

MONROE COUNTY SCHOOLS WORK BASED LEARNING POLICY

In accordance with West Virginia Department of Education Policy 2510, Monroe County students in grades 9-12 will be required to participate in work-based learning experiences. Work-based experiences are educational activities that must assist the student to gain an awareness of the workplace performance and gain valuable work experiences and skills while exploring career interests and abilities. These experiences will assist the student in attaining the process/workplace objectives as defined in West Virginia Department of Education Policy 2520.

Students shall complete 40 hours of work-based learning prior to graduation. It is not required that the work-based experiences occur during the regular school day or within the school calendar. Students shall be responsible for logging experience hours. A written evaluation will be necessary to document each experience. Both the log and current semester evaluations will be kept in the student portfolio.

Students who transfer into Monroe County from other school systems will complete an appropriate number of hours to be determined at the school level.

DEFINITIONS OF WORK-BASED LEARNING:

- 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 norms for these experiences, with the supervision being the responsibility of the “dual-credentialed” professional (one who holds a license to teach and provide health care)
- B. **Community Service/Learning:** 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 will be considered forms of community/service learning.
- C. **Cooperative Education (CO-OP):** CO-OP Education is a teaching method at the secondary level that combines classroom instruction with paid or unpaid on the job training. In effective co-op programs, the school, business, student and parents sign a

Training Agreement that clearly identifies the responsibilities of each party. The teacher and the 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.

- D. Field Trips: Supervised class visits to work sites or post secondary institutions that have specific educational value. Trips should be planned and should correspond with instructional goals and objectives.
- E. Internships: Internships are work-based activities where students work with an employee/employer for a specified period of time to learn about a particular occupation or industry. The work place 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.
- F. Mentoring: The close personal supervision of an adult worker over an extended period of time. This method may focus on a specific occupation or extend into a broader personal relationship best described as an “Occupation Big Brother/Big Sister” relationship. School personnel should interview and carefully select the adult mentors. Training for the mentor is critical. Students in mentoring programs typically learning 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.
- G. Observation: Students spend a specified length of time watching a specific job being done. A pre-observation activity and a post session reflection activity increase the value of the observation technique.
- 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 toward an Associate in Applied Science Degree through several West Virginia community colleges. Training opportunities available through Youth Apprenticeship number more than 100 in West Virginia and exist in both union and non-union occupations.
- I. Regular Employment: Instances where individuals have paid or unpaid 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~~ the student must relate it to his/her career major.

- J. Shadowing: A more active form of observation, students are assigned to a specific worker for a certain period of time. While watching the worker perform his/her duties, the student may ask questions or, on a limited basis, even take part in the work. In this way, the student experiences the work environment and better understands the skills needed for specific occupations.
- K. Simulations: Computer-based and other simulations teach important concepts in a small group setting. Teachers/instructors integrate a learning component through pre and post simulation activities to fully realize the effectiveness of simulations. Appropriate software is available in all secondary schools.
- L. School-Based Enterprises: 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 supplies and spirit items operated by a marketing education class. Other examples might be a typing 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.
- M. Supervised Agricultural Experience (SAE): SAE provides actual and simulated work-based agricultural experiences. There are three basic types of SAE. In an entrepreneurial SAE, the student is self-employed, providing a good or service that is produced on owned or rented land. Examples include landscaping or livestock producer. Agribusiness or farm placement is the agricultural version of cooperative education. Directed work experience involves an SAE program conducted in school facilities or land laboratories. Greenhouses or fish production facilities would be examples.
- N. Leadership Camps: Students spend an intensive time together learning leadership skills that align with the process workplace skills (i.e., problem solving, communication, working with others, technology, self management, and career development). Often these camps are oriented toward stewardship and entrepreneurial principles. Examples include Camp Horseshoe, Lightstone Stewardship Camp, summer Upward Bound and camps operated by Monroe County Schools specifically for this purpose.

**WORK BASED LEARNING
ADMINISTRATIVE PROCEDURES**

Activity	Requirements	Documentation Required
Job Shadowing	Student can shadow up to 6 hours at one site or at one specific job. He can count another job at that site if the site is large and the jobs are very different from each other. Each shadowing experience requires its own documentation packet.	Job shadowing student documentation packet
Field Trip	Student can count up to 8 hours for each field trip. A typical day will count as 6 hours. Each field trip requires its own documentation packet.	Field trip sponsor requirements and Student documentation packet
Community/ Service Learning	Student can count up to 20 hours for any one activity sponsored by a community agency or organization. There is a limit of 10 hours for providing community service for an individual who is not being served under the “auspices” of an agency or organization (e.g., family or neighbor). Each experience requires its own documentation packet.	Community/service learning student documentation packet
Computer Simulations	Student can count all hours under direction of teacher. Each simulation requires its own documentation from the teacher.	Teacher Record Computer simulation certificate
Cooperative Education	Student can count all hours since this activity is restricted to the student’s major.	Grade in class Teacher Record
Clinical Experience	Student can count all hours since this activity is restricted to the student’s major.	Grade in class Teacher Record
Internship	Student can count all hours since this activity is an intensive activity where students work under close supervision.	Internship student documentation packet Teacher Record
Mentoring	Student can count all hours since this activity is an intensive activity where students work under close supervision.	Mentoring student documentation packet Teacher Record

Activity	Requirements	Documentation Required
Regular Employment (paid or unpaid) during out of school time	If the employment is in the student's major, the student can count all hours. If the employment is not in the student's major, the student can only count up to 20 hours at one site or in any one job at a large site because the student will need to further expand his/her workplace process skills in relation to the major.	Student documentation packet includes work process skills and documentation of how what they have learned on the job relates to their career cluster and major.
Observation	Student can observe up to 6 hours at one site or at one specific job. He can count another job at that site if the site is large and the jobs are very different from each other.	Observation student documentation packet
School Based Enterprises	Student can count up to 20 hours in any one activity. Student can do a different activity for more hours.	School based enterprises student documentation packet
Supervised Agricultural Experience	Student can count all hours since this activity is supervised by the teacher.	Grade in class Teacher Record
Leadership Camp	Student can count up to 8 hours per day for each day of attendance since this is an intensive activity under the direction of trained instructors.	Student Documentation Packet or similar documentation that student completes as part of camp

Board of Education Approval: April 10, 2001