

CURRICULUM

122.00 EXPERIENTIAL LEARNING

Rationale

West Virginia Board of Education Policy 2510, §126-42-5, section 5.6.5 states: "All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level." The glossary of WVBOE Policy 2510 defines experiential learning as, structured quality work-based, service-based, community-based, and/or research-based learning experiences. These experiences require students to integrate knowledge and skills from academics, career and technical education, and/or the arts and demonstrate the personal qualities, skills, knowledge, and understandings they need to be leaders in the 21st century.

Effective Date

This policy shall be in effect for grades 9-12 beginning with the 2010/2011 school term and thereafter.

Required Program

All students enrolled in grades 9-12 in Mingo County Schools shall, with the approval of the High School That Work (HSTW) Site Coordinator, participate in experiential learning experiences as a requirement for graduation. The experiential learning experiences may occur outside the regular school day and/or the school calendar. Students in grades 9-10 shall be provided experiential learning experiences that promote career decision-making. Experiences provided for students in grades 11-12 shall promote career preparation. At grades 11-12 the experiences shall be related to the student's chosen career major.

For the purpose of verifying completion of the work-based or service-based activity, a *Job Shadowing* or *Community Service* form must be signed by an approved representative of the approved site and returned to the HSTW Site Coordinator who will record the information on the student's WVEIS record.

At the school level, the HSTW Site Coordinator will coordinate the experiential learning experience with approval from the school principal.

All students shall develop a plan for fulfilling experiential learning experiences according to their chosen career pathway and concentration.

Selection of experiential learning experiences and sites shall be a collaborative responsibility of the student, parent and HSTW Site Coordinator. All work-based sites must have the approval of the school principal and HSTW Site Coordinator. All work-based sites must hold a Certificate of Liability Insurance from the Board of Risk and Insurance Management prior to student participation. It is the responsibility of the school principal and HSTW Site Coordinator to complete the Certificate of Liability Insurance and supervise work-based sites in accordance with the WVDOE Experiential Learning Guide.

Students in grades 9 and 10 may be provided experiential learning experiences through field trips, observations, shadowing, simulations, guest speakers, and school-based enterprises. During grades 11 and 12, opportunities for work-based based learning experiences may include clinical experiences, simulations, internships, school-based enterprises, registered apprenticeships, and co-operative education opportunities. As appropriate, students in grades 11 and 12 shall complete a work-based experience in an area related to their chosen career major and pathway. An alternative plan shall be developed for students whom a work-based experience is inappropriate.

In an effort to promote good citizenship and improve the quality of life, each Mingo County student will be required to have at least one service-based learning experience in each of the four years of high school for a minimum of four experiences. Community service activities must be approved by the student's Advisor or HSTW Site Coordinator prior to the service activity. A certification document must be signed by an approved recipient of the services, returned to the HSTW Site Coordinator who will record the information on the student's WVEIS record.

Requirements for all pathways will be the same.

Definitions

Computer Simulation

Computer-based simulations (i.e., Classroom, Inc. <http://www.classroominc.org>) can be used to supplement, or in limited cases, substitute for real workplace activities. Teachers/instructors must integrate a learning component through pre- and post-simulation activities to fully realize the effectiveness of simulations.

RATIONALE

Computer-based simulations can serve as the work-based experience for those students who do not meet the county-established criteria (i.e., GPA, attendance and discipline) to participate in **off-site** work-based learning. These activities are also useful for those students who select career areas for which there are no work-based experiences and/or mentors available in the school's geographic area.

Cooperative Education (Co-Op)

Co-op consists of in-school instruction combined with on-the-job work experience in a business or industrial establishment. The purpose is to develop occupational competence reinforced by a real-life job. The experience is jointly planned and supervised by the school and the employer. 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 who completes an **Employer Evaluation** for on-the-job performance.

RATIONALE

The basic purpose of the cooperative education program is to prepare students for useful employment in the career major of their choice. Cooperative education gives students valuable experience for transition to work and makes a contribution toward meeting full-time job, entry-level employment. Students have the opportunity to graduate as individuals who have adjusted to the world of work.

Health Occupations and Clinical Experiences

Clinical experiences are usually health facility-based and provide students with maximum client contact. They are governed by specific content standards and objectives. A written contract is secured by the educational system and the participating agency to ensure that OSHA compliance and training have taken place, that liability insurance is in place, that students have been screened for health status (including tuberculosis) and that recommended immunization schedules have been followed. Extended time frames are the norm for these experiences; supervision is the responsibility of the —dual-credentialed professional (one who holds a license to teach and provide health care).

Clinical demands can vary in specific career areas due to licensure/certification requirements. The work-based requirement for the Diversified Clinical Applications Course, for example, is a minimum of one hundred hours.

RATIONALE

Clinical experiences give students the opportunity to apply what they have learned while instruction and supervision continue with a licensed health care provider. Unlike observational experiences or job-shadowing, “clinical” allow direct client contact, thus providing students with practical —hands-on training.

Internships

The basic purpose of the cooperative education program is to prepare students for useful employment in the career major of their choice. Cooperative education gives students valuable experience for transition to work and makes a contribution toward meeting full-time job, entry-level employment. Students have the opportunity to graduate as individuals who have adjusted to the world of work.

