



Work-Based Learning - Student Handbook

CONGRATULATIONS!

You have been selected to participate in the Work-Based Learning Program with Griffin-Spalding County Schools. It is the beginning of an exciting and rewarding career path.

Through participation in Work-Based Learning, classroom learning is combined with work experience. Along the way, you will be expected to meet certain standards. Knowing what is expected of you at school during your work site experience will help you to succeed, so take the time to read the following pages carefully.

With the honor of being released from school to work on a related job site comes a responsibility involving career commitment and continued effort on your part. The fact that you have been selected shows that you are willing to strive for success and build a foundation for your future career. This is your Student Handbook. Please review all information very carefully.

After reviewing the Student Handbook:

- 1. I will give you required forms to be signed to be in the WBL Program.***
- 2. Return the WBL forms to me during the first week of school. You will not be allowed to leave school early until these forms are returned.***
- 3. Place the Student Handbook in a 3-ring binder that will become the WBL Student Portfolio. I will give you more information about this portfolio as the semester progresses.***
- 4. Please keep the Student Handbook and your copy of all signed Work-Based Learning documents.***

If any of the conditions in this handbook are violated, you may be placed on probation or terminated from the program pending the discretion of the WBL Coordinator and the Griffin-Spalding County School Administration.

There will be Parent/Guardian/Student meetings during the year that will require your attendance. I look forward to working with you this year. You may email me at lea.folds@gscs.org or text/call me at 404-422-4377.

Best wishes as you begin on this new venture. I wish you success and pledge my support.

Respectfully,

Lea D. Folds

Dr. Lea D. Folds Dr. Lea Folds
Work-Based Learning Coordinator
lea.folds@gscs.org 404-422-4377

It is the policy of the Griffin-Spalding County School System not to discriminate on the basis of sex, race, age, color, religion, national origin or disability in its educational programs, activities or employment practices.

ATTENDANCE POLICY

Work-Based Learning experience is designed to instill the importance of positive work habits and attitudes, both on the job and in the classroom. You must assume responsibility for regular attendance at school and at your work site on the days you are assigned to work.

Attendance is taken in the Attendance Office at each school every day. WBL students are required to sign in and/or out in the Attendance Office each day, depending on their schedule. *On days you do not attend school you cannot report to the jobsite except by special permission.* If you are sick or have an appointment, you must contact the Attendance Office and Dr. Folds. Employers are required to report any unusual attendance habits to the Coordinator.

YOUR ATTENDANCE AT SCHOOL AND AT WORK WILL AFFECT YOUR ELIGIBILITY FOR HIGH SCHOOL COURSE CREDIT.

PLEASE REMEMBER:

If you are sick and cannot attend work, you **MUST** call your employer **BEFORE** you are scheduled to begin work that day and also contact Dr. Folds to let her know you will be absent. You should always carry your employer's number with you. EOC/AP test schedule changes, let your employer know well in advance why you are going to be absent and the days you will be absent. You are required to be at school for EOCs, AP Exams, or End of Pathway Exams. Your work schedule should flex depending on the testing schedule. It is your responsibility to let your employer know well in advance of testing changes to the schedule.

Please schedule all doctor and dentist appointments outside of your work hours, however, should you have an appointment, let your employer know **PRIOR** to the day of the appointment.

If you are absent due to a death in the family, you must call or have someone else call your employer and the school attendance office.

Unexpected absences are considered to be evidence of undesirable work habits and are **STRONGLY** discouraged.

