



NORTH READING HIGH SCHOOL

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Dear North Reading High School Parents and Junior and Senior students:

North Reading High School's mission statement indicates our commitment to promoting citizenship in the 21st century and leadership through service. Citizenship entails both rights and responsibilities, and it is our goal to encourage that sense of social responsibility and leadership amongst our students. In order to both further this educational mission and meet the educational [obligations of the Commonwealth of Massachusetts](#), North Reading High School juniors and seniors will participate in both Community Service and a Civic Action Project (CAP).

It is important to note that there will be substantial changes to the CAP for seniors during the 2022-2023 school year. As a result of the input from all stakeholders, including staff, students, parents, and town leaders, we have decided to make CAP a part of the Senior Civics course during the 3rd quarter only. This change will not affect the Community Service program for Juniors in any way, but senior students and their parents should look carefully at the program requirements included below to get a better sense of how the program will function in the coming school year. To be explicit:

- *Junior students will continue to complete 24 hours of community service as outlined in the pages below.*
- *Senior students will complete 12 hours of community service during the summer and fall of their senior year, and will complete a CAP during the 3rd quarter of their senior year. The timeline and effect on grades is outlined in the pages below.*

The remainder of this packet includes an introduction to the Civic Action Project, an outline of the 6 stages in the process, specific requirements for juniors, and, finally, specific requirements for seniors. Should you be interested, full guidance from the state Department of Elementary and Secondary Education regarding Civics Action Projects can be found [here](#).

Sincerely,

Anthony J. Loprete, *Principal*
Matthew Oosting, *Curriculum Specialist, Social Studies Department*

Junior Year Community Service: Interacting with My Community

Juniors will engage in 24 hours of community service focusing on Stages 1 and 2 of the Civic Action Project. The goal of community service during Junior year is to expose students to an array of issues facing the community. Toward that end, students will be required to submit service hours completed in at least 3 different service areas.

Timeline	12 hours will be completed between June 1st of sophomore year and the end of the first full week of school in December junior year.
	12 hours will be completed between the second full week of December and the end of the first full week of May during their junior year.
	Note: Previously, students were permitted to submit up to 18 hours of service before the December deadline. To facilitate a greater exploration of community issues and receive guidance from teachers, students will now submit 12 hours at each deadline.
Basic Requirements	Juniors will submit verification of service sheets AND complete an essay.
	<ul style="list-style-type: none"> Essays should reflect on the service completed AND suggest what community issues or needs might be of interest for their Civics Action Project during senior year.
	<ul style="list-style-type: none"> Should their service fail to expose any meaningful needs, teachers may require students to find alternative and more meaningful avenues of service
	<ul style="list-style-type: none"> This service and essay will represent 15% of the quarter 2 and 4 grades for juniors.
	Students must complete at least 4 hours of their service in each of 3 separate service categories. See below for service categories and suggestions for service.
	Non-profits vs For-Profits: You may engage in service hosted by a non-profit organization or a for-profit organization, as long as you can demonstrate the community value of the service you are performing through your essay.
	What does not count for service?
	<ul style="list-style-type: none"> Paid hours, Internship hours, hours accumulated during a normal school day, Baking for a bake sale
Service Areas and Suggested Activities	North Reading High School
	<ul style="list-style-type: none"> Serving for a team or club to promote its interests and opportunities for students. Assisting the guidance department with its special programming to assist students with planning for after high school.
	Education
	<ul style="list-style-type: none"> Serving as a teacher's assistant at either a middle or elementary school in the district. Serving as a mentor for local youth Working with the town Youth Services Department or Youth Sports. Volunteering to tutor younger students or English Language Learners.

Service Areas and Suggested Activities cont'd.	Serving Those in Need
	<ul style="list-style-type: none"> • Working for elderly or disabled community members who express need. • Volunteering at food pantry, soup kitchen, etc. • Working on a Habitat for Humanity site
	Healthcare
	<ul style="list-style-type: none"> • Volunteering at an area hospital or assisted living facilities.
	Local Government
	<ul style="list-style-type: none"> • Inquiring of town government or local residents regarding issues facing the town. • Helping to facilitate information distribution around town issues or events. • Serving in community outreach events, such as town picnics or parades.
	Fundraisers
	<ul style="list-style-type: none"> • To count, you must prove that you actually raised funds for the charity. <ul style="list-style-type: none"> ○ A minimum of 10 pledges or \$100 raised is required for these hours to count ○ For each additional 5 pledges or \$50 above the “10 pledge/\$100” minimum, students can earn an extra ½ hour of service beyond the actual time spent at the event. <i>This requirement MUST be verified by the supervisor of the event.</i>
	Religious Institutions
	<ul style="list-style-type: none"> • All work done for or on behalf of religious organizations has traditionally counted and will continue to count towards community service.

Senior Year: Community Service AND Civic Action Project

Seniors will complete 12 hours of community service during the summer and fall of their senior year. Additionally, students will engage in a complete Civic Action Project (CAP) during 3rd quarter that will represent a majority of that quarter's grade. The Civic Action Project will be broken down as follows:

Timeline	<ul style="list-style-type: none"> 12 hours will be completed between June 1st of junior year and the end of the first full week of school in December senior year.
	<ul style="list-style-type: none"> Students will engage in the CAP during the 3rd Quarter.
Basic Requirements: Semester 1	1st Semester seniors will submit verification of service sheets for 12 hours of service AND complete an essay.
	<ul style="list-style-type: none"> The expectations for seniors regarding service and essay requirements are the same as those listed for juniors above.
	<ul style="list-style-type: none"> Seniors must complete hours in at least 2 separate service categories as noted in the breakdown for juniors. Eight hours may be in a primary category, but at least 4 hours must be in a secondary category. See Junior requirements above for service categories and suggestions for service.
	<ul style="list-style-type: none"> This service and essay will represent 15% of the quarter 2 grade for Seniors.
3rd Quarter Civic Action Project	<ul style="list-style-type: none"> Seniors will engage in Civic Action Projects with a group of their peers that is selected from the members of their senior Civics and Government course. Teachers will facilitate from 1 to 5 projects per class, depending on the number of students in the class and the varied interests represented. While CAP projects are being done, the normal Civics and Government curriculum will be suspended. Should a highly motivated student desire to do an independent project, they may request the opportunity to do so from their teacher. Students opting for an independent project are expected to work with greater independence in completing the requirements of the project. Civic Action Projects will represent 50-60% of students' 3rd quarter grades.

