

# Hartford Union High School School-To-Work Program Handbook

2017-18

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## SCHOOL TO WORK

**Building educational relationships with local businesses  
in order to apply classroom knowledge to the real world**

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**Helping HUHS students become college & career ready**

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## **PHILOSOPHY**

A quality School-To Work (STW) program, such as the Wisconsin DPI certified Cooperative Work Experience (COOP) or the Department of Workforce Development Youth Apprenticeship (YA) programs, provides an important link between the classroom and the workplace for students. It enhances and adds relevance to classroom learning. These programs are a partnership that links school, community, business, and industry to provide a real world experience in which students are given an opportunity to apply the knowledge and skills learned in the classroom. In these programs, a student's job is related to a program of study. This allows a student to develop career relevancy and competence in the area of interest.

All work experience programs (COOP/YA) have the common objective of providing opportunities for students to develop and demonstrate required job skills at a supervised worksite. There is ongoing communication between the job mentors and the supervising teacher concerning students' performance and needs.

## **BENEFITS OF SCHOOL TO WORK PROGRAMS**

### **For Students:**

- Provides a real-world learning environment to develop interests and abilities
- Develops an understanding of employment opportunities and responsibilities through direct worksite experiences
- Promotes the development of positive work habits and attitudes needed to be college and career ready
- Provides a real world setting for developing marketable skills
- Provides opportunities to apply classroom learning
- Provides real life interaction with other employees
- Provides financial rewards while employment skills are being developed
- Provides an opportunity to participate in, and profit from, two types of learning environments—school-based and work-based
- Increases motivation to remain in school, graduate, and pursue postsecondary education/training

### **For Schools:**

- Expands curriculum and learning facilities for students without major expenditures
- Brings employers and schools together in a training effort to develop a strong career and technical education program
- Enhances the ability to meet the needs of a diverse student population
- Makes education more relevant and valuable for students
- Promotes school/faculty interaction with the community
- Provides the school with an effective means of evaluating its overall instructional program
- Helps students clarify career goals and providing a practical means of reaching them
- Bridges the gap between school and the world of work

## **For Employers:**

- Provides an opportunity to create a pool of potential employees
- Fosters involvement in the curriculum development process
- Provides an opportunity for employers to experiment with new programs, projects, and/or activities with student assistance and input
- Improves employee retention
- Reduces training/recruiting costs
- Offers opportunities to provide community service

## **GUIDELINES FOR STUDENT ENROLLMENT AND PARTICIPATION**

### **ENROLLMENT**

Much of the success of the STW program depends upon the quality of the students enrolled in the program. Students should possess, or be able to develop, the aptitude and qualities required for success in a given occupation. The objectives of the program can only be attained when the student is capable and desirous of receiving training.

All Work Experience Programs must be organized to include related general instruction. As this program is meant to be a capstone experience, students must meet the following requirements:

- Be a junior or senior in good academic standing.
- Obtain employment in a field that has a corresponding COOP or YA program area.
- Have previously taken at least two semester of related course work that allows them to apply classroom skills learned to a specific occupation.
- In order to ensure the opportunity for communication and relevancy, all students must be enrolled in at least one credit of related coursework during the STW program duration.
- Meet any other current criteria of either Wisconsin DPI or DWD in order to qualify for enrollment in this program.

A pre-placement interview between the supervising teacher and each student should take place to discuss the student's interests, aptitudes, type of work desired, type of job available, requirements of available job, hours available for work, previous employment history, if any, and any other relevant information unique to the student and/or job opportunity.

In order to ensure qualifications and determine the opportunity for student success, all students must complete a department COOP/YA student application prior to enrolling in the COOP/YA course. Applications will require signatures by both the supervising teacher and the student's counselor, prior to them enrolling for the course. Any concerns with a student or job site will be discussed with the CTE Coordinator to determine STW enrollment eligibility.

While all supervising teachers will assist students in finding qualified job placements, it is the student's responsibility to find and secure quality worksites. Students not obtaining a qualified job by the first day of school will be dropped from the COOP/YA course and will be rescheduled accordingly by their counselor.

