attend a training at the MCVC where county government services are explained and MCPS SSL expectations are shared. Attendees are trained in the MSDE and MCPS SSL program expectations and guidelines;
- Return for a refresher training every three years;
- Provide information related to their organization's policies and procedures;
- Provide proof of general liability insurance annually;
- Identify secular opportunities that will address real community need;
- Provide proof of official, nonprofit tax exempt status;
- Verify supervisory staff;
- Identify public place where SSL activity will take place;
- Sign a memorandum of understanding with the MCVC;
- Sign an agreement of the following MCPS SSL implementation guidelines:
  - Follow documentation timelines
  - Cover phases of preparation, action, reflection
  - Incorporate the Maryland's Seven Best Practices of Service Learning
  - Assist with reflection as needed
  - Prohibit harassment or discrimination of any kind
  - Complete required paperwork

Completed official, nonprofit organization applications are reviewed by staff members from MCPS and MCVC. Follow up with the organization representatives occurs as needed. Organizations and opportunities that meet the MCPS SSL/MCVC standard are placed on the website identified with MCPS approval by the presence of a graduation cap icon. Students interested in participating in opportunities with community organizations are encouraged to refer to the website www.montgomeryserves.org to identify those that are MCPS SSL approved.

D. Transfer Policies

1. Service learning policies for students who enter MCPS at different grade levels so they can successfully meet the service learning requirement.

Secular service provided by students prior to their enrollment in MCPS that is documented on official letterhead signed by an organization official is accepted. Hours served become part of the students' SSL record. Students who enroll in MCPS later in their academic careers, will have their 75 hours is prorated according to the following scale and is based on the grade of first time enrollment in MCPS:

Enrolled or entering for the first time in Grade 6:	75 SSL hours required for graduation
Entering for the first time in Grade 7:	65 SSL hours required for graduation
Entering for the first time in Grade 8:	55 SSL hours required for graduation
Entering for the first time in Grade 9:	45 SSL hours required for graduation
Entering for the first time in Grade 10:	35 SSL hours required for graduation
Entering for the first time in Grade 11:	20 SSL hours required for graduation
Entering for the first time in Grade 12:	10 SSL hours required for graduation

MCPS reports student progress for students transferring out of the system:

Students transferring out of MCPS have a report card/transcript that identifies the number of SSL hours required, the number of SSL hours earned, and the number of SSL hours remaining to fulfill the graduation requirement.

E. Connections

1. Connections between service learning and other education initiatives in MCPS:

SSL is integrated into character education. MCPS collaborates with the State of Maryland to integrate character education throughout the curriculum to promote honesty, fairness, trustworthiness, caring, respect, and responsibility. These attributes are expected to be an integral part of the curriculum and daily school operations. As schools work in partnership with families and communities, these practices result in improved student achievement, safe and orderly school environments, and the development of citizens who are contributing members of society. Through service learning, students actualize caring, respect, and responsibility.

Montgomery County Public Schools has the Middle Years Programme (MYP) and International Baccalaureate Diploma Programme (IB) in 20 schools (2015). MYP/IB programs encourage students to be critical thinkers, lifelong learners and responsible global citizens. MYP/IB teachers are expected to frame their instruction through the 6 lenses of global contexts, two in particular are:

- Globalization and sustainability- Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; the impact of decision-making on humankind and the environment.

- Fairness and development- Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Of the 10 IB Learner Profile traits, "caring" truly stands out. IB programs encouraged students to, "show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment (*Francis Scott Key Middle School MYP Handbook*)." Students in these program identify a need, plan, and execute student service learning throughout the various contents and grade levels in addition to the MCPS curriculum embedded SSL opportunities. Each program follows Maryland's Seven Best Practices for service learning and are aligned with current College and Career Readiness standards.

2. **Connections between service learning and environmental education:**

In MCPS the connections between service learning and environmental education are made primarily by the Office of Curriculum and Instructional Programs and the Division of Science. Attention to the environment is promoted in elementary and secondary classes, in school-sponsored clubs and organizations, through involvement with service learning and with community organizations focused on the environment. An advocacy project involving the environment is part of the *National, State, and Local Government SSL Guide*.

MCPS has several environmental partners who offer preapproved meaningful, high-quality SSL opportunities for students. Community organizations that are preapproved for SSL and have an environmental focus include, but are not limited to, the City of Rockville, Habitat for Humanity, Maryland-National Capital Park and Planning Commission, Brookside Gardens, Montgomery County Department of Parks and Recreation, and the Department of Environmental Protection. Each of these opportunities follows Maryland's Seven Best Practices for service learning and are aligned with current College and Career Readiness standards.