Internships will be individually designed for the high school junior and/or senior, closely correlated with their chosen career pathway and cluster, and recorded into the student’s WVEIS record. Internship design will be done collaboratively by the student, HSTW Site Coordinator, and selected business partner.

RATIONALE

Internships give students opportunities to explore careers via workplace experiences. Businesses and industries demonstrate to students the academic competencies needed to be successfully employed, which may result in increased motivation to learn academic subject matter.

School-Based / School-Sponsored Enterprises

A school-based/school-sponsored (SB/SS) enterprise is a simulated or actual business conducted on or off the school site. Students create and operate an economically viable venture with business employees serving as advisors. The purpose is to assist students in acquiring work experience related to their chosen career cluster and typically engages students in all aspects of the business: market research, product or service design, manufacturing, advertising, accounting, legal affairs, quality control, customer service and sales techniques.

RATIONALE

School-based/school-sponsored enterprises can be used to provide work-based learning when communities do not have sufficient businesses for student experiences.

Registered Youth Apprenticeship Program

Registered Youth Apprenticeship Programs involve on-the-job training and classroom experience under proper supervision, combined with related technical instruction. Apprentices are exposed to practical and theoretical aspects of work in highly skilled occupations. Through agreements with the Bureau of Apprenticeship and Training (BAT), 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. These 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.

RATIONALE

Apprenticeship programs are “win-win” situations. Students earn a wage while being trained and upon graduation can become a full-time, skilled employee. In many cases, they also can receive college credit through several West Virginia community colleges.

Service Learning

The American Association of Community Colleges defines service learning as “the combination of community service and classroom instruction, with a focus on critical, reflective thinking as well as personal and civic responsibility.” The National Service-Learning Cooperative has defined service-learning as “a teaching/learning method that connects meaningful community service experiences with academic learning, personal growth and civic responsibility” (Poulson 1994, p.4). Service-based learning is an avenue for students to meet the needs of individuals or groups in the community while extending the work they have done in the classroom. Service-based projects must be aligned with the West Virginia Content Standards and Objectives (CSOs) for the corresponding content area. Service-based learning identifies a need within the community and structures a project to meet that need.

Because it takes place beyond the classroom, service-based learning involves individuals other than teachers as part of the learning process. Students have the opportunity to reflect on their experiences, and develop character traits such as empathy, personal values, self-confidence, social responsibility and a sense of caring for others.

Work-Based Experience

Students can certainly benefit from focused, well-planned job shadowing, field trips and career days/career exploration events, but on the secondary

level, experiential learning should become more “finely tuned” to each student’s career goals.

All work-based experiences will be coordinated and approved by the HSTW Site Coordinator. The HSTW Site Coordinator will record into the student’s WVEIS record job-shadowing experiences to ensure the student is meeting graduation requirements.

Senior Project

The senior project is the capstone project intended to be an intensive and active learning project. Requiring significant effort in the planning and implementation, as well as the preparation of a final work product, the senior project will be required for all graduating seniors in accordance with recommendation provided in WVBOE Policy 2510. It is a culminating exit project demonstrating a senior’s ability to conduct research, write, speak, utilize technology, apply knowledge and skills, problem solve and practice the life skills of time management and organization. This long-term academic project shall be finalized during the 12th grade. Students will begin the research and reporting process in junior English by selecting a topic related to their chosen career pathway and cluster. It will be the responsibility of the junior English teacher, working collaboratively with the senior English teacher and HSTW Site Coordinator, to monitor and guide the initial formation of the senior project. During the senior year the student will continue the research and reporting process began in junior English. Seniors will use a multitude of resources as they work through the project and must satisfy the requirements of: (1) the research paper, (2) the project/portfolio and (3) the juried oral presentation. Students are encouraged to include multiple technology applications in their oral presentation.

Transfer Students

Students transferring to Mingo County Schools from other counties or states may petition the Director of Secondary Education or Superintendent’s designee to waive specific experiential learning requirements. All waivers will be considered on case-by-case basis and must contain enrollment history and a rationale for requesting the waiver. The waiver must be a cooperative effort between the HSTW Site Coordinator, school counselor, student, parent, and principal.

Changing a Career Pathway and Cluster

A career pathway or cluster may be changed after any semester. In addition to the required number of credits/courses defined in WVBOE Policy 2510, a major and pathway must be completed to fulfill all

graduation requirements. Completion of a pathway may satisfy requirements for more than one major.

Any student wanting to change a cluster, major and/or pathway must make a request to the school counselor. The school counselor will convene a meeting comprised of the HSTW Site Coordinator, advisor, the student and his/her parent or guardian for the purpose of revising the education plan. The applicant must exhibit valid reasons for wanting a change and have parental permission. The student will remain in his chosen cluster/major and/or pathway until a meeting has been convened. Both student and parent will be informed of any additional requirements the student would need to complete in the new cluster/major or pathway. If all parties agree with the proposed change, the parent, student and school counselor will revise the student's education plan accordingly. Changes taking place in the junior or senior year, may not allow the student enough time before his/her scheduled graduation date to complete the requirements of a new cluster/major or pathway.

Legal Reference: WVBOE Policy 2510
WVA Code 18-2E-4, 5, 7, and 8

Adopted: July 2, 2001

Revised: August 1, 2010

Replaces: 1124.00