



Cartersville High School
WBL Coordinator: Ms. Shannon Boyer
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770-382-3200; sboyer@cartersville.k12.ga.us



Work Based Learning Program

www.canestocareers.com

Student/Parent Handbook

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This handbook belongs to

Name _____

Career Pathway _____

It is the policy of the Cartersville City School System not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program, or any other program, activity or service.



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What is Work Based Learning?

Cartersville High School offers opportunities to gain on-the-site training through an employability, cooperative, internship or apprenticeship experience to help students make and achieve future career goals. These experiences are offered in the areas of Business and Computer Science, Family and Consumer Sciences, Engineering, Healthcare Occupations and Sports Medicine, Graphic Design, Marketing, Transportation, Video Production, Various Advanced Academic subject areas, Fine Arts and Foreign Language pathways. Students can gain experience, elective credit, and paid or unpaid opportunities for which the opportunity is available.

Students enrolled in Work Based Learning education programs are expected to excel in three main areas:

1. **Classroom Instruction to build a WBL Career Portfolio**
2. **On-site training**
3. **Active participation in WBL activities and co-curricular student organizations**

Students must complete these three items while maintaining a **B or higher average** and a **good attendance** record. Additionally, students must be in good standing with their academic courses to ensure they are on track for graduation. Students may take advantage of many support services to help them achieve these goals, but they have to do the work! Failure to meet any of these goals can result in termination from the program and possible loss of credit.

Participation in this program means that your placement site is an extension of the school program. Think of your placement as a **remote lab environment**. To participate in WBL, you must demonstrate acceptable behavior at school and at the placement site. You are expected to follow the standards of behavior of your school as well as those of the placement site, mentor, or employer.

Benefits to the Student

- An opportunity to learn useful employability skills on real jobsites under actual working conditions.
- Realistic environment to explore interests to be able to develop more accurate career education plans.
- A greater interest in classroom work stimulated by the application of academic and job-related learning situations.
- Financial rewards, in most cases, while students learn employability skills.
- Development of good work habits, attitudes, and an appreciation and respect for work necessary for individual maturity and jobsite competence.
- Exposure to additional learning situations for developing marketable skills.

Benefits to Employer/Mentor

- The private sector is provided with opportunities to take an active part in the educational process.
 - Employers participate in keeping in-school and on-site instruction consistent with current practices in business and industry.
 - Direct classroom instruction gives the student a more thorough understanding of job related skills and knowledge – student is prepared for worksite with minimal training.
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- Employers/mentors are assisted in analyzing jobs and developing training plans and outlines.
- Follow up studies show employers/mentors retain a large percentage of Work Based Learning students in positions of responsibility and leadership after graduation.

Benefits for the School/Community

- Extends educational opportunities that are beyond the school's own physical and financial resources.
- Students can make a successful transition from school to the working environment.
- Knowledge and skills of individuals outside of the school are used in training.
- Provides school personnel an opportunity to keep in touch with the changing employment conditions.
- Demonstrates a shared community wide responsibility.
- Develops a continuing pattern of school-community relationships which promotes closer cooperation and understanding.
- Provides specialized training in a variety of occupations at a reasonable cost to the community.

Definitions:

1. **Job Placement-** This is the student's workplace and also considered a remote 'lab' environment. This is an extension of their high school education
 2. **WBL "Classroom"-** Work Based Learning students do not "report" to class every day, however, they do have assignments and class expectations that are outlined in the manual. These should be completed independently but students can utilize help from their mentor, parent, and/or WBL Coordinator.
 3. **Remote Lab Environment** – Since students are earning class credit while leaving school during the school day, the job placement is considered the remote lab environment. A place where the student can put into practice the employability and specific industry skills they have learned while in high school.
 4. **WBL Coordinator/Director-** This person is the liaison between the WBL student and the employer. It is also this person's duty to ensure that the WBL Classroom is running efficiently and that students are complying with the state's recommendation of a working portfolio.
 - a. **Role and Schedule:** The WBL Coordinator/Director does not see the WBL students on a daily basis. Students do not have anywhere to "report" as they are allowed to leave campus each day during their assigned WBL period.
 - i. The WBL Coordinator is assigned other duties on campus and also conducts 4 site visits for each WBL Student per year.
 - ii. Communication with the WBL Coordinator is imperative for WBL students. Due to the nature of the course, communication should be mostly utilized by email and text.
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ATTENDANCE & RECORD KEEPING POLICY

Work Based Learning is designed to instill positive work habits, desirable employability skills, and a positive attitude both on the job and in the classroom. Students must assume responsibility for regular attendance at school and at the work site on assigned days.

School attendance will be kept by the student signing out daily in the designated location or online at the time the student enters or leaves campus. Students may **NOT** sign out early, have someone sign out for them or sign out for someone else. **Signing in/out is MANDATORY each day. If you do not sign out you WILL be marked absent-NO EXCEPTIONS!**

YOUR ATTENDANCE WILL AFFECT YOUR ELIGIBILITY FOR CREDIT.
YOU MUST LEAVE CAMPUS – NO ONE REMAINS ON CAMPUS WITHOUT APPROVAL FROM WBL COORDINATOR

You must go to work every day that you are required to be in attendance at the job site. You are an employee of the business and your mentor depends on you to work every day you are scheduled. Your mentor assigns you important work and if you are absent then that work cannot be completed. You must follow the same rules as other employees.

Work site attendance will be documented by the student turning in provided documentation. All students are required to have their time signed off on by their supervisor to verify hours and to receive full credit.

