

Graham Local Schools Job Shadow Policy



Introduction

Graham Local Schools has undertaken an ambitious plan to develop a clear Vision for the school district. A major part of the plan, ***Graham 2020***, is to cultivate a positive culture through experiential learning. As one element of our Career Gears system, we have created an intentional practice of job shadowing to teach students about career pathways towards enlistment, employment, or enrollment, to ensure ***Success Today, Prepared for Tomorrow***.

To accomplish this goal, Graham has developed a strategic policy that enables it to inform stakeholders about transforming the district to one that:

Champions literacy as a foundation for all learning

Promotes experiential learning environments for all students

Promotes career pathways and college readiness for all learners

Engages our community partners in education

What We Know

- 98% of chief academic officers in national schools think students are “prepared” for the workforce at graduation from high school
- 13% of Americans think college grads are ready for work
- 11% of Business leaders think students are ready for work
- When staff knows that there is a district-level policy encouraging the integration of career education into the course curriculum, the school is more likely to have career-related activities than a school without a policy in support of service-learning.
- Schools in low-income areas are significantly less likely to have job shadow activities than other schools.
- Studies show that engaging students in job shadow experiences exponentially increases their motivation to seek a specific career pathway.
- This policy, as a key part of the district’s broader plan, will increase the impact that Graham Local Schools is seeking and improve public perception of our commitment to workforce readiness.

Job Shadow Learning

Job Shadowing is a teaching method designed to involve students in authentic and meaningful service to their communities while building workforce readiness skill sets in an area of interest.

Job shadowing learning makes connections between the classroom and career pathways and provides structured time for students to reflect on their interests, skills, and work experiences.

Job shadowing is intended to instill a sense of civic responsibility by encouraging students to commit to one or more of the three E’s: enlistment, enrollment or employment. Students can engage in a variety of activities.

Job Shadowing is different than employment in several key ways:

- Shadow learning includes mentoring
- Shadow learning incorporates both reflective and relational components
- Shadow learning provides chances for exploration without direct responsibility.
- Students reflect on their interests, the ways they like to help, and, once their shadow experience has been completed, they can internalize how their interests in a career path has changed through their real-world experiences.

Beginning with the Class of 2018, GLS will require all students to shadow employees, or work directly with prospective employers or agencies, for eight (8) approved days prior to graduation.

The Purpose of this policy to assist enrolled students to pursue an appropriate career pathway program by participating in job shadowing while ensuring that mentoring and safeguards exist in place-based education experiences.

Appropriate methods and activities that teach students about career pathways have been vetted through research, and with area industry partners. The various levels of shadowing range from individual experiences to small group events. Working with both internal and external partners in our community, we encourage students to take pride and ownership in their career exploration in our region of Ohio.

In order to participate in a job shadowing experience, students must request advance permission and meet the requirements of this policy. GLS is not required to grant such permission, and such permission may be rescinded at the discretion of the student's building principal.

It is the responsibility of the department and the preceptor where the individual will shadow to ensure that patient's protected health information and other confidential information is properly safeguarded in accordance with SMH policies and state and federal confidentiality laws, including HIPAA.

SCOPE

This policy applies to any individual interested in pursuing a career who:

- (1) Complete the orientation and forms required by this policy,
- (2) Obtain approval from the building principal , and
- (3) Secure an employee or employer who has agreed to be their mentor.

The student shadowing is not considered to be an employee of GLS or its partners and will not be compensated. The student shadowing must be pre-approved by a GLS principal and supervised at all times. The number of approved student(s) shadowing in each industry area will be determined by the principal and partners at any given time based on the timing, nature, location, and circumstances of the selected experience.

Additional notes

The policy will be reviewed with data annually by the Board and Superintendent.

The policy will also create a more systemic, long-term approach to personalized learning in the district. This plan will focus on intentional time for personalized student experiences at various grade levels, with celebrations of the completion of workforce readiness activities, some of which may lead to student recognition.

Our students will learn to be reflective, make decisions, and commit to their chosen pathway through empowerment. Graham Local Schools hopes to embed career education development to expand the choices we provide our students and enhance the experiences we provide them.

Efforts to teach job shadowing should not be considered separate from the district's broader academic plan. Learning Standards in career preparation are directly linked to Graham's academic performance expectations.



Providing Workforce Experiences

GLS is documenting the successful completion of eight (8) job shadowing days for students by the end of grade 5, 8, and 9-12. High school students may accumulate shadowing hours leading to special recognition at their school (i.e., service learning certificate or Superintendent Career Education Award).

