
Career and Technology Education Department

Career and Technology Education embraces quality instructional partnerships with business and industry to successfully prepare students for the challenges of post-secondary education and a globally competitive workplace.

Practicum Program (Work-Based Learning) 2020-2021 Program Guidelines

PURPOSE OF PRACTICUM PROGRAMS

The primary purpose of Career and Technology Education taught by the practicum method is to provide students with opportunities to develop marketable skills related to future careers through on-the-job training at businesses and industries which work in cooperation with the Birdville Independent School District. In addition to skill development, considerable emphasis is placed on the development of good work habits, responsibility, ethical behavior in business, honesty, loyalty, and leadership.

While it is expected and desired that the trainees will earn wages equivalent to regular employees with equal experience performing identical work, the main reason for the existence of the various practicum programs is for on-the-job training, not just for providing part-time jobs for students who need or wish to work.

Only students who are willing to exhibit the maturity and responsibility required in order to benefit educationally from a practicum program should participate.

TRANSPORTATION

Each student enrolled in a practicum program is responsible for making arrangements for dependable transportation to and from work each day.

TRAINING STATIONS

1. The teacher-coordinator has the responsibility for a student's performance and progress both in class and on-the-job.
2. Arrangements for all training stations will be made and/or approved by the teacher.
3. Working for parents or relatives is not recommended unless the teacher is convinced that it is in the best interest of the student.
4. It is desirable that training stations be in close proximity to the school campuses.
5. Students will be under direct supervision of employers while at the training stations.
6. Students will follow the normal procedures of the businesses or industries for which they are employed, which may include working on holidays, weekends, and school holidays in order to maintain employment.
7. The teacher will visit the training stations periodically to discuss the progress of students and plan classroom instruction to aid in the skill development related to training station duties and responsibilities.
8. Students will not change jobs or training without prior approval of teacher-coordinator.
9. Parents will direct all questions concerning students' jobs to the teacher-coordinator not the employers.
10. The teacher-coordinator, employers, students, and parents will communicate and work cooperatively to take care of any problems or concerns.
11. The teacher-coordinator has complete discretion regarding approval of appropriate training stations for student placement.

TRAINING STATION WORK LOAD

1. Students will work a minimum of 15 hours per week at their training stations.
2. Although there are no maximum number of hours for on-the-job training, it is recommended that hours in school and hours on the job total no more than 40 hours per week.
3. The working time spent at training stations must not adversely affect performance or attendance at school.

ATTENDANCE

1. Better than average school attendance is expected.
2. Students will not report to training stations on days they are absent from school, unless prior approval is granted by the teacher-coordinator.

3. When students must miss school, they are to contact both their teacher-coordinator and employers at the time designated by the teacher-coordinators.
4. Students must make arrangements with employers well in advance for missing work during final exam schedules or other school activities.
5. Students must not linger on campus when dismissed from school to report to training stations.
6. Students should not have social visitors at work, nor should they use the telephone except when absolutely necessary.
7. Students must be well groomed and dressed appropriately for their jobs, based on standards set by the school and the employer.
8. Students will attend the annual Employer Appreciation Luncheon dressed in appropriate business attire.

CONDUCT AND DISCIPLINE

1. Students are expected to display above average maturity and responsibility at school and work.
2. While students are under direct supervision of their employers at work, they are also representing the school as trainees and are subject to school jurisdiction.
3. Students will adhere to the Birdville Independent School District Student Code of Conduct.

GRADING AND CREDITS

1. Evaluations of progress at work and school will be coordinated by the teacher and employer.
2. All practicum classes are full year programs.

GROUND/CONSEQUENCES FOR DISMISSAL FROM PRACTICUM PROGRAMS

1. Excessive absence from school and/or work.
2. Failure to contact teacher and/or employer when absence is unavoidable.
3. Dismissed by employer for dishonesty, absenteeism, inappropriate behavior on the job, insubordination, and/or poor work performance.
4. Suspension or expulsion from school and/or extended DAEP
5. Major school disciplinary infraction may result in removal from program.
6. Quitting or changing jobs without prior approval of teacher.
7. Students unable to maintain passing grades will be encouraged to discontinue the practicum program and enroll in a full day of classes.

Students removed from one practicum program for violation of the policies should not be eligible to transfer to another practicum program until the next school year.

Exceptions or variations to these policies will be made only through the agreement of the practicum teachers and the school administration.

| | |
|----------------------------|---------------------------|
| _____ Student Signature | _____ Parent Signature |
|----------------------------|---------------------------|

It is the policy of the Birdville Independent School District not to discriminate on the basis of sex, handicap, race, religion, color or national origin in its educational and career and technology education programs, services, activities, or employment as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; and the Individuals with Disabilities Education Act (IDEA). The Birdville Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and career and technology education programs.

Birdville ISD released its 2020–21 Reopening Plan on July 23. The Plan includes information regarding online and face-to-face instruction, health and safety information, assessment, special education and much more. Due to the constantly evolving situation with COVID-19, and the regularly changing guidance from state education and health officials, BISD’s Plan will be reviewed and updated as needed to reflect new requirements from the CDC; federal, state, or county orders; or the Texas Education Agency. For more information and updates, please visit: <https://www.birdvilleschools.net/covid19>

This mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovate and responsive learning environments. BISD believes in providing a physically and emotionally safe environment that encourages learning for all students.

The Student Detail Report should reflect eligible CTE days present for each eligible student enrolled in a state-approved and state-funded CTE course. Campus Summary Reports and the District Summary Report should have total eligible CTE days and total CTE contact hours by career and technical code, by six-week reporting period.

Total CTE contact hours = eligible CTE days × contact hour multiplier.

Important: If district personnel have reported a student in the Student Detail Report with an ADA eligibility code of 2 (eligible for half-day attendance), they should **not** report full-day CTE attendance for the student. The CTE days present must be reported as half days.

5.7 Career Preparation and Practicum Learning Experiences

Career Preparation consists of time spent at an approved training site, as well as classroom instruction. Practicums are specific to a Career Cluster and combine classroom instruction with learning experiences in a laboratory setting or at an approved training site.

Career Preparation and practicums require that the LEA and the training sponsor plan and supervise instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training site experiences.

Note: Time a student spends at a training site is instructionally engaged time. Up to 120 minutes per day required time at the training station counts toward meeting full-time and half-time attendance requirements. (See [3.2 Membership and Eligibility for Attendance and Foundation School Program \(FSP\) Funding](#).)

5.7.1 Career Preparation Eligibility Requirements

CTE Career Preparation eligibility requirements are as follows. Refer to [5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours](#) through [5.7.5 Required Site Visits by Teachers](#) for additional information and to the [Glossary](#) for definitions.

- The Career Preparation course¹⁵⁸ is for **paid or unpaid** experiences. The training component must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry.
- Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should **span the entire school year**, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year. However, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
- A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to participate in paid Career Preparation learning experiences.

¹⁵⁸ [19 TAC §127.14](#) and [§127.15](#)

- Students unemployed or without an unpaid work-based learning experience for more than 15 consecutive school days are not eligible for contact hours.
- Your district must not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.