## **PARTICIPATION**

Once approved, and after enrolling in the COOP/YA course for a specific department, each student will complete the HUHS COOP/YA Agreement. A mandatory meeting will be held at the end of each school year for those students who have enrolled in the STW program for the following school year to go over the agreement form and basic expectations. Another mandatory meeting will be held the first week of school for those same students PRIOR to being released during the school day to go to work.

Students must maintain COOP/YA area related employment, starting no later than the first day of the course, in order to participate in the program. Students not having related employment on the first day of the course will be dropped immediately from the COOP/YA class, and be rescheduled into an academic course(s) by their counselor. **Students are required to work a minimum of 15 hours per week.**

Junior Youth Apprenticeship students may be released from school during Resource period and one additional period. Senior COOP/Youth Apprenticeship students may be released no more than two consecutive class periods in addition to the Resource period. Students may be allowed to leave during late lunch with permission from the CTE Coordinator and schedule availability.

The COOP/YA course is a year-long course in which students may earn up to two credits. Juniors enrolled in the YA course for the entire year, may earn up to one credit. Those juniors enrolled for only second semester, may earn up to one-half credit. Senior students may earn up to two credits for the COOP/YA course. Partial credits will be earned each quarter upon the completion of competency checklists, employer evaluations, time sheets, portfolio write ups, and any other project/assignments given by their supervising teacher. Students completing all of the requirements and earning a passing grade for all of the four quarters will earn one full credit. Students must be enrolled in the COOP/YA course for the entire quarter in order to earn that quarter's credit. Students who withdraw or are removed from the course in the middle of a quarter, for any reason, will NOT receive credit for that quarterly grading period. The second credit for seniors only, will be earned upon successful completion of either the COOP or YA certification.

All COOP/YA students must sign out with the school receptionist in the front lobby EVERY day before leaving for their worksite. Students must exit the school through the front lobby doors every day. All students should carry their HUHS student ID and COOP/YA card with them in case they are stopped in the community and need proof of their excused departure from the school.

Failure to abide by any of the expectations in this handbook, secure/keep employment, or incur any other discipline/academic issues deemed as an unsatisfactory representation of HUHS by the administration, will result in immediate removal from the School-To-Work program and the COOP/YA course.

## **SUPERVISION OF STUDENTS AT THE TRAINING SITE**

A well-planned program requires more than the placement of qualified students in appropriate training stations—there must be full cooperation between the educational institution and the employer/mentors in order to fulfill the objectives of all parties. The school ensures that general employability skills and specific technical knowledge and theory are provided to students, and the employer provides for the application of the skills, knowledge, and theory in a real world context that also permits the student to be a productive employee. This integration is accomplished only by close cooperation and coordination.

When the placement process has been completed, a system of visiting and counseling the student should be established. The frequency and length of the supervising teacher's visits should be determined by a careful evaluation of the objectives and needs of the student. At a minimum, the supervising teacher must conduct at least four site visits per year (once per quarter) for each student.

### **The basic objectives of the supervising teacher's visits are:**

- To discuss the employer's/mentor's ongoing evaluation of the student trainee
- To observe the type and quality of work being done by the student
- To discuss with the mentor any deficiencies the student has that the school can assist with
- To obtain materials and suggestions that will make related classroom instruction more valuable
- To become familiar with the employer's management policies
- To ensure fair student treatment, and the proper safety regulations/labor laws are followed
- To assist the student in communicating any concerns to the employer

### **To maximize the value of visits the supervising teacher should:**

- Record each visit with a brief summary
- Be considerate of the student's and employer's/mentor's time

Although the general purpose of the regularly scheduled visit to a training station is to check the progress of the student, there occasionally may be problem situations demanding the immediate attention of the supervising teacher. These situations might include the inability of the student to adjust to the work situation, a personality clash between the student and the work place supervisor, etc. In the case of a serious situation, prompt action is required. Such situations will require a total evaluation of the facts before coming to a decision; conferences should be held with all parties concerned. Changes may have to be made to the student placement, or the student may require closer supervision by the supervising teacher and/or employer/mentor.

