



CRISTO REY ORLANDO

HIGH SCHOOL

SUPERVISOR HANDBOOK

2026 – 2027

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www.cristoreyorlando.org



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1. INTRODUCTION

The miracle of Cristo Rey Orlando is possible only because of your willingness to welcome our young professionals with open arms into your offices. Through your partnerships, our students can gain access to a quality college preparatory education, learn how to thrive in a professional work setting, and dream big. Thank you for investing in our students and believing in their potential and, in turn, investing in the future of Orlando.

As supervisors, you will serve as the primary bridge between our students and companies and will play a transformative role in our students' lives and futures. Beginning a new job is scary. Beginning a job when you are fourteen years old is daunting. For the past twenty years, the Cristo Rey Network has witnessed the remarkable leadership, patience, and generosity of business professionals who assume the role of "Supervisor." At Cristo Rey, we take pride in our culture and strive to create a school environment where our students feel loved and safe and are held to high expectations. Thank you for all that you do on a daily basis to create a challenging but supportive environment in the workplace. Thank you for trusting our students to rise to the occasion. Through your great work, our students are developing lifelong skills and creating professional networks that they will carry with them to and beyond college.

The Supervisor Handbook is a compilation of strategies, tools, and program policies to assist you as you walk the road with our students on their journey as young professionals. We hope that this is a helpful resource as we continue to build our work-study program and work together with our students.

With great respect and gratitude,

The Cristo Rey Orlando CSWP Team



2. ABOUT CRISTO REY

THE CRISTO REY NETWORK

The Cristo Rey Network® is the only network of high schools in the United States that integrates four years of rigorous college-preparatory academics with four years of professional work experience through the Corporate Work Study Program (CWSP). Comprised of 41 Catholic, career-focused, college-preparatory schools serving more than 13,000 students across 24 states, the Cristo Rey Network provides a powerful and innovative approach to education for students from underserved backgrounds. Since its founding, the Network has supported more than 25,000 alumni nationwide and continues to expand opportunities for college and career success. In 2025, 97% of Cristo Rey seniors were accepted to a four-year college, a record high for the Network, demonstrating the transformative impact of its mission to equip students with the knowledge, character, and professional skills needed to achieve their aspirations and transform their lives.

MISSION

Cristo Rey Orlando High School is a Catholic learning community that educates young people of limited economic means to become men and women of faith, purpose and service. Through a rigorous college preparatory curriculum, integrated with a relevant work study experience, students graduate ready to succeed in college and in life.

HISTORY

When Cristo Rey Jesuit High School opened under the leadership of John P. Foley, S.J., in 1996, it introduced a highly innovative integration of academic and professional experiences into Catholic secondary education in the United States. The model quickly gained traction, first among Catholic educators nationwide and soon after among prominent philanthropists dedicated to educational reform. Through the talent and dedication of local communities and the generous support from philanthropic investors, the Cristo Rey Network has expanded over the past 20 years from a single school in South Chicago to a national network of 40 schools.

OUR RELIGIOUS SPONSOR

Servants of the Pierced Hearts of Jesus and Mary

“Cristo Rey Orlando High School gives young hearts the chance to see an opportunity that seemed impossible as an open door to enter and to witness that the impossibilities for humans are the possibilities for God. Cristo Rey does not seek greatness for the school, but rather the greatness of the dignity of the human person and his capacity to become fully what he was created to be.”

— Mother Adela Galindo, Foundress SCTJM

CRO and the Servants of the Pierced Hearts have partnered together to build a civilization of love for students, families, and the community.



The Servants of the Pierced Hearts are a Religious Institute of Sisters of Diocesan Right founded by Mother Adela Galindo on August 15, 1990, in the Archdiocese of Miami, FL, USA, and erected as a Diocesan Religious Institute on March 25, 2000.

Since an early age, our Mother Foundress has had a profound understanding of the need to form young hearts in the beauty of the Truth so as to be able to make good, fundamental choices that would mature them, lead them to the fullness of life, and equip them to face the challenges they will confront in the world.

Mother Adela also had and continues to have a great desire to open new opportunities for the authentic development of the human person and each person's contribution in the building of society. A strong, Catholic education is fundamental for the building of the future of the youth.

*"We are called to manifest the reign of love of the Pierced Hearts of Jesus and Mary as the building force for the construction of a new civilization of love, life, truth, and solidarity."
— Mother Adela, Foundress SCTJM*



OUR CORE VALUES

United in the love of the Hearts of Jesus and Mary, the Cristo Rey Orlando High School family affirms that we are:

CREATED

We are made by God in His image and likeness, and He is the Creator of all things. Christ the King is the perfect revelation of the Father and each of us reflects God in our own unique way.

CHOSEN

We have been selected and invited by God for a particular purpose which reflects God's divine plan of holiness in the building of His Kingdom here on earth.

CHERISHED

We are loved by God unconditionally, and He desires goodness for each one of us.

CONNECTED

We are a part of a civilization of love, forming a spiritual family in Christ and supporting one another on our journey of faith.

COURAGEOUS

We are brave and can persevere in the face of challenges as we continue to develop, learn and grow because we are inspired by faith and trust in God's grace, strength and guidance.

