

***GILMER COUNTY SCHOOLS
ELEMENTARY BASKETBALL AND CHEERLEADING PROGRAM***

Purpose: To provide the opportunity for fifth and sixth grade students to learn the fundamentals of basketball and cheerleading and to exhibit those skills in competitive situations.

Eligibility: Be a fifth or sixth grade student and have earned a "C" average during the first nine weeks of the school year. Provided, however, should any team have fewer than seven players, the school may use fourth grade students to field a team. The student must not exceed 13 years of age as of August 1 of the current school year. Students must have a physical exam, after July 1 of the current school year before he/she is eligible to participate in any practice or game. Students suspended from school for disciplinary or other reasons may not participate in any practice or game held during the term of the suspension.

Finances: This program is funded by the excess operating levy. As a result, school will not charge admission fees. Nothing shall prohibit any school from having fund raising events to enhance their program, provided that such funds may not be used to pay any salaries.

Coaches: Principals will recommend employment of coaches to the Superintendent. A salary of \$600.00 will be paid to coaches of each team. Teachers will be given first priority to serve as coaches for the schools in which they work. All coaches employed outside the school system who are not certified as a teacher must complete coaching requirements established by the West Virginia Secondary School Activities Commission.

Scheduling: Games will be scheduled not to exceed three nights weekly. A maximum of one boys and one girls game will be held nightly. In order to determine scholastic eligibility, practice may not begin until grades have been given for the first nine weeks of the school year, with competitions to be held in December and the first half of January. A county tournament will be held by the end of January. Practices shall be open or closed to the public at the discretion of the coach.

Teams: It is recommended that basketball and cheerleading teams be limited to 15 participants. If more than one team is required to allow maximum participation, the schools will make the necessary provisions.

Officials: Elementary Principals will be responsible for securing officials and fees which will be paid from the excess levy funds designated for this activity.

Rules: Rules and regulations established by the WVSSAC will govern this program, with disputes to be settled by the school Principals meeting as a team if necessary.

Insurance: Students must provide proof of insurance coverage prior to participating in any practice or game.

Transportation: Transportation for participants will be provided to the away games during the December/January competitions. Parents will be responsible for providing transportation to any county tournament held after regular season.

Playing Time: Each participant will play a minimum of six consecutive minutes, within one quarter per game. Quarters will be six minutes in length with halftime lasting a maximum of ten minutes. The home school principal will be responsible for crowd control.

Board of Directors: Elementary Principals will comprise the Board of Directors, and shall be responsible for all aspects of the program.

Adopted: 10/26/98

Revised: 10/27/03

**Gilmer County Schools
Grades 7 - Adult
Work Based Learning Policy**

PURPOSE: In accordance with West Virginia Department of Education Policy 2510. Gilmer County students in grades 7-12 will be provided work-based learning experiences. Work-based experiences are educational activities that must 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 the 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 grades 9-12 effective for students entering grade 9 in the 1999-2000 school year.

DEFINITIONS:

a. Apprenticeship: A formal educational process that combines on-the-job training, work experience and classroom instruction, and leads to mastery of a vocational skill. The actual apprenticeship is a paid work experience with clearly defined goals and standards.

b. Clinical Experience: Usually health facility-based to provide students with extensive client contact. They are governed by specific educational 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 credentialed" professional (one who holds a license to teach and provide health care).

c. Community Resources: Opportunities given to students in the classroom setting to explore a variety of career options. These experiences are designed to expose students to both familiar and unfamiliar careers and allow them to broaden their understanding of future options (i.e. guest classroom speakers, career fairs, field trips, research papers).

d. Community Service: 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 (including 4-H, Scouts, Red Cross, church, etc.) Projects can be classroom or individual projects and can be designed to accommodate students of any age or grade. Students must be actively engaged in planning and/or implementing the project.

e. Cooperative Work Experience: Provides a planned alternating or parallel of classroom study and supervised employment which includes a written learning agreement between the educational institution, student and employer. This experience is related to the student's classroom study, educational, or career goals. This comprehensive instructional approach can begin in the student's program as an exploratory tool or can serve as a means of integrating the student's total academic experience with a realistic application in the employment arena at the end of the educational program.

f. 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.

g. Independent Study: Contracted learning activity conducted to extend the content of a specific course or discipline.

h. Independent Study Projects: Student generated projects based on the technical and social issues they confront at the workplace. These projects offer an excellent way to integrate school learning and work site experience. By connecting learning at school and work in this way, students apply practical experience to deepen their knowledge of academics, vocation, and work-related issues.

