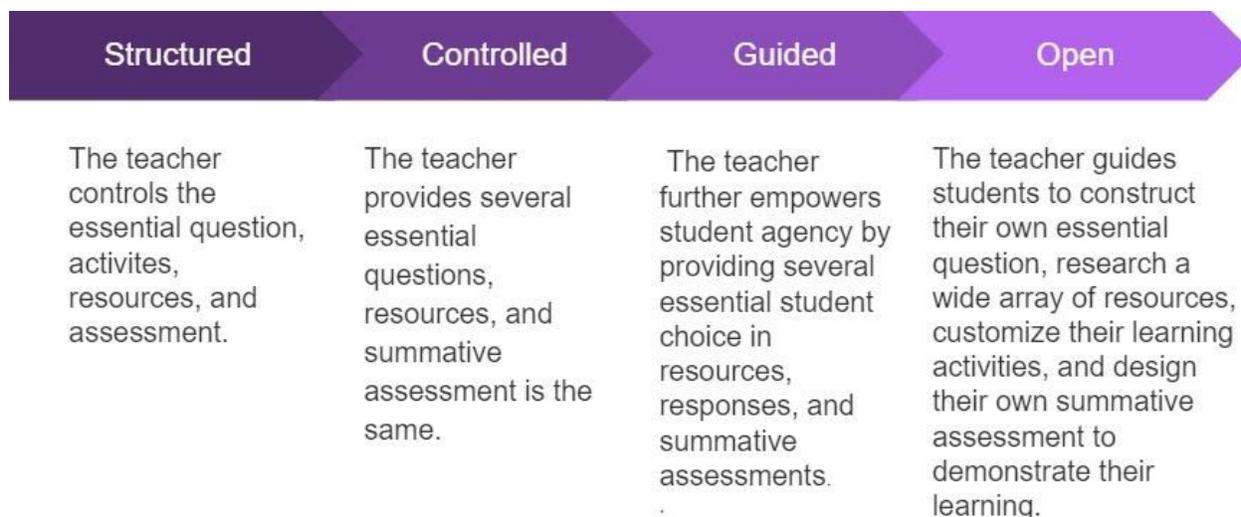# Service-Learning Implementation Plan

Service-learning is used as an instructional strategy to address existing course goals and objectives through meaningful, real-world engagement. GGA staff have the latitude to develop meaningful projects that align with and across course goals and objectives.

Service-Learning & Special Populations
Service-learning supports EL students in English Language Development through a meaningful and purposeful contextual lens and enhances social interactions with their peers and the larger community. EL students may also get the opportunity to leverage both their primary and second languages during projects. Special Education students will participate in service-learning in the least restrictive environment with support based on IEP, and 504 accommodations and modifications. This approach provides case managers with additional data points to develop goals for individualized education plans and post-secondary transition plans.

GGA Commitment to Service-Learning
Girls Global Academy is committed to supporting students in the facilitation of their own learning through service-learning as an interdisciplinary, skills-based, authentic approach. GGA believes that the most effective service-learning requires a co-curricular (experiences that are connected to or mirror the academic curriculum) approach balancing service as a part of both academic coursework during the school day and experiential learning outside of the classroom. Service-Learning as an instructional tool will follow the same scaffolding structure below:

Structured	Controlled	Guided	Open
The teacher controls the essential question, activites, resources, and assessment.	The teacher provides several essential questions, resources, and summative assessment is the same.	The teacher further empowers student agency by providing several essential student choice in resources, responses, and summative assessments.	The teacher guides students to construct their own essential question, research a wide array of resources, customize their learning activities, and design their own summative assessment to demonstrate their learning.

Benefits of Service-Learning
- Students are more likely to engage in their local communities when engagement in community is fostered at school.
- Students are more likely to excel academically when service-learning is utilized as an instructional strategy.
- Students who participate in service-learning see improved health outcomes.
- Students develop invaluable personal and professional skills through service-learning.
- Students develop empathy and understanding of others through service-learning.
- Students have a competitive edge when they have engaged in service-learning over time as it demonstrates commitment.
- Students are eligible for a variety of scholarships and programs as a result of meaningful service-learning.

LEAD Model
The LEAD model is a four-step process that students can use to lead a meaningful service project in their community. The LEAD model will be implemented through both academics and experiences.

The **first** step is to learn about an important issue in your community. You can do this by finding academic research online, going to the library, doing a Google news search, or conducting a community audit. Before you get started, it is important to establish baseline questions to help you learn more about yourself and the issue that you would like to address. For example:

- What is the issue you are focusing on and who is affected by this issue?
- How do you ascertain that it is a genuine community need?
- How have other people addressed this issue?
- What community assets can be used to address this issue?
- What skill sets need to be developed to address the need?
- What skills do you have that could be used to make an impact?