COMPASSIONATE

We show kindness, empathy, and mercy towards others, mirroring the love and compassion of Christ.

COOPERATIVE

We respond to the grace of the Lord as we walk with Christ and grow as His disciples.

CROWNED

We have hope and assurance in the promises of God for eternal life and glory in His presence.



3. CORPORATE WORK STUDY PROGRAM OVERVIEW

Cristo Rey Orlando High School's experiential learning model is built on the belief that meaningful professional experience is an essential part of a student's education. Through our Corporate Work Study Program (CWSP), students gain hands-on workplace experience while completing a rigorous college-preparatory curriculum.

CWSP is a separately incorporated organization that operates as a professional workforce placement program within the Cristo Rey Network. Every student is employed by CWSP and works in a professional setting four full days each month throughout all four years of high school. Students work in teams to share full-time positions with our Corporate Partners, allowing them to develop workplace skills while contributing toward the cost of their education.

By partnering with CWSP, Corporate Partners make a meaningful investment in the next generation of leaders. Their participation supports workforce development by providing students with valuable career exposure, technical and professional skill development, and opportunities to strengthen critical thinking, communication, teamwork, and other essential workplace competencies. These experiences build students' confidence, expand their aspirations, and prepare them for success in college, careers, and beyond.

It is important to note that Cristo Rey students are employees of the Corporate Work Study Program—not the Corporate Partner. Corporate Partners support the program by paying an annual service fee, which helps fund students' college-preparatory education while making this transformative work-based learning experience possible.

THE IMPORTANCE OF MEANINGFUL WORK

Meaningful work is at the heart of the Corporate Work Study Program (CWSP). Students are not simply filling a role—they are contributing to your organization's mission through purposeful, age-appropriate assignments that add value to your team.

When students are entrusted with meaningful responsibilities, they see the impact of their contributions and develop a stronger sense of purpose, ownership, and accountability. These experiences build confidence, strengthen professional and technical skills, and encourage students to take pride in their work, strive for excellence, and develop a strong work ethic.

Meaningful work also enhances learning by allowing students to apply classroom knowledge in real-world settings. As a supervisor, you play a vital role in creating these opportunities. By assigning relevant, challenging work and providing guidance and feedback, you help prepare students for success in college, careers, and beyond.



4. CWSP STAFF SUPPORT

The Corporate Work Study Program (CWSP) team is committed to supporting both supervisors and Student Associates throughout the school year. Our goal is to ensure a successful partnership by providing ongoing guidance, resources, and communication. (See Appendix A for CWSP Staff and Contact Information.)

SUPERVISOR SUPPORT

As a supervisor, your mentorship is essential to each student's professional growth. The CWSP team partners with you by:

- Providing guidance and support in addressing student performance concerns.
- Offering coaching, mentorship, and additional training for students as needed.
- Assisting in identifying meaningful work assignments.
- Connecting students with school counselors or support services when personal challenges affect workplace performance.
- Maintaining regular communication to ensure a positive work experience.

We encourage open communication and collaboration and are always available to answer questions or provide assistance.

STUDENT TRAINING & DEVELOPMENT

Before beginning their work assignments, all incoming freshmen participate in the **Crown Scholars Summer Institute**, a required two-week training program designed to prepare students for success in the workplace and in high school.

During the Institute, students receive training in:

- Professionalism and workplace expectations
- Business etiquette, including professional communication, email, phone etiquette, and workplace attire
- Customer service and interpersonal communication
- Public speaking, teamwork, and conflict resolution
- Time management, organization, and problem-solving
- Leadership development, personal responsibility, and faith-based character formation

This foundational training equips students with the technical and professional skills necessary to contribute effectively from their first day on the job.

BUSINESS & LEADERSHIP CURRICULUM

Professional development continues throughout all four years of high school through a structured career readiness curriculum that complements students' Corporate Work Study experience. Cristo Rey Orlando uses the **Career SCOOP** and **Learn to Start** curricula to



develop workplace readiness, leadership, communication, professionalism, financial literacy, entrepreneurship, and other essential career skills.

Students also complete business and leadership courses that reinforce the skills they practice in the workplace, including:

- Leadership and teamwork
- Professional communication
- Time management and organization
- Problem-solving and decision-making
- Business ethics and workplace professionalism
- Human resources and organizational management
- Business technology and information systems
- Business law and entrepreneurship

A student's performance in the Corporate Work Study Program is an important component of these courses, strengthening the connection between classroom learning and real-world application.



5. SUPERVISOR RESPONSIBILITIES

YOUR ROLE AS A SUPERVISOR

As a Corporate Work Study Program (CWSP) supervisor, you play a vital role in shaping students' professional growth. For many students, this may be their first workplace experience, and your leadership, guidance, and encouragement help build their confidence, professional skills, and career aspirations.

To create a successful and meaningful work experience, supervisors are expected to:

- Provide a structured, professional, and welcoming environment where students feel valued and included as part of the team.
- Assign meaningful tasks that contribute to daily operations and help students understand the impact of their work.
- Provide mentorship, guidance, and opportunities for students to develop workplace skills and professional habits.
- Set clear expectations and hold students accountable for their responsibilities.
- Provide regular, constructive feedback through daily interactions and timecard evaluations.
- Communicate regularly with CWSP staff to celebrate successes, address concerns, and support student growth.
- Ensure a backup supervisor is available when the primary supervisor is unavailable.
- Complete Timecards daily and Student Performance Reviews twice a year.
- Participate in two required site visits each year.