PLEASE REMEMBER:

- If you do not attend or leave school you should not report to your job site except by special permission from your WBL Coordinator.
- If you are sick and cannot attend work, you **MUST** call your employer **BEFORE** you are scheduled to begin work that day. You should always carry your employer's number with you.
- If you call your employer to notify them of your absence, you **MUST** notify your **WORK BASED LEARNING COORDINATOR** as well **BEFORE** your periods of absence
- If you know you will be unable to attend work or will be late in advance let your employer know well in advance why you are going to be absent and the days you will be absent.
- Please schedule all doctor and dentist appointments outside of your work and/or school 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 contact your employer and the WBL Coordinator, you may leave a message.
- Unexpected absences are considered to be evidence of undesirable work habits and are **STRONGLY** discouraged.
- If you are assigned ISS, you will stay at school all day. You will not be allowed to leave to work.
- No show to work (this is considered skipping class – and will result in a write up), monthly class meetings, assignments, or not signing in/out without prior notification will result in:

First Offense - verbal/written warning

Second Offense – referral to Assistant Principal which may **result in early release privileges being revoked**

Third Offense - possible removal from the program



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WBL “CLASSROOM” GRADING POLICY

The WBL “Classroom” is a mostly independent, virtual experience. While grades are an important part of any curriculum, the number one objective of the WBL program is the completion of the WBL Portfolio. This is the Georgia Department of Education’s way to offer the student the ability to leave campus and earn work experience. The portfolio is to help the student document their employability and technical skills on the job and to provide evidence of their performance and achievements along the way.

A successful WBL student makes relevant connections to the work in the portfolio and their job placement in addition to focusing on employability skills such as time management and accountability. The following guidelines have been established to work towards these goals.

The WBL grade is comprised of several components all necessary for workplace success. The following outlines elements of earning WBL credit:

Portfolio Assignments: Will be posted online for the entire year in August

Due Dates: Assignments will be due the last **school day** of each month

Late Work: Work that is not turned in at the last school day of the month will be considered late.

Late Work Affects Leaving Campus: Late work must be turned in within 2 school days or the student will not be allowed to leave campus until the work is completed.

Completed Late Work: Will not receive credit for work turned in late that month, but the work will be graded for feedback and student corrections.

Late Work Full Credit: Full credit will be given for assignments on the mid-term and final portfolio checks as long as the student has made the corrections.

Grade Updates/Progress Reports: The coordinator will make every effort to have graded copies with change recommendations back to the student before the next due date. Each student should know their progress by making sure they have met each month’s checklist.

In order to receive a PASSING GRADE in WBL, you must COMPLETE a portfolio in addition to complying with WBL program policies regarding reporting to work, attendance, termination, etc. A completed portfolio is one that has at least an 90% of the required *assignments* according to the rubric. These documents are to be first quality, as you have corrected the graded copies to ensure that the portfolio is error free and ready for review.

WBL “CLASSROOM” COMMUNICATION POLICY

The nature of the independent, lab environment of Work Based Learning, it becomes the student’s responsibility to keep the WBL Coordinator informed of anything that may affect:

1. Attending work
2. Performance at work
3. Not turning in portfolio assignments on time

Zero Credit Rationale

Students have approximately 30 days to complete an average of 2- 45 minute assignments per month, and they can do almost all assignments during the year earlier than the corresponding month. It is the student’s responsibility to exhibit timeliness and accountability in the independent classroom environment.



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WBL “CLASSROOM” COMMUNICATION POLICY – cont.

4. Unable to report to mandatory meetings
5. Considerations regarding transportation
6. Issues on the job with supervisor/mentor

Students have access to the following communication tools as well as the WBL Coordinator utilizes the following tools to send out reminders for deadlines, meeting dates, and any program updates:

- **Email Group**- All students are part of an email group of which they should utilize to request an appointment or answers to their questions
- **Remind Texting System**- All students are required to be part of a REMIND texting group in which they can utilize the chat function to ask the WBL Coordinator a question or make an appointment

In order to encourage students to become productive, communicative, and responsible young adults, students must keep up with the WBL Quick Guide, which lists all of the portfolio projects, WBL meeting dates, and important WBL supplemental activities for the entire year.

Every effort must be made due to the nature of the “class” for students to not miss deadlines for assignments, important WBL meetings, and the supplemental activities.

COMMUNICATION IS KEY. Students must be resourceful when it comes to meeting deadlines and keeping the WBL Coordinator/Director informed. **Keeping the WBL Coordinator informed doesn’t negate policy. But is a tool to work towards a solution for meeting program requirements.**

HOURS/WAGE REPORTING

Students will be required to keep up with all hours worked on a weekly basis. The official hour/wage report must be completely filled out in **blue or black ink – pencil will result in a zero**. Documents must be completely accurate and without incomplete sections or errors.

Please write the date you work and complete your clock in and out times on the time sheets. You may not turn in the time sheets/schedules from your employer; you must use the forms that are provided by the WBL Coordinator.

Do not forget to have your employer/supervisor sign the time sheet to verify the hours are correct.

For the sake of ease, you may round your hours to the nearest hour or ½ hour. Total the weekly and monthly hours in the designated areas. **Remember... incomplete forms will result in a lower grade.**

TRAINING PLANS

Training Plans will be completed for the WBL student based on the student’s job position/title. The training plan is a list of processes, knowledge, and skills that the student is expected to learn in the work-based learning experience beyond employability skills. A customized training plan will be developed by the employer and the WBL Coordinator to chart student progress. The Coordinator, student and employer



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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. 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 WBL 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 may include the training plan progress in the assignment of the grade earned by the student.