3. **How service learning is featured in the MCPS Master Plan:**

Dr. Jack R. Smith, superintendent of schools and the Board of Education have identified community engagement as one of the strategic priorities in MCPS. SSL is a component of the district's strategic plan, *Building Our Future Together, Students, Staff, and Community*. The strategic plan is part of the system's Master Plan. The SSL program supports the following MCPS core values:
- Learning
- Relationships
- Respect
- Excellence
- Equity

MCPS highlights three key competency areas: academic excellence, creative problem solving, and social- emotional learning. In particular, the competency area of social-emotional learning highlights that MCPS will build their resilience, perseverance self-awareness, and growth mindset and to enhance their social awareness including collaboration, empathy, and relationship-building skills. Student participation in service learning (preparation, action, and reflection) provide students with opportunities to connect to their learning, use critical thinking and problem solving skills, and develop empathy while serving the need of the greater community. The MCPS Strategic Planning Framework is located on the county website at: http://www.montgomeryschoolsmd.org/framework/. MCPS families and students have also received copies of the MCPS Strategic Plan in hard copy form (Attachment 10).

II. Infrastructure

List of names, titles, roles, responsibilities, and percentage of time involved with service learning for MCPS persons: The MCPS SSL infrastructure includes staff, students, administrators, parents, SSL coordinators, teachers, fellows, and community representatives. All members of various infrastructure groups are identified in Attachment 11.

High School SSL coordinators are responsible for managing the school-based SSL program. They implement system-wide guidelines, promote preapproved SSL activities, maintain SSL records on every student using OASIS, and serve as the front line contact for SSL in the building. The coordinator must be well-informed of the MSDE SSL mandate and the MCPS impetation guidelines.

Middle School SSL coordinators are responsible for managing the school-based SSL program. They implement system-wide guidelines, promote preapproved SSL activities, maintain SSL records on every student using OASIS, and serve as the front line contact for SSL in the building. The coordinator must be well-informed of the MSDE SSL mandate and the MCPS impetation guidelines.

Central Office Administrative Staff serve as a resource and sounding board for the system-wide SSL program areas involving students, parents, administrators, budget, and nonprofit community organizations. A coordinator and an instructional specialist for student leadership, student service learning, and volunteers were hired in July 2017 to ensure improved communication and develop processes to support, monitor, and grow the service learning instructional program. These individuals will collaborate with the Montgomery County Volunteer Center to ensure clear communications with local agencies regarding approval requirements, assurance forms, and liability insurance so that the agencies are in compliance with state and MCPS SSL mandates.

MCPS looks to collaborate with all stakeholders regarding the MCPS SSL program, to include students, professionals, and family and community members. The new MCPS SSL team will be working to reinstate an **Advisory Board on Student Service Learning to include** to gather input on the current SSL program and collaborate on creating upgrades to the SSL program. **Montgomery County Council of Parent Teacher Associations/Student Service Learning Parent Liaisons** serve with the school-based SSL coordinators to expand the reach of SSL information to students and parents. Overall targets include increased SSL program communication, increased involvement of students in preapproved service learning activities, and wider recognition of exemplary service involvement of schools and students.

III. Student Leadership

1. **How students take leadership roles at the system, school, and classroom levels for service learning:**

   SSL is represented in all forms of student leadership. Examples include the following:
   - The student member on the Montgomery County Board of Education and the Coordinator for Student Leadership promotes preapproved SSL opportunities through service in their leadership organizations.
   - Student voice is represented on system-wide advisory boards and task forces such as the Curriculum Advisory Assembly and the Citizens Advisory Committee on Family Life and Human Development.
   - Student membership on an Advisory Board for Student Service Learning will include representation of middle school, high school, and ESOL students.
   - Student membership in student government programs includes opportunities for students to plan and implement service learning activities for the student body.
   - Students are encouraged and invited to present opinions and recommendations during the "Public Comment" portions of the regularly held Montgomery County Board of Education meetings.
   - MCPS students add "student voice" to budget hearings held at the County Council level.
   - Student government organizations are piloting SSL as an official office as part of local school leadership teams
   - Students take leadership roles through the service-learning infused aspects of the National, State, and Local Government course in high school.
   - Internships with state, local, and national government representatives.
   - Internships with nonprofit organizations.