Use the following chart to determine the CTE code for students participating in **paid** CTE Career Preparation.

| Classroom Instruction | Work-Based Instruction | Units of Credit | CTE Code |
|--------------------------|-----------------------------|-----------------|----------|
| 1 hour per day (average) | 10 hours per week (average) | 2 | V2 |
| 1 hour per day (average) | 15 hours per week (average) | 3 | V3 |

5.7.2 Practicum Course Eligibility Requirements

CTE practicum course eligibility requirements are as follows. Refer to [5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours](#) through [5.7.5 Required Site Visits by Teachers](#) for additional information and to the Glossary for definitions.

- Practicum courses and other two credit or three credit CTE courses found in [19 TAC Chapter 130](#) may be used as laboratory-based, **paid**, or **unpaid** work experiences for students.
- Each practicum course using a work-based learning instructional arrangement must consist of student participation in training appropriate to the student’s coherent sequence of courses plus participation in related CTE classroom instruction. A practicum course **spans the entire year**. A student is expected to be enrolled the entire school year. However, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
- In a **paid** practicum instructional arrangement, related classroom instruction must average one class period each day for every school week.
- A student must be a minimum age of 16 and hold valid work documentation such as a Social Security card to enroll in any of the practicum learning experiences that have a **paid** component.
- Students unemployed for more than 15 consecutive school days in a **paid** practicum learning experience must be placed in an unpaid learning experience.

Use the following chart to determine the CTE code for students participating in a **paid** practicum learning experience.

| Classroom Instruction | Work-Based Instruction | Units of Credit | CTE Code |
|--------------------------|-----------------------------|-----------------|----------|
| 1 hour per day (average) | 10 hours per week (average) | 2 | V2 |
| 1 hour per day (average) | 15 hours per week (average) | 3 | V3 |

Use the following chart to determine the CTE code for students participating in an **unpaid practicum** learning experience.

| Combination of Classroom Instruction and Work-Based Instruction (Work Site or Lab Based) | Units of Credit | CTE Code |
|--|-----------------|----------|
| 2 hours per day (average) | 2 | V2 |
| 3 hours per day (average) | 3 | V3 |

5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours

Written training plans must be on file for any student participating in either a paid or unpaid learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training. Training plan forms are available at http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/.

A student in **paid** work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file within 15 school days of the student's employment date. A student participating in **unpaid** practicum work-based instruction may be counted for contact hours on the first day of enrollment, provided a written training plan is completed and on file before the student begins participating in training at the site.

5.7.4 Additional Requirements for Students Participating in Paid Learning Experiences

For a student participating in **paid** experiences, employment must begin within 15 school days of the student's enrollment date. If a student's employment ends before the end of the school year, contact hours may be counted without interruption provided the student's **paid** training resumes within 15 school days and a written training plan is on file within 15 school days of employment.

5.7.5 Required Site Visits by Teachers

A teacher assigned to teach courses involving work-based learning experiences, both **paid** and **unpaid**, must visit each student training site at least six times each school year. The teacher must be provided time within his or her schedule to visit the training sites. The training site visits must not be conducted during the teacher's planning and preparation period.¹⁵⁹ Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period.

5.8 Project-Based Research

A Project-Based Research course¹⁶⁰ must be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team.

¹⁵⁹ [TEC, §21.404](#)

¹⁶⁰ [19 TAC §127.12](#)



Career and Technology Education Department

TO: Practicum Teachers
FROM: Allison Vinson, CTE Director
DATE: July 29, 2019
SUBJECT: Grading Policy

There have been questions regarding the grading policy for practicum learning students to stay current with the district policy that does not require a six weeks' test. The following formula applies for classroom instruction and on-the-job training for the 2018-2019 school year.

60% Classroom Instruction

40% On-the-Job Training

The classroom instruction weight of 60% must include a minimum of 8 separate daily grades and 3 separate major grades, which is consistent with the district policy. *“The daily grade average shall represent one-half (1/2) of the grade. The major test/project average shall represent one-half (1/2) of the grade.”*

This procedure will allow you to weigh the on-the-job training component of the program appropriately and still emphasize the importance of classroom instruction to the overall program. Please call if you need any further clarification concerning the grading policy.

Academic Policies

Grading Policies

Averaging

Six weeks grades shall be obtained by averaging daily work and major grades. (Daily work is defined as homework, class work, daily or pop test grades, etc.: major grades as chapter tests, unit tests, announced projects, or papers, etc.)

Averaging for grades six through twelve (6 – 12) shall be as follows:

Six weeks average:

- The daily grade average shall represent one-half (1/2) of the grade. The major test/project average shall represent one-half (1/2) of the grade. This may be accomplished as follows:

| | |
|--------------------------------|-----------------------|
| Daily grade average | 88 |
| Major grade average | 75 |
| Calculation of six weeks grade | 163 divided by 2 = 82 |

- There shall be a minimum of eight (8) separate daily grades and three (3) separate major grades each six (6) weeks. At least one major grade and 3 daily grades should be entered by the end of the first three weeks of each six weeks.

Because Advanced Placement classes represent university level work, the daily average shall represent 40% of the grade. The major test average shall represent 60% of the grade.

For a student who drops from an advanced academic class to a lower weighted corresponding course, then the multiplier shall be used for the advanced academic class they are dropping in order to determine the transfer grade for the course at the lower weighted corresponding course. (10/23/19)

Students in high school credit courses who receive a failing grade in the first semester are eligible to average their fall and spring semester grades. Policy EI (LOCAL) has been updated to reflect that if a student has a 70 or higher in the second semester and the average grade for both semesters is 70 or higher, the student shall earn credit for both semesters even if the student failed the first semester.

Grades for students enrolled in dual credit courses will be determined by the practices/policies of the higher education institution. However, a student must earn at least a 70% in the dual credit course to earn high school credit. Information on the calculation of dual credit course grades should be communicated to students through the course syllabus.

Report Cards

Report cards will be sent home with students each six weeks. The final report card at the end of the year will be mailed to the parent/student residence listed in Skyward. Students in grades 6 – 12 are required to return signed report cards to school. Parents of any student receiving failing grade(s) at the end of a six weeks or semester grading period should schedule a conference with the teacher of the subject.

Dual Credit courses: Progress reports of pass/fail will be reported periodically to students and a final, numeric course grade will be reported at the end of each course. Communication between adjunct professors and parents is limited due to FERPA guidelines. Students should communicate with the adjunct professor directly concerning academic progress.

Skyward Family Access

Skyward Family Access provides secure access to student information so that parents may monitor their child's progress. Information available through the system includes student grades, attendance, and results of state assessments, such as STAAR, EOC, STAAR Alternate and TELPAS. User names and passwords to the Family Access system are assigned through the office at your child's school.

Semester Examination Exemptions

- Students in grades nine through twelve (9 – 12) are eligible for semester examination exemptions based on grades, attendance, and conduct as specified for each class.
- Students in grades nine through eleven (9 – 11) are eligible to earn examination exemptions in odd-numbered class periods (1, 3, 5, and 7) at the end of the first semester, and even-numbered class periods (2, 4, and 6) at the end of the second semester. Seniors may earn exemptions from examinations in any class in which they meet eligibility requirements.
- Students must maintain at least an 80 semester grade average to be eligible for a semester examination exemption in a class, and have no more than the number of excused absences specified below:
 - Grade of 80 to 84 – no absences during the semester
 - Grade of 85 to 89 – not more than one (1) absence during the semester
 - Grade of 90 to 94 – not more than two (2) absences during the semester
 - Grade of 95 or above – not more than three (3) absences during the semester
- Students with one (1) or more unexcused absences, more than three (3) tardies in a class, or more than one (1) six weeks conduct grade of N, or any conduct grade of U, may not be exempt from a semester examination.
- Students are required to attend classes in which they are exempt on examination days. An exemption is an exam exemption and not an attendance exemption. Students receiving exemptions are encouraged to take the examination, and have it scored. If the examination score will improve a student's grade average, it will be calculated as part of the semester average. Otherwise, the examination grade will not be counted.
- For eligible students who choose not to take the examination, the semester grade will be based on the grades for the three (3) six-weeks grading periods only.