EMPLOYER EVALUATIONS/ASSESSMENT

Your employer will be asked to evaluate you based on your **employability skills-traits** once each nine weeks and your **training plan at the end of each semester**.

I may visit your place of employment to meet with your employer about your progress or ask you to deliver the evaluation. The evaluation form may be left with your employer or discussed with them during the visit, if time permits. It can be returned in three different ways: it can be faxed to the school, mailed to the school, or given to the student **IN A SEALED ENVELOPE** to return to the school. If a student or an employer loses an evaluation, make immediate contact with the WBL Coordinator so an additional evaluation can be taken to the employer.

If your employer gives you the evaluation to return to me, you must do so in a timely manner. All sealed evaluations must remain sealed until given to me otherwise 20 points will be deducted from your WBL evaluation.

I encourage all employers to go over the completed evaluations with the students; however, the WBL Coordinator will meet with each student to review the results and any suggestions to improve the work habits of students.

An evaluation will be completed once each nine week grading period at a minimum.

OTHER ACTIVITIES

Work Based Learning Activities and other events such as Rising Professionals Meetings, guest speakers, employer appreciation ceremony, mock interview day, etc. are mandatory. WBL students will be expected to make arrangements with their employer in order to attend these events. Dates will be provided at the beginning of the school year.

ADVISEMENT, FAB WEDNESDAY, SCHEDULE ALTERATIONS

- Work Based Learning students are expected to attend advisement. This is to ensure that you are getting very important information regarding graduation, testing, school functions, etc.
 - Work Based Learning students should leave at their regular “period” regardless of what time the period is on FAB Wednesday.
 - Work Based Learning Students are allowed to keep their regular schedule even if the school is on an alternative schedule that day. **HOWEVER**, in order to avoid makeup work, please stay on campus and attend class if you are **NOT** working that day. This is to help you keep pace in your academic courses.
 - **JUNIORS** must stay on campus for lunch even if it precedes your WBL period.
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REMOVAL FROM THE WBL PROGRAM

Criteria have been established to determine student eligibility for the WBL program in the spring. If any of the below conditions have not been properly met, students risk removal from the program.

1. Not completing portfolio assignments
2. Dismissal/firing from employment or changing employment numerous times
3. Several poor evaluations from employers
4. **Not following procedures for WBL as outlined in this handbook**
5. Not returning/maintaining paperwork
6. Discipline problems
7. Excessive absences at school or work
8. Did not join a Career, Technical Student Organization
9. Failing to notify WBL coordinator of lost job or change of employment
10. Leaving campus without signing out OR having someone sign out for you

REMOVAL EXPECTATIONS

If a student is removed from the Work Based Learning program, they will receive zero or failing credit for the WBL periods on their schedule. Also, this could result in a revocation of senior privileges including leaving campus for lunch.

If such unfortunate circumstances should occur, the student may be placed in another course in which they will receive zero credit and will remain on campus for the remainder of the school year.

INSTRUCTIONS FOR THE CAREER PORTFOLIO

A career portfolio is required for all students enrolled in the Work-Based Learning program. You will be responsible for maintaining it and **bringing it to our meetings and having it at your jobsite at all times**. The portfolio is a way for you to organize your assignments and showcase your best work; it may be used when applying for post secondary schools, financial aid, and jobs. Therefore, it should be kept in a **professional manner** with cover pages, dividers and tabs for all sections, etc. **See Appendix A**

NOTE: Failure to turn in a completed portfolio at the end of the year, will result in failure of the WBL course.

Rising Professional Meetings

The WBL Rising Professional Meeting dates will be announced at the beginning of the school year but are subject to change. Please listen to announcements, postings outside room 101 on the short hall, text message reminders, and refer to **canestocareers.com**.

It is **MANDATORY** that you report during this time as very important information will be discussed assignments will be collected and attendance will be taken. It may be necessary for you to be late for work or take time off; therefore, it is important for you to inform your employer in a timely manner so that your schedule can be arranged to accommodate the meeting dates.



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If there is an issue with your employer's willingness to allow you this time off, talk to me at so that other arrangements can be made. You will not be excused from a meeting without proper notification. *"I have to go to work" is not a valid excuse to miss these mandatory meetings.*

Please also schedule doctor's appointments, college days, etc. around deadlines and meetings, as you will have these dates well in advance.

CTSO INFORMATION

Students enjoy attending local, state and national conferences, as well as competing in various club-sponsored competitions. There is also an opportunity to work on community service hours as both of these CTSO's perform charity work.



www.fbla-pbl.org

FBLA – Future Business Leaders of America is open to all students who have an interest in business. This nationally recognized organization helps to develop business leadership skills through competition, leadership conferences, field trips and social and community services activities.



<http://www.georgiahosa.org>

HOSA- HOSA is an organization for Healthcare students. HOSA's mission is to promote career opportunities in health care and to enhance the delivery of quality health care to all people.



<https://www.deca.org/>

International Association of marketing students, provides members and advisors with development activities.



<http://www.tsaweb.org/>

Middle and high school students nationwide aspire to be future engineers, scientists and technologists through the Technology Student Association.



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Turning in Work

Where can I find my monthly work and Hour/Wage Forms? www.canestocareers.com

Find the month and **download** the assignment packet

How do I know what and where to turn things in?

Scanning to Dropbox: Students will be provided with a scanner and a laptop to scan in the documents that they turn in. Nothing will be submitted electronically barring the photos. Once scanned, these items can be placed in their portfolios. << Deadline: End of the school day>>

Classroom Folders: Students will have a folder in room 101. Their graded work will be in the folder at the end of each month.