2. **How students are involved in project selection or development:**

   Students are involved in selecting service-learning projects of interest to them within course guidelines, school-sponsored clubs, and with preapproved organizations and opportunities in the community. In courses where service-learning activities are infused, as in Grade 6 science, students must develop their own action plan of how they will address an environmental issue (i.e. storm water runoff). In accordance to the student service learning guidelines for each subject where SSL is embedded in the curriculum, teachers are provided resources and lesson activities that encourage students to identify a need for students, the school, or the local community. These same resources also help to guide students as they plan a course of action to support and fulfill the identified need using the Maryland's Seven Best Practices as a guide.

   In school clubs, such as a school Literature Club, students decide where and how their energies will be expended to support a literacy project in a neighboring elementary school. Students search the list of preapproved community organizations and opportunities by location or interest to decide upon those they would like to

become involved in, then they follow up to express their interest. Student selection is key to participation and project success. The www.montgomeryserves.org website not only identifies preapproved student service learning opportunities, but allows students to search by areas of interest (i.e. working with animals or children, serving with a one day event or multiple day event, identifying an opportunity within proximity to their home, etc.).

3. How students can engage in and track their engagement in meritorious service learning experiences:

MCPS students earn Certificates of Meritorious service by completing 260 or more hours of service prior to graduation. SSL coordinators at each middle and high school input the hours earned by students into the Online Administrative Student Information System (OASIS). Students and parents can easily track service-learning performance by referring to quarterly report cards. Any student who has questions regarding their hours earned can contact their school based SSL coordinator, the county coordinator, or the instructional specialist for an SSL hour review. The new coordinator and instructional specialist will review this process and evaluate any areas for process upgrade for the future. Feedback will be gathered by school based SSL coordinators and student survey groups to further inform this evaluation.

4. How students are recognized for outstanding service learning:

MCPS recognizes middle school students who have met the 75 hour state SSL graduation requirement by the first Friday in April of a middle school year. The Superintendent's Student Service Learning Award Certificate is given to all middle school students who qualify at their end of year awards ceremonies. School based SSL coordinators will post reminders about this recognition. The county coordinator and instructional specialist will review reports for students who are within 5 SSL hours of earning this recognition and send the information to school based SSL coordinators with the intent that they meet with, inform, and encourage the student(s) to work towards this important benchmark.

Certificates of Meritorious Service signed by the State and local superintendent of schools are given at high school awards programs to seniors who have documented 260 or more SSL hours. Purple tassels are provided for award winners to wear during the commencement exercises to identify them as meritorious service contributors. School based SSL coordinators will post reminders about this recognition. The county coordinator and instructional specialist will review reports for students who are within 10 SSL hours of earning this recognition and send the information to school based SSL coordinators with the intent that they meet with, inform, and encourage the student(s) to work towards this important benchmark.

IV. Community Partnerships and Public Support and Involvement

1. How MCPS approves community sites for service learning:

Official nonprofit, tax-exempt organizations interested in becoming MCPS SSL approved must first express an interest and then attend an orientation at the MCVC. Details of the MCPS SSL program are shared with participants along with items required for application. Each organization is required to register with the MCVC, sign a memorandum of understanding, and agree to SSL guidelines established by the MSDE and MCPS. All organizations identify SSL opportunities, supervision responsibilities, policies and procedures, and provide current proof of general liability insurance.

The current approval process requires organization representatives to—
- Attend an orientation, and return every three years;
- Sign an agreement to a Memorandum of Understanding with the MCVC and adherence to MCSP SSL guidelines;
- Provide information related to policies, procedures, supervision, and project location;
- Show proof of current general liability insurance; and
- Identify high quality secular service-learning opportunities for which they will award SSL hours.
- Register with and be approved by the Montgomery County Volunteer Center on their website. This requires organizations to maintain an active account on this website.

2. Number of community sites/projects approved for MCPS students:
In cooperation with the MCVC, nonprofit organizations and opportunities are identified as MCPS SSL approved
by the presence of a graduation cap icon on the website www.montgomeryserves.org. As of September 21, 2017 there are 765 active and approved organizations offering a myriad of potential SSL opportunities. With prior approval of MCPS Form 560-50, *Individual Student Service Learning Request*, MCPS students may earn SSL hours for involvement in secular opportunities with official nonprofit tax-exempt organizations that are not identified as MCPS SSL approved on the website.