The **second** step is to engage with other people in your community. At this point, you should have a basic knowledge of the issue you would like to address. Meet with friends, family, classmates, and colleagues who care about the issue and/or can provide feedback. Share what you have learned and learn from your peers. Discuss next steps. For example:

- Who else is working on this issue?
- Can you collaborate with them?
- In what ways could you address this issue?
- How will you communicate with other stakeholders?
- How will you incorporate multiple viewpoints about the issue?
- How will you define and measure your impact? Are your peers interested in helping you address this issue? If yes, what skills do they have that could help you?

Identify a subject matter expert or mentor who can provide constructive feedback. Share what you have learned, the specific action or actions you would like to take, the time it will take, what resources you will need, and the metrics you would use to measure impact.

The **third** step is to take action "ASAP": You can do this through:

- Awareness – Share information and teach others to positively change people's behaviors. Examples include encouraging seat belt use and safe driving, recycling, healthy eating, discouraging smoking, bullying, and teaching families how to be prepared for disasters.
- Service – Use creativity, time, and talent to meet a need in the community. Examples include tutoring, planting trees, improving school buildings, clearing beaches and parks, distributing food or serving meals, and teaching senior citizens how to use technology.
- Advocacy – Speaking out, joining others, and persuading policy makers to change regulations and laws. Examples include rallies, marches, protests,

meeting with elected officials, speaking at public forums or civic meetings, voter education, candidate engagement, organizing petitions, and online advocacy.
● Philanthropy – Collect and donate financial and in-kind support. Examples include raising money for hurricane disaster relief, clean water wells, mosquito nets, or for research to treat and cure diseases, food drives and supply drives, and collecting books for children.

The **final** step is to demonstrate the impact that your project has made in the community and the growth that you have made as an individual. Demonstrations can take the form of performances through the arts which include skits, poems, songs, displays, and photos. Additional examples include:
● Creating websites, videos, and slide presentations that contain before/after pictures.
● Presenting to a group of people (e.g., school board, city council) to showcase the quantitative and/or qualitative impact you made in your community.
● Share your results with local media and/or write a blog or article for your local or school newspaper.
● Teach another group of youth or community members what you learned from your project.
● Host a gathering or symposium to share your results and thank everyone for their contributions.
● Discuss ways that you can sustain your project including giving other students an opportunity to serve or to take on a leadership role.

LEAD Model and the Global Goals
● The 17 UN Sustainable Development Goals were adopted by world leaders in 2015. What makes them unique is they are a call to action for all countries to participate in a global partnership to eradicate issues like global warming, poverty, and gender inequity. The Global Goals call on governments, the private sector, NGOs, and "ordinary" citizens to work collaboratively to solve these issues. These issues are urgent as they impact our students' futures. Girls Global students need an understanding of the issues, a stake in working on the solutions, and a voice in advocating for how we tackle the issues in both their local and global communities.
● Research on the adolescent brain has shown that at this age, the brain is in a stage of development where more risks are taken. What better time to support our students in healthy risk-taking by posing issues as problems to be solved, and allowing them to propose bold solutions?

Student Engagement in Service-Learning
All students who attend Girls Global Academy are required to successfully complete four service-learning projects that are integrated into the curriculum. Upon completion of the projects, a student will have fulfilled 40 of the 100 service-hours required by the District of Columbia's Board of Education.

Grade	Hours Equivalent
9	10
10	10
11	10
12	10

Students have additional opportunities to complete 60 hours of service-learning through Wednesday LEADership Academy, dedicated Days of Service, and independent service hours (see below).

Classroom Service-Learning
Service-learning takes place in a variety of settings at Girls Global Academy. Service-learning instruction is facilitated by all content teachers based on course content, objectives, and standards.

Classroom teachers can help students select an appropriate project, integrate the project into the curriculum, walk them through the LEAD mode, provide them time management guidance, and introduce them to potential partners. The teacher also monitors student activities, and facilitates students' reflection.

GGA staff will have access to the service-learning toolkit for the development and facilitation of service-learning projects. The school will maintain an electronic repository of service-projects. Staff will be provided with dedicated time to work on service-learning projects through the service-learning toolkit, weekly collaborative planning, Wednesday professional developments, and dedicated professional development days.

Types of service that may be conducted through the co-curricular approach include the following with the use of ASAP:

- Awareness – Share information and teach others to positively change people's behaviors. Examples include encouraging seat belt use and safe driving, recycling, healthy eating, discouraging smoking, bullying, and teaching families how to be prepared for disasters.
- Service – Use creativity, time, and talent to meet a need in the community. Examples include tutoring, planting trees, improving school buildings, clearing beaches and parks, distributing food or serving meals, and teaching senior citizens how to use technology.
- Advocacy – Speaking out, joining others, and persuading policy makers to change policies and laws. Examples include rallies, marches, protests, meeting with elected officials, speaking at public forums or civic meetings, voter education, candidate engagement, organizing petitions, and online advocacy.
- Philanthropy – Collect and donate financial and in-kind support. Examples include raising money for hurricane disaster relief, clean water wells, mosquito nets, or for research to treat and cure diseases, food drives and supply drives, and collecting books for children.

