

LANIER COUNTY HIGH SCHOOL WORK-BASED LEARNING



STUDENT HANDBOOK

*The Lanier County Board of Education and all Work-Based Learning Employers
Are Equal Opportunity Employers*

Lanier County High School

Work-Based Learning

What is Work-Based Learning (WBL)?

Work-Based Learning (WBL) is a continuum of awareness, exploration, preparation, and training activities, including developing employability and technical skills that support success in careers and postsecondary education. Structured learning and authentic work experiences are implemented through an education and industry partnership. Students have the opportunity to connect what they learn in school with worksite application, enabling a smooth transition into the work force and/or education beyond high school. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills.

. . . Georgia Department of Education

What is Career, Technical, and Agricultural Education (CTAE)?

Career, Technical, and Agricultural Education (CTAE) consists of various program concentrations of Career Pathways that have been developed for students to select and complete. Career Pathways have three or four specialized courses developed to provide students rigorous core elements, performance standards, and skills necessary after high school graduation to go straight into the workforce or choose college/university, or the military for additional training. Each career pathway provides students with the necessary tools to be successful at the next level of their educational career. Performance standards will allow instructors to teach to the depth each student needs and deserves.

. . . Georgia Department of Education

All Work-Based Learning programs at Lanier County High School (LCHS) are planned and supervised by LCHS and the employer to contribute to the student's career objective and employability. For each employment model, a training plan is in place outlining the attributes, tasks and skills the student will learn during the work experience.

WBL CATEGORIES

Cooperative Education

Cooperative Education students participate in a structured program that connects school-based occupational instruction and related paid work-site experiences. These educational experiences provide a rigorous and relevant curriculum with an occupational specialty. Co-op students are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered. Students must be concurrently enrolled in a course directly related to the job placement.

Concurrently meaning enrolled in the related pathway course during that same school year. The WBL Coordinator is the school official responsible for supervision.

Internship

Internship is an opportunity for student placement in an environment where skills and knowledge are developed and applied related to the coursework in the student's pathway courses. The Internship should involve the equivalent number of hours that the student would have spent in class to earn the equivalent credit. The Internship may be either paid or unpaid and can occur only after the completion of coursework related to the placement.

Youth Apprenticeship

The central objective of the Youth Apprenticeship Program (YAP) can be characterized as twofold:

- To prepare every student for a high-skill occupation that requires an industry credential.
- To provide Georgia with a pool of highly trained, technologically sophisticated young workers.

The YAP is a year-round, structured combination of secondary schooling and work-based learning which leads to a high school diploma and a postsecondary/Industry recognized credential. A detailed training plan developed jointly by the school and employer provides workplace competencies and industry-wide exposure to a broad range of skills. Each YAP experience requires a minimum of 720 hours of on-the-job training.

Employability Skill Development

Students may be enrolled in WBL under the category of Employability Skill Development (ESD) if they have a job but the job does not have the correct relationship to their career goal and/or pathway courses taken. An ESD placement is a temporary enrollment (may last up to one school year) until a position that lines up with the student's career field can be found. Since the student's job is not directly related to the student's Career Pathway, the student's training plan will only contain employability skills being learned on the job site. The first standard of each of Georgia's career cluster/pathway courses is focused on employability skills. The ESD category is designed for situations where the work experience does not directly correlate to the technical skills of a related pathway course but rather a set of employability skills to be learned and developed. This placement opportunity exists in recognition of the fact that almost everyone at some point must experience entry-level work and begin to understand the culture of the workplace.

REQUIREMENTS FOR ADMISSION

In addition to the successful completion of the foundation courses in your career area, the following requirements must be met by any student desiring acceptance into the Work-Based Learning Program at Lanier County High:

1. Be at least 16 years old and a junior or senior.
2. On track for graduation and pathway completion. (Must have completed or be enrolled in 2nd level class of CTAE pathway.)
3. Overall grade point average of at least 75, and Grade averages of at least 75 in fundamental math and English courses as well as in the related career-technical subjects taken
4. Good school attendance record (suggested attendance is not more than five absences or tardies in either of the two semesters prior to application to the program)
5. Good work ethics record
6. Good discipline record—no major discipline issues in previous calendar year.
7. Recommendation from one academic and CTAE teacher for your career area
8. Possess the following personal characteristics:
 - a. Sense of responsibility
 - b. Honesty
 - c. Dependable
 - d. Leadership qualities
 - e. Cooperative
 - f. Interest and pride in work
 - g. Positive attitude
 - h. Pleasing personality
 - i. Maturity
 - j. Industriousness
9. A career objective related to the work experience program area to which you are applying
10. Must be clear of any outstanding debts to the school.
11. Must complete an interview with Mrs. Schools.
12. Must not have previously failed a WBL course.
13. Be an active member of your corresponding CTSO. (FCCLA, FFA, HOSA, or SkillsUSA)

Any appeals and/or exceptions to the above requirements must be approved by the WBL Coordinator, the Guidance Counselor, and the Administration of Lanier County High School.