Not reporting to work, without a phone call and/or prior approval:

1. First Offense – Written warning
2. Second Offense – Possible removal from the program

COMPETENCY ASSESSMENT (see example at end of the handbook)

Competency Assessment will be done for the WBL student based on the student's Educational Training Plan. The Education Training Plan is a list of processes, knowledge, and skills that the student is expected to learn in the Work-Based Learning experience. A customized Training Plan will be developed by the employer and the WBL Coordinator to chart student progress. The Coordinator, student, and employer will work together to prepare a Training Plan for the student that lists specific tasks/competencies to be learned and/or skill development to be attained on the job. The training will progress through a logical step-by-step process, which ensures that the type and rigor of skills are diverse and continually increase. The Work-Based Learning Coordinator will use the rating from the employer on tasks, duties, and responsibilities to determine if the student is successfully fulfilling the tasks outlined in the Training Plan. The WBL Coordinator will include the training Plan progress in the assignment of the Grade earned by the Student. Students will be informed about their progress at each grade reporting period including progress reports, mid-term, and end-of-semester grading periods at Griffin and Spalding High Schools.

GENERAL EMPLOYMENT TRAITS ASSESSMENT (see example at end of the handbook)

Griffin and Spalding High School WBL students will also be graded based on their Employability Traits. The Coordinator along with other Career Technical and Agriculture Education (CTAE) teachers will teach employability skills to students throughout the school year. These Skills are included in Common Core Georgia Performance Standards (CCGPS) as Foundation Skills for CTAE classes. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. These General Employment traits provide students' knowledge and skills in order that they may have a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy. Students who may receive an unsatisfactory rating will be worked with individually.

An example of the Evaluation Form for General Employment Traits is provided. Evaluations will be done at each nine-week grading period and will be maintained on file in the WBL Coordinator's office. The student will be provided with a copy to be maintained in the portfolio. Students will also receive an Employability Skills Evaluation using the Georgia BEST evaluation from the Georgia Department of Labor. Students earning a score of 80% or higher may be eligible for the GA Best Certificate.

BEHAVIOR AND ATTITUDE EVALUATION PROCESS

Work-Based Learning students must follow all GSCS Student Handbook Rules, Regulations and Policies as set forth by the board of education. When students are at work, school rules still apply and must be adhered to.

Griffin and Spalding High School Work-Based Learning students are expected to excel in three major areas: academic performance, school/workplace behavior, and job performance. As a work-based learning student, you must **maintain a C average at school and have a 90% attendance record**. You may take advantage of many support services to help you achieve these goals, but you have to do the work! Failure to meet either of these goals can result in termination from the program and possible loss of credit. Participation in this program means that your work site is an extension of the school program. Think of your job site as a remote lab environment. You are expected to follow the standards of behavior of the Griffin-Spalding County School System as well as those of the employer. Please remember that your work-site is an extension of your high school.

ANY DISCIPLINE PROBLEMS AT SCHOOL OR AT YOUR WORK SITE MUST BE REPORTED TO THE COORDINATOR IMMEDIATELY!

COORDINATOR COLLABORATION WITH EMPLOYER

As WBL Coordinator, it is my responsibility to be constantly aware of the WBL student's success and failures in on-the-job activities. Coordination visits will be conducted in two different forms:

1. Those scheduled ahead of time with the employer or appropriate contact at a work site.
2. Unannounced drop-in visits.

During the visit, I will note the student's general understanding of on-the-job requirements, dress, grooming, and general appearance. The employer will be completing progress reports and evaluation forms throughout the year. I will confer with the employer, supervisor, or mentor on the following items:

- Duties and tasks relative to the agreed training plan.
- Student's performance on assigned responsibilities.
- Punctuality (check time card) and regularity of attendance
- Quality and quantity of work expected and performed
- Student's attitude toward the job, employer, co-workers, etc.
- Reaction to criticism
- Safety conditions
- Validation of work hours
- Rewards and/or disciplinary actions
- Student's work habits
- Rotation through different job experiences
- Preparation for the next job change or advancement
- Additional opportunities for involvement in the WBL program

WORK-BASED LEARNING GRADING POLICY

Grades are an important part of the Work-Based Learning program. The following guidelines have been established to help students maintain a grade point average that will help them succeed in high school, at work, and postsecondary education:

- At the end of each grading period the Work-Based Learning Coordinator will check the student's grades.
- In the event that the student has not maintained a C average or better, the student will be placed on probationary status until the next grading period.
- In the event that the student's grades have not improved by the next grading period (brought up to C average), the student's grades will be reviewed for possible removal from the program.