**** All of the submission guidelines will be communicated to students via the checklist and or notifications via email or other communication apps.**

BEST PRACTICES:

Saving work: Your work will need to be revisited after it is graded. Two checkpoints (Midterm and Final) will be acknowledged. At which time “clean” copies of the work will need to be printed. You will need to SAVE all graded copies until this checkpoint. Full Credit will be awarded at each checkpoint to those students who have made corrections and have the “dirty” copy and a “clean” copy present. Be sure you SAVE all of your work each month.

NOTE: Often, full credit is given even when adjustments or edits need to be made each month. Even assignments that earn 100 need to be reprinted for the checkpoints.



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Common Legal Interview Questions: What Can You Ask?

(Source: <https://hiring.monster.com/hr/hr-best-practices/small-business/conducting-an-interview/common-interview-questions.aspx>)

Age

Interview Question You Can Ask: Ask age after hiring the applicant. Are you over 18?

Interview Question You Cannot Ask: How old are you? Employer cannot estimate age.

Children

Interview Question You Can Ask: After hiring, ask the number and ages of children for insurance purposes.

Interview Questions You Cannot Ask: Do you have children at home? How old are they? Who cares for them? Do you plan on having more?

Citizenship

Interview Question You Can Ask: Whether or not applicant is a U.S. citizen or legally eligible to work in the United States under the Immigration Reform and Control Act.

Interview Question You Cannot Ask: Make personal inquiries into applicant's heritage.

Criminal record

Interview Question You Can Ask: If security clearance is necessary, can this be achieved?

Interview Question You Cannot Ask: Have you ever been arrested, convicted, or spent time in jail prior to employment?

Disability

Interview Question You Can Ask: Are you able to carry out the necessary job assignments and perform them well and safely?

Interview Question You Cannot Ask: What are the nature and/or severity of any disabilities that you have?



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Driver's License

Interview Question You Can Ask: Can ask applicant about driving status and request a Department of Motor Vehicles printout only if the position requires driving.

Interview Question You Cannot Ask: Have you ever had a speeding ticket? (Unless the job requires a clean driving record, like an over the road (OTR) driver or other Department of Transportation–licensed professional driver.)

Education

Interview Question You Can Ask: Inquire about education and/or certificates for positions requiring them.

Interview Question You Cannot Ask: Readily inquire about a high school diploma for entry-level or remedial positions.

Housing

Interview Question You Can Ask: If you have no phone, how can we reach you?

Interview Question You Cannot Ask: If you have no phone, how can we contact you?

Marital status

Interview Question You Can Ask: After hiring, ask status for insurance purposes.

Interview Questions You Cannot Ask: Are you married, single, engaged, or divorced? Are you currently living with anyone? Do you see your ex-spouse?

Military status

Interview Question You Can Ask: Are you a veteran? Why not? Do you have any job-related experience in the military?

Interview Questions You Cannot Ask: What is your discharge status? What branch did you serve in?

Physical data

Interview Question You Can Ask: Explain manual labor, lifting, and other job requirements. Employer may also demonstrate these duties and require applicant to undergo a physical examination.

Interview Questions You Cannot Ask: How tall are you? How heavy are you?

Race



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Interview Question You Can Ask: Employer may notice general distinguishing characteristics to be used for identification purposes.

Interview Question You Cannot Ask: Question applicant on eye color or hair color, or ask any other direct or indirect questions indicating race or status.

References

Interview Question You Can Ask: Who referred you for a position here? Ask for past employment references.

Interview Question You Cannot Ask: Require the submission of a religious reference.

Relatives

Interview Question You Can Ask: Once employed, employer may ask for a person to contact in case of an emergency.

Interview Question You Cannot Ask: Employer cannot inquire about nearest relative or next of kin.

Sex

Interview Question You Can Ask: Interviewer may notice general appearance.

Interview Question You Cannot Ask: Make comments or notes unless sex is a bona fide occupational qualification.

Social Security

Interview Question You Can Ask

Once an applicant is hired, her employer may request the applicant's social security number for benefits purposes.

Interview Question You Cannot Ask: Interviewer cannot ask an elderly applicant whether she is receiving social security benefits.



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EMPLOYEE RIGHTS

UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES DEPARTMENT OF LABOR WAGE AND HOUR DIVISION

FEDERAL MINIMUM WAGE

\$7.25 PER HOUR

BEGINNING JULY 24, 2009

- OVERTIME PAY** At least 1½ times your regular rate of pay for all hours worked over 40 in a workweek.
- CHILD LABOR** An employee must be at least 16 years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor.
- Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:
- No more than*
- 3 hours on a school day or 18 hours in a school week;
 - 8 hours on a non-school day or 40 hours in a non-school week.
- Also, work may not begin before 7 a.m. or end after 7 p.m., except from June 1 through Labor Day, when evening hours are extended to 9 p.m. Different rules apply in agricultural employment.
- TIP CREDIT** Employers of "tipped employees" must pay a cash wage of at least \$2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least \$2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference. Certain other conditions must also be met.
- ENFORCEMENT** The Department of Labor may recover back wages either administratively or through court action, for the employees that have been underpaid in violation of the law. Violations may result in civil or criminal action.
- Employers may be assessed civil money penalties of up to \$1,100 for each willful or repeated violation of the minimum wage or overtime pay provisions of the law and up to \$11,000 for each employee who is the subject of a violation of the Act's child labor provisions. In addition, a civil money penalty of up to \$50,000 may be assessed for each child labor violation that causes the death or serious injury of any minor employee, and such assessments may be doubled, up to \$100,000, when the violations are determined to be willful or repeated. The law also prohibits discriminating against or discharging workers who file a complaint or participate in any proceeding under the Act.
- ADDITIONAL INFORMATION**
- Certain occupations and establishments are exempt from the minimum wage and/or overtime pay provisions.
 - Special provisions apply to workers in American Samoa and the Commonwealth of the Northern Mariana Islands.
 - Some state laws provide greater employee protections; employers must comply with both.
 - The law requires employers to display this poster where employees can readily see it.
 - Employees under 20 years of age may be paid \$4.25 per hour during their first 90 consecutive calendar days of employment with an employer.
 - Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.