OBJECTIVES OF THE WORK-BASED LEARNING PROGRAM

- To provide a realistic means for expanding and improving the instructional program in career education to better meet the needs of the students.
- To provide more realistic occupational and educational choices for the students by means of offering greater opportunities to explore and pursue their interests and aptitudes.
- To provide a more effective program of career education through closer relations among the Career Technical Agriculture Education (CTAE) department, the school, the business community, and the public.
- To create a normal, healthy, and sincere attitude on the part of student toward work.
- To develop abilities to work well with others.
- To enable the student to adjust himself or herself intelligently, safely, and confidently to work routines as they actually exist in business and industry.
- To facilitate the transition between school and employment.
- To develop general economic understandings concerning the methods and functions of business.
- To develop feelings of adult independence, of the satisfaction of achievement, and of confidence in one's ability to attain economic security.
- To contribute to the generally recognized objective of secondary education.
- To develop leadership qualities by participating in career-related youth organization activities.

BENEFITS OF THE WORK-BASED LEARNING PROGRAM

The WBL program offers many advantages to students, employers, the school, and the community. Listed below are many of the possible benefits to be derived from the program.

Benefits to the Student

- Student is motivated to learn, both on the job, and in class because of meaningful experiences.
- Student develops self-confidence, a sense of security, and independence.
- Student earns money and gains an appreciation of its value.
- Student acquires skills and knowledge and learns techniques beyond the power of most schools to teach.
- Student develops businesslike traits and attitudes through the association with experienced personnel and through the solution of practice business problems under careful supervision.
- Student engages in exploratory activities which contribute to early career decisions.
- Student receives occupational training which has guidance value.
- Student is encouraged to complete high school and continue on to education beyond high school in order to achieve new career goals.
- Student has better opportunities to learn how to get along with people.
- Student enters fulltime employment market with work experience, thus enhancing his or her chances of success and advancement.
- Student is provided opportunity to discover areas of needed improvement while still in school and may receive help to correct these deficiencies.

Benefits to the Employer

- Employer gains understanding and appreciation of the quality of the career-technical education program in the school.
- Employer is able to obtain part time workers.
- Employer is relieved of some of the on-the-job training, thereby reducing the cost of training employees.
- Employer has an opportunity to see how the school operates and to express ideas concerning improvement of the curriculum.
- Employer benefits from better communication between educators and businesspersons.
- Employer has a steady source of well-qualified workers for fulltime employment, thereby minimizing employment problems.

Benefits to the School

- School is provided opportunity to enrich its curricular offerings.
- School can meet the needs of a greater number of students, thereby reducing the number of dropouts.
- School can enlist the cooperation of employers in the solution of many vocational education problems.

- School has the opportunity to obtain information about current business procedures and standards.
- School can develop improved public relations in the business community.
- School is provided the opportunity to utilize the facilities of cooperating businesses as a laboratory for practical training.
- School enabled to do a better job of meeting individual needs of students.
- School can provide a more realistic guidance program for students with career-technical objectives.

Benefits to the Community

- Community benefits from a functional school curriculum which will meet the needs of a larger number of students.
- Community benefits from cooperative activities of the school and local businesses.
- Community benefits through the provision of practical citizenship training for its youth.
- Community gains by students being informed of employment opportunities locally, which may keep them as contributing members of the community after graduation.
- Community is improved by the development of students who have an understanding and an appreciation of economic responsibility.
- Community delinquency and unemployment problems may be reduced.
- Community is assured of a greater supply of part-time employees for local firms.
- Community gains by improvement of the quality of services given by businesses because of better qualified employees.

