



2023