The degree of supervision by the supervising teacher will depend on the student's job competency. Excessive visits may create a nuisance for the student and/or the employer/mentor. Remember, visiting the student at the worksite emphasizes that the school is an integral part of the training program, and helps to maintain a professional, friendly relationship with the employer. The ultimate goal is to have the employer/mentor believe so strongly in the Cooperative Career and Technical Education School to Work Program that they will contact the supervising teacher when issues arise.

## **EVALUATION OF STUDENTS**

As students will earn partial credit during each quarterly grading period, consistent expectation need to be followed by all HUHS departments involved in the STW program. Quarterly evaluation will include the following at a minimum:

- Quarterly employer evaluations
- Portfolio/Competency write-ups
- Time sheets/documentation

Monthly grade checks of all STW students will be done to ensure their academic success in all courses while enrolled in the program. A meeting with those students who are struggling academically should be conducted immediately. Parental contact should also be made to keep all stakeholders informed. Students failing two or more classes at the end of a quarterly grading period will be put on probation. Those students on probation cannot fail more than one class at the next quarterly grading period or they will be removed from the STW program.

As current STW students are a direct reflection upon HUHS, as well as ensuring future business relationships and continued success of the program, they are responsible for maintaining active participation. Lack of active participation will be defined as the following and may result in immediate release from the STW program:

- Undue/unexcused job or school absences
- Frequent tardiness to class or worksite
- School discipline problems/suspensions
- Poor grade performance
- Poor job performance/employer review

## **SUPERVISING TEACHER EXPECTATIONS**

The supervising teacher has a variety of responsibilities, including being a competent teacher, a public relations person in the school and community, a counselor dealing with a student's educational, social, occupational, and personal problems, an administrator who maintains important records and arranges schedules, a leader in sharing workforce development trends, and an evaluator of student progress in the classroom and on the job.

Qualities of a successful COOP/YA supervising teacher include the ability to teach and motivate students, a pleasing personality, emotional stability, physical stamina, administrative ability, flexibility, and the ability to work harmoniously with different groups.

Other important personal qualities that a COOP/YA supervising teacher should possess include:

- A professional manner to deal effectively with community and school personnel
- Professional attire and grooming
- Tact and patience in dealing with problems, unique situations, and difficult student or placement situations
- Administrative ability to effectively schedule a student's time and activities in relation to employment
- Enthusiasm to inspire the unmotivated student or potential employer
- Resourcefulness to locate useful student learning resources
- Flexibility to adjust and adapt to a variety of student problems and schedules

HUHS COOP/YA supervising teachers will be required to:

- Ensure students are placed at a quality/safe job site and are prepared for success
- Complete a STW checklist for each student they are supervising
- Make at least one visit to the job site per quarter
- Closely track time sheets and ensure student whereabouts
- Ensure completion of and evaluate quarterly assignments
- Record quarterly grades for all students
- Register (Initial & Final) all students into the correct program
- Follow up with any/all job site concerns
- Keep the HUHS CTE Coordinator and parents informed of any concerns/issues
- Track mileage and hours spent on STW duties (Part of checklist)

## **CTE COORDINATOR EXPECTATIONS**

The HUHS CTE Coordinator will monitor all areas of the STW program. He/she will:

- Act as the liaison between administration and all supervising teachers.
- Be responsible for representing the district at all CESA, Moraine Park other state/local CTE meetings.
- Pass on information/requirements to the appropriate individuals.
- Assure all registration/completion requirements are processed.
- Schedule and lead STW student end/beginning of year meetings.
- Assure the completion of all STW forms.