For additional information:

1-866-4-USWAGE

(1-866-487-9243) TTY: 1-877-889-5627

WWW.WAGEHOUR.DOL.GOV





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CHILD LABOR SUMMARY SHEET

When there is a difference in state, federal or local law regarding child labor, the law providing the most protection to the minor takes precedence.

Below are the more restrictive requirements for employing a minor.

JURISDICTION

MINIMUM AGE	14 Years of Age	FEDERAL
EMPLOYMENT CERTIFICATE (Work Permit)	15 Years of Age & Under	STATE
(Includes home schooled minors & minors from out-of-state working in Georgia)	Obtained from Georgia School attended OR County School Superintendent Ga Dept. of Labor Home School Form	
HOURS OF WORK Minors 14 & 15 Years of Age	3 Hours (school day) 8 Hours (non-school day) 18 Hours (school week) 40 Hours (non-school week) Not during normal school hours. Not before 7 a.m. Not after 7 p.m. (Evening hours extended to 9 p.m. June 1 to Labor Day).	FEDERAL
HAZARDOUS OCCUPATIONS Minors 17 Years of Age & Younger	http://www.youthrules.gov/know-the-limits/hazards/index.htm	FEDERAL
ALCOHOLIC BEVERAGES Minors 17 Years of Age & Younger	May not: Dispense, serve, sell or take orders for alcoholic beverages. (EXCEPTION: Where alcohol is sold for consumption OFF the premises). NOTE: Local law may be more restrictive.	STATE
PROHIBITED OCCUPATIONS Minors 15 Years of Age & Younger	http://dol.georgia.gov/child-labor-hazardous-occupations	STATE
	http://www.youthrules.gov/know-the-limits/hazards/index.htm	FEDERAL
MINORS IN ENTERTAINMENT Minors 17 Years of Age & Younger	Requires special application and certificate of consent. Certificate of consent must be issued by Georgia Child Labor Section prior to minor beginning work.	STATE

NOTE: Minors working for a parent/guardian who owns the business are exempt from all but the hazardous/prohibited occupation restrictions.

Child Labor personnel are available, when scheduling is possible, for presentations to school classes, issuing officers, PTA's, employer groups, etc. Please contact the Child Labor Section if you are interested.

FOR MORE DETAILED INFORMATION ON CHILD LABOR PLEASE CALL:

Georgia Department of Labor	U.S. Department of Labor
Child Labor Section(404) 232-3260	Wage & Hour Division (678) 237-0521 (Atlanta)
www.dol.georgia.gov	(912) 652-4221 (Savannah)

DOL-4111 (R-04/16)



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OSHA[®]
Occupational Safety
and Health Administration

Job Safety and Health IT'S THE LAW!

All workers have the right to:

- A safe workplace.
- Raise a safety or health concern with your employer or OSHA, or report a work-related injury or illness, without being retaliated against.
- Receive information and training on job hazards, including all hazardous substances in your workplace.
- Request an OSHA inspection of your workplace if you believe there are unsafe or unhealthy conditions. OSHA will keep your name confidential. You have the right to have a representative contact OSHA on your behalf.
- Participate (or have your representative participate) in an OSHA inspection and speak in private to the inspector.
- File a complaint with OSHA within 30 days (by phone, online or by mail) if you have been retaliated against for using your rights.
- See any OSHA citations issued to your employer.
- Request copies of your medical records, tests that measure hazards in the workplace, and the workplace injury and illness log.

This poster is available free from OSHA.

Contact OSHA. We can help.

Employers must:

- Provide employees a workplace free from recognized hazards. It is illegal to retaliate against an employee for using any of their rights under the law, including raising a health and safety concern with you or with OSHA, or reporting a work-related injury or illness.
- Comply with all applicable OSHA standards.
- Report to OSHA all work-related fatalities within 8 hours, and all inpatient hospitalizations, amputations and losses of an eye within 24 hours.
- Provide required training to all workers in a language and vocabulary they can understand.
- Prominently display this poster in the workplace.
- Post OSHA citations at or near the place of the alleged violations.

FREE ASSISTANCE to identify and correct hazards is available to small and medium-sized employers, without citation or penalty, through OSHA-supported consultation programs in every state.



1-800-321-OSHA (6742) • TTY 1-877-889-5627 • www.osha.gov

OSHA 3368-02-0001



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What Do I Need to Know About Workplace Hazards?

Federal law establishes certain safety standards and restrictions for young workers. If you are not yet 18, you are prohibited from being employed in occupations that have been declared hazardous by the Secretary of Labor. There may be some exceptions that apply to your particular situation, and different rules apply to work in agriculture. Be sure to check state regulations for young workers and the OSHA rules, which apply to all employees, regardless of their age.

