

**Nicholas County Schools
Grades 9-12
Work-Based Learning Policy**

PURPOSE: In accordance with West Virginia Department of Education Policy 2510, Nicholas County students in grades 9 through 12 will be provided work-based learning experiences. Work-based experiences are educational activities that must assist the student to: 1) gain an awareness of workplace, 2) develop an appreciation of the relevance of academic subject matters to workplace performance, and 3) gain valuable work experiences. The classroom teacher and mentor 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. Goals and objectives for the various types of work-based learning experiences shall be developed.

Effective Date: This policy shall be in effect for grade 9-12 for students entering the 9th grade in the school year 2005-2006. The policy shall also be used as a guide for grades K-8 for applicable activities.

Definitions:

- A. Clinical Experience:** These experiences are usually health facility-based and
Provide students with extensive client contact. Specific instructional goals and objectives govern the experience. The educational system and the participating agency secure a written contract 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). No salary
- B. Community service Learning:** Blends 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 4H, Scouts, Jr. Achievement, and

other similar youth organizations shall be considered forms of community

service learning. No salary.

C. Field Trips: Supervised class visits to work sites that have specific

educational value. Trips should be planned and should correspond with

instructional goals and objectives.

D. Observation: Very passive in nature and may be the first individual exposure to a specific occupation. Students spend a specified amount of time and complete a reflection activity. This increases the value of the observation technique and should be teacher led.

E. 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 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. Prerequisites: Completion of Intro to Clusters and Intro to Majors courses, plus completion of at least one job shadowing experience. No salary is offered. Mentoring is available for juniors and seniors.

F. 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. No salary. May complete Intro to Clusters or Intro to Majors courses.

G. Simulations: 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.

H. School-based Enterprises: A high-level simulation of a real work business. In the enterprises the exercise is a very close approximation of a real business. Marketing research is done to determine consumer preferences, goods bought and sold, and profits. 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 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.

- I. 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 included landscaper or livestock producer. Agribusiness or farm placement is the agricultural version of cooperative education. Direct work experience involves an SAE program conducted in school facilities or land laboratories. Greenhouses or fish production facilities would be examples.
- J. 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 of high school. The students continue the apprenticeship program until high school graduation. When they finish the apprenticeship training, they receive the same journey-level credential as any other apprentice. In many cases, they can also 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 Programs number over 100 in West Virginia and exist in both union and non-union occupations.
- K. Cooperative Education (CO-OP):** CO-OP is a teaching method at the secondary level that combines classroom instruction with optional paid benefits, and 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 on-the-job performance. Available for juniors and seniors only.
- L. Regular Employment:** Instances where 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. Available to seniors only. Individual schools and county policy determine prerequisites.

M. 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 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 agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student. This may not include financial compensation.

N. Other placements may be considered **live work experience, clinical experience**, school - based enterprise, supervised agricultural experience, registered youth apprenticeship program, cooperative education, regular employment and other experiences that are approved by the school principal, and work-based learning coordinator.

Procedures: All students enrolled in grades 9-12 in Nicholas County Schools with the approval of the student's advisor and/or school principal, shall participate in work based learning experiences as a requirement for graduation. It is not required that the work -based experience occur during the regular school day or within the school calendar. All 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 should promote career preparation. All work-based learning experiences shall be related to the student's chosen career cluster/major.

At the school level the student's advisor and/or counselor will coordinate the work based learning experiences with approval from the school principal. Coordination at the county level shall be the responsibility of the coordinator and the work based learning council. All students shall develop a plan for fulfilling work based learning requirements while enrolled in the introduction to majors or alternative course.

Selection of work-based learning experiences and sites shall be collaborative responsibility of the student, parent, student advisor, site principal, and/or school counselor. All work-based sites must have the approval of the school principal, work-based learning coordinator and Nicholas County Board of Education, prior to placement. Placement deadlines are instituted for smooth coordination.

During the 9th, 10th, and 11th grades, students must be provided work-based experiences through community service learning projects, field trips, observations, shadowing, simulations, and school-based enterprises. During the 12th grade opportunities for

work-based learning experiences include clinical experiences, community service learning projects, mentorships, internships, simulations, school-based experiences, supervised agricultural experiences, registered youth apprenticeships, and cooperative education. Seniors will only be considered for mentorships / internships offsite during the 2nd term, afternoon classes only. These placements must be made prior to the 1st day of 2nd term, and must be reflective of the cluster/major. Only career-tech students may be placed after the deadline. Seniors who "block out" to go to their place of employment other than work-based learning may only block out 4th block. These students must have scored at or above the 50% on the Wes Test and have faithful attendance during their junior year of school.

The number of hours that students shall be required to participate in work-based learning opportunities shall be dependent on upon the student's chosen career pathway. Students shall participate in a specified numbers of hours or worked- based learning as prescribed by the student, site mentor, work-based coordinator and student's advisor or counselor. These hours shall be "live" work-based experience.

Any students will be dealt with on an individual basis. The student will begin exploration and transition the school year preceding the student's fourteenth birthday. At this time, a specified plan will be devised for the student to receive "live" work-based experience. The process will be completed by the school committee set fourth to construct the student's I.E.P. Agency assistance will be designed in this plan for the student's work-based learning experience.

Award of Credit: All students shall document their work-based experiences within the student's portfolio. Included in the portfolio shall be specific work-based experiences, the number of hours in each experience, learning activities completed, the work-site mentor(s) evaluation (for live work experiences), the advisor signature, and other information that school personnel may consider pertinent. Upon completion of experience students will be awarded credit for work-based experiences on an individual basis

Transfer Students: Students transferring to Nicholas County from other countries or states may petition the Nicholas County Board of Education to waive specific work-based learning requirements. All waivers will be considered on an individual basis.