WORK-BASED LEARNING GRADING SCALE

Weight	Assignment Categories	Category
	Portfolio Assignments (100 points each) 5 Employability Skills Assignments (1 each month) 5 Journal Assignments (1 each month)	30%
	Employer Evaluations (100 Points each) 1 Training Plan Evaluation 2 Employability Skills Evaluations	30%
	Submission of Monthly Work/Wage Report (100 Points each) 5 Paystub/TimeSheet Reports (turned in at the end of each month)	30%
	Attendance at Mandatory WBL Meetings (100 Points each) Students meet once per month with Dr. Folds	10%

Failure to successfully complete ALL ASSIGNMENTS may jeopardize future participation in the Work-Based Learning Program.

STUDENT PORTFOLIO

A PORTFOLIO IS REQUIRED for all students enrolled in the Work-Based Learning program. Thirty percent of your grade is based on your portfolio. You should obtain a three-ring binder to serve as your portfolio. You will be responsible for maintaining it and bringing it to Dr. Folds as assigned. The portfolio is a way for you to organize your assignments and showcase your best work; it can be used when applying for postsecondary schools, financial aid, and jobs. Therefore, it should be kept in a professional manner with cover pages, dividers and tabs for all sections, etc. All assignments must be typed and error-free. The Portfolio notebook will be checked at the end of each grading period.

FAILURE TO COMPLETE A PORTFOLIO MAY RESULT IN CREDIT NOT BEING AWARDED TO THE WORK-BASED LEARNING COURSE(S).

WBL PORTFOLIO OUTLINE

Cover Sheet for the front cover of the 3-ring binder (this goes in the outside view cover of the binder)

- Your Name
- (High School Name) Work-Based Learning
- Career Pathway (related to your job – Agriculture, AV/Film, Business, Computer Programming, Construction, Culinary, Early Childhood Education, Engineering, Healthcare, etc.)
- Photograph of your workplace

5-Tab Dividers labeled with the headings shown below:

- Work-Based Learning Student Handbook
- Monthly Work/Wage Reports
- Employer Evaluations
- Portfolio Assignments
- Other Information

MONTHLY WORK/WAGE REPORT (Example)

Directions: Keep all your pay stubs from your paychecks. At the end of each month you will use your pay stubs to complete the report. A sample pay stub is shown below.

Month/Year February 2016

STUDENT NAME: Your Name	COMPANY NAME: Your Employer's Name
Student Signature: Your Signature	Supervisor Signature: Your Supervisor's Signature

MONTHLY SUMMARY

WORK/PAY PERIOD	HOURS WORKED	HOURLY WAGE	PAY BEFORE TAXES ARE DEDUCTED (Gross Pay)
1/29/16 to 2/11/16	80	15.00	\$1200.00
(Complete a separate line for each paycheck you receive in a calendar month.)			
	TOTAL HOURS =		TOTAL GROSS PAY =

# 008979				EARNINGS STATEMENT		
[Redacted] Bronson, FL 32621				Nicole [Redacted] FL 32696		
MARITAL STATUS	EXEMPTIONS	SSN	EMPLOYEE ID	PAY PERIOD	PAY DATE	
Single	0	XXX-XX-[Redacted]	[Redacted]	1/29/2016-2/11/2016	2/12/2016	
INCOME	RATE	HOURS	CURRENT TOTAL	DEDUCTIONS	CURRENT TOTAL	YEAR-TO-DATE
REGULAR	15.00	80	1200.00	FICA MED TAX	17.40	52.20
OVERTIME	0.00	0	0.00	FICA SS TAX	74.40	223.20
HOLIDAY	0.00	0	0.00	FED TAX	150.10	450.30
VACATION	0.00	0	0.00	STATE TAX	0.00	0.00
BONUS	0.00	0	0.00			
FLOAT	0.00	0	0.00			
YTD GROSS	YTD DEDUCTIONS	YTD NET PAY		CURRENT TOTAL	CURRENT DEDUCTIONS	NET PAY
3,600.00	725.70	2,874.30		1,200.00	241.90	958.10

WBL MEETINGS

During the school year students are required to meet with the WBL Coordinator for updates, announcements, and to communicate regarding progress at work and at school. Meetings will be held once per month and the date and time will be sent to students via the Remind App and Google Calendar. Students must install these apps on your phone.