3. How are schools and students made aware of approved sites:
Organizations and opportunities that are MCPS SSL approved appear on the website at www.montgomeryserves.org under *SSL Prepproved*. Students may search by organization or opportunity and than further search by location and/or interest. This information is communicated on each secondary school website and countywide on the website www.montgomeryserves.org. School announcements and PTSA Listserves relay information regarding approved SSL organizations and opportunities throughout the year. A @mcpsvolunteers Twitter and Instagram accounts were created to share information via social media to expand the reach of SSL opportunity information.

4. How students and parents are informed about the MCPS SSL program:
MCPS uses the following communication media to inform parents and students about the MSDE SSL graduation requirement and ways to meet it in MCPS: school posters, The SSL Guidebook *Student Service Learning Give a Little Time...make a Big Difference Guide for Students and Parents* (available in English and 6 additional languages, Attachment 12), standardized SSL forms for documenting service, MCVS partnering website www.montgomeryserves.org, instructional television programs, PowerPoint presentations, and DVDs. MCPS also has a central office SSL program coordinator and instructional specialist, school-based SSL coordinators in middle and high schools, parent liaisons with the MCCPTA, school counselors, student government representatives, and school administrators who provide ongoing information about the MCPS SSL program to parents and students. A @mcpsvolunteers Twitter and Instagram accounts were created to share information via social media to expand the reach of SSL opportunity information.

MCPS also publishes the *MCPS Student Rights and Responsibilities Handbook* (Attachment 13) on an annual basis and is translated in several various languages. The information shared in the document are is as follows:

Student Service Learning
All students working toward a Maryland High School diploma must complete service learning hours in addition to the graduation requirements of enrollment, credit, courses, and competencies. The service learning hours may be accrued beginning the summer after completing Grade 5. Students must complete 75 service learning hours before graduation with certain exceptions for transfers students. Questions regarding the details of the MCPS Student Service Learning Program may be addressed to the school based coordinator at any middle or high school or online at: *www.montgomeryschoolsmd.org/departments/ssl/*.

References:
COMAR 13A.03.02.05 Student Service
Coordinator of Student Leadership, Student Service Learning, and Volunteers*:* 301-279-3454 or SSL@mcpsmd.org

5. How parents are informed that students are engaging in service learning:

Students who are participating in courses where service learning activities are used to achieve curriculum objectives are informed by a letter from the associate superintendent of OCIP (Attachment 14). The letter sent out by middle school teachers prior to class involvement in service learning activities is included in the service learning guides of each appropriate content area (Grade 6 Science, English 7, US History 8, NSL, and appropriate

high school electives). Grade 5 students and families also receive a letter informing them of the state and county SSL expectations as rising Grade 6 students are able to begin earning SSL hours the summer following the completion of their Grade 5 year (Attachment 15).

The printed middle and high school SSL course guides are available to teachers of those courses and are also available on the website the county websites for community information. Each guide contains model content area SSL lessons, forms for documenting the service, general and specific SSL, expected best practices, and a letter from the associate superintendent notifying students and parents of the upcoming SSL activity. Teachers are directed to duplicate the letter and share it with students and parents in advance of any SSL class project.

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

Parents are informed of the overall SSL graduation requirement and the MCPS SSL plan through communication from the MCCPTA; system wide QuickNotes; monthly newsletters containing SSL information; and instructional television programs, and through the SSL website and shown over the local MCPS Instructional Television stations. A @mcpsvolunteers Twitter and Instagram accounts were created to share information via social media to expand the reach of SSL opportunity information. The MCPS SSL team is working to improve the county's website to be more user and resource friendly. Updates to the SSL Guidebook are also in progress and will be posted on the updated website in the near future in English and translated into several languages. The MCPS SSL team published a monthly publication to school principals, school-based SSL Coordinators, and school SGA advisors that highlight upcoming projects, special recognition months and correlated service opportunities, and updated SSL information and they are tasked to publish this information on their school websites, school newsletters and social media accounts. The MCPS SSL team has published a newsletter that highlighted the Maryland's Seven Best Practices to remind students and schools of the SSL program parameters. This monthly publication also highlights SSL opportunities, program updates, and student organizations and events in our schools. It is submitted to all secondary principals, SSL coordinators, SGA advisors to share and advertise at the school level through their own bulletin boards, weekly messages, social media, and the like. The MCPS SSL team has also reached out to the MCPS Athletics Department to create a new partnership, where all SSL preapproved opportunities are also shared to all high school athletic directors and coaches to share with their teams. The MCPS SSL team is looking for a variety of entry points into schools and school communities.