ATTACHMENT

A

TRAINING

PLAN

Nicholas County Career & Technical Center
HC 59 Box 311
Craigsville, WY 26205



COOPERATIVE TRAINING PLAN

PROGRAM _____

This training plan is to (1) define clearly the conditions and schedule of training weekly student

_____ is to receive training as an and (2) serve as a guide to the cooperating parties:

The _____ (ess) and Nicholas County Public Schools, in providing the student with opportunities for training in the basic skills of the occupation and the technical information related to it. In order that a systematic plan, which provides for well-rounded training can be followed, a student of work experience(s) and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school. They are listed on the reverse side of the page.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits so that he/she may enter his/her chosen occupation as a desirable employee at the termination of the training period.

The training period begins the _____ day of _____ 2005, and extends until _____, 2005. There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. Either party may terminate it for just cause.

Approvals:

(STUDENT)

(NAME OF EMPLOYER)

(GUARDIAN)

(NAME OF COMPANY)

(TEACHER/COORDINATOR)

(VOCATIONAL DIR/PRINCIPAL)

Want Career Success? Get Career Skills.

Visit our Website at
NCCTC.nich.tec.wy.us/index.htm
PHONE: (304) 742-5416 FAX: (304) 742-3953

ATTACHMENT
B

INSURANCE
COVERAGE
POLICY

NATIONAL GROUNDHOG
JOB SHADOW DAY
2005

STUDENT NAME _____ SCHOOL _____

GRADE (9-12 ONLY) _____ WVEIS # _____

Cluster/Major _____

Address _____

Phone _____

Parent/Guardian _____

Business Name _____ Mentor _____

Address and phone number _____

Student Mode of Transportation _____

Complete this form and return it to your school counselor by January 25, 2005. Students must provide their own transportation to and from the site, as well as their own lunch. A one paragraph summarizing the day (consisting of five sentences or more, written or typed) should be provided to your school counselor on February 3, 2005. Students are to report to the business site at the beginning of the business day and stay at least four hours or the entire business day.

I, _____ (signature of parent/guardian), give permission for my son/daughter to participate in Groundhog Job Shadow Day 2005.

School Use only:
Date Form returned: _____ Approved: _____ Not Approved: _____

Name of Student

ACORD CERTIFICATE OF LIABILITY INSURANCE

INSURED COPY

DATE (MM/DD/YY)

PRODUCER
WV BOARD OF RISK & INSURANCE MGT.
 90 MACCORKLE AVE. SW, SUITE 203
 OOUTH CHARLESTON, WV 25309

Serial # A3279

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURERS AFFORDING COVERAGE

INSURED
NICHOLAS COUNTY BOARD OF EDUCATION
 400 OLD MAIN DRIVE
 SUMMERSVILLE, WV 26651

INSURER A: NATIONAL UNION FIRE CO OF PITTSBURGH, PA
 INSURER B:
 INSURER C:
 INSURER D:
 INSURER E:

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS
A	GENERAL LIABILITY	L 0234	07/01/2004	07/01/2005	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY				FIRE DAMAGE (Any one fire) \$ 100,000
	<input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR				MED EXP (Any one person) \$ 0
	<input checked="" type="checkbox"/> WRONGFUL ACT				PERSONAL & ADV INJURY \$ INCLUDED
	<input checked="" type="checkbox"/> PROFESSIONAL				GENERAL AGGREGATE \$ N/A
	GEN'L AGGREGATE LIMIT APPLIES PER:				PRODUCTS - COMP/OP AGG \$ N/A
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC				
A	AUTOMOBILE LIABILITY	L 0234	07/01/2004	07/01/2005	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input type="checkbox"/> ANY AUTO				BODILY INJURY (Per person) \$
	<input checked="" type="checkbox"/> ALL OWNED AUTOS				BODILY INJURY (Per accident) \$
	<input checked="" type="checkbox"/> SCHEDULED AUTOS				PROPERTY DAMAGE (Per accident) \$
	<input checked="" type="checkbox"/> HIRED AUTOS				
	<input checked="" type="checkbox"/> NON-OWNED AUTOS				
	GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT \$
	<input type="checkbox"/> ANY AUTO				OTHER THAN AUTO ONLY: EA ACC \$
					AGG \$
	EXCESS LIABILITY				EACH OCCURRENCE \$
	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE				AGGREGATE \$
	<input type="checkbox"/> DEDUCTIBLE				\$
	<input type="checkbox"/> RETENTION \$				\$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY	L 0234	07/01/2004	07/01/2005	WC STATU-TORY LIMITS OTH-ER
	STOPGAP				E.L. EACH ACCIDENT \$ 1,000,000
					E.L. DISEASE - EA EMPLOYEE \$
					E.L. DISEASE - POLICY LIMIT \$
B	OTHER				

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS
 SUBJECT TO THE PROVISIONS, CONDITIONS AND EXCLUSIONS OF THE POLICIES LISTED ABOVE, IT IS AGREED THAT THE CERTIFICATE HOLDER IS AN "ADDITIONAL INSURED" ; PROVIDED HOWEVER, SUCH COVERAGE IS LIMITED TO PARTICIPATION IN THE SCHOOL TO WORK PROGRAM.

CERTIFICATE HOLDER

ADDITIONAL INSURED; INSURER LETTER:

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE *Bob Mitty*