By providing structure, support, and feedback, you help students develop confidence, accountability, and the professional skills needed for future success.

CREATING A POSITIVE WORK EXPERIENCE

A positive workplace experience begins with making students feel welcomed and supported. Supervisors are encouraged to:

- Introduce students to team members and help them understand their role within the organization.
- Encourage students to engage beyond assigned tasks by allowing them to observe meetings, projects, and different areas of the organization when appropriate.
- Provide opportunities for mentorship and professional conversations.
- Check in regularly to discuss progress, answer questions, and address any challenges.

Your investment in students helps them build confidence, develop workplace awareness, and recognize their potential as future professionals.



SETTING GOALS AND PROVIDING FEEDBACK

Clear expectations and consistent feedback are essential to student success. Supervisors should:

- Establish clear goals and responsibilities at the beginning of the work assignment.
- Assign tasks that encourage growth, problem-solving, and skill development.
- Provide timely, constructive feedback to reinforce learning and improvement.
- Recognize student accomplishments and provide guidance on areas for continued growth.
- Encourage students to reflect on their progress and take ownership of their professional development. (See Appendix B for Professional Development Goals)

Through intentional goal-setting and meaningful feedback, supervisors help students strengthen their work ethic, professionalism, and confidence in the workplace.

TIMECARDS

CWSP uses an electronic timecard system to track student work hours and provide ongoing performance feedback. Timecards serve as both a legal record of hours worked and a communication tool between Student Associates, Supervisors, and CWSP Staff.

Students are responsible for submitting timecards after each workday, including hours worked and accomplishments. Supervisors are responsible for reviewing and approving timecards, providing accurate feedback, and communicating any concerns or successes with CWSP Staff.

Timecard feedback helps CWSP monitor student growth, recognize achievements, and provide support when needed. Supervisors should use timecards as an opportunity to reinforce positive behaviors, address areas for improvement, and have conversations that support student development.

Consistent, honest, and timely feedback is essential to helping students build professionalism, accountability, and workplace skills.

Timecard Best Practices:

- Provide regular feedback
- Recognize positive performance
- Address performance concerns early
- Provide clear and constructive feedback when expectations are not being met.
- Discuss feedback with students
- Ensure ratings are objective, consistent, and based on observable performance throughout the day. (See Appendix C for Timecard Rubric)



STUDENT PERFORMANCE EVALUATIONS

In December and May, supervisors are asked to complete a Student Performance Evaluation for each Student Associate using a standardized evaluation provided by the Cristo Rey Network. These evaluations provide valuable feedback on student growth and help identify areas for continued development. Students receive a copy of their evaluation, and supervisors are encouraged to discuss feedback directly with students.

Students are evaluated on the following professional skills:

- Judgment and decision-making
- Work efficiency and accuracy
- Willingness to learn and accept feedback
- Adaptability and application of new skills
- Initiative and self-motivation
- Enthusiasm and positive attitude
- Professionalism and workplace conduct
- Communication skills
- Reliability and accountability
- Teamwork and collaboration

CWSP Staff review evaluations with students individually to help them reflect on their performance, set goals, and identify future career pathways.



6. STUDENT ASSOCIATE RESPONSIBILITIES

Student Associates are expected to demonstrate professionalism and conduct themselves according to workplace expectations and the Cristo Rey Orlando Code of Conduct. Students are held to high standards of integrity, accountability, and respect.

Students are expected to:

- Maintain a positive, professional attitude.
- Respect confidentiality and follow company-specific guidelines.
- Take initiative in learning new skills and contributing to projects.
- Communicate effectively and respectfully with supervisors and colleagues.
- Ask questions and seek guidance when clarification is needed.

CHARACTERISTICS OF A CRISTO REY STUDENT

CRO considers many factors during the application process. Our application process allows us to understand students and their families personally to make the best admissions decision for each student. The most important characteristics we seek in a Cristo Rey student are:

- **Motivated and Mature.** Studying and working as a high school student is not easy; students should show the maturity and motivation to handle both aspects of our curriculum.
- **Open to Catholic Religious Values.** While students are not required to be Catholic to attend, they should be receptive to a faith-based education and the values and experiences offered at CRO.
- **Employable.** All students participate in the Corporate Work Study Program and must be eligible to work in the US.
- **Earned Grades of C or Higher.** Grades from seventh and eighth grade will be reviewed for admission purposes.
- **Strong Discipline and Attendance Record.** Seventh and eighth-grade discipline and attendance records will be reviewed for admission purposes.
- **Comfortable Communicating with Adults in a Professional Setting.** Students should feel at ease working and communicating with adults in an office environment.



7. ORIENTATION AND ONBOARDING

Because CWSP is the employer of all Student Associates, Corporate Partners are not responsible for standard employee onboarding requirements. CWSP manages work permits, I-9 documentation, Department of Labor requirements, and other employment documentation.