7/8. **What partnerships have been formed with higher-education institutions? How have P-20 cascade model service learning projects been initiated?**

Individual schools may have partnerships with local colleges and universities that support service learning. While there have been direct relationships in the past, the new MCPS SSL team is looking forward to reconnecting with colleges and universities and pairing their initiatives directly to service learning. The Office of Student and Family Support and Engagement supports this work and once these partnerships are in place, the new MCPS SSL team will look to ways to monitor their support with the P-20 model. The MCPS SSL team is meeting with Ms. Madeline Yates to learn more about the previous Campus Compact for our region to reestablish a partnership that could benefit MCPS students and schools.

V. Professional Development and Training

1. **How staff responsible for service learning are trained:**

Training modules are available on the computers of every SSL coordinator for their study and review. The Power Point presentations with voice over address key SSL program topics of communication, documentation, roles and responsibilities, awards programs, graduation, and faith-based guidelines. Individual school visits are also part of the overall training plan. Service-learning theory, practice, and policies lay the foundation for all professional development and training with service-learning staff. The expectations of the role and the overall goal of providing consistent high quality, meaningful service-learning opportunities for all students are shared through training and practice.

Individual school meetings for those "new to the role" cover the MCPS expectations related to—
- Specific courses where SSL opportunities are infused;
- School-sponsored clubs and organizations where a recognized community need is used to frame a service-learning project; and
- Nonprofit community organizations approved to provide SSL opportunities.
- Processes for meeting critical deadlines, collection of SSL materials, data entry, and data monitoring
- Monthly newsletters and bi weekly email updates include any updates and critical information that support their work with SSL.

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

The SSL coordinator in the school is responsible for serving as the point of contact for information regarding the SSL program. Questions regarding the SSL program from parents, students, and community representatives that are received via secretaries and other staff members are referred to the school-based SSL coordinator for responses. SSL information provided to parents, students, and community representatives by school personnel other than the SSL coordinator must first be approved by the SSL coordinator. School staff members have access to all MCPS publications and the website; however, they are not formerly trained to communicate specific information about SSL program guidelines to parents, students, or community representatives. A memorandum is published to school principals and administrative staff to share any changes or updates regarding SSL.

VI. Accountability

1. How student service learning (SSL) engagement is tracked and documented:

SSL is documented using MCPS Form 560-51, *Student Service Learning Activity Verification*. SSL hours are recorded for each secondary student by the school-based SSL coordinator using the system-wide tracking system OASIS. SSL hours are posted on report cards quarterly throughout the school year. The new MCPS SSL team is working with the MCPS Counseling Office to merge student SSL records to their Naviance page. Naviance is an online monitoring tool where students can track their progress towards meeting all of their graduation requirements to which adding SSL records would be beneficial to students and families.

2. How service learning progress is noted on students' report cards:

Progress toward the MSDE SSL requirement is documented on student report cards every nine weeks. Hours that are "Required," "Earned," and "Remaining" are identified.

3. How the completion of infused service learning projects is verified and by whom:

MCPS Form 560-51, *Student Service Learning Activity Verification*, is completed by every middle school student who receives SSL hours through Grade 6 science, Grade 7 English, and Grade 8 social studies courses. The hours are verified by the teacher. The same form is completed by every student enrolled in National, State, and Local Government SSL activities Semester A and Semester B. The hours awarded are verified by the course instructor. Service learning projects performed during the instructional day by students enrolled in specific Career and Technology Education and/or Foundations courses and/or JROTC courses are verified by course instructors on completed MCPS Form 560-51.

4. How the quality of both infused and independent service learning projects are assessed and by whom:
Oversight and assessment of the quality of MCPS service-learning projects is ongoing. It is shared by:
- Local school administrators and resource teachers;
- Members of the Advisory Board on Student Service Learning
- Representatives of the Office of Curriculum and Instructional Programs including middle and high school curriculum supervisors, directors, and the associate superintendent
- Representatives of the Office of Student and Family Support and Engagement including the coordinator, instructional specialist, and the associate superintendent
- Staff members from the MCVC
- School-based SSL coordinators

SSL program expectations are shared orally, in writing, and on the website with all adults supervising SSL opportunities in the community. Emphasis is placed on the need for the community representative to tie the SSL opportunity directly to English Language Proficiency Standards.