Each of the six weeks grades shall be two-sevenths (2/7) of the semester average. The semester test or cumulative test grade shall be one-seventh (1/7) of the average.

Change in Student's Grade

A student's academic or conduct grade may be changed by the teacher of the subject area only when

- 1) There was a mechanical error in averaging or recording the original grade, or
- 2) The teacher's grading procedure violated either local policy or state rule.

Progress Reports

Progress reports are sent home with all students after the third week of each six weeks grading period. Parents may schedule a conference with the teacher if a progress report causes concern. All conferences must be scheduled through the office.

Grading of Work

Student grades will be posted in skyward parent portal within five (5) days for daily grades and major grades. Special consideration will be given for lengthy research papers, lengthy essays, portfolios and large projects. There will be a minimum of eight (8) daily grades and three (3) major grades per six weeks.

Grading of Late Work

Students may be assessed a penalty of no more than ten (10) points per school day for up to three (3) school days before a zero may be given for work not turned in on time.

The work addressed in this document includes any assignment which is to receive a major grade or which has been completed over an extended period of time for which a designated due date has earlier been announced.



**BIRDVILLE INDEPENDENT SCHOOL DISTRICT
(PROGRAM NAME)
EVALUACIÓN DEL PATRÓN DE ESTUDIANTE**

Nombre del Estudiante _____ Fecha _____

Empleador _____ Direccion _____

Nota al Supervisor: Su crítica constructiva nos permite ofrecer una mejor formación de instrucción para el estudiante. Por favor, indique un número de grado por cada rasgo que aparece en su evaluación. Comentarios adicionales son útiles.

| Rasgos Del Empleado | Excelente 100-90 | Por Encima Del Promedio 89-80 | Promedio 79-70 | Pobre 69-0 |
|-------------------------------------|---------------------|----------------------------------|-------------------|---------------|
| 1. CANTIDAD DE TRABAJO | | | | |
| 2. CALIDAD DE TRABAJO | | | | |
| 3. EL CONOCIMIENTO DE EMPLEO | | | | |
| 4. CONFIANZA | | | | |
| 5. JUCIO Y SENTIDO COMUN | | | | |
| 6. INCIATIVA | | | | |
| 7. COOPERACION | | | | |
| 8. APARIENCIA PERSONAL | | | | |
| 9. LA CORTESIA Y TACTO | | | | |
| 10. SE LLEVA BIEN CON LOS CLIENTES: | | | | |
| 11. ASISTENCIA / AUSENCIAS | | | | |

Usted puede comunicarse con el maestro / coordinador (Provide Teacher Name and Number)

COMENTARIOS ADICIONALES:

FIRMA DEL EMPLEADOR: _____ FECHA: _____

NOMBRE DEL EMPLEADOR Y EL TITULO _____



**BIRDVILLE INDEPENDENT SCHOOL DISTRICT
(PROGRAM)
EMPLOYER'S EVALUATION OF STUDENT**

STUDENT NAME _____ DATE _____

EMPLOYER _____ ADDRESS _____

Note to Supervisor: Your constructive criticism enables us to provide better instructional training for the student. Please indicate a **number grade** by each trait listed in your evaluation of the student named above. Additional comments are helpful.

| EMPLOYEE TRAITS | Excellent 100-90 | Above Average 89-80 | Average 79-70 | Poor 69-0 |
|--|---------------------|------------------------|------------------|--------------|
| 1. QUANTITY OF WORK: Does he/she use time efficiently? | | | | |
| 2. QUALITY OF WORK: Accuracy, neatness, thoroughness, and attention to detail | | | | |
| 3. KNOWLEDGE OF JOB: Understands the duties of the job | | | | |
| 4. DEPENDABILITY: Sense of responsibility; carries out his/her work conscientiously | | | | |
| 5. JUDGMENT AND COMMON SENSE: Has the ability to make decisions | | | | |
| 6. INITIATIVE: Shows initiative and enthusiasm; does not require constant supervision | | | | |
| 7. COOPERATION: Works well with other employees and supervisors | | | | |
| 8. PERSONAL APPEARANCE: Dresses appropriately for the job, neat | | | | |
| 9. COURTESY AND TACT: Uses courtesy on job, with employees and customers | | | | |
| 10. GETS ALONG WELL WITH CUSTOMERS: Uses good human relations techniques | | | | |
| 11. ATTENDANCE/ABSENCES: Does he/she abide by company attendance/absence policy? | | | | |

You may contact the teacher/coordinator- (name)@(phone number)

ADDITIONAL COMMENTS:

EMPLOYER'S SIGNATURE: _____ DATE: _____

EMPLOYER'S NAME and TITLE-(Please print) _____



Career and Technology Education

TO: CTE High School Extended Contract/Practicum Teachers
FROM: Andrea Anderson, CTE Coordinator
DATE: July 27, 2020
SUBJECT: **Training Plans**

Training plans are due three weeks after school starts (September 14, 2020) or three weeks after the student is enrolled in your program.

In order to comply with TEA compliance and audit requirements, please send one complete and correct copy of training plans to:

- Copy to Andrea Anderson (one training plan for each student with copy of class rolls indicating the status of each student that is missing a training plan).
- Copy for teacher file.
- Copy to student.
- Copy to training station sponsor.

Training plans of students that are incomplete as of September 14th should be sent as soon as possible.

Training plans should also be completed for students that enroll in your program during the second semester.

Training Plan Agreement
Paid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title¹ _____

Time Class Meets _____ PEIMS Code _____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

In addition to providing practical instruction, the training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be \$ _____ per _____ for _____ hours per school week.
2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the _____ day of _____, 20____, and extends through _____, _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes _____ No _____

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at www.dol.gov/whd.

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex or disability in its career and technical education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____ Distrito Escolar y _____ (Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

Signature Approvals

(Student) Date

(Training Sponsor) Date

(Parent or Guardian) Date

(CTE Teacher) Date

Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.

Description of Specific and Related Occupational Training

In the section below labeled *Texas Essential Knowledge and Skills (TEKS) for Training Objective*, insert the knowledge and skill statements from the related CTE course.¹ The *Advanced Occupationally Specific Essential Knowledge and Skills* section is available to add specific training opportunities otherwise not identified in the TEKS. **NOTE:** Add rows as needed.

| Texas Essential Knowledge and Skills (TEKS) for Training Objective | Work-Based Instruction | Individualized Class Study | Specific Related Study Assignments |
|--|-----------------------------------|---------------------------------------|---|
| <i>[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]</i> | | | |
| Advanced Occupationally Specific Knowledge and Skills | Work-Based Instruction | Individualized Class Study | Specific Related Study Assignments |
| <i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i> | | | |
| | | | |
| | | | |

NOTE: This form is intended as a template; the user may modify as needed.