- By the end of grade 5: 2 days (A Ted-Ed Style Presentation on a specific career pathway may substitute for 1 day)
- By the end of grade 8: 2 days (A Ted-Ed Style Presentation on a specific career pathway may substitute for 1 day)
- Grades 9–12: 4 days, or 30 total shadowing hours.
- Students may choose to complete 50+ hour of career prep or shadowing to qualify for the Superintendent’s Career Exploration Award. *See Award criteria.
- Students, grades 9-12 may accrue high school hours to complete their job shadowing requirement at any time prior to the completion of 12th grade.
- Students may use personal contacts, other than immediate family members, or an approved list of community partners to: find, track, and verify hours, or to log them in Naviance. Guidance Counselors will verify and report individual hours upon graduation at GHS.
- Students may use the Volunteers United Site to: find, track, and verify service hours, or log them in Naviance. Guidance Counselors will verify and report individual hours upon graduation at GHS.

United Way: Use the county’s online volunteer system: www.uwccmc.org/volunteer

Naviance: www.naviance.com

PROCEDURE

1. Mentors who sponsor a shadow student are responsible for the supervision of the observer and agree to ensure that the observer complies with all GLS and partner policies. The decision to sponsor a shadow student is at the sole discretion of the partner.

2. Applicants wishing to shadow must complete the Job Shadow Form, signed by a parent, prior to approval from a principal. All applicants must provide written permission from a parent or legal guardian.

Applicants must give at least one (1) week notice prior to participating in a job shadowing experience. Job shadow students can begin the application process by visiting the GLS web site for the required form to submit, or by e-mailing your principal directly.

The Mentor/Industry Representative that closest fits the interests and needs of the job shadow student will review the application with the principal. The building principal has full discretion to: allow, deny, or place further restrictions on the student's request for shadowing. All applicants will be accepted and assigned without regard to gender, race, color, religion, marital status, national origin, or disability. The principal will communicate the approval or non-approval to the applicant within one week of the submission of the application.

3. Job-Shadow students are prohibited from observing in the following areas:

- OB/Nursery
- Mental Health Areas
- Emergency Departments
- Surgery Observation (limited to Laparoscopic/scope cases only, or at the Surgeon's discretion.)

4. The following guidelines pertain to the job shadow student:

- Must receive parental permission
- Must sign in at the job shadow site to document attendance. Must wear an ID badge and sign out at the end of the shadowing experience.
- Cannot perform any direct patient care in medical facilities, only assist with care activity under the direction of the assigned supervisor.
- Must be enrolled in school and in good standing at the discretion of the building principal.

Audiences

To achieve its goals, this policy must focus on several audiences and stakeholders both inside and outside of our school district.

Internal audiences

- Students
- Administrators
- Certificated staff
- Support staff

External audiences

- Students
- Former students
- Parents
- Education partners (Hi-Point)
- Business/Governmental leaders
- Opinion leaders
- Agencies

- Potential funding sources
- Potential employers

Desired goals

The behaviors and outcomes we hope to cultivate in relation to these audiences include:

Internal audiences

- Exhibit the district's vision and values
- Student pride and ownership in our community
- Students become informed of career pathways
- Students develop workforce readiness skills
- Students work individually, and a parts of a team, to learn about careers

External audiences

- Support of Graham Local Schools
- Build community pride and increase trust
- Generate community involvement & a feeling of engagement in their schools
- Potential community partnerships with agencies and businesses
- Additional funding to support district programs and activities.

Planned Approach



Change agents are leaders

There are 2 strategies we will embrace:

1. ***Job Shadowing Philosophy: Taking learning outside to teach workforce readiness for our community.***
2. ***Workforce Readiness Learning: Intentionally teaching career building skills***

Strategy one: Job Shadow Learning

Taking learning outside to teach workforce readiness for our community

The Graham Local Schools must counter misconceptions and misperceptions regarding the quality of our district by: improving how it prepares the future workforce in our region and connecting learners with career paths. People often base their opinions on generalized information or news they receive about children, rather than seeing the actions of our students first hand. The information they receive may or may not be factual. Working alongside our learners helps us provide context and tell our stories through student celebrations.

The district will put in place a process for students that encourages more investment, time, and energy to engage in workforce learning. The best way to do that is to require some learning experiences that become tradition.

We must also be transparent with the policy so it is consistent for all students

involved.