Background Civics Action Projects in Massachusetts:

In June 2018, the Board of Elementary and Secondary Education adopted a revised [History and Social Science Curriculum Framework](#) which included as one of its core priorities an aim to emphasize and expand civics education across all grades. On November 8, 2018, Governor Charlie Baker signed [Chapter 296 of the Acts of 2018](#), An Act to Promote and Enhance Civic Engagement, which includes provisions requiring all Massachusetts public high schools to provide a student-led nonpartisan civics action project.

The law includes the following provisions related to student-led civics projects:

(c) Each public school serving students in the eighth grade and each public high school shall provide not less than 1 student-led, non-partisan civics project for each student; ...

Civics projects may be individual, small group or class wide*, and designed to promote a student's ability to: (i) analyze complex issues; (ii) consider differing points of view; (iii) reason, make logical arguments and support claims using valid evidence; (iv) engage in civil discourse with those who hold opposing positions; and (v) demonstrate an understanding of the connections between federal, state and local policies, including issues that may impact the student's school or community.

In addition, the law authorizes:

Promotion of youth membership on municipal boards, committees and commissions and a non-partisan high school voter challenge to encourage eligible students to register or pre-register to vote and participate in municipal and state elections.

What Are Student-Led Civics Action Projects?

Civic Action Projects are...

Student-Led:	Students should make informed decisions about the issue, process, and goals for their civics project even as the teacher is setting the broader learning objectives. Student choice defines this experience. In doing so, the teacher takes on the role of facilitator, offering guidance, choices, and suggestions, especially at key inflection points of the project.
Project-Based:	Students achieve their learning objectives not by rote practice but by applying knowledge and skills for an extended period of time to achieve the goal of solving a real-world problem or answering a complex question. Students conduct an inquiry and demonstrate their learning by engaging with or presenting to the public, taking their work beyond the classroom.
Real-World:	The skills students practice are transferrable to their lives outside of the classroom and into their futures as adult civic agents. By pushing past hypothetical scenarios or theoretical action, real-world application teaches students the power of their voices as constituents, even if they ultimately do not achieve 100% of their goals.
Rooted in an Understanding of Systems Impact:	A strong student-led civics project aims for impact at the level of the system, as opposed to an isolated action that's impact ends after completion. To strive for systems impact, student actions focus on the processes, policies, institutions, and people most connected to a root cause of an issue.
Goal-Driven:	Students should develop goals aimed at addressing the root causes of their issues in order to make long-term change. This may be through influencing public opinion on an issue and/or influencing a policy goal.
Inquiry-Based:	Student-led civics projects provide an authentic opportunity for students to practice research skills, to ask probing questions about real-world issues, and make judgements about the appropriateness and success of various research methods. Students should consider multiple points of view, from next-door neighbors to community leaders and elected officials, and in doing so develop an understanding of the breadth of the issue, including opposing viewpoints.
Non-partisan:	Student-led civics projects may lead to discussions of relevant and pressing contemporary issues. "Non-partisan" refers specifically to whether a project takes a side in party politics and party competitions. Student-led civics projects should not be developed in support of candidates in particular elections. They can be directed at ballot propositions. They should include research and information on all sides of an issue and communications issuing from the project should be targeted at audiences without party affiliations or at audiences with multiple party affiliations.
Process Focused:	The success of student-led civics projects derives from students learning and engaging in an effective process for civic action, not in accomplishing 100% of their goals. Change takes time, and their work hopefully moved the issue forward even if they have not achieved their goal.
Action-Based:	A student-led civics project using the six stages requires students to take action toward achieving systems impact and to engage with decision-makers. More guidance on the systems impact nature of these projects as well how they differ from traditional community service will provided by your student's social studies teacher.

Structure of the Civics Action Project

Stage 1: Examine Self and Civic Identity

Students start by exploring issues and topics that matter to them, their families, and communities. They can begin this process by examining challenges they are currently experiencing that they feel go unaddressed or are under-addressed, or alternatively they can build upon valuable work that is already done in the community to solve problems.

Stage 2: Identifying an Issue

After students have spent time exploring and identifying issues that matter to them, the next step is to identify a focus issue for their student-led civics project.

Stage 3: Researching and Investigating

During this stage, students engage in rigorous research. The purpose of this research is to examine the context, policies, perspectives, and history of the issue, and to learn about possible root causes.

Stage 4: Developing an Action Plan

Once students have determined the root causes at the core of their project, it is time to build a theory of action and action plan aimed at achieving systems impact.

Stage 5: Taking Action

Students begin acting on the tactics they planned. They move beyond the walls of the classroom and exercise their voice. This is the stage that will be the most unique to each project, depending on the choices students make along the way.

Stage 6: Reflecting and Showcasing

Students end their project with a final, summative reflection and work showcase. Such a showcase is a best practice of project-based learning that supports student pride and ownership. Students should reflect on individual growth and project success throughout the six stages.