TIPS FOR SUCCEEDING ON THE JOB

Listed below are some tips that will help you succeed on the job:

- Be neat and clean.
- Dress appropriately for the work environment.
- Be friendly and courteous.
- Keep yourself occupied at all times. Do the job you have been assigned. If you don't have something to do, use initiative or ask your mentor/supervisor.
- If you have a work related problem, it is your responsibility to talk with your mentor first. If the problems continue, consult with your WBL Coordinator.
- If you have a problem with school and assignments, it is your responsibility to talk with your WBL Coordinator immediately!
- Take criticism without resentment, and learn from constructive criticism.
- Don't make excuses. Chronic excuse makers are rarely believed.
- Give your best effort at all times. Remember, your job is important.
- You are entitled to respect on your job. Your mentor and your coworkers are also entitled to respect. Give the same courtesy as you expect in return.
- Always notify your mentor if you are going to be absent. Give them the dates of any planned absences (Dr. appointments, sporting events, etc. as soon as you make the appointment or receive the schedule from your coach. **Attendance at school and work is a MUST.**
- Ask questions if you do not understand directions or if you need more information to do your job.
- Follow company policies regarding the use of cell phones, electronic devices, the internet, social media, and email during work hours.

PERSONAL DRESS AND APPEARANCE

It's easy to maintain a professional look at all times at the workplace if you follow these guidelines:

- Dress appropriately at the work site.
- Keep your hair well-groomed and in an appropriate style. Check the guidelines for your employer.
- If you are issued a uniform, keep it clean.
- Keep make-up, perfume, and jewelry to a minimum. Jewelry should include only a watch, class ring, and/or wedding/engagement ring, NO "dangling" earrings, large necklaces, etc. Again, follow the guidelines from your employer.
- If you are unsure of the dress code at your work site, ask your mentor.
- Once you begin working, you will be instructed about the appropriate dress for your job. **In general, DO NOT wear the following items at the workplace:**
 - **Hats, jeans, shorts, miniskirts, sandals, sheer or low-cut blouses, tank tops, sleeveless tops, spandex, and cropped blouses that show the stomach or back.**

COMPETENCY SKILLS EVALUATION EXAMPLE

JOB TRAINING PLAN



Student: _____
 School: _____
 WBL Placement Category: _____

Job Title: **Clerical Support**

Employer: _____
 Employer Address: _____
 Supervisor Mentor: _____
 Phone: _____
 Occupation Goal: _____

Completed Coursework Related to Placement: _____

Enter the date that the student reaches the following level of competency:

- 1 = Very little or no skill; Needs close supervision to perform this task.
 - 2 = Moderately competent; Some knowledge, but requires some supervision to perform this task.
 - 3 = Proficient; Can perform this task with little or no supervision.
- Student competency on all tasks should start at level 1 or 2 and be documented as 3 by the end of the experience.

Task	3	2	1
Communicate with customers, employees, and other individuals to answer questions, disseminate or explain information, take orders and address complaints.			
Compile, copy, sort, and file records of office activities, business transactions, and other activities.			
Compute, record, and proofread data and other information, such as records or reports.			
Deliver messages and run errands.			
Maintain and update filing, inventory, mailing, and database systems, either manually or using a computer.			
Open, sort and route incoming mail, answer correspondence, and prepare outgoing mail.			
Operate office machines, such as photocopiers and scanners, facsimile machines, voice mail systems and personal computers.			
Review files, records, and other documents to obtain information to respond to requests.			
Troubleshoot problems involving office equipment, such as computer hardware and software.			
Type, format, proofread and edit correspondence and other documents, from notes or dictating machines, using computers or typewriters.			