We also want to improve the efficiency of connecting our district with our community. We will partner with the area's industries to help students find, select, and complete learning that interests them.



Graham Students

United Way: Use the county's online volunteer system: www.uwccmc.org/volunteer

Naviance: www.naviance.com

Important Dates

Student Documentation Deadlines:

- **September 30, 2017:**
Documentation of Job Shadow Days performed from June 1, 2017 through the summer is due to the school-based guidance counselor.
- **January 12, 2018:**
Documentation of Job Shadow Days performed during the first semester is due to the school-based guidance counselor.
- **May 18, 2018 (Seniors), June 1, 2018 (others):**
Documentation of all Job Shadow Days/Hours performed during the second semester is due to the school-based guidance counselor.
- **June 5, 2018 Counselors forward documented hours to building principals.**

Superintendent's Career Exploration Award Timelines:

- **April 6, 2018:**
Documentation that qualifies seniors for certificates of service in a direct pathway due to the school-based guidance counselor.
- **April 6, 2018:**
Documentation that qualifies middle school students for the Superintendent's Career Exploration Award is due to the school-based guidance counselor. This award is given to students who meet all of their first 4 days' graduation requirements by the completion of middle school in one career pathway. (It is only awarded once.)

SUMMER Pre-Approval Requests

Service for non-profit organizations or employers that are not identified with the GLS-approved United Way CCM County Volunteer Center website **require** pre-approval by the Principal of the building.

The GLS Form called "Job Shadow Request Form" must be submitted and approved by the appropriate building principal in advance of service. All Pre-Approval Requests must be submitted in a timely manner. There is a 1 week allowance for principals to review the request for approval or denial based on compliance with the GLS Job Shadow Learning Program.

Strategy two

Workforce Readiness Skills Building: Training the next generation now

Utilizing both internships and shadowing opportunities, GLS staff will work to embed workforce readiness training opportunities into the programming of our

district.

While not new to GLS, the latest means of fostering career pathways is Career Gears, our system of programs to teach the three E's: enlistment, enrollment, and employment.

External partners as well as our traditional internal stakeholders matter. This system requires networking to meet the needs of our surrounding communities and improving student connections to area careers and sites where they can explore their interests, and learn to work.

Our students have some unique training opportunities:

Internship Course

Job Shadow Days

United Service Day

District Media Interns

Evaluation of new experiences will come from periodic staff reviews, group meetings with students, individual student input and feedback, as well as partner perceptions of our students.



Reaching for new heights requires training

New Policy

Distribute policy: Students will review the new policy at Orientation events. New staff will be exposed to the policy. The policy will be communicated to the community upon approval.

Selecting Shadow Events: Students will learn to find and select activities with staff assistance, and through the resource portals. The administrative team and our community partners will provide training for whole school events.

Job Shadow Request Form: Students will be introduced to this form prior to beginning a new experience. A guidance counselor will meet with the student and review the steps at intervals. A tour of the project site may be provided. Select staff members may assist a student for some activities.

Students will be asked to complete this form for specific individual projects, and to submit it to their counselor prior to beginning an experience. A tour of the project site may be approved. Start-up supplies may be approved.

Mentor Feedback Form: Mentors at selected sites will be asked to provide specific feedback via a form for each experience so that the district can reinforce proper behavioral expectations for partners, including attendance and attire, and collect data.

Work with New Students: New students will be given resources on leadership and service learning to foster their experiences. The team will work with administration to adjust their graduation requirements based on grade level, prior experiences, and time enrolled in this district.

Orientation Meetings: Students in Grades 5, 7 and 9 will take part in planned orientation meetings to introduce service learning and leadership training ideas annually. Student activity selection will be reviewed, as well as the student agreement form, as an overall review of the policy requirement.

Advisory Committee: Student activities will be reviewed annually for additions/modifications by community partners who commit to serve as advisory committee members for the calendar year.

Superintendent's Career Exploration Award: The Superintendent will annually recognize those students who have completed the required 60 hours prior to completion of 8th Grade. This recognition will take place at the first June Board of Education meeting each year.

Resources for educators and families:

<http://workforce.ohio.gov/Portals/0/Future%20of%20Workforce%20Report.pdf>

https://www.experience.com/alumnus/article?channel_id=experience&source_page=home&article_id=article_1196786888521

<http://www.virtualjobshadow.com/>

<http://bestcareermatch.com/job-shadow-examples-participation-research>

<https://www.pinterest.com/pin/124552745917113247/>

*This plan will be reviewed annually in April for updates.