¹A training plan should be developed for any student that participates in a CTE work-based learning (WBL) experience where the training is conducted outside of the direct supervision of the teacher. This form may be used in conjunction with any CTE course; however, the most common WBL arrangements are either a cluster specific Practicum course or Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

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Training Plan Agreement
Unpaid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title¹ _____

Time Class Meets _____ PEIMS Code _____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing the student with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

It is understood that the work-based training experiences will be unpaid. In order to qualify for an exemption from wage requirements, all six of the following criteria must be met: 1) training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career and technical education program; 2) training is for the benefit of the student 3) the student does not displace regular employees but works under their close supervision; 4) the training sponsor derives no immediate advantages from the activities of the student and on occasion operations may actually be impeded; 5) the student is not necessarily entitled to a job at the conclusion of the training period; and 6) the training sponsor and the student understand that the student is not entitled to wages for the time spent in training.

The training period begins the _____ day of _____, 20____, and extends through _____, _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes _____ No _____

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at <http://www.dol.gov/whd>.

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technical Education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____ Distrito Escolar y _____ (Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

Signature Approvals

(Student) Date

(Training Sponsor) Date

(Parent or Guardian) Date

(CTE Teacher) Date

Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.

Description of Specific and Related Occupational Training

In the section below labeled *Texas Essential Knowledge and Skills (TEKS) for Training Objective*, insert the knowledge and skill statements from the related CTE course.¹ The *Advanced Occupationally Specific Essential Knowledge and Skills* section is available to add specific training opportunities otherwise not identified in the TEKS. **NOTE:** Add rows as needed.

| Texas Essential Knowledge and Skills (TEKS) for Training Objective | Work-Based Instruction | Individualized Class Study | Specific Related Study Assignments |
|--|---------------------------|-------------------------------|------------------------------------|
| <i>[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]</i> | | | |
| Advanced Occupationally Specific Knowledge and Skills | Work-Based Instruction | Individualized Class Study | Specific Related Study Assignments |
| <i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i> | | | |
| | | | |
| | | | |
| | | | |

NOTE: This form is intended as a template; the user may modify as needed.

¹A training plan should be developed for any student that participates in a CTE work-based learning (WBL) experience where the training is conducted outside of the direct supervision of the teacher. This form may be used in conjunction with any CTE course; however, the most common WBL arrangements are either a cluster specific Practicum course or Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

Birdville ISD released its 2020–21 Reopening Plan on July 23. The Plan includes information regarding online and face-to-face instruction, health and safety information, assessment, special education and much more. Due to the constantly evolving situation with COVID-19, and the regularly changing guidance from state education and health officials, BISD’s Plan will be reviewed and updated as needed to reflect new requirements from the CDC; federal, state, or county orders; or the Texas Education Agency. For more information and updates, please visit:
<https://www.birdvilleschools.net/covid19>

This mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovate and responsive learning environments. BISD believes in providing a physically and emotionally safe environment that encourages learning for all students.



CHILD LABOR LAWS
Texas Workforce Commission
 Labor Law Section, Child Labor Enforcement
U.S. Department of Labor
 Wage and Hour Division



For further information about Texas' child labor laws, call:
1-800-832-9243
 (in Texas only)
TDD 1-800-735-2989

This poster provides some guidelines to the Texas child labor laws, but it is not complete. Chapter 51, Texas Labor Code, governs the employment of children under Texas state law. **MINIMUM AGE FOR EMPLOYMENT IS 14**; however, state and federal laws provide for certain exceptions. Please call TWC's Labor Law Section concerning questions about labor law. The Fair Labor Standards Act (FLSA) governs federal laws and guidelines pertaining to child labor. For information concerning federal child labor laws, consult your local office of the U.S. Department of Labor, Wage and Hour Division or call 1-866-487-9243

The following are prohibited occupations for 14- through 17-year-old children:

Prohibited occupations are the same for both federal and state law. The hazardous occupations designated by an asterisk (*) have provisions for employment of persons below the age of eighteen (18), provided applicable apprentice or student-learner certification has been obtained. Persons desiring specific information about these exceptions should contact the nearest office of the United States Department of Labor.

Occupations declared particularly hazardous or detrimental to the health or well-being of all children 14 through 17 years of age include occupations:

- (1) in or about plants or establishments other than retail establishments which manufacture or store explosives or articles containing explosive components other than retail establishments,
- (2) involving the driving of motor vehicles and outside helpers
 - A. on any public road or highway,
 - B. in or about any place where logging or sawmill operations are in progress, or
 - C. in excavations.
 (Under certain conditions, driving a motor vehicle for a commercial purpose is NOT considered a hazardous occupation under state or federal law,
- (3) connected with coal mining,
- (4) in logging and sawmill occupations and occupations involving firefighting and timber tracts,
- (5) *in operating or assisting to operate power-driven woodworking machines,
- (6) involving exposure to radioactive substances and to ionizing radiations,
- (7) in operating or assist to operate power-driven hoisting apparatus such as elevators, cranes, derricks, hoists, high-lift trucks,
- (8) *in operating or assisting to operate power-driven metal forming, punching, and shearing machines,
- (9) in connection with mining, other than coal,
- (10) *in operating or assisting to operate power-driven meat processing machines, and occupations including slaughtering, meat packing, processing, or rendering,
- (11) in operating or assisting to operate power-driven bakery machines.
- (12) *involved in the operation of power-driven paper-products machines, balers and compactors,
- (13) in manufacturing brick, tile, and kindred products,
- (14) *in operating or assisting to operate power-driven circular saws, bandsaws and guillotine shears, abrasive cutting discs, reciprocating saws, chain saws and wood chippers,
- (15) in wrecking, demolition, and ship-breaking operations,
- (16) *in roofing operations and on or about a roof, and
- (17) *in connection with excavation operations.

Additional prohibited occupations that apply under state law:

- (1) Occupations involved in sales and solicitation by a child under 18 years of age. Consult 51.0145 Texas Labor Code for exceptions and requirements.
- (2) Occupations in sexually oriented businesses by a child under 18 years of age.

Additional prohibited occupations that apply only to 14- and 15-year-old children:

Occupations declared particularly hazardous or detrimental to the health or well-being of 14- and 15-year-old children include:

- (1) mining, manufacturing, or processing occupations, including duties in workrooms or places where goods are manufactured, mined, or otherwise processed,
- (2) operating or assisting in operating power-driven machinery or hoisting apparatus other than typical office machines,
- (3) work as a ride attendant or ride operator at an amusement park or a "dispatcher" at the top of elevated water slides,
- (4) driving a motor vehicle or helping a driver,
- (5) occupations involved in transporting persons or property by rail, highway, air, water, pipeline, or other means,
- (6) youth peddling, sign waving, or door-to-door sales,
- (7) poultry catching or cooping,
- (8) lifeguarding at a natural environment such as a lake, river, ocean beach, quarry, pond (youth must be at least 15 years of age and properly certified to be a lifeguard at a traditional swimming pool or water amusement park),
- (9) public messenger jobs,
- (10) communications and public utilities jobs,
- (11) construction including demolition and repair,
- (12) work performed in or about boiler or engine rooms or in connection with the maintenance or repair of the establishment, machines, or equipment,
- (13) outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds or their substitutes,
- (14) cooking, except with gas or electric grills that do not involve cooking over an open flame and with deep fat fryers that utilize devices that automatically lower and raise the baskets from the hot grease or oil,
- (15) baking and all activities involved in baking,
- (16) occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery-type mixers,
- (17) freezers or meat coolers work, except minors may occasionally enter a freezer for a short period of time to retrieve items,
- (18) meat processing and work in areas where meat is processed,
- (19) loading and unloading goods to and from trucks, railroad cars or conveyors, and
- (20) all occupations in warehouses and storage except office and clerical work.