ORIENTATION DAY

Before students begin their first workday, Student Associates participate in **Workplace Welcome Week**, which is an Orientation Day at their Corporate Partner site. This is an opportunity for supervisors to welcome their full team of students, introduce workplace expectations, provide initial training, and help students understand their role within the organization.

Preparing for Student Onboarding

To ensure a successful start, supervisors should:

- **Review Company Policies:** Introduce students to the organization's mission, culture, confidentiality expectations, and workplace guidelines.
- **Define Communication Expectations:** Review email etiquette, preferred communication methods, and professional interactions.
- **Prepare Technology & Workspace:** Ensure students have access to necessary equipment, software, systems, and a designated workspace.
- **Explain Job Responsibilities:** Clearly communicate student tasks, expectations, and how their work contributes to the organization.
- **Identify Backup Supervisors:** Designate supervisors responsible for student support.
- **Confirm Schedule:** Establish work hours and breaks. Clarify department assignments or rotations.
- **Complete Required Documentation:** Address any company-specific requirements, such as background checks, HIPAA training, or confidentiality agreements.

Tips for a Successful First Day:

- **Welcome Students:** Introduce students to your team and key colleagues.
- **Create a Professional Workspace:** Provide a comfortable and organized workspace with the necessary tools for success.
- **Communicate Their Value:** Help students understand how their work supports the organization's mission and goals.

A strong onboarding experience helps students feel prepared, welcomed, and confident as they begin their professional journey.



8. BUILDING A STRONG RELATIONSHIP WITH YOUR STUDENT ASSOCIATES

A strong supervisor-student relationship is essential to a successful Corporate Work Study Program (CWSP) experience. By offering guidance, encouragement, and meaningful connections, you help students feel valued, build confidence, and develop professionally.

CONNECTING WITH YOUR STUDENT ASSOCIATE

Supervisors can build strong relationships by:

- **Engaging in conversations:** Begin workdays with brief check-ins to learn about students' interests, experiences, and goals.
- **Building rapport:** Share appropriate personal experiences, find common interests, and create a welcoming environment where students feel comfortable communicating.
- **Scheduling regular check-ins:** Set aside time for one-on-one conversations to discuss progress, challenges, and professional growth.
- **Encouraging workplace connections:** Introduce students to colleagues, provide opportunities for job shadowing, and help them learn more about different roles within the organization.

ASSIGNING MEANINGFUL WORK

Students participate in CWSP to learn, grow, and gain real-world experience. Assigning meaningful tasks helps students understand their value and develop professional skills.

Supervisors should:

- **Explain the purpose:** Help students understand how their work contributes to the organization's goals.
- **Provide clear instructions:** Train students on new tasks and provide the tools and support needed for success.
- **Set clear expectations:** Define goals, deadlines, and desired outcomes while encouraging students to take ownership.
- **Encourage growth:** Assign tasks that challenge students and build confidence.
- **Check understanding:** Ask students to explain their understanding and provide opportunities for feedback throughout the process.
- **Seek support:** Contact CWSP staff for assistance in identifying meaningful work opportunities.

COACHING & MENTORING YOUR STUDENT ASSOCIATE

Feedback and mentorship are key to student growth. Supervisors help students develop professionalism, confidence, and workplace skills by providing consistent guidance.

Effective coaching includes:

- **Providing timely feedback:** Address successes and areas for improvement as soon as possible.



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- **Making feedback constructive:** Use mistakes as learning opportunities by explaining what happened and how to improve.
 - **Recognizing effort and growth:** Celebrate progress, initiative, and perseverance to encourage continued development.
 - **Using timecard feedback:** Provide regular feedback through timecards to help students reflect on their performance and allow CWSP staff to support their growth.

Your mentorship helps students see their potential, develop a strong work ethic, and build the skills needed for future success.



9. OPERATIONS AND LOGISTICS

WORK SCHEDULE

Student Associates work in four-person teams to cover a full-time position during business hours, Monday through Thursday, throughout the academic year. (See Appendix D for School Calendar.) Their work schedule is designed to complement their academic responsibilities and provide a meaningful professional experience.



CWSP Staff begins each workday with student check-in, attendance verification, uniform checks, workplace updates, and recognition of students who demonstrate exceptional performance. Timecard feedback from supervisors plays an important role in recognizing student achievements.

Daily Schedule

7:00 – 7:50 AM	Arrival & Breakfast
7:50 – 8:00 AM	Morning Prayer, shout-outs and announcements
8:00 – 8:30 AM	Students are dismissed to shuttles
9:00 – 9:30 AM	Students arrive at work sites
2:00 – 2:30 PM	Students are picked up from work sites
3:00 – 3:30 PM	Back to school
4:00 PM	Dismissal

Each Student Associate should have a structured workday schedule that outlines daily responsibilities, expectations, and opportunities for learning. Supervisors should review the schedule with students to ensure they understand their tasks and make the most of their workplace experience. (See Appendix E for Sample Student Associate Daily Schedule)



ATTENDANCE & MAKE-UP DAYS

Student Associates are expected to report to work every scheduled workday. Attendance and punctuality are essential components of professional development.