Project-based learning provides new opportunities to engage students as active learners. It requires them to brainstorm, investigate, discuss and troubleshoot solutions to concrete, "real life" problems. It also requires them to develop presentation skills as they share their work through reports and exhibitions.

i. Internship: A time-limited alternative learning experience at a work site outside the traditional classroom. Students are placed in a supervised community and work-based learning experience which links the student with an employer for a planned set of learning activities. An internship is designed to give the student a broad overview of a business or occupational field, while also providing an opportunity to experience work responsibilities and develop work-readiness skills.

j. Job Shadowing: A career awareness activity that provides students with a realistic view of a selected occupation. It can provide a student with both an awareness of the current job market and an unfamiliar occupational area. The experience may vary in time from one hour to a full day depending upon the occupation and the amount of time the employer can provide.

k. Mentorship: Relationship established between students and adult role models that foster understanding of the balance between individual, work, citizen, and family roles. A mentor can be a teacher, employer or coach. The school, business, labor or community members can encourage students by offering direction, support, long-term motivation and positive role-models.

l. Related Classroom Instruction: Courses taken in school that are designed to enhance the employment skills of students in on-the-job training experiences.

m. School-Based Enterprises: A school-based enterprise involves goods and services being produced by students as part of their educational program. School-based enterprises typically involve students in the management of a business that may involve the sale of goods for use by others. Enterprises may be undertaken on or off the school site but are always part of the school's program.

n. School-To-Work Coordinator: The school person who provides organizational, instructional, and certain delegated administrative service to the work-based learning program, and who works directly with the student and the employer.

o. School-To-Work Director: The school person employed at the county office level who provides organizational and administrative service to the program.

p. Work Experience: School sponsored group training within the community on a job site with a job coach who teaches specific student learning objectives, tasks and assignments.

q. Work Site Supervisor: The community or business person who provides learning and/or training at the workplace to students involved in school-to-work learning programs.

PROCEDURES: All students enrolled in grades 7-12 in Gilmer County Schools, with the approval of the student's advisor and school principal, shall participate in work-based learning experiences as a requirement for graduation. It is not required that the work-based experience occurs during the regular school day or within the school calendar.

In grades 7-8, the focus is on exploration and the development of tentative career interests based on workplace experiences. Students in grades 7-8 shall be provided work-based experiences through simulations, job shadowing, community service, business/industry tours and field trips, resource persons, and out-of-school projects and field experiences.

More focused career planning and decision making occurs in grades 9-10 with increased opportunities to participate in formal work-based experiences that help students focus on a broad career cluster area and receive instruction in **workplace readiness skills** particularly from the perspective of the career cluster. Students in grades 9-10 shall be provided work-based learning experiences that promote career decision-making. These strategies may include simulations, mentorships, internships, job shadowing, community service, business/industry tours and field trips, resource persons, out-of school projects and field experiences, and interaction with the workplace through the use of distance learning technology.

At grade 11 and beyond, including adults and postsecondary, the focus of the formal work-based learning component has evolved to a more **preparation** phase and becomes an integral part of the instructional program, wherein what is learned in the classroom is applied in the workplace within the context of a more clearly defined **Career Major**. Structured, formalized, documented, and supervised work-based experiences at this level focus on the development of broad, transferable skills and bring to life what is being or has been learned in the school-based component. 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. These strategies may include mentorships, internships, clinical experiences, community service, cooperative education, youth apprenticeship, school-based enterprises including live work projects, entrepreneurship, out-of-school projects and field experiences, and distance learning technology.

The School-To-Work Coordinator will coordinate the work-based learning experiences with approval from the school principal. All students shall develop a plan for fulfilling work-based learning requirements while enrolled in the Introduction to Majors course.

Selection of work-based learning experiences and sites shall be a collaborative responsibility of the student, parent, student advisor, and school counselor. All work-based sites must have the approval of the school principal and Gilmer County Board of Education.

During the 9th and 10th grades, students may be provided

work-based experiences through community service learning projects, field trips, observations, shadowing, simulations, and school-based enterprises. During the 11th and 12th grades, opportunities for work-based learning experiences may include clinical experiences, community service projects, mentorships, simulations, school-based enterprises, supervised agricultural experiences, youth apprenticeships, and co-operative education opportunities.

The number of hours that students shall be required to participate in work-based learning opportunities shall be determined by the School-To-Work Coordinator and principal and be dependent upon the student's chosen career pathway. The recommended minimum: students whose educational pathway is entry level shall participate in 180 hours of work-based learning; technical/skilled level students shall participate in 90 hours; and professional level students shall participate in 45 hours.

Any student not approved by their advisor and/or the school principal to participate in work-based learning opportunities, shall complete an alternative plan to the work-based learning requirement. This plan must be approved by the the school principal, the School-To-Work Coordinator, and the Work-Based Learning Coordinator (if applicable).

AWARDING OF CREDIT: All students shall document their work-based learning experiences within the student portfolios. Included in the portfolio shall be the 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 School-To-Work Coordinator's signature and other related information that school personnel may consider pertinent. Upon submission of the portfolio, students will be awarded credit for work-based experiences on an individual basis.

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

Board Approved 01/25/99