Supervisory staff members in community organizations are encouraged to model the following topics and support student proficiency through all aspects of the service-learning experience: listening/listening comprehension, speaking, reading/reading comprehension and writing.

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?**

Teachers who teach the subjects with infused SSL projects are expected to share the MCPS letters sharing the SSL project and curricular connection with students and families. The Office of Curriculum and Instructional Programs (OCIP) authored these projects and while doing so they ensured that they were in alignment with the Maryland Seven Best Practices. Any variation from the proposed project in the curriculum is vetted through the school administration and the county-wide SSL Coordinator to ensure that it meets the curriculum connection and the SSL requirements. Students who successfully complete the class and fully participate in the project will earn their SSL hours as noted in the curriculum, the letter sent home, and the course bulletin. Hours earned will be recorded in OASIS on their SSL record.

VII. Funding and In-Kind Resources

A list of all funding sources MCPS will use for fiscal year 2018 to support the service learning program:

SOURCE	AMOUNT	PURPOSE
MCPS Operating Budget Fiscal Year (FY) 2018	$ 75,000	25 High School SSL coordinator stipends
MCPS Operating Budget	$ 60,000	40 Middle School SSL coordinator stipends (varies by size of school)
Fiscal Year (FY) 2018	$ $230,000	Coordinator and Instructional Specialist salaries for Student Leadership, Student Service Learning, and Volunteers
Fiscal Year (FY) 2018	$ 4,500	SSL Program Supplies for graduation and recognition
TOTAL	**$ 369,500**	

IX. Annual Goals and Timeline

The goals for student service learning are as follows:

1. Increase communication between the district office, school staff, and the local agencies that partner with MCPS to offer SSL opportunities to MCPS students through updated websites, increased direction communication (newsletters and biweekly emails, orientations, etc.) and serve as a resource to all stakeholders in the process.
2. Create a system for students and families to access student SSL records at any time.
3. Reestablish an Advisory Board on Student Service Learning to gather input and feedback to ensure that the MCPS SSL program is meeting the needs of students and the community.

Activities	Staff Responsible	Start Date	Finish Date
Update/Redesign the MCPS SSL Webpage	MCPS SSL Team Valerie Stuart-Hughes	September 1, 2017	October 6, 2017
Update MCVC website with preapproved SSL organizations and opportunities	Ms. Herman	Ongoing	
Update MCVC database with COI and MCPS Agreement and orientation dates	Ms. Herman	Ongoing	
Hold monthly orientations with organizations who wish to offer preapproved SSL opportunities to MCPS students	MCPS SSL Team	Last Wednesday of each month	
Author monthly newsletters for school principals, SSL coordinators, and	Ms. Cherry	First Friday of each month	
Present to Middle School Assistant Principal PLC Meeting	MCPS SSL Team	September 26, 2017	September 26, 2017
Pull quarterly high school senior SSL data reports and send to school principals, school-based SSL Coordinators, & resource counselors	MCPS SSL Team	November 10, 2017 January 26, 2018 April 10, 2018	
Pull final high school senior SSL data reports and send to school principals, school-based SSL Coordinators, & resource counselors	MCPS SSL Team	May 1, 2018	May 1, 2018
Pull SSL data reports and send to MSDE	MCPS SSL Team	June 22, 2018	June 25, 2018
School-based SSL Coordinators enter summer student SSL hours	School-based SSL Coordinator	June 2, 2017	September 29, 2017
School-based SSL Coordinators enter first semester student SSL hours	School-based SSL Coordinator	October 2,2017	January 5, 2018
School-based SSL Coordinators enter second semester student SSL hours	School-based SSL Coordinator	January 8, 2018	June 1, 2018
Reestablish the Advisory Council on Student Service Learning with students, community members, teachers, MCCPTA, and the MCVC	MCPS SSL Team	November 2017	May 2017
Present SSL information to school PTSAs	MCPS SSL Team	Ongoing -*Currently Scheduled:* October 10 - Julius West MS November 14 - Farquhar MS	
Meet with OCIP partners regarding infused SSL opportunities in curriculum	MCPS SSL Team	October 2017	June 2018
Pull middle and high school SSL data and recognize student SSL performance		April 6, 2018	May 1, 2018