If a student misses work due to illness or an extenuating circumstance, the student must:

- Notify the CWSP Staff before the start of the school day. The CWSP Staff will notify the supervisor that the student will be absent and will not report to work.
- Complete a scheduled make-up workday approved by both the student's supervisor and the CWSP Staff. (See Appendix F for Make-up Days Calendar)

Patterns of absences or tardiness may impact a student's employment in CWSP. If a student does not arrive for work as expected and no notice has been provided, Supervisors should contact CWSP Staff immediately.

Corporate Partners may choose to waive a student's make-up day by notifying their Client Relationship Manager. When a make-up day is waived, the student is still required to complete a make-up day at Cristo Rey Orlando High School to complete activities.

Make-up days reinforce the importance of commitment, accountability, and responsibility—key qualities students are developing as they prepare for the professional workplace.

ILLNESS & MEDICATION AT WORK

If a Student Associate becomes ill while at work, Supervisors should contact CWSP Staff. CWSP Staff will coordinate transportation or next steps. Students should not leave the workplace independently without approval.

Corporate Partners should not administer medication to students, including over-the-counter medications, without approval from CWSP Staff. Students requiring emergency medication, such as inhalers or EpiPens, should have immediate access to those medications.

SCHOOL ACTIVITIES & SPORTS

Student Associates are expected to prioritize their work responsibilities. School activities, sports, and extracurricular activities should not interfere with scheduled workdays unless approved in advance by CWSP Staff and the Corporate Partner.

INCLEMENT WEATHER & OFFICE CLOSURES

If Cristo Rey Orlando is closed or has a delayed opening due to weather or other circumstances, students will not report to work. School closure days do not require make-up work.

If your office closes or adjusts operations due to weather or emergencies, please notify CWSP Staff as soon as possible so transportation and student schedules can be adjusted.



ARRIVAL & DEPARTURE

CWSP provides transportation for students to and from work. Students are responsible for arriving at the workplace from their designated drop-off location and reporting to the assigned pick-up location at the end of the workday.

Supervisors will receive expected arrival and departure times at the beginning of the school year. Any transportation changes will be communicated by CWSP Staff.

Students may not leave work early without prior approval from CWSP Staff. Supervisors should communicate all transportation concerns directly with CWSP Staff.

LUNCH & BREAKS

Student Associates receive lunch and break periods in accordance with Department of Labor regulations and Corporate Partner policies.

Supervisors should:

- Provide two 15-minute breaks and a lunch period of at least 30 minutes.
- Establish consistent lunch schedules and locations.
- Review lunch expectations during Orientation Day.

Students may bring lunch or receive a CWSP-provided lunch. Students generally should remain on-site during lunch unless approved by CWSP Staff.

If lunch expectations are not followed, Supervisors should address the concern with the student and document feedback through the timecard system.

UNIFORM EXPECTATIONS

Student Associates are employees of Cristo Rey Orlando CWSP and are expected to maintain a professional appearance while representing the program.

Students should arrive at work wearing:

- White button-down shirt with school logo
- Professional blazer
- School tie
- Black belt
- Black shoes
- Black socks

If a company requires a different dress code or has specific workplace attire requirements, supervisors should communicate with CWSP Staff to establish the appropriate dress expectations for the student.



Students may wear **company-branded polos** as appropriate workplace attire. **T-shirts are not permitted.**

Any exceptions to the standard CWSP uniform must be communicated to and approved by CWSP Staff in advance.

Supervisors should notify CWSP Staff if a student arrives out of uniform or does not meet the established workplace dress expectations.

TECHNOLOGY USE

Student Associates are expected to use technology responsibly and remain focused on assigned work.

Students should:

- Use computers, internet access, and company systems only for work-related purposes.
- Follow Corporate Partner technology policies.
- Avoid personal cell phone or any electronic device use and non-work-related websites during work hours.

Social media platforms, streaming services, and other personal online activities are not permitted unless specifically approved for work-related purposes.

Supervisors should clearly communicate technology expectations and address concerns directly with students and CWSP Staff as needed.



10. COMPLIANCE AND WORKPLACE POLICIES

DEPARTMENT OF LABOR REGULATIONS FOR CHILD LABOR

CWSP is committed to providing a safe and compliant workplace experience for all Student Associates. As minors, students are subject to U.S. Department of Labor (DOL) regulations that limit the types of tasks and environments in which they may work.

The **Fair Labor Standards Act (FLSA)** prohibits minors under 18 from performing hazardous work identified through the **17 Hazardous Occupations Orders**. These restrictions include, but are not limited to:

- Manufacturing or storing explosives
- Driving motor vehicles as part of work duties
- Coal mining and other mining operations
- Forestry, logging, and firefighting
- Operating power-driven machinery, including woodworking, metalworking, bakery, and paper-processing equipment
- Working with radioactive substances
- Operating hoisting equipment, such as forklifts, cranes, or similar machinery
- Meat processing and slaughtering equipment
- Brick, tile, demolition, roofing, and excavation work

Corporate Partners should ensure student assignments comply with all applicable labor regulations. If there are questions regarding appropriate job duties, please contact CWSP Staff or refer to the U.S. Department of Labor guidelines.

WORKPLACE SAFETY & STUDENT PROTECTIONS

Health and Safety Concerns

If a Corporate Partner has concerns regarding a student's physical or mental health, safety, or well-being, please contact CWSP Staff immediately. CWSP will assess the situation and provide appropriate support.

