



Believe • Achieve • Succeed

Work-Based Learning Program

2023-2024

Galion High School Work Based Learning Program

Policies & Recommendations contained in this handbook represent the fundamentals for successful work-based learning at Galion High School.

This manual has been compiled for use as a guide for the WBL student. Careful attention to this handbook with the WBL Instructor will prepare the student-learner so that (s)he may assume his/her new duties with ease and confidence and that many of his/her responsibilities will have been anticipated.

Work-based Learning

Federal law defines work-based learning as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

Work-based learning experiences are conducted at a work site during or after school. They are designed to provide authentic learning experiences to students that link academic, technical and professional skills. Business and education partners work together to evaluate and supervise the experience, which must be documented with learning agreements.

Work-based learning is a coordinated sequence of experiences designed to provide students with real-world learning through partnerships with local businesses and industry. These learning activities help a young person explore careers and choose an appropriate career path.

Contact Information

419-689-6500

WBL Teacher	Spencer Mutchler	mutchler.spencer@galionschools.org
High School Principal	Tasha Stanton	stanton.tasha@galionschools.org
School Counselor	Christy Zender	zender.christy@galionschools.org

Objectives of the GHS Work-based Learning Program

- To offer qualified students Experienced Based and Career Oriented Learning Experiences.
- To place students in work sites where they can meet career objectives and competencies.
- To provide students an opportunity to develop skills through on the job training and working with professionals in local business and industry.
- To allow students to develop positive attitudes and work habits necessary for job placement.
- To allow students to develop work ethics, marketable skills and knowledge which are necessary for successful careers.
- To give students an opportunity to improve communication skills.
- To provide students an opportunity for a smooth transition into the workforce.
- To establish relationships between the school and local businesses.

WBL Program Requirements:

- Be at least 16 years of age. (18 if required by worksite)
- Have enough credits to have Senior status
- Be on track to graduate with NO credit deficiencies
- Have attendance record & discipline record rated acceptable by school administrator, WBL instructor and site representative
- Have a valid work permit
- Provide own transportation (if possible)
- Have parents/guardian permission
- **WORK A MINIMUM OF 20 HOURS PER WEEK**
- If employment ends for any reason, the student must notify the instructor immediately and obtain new gainful employment within 2 weeks. (Applying for a minimum of 3 jobs per week.) Copies of applications must be turned in to Mrs. Davis
- Agree to all terms and conditions of the program as a whole
- Students must show up to 90% of WBL classes with Mr. Mutchler

Discharge, withdrawal from the program may occur when a student:

- Fails a high school class
- Is absent an excessive number of days
- Reports to work and not to high school classes
- Receives low evaluations from employer
- Discipline problems at school or work site
- Student doesn't have a job within 2 weeks of resigning from another job.

Expectations:

Student

- Sign work based learning agreement
- Provide transportation to work site
- Maintain all records and forms
- Complete reflection papers/projects on time
- Turn in timesheets and evaluations
- Communicate with the WBL instructor consistently
- Exhibit good work habits
- Maintain passing grades in high school classes
- Notify instructor immediately of any concerns at work and discipline issues or termination

Parent/Guardian

- Sign learning agreement
- Ensure insurance coverage
- Make all contact through the WBL instructor
- Support their child's on-the-job effort

Instructor

- Assists in writing plans and agreements
- Collaborates with Guidance Counselor to determine student eligibility
- Coordinates all work-based learning activities
- Visits work sites
- Maintains records and files
- Determines grades based on work-based learning evaluations and reflections
- Aides students in finding permanent employment

Employer

- Sign agreement
- Comply with labor laws
- Evaluate student as outlined in the agreement
- Communicate with the WBL instructor
- Provide safety instruction
- Supervise students on the job
- Maintain records and files
- Call WBL instructor with any issues

Policies

- Work sites will be within reasonable driving distance of the high school
- As a participant in the WBL program, students can be released up to 3 class periods early; departure time will be based on classes needed for graduation and availability in the schedule. (11:27)
- When two or more students are available for the same work-based learning position, the employer will be given the opportunity to interview eligible students and select their choice of candidates.
- Athletes, band students and other students with heavy extra curricular program obligations may be scheduled into work based programs at the discretion of the coordinator upon evidence that the additional responsibility **WILL NOT INTERFERE** with schoolwork and their work schedule.
- Suspension / ISD / Detention Policy If a student is suspended from school, they may not participate in any school activity including their job placement with work-based learning.
- Work commitments DO NOT excuse the student from school obligations.
- Auto insurance must be provided by the student or student's parent/guardian if the student is driving to/from work.

***No person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap or being disadvantaged will be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in this program.**

Units:

Career Exploration - an introduction into the process of researching, evaluating and learning about modern work opportunities and how to pursue careers. Students will learn about qualifications and growth opportunities within specific businesses to determine if those options are the right fit for them. Explore future options for students based on what their long term goals are.