Work times for 14- and 15-year-old children:

State Law — A person commits an offense if that person permits a child 14 or 15 years of age who is employed by that person to work:

- (1) more than 8 hours in one day or more than 48 hours in one week,
- (2) between the hours of 10 p.m. and 5 a.m. on a day that is followed by a school day or between the hours of midnight and 5 a.m. on a day that is not followed by a school day if the child is enrolled in school, or
- (3) between the hours of midnight and 5 a.m. on any day during the time school is recessed for the summer if the child is not enrolled in summer school.

Federal Law — The FLSA further regulates hours of employment. 14 and 15 year old children may not work:

- (1) during school hours,
- (2) more than eight hours on a non-school day or 40 hours during a non-school week,
- (3) more than three hours on a school day or 18 hours during a school week, and
- (4) between 7 p.m. and 7 a.m. during the school year, or
- (5) between 9 p.m. and 7 a.m. from June 1 and Labor Day.

Child Actors- state law

Child actor definition - a child under the age of 14 who is to be employed as an actor or other performer

Child actor extra definition - a child under the age of 14 who is employed as an extra without any speaking, singing, or dancing roles, usually in the background of the performance

Every person applying for child actor authorization must submit an application for authorization on a form provided by the Texas Workforce Commission.

Special authorization for child actors to be employed as extras is granted without the need for filing an application if the employer meets the Texas Workforce Commission's requirements. Contact 1-800-832-9243 for instruction.

PENALTIES:

State of Texas — An offense under Chapter 51, Texas Labor Code, is a Class B misdemeanor, except for the offense of employing a child under 14 to sell or solicit, which is a Class A misdemeanor. If the Commission determines that a person who employs a child has violated this Act, or a rule adopted under this Act, the Commission may assess an administrative penalty against that person in an amount not to exceed \$10,000 for each violation. The attorney general may seek injunctive relief in district court against an employer who repeatedly violates the requirements established by this Act relating to the employment of children.

Federal — The FLSA prescribes a maximum administrative penalty of \$11,000 per violation and/or criminal prosecution and fines.



LEYES LABORALES DE MENORES

Comisión de Fuerza Laboral de Tejas
Imposición de Leyes Laborales de Menores
Departamento de Trabajo de los EE.UU
División de Horas y Sueldo



Para más información sobre las leyes laborales de menores de Tejas,

llame a:

1-800-832-9243

(in Texas sólo)

(TDD 1-800-735-2989)

Este informe proporciona algunas leyes laborales sobre el trabajador juvenil de Texas, pero no está completo. Capítulo 51, código laboral de Texas, contiene leyes estatales que pertenecen al trabajador menor de edad. La edad mínima para el empleo es 14; sin embargo, las leyes del estado y las leyes federales aseguran ciertas excepciones. Por favor llame al departamento de leyes laborales del TWC acerca preguntas sobre esta ley. También, el código laboral federal, Fair Labor Standards Act (FLSA), contiene leyes federales perteneciendo al trabajador juvenil. Para obtener información sobre las leyes federales, consulte con su oficina local del Departamento de Trabajo de los Estados Unidos o llame al 1-866-487-9243.

Las siguientes son ocupaciones prohibidas para menores de 14 a 17 años de edad:

Ocupaciones prohibidas son las mismas para ambas leyes federales y estatales. Las ocupaciones arriesgadas y señaladas con un asterisco (*) tienen provisiones para el empleo de las personas menores de dieciocho años, con condiciones de que la certificación como estudiante - aprendiz aplicable haya sido obtenida. Las personas que desean la información específica sobre estas excepciones se deberían poner en contacto con la oficina más cercana del Departamento de Trabajo de los Estados Unidos.

Las ocupaciones declaradas particularmente arriesgadas o perjudiciales a la salud o al bienestar de todos los menores de 14 a 17 años de edad incluirán las ocupaciones:

- (1) en o cerca de fábricas o establecimientos en donde se fabriquen o guarden explosivos o artículos que contengan componentes explosivos aparte de establecimientos que vendan al por menor.
- (2) que involucran el manejar de vehículos motorizados y ayudantes externos
 - A. en cualquier camino público o carretera.
 - B. en o cerca de cualquier lugar donde los funcionamientos de tala o aserradero estén en curso, o
 - C. en excavaciones.
 (Bajo ciertas circunstancias, en manejo de vehículos motorizados con propósito comercial, NO será considerado como trabajo peligroso en cuanto a las leyes estatales.)
- (3) en conexión con la minería del carbón.
- (4) ocupaciones de tala y aserradero e involucrando contraincendios y tractos de madera.
- (5) *del funcionamiento de maquinaria motorizada de carpintería.
- (6) que involucran la exposición a sustancias radioactivas y a radiaciones ionizadas.
- (7) del funcionamiento de aparatos motorizados de alzamiento tal como ascensores, grúas, torres, montacargas, camiones de alzamiento.
- (8) *del funcionamiento de maquinaria motorizada para formar, perforar y cortar metal.
- (9) en conexión con la minería, aparte del carbón.
- (10)*del funcionamiento de maquinaria motorizada en el proceso de carne y ocupaciones incluyendo las de matanza, empaque, proceso o de convertir despojos animales.
- (11) del funcionamiento de maquinaria motorizada de panadería.
- (12)*operaciones de maquinaria motorizados de productos de papel, empacadoras de papel desperdicio o compactadoras de papel.
- (13) de la manufacturación de ladrillos, tejas y productos similares.
- (14)*del funcionamiento de serruchos motorizados, sierra de cinta, cizalla de guillotina, disco cortador abrasivo, sierra de recíprocamente, moto-sierra, y desmenuzadores de madera.
- (15) del funcionamiento de destruir, demoler, y desguazar.
- (16)*ocupaciones en operaciones de techar y en o con respecto al techo.
- (17)*en conexión con funcionamientos de excavaciones.