Confidentiality & Professional Conduct

Corporate Partners may require students to complete confidentiality, non-disclosure, or intellectual property agreements. CWSP Staff will assist students with any required documentation.

Communication with Parents/Guardians

CWSP employs all Student Associates and serves as the primary point of contact for job-related concerns. Parents and guardians should direct workplace concerns to CWSP Staff rather than contacting Corporate Partners directly.

STUDENT CONDUCT & WORKPLACE EXPECTATIONS

Student Associates are expected to demonstrate professionalism, respect, and accountability in the workplace.



If concerns regarding student performance or behavior arise:

- Notify CWSP Staff promptly.
- CWSP will work with the student and Corporate Partner to address concerns and identify solutions.
- CWSP reserves the right to remove a student from a placement if necessary and will work with the Corporate Partner to determine next steps.

HARASSMENT & DISCRIMINATION POLICIES

CWSP is committed to maintaining a safe, respectful, and inclusive workplace environment. Corporate Partners are expected to provide an environment free from harassment, discrimination, and inequitable treatment based on gender, race, culture, religion, or other protected characteristics.

Students are also expected to treat supervisors, coworkers, and workplace partners with respect. Any concerns involving harassment or discrimination should be reported to CWSP Staff immediately.

REPORTING INAPPROPRIATE BEHAVIOR

Cristo Rey Orlando has established procedures for students to report inappropriate workplace behavior. If a concern is reported, CWSP Staff will work with the Corporate Partner and, when appropriate, the organization's Human Resources department to review and address the situation.

Revised August 2026 · Cristo Rey Orlando High School reserves the right to amend this handbook as deemed necessary.



10. CWSP PROBATION POLICY

CWSP probation is designed to provide structured support and accountability when a student's performance, professionalism, or engagement falls below program expectations. The goal is not punitive; rather, probation serves as an **intervention** to help students realign with workplace standards, strengthen skills, and successfully maintain their corporate placement.

CRITERIA FOR PROBATION

A student may be placed on probation if patterns occur in one or more of the following areas:

1. Workplace Performance & Professionalism

- Repeated concerns from supervisors regarding work quality, productivity, or task completion.
- Lack of initiative, disengagement, or inability to follow workplace expectations.
- Failure to demonstrate growth after coaching or retraining.

2. Attendance & Punctuality

- Excessive tardiness or absences from work assignments.
- Failure to follow call-out procedures or communicate appropriately with CWSP staff or supervisors.
- Patterns of early dismissal or missed workdays impacting employer trust.

3. Communication & Conduct

- Unprofessional language, behavior, or attitude in the workplace or during CWSP activities.
- Difficulty accepting feedback or demonstrating accountability.
- Inappropriate communication with supervisors, coworkers, or CWSP staff.

4. Academic or School-Based Concerns Impacting Work

- Academic eligibility issues that interfere with CWSP participation.
- Behavioral concerns at school that translate into workplace challenges.
- Lack of participation in required CWSP trainings or seminars (e.g., retraining sessions).

5. Compliance & Program Expectations

- Failure to complete timecards, required documentation, or CWSP assignments.
- Violations of CWSP policies or employer guidelines.
- Repeated dress code or professional presentation concerns after reminders.



INDICATORS THAT PROBATION MAY BE INITIATED

- Two or more documented supervisor concerns.
- Continued issues after coaching, check-ins, or performance improvement conversations.
- Decline in performance following previous progress or growth.

SUPPORT MEASURES DURING PROBATION

- Onsite retraining on designed CWSP for 4 to 6 weeks with staff and/or counselor support
- Clear improvement goals aligned with workplace expectations.
- Targeted skill development (communication, confidence, time management, etc.).
- Collaboration with Academics and families to ensure holistic support.

SUCCESSFUL COMPLETION OF PROBATION

A student may exit probation when they demonstrate:

- Consistent professional behavior and improved performance. (ratings of 3+)
- Reliable attendance and communication.
- Positive supervisor feedback over a sustained period.



APPENDIX A: CWSP STAFF AND CONTACT INFORMATION

- **Corporate Work Study Program Office** — cwsp@crstoreyorlando.org
- **Courtney Hand**, Founding Vice President of CWSP — chand@crstoreyorlando.org
- **Desiree Mathis**, Founding Associate Director of CWSP — dmathis@crstoreyorlando.org
- **Llelila Garcia**, Founding Vocational Counselor & Relationship Manager — lgarcia@crstoreyorlando.org
- **Antonio Small**, Relationship Manager — asmall@crstoreyorlando.org
- **Mariel Molina**, Founding Leadership Teacher — mmolina@crstoreyorlando.org
- **Ernest Lecounte**, Leadership Teacher — elecounte@crstoreyorlando.org



APPENDIX B: PROFESSIONAL DEVELOPMENT GOALS

Preparing For Your Professional Growth

Your CWSP experience is an opportunity to learn about yourself, develop workplace skills, and explore possible careers. Use the questions below to reflect on your experience and identify areas where you would like to grow.