WHAT BUSINESS EXPECTS OF THE WORK-BASED LEARNING STUDENT

- Full day's work for a full day's pay
 - Work diligently during hours on the job
 - Avoid unnecessary talking with fellow employees
 - Follow break-time and lunch hour limits
 - Make few, if any, personal telephone calls
 - NO cell phone usage (talking or texting) during working hours
- Adherence to employer's established customs and policies
 - There is a reason for company policy and it is important that directions be followed
 - Short cuts and new systems should not be used without prior approval of supervisors
 - Most companies are open to suggestions for improvement of existing policies or procedures
- Proper care of employer's equipment, materials, and supplies
 - Have a good operating knowledge of all equipment to be used – ask for instructions if necessary
 - Use as many of the supplies and materials as needed for assigned jobs; however, avoid wasting materials
 - Equipment, supplies, and materials are not to be used for personal use
- Good judgment in handling confidential company information
 - Confidential information is not always labeled. Students may not always be in a position to know what is or what is not confidential. As a general rule, never discuss business with friends, relatives, or other acquaintances.
- Respect for supervisors and other management personnel
 - Respect involves more than just “yes sir” or “no sir”. Its basis lies in proper attitude.
 - Respect owed employers is an important factor in effective human relations. Listen when spoken to with undivided attention.
 - Address your supervisor or employer by the appropriate courtesy title and their last name. Do this, even if everyone else uses first names. If it is acceptable for you to address them differently, you will be told when that is appropriate.
 - Give due respect to the supervisor even if his/her conduct or language may irritate you.
- Use of initiative on the job
 - Go ahead and do routine work; don't wait to be told every single step
 - When you think your work is completed – look around for more.
- Regularity of attendance
 - It is a cardinal rule that you must call your employer if you must be absent. Do it personally and do it as soon as you know you cannot report for work. Do not wait until the last minute.

- Your presence is not wanted if you are really sick; however, remember that supervisors are quick to detect the ‘three-day worker’ (those that are frequently absent on Monday and/or Friday).
- Company loyalty
 - Speak well of the company to everyone and keep company problems and troubles within the company. Do not take it ‘to the streets’.
 - Be a company booster. If you cannot boost – leave!
- In general, an employer wants a worker who:
 - Likes the job
 - Knows the job
 - Keeps physically fit
 - Keeps cheerful
 - Does a day’s work for a day’s pay
 - Wants to get ahead
 - Is always on the job unless excused
 - Follows safety rules
 - Derives pleasure from work well done
 - Avoids waste and cuts costs
 - Looks for a better way to do a job
 - Tells the truth and is sincere
 - Thinks positively and grieves little
 - Exhibits spirit of teamwork
 - Asks questions when help is needed
 - Watches work – not the clock
 - Faces personal problems squarely
 - Feels the job is a privilege not a right

ACCEPTABLE PRACTICES OF WBL STUDENTS

An understanding of good work etiquette is expected of all workers. In addition, the following guidelines are encouraged for all students participating in the WBL program.

- Conform to the dress code set by your business and strive to be neat and attractive in appearance at all times. Good hygiene and good grooming are of utmost importance at all times. (See the section in this handbook covering specific “Dress Standards for WBL Students”)
- Refrain from gossip and excessive chatting.
- Greet coworkers with a smile.
- Learn to accept constructive criticism.
- Refrain from chewing gum on the job (or at school).
- Practice proper telephone techniques.
- Show courtesy – remember to say ‘thank you’ and ‘please’.
- Omit using expressions such as ‘OK’, ‘Yeah’, ‘Naugh’, ‘Huh’, or ‘Uh-huh’.
- Refrain from borrowing money from the business – even with permission.
- Use a well-modulated voice – neither too shrill nor too low.
- Learn how to get along with other people.
- Show interest and enthusiasm for your job.
- Exercise good judgment and show initiative.
- Become a dependable, trustworthy employee.
- Do not become a ‘clock watcher.’
- Keep physically and mentally fit for the job. Keep well rested.
- Check and re-check work for accuracy. Initial completed work.
- Refrain from ‘shoddy’ work.

DRESS STANDARDS FOR WBL STUDENTS

To advance in your career, your employer must perceive you as someone who is competent, who is an asset to the company, and who is able to work well with others. You want your image to match these qualities, and one way that your image is projected is by the way you dress. It goes without saying that cleanliness and good grooming are of utmost importance if you are going to make a good impression on those around you.

Students enrolled in the WBL program are expected to dress in a manner that will project this image to not only their employers and supervisors but also to members of the community with whom they come in contact.