Ocupaciones prohibidas adicionales que se aplican según la ley estatal:

- (1) ocupaciones involucradas como vendedores o promotores ambulantes de un joven menor de dieciocho años de edad. Consulte 51.0145 Texas Labor Code, código de Texas para las exenciones y los requisitos
- (2) Ocupaciones en negocios orientados al sexo por jóvenes menor de 18 años

Adicionales Ocupaciones prohibidas que aplican solamente a menores de 14 a 15 años:

Ocupaciones declaradas particularmente peligrosas o perjudiciales a la salud o al bienestar de menores de 14- 15 años incluirán:

- (1) Minería, manufactura, u ocupaciones de procesamiento donde mercancía se somete a un cambio en forma o sustancia. Estos trabajos incluyen tareas en talleres o en lugares donde se fabrican bienes, minado, o bienes transformados de otra forma;
- (2) El funcionamiento o el asistir de aparatos de alzamiento o cualquier otra maquinaria motorizada, aparte de maquinaria de oficina;
- (3) Asistente de paseo u operador de paseo en un parque de diversiones o un asistente en lo alto de toboganes acuáticos elevados;
- (4) Operando un vehículo motorizado o sirviendo como ayudantes en tales vehículos;
- (5) Ocupaciones relacionadas en el transporte de personas o bienes por ferrocarril, carretera, aire, agua, ductos de tubería como gasoductos u oleoductos, u otros medios;
- (6) Vendedores o promotores ambulantes; demostración de anuncios fuera del establecimiento;
- (7) Pescar y enjaular aves de corral en preparación para ser transportados o para el mercado;
- (8) Salvavidas en aguas del medio ambiente natural como en un lago, río, mar, presa, o estanque (Los jóvenes deben ser por lo menos 15 años de edad, y debidamente certificado para ser un salvavidas en una piscina tradicional o un parque acuático de diversiones);
- (9) Servicio público de mensajero;
- (10)Comunicaciones y servicios públicos de empleo;
- (11)Construcción incluyendo la demolición y la reparación;
- (12)Ocupaciones en o cerca de salas de calderas o salas de maquinarias, o enrelación con el mantenimiento o reparación del establecimiento, maquinarias, o equipo;
- (13)El lavado de ventanas afuera que incluya trabajando en alfeizares y todo trabajo que requiera el uso de escaleras, cadalsos o sustitutos;
- (14) Cocinar, excepto con gas o parrillas eléctricas que no utilizan cocinar sobre una llama abierta y excepto freidoras que utilizan dispositivos que automáticamente bajen y suben las cestas del aceite o grasa caliente;
- (15) El hornear y los procesos relacionados al hornear;
- (16) Ocupaciones que involucran el funcionamiento, establecimiento, ajustamiento, limpieza, lubricación, o la reparación de maquinaria motorizada para la comida como las rebanadoras, moledoras, picadoras, cortadoras, y batidoras de panadería;
- (17) Los congeladores o los refrigeradores de carne. Excepto, menores pueden entrar de vez en cuando en un congelador por un período corto de tiempo para recuperar artículo;
- (18) Trabajo involucrado en la preparación de carne para su venta o trabajar en áreas donde se procesa la carne;
- (19) Carga y descarga de mercancía hacia y desde los camiones, vagones de ferrocarril, o transportadores;
- (20) Todas las ocupaciones en almacenes, excepto el trabajo de oficina

Horarios para los menores de 14 y 15 años de edad

Ley Estatal – Una persona cometerá una ofensa si tal persona permite que el niño(a) de 14 o 15 años de edad empleado por esa persona trabaje:

- (1) más de 8 horas en un día o más de 48 horas en una semana.
- (2) entre las horas de 10 p.m. y 5 a.m. cuando el día siguiente sea un día escolar o entre las horas de medianoche y 5 a.m. en un día que no preceda un día escolar si el menor está matriculado en la escuela.
- (3) entre las horas de medianoche y 5 a.m. en cualquier día durante el tiempo en que la escuela entre en receso para el verano si el menor no está inscrito en la escuela.

Ley Federal – El FLSA en adición reglamenta las horas de empleo para menores:

- (1) no pueden trabajar durante horas de escolar
- (2) no más de ocho horas en un día no escolar o 40 horas durante una semana no escolar.
- (3) no más de tres horas en un día escolar, 18 horas durante una semana escolar.
- (4) Menores pueden trabajar solamente entre las 7 a.m. y las 7 p.m. durante el año escolar. Sin embargo, entre el primero de junio y el Día del trabajador, pueden trabajar entre las 7 a.m. y las 9 p.m.

Niños Actores-Ley estatal

Definición de actor juvenil -Un niño menor de 14 años que se emplea como un actor u otro ejecutante

Definición de actor juvenil extra -Un niño menor de 14 años que se emplea como un extra generalmente en el ambiente de la actuación, sin hacer uso de la palabra, el canto, baile o funciones.

Cada persona que solicita autorización para el actor juvenil, deberá presentar una solicitud de autorización en un formulario proporcionado por la Comisión de la Fuerza Laboral de Texas. La autorización especial para actores juveniles de ser empleados como extra es concedida sin la necesidad de archivar una aplicación si el empleador cumple con los requisitos de la Comisión. Póngase en contacto con la 1-800-832-9243 directa para la instrucción.

MULTAS:

Estado de Texas – Una ofensa bajo el Capítulo 51, Código Laboral de Tejas, es un delito menor de Clase B, excepto la ofensa de emplear a un menor de 14 años para vender o solicitar, el cual es un delito menor de Clase A. Si la Comisión determina que una persona haya violado esta Acta en el empleo de un menor, o una regla adoptada bajo esta Acta, la Comisión podrá fijar una multa administrativa contra tal persona de una cantidad no más de \$10,000 por cada violación. El Ministro de Justicia (Attorney General) podrá procurar un mandamiento judicial en la corte del distrito contra un empleador que viole repetidamente los requisitos establecidos por esta Acta referente al empleo de menores.

Federal – El FLSA prescribe una máxima multa administrativa de \$11,000 por violación y/o prosecución criminal y multas.

STUDENT INFORMATION CARD

Name _____ PEIMS Code _____

School ID _____ SS# [last four digits] _____

HR _____ Grade _____ Address _____ Zip _____

Phone _____ Other phone _____

Date Enrolled _____ Date of Birth ____/____/____ Age ____ Sex: M F
 Month Day Year

Student training station _____

Address _____ City _____ Zip _____

Phone _____ Date employed _____ Rate of pay _____

Supervisor _____ Raise _____

Supervisor Email _____



Home Information

Parent/Guardian _____ Phone _____

Address _____ Other Phone _____

Parent Email _____

Write Schedule in Pencil

| Fall | | | | Spring | | |
|---------|------|---------|-----|---------|------|---------|
| Subject | Room | Teacher | Per | Subject | Room | Teacher |
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Lunch _____

Lunch _____

STUDENT INFORMATION CARD

Name _____ PEIMS Code _____

School ID _____ SS# [last four digits] _____

HR _____ Grade _____ Address _____ Zip _____

Phone _____ Other phone _____

Date Enrolled _____ Date of Birth ____/____/____ Age ____ Sex: M F
 Month Day Year

Student training station _____

Address _____ City _____ Zip _____

Phone _____ Date employed _____ Rate of pay _____

Supervisor _____ Raise _____

Supervisor Email _____



Home Information

Parent/Guardian _____ Phone _____

Address _____ Other Phone _____

Parent Email _____

Write Schedule in Pencil

| Fall | | | | Spring | | |
|---------|------|---------|-----|---------|------|---------|
| Subject | Room | Teacher | Per | Subject | Room | Teacher |
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Lunch _____

Lunch _____

WORK-BASED LEARNING



High-quality CTE programs of study incorporate a full continuum of sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field.

Key Issues to Address

- Identifying business and community partners' capacity and willingness to engage in WBL
- Maintaining WBL alignment with students' educational goals
- Identifying employers that can accept learners on the worksite
- Promoting social distancing and learner safety on the worksite
- Integrating WBL into in-person or remote instruction through school-based models
- Using virtual and simulated platforms for WBL

When considering how to offer work-based learning (WBL) in a COVID-19-impacted environment, CTE educators must first be aware of district, institution or college system guidance and requirements, as well as state requirements. Several states this spring, such as [Wisconsin](#), changed requirements for WBL by allowing waivers, suggesting telework or enabling students to make up hours after the school year.