Business Ethics and Social Responsibility- an introduction to the ethical reasoning as it applies to the complex world of business. Students will develop framework for posing ethical questions. Applies to both employee and employer conduct in a business. Discuss topics based on ethical correctness and socially correctness in the business environment.

Business Communication - Students focus on communication skills necessary to succeed in business, including communicating up and down and across

organizations; talking about job performance and writing in a business setting. This will be discussed through topics based on hiring, written communication, resigning, and day to day communication.

Grading Policy:

Formative Assessments: Pay stubs, Discussions

Summative Assessments: Reflection Papers, Resume, Assessments and Portfolio

Due dates are due dates in business. So everything needs to be turned in on time unless there were prior arrangements with Mr. Mutchler. All late work will have a deduction of 5% of that score for every day that it is late.

Paystubs: Need to be turned in every two weeks. Due dates will vary depending on students' job and pay. If 4 weeks go by and no pay stub is turned in, the grade for the quarter automatically decreases by 10%. Then it will keep decreasing until pay stubs are turned in.

Required Components of the Work Based Learning Portfolio

- [Introductory Letter](#) written by the student describing the work to be presented and how the samples were selected.
- [Table of Contents](#) of student's work items contained in the portfolio
- [Career Development Materials](#)
 - Resume
 - Application for Employment or College
 - 2 Letters of Recommendation
 - Interview feedback AND reflection from formal interview
- [Documentation of Progress](#)
 - Formal Reflections (total of 6)
- [Research Sample](#) to demonstrate in-depth knowledge about the career area you are most interested in describing skills needed, education and/or training needed, expected salary range, possible employers, and future trends in the industry.
- [Assessments](#)
 - Student self-assessment
 - Supervisor evaluations
 - WBL instructor observations
- [Ohio Means Jobs Readiness Seal Validation](#)
- [Closing](#) that gives insight into your future plans - job placement

Reflection Paper Topics:

- Must be at least 1 page.
- Single Spaced
- Arial Font
- Size 12

Reflection Paper #1

Describe your least favorite part of the job and explain why it is not favorable. What could you do to make that aspect of your job better? Describe the best part of your job and explain why it is the best.

Reflection Paper #2

Describe a challenge you have had at work and how you handled it. If you had it to do over again, would you handle it the same or differently?

Reflection Paper #3

"After high school, I plan on..... Describe how your current job will help you be better prepared for your post-high school plans.

Reflection Paper #4

Describe what you have learned relative to budgeting your money since starting this job? How will your expenses change after high school? How will your income change?

Reflection Paper #5

Describe what it means to be part of a team at your workplace? When/how have you been a team player and helped another teammate? When/how was a teammate helpful to you?

Reflection Paper #6

Rate your overall Work Based Learning experience on a scale of 1-10. Explain your rating. What is one thing you could have done better? What is one thing your instructor could have done better? What is one thing your employer could have done better? What advice would you tell a student who is considering doing this program next year?

DUE DATES

August 23, 2023	Self Assessment on Employability 20 points	
August 25, 2023	All Forms Signed & Returned 20 points	
August 29, 2023	Resume / Cover Letter / References (First Draft) 15 points	
September 8, 2023	Resume Edit / Cover Letter / References (Final Draft) 60 points	
September 15, 2023	Completed Job or College Application 30 points	
September 29, 2023	2 Letters of Recommendation 30 points	
October 4 - 11 2023	Formal Interviews 50 points	
Supervisor Evaluation	25 points	
WBL instructor observation	25 points	
Communication	25 points	
Time Sheets	25 points	325 total points

October 13, 2023 End of Quarter 1

October 18, 2023	Interview Reflection / Feedback 20 points
November 17, 2023	Reflection Paper #1 25 points
December 4, 2023	Research Presentations (Dec 4-8) 50 points
December 15, 2023	Reflection Paper #2

25 points

Supervisor Evaluation	25 points	
WBL instructor observation	25 points	
Communication	25 points	
Time Sheets	25 points	220 total points

December 20, 2023 End of Quarter 2

January 26, 2024	Reflection Paper #3 25 points
February 23, 2024	Reflection Paper #4 25 points
March 1, 2024	Ohio Means Jobs Readiness Seal 50 points

Supervisor Evaluation	25 points	
WBL instructor observation	25 points	
Communication	25 points	
Time Sheets	25 points	200 total points

March 8, 2024 End of Quarter 3

March 22, 2024	Reflection Paper #5 25 points
April 26, 2024	Reflection Paper #6 25 Points
May 6, 2024	Portfolio Presentations (May 6-10) 50 points Completed Portfolio 50 points
Supervisor Evaluation	25 points
WBL instructor observation	25 points

Communication
Time Sheets

25 points
25 points

250 total points

March 10, 2024 End of Course