1. What types of tasks at your worksite do you enjoy the most? Why?
2. What are some skills, talents, or interests you already have that you can use at your worksite?
3. What are 2–3 ways you have recently helped your company or team?
4. What is one new task, responsibility, or experience at your worksite that could help you learn or grow?
5. What are 1–2 things you would like to learn or try at your worksite in the next six months?



Identify Your Strengths

Think about your worksite experience, feedback from your supervisor, and interactions with your coworkers.

List 3–5 strengths that you bring to the workplace.

Examples: communication, teamwork, organization, creativity, responsibility, problem-solving, punctuality, positive attitude, willingness to learn.

1. _____
2. _____
3. _____
4. _____
5. _____

Identify Areas for Growth

Everyone has skills they can continue to develop. Think about feedback you have received and areas where you would like to improve.

1. What is one workplace skill you would like to improve? Why?

2. What is something you would like to become more confident doing at your worksite?

3. What is one new responsibility or opportunity you would like to take on at your worksite?

4. What feedback has your supervisor given you that could help you improve?



Prioritize Your Strengths and Growth Areas

1. Which of your strengths helps you the most at your worksite? Explain why.
2. Which skill would make the biggest difference in your success if you improved it?
3. Which skill would you most like to develop this year? Why?

Create Your CWSP Professional Development Goals

Your goals should be SMART!

Specific— What exactly would you like to accomplish? What is your desired outcome?

Measurable – How will you measure your progress? How will you know when you have reached your goal?

Achievable— Do you have the ability and motivation to successfully accomplish this goal? Will you have the resources and support you need to reach your goal?

Relevant— Does the goal support your work and reflect your and your organization's priorities? Is this goal important to you at this time in your life?

Timely— What is the timeframe for achieving this goal?

Goal 1:

How will I measure my progress?

When will I accomplish this goal?

Goal 2:

How will I measure my progress?



When will I accomplish this goal?

Goal 3:

How will I measure my progress?

When will I accomplish this goal?

Learning And Development Plan

Areas For Development	Ideas	Action Steps and Timelines
<i>Skills & Strengths to Use</i> What strengths or skills do I already have that I can use more at my worksite?		
<i>Skills & Knowledge to Develop</i> What workplace skills do I want to improve or learn? How can I practice and develop them?		
<i>Career Exploration</i> What careers, jobs, or industries would I like to learn more about? What would I like to discover about them?		
<i>Professional Relationships</i> Who can I learn from at my worksite? How can I build positive relationships with my supervisor and coworkers?		



APPENDIX C: TIMECARD RUBRIC

CATEGORIES	5 EXCEPTIONAL	4 EXCEEDS EXPECTATIONS	3 MEETS EXPECTATIONS	2 NEEDS IMPROVEMENT	1 UNSATISFACTORY
PROFESSIONALISM Demonstrates positive attitude, follows dress code, and represents your company professionally.	-Always positive and respectful -Perfectly follows dress code and policies -Represents company well at all times -Role model for others	-Positive and respectful most of the day - Follows dress code and policies -Represents company well -Small reminders rarely needed	- Positive and respectful - Follows dress code and policies -Represents company appropriately -Prepared and ready to work	-Needs reminders for attitude or behavior -Dress code or policy reminders needed -Does not always represents company well	-Negative or disrespectful behavior -Does not follow dress code or policies -Poorly represents company -Unprepared for work
COMMUNICATION Communicates clearly and professionally, listens well and interacts appropriately with others.	-Communicates clearly and professionally with confidence -Listens actively and values others' input -Contributes positively to team discussions	- Communicates clearly and professionally -Listens well and responds appropriately -Works well with others	-Communicates clearly and respectfully -Listens and responds appropriately -Works cooperatively with others	-Communications is sometimes unclear or unprofessional -Needs reminders to listen or wait to speak -Limited interactions with others	-Communication is often inappropriate or disrespectful -Does not listen -Does not work well with others
RESPONSIBILITY Follows instructions, completes assigned tasks, and takes ownership of work.	-Takes ownership of all tasks -Independently seeks and completes work -Follows instructions precisely -Always follows through and meets commitments	-Completes all assigned work independently -Follows instructions with minimal reminders -Takes ownership when mistakes occur -Dependable and trustworthy	-Completes assigned tasks on time -Follows instructions -Accepts responsibility for work -Can be counted on to finish tasks	-Needs frequent reminders to stay on task -Sometimes misses steps or details -Needs help following through	-Does not complete assigned tasks -Does not follow instructions -Avoids responsibility -Cannot be counted on
QUALITY OF WORK Work is accurate, though, and meets expectations with attentions to detail.	-Work is constantly accurate and through -Great attentional to detail -Produces high-quality results	-Work is accurate with few errors -Good attention to detail -Produces quality results	-Work is accurate and complete -Attention to detail is generally good -Quality is acceptable	-Errors or missing details -Work needs frequent corrections -Quality is inconsistent	-Work is inaccurate or incomplete -Many errors or missing details -Work is below standards
TIME MANAGEMENT Uses time effectively, stays on task, and meets deadlines.	-Excellent use of time - Always on task -Completes work early and correctly -Proactively begins new tasks	-Uses time effectively -Most of the time, stays on task -Completes work on time -Rarely needs reminders	-Uses time appropriately -Stays on task -Completes work by deadlines -Occasional reminders needed	-Gets off task frequently -Needs reminders to manage time -Sometimes misses deadlines	-Frequently off task -Ineffective use of time -Misses deadlines -Does not plan or prioritize work
INITIATIVE & GROWTH Shows initiative, ask questions when needed, and applies feedback to improve.	-Seeks additional work without being asked -Asks thoughtful questions -Applies feedback immediately -Continuously looks for ways to improve	-Volunteers for additional tasks -Asks questions -Applies feedback -Shows willingness to learn and improve	-Asks questions when needed -Applies feedback -Willing to learn -Open to suggestions	-Rarely shows initiative -Needs reminders to ask questions -Slow to apply feedback	-No initiative shown -Does not ask questions -Does not apply feedback -Resistant to learn
RATING GUIDE – OVERALL DAILY SCORE	5 Exceeds expectations in nearly every category Demonstrates initiative, ownership, and outstanding professionalism	4 Exceeded expectations in several categories Worked independently with minimal supervision and produced strong results	3 Met expectations in all categories Completed assigned work and demonstrated appropriate professionalism	2 Met expectations in some areas but needs improvement Required multiple reminders or coaching	1 Did not meet expectations in multiple areas Significant improvement is needed.