Girls Global will continue to vigorously pursue community partnerships that guide our service-learning programming to meet both local and global needs. Our initial partnerships for year one include the following organizations:

Organization Name	Owns
Youth Service America	Coaching; Professional Development; Technical Assistance
CityYear	MLK Day of Service & Spring Break Opportunity
LearnServe (9th & 10th grade only)	LEADership Academy on Wednesdays

Enrollment & Transfer Policies
When students enroll in or transfer to GGA, enrollment staff will make families aware of the 100 service-hour minimum to graduate from a District of Columbia high school. Students who have accumulated service-hours prior to enrollment and/or transfer to GGA will be required to provide documentation of previously completed service-hours. All previously completed and documented hours shall apply to the 100 service-hour graduation requirement. Student records will be reviewed and documentation of past service is filed with the student's school records. During new student orientation, GGA

culture of service documents will be reviewed with both the student and parent/guardian. No exemptions for service-learning shall be granted, including for second semester seniors.

Students who withdraw, transfer, or graduate from GGA will have all of the hours of completion documented in the GGA student information system and included on report cards, transcripts, and in their student records. In addition, periodic audits will be conducted throughout the school year by the advisory teacher and the college and career counselor as a part of scheduled updates for student personal learning plans. Contact information for the Director of Culture is available to the new students and their parents/guardians to discuss any questions or concerns about service-learning hours.

If a (9th/10th grade) transfer student enrolls at Girls Global and has already completed all required service-hours for graduation, then the school must identify an internship opportunity for the student to enroll in on Wednesdays in lieu of LEADership Academy, or participate in LEADership Academy with their cohort.

Students will document their service-learning projects through the use of an e-portfolio. The portfolio will include a variety of forms of documentation such as ongoing reflections, videos, photos, planning processes, research notes, interviews, and observations. The portfolio can serve as part of a curriculum vitae for a student applying for an internship, job, apprenticeship, and college admissions.

Connections
Service-learning and Social-Emotional Learning are complementary to one another as they both promote positive youth development. Social-emotional learning provides students with the necessary competencies and service-learning provides authentic opportunities to practice those competencies. We believe that the combination of these elements of school culture service-learning create an environment where students are positive and eager to participate in school sponsored activities and programs to better the school and community at large.

Service-learning is a part of GGA's strategic plan and incorporates policies to ensure students meet the District of Columbia's graduation requirement (see OSSE 2203.3F). Girls Global Academy students understand that service is conducted under organizations that meet 501(c)(3) status.
- Students cannot receive monetary compensation for the service.
- Service-Learning during school hours must have prior approval.
- Students cannot be the recipient of the service and earn hours at the same time.

Student Leadership

Student leadership is integral to GGA service-learning projects. In the 9th and 10th grades, service-learning facilitators will provide gradual release by ensuring that students understand the mechanics of a quality service project during the first trimester through an exploration of the Global Goals. In the second and third trimesters, students take ownership of different facets of the project. In the 11th and 12th grades, students will execute their own projects with supervisor approval and check-ins.

Dedicated Days of Service

GGA may host Day of Service events.

[This is an opportunity for independent hours]

September 9/11 Day of Service	January MLK Day of Service	April Global Youth Service Day
Honoring this moment in our nation's history by serving in your community helps transform 9/11 into a day of unity, empathy, and service as an enduring and positive tribute to those lost and injured on 9/11, and the many who heeded the call to service in response to the attacks, including first responders, recovery workers, volunteers and members of our military.	Legislation signed in 1983 marked the birthday of the Rev. Dr. Martin Luther King, Jr. as a federal holiday. In 1994, Congress designated the Martin Luther King Jr. Federal Holiday as a national day of service and charged the Corporation for National and Community Service (CNCS), the federal agency that leads service and volunteering, with leading this effort. Each year, on the third Monday in January, the MLK Day of Service is observed as a "day on, not a day off." The MLK Day of Service is intended to empower individuals, strengthen communities, bridge barriers, create solutions to social problems, and move us closer to Dr. King's vision of a "Beloved Community."	Established in 1988, Global Youth Service Day (GYSD) celebrates and mobilizes millions of young people who improve their communities through service. GYSD is the largest service event in the world and the only one dedicated to the contributions that children and youth make 365 days of the year. GYSD is celebrated each year in more than 135 countries, with young people working together and in conjunction with schools, youth organizations, nonprofits, community and faith-based organizations, national service programs, government agencies, and adult mentors– to address the world's most critical issues and change their communities.

Service-Learning Sites students can use to identify additional opportunities and project ideas:
Youth Service America
Just Serve
United Way
Volunteer Match
Generation On
NYLC
Serve DC
AARP Create the Good
Points of Light
TeenLife: Volunteer in DC