

# Foster Gloucester Regional Schools

## OUT OF SCHOOL LEARNING EXPERIENCE REQUEST FORM

\*\* Pages 1 & 2 Due 2 Weeks before date of experience only if busing is required\*\*

Requesting Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

- Work Based Learning Experience
- Extra/Co-curricular

<i>Destination</i>		<i>Date of Trip</i>	
<i>School</i>		<i>Subject/Grade Taking the Trip</i>	
<i>Departure Time</i>		<i>Return Time</i>	
<i>Number of Students Attending</i>		<i>Number of Adults Attending*</i>	
<i>Mode of Transportation</i>		<i>If Buses are Required, How Many?</i>	
<i>Account Name</i>		<i>Cost to District</i>	\$
<i>Budget Account Number</i>		<i>Cost to Student Activities Account</i>	\$
<i>Requires School Committee Approval?</i>		<i>Date of Approval?</i>	

\*All Adults must be listed on Page 3.

**By submitting this request, I hereby certify that to the best of my knowledge, all information is complete and accurate. Additionally, I hereby certify that prior to the field trip; I will submit a list of all chaperones attending the field trip. Unless they are teachers, all chaperones submitted have requested Background Check Information (BCI) from the state/local police, and the results of the BCI are on file with the Building Principal.**

<i>Recommendation of Department Head</i>	
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<i>Recommendation of Principal</i>	
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<i>Asst Superintendent Approval</i>	
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### FOR SCHOOL OFFICE USE ONLY

**only if bus is needed - not to be used when school van is mode of transportation**

<i>Date Received</i>		<i>Date Bus Ordered</i>
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## **ACADEMIC JUSTIFICATION**

**(Add Additional Pages As Needed)**

**Purpose and relationship of experience to academic or school-wide standards:**

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**Specific preparation and follow-up to the visit:**

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**Specific assignments to be left for students not attending the trip:**

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**Additional comments:**

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ADULT CHAPERONES/TEACHERS	
NAME	BCI RECEIVED
<i>***This form is Required to Be Completed and Submitted to the School Office <u>One Week</u> Before the trip/visit***</i>	

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Work-Based Learning: A career pathway opportunity that provides students with real-life work experiences.

- **Career Fair/Days:** Expose students to different career options in a one day event. An event is typically structured where employers, recruiters, and schools give information to potential employees. Career Fair/Day can be very general in the type of careers showcased or can be very specific (example, Construction Career Day).
- **Occupational Research:** Search for careers using things like salaries and career clusters or look for specific careers that may be of interest. Career self-assessment and exploration tools (example, Way To Go RI) can be used to help the research process.
- **Site Visit/Workplace Tours:** Students visit a workplace, learn about the business/job/career, meet employees, ask questions and observe work in progress.
- **Job Shadows:** A one to two day experience for a student to learn about the day-to-day roles and responsibilities of a specific career by interacting with a industry professional throughout their normal workday.
- **Career Mentor:** Students are paired with industry professionals who guide them to identify their career interests and goals, and actions to meet those goals.
- **Internship:** A position for a student to work in an organization, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.
- **Industry Project:** Individual, group, or class-wide project in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.
- **Service Learning:** A program or project which combines community service with an outside organization. It provides a structured opportunity for reflection about that service, emphasizing the connection between service experiences and academic learning.
- **School-Based Enterprise:** Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise.

The Governor's Workforce Career Pathways Advisory Council's goal is to have ALL RI students achieve WBL by graduation. GWB's CPAC also wants all WBL activities to be credit bearing as an ELO.