Please follow these guidelines as you plan your wardrobe for your job:

Office Jobs

Students who work in a business office situation are expected to dress in a businesslike manner. For females this includes slacks and shirts or blouses, skirts and blouses, or dresses. For males this includes slacks and shirts. If ties are worn by other male employees of the business, ties should also be worn by the male student worker. Men should wear socks and shoes. Ladies should wear low heels or flat dress shoes. Sandals may be acceptable for ladies if they are worn by other office employees. Under no circumstances (unless requested by your employer) will a student in an office setting be allowed to wear any of the following:

- Jeans
- Sneakers
- T-shirts (with or without writing)
- Fad-style clothing (such as fluorescent or tie-dyed)
- Other than the ears, NO visible body piercing (this includes tongue)

Non-Office Jobs

Students who work in a type of business where dress clothes could be ruined either through the type of work performed or dirt and grease, etc., may be permitted to wear jeans or work-type clothes. This must, however, be approved by the program coordinator. If jeans are approved, they must be neat and clean (no holes, frays, stains, etc.)

At no time are ‘flip-flop’ style sandals appropriate for anyone to wear in a WBL training setting.

Grooming

You are expected to follow good grooming and hygiene at all times. Understand that just as body odor is offensive, too much cologne can be offensive in the workplace, too. Your hair should be clean, combed, and styled in a ‘professional look’ for your workplace. Bright colored hair or extreme hair styles do not project a professional image for work-based learning students and are not acceptable.

You will be expected to adhere to the work experience program standards. The standards apply at all times unless approved otherwise by the coordinator.

While adhering to the Work Based Learning Dress Standards, you must also follow the Lanier County High School dress code. Please refer to the LCS Student Handbook for criteria.

FORMS AND REPORTS ON FILE

In addition to the forms already discussed in this handbook, the following forms and records are on file for each Work-Based Learning student.

- Application for WBL Program (signed by student and parent/guardian)
- Work Experience Program Contract (signed by all participants)
- Copy of Student's Individual Career Plan (ICP)
- Completed Training Agreement (signed by all participants)
- Customized Training Plan (signed by all participants)
- Early Release Form (signed by parent/guardian)
- Written evaluations of student's work performance
- Grading rubric indicating the factor of employer evaluations
- Records of conferences with students concerning employer evaluations
- Safety training agreement form

The following forms are due before the first day of school:

- | | |
|--|------------------------------------|
| ● Application | ● Confidentiality Agreement |
| ● Student Information Sheet | ● Worksite Information |
| ● Individual Career Plan | ● Training Plan & Safety Agreement |
| ● Early Release Form (Pg 3) | ● Training Agreement |
| ● Parent Verification Form | ● Mentor Acknowledgement |
| ● Parent Online Orientation Completed and Verified | |

STUDENT EXPECTATIONS

1. To be at least 16 years of age and to have a social security number.
2. To provide transportation to and from work.
3. To attend school and work regularly and sign in/out daily with WBL Coordinator. Students may only go to work after first going to school unless previously discussed with the WBL/YAP Coordinator. Failure to adhere to this part of the agreement will result in the student receiving appropriate academic and disciplinary action.
 - ✓ If a student is absent from school or work, the WBL/YAP Coordinator should be notified by 7:50 am and the work site should be notified by 10 am or prior to scheduled time. **The STUDENT must EMAIL the coordinator AND contact the work site.**
 - ✓ **If the student goes to work without going to school and did not previously discuss the situation with the coordinator, 10 points per incident will be deducted from that grading period work-site evaluation. No hours worked may be recorded for regular school days in which you were absent.**
4. To discuss all aspects of the employment with the WBL/YAP Coordinator and the worksite supervisor—**not with other students, coworkers, etc.**
5. To represent the school and employer by demonstrating honesty, punctuality, courtesy, and a willingness to learn. If the student is dismissed from employment due to negligence or misconduct, as proven by a school investigation, the student will be dropped from the WBL/YAP program and not receive credit.
6. Maintain a required GPA and work the minimum hour requirements for the program; **failure to meet hours will result in a failing grade for the course:**
 - 1-block release = 135 hours for the semester or 7.5 hours a week for 18 weeks
 - 2-block release = 270 hours for the semester or 15 hours a week for 18 weeks
 - 3-block release = 405 hours for the semester or 22.5 hours a week for 18 weeks
7. **Employment changes can only be made with prior approval of the WBL/YAP coordinator. (NO “job hopping”)** The WBL/YAP coordinator reserves the right to change the student’s employment situation if necessary. **If the student quits his/her job, is laid off, or switches jobs without the approval of the coordinator, he or she may be dropped from the program.** The student will then remain on campus in a designated location for the remainder of the school day (example: ISS, placed in another class, remain in the coordinator’s classroom, or be assigned to working somewhere within the school).
8. To be aware that employment in the WBL/YAP program **DOES NOT qualify a student to receive unemployment compensation.**
9. **To be aware that the assignments in Google Classroom are REQUIRED to remain in WBL. Classwork is how the student earns credit. The student must be responsible for turning in assignments by the date they are due. (Leaving campus is a PRIVILEGE that can be revoked)**