APPENDIX D: SCHOOL/ ACADEMIC CALENDAR

Date(s)	Event
August 11	First Day of School
August 14	Draft Day
September 7	Labor Day - School Closed
September 10	Family Partnership Night
September 25	Q1 : Progress Report
September 28- October 2	Q1: Parent Check-In
October 9	Q1: End of Marking Period
October 16	Q1: Report Cards
October 12	Teacher Work Day; Student Holiday
October 13	Q2: Beginning of Marking Period
November 13	Q2 : Progress Report
November 16- 20	Q2: Parent Check-In
November 23- 27	Thanksgiving Break - School Closed
December 14 - 17	Mid-Term Exams
December 18	Q2: End of Marking Period
December 21 - January 1	Christmas Break - School Closed
January 4	Teacher Work Day; Student Holiday
January 5	Q3: Beginning of Marking Period



January 8	Q2: Report Cards
January 18	MLK Jr Day - No School
February 12	Q3: Progress Reports
February 15	President's Day - School Closed
February 22 - 26	Q3: Parent Check-In
March 11	Q3: End of Marking Period
March 12	Teacher Work Day; Student Holiday
March 15 - 19	Spring Break - School Closed
March 22	Q4: Beginning of Marking Period
March 24	Q3: Report Cards
March 25 -26	Easter Break - School Closed
April 16	Q4: Progress Report
April 19 - 22	Q4: Parent Check-In
April 23	Student; Teacher Holiday
May 24 - 27	Final Exams
May 27	Last Day of School; Q4: End of Marking Period
May 28	Q4: Report Cards; Teachers Post Planning



APPENDIX E: SAMPLE STUDENT ASSOCIATE DAILY SCHEDULE

9:00 AM - 9:15 AM
Arrival & Daily Setup

Check in and prepare workstation
Check email and internal communication platforms
Review daily tasks and priorities with supervisor or team

9:15 AM - 10:30 AM
Administrative & Office Support

Assist with filing, scanning, and organizing documents
Enter data into spreadsheets, databases, or tracking systems
Prepare materials for meetings, events, or projects
Support general office operations and administrative tasks

10:30 AM - 11:30 AM
Project & Department Support

Assist team members with ongoing projects
Conduct research and gather information as requested
Create, update, or organize reports and documents
Support department-specific initiatives and assignments

11:30 AM - 12:00 PM
Break

Lunch Break

12:00 PM - 1:30 PM
Customer Service & Professional Communication

Answer phones, greet visitors, or assist clients/customers (as appropriate)
Respond to emails or inquiries under supervisor guidance
Assist with scheduling, appointment coordination, or meeting preparation
Participate in team meetings or collaborative projects

1:30 PM - 2:00 PM
Professional Development
(optional)

(School provided supplemental training and professional development support)
Microsoft Excel training and practice
Future Works course activities (resume building, professional profile development, market-ready projects)

2:00 PM - 2:30 PM
Wrap-Up & Prepare for Dismissal

Finalize and submit completed tasks
Organize files and workspace
Submit timecard
Review accomplishments and next steps with supervisor
Prepare for dismissal



APPENDIX F: MAKE-UP DAYS CALENDAR

Below are the approved make-up dates for the 2026-2027 school year.

MAKE-UP DATE	NOTES
October 12, 2026	Teacher Work Day; Student Holiday
November 23 - 27, 2026	Thanksgiving Break
December 21, 2026 - January, 2027	Winter Break
February 15, 2027	President's Day
March 12, 2027	Teacher Work Day; Student Holiday
March 15 - 19, 2027	Spring Break
April 23, 2027	Teacher Work Day; Student Holiday
May 31 - June 11, 2027	Summer Break

Make-Up Day Hours: **9:00 AM—3:00 PM**

Supervisors: Please confirm with your student that the make-up day works for their worksite and schedule and approve it through Salesforce.

Transportation & Lunch: Parents/guardians are responsible for transportation to and from the worksite. Students must bring lunch.

CWSP staff will be available to assist with any situation that may arise during a student's make-up day.