Below is a list of occupations banned for persons under the age of 18:

1. Manufacturing or storing of explosives;
2. Driving a motor vehicle or working as an outside helper on motor vehicles (More information on Hazardous Occupation #2, driving on the job and Distracted Driving);
3. Coal mining;
4. Forest fire fighting and forest fire prevention, timber tract, forestry service, and occupations in logging and sawmilling;
5. Using power-driven woodworking machines (More information on woodworking);
6. Exposure to radioactive substances and ionizing radiation;
7. Using power-driven hoisting apparatus;
8. Using power-driven metal-forming, punching and shearing machines;
9. Mining, other than coal;
10. Using power-driven meat-processing machines, slaughtering, meat and poultry packing, processing, or rendering;
11. Using power-driven bakery machines;
12. Using balers, compactors, and power-driven paper-products machines (More information on using balers, compactors, and paper-products machines);
13. Manufacturing brick, tile, and related products;
14. Using power-driven circular saws, band saws, guillotine shears, chain saws, reciprocating saws, wood chippers, and abrasive cutting discs (More information on power tools);
15. Working in wrecking, demolition, and ship-breaking operations;
16. Roofing and work performed on or about a roof (More information on roofing);
17. Trenching or excavating.

<https://www.youthrules.gov/know-the-limits/hazards/index.htm>



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Agricultural Workplace Hazards

The following agricultural occupations have been declared hazardous:

1. Operating a tractor over 20 PTO horsepower or connecting or disconnecting its implements;
2. Operating or assisting to operate a corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, mobile pea viner, feed grinder, crop dryer, forage blower, auger conveyor, unloading mechanism of a non gravity-type self-unloading wagon or trailer, power post-hole digger, power post driver, or non walking-type rotary tiller;
3. Operating or working with a trencher or earthmoving equipment, fork lift, potato combine, or power-driven circular, band, or chain saw;
4. Working in a yard, pen, or stall occupied by a bull, boar, or stud horse maintained for breeding purposes; a sow with suckling pigs; or a cow with a newborn calf (with umbilical cord present);
5. Felling, buckling, skidding, loading, or unloading timber with a butt diameter of more than 6 inches;
6. Working from a ladder or scaffold at a height of over 20 feet;
7. Driving a bus, truck or automobile to transport passengers, or riding on a tractor as a passenger or helper;
8. Working inside a fruit, forage, or grain storage designed to retain an oxygen-deficient or toxic atmosphere; an upright silo within 2 weeks after silage has been added or when a top unloading device is in operating position; a manure pit; or a horizontal silo while operating a tractor for packing purposes;
9. Handling or applying toxic agricultural chemicals identified by the words "danger," "poison," or "warning" or a skull and crossbones on the label;
10. Handling or using explosives; and
11. Transporting, transferring, or applying anhydrous ammonia.

<https://www.youthrules.gov/know-the-limits/hazards/index.htm>



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Appendix A – Career Portfolio Instructions

A portfolio is required for all students enrolled in the work-based learning program. You should obtain a 3-ring presentation style binder at least 1 inch in thickness to serve as your portfolio. You will be responsible for maintaining it and bringing it to our meetings. The portfolio is a way for you to organize your assignments and showcase your best work; it can be used when applying for post-secondary 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 final assignments must be typed and error-free.**

Failure to complete a portfolio may result in credit not being awarded for the work-based learning course.

Portfolio projects will be graded each month as a “checkpoint”.

Benefits of a portfolio?

The use of portfolios enables students to:

- Discover, document, and develop their employability skills;
- Reinforce integration of academic skills, course-specific skills, and employability skills;
- Reflect on their work and goal setting;
- Showcase their best work;
- Establish and strengthen their personal integrity;
- Become a self-directed, life-long learner; and
- Document achievements in a professional manner.

The portfolio is a “work in progress” and will chronicle the student progress toward their career goal.

The portfolio will include:

- Letter of introduction
 - Materials from their application to the apprenticeship program
 - Employability skills
 - Work Evaluations
 - Work Samples
 - Post-secondary plans and documentation
 - Hours Verifications
 - Student Achievement and Awards
 - Journal Assignments
 - Projects
 - Other items deemed necessary to the Work-Based Learning Coordinator
-



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Portfolio Organization/Tabs

- I. Employment Forms – Cover Letter, Resume, Reference Sheet, Letter of Recommendation, Career Plan
- II. Documentation – Training agreement, insurance information, permission forms
- III. Hours Verification – Timesheets, copy of pays tabs
- IV. Work Journals – Assigned monthly
- V. Employability Skills – Portfolio projects that don't fit under Employment forms
- VI. Placement Information – Company information
- VII. Handbook – This handbook serves as a student reference guide
- VIII. Evaluations – you should have a total of 4 Employability skills evaluations and 2 Job Skills Assessments
- IX. GA Best

BONUS Sections: Earn bonus points by Final Exam Date

1. Providing Protective Plastic Sleeves for each page in your notebook: +2 pts
 2. Providing an additional tab Titled: Work Samples: +5 pts
 - a. Include at least 5 class work samples that exhibit your accomplishments in school
 3. Provide additional letters of recommendation: +2 pts/recommendation
-



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SAMPLE PORTFOLIO RUBRIC FROM 2016-2017

Name: _____ WBL Period: _____ Placement: _____

Final Rubric 2016-2017

Extra- MANDATORY and should be placed in the front pocket of notebook (.75 Points)