- **Timecards: digital and signed hard copies**
- **Employability Portfolio** assignments
- **Employer Evaluations:** (evaluations will be sent to work-site supervisor/mentor a minimum of once per grading period)
- **Work Ethics**
- **Any assignments not turned in on time will have points deducted daily (10 points per day for 5 days). If work is not turned in by the 5th day after it is due, the student will remain in ISS during work release time until work is submitted – the deducted points will remain)**
- **Any assignment that must be signed by an employer or a parent that is forged will automatically be entered as a zero and the student will receive discipline actions according to the student handbook (Rule 32) Academic Dishonesty.**

10. To be a member of the co-curricular club that best matches the area of study:

- FCCLA—Family and Consumer Science
- FFA—Ag/Automotive/Construction
- FGE--Education
- HOSA—Health/Clinical
- SkillsUSA—All areas

CONFIDENTIALITY

As a Lanier County High School WBL/YAP student, you may be required to handle material of a confidential nature. In general, you should treat, as confidential, anything that is not common knowledge, or has not been published. Please respect the trust the worksite has placed in you by handling ALL such information in a careful and discrete manner. NEVER divulge worksite or client information to outsiders, including family members, friends, the media and/or government representatives without prior approval from the Lanier County High School WBL Coordinator or worksite mentor.

Contact the LCHS WBL Coordinator or your mentor when you are in doubt about any matter relating to confidentiality of material. Failure to comply with this directive is grounds for dismissal from the Lanier County High School Work-Based Learning Program.

EVALUATION

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

At the end of each grading period the WBL Coordinator will review the student's grades. In the event that the student is not maintaining passing grades in ALL subject areas, the student may be placed on probationary status in the work program. If the student's grades have not improved by the next grading period, the student's grades will be reviewed for possible removal from the program.

The overall grade for Work-Based Learning class will be derived from grades earned on class/portfolio* assignments, employer evaluations, work ethics evaluations, and your weekly time sheets/reports.

Employer Evaluations	25%
Portfolio Assignments*	25%
Time Sheets/Reports	25%
Work Ethics	<u>25%</u>
TOTAL	100%

Your Work-Based Learning grade is a semester long average (not 1st 9 weeks averaged with 2nd 9 weeks).

ASSIGNMENT DUE DATES:

ALL assignments for the month (except during the month of August) will generally be due on the last Friday of every month, unless otherwise noted. Be sure to pay attention to Google Classroom to determine when assignments are due.

*All WBL students will create a portfolio that will include a variety of career-related assignments throughout the duration of the course. Students will be provided with specific details for completing the assignments along with due dates for each activity. Failure to complete these assignments thoroughly and on time will result in a reduction in the student's overall grade in the WBL course.

**EVALUATION FORM FOR
GENERAL EMPLOYMENT TRAITS**
Student Progress Report

Student: _____
Date: _____
School: **Lanier County High School**

Employer: _____
Due By Date: **April 18, 2025**
Evaluation Period: **March 2025-May 2025**

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

Category	Excellent	Above Average	Average	Below Average	Unsatisfactory
Produces quality work	4	3	2	1	0
Reports to work promptly when scheduled (tardiness and absenteeism)	4	3	2	1	0
Uses time wisely (works efficiently)	4	3	2	1	0
Demonstrates honesty and integrity	4	3	2	1	0
Demonstrates responsible behavior	4	3	2	1	0
Cooperates with others (customers/clients, mentors and co-workers)	4	3	2	1	0
Responds to feedback constructively (learns from the feedback and can use it for future)	4	3	2	1	0
Reports to work in proper work attire	4	3	2	1	0
Takes initiative to complete additional tasks not necessarily assigned	4	3	2	1	0
Utilization of cell phone is limited and does not interfere with work performance	4	3	2	1	0

General Comments (Please use the back of this page if more space is needed):

☐ Evaluation was reviewed by the supervisor with WBL Student to provide constructive feedback for future improvements.

Supervisor Signature _____ Date: _____

Student Signature _____ Date: _____

CONTACT INFORMATION

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