

KANAWHA COUNTY BOARD OF EDUCATION POLICY

Work Based Learning

Series: I33

Reference: West Virginia Department of Education Policy 2510

Issued: 12.14.2000

Revised:

Revision Number:

33.01 Purpose. In accordance with West Virginia Department of Education Policy 2510, Kanawha County students in grades 9-12 will complete a work-based learning experience. A work-based learning experience provides a link between a child's school years and his lifetime as an adult worker. The experience assists students to:

- Gain an awareness of the workplace;
- Explore a variety of career interests, abilities, and opportunities; and,
- See the relevance between academic subject matter and workplace skills.

The work-based learning experience also assists students in attaining the six process/workplace objectives/goals as defined in *WV Department of Education Policy 2520*. These skills include problem solving, communication, working with others, technology, self-management, and career development.

33.02 Definitions. All students will complete a work-based learning experience at some time in grades 9-12. A variety of activities will be made available to assist students in completing the work-based learning experience. These include:

- (1) Apprenticeships. Allows high school juniors and seniors to receive technical and academic training while working in a related job environment. Apprenticeships are coordinated at the vocational schools. Upon completion students receive the same journey-level credential as any other apprentice.
- (2) Career Days/Fairs. Students are exposed to a wide range of occupational fields through the use of local community employers. Opportunities are given students to ask questions about specific career offerings. Fairs may be school-wide or district-wide in scope. Follow up activities need to be in place.
- (3) Career Prep Class. All students will complete the career prep class as part of the graduation requirements. This class will enable students to explore career majors, as well as to develop work place readiness skills, consumer skills and decision-

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making skills. The class may include guest speakers, field trips, and/or job shadowing activities as part of the course. One-half unit of credit is awarded based upon completion of the course.

- (4) Clinical Experience. Usually, health facility based and provides students with client contact. A written agreement/contract is secured by the school and the participating agency. Vocational instructor coordinates and schedules these experiences.
- (5) Community Service Learning. Blends service, instructional, and process/work place goals in such a way that all occur and are enriched by each other. Activities can be done by individuals or whole classes. Students also have an opportunity to explore community issues. Time is allotted for student reflection of experiences.
- (6) Field Trips. Supervised visits to work sites with specific educational value. Pre- and post-trip learning activities will be planned.
- (7) Internships. Work-based experiences where students work with an employee for a specified period of time to learn about a particular occupation or industry. An internship agreement is set up prior to the experience.
- (8) Job Shadowing. Students are assigned to a specific worker for a certain period of time. While watching the worker perform his/her duties, the students may ask questions, or, on a limited basis, take part in the work. Shadowing may be a part of a course. Teachers should work with local employers and students in arranging the shadowing experiences.
- (9) Mentoring. Close supervision by an adult worker over a period of time. Focus should be on careers and educational opportunities. Students learn about work ethics, work habits, working relationships, etc.
- (10) Paid Employment. Student selected and obtained paid work sites. May be used as a work-based learning experience if the

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employment is related to the student's career cluster/major.

- (11) School-Based Enterprise. A business or corporation developed by a school specifically to provide hands-on experience for students in all aspects of operating a business. Enterprises are run by students under the supervision of school employees.
- (12) School-Sponsored Enterprise. Goods and services are produced by students as part of the school program. School-sponsored enterprises typically involve students in the management of the project as well.
- (13) Simulations. Not a real work-based experience, but may be a good introductory activity for a future work-based experience. May include software programs, class projects, etc. Simulations should only be used in conjunction with other work-based learning activities, and should not be the sole experience for the student.
- (14) Summer Work Experience. Involves the student working (paid or unpaid) during the summer months. The experience should be related to the student's career cluster/major. Verification by the employer needs to be part of the student's documentation for this activity.
- (15) Supported Employment. Consists of work-site experiences for students whose IEPs include this as part of their educational program. Students are supervised by a school-based teacher or aide. Work experiences are coordinated by assigned job coach.
- (16) Technical and Adult Education Center Programs. Students who participate in and complete a vocational program at a technical/adult education center. Students must meet all program requirements.
- (17) Work Study During the School Day. Students who participate in Diversified Cooperative Training (DCT) or marketing programs at the high school complete a paid work experience as part of the program requirements. Emphasis is placed on the

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process/workplace skills defined in Policy 2520. Established guidelines are to be followed by all students.

33.03 Procedure. Work-based learning experiences/activities will be coordinated at the school level. Each school is responsible for providing work-based learning activities for students in grades 9-12. Selection of the activities should be based on input from the student, parent, counselor, and teacher/advisor.

Students will document all work-based learning activities on the Individualized Student Transition Plan (ISTP). Students will work with advisors and counselors when documenting the activities. It is recommended that student portfolios also be used to document the experiences.

The counselor will be responsible for recording the experience on the student's transcript before graduation.

Credit will not be given for the work-based learning experience. Rather, the experience will be recorded as pass/fail on the student's transcript. Although credit will not be given, it is a requirement for graduation.

Both the district and the school will be responsible for providing staff development on work-based learning. Administrators will receive staff development on coordination and implementation of work-based learning. Information will then be given to teachers at the school level.