Furthermore, local unemployment, industry social distancing requirements and employers' willingness to accept liability for learners will have a major impact on the availability of WBL. Some industries may have a large pool of unemployed and underemployed adults to turn to, which would reduce their need for interns and apprentices, particularly on the secondary level. Liability concerns will also be paramount. In addition, employers may be even more challenged than before to find time to coordinate activities like guest speaking or job shadows, or to provide mentors for students in worksite placements.

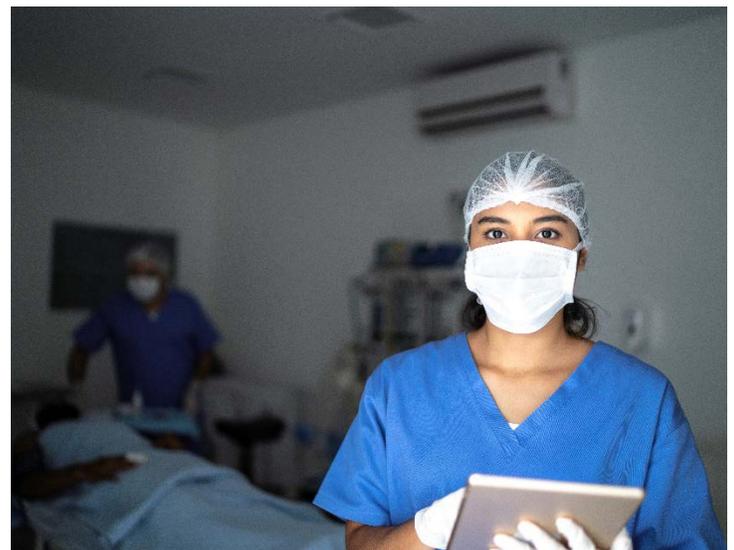
Regardless of the instructional model chosen, it will be important to pay close attention to students' WBL training plans to facilitate activities or placements that develop and reinforce technical, academic and employability skills and align to students' education and

career goals. Staff will also need to continue to supervise student experiences across all scenarios.

In-person Considerations

If nearly all students return to in-person learning, then learners may be allowed by the school system or institution to go out to the worksite for tours, job shadows, internships and/or apprenticeships. It is likely, however, that worksites will place restrictions on student (and instructor) access for safety and liability reasons. This will impact the availability of WBL, especially for minors. Adult interns and apprentices may be more likely to be allowed on site, and may even be needed in essential industries.

One option for internships and apprenticeships is to pursue placements in businesses deemed essential, bearing in mind that many businesses encompass a range of occupations, from frontline workers to business and marketing staff to IT support. Students in the trades may be able to resume placements safely in outdoor spaces with proper protective equipment, and since health care is an essential business, students may be able to resume clinical experiences. In California, nursing students are able to join the [California Health Corps](#) for paid placements assisting in health care facilities. While these experiences may not replace required clinical hours for licensure, they can provide important WBL opportunities for students.



When students are placed on a worksite, the training agreement should incorporate relevant social distancing guidelines or requirements and be developed carefully to address liability issues. For instance, some districts are considering asking learners or their guardians to sign waivers. These waivers or other guidelines should be developed with legal counsel. CTE programs should also consider whether and how to provide transportation to the worksite, so that students do not have to use public transit, and make plans for educators to monitor student placements in person, including the safety aspects of the jobsite.

If campuses are open, but local conditions preclude worksite-based experiences, school-based or virtual models can be used. For instance, industry professionals could set up a real-world challenge or task for learners, interact with students through periodic progress meetings and evaluate the final products, which can all occur remotely. To reduce exposure among students, the more collaborative aspects of such projects may need to be curtailed.

Another option is modeling the classroom as a business that is operated by learners. One of the leading examples of this approach is the Simulated Workplace model in [West Virginia](#) and [Alabama](#), which includes industry professionals who help develop and serve as inspectors for each Simulated Workplace. During COVID-19-impacted learning, collaboration with industry partners can be limited to periodic, socially distanced or virtual interactions and inspections.

The final school-based option, school-based enterprises (SBEs), will be highly dependent on the nature of the enterprise, state and local distancing and cleaning protocols, and guidelines about off-campus visitors. SBEs like campus stores or restaurants may need to limit services to students and staff and operate using social distancing and disinfection protocols for food service, such as disposable utensils, or switch to an online order and delivery model. SBEs that serve external customers, like automotive service centers and pet grooming services, may need to close; if able to stay open, they will need to follow state and local social distancing and disinfection protocols, too. The easiest SBEs to continue operating with social distancing will be those that serve clients remotely, such as a 3D printing firm that takes online orders and mails completed products to clients.

Remote Considerations

Districts and institutions were already exploring the world of virtual WBL prior to COVID-19; campus

closures this spring have accelerated that trend. Remote WBL most frequently takes the form of virtual worksite tours, interviews with industry professionals and virtual mentoring sessions. These can vary in intensity from a few minutes of pre-recorded video to live, interactive meetings with industry professionals on the worksite. There are several platforms that can help instructors and students connect virtually with industry leaders; learn more in the [Resources, Tools and Examples](#) section below.

Virtual micro-internships, internships and apprenticeships are another option, although these will likely be most suitable for career areas that require less specialized equipment, while health care learners may be able to take part in simulated clinicals, which were allowed in [Oregon](#) in the spring. Extended reality (XR) and other simulations can also help students practice employability skills through authentic workplace scenarios that they can interact with and respond to. Several possible platforms for remote and XR WBL are included in the [Resources, Tools and Examples](#) section.

Some SBEs can also be operated virtually or with limited social interaction, such as the 3D printing business described above, or others in fields like graphic design or video production. In addition, simulated businesses and industry-driven projects can happen remotely, although this is again dependent on the program of the study and the nature of the project.

In some places, even if the campus remains closed for in-person learning, students may be able to be placed on site in businesses that are open and practicing safe social distancing, as described in the [In-person Considerations](#) section above. In any worksite placement, the safety and liability issues discussed above will need to be addressed.

Access and Equity Implications

When you are considering how to provide students with WBL, remember that some learners in high-poverty or rural areas can have a harder time finding WBL placements, as well as accessing safe methods of transportation. These challenges are likely to be exacerbated by the current economic conditions, with many businesses struggling as well. In addition, lack of access to high-speed internet and devices can hamper learner participation in remote WBL.



Blended Considerations

In a blended learning environment, instructors may be able to combine worksite, school-based and virtual WBL models. The implementation of school-based models would differ most significantly in the blended scenario, as limited time on campus would impact the design and operations of industry-driven projects, simulated businesses and SBEs. These activities would need to be designed with more remote elements in mind, or with tasks split between student groups if the blended model involves cohorts that rotate on and off campus.



Resources, Tools and Examples

- Advance CTE's [CTE on the Frontier](#) series includes profiles of West Virginia Simulated Workplaces and SBEs offered through the Connecticut Technical High School System.
- The [Direct Employers Institute Workplace Simulation Program](#) enables underrepresented and underexposed students to apply classroom learning to a real STEM problem during school hours and under the guidance of STEM professionals.