- _____ Midterm Rubric (50)
- _____ Letter of Recommendation...from February Assignment (25)
- _____ Formatted Cover Sheet in the WBL (EMIGER) (20)
- _____ Introductory Letter to Portfolio (150) 1st Page in Portfolio
- _____ TYPED Table of Contents Page (1.5) 2nd Page in Portfolio (Employment Terms, Documentation, Hours Verification, Work Journals, Employability Skills, Placement Information, Handbooks, Evaluations, GA Best)
- _____ Table Labeled Appropriately (15) – Incentive Table- No Credit
- _____ Employment Forms (1.25) – TAB 1.6 Contents
 - _____ Court Letter (Signed appropriately by you) 25
 - _____ Resizing 25
 - _____ Affidavit Sheet (Tip of paper should be Labeled- References) 25
 - _____ Individual Graduation Plan 25
 - _____ Transcript 25
- _____ Documentation (150) 1- TAB 2.6 Contents
 - _____ Parent/ Student Authorization Forms 10
 - _____ Employer Authorization Forms 10
 - _____ Training Agreement 10
 - _____ Proof of Health & Car Insurance 10
 - _____ Course Syllabus 10
- _____ Weekly Production Reports (1.45) TAB 3.6 Contents – 10 points each
 - _____ Annual Work/Wage Earn...50 points (May Assignment)

	8-8	10-5	11-28	2-6	4-10
8-15	10-10	12-5	2-13	4-17	
8-22	10-17	12-12	2-20	4-24	
8-29	10-24	1-2	2-27	3-1	
9-5	10-31	1-9	3-8		
9-12	11-7	1-16	3-13		
9-19	11-14	1-23	3-20		
9-26	11-21	1-30	3-27		

_____ **Work Journal (180) TAB 4.6 Contents – 20pts/WJ • Work Journal required for Everyone**

- _____ August Topic # _____ January Topic # _____
- _____ September Topic # _____ February Topic # _____
- _____ October Topic # _____ March Topic # _____
- _____ November Topic # _____ April Topic # _____
- _____ December Topic # _____

_____ **Employability Skills (150) TAB 5.6 Contents – 25pts/ES**

- _____ Work Philosophy
- _____ Career Consultation
- _____ SMART Goals Worksheet (Revised Copy, Nov. 10PM)
- _____ News Article
- _____ Digital Photo Printout attached to News Article
- _____ Presentation Rubric (1 or 2) 10 points
- _____ Interview Questions Assignment
- _____ Job Shadow Paper
- _____ Thank you card paper
- _____ Workshop Photo Journal

Name: _____ WBL Period: _____ Placement: _____

_____ **End of the Year Reflection— Do not put in sleeves. Will be kept by WBL Coordinator**

_____ **Placement Information (40) TAB 6.6 Contents**

- _____ Company information sheet completed (ATTACHED BELOW)
- _____ Company policies and procedures manual- OR a signed copy of booklet

_____ **Handbook (150) TAB 7.6 Contents**

- _____ Printed copy of the WBL Student handbook

_____ **Evaluations (300) TAB 8.6 Contents**

- _____ 4 Employability Skills Evaluations -100
- _____ 2 Job Skills Assessment Training Plan provided by WBL Coordinator-200

_____ **GA Best (125) TAB 9.6 Contents – 25/04/REIST**

- _____ Discipline and Character (40pt)
- _____ Teamwork and work habits (20pt)
- _____ Productivity and Responsibility-1 (Cart/Car's Worksheet (Hard
- _____ Attitude and Respect (60C)
- _____ Business Professional Standards (40pt)

_____ **CTYO Activities (180) SPRING SEMESTER**

Activity One: _____ Date: _____

Activity Two: _____ Date: _____

_____ **EXTRA CREDIT**

- _____ Plastic sleeve for each notebook page (+2 to your total grade)
- _____ Provide an additional tab titled Work Samples – and includes course work and projects that relate to your job. Must list at least 5 that exhibit your accomplishments in school (+5 to your total grade)
- _____ Provide additional letters of recommendation (typed assignment) from anyone who is NOT a family member (+2 points per letter)
- _____ Student Personal College Essay and evidence (+1 Point to total grade)
- _____ Additional interview with a Mentor (+2 Points to the total grade)

_____ **EXTRA CREDIT TAB- WORK SAMPLES**

Sample 1 _____

Sample 2 _____

Sample 3 _____

Sample 4 _____

Sample 5 _____

TOTAL POINTS:

Three Periods: _____ / 1805 Points

Two Periods: _____ / 1830

One Period: _____ / 1730%

Score _____ • Bonus Points: _____

Comments:

FINAL SCORE _____

Survey Completed: Yes _____ No _____



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Employability Skills Guide

Your Mentor

What is a mentor?

“Mentor” was the name of a loyal friend and advisor of Odysseus in Greek Mythology and the teacher of Odysseus’ son. The term mentor has become associated with assistance to an individual. It is commonplace to hear mentor described as a teacher, friend, advocate, trainer, coach, role model, and developer of talent. A worksite mentor can play an important part in assisting an apprentice in developing the skill and competency required for success in the workforce. With this thought in mind, the following is information to help you understand the role of your mentor..

An integral part of the Work Based Learning is a supportive adult, referred to as a mentor, who is linked with the Work Based Learning student. A mentor provides guidance and encouragement to the Work Based Learning student as well as being involved in the teaching of work tasks and job responsibilities to the student.

Many different individuals may be involved in teaching a Work Based Learning student or a single person may take on the entire responsibility depending upon the size of the business. In either case, one individual in a business is usually designated as the mentor.

A mentor is a friend, a counselor, a tutor, a coach, a supervisor, someone you can trust.

