

## SUMMERS COUNTY BOARD OF EDUCATION POLICY

ADOPTED: August 19, 1999 Rev. 2/24/03, 11/5/03, 6/8/05

CODE: VI-D-5

REFERENCE: 18-1-1, 18-1-4, 18-2-6, 18-2E-4, 18-2E-5, 18-2E-7, 18-2E-8, 18-5A-4, 18A-1-1,  
18A-3-2c, 18A-3A-1, 18A-3A-2b, 18B-1-1e

Page 1 of 3

### WORK-BASED LEARNING

**PURPOSE:** In accordance with West Virginia Department of Education Policy 2510, Summers County students will participate in work-based learning experiences. Work-based experiences are educational activities that assist the student to gain an awareness of the workplace, develop an appreciation of the relevance of academic subject matters to workplace performance, and gain valuable work experiences and skills while exploring career interests and abilities. The work-based experiences must also have demonstrated ability to assist the student in attaining the process/workplace objectives as defined in West Virginia Department of Education Policy 2520. A Training Plan and/or goals and objectives for the various types of work-based learning experiences shall be developed.

### DEFINITIONS:

**WORK-BASED LEARNING:** Education activities that assist students to gain an awareness of the workplace, develop an appreciation of the relevance of academic subject matter to workplace performance, and gain valuable work experience and skills while exploring career interests and abilities.

- a. **Clinical Experience:** These experiences are usually health facility-based and provide students with extensive client contact. They are governed by specific instructional goals and objectives. A written contract is secured by the educational system and the participating agency to ensure that the prescribed training has taken place. Extended time frames are the norm for these experiences, with the supervision being the responsibility of the “dual-credential” professional (one who holds a license to teach and provide health care).
- b. **Community Service-Learning:** These experiences blend both service and learning goals in such a way that both occur and are enriched by each other. Service learning projects emphasize both service and mastery of instructional goals and are designed to use volunteer community projects to reinforce classroom concepts. Projects can be classroom or individual projects and can be designed to accommodate students of any age or grade. Participation in 4-H, Scouts, Junior Achievement, and other similar, youth organizations shall be considered forms of community service learning.
- c. **Field Trips:** These experiences are supervised class visits to work sites that have specific educational value. Trips should be planned and should correspond with instructional goals and objectives.
- d. **Mentoring:** This experience involves a close personal observation of an adult worker over an extended period of time. This method may focus on a specific occupation or extend into a broader more personal relationship, best described as an “occupational Big Brother/Big Sister” relationship. School personnel should interview and carefully select the adult mentors. Training for the mentor is critical. Students in a mentoring program typically learn more about the work ethic, good work habits, on-the-job relationships and other generic work skills and less about how to do specific tasks.
- e. **Job Shadowing:** These experiences are a more active form of observation. Students are assigned to a specific worker for a certain period of time (usually a one-time experience for a few hours). While watching the worker perform his/her duties, the students may ask questions. In this way, the student experiences the work environment and better understands the skills needed for specific occupations.