**APPENDIX**  
**FORMS/LINKS/PROGRAM AREAS**

Forms may be accessed from the “COOP & YA Resources” Page under Academics/Programs/Work Experience – Coop & YA ([Click Here](#))

Or by contacting Mr. Duhr [jon.duhr@huhs.org](mailto:jon.duhr@huhs.org)

**COOP/YA STUDENT APPLICATION**

To be completed by student PRIOR to registering for the COOP/YA course  
MUST have counselor and supervising HUHS teacher signatures

The following forms MUST be completed and turned in to the CTE Coordinator PRIOR to starting employment

**HUHS STUDENT AGREEMENT FORM**

To be read/signed by student, employer, HUHS instructor & parent

**YA TRAINING AGREEMENT FORM**

To be completed/signed by student, parent, employer, CTE Coordinator, & employer

**STUDENT STANDARD OF CONDUCT FORM**

To be read/initialed by student

**SAFETY CHECKLIST**

To be completed by student and worksite supervisor

**YOUTH APPRENTICESHIP PROGRAMS AVAILABLE FOR 2017-18**  
**Portfolios (competency checklists) available at**  
<http://dwd.wisconsin.gov/youthapprenticeship/programs.htm>

**Ag, Food & Natural Resources**

**Animal Pathway:**

Animal Basics  
 Large Animal/Herd  
 Small Animal/Vet assistant

**Plant Pathway:**

Plant Basics  
 Crops  
 Greenhouse/Floral  
 Landscaping

**Environmental Systems Pathway:**

Basic Water Resources  
 Advanced Water Resources

**Power/Structural/Tech Pathway:**

Agriculture Mechanic Technician

**Architecture & Construction**

**Design/Pre-Construction Pathway:**

Architectural Drafting Unit  
 Architectural Planning Unit

**Construction Pathway:**

Carpentry  
 Electrical  
 Masonry/Concrete  
 HVAC  
 Plumbing

**Arts, A/V Technology & Communications**

Graphic Design and Pre-Press

Press and Post-Press

**Finance**

Accounting Services Basic  
 Accounting Services Advanced

Banking Basic  
 Banking Advanced  
 Insurance Services

**Health Science**

Medical Office  
 Ambulatory/Support Services  
 Dental Assistant

Medical Assistant  
 Nursing Assistant  
 Pharmacy Technician

**Hospitality, Lodging & Tourism**

Food & Beverage- Dining Area  
 Food & Beverage- Kitchen  
 Lodging- Front Office  
 Lodging- Housekeeping  
 Reservations & Tour/Activity

Maintenance & Grounds  
 Meetings & Events  
 Marketing & Sales I  
 Marketing & Sales II  
 Management I & II

## Information Technology (IT)

Info Technology Essentials Unit  
Hardware Unit

Software Unit  
Web & Digital Media Unit

## Manufacturing

Assembly and Packaging  
Manufacturing Processes  
Machining  
Welding

Production Operations Management  
Basic Industrial Equipment  
Advanced Industrial Equipment

## Science, Technology, Engineering & Math (STEM)

Engineering and Technology:  
Engineering Drafting  
Mechanical/Electrical Engineering  
Civil Engineering

Science & Math:  
Bioscience Lab Foundations  
Bioscience Applications

## Transportation, Distribution & Logistics

**Auto Collision:**  
Collision Repair Basics  
Non-structural Analysis & Repair  
Painting & Refinishing  
Damage Analysis & Electrical Repair

**Logistics/Supply Chain Management:**  
Planning & Purchasing Unit  
Inventory Management & Production  
Storage & Warehousing  
Distribution & Transportation Operations

**Auto Technician:**  
Vehicle Basics & General Auto Service  
Auto/Light Truck Systems

**Diesel Technician:**  
Diesel Technician Systems

## COOP PROGRAM AREAS AVAILABLE FOR 2017-18 SENIORS ONLY

Portfolios (competency checklists) available at

<https://dpi.wi.gov/cte/skills-standards/cooperative/portfolios>

Advanced Marketing  
Animal Systems  
Plant Systems  
Business Mngmt & Admin  
Child Services  
Construction

E-Commerce  
Electronics  
Entrepreneurship  
Family and Community Services  
Finance  
Food Service

**Health Science  
Information Technology  
Marketing  
Professional Sales**

**Retail Management  
Sports and Entertainment  
Youth Leadership**