This may be the first job for many for you and you are unsure of what is required of you at your work site. Your mentor will be there to answer questions, and encourage you so that you can succeed on the job.

Communication is very important. If you do not understand directions or are unclear about certain information you are encouraged to ask questions. Share information about yourself with your mentor. Your mentor wants to get to know you and your goals for the future. Like a coach, your mentor can train you for success in the world of work.

Questions about your work site?

ASK YOUR MENTOR FIRST. You may then be directed to contact another person in the office. Your mentor will explain rules and safety standards and show you how to operate equipment needed to perform your job duties. **REMEMBER, THE MENTOR IS THERE TO HELP YOU.**

SUCCESS 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. If you have a job to do—do it. If you don’t have something to do, ask your mentor.
 - If you have a work related problem, it is your responsibility to talk with your mentor first. If the problems continue consult with your school facilitator or coordinator.
 - If you have a problem with school and assignments, it is your responsibility to talk with your school facilitator immediately!
-



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- 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 fellow workers are also entitled to respect. Give the same courtesy you expect in return.
- Always notify your mentor if you are going to be absent. **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 and other electronic devices.
 - ✓ The internet, social networking sites and e-mail.

INTERACTING WITH AUTHORITY

The relationship you have with your mentor will be one of the most important relationships you will have during your Work Based Learning experience. Applying the guidelines you've already read and the advice below will help you have the best possible relationship with your mentor.

- Always treat your mentor with courtesy and respect
- If you need something, **ask** for it, don't demand it.
- Accept constructive criticism
 - Listen to it
 - Learn from it
 - Don't feel put down

Constructive criticism is meant to help you improve your future work performance. It is an important part of working. If you accept what is being said, you can learn what to do the next time.

HANDLING PERSONAL RELATIONSHIPS

- Personal calls during work hours are not allowed.
- Socializing is limited to break time and lunch.
- Visiting fellow students during work hours is not permitted.
- Do not bring a friend or family member to work with you.

FOLLOWING INSTRUCTIONS

Performing your duties correctly will help you achieve success on the job. Responsible workers have learned that following all instructions from their mentors or fellow workers completely and accurately guarantees that the job will be done right!

Follow these steps:

- **LISTEN**

Concentrate on the instructions you are receiving. Pay attention to the details, they will be important when you are completing the task. Look at the person while listening.

- **TAKE NOTES**



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Write down important details as you receive your instructions. You can refer to your notes as you complete the task.

• **ASK QUESTIONS**

Be sure you understand the instructions. If you don't, ask your mentor to repeat them or explain them further. You can be sure that your mentor would rather repeat instructions than have you repeat a task if it is not done correctly!

• **FOLLOW YOUR INSTRUCTIONS EXACTLY**

Don't try to create a short cut by leaving a step out. The task may not make sense to you, but if you follow the instructions exactly, you'll get it done correctly.

COURTESY

Showing courtesy to both your supervisor and your fellow workers will make a difference. Remember these easy guidelines:

- Be courteous to fellow workers and others.
- Always say "please" and "thank you."
- Make courtesy a habit.
- Treat co-workers, patients, customers, and/or clients with respect and sensitivity.

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 worksite.
- Keep your hair well groomed and in an appropriate style.
- If you have a uniform, keep it clean.
- Keep make-up, perfume and jewelry to a minimum. Jewelry should include only a watch, class ring, wedding/engagement ring, NO "dangling" earrings.
- If you are unsure of the dress code, you will definitely need to ask your mentor.
- Once you begin working, you will be instructed about 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, spandex, and cropped blouses that show your stomach or back.

ATTENDANCE AND CALLING OUT:

You should never call out of work unless it is an absolute emergency.

If you need time off, you should:

1. Come and speak with the WBL Coordinator
 2. Request the time off formally in writing
 3. Communicate, COMMUNICATE, communicate- If you are struggling with school, personal, or work life, you need to communicate with your WBL Coordinator and your employer so that we can work as a team to get you what you need.
-



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Payment and Compensation Expectations

Often in an unpaid internship position, companies will offer you services, discounts, or stipends during or at the end of your job. Please respect the following common ideas when it comes to compensation:

1. Do not speak of compensation with any of your co-workers besides the person who hired you
2. Be aware that if services are offered in lieu of wages, that it is a good policy to get those services in writing from your employer along with a time frame of when you can take advantage of the service.
3. You should avoid taking advantage of services offered in lieu of compensation while you are scheduled to be at work. Working on your own car, doing your own hair or having it done, eating while you are cooking a meal for a customer, etc. should not be taking place. All services in lieu of wages should be rendered on your own time and also at a time that is not peak times for the business.
4. Do not EXPECT wages, gifts, services, freebies from your employer. If you are in an unpaid position, please remember that you signed up for that position. They are in no way obligated to provide compensation of any kind to you.

UN-PAID JOB PLACEMENTS

Benefits to the student for Un-paid Job Placements:

1. Work Experience
2. Technical Experience
3. A little more freedom in when making your schedule
4. A way to network with customers and business people to lead to a better (paying) job
5. A way to get your foot in the door and possibly lead to a paying job with the same company
6. Letter of Recommendation for college or another job

Benefits to the employer for Un-paid Job Placements

1. Free labor
 2. A chance to dedicate hours within the week to mentor a young person in career and life planning
 3. Take advantage of a fresh perspective
 4. Keep up with current trends and learn more about the young adult age group
 5. Train the student to the company's standards in hopes of hiring them for the summer or the future.
-