- [Simulated Work-Based Learning: Instructional Approaches and Noteworthy Practices](#) includes case studies of Simulated Workplaces, SBEs and industry-driven projects.
- [Nepriis](#) is a virtual platform that connects classrooms with industry professionals that has been used by education systems in [Texas](#), [Kansas City](#), [Orange County](#) and [Louisiana](#). The District of Columbia has partnered with Nepriis for [DC Career Conversations](#). In 2020 the district's [Summer Youth Employment Program](#) will include virtual internships and Career Edge curriculum, with some hybrid activities for ages 22-24.
- [Practera](#), [Symba](#) and [Parker Dewey](#) are platforms for connecting college students and employers for remote internships. Practera recently made its service available for free to colleges until August 2021. [Transfr VR](#) provides XR-based manufacturing training for specific employer skill needs.
- [INSPIRE Sheboygan County](#), a nonprofit education-industry collaborative in Wisconsin, pivoted to offering virtual job shadows in spring 2020.
- This [blog post](#) from JFF encourages programs to sustain apprenticeship. During spring 2020, some states modified apprenticeship and youth apprenticeship requirements, as in [Wisconsin](#).
- ACTE has an active [Work-based Learning section](#) that recently co-hosted a virtual conference on WBL with Iowa.

Work-based Learning: Key Questions to Consider



Cross-cutting Questions

- Has your local department of health, county government, state, system, district and/or institution provided any guidance, waivers or other changes to WBL requirements?
- What capacity for WBL do local businesses have? Do they need interns and apprentices? Do they have time to coordinate job shadows or similar experiences?
- How will you continue to align WBL training plans with desired learning outcomes?

In-person Questions

- Will your local department of health, county government and/or institution allow students to go to a worksite, or are all off-campus activities cancelled?
- Will your industry partners allow learners and/or teachers on the worksite? Are there essential businesses in which you could place learners?
- If learners can be on worksites, what social distancing is required? How will you address liability? How will educators monitor the safety of students in those placements, as well as the desired learning outcomes?
- If learners would normally use public transit or school buses to get to the worksite, can another transportation option be found?
- How can you integrate WBL into the classroom through industry-driven projects or by transforming the classroom into a simulated business? Can industry partners offer guidance, collaboration and evaluation in remote or socially distanced ways?
- Will your local department of health, county government and/or institution allow SBEs to reopen with social distancing, or can you switch to an online order and delivery model?

Remote Questions

- How can you use virtual WBL platforms and other remote tools that connect learners and industry partners and help learners learn about work?
- Does your CTE program of study lend itself to virtual internships, apprenticeships or clinicals? Do you have industry partners who are in a position to support virtual interns or apprentices?
- How can you integrate WBL into the remote classroom through industry-driven projects or by transforming the remote classroom into a simulated business? Can industry partners offer guidance, collaboration and evaluation remotely?
- If you offer any SBEs, how can these continue to operate remotely?
- How can you use simulations to enable students to practice employability skills in authentic workplace scenarios?
- Will any worksite placements be allowed for students even if campuses remain closed?

Blended Questions

- How will institution and program scheduling decisions facilitate access to WBL experiences for all students?
- How can you design school-based WBL projects and activities to accommodate limited time on campus?
- If you are operating an SBE, how will you assign tasks to different groups of students as they rotate on and off campus?

STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

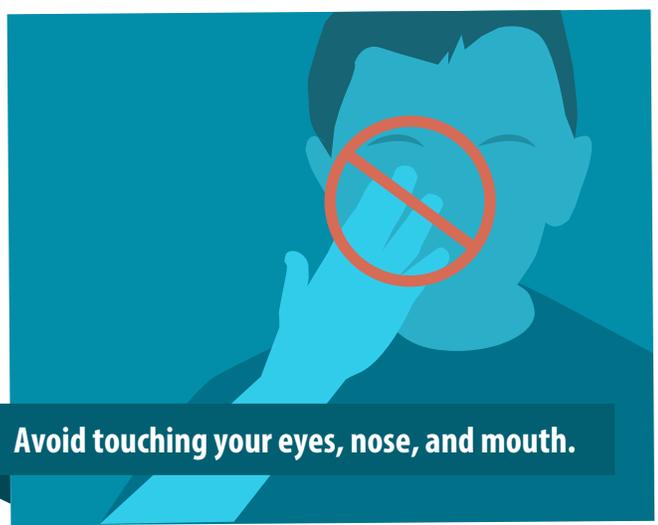
Avoid close contact with people who are sick.



Cover your cough or sneeze with a tissue, then throw the tissue in the trash.



Avoid touching your eyes, nose, and mouth.



Clean and disinfect frequently touched objects and surfaces.



Stay home when you are sick, except to get medical care.



Wash your hands often with soap and water for at least 20 seconds.



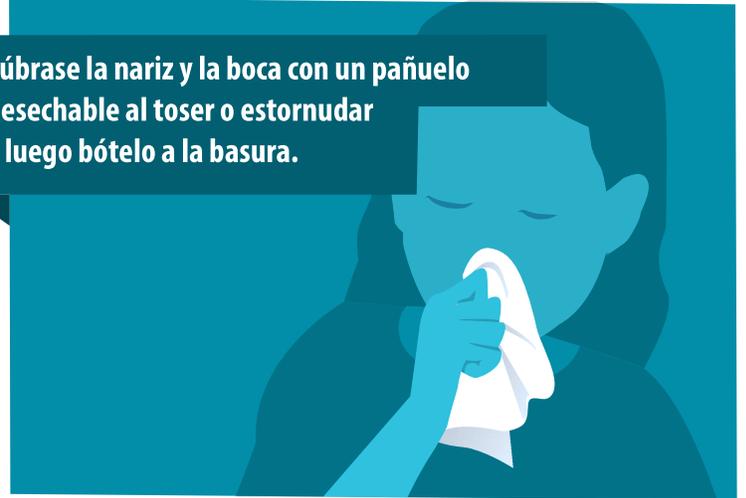
DETENGA LA PROPAGACIÓN DE MICROBIOS

Ayude a prevenir la propagación de virus respiratorios como el nuevo coronavirus 2019

Evite el contacto cercano con las personas enfermas.



Cúbrase la nariz y la boca con un pañuelo desechable al toser o estornudar y luego bótelo a la basura.



Limpie y desinfecte los objetos y las superficies que se tocan frecuentemente.



Evite tocarse los ojos, la nariz y la boca.



Quédese en casa si está enfermo, excepto para buscar atención médica.



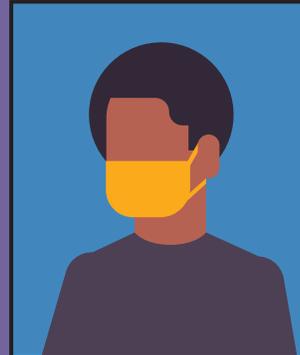
Lávese las manos frecuentemente con agua y jabón por al menos 20 segundos.



Slow the Spread of COVID-19



WHEN OUT WITH YOUR FRIENDS,
WEAR A CLOTH FACE COVERING



AND STAY
6 FEET APART
FROM OTHERS



cdc.gov/coronavirus

Help Protect Yourself and Others from COVID-19



Stay 6 feet from others



Wear a cloth face covering



Wash your hands often



cdc.gov/coronavirus