List any potential health/safety conditions related to this specific work assignment (Indicate NONE if no such conditions have been identified): _____

Special requirements expected of the student: _____

_____ Student Signature	_____ Date	_____ Supervisor Signature	_____ Date
_____ Coordinator Signature	_____ Date	_____ Parent Signature	_____ Date

ADDITIONAL NOTES:

EMPLOYABILITY SKILLS EVALUATION EXAMPLE

Work-Based Learning Program Griffin-Spalding County School System

Dr. Lee Folds, Work-Based Learning Coordinator
lee.folds@gsccs.org OR 404-422-4377



STUDENT EMPLOYMENT TRAITS EVALUATION FORM

Student: _____ Employer: _____
 Date: _____ School: _____

Directions: Please evaluate the student-employee as fairly as possible and as compared with workers with the same experience. Circle the number for each statement that most accurately reflects the student's performance in that category.

Category	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Unsatisfactory (F)
Produces quality work	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0
Reports to work promptly when scheduled	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0
Uses time wisely	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0
Demonstrates honesty and integrity	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0
Demonstrates responsible behavior	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0
Cooperates with others	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0
Responds to feedback constructively	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0
Uses/maintains materials and equipment appropriately	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0
Follows company policies	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0
Maintains appropriate personal appearance	10	9 - 8 - 7	6 - 5 - 4	3 - 2 - 1	0

General Comments:

Training Supervisor: _____ (signature)

Work-Based Learning Coordinator: _____ (signature)

Discussion with student held on: _____

Student: _____ (signature)

GEORGIA BEST EMPLOYABILITY SKILLS EVALUATION EXAMPLE

GeorgiaBEST@Work

FREQUENCY OBSERVATION TOOL WBL/YAP Students						
Student Name:	Job Title:					
Teacher/Coordinator Name:	School Name:					
Organization/Company Name:	Supervisor/Observer Name:					
Work Start Date:	Date Observed:					
DIRECTIONS: The headings in the red boxes are the standards of performance. The items in the left column under each of the red boxes are the attributes/competency/skills to be evaluated. The definitions for each attribute/competency/skill can be found at the end of this document for reference. Please place a check mark ✓ in the appropriate column to indicate evaluation of observed behavior or skill.	SELDOM OBSERVED Needs Immediate Improvement	OBSERVED SOMETIMES This competency/skill is observed on an infrequent basis, there is a clear development opportunity here	OBSERVED This competency/skill is observed, please continue to focus on it so that it is observed constantly without exception	CONSISTENTLY OBSERVED This competency/skill is observed on a constant basis, everyone in contact with this person would observe excellence in this area	N/A	
	Personal Characteristics					
	Attitude					
	Initiative					
	Flexibility					
Organization						
Discipline						
Integrity						
Interactions with Others						
Respect						
Effective Communication						
Teamwork						
Employer Expectations						
Attendance and Punctuality						
Customer Service						
Critical Thinking and Problem Solving						
Technology Usage and Social Media Ethics						
Professionalism						
Adherence to Policy						
Technical Evaluation						
Proficiency of Job Tasks Identified on Training Plan						
In order to attain a GeorgiaBEST@Work certificate: (1)* The student must have an 80% overall average rating of "observed" or higher. (2) The student must not have been fired from work during the evaluation period. (3) The student must maintain minimum employee performance evaluation of "meets standards." (4) The teacher will submit this evaluation online and maintain a record of the original document according to school policy. *There are 15 attribute/competency/skill categories; the student must have been rated as "observed" or "consistently observed" in at least 12 of the 15 categories which is 80%. If a student is rated "seldom observed" in ANY category, the supervisor should provide a performance improvement plan and work with that individual to improve in that area. The student could still be eligible for a GeorgiaBEST@Work certificate if he/she shows improvement by the next rating period and meets the other criteria listed above.			Employee had satisfactory performance and has been observed for a period of at least 90 days: Supervisor's Signature: _____ Student's Signature: _____ Date: _____ (see page 2 for comments)			