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Page 2 of 3

- f. **Simulations:** These experiences are not real work-based experiences, but in certain situations they may constitute a good introductory activity for upper level students or a substitute for real workplace activities. Computer-based simulations can teach important concepts in a small group setting. Teachers/instructors must integrate a learning component through pre-and-post simulation activities to fully realize the effectiveness of simulations.
- g. **School-Based Enterprises:** This is a high-level simulation of a real world business. In the best enterprises, the exercise is a very close approximation of a real business. Goods or services are bought and sold; marketing research is done to determine consumer preferences; profits or losses are the result. Students plan, manage and operate the enterprise. The teacher plays the role of a “business consultant.” A typical enterprise might be a school store selling school supplies and spirit items operated by a marketing education class. Other examples might be a word processing service set up by business students or a partnership with a local bank to have a finance class operate a real bank branch in the school.
- h. **Registered Youth Apprenticeship Program:** This program allows high school students to enter the regular Apprenticeship and Training Program. Through agreements with the Bureau of Apprenticeship and Training, students begin their technical training during their junior year in high school, begin working the summer before their senior year and continue academic and technical study and work during their senior year in high school. The students continue the apprenticeship program after high school graduation. When they finish the apprenticeship training, they receive the same journey-level credential as any other apprentice. In many cases, they also can receive more than 40 hours of credit toward an Associate in Applied Science Degree through several West Virginia community colleges. Training opportunities available through Youth Apprenticeship number over 100 in West Virginia and exist in both union and non-union occupations.
- i. **Regular Work-Based Employment:** Individuals have paid work experience in the regular community work environment. For such employment to satisfy the work-based learning requirement, it must be related to the student’s career major. Classroom instruction will be combined with paid, on-the-job training. The school business, students and parents sign a Training Agreement that clearly identifies the responsibilities of each party. The teacher and training sponsor design a Training Plan that identifies the competencies to be learned by the student at the job site. The teacher evaluates the classroom performance and works with the training sponsor to evaluate the on-the-job performance. In order to qualify for the regular work-based employment program, students must be working in their career major, completed or currently completing a minimum of four courses in their career major, and have no more than ten absences from school in the previous school year. Students who do not meet the criteria above may appeal the decision to the Administration and/or a designated committee.
- j. **Internship:** Internships are work-based activities where students work with an employee for a specified period of time to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs, or tasks from a single occupation. An internship agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student. This may or may not include financial compensation.

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**Page 3 of 3**

- k. School Work-Based Experiences:** These experiences provide students with an opportunity to gain skills and experience in the student's chosen career major. These experiences will take place within the Summers County School System.
  
- l. Summer Work Study Experience:** This experience involves the student working (paid or unpaid) during the summer months. This is open to sophomores and juniors. Students must have a job in their career major. They will learn the necessary skills to enter their career field. The Summer Work Study Experience is not evaluated during the summer months by the Work-Based Learning Coordinators.
  
- m. Supported Employment:** These experiences include job-site work with the assistance of teaching staff employed by Summers County Schools. These students are all enrolled in this program based on an IEP. During the IEP meeting, student readiness for employability is discussed. If appropriate, students are recommended for this program on an individual basis. Placement may include: job shadowing, group placement, assisted employment with or without salary, and independent employment with salary. Students in this program may be juniors or seniors.

**PROCEDURE:** All students enrolled in grades 9-12 in the Summers County School System, shall participate in a work-based learning experience prior to graduation from high school. Students will be asked to provide their own transportation, where appropriate. It is not required that the work-based experience occurs during the regular school day or within the school calendar. Students in grades 9-10 shall be provided work-based learning experiences that promote career decision-making. Experiences provided for students in grades 11-12 shall promote career preparation. At grades 11-12, the work-based learning experiences shall be related to the student's chosen career major.

In order to qualify for job shadowing, the student must: 1. have a 2.0 grade average; 2. have no unexcused absences; 3. have no discipline referrals. The parent of any child not qualifying may appeal the decision to the school principal. If the principal believes an exception is in the best interest of the student, an exception may be granted.

At the school level, the Work-Based Learning Coordinators will coordinate the work-based learning experiences with approval from the school principal and STW Coordinator. The process may include an application and other required paperwork.

Selection of work-based learning experiences and sites shall be a collaborative responsibility of the student, parent, student adviser, school counselor, and work-based learning coordinators. All work-based sites must have the approval of the STW Coordinator and the Summers County Board of Education.

During the 9th and 10th grades, students may be provided work-based experiences through community service learning projects, field trips, observation, shadowing, simulations, and school based enterprises. During the 11th and 12th grades, opportunities for work-based learning experiences may include clinical experiences, community service learning projects, mentorships, simulations, school-based enterprises, internships, registered youth apprenticeship, school-based experiences, summer work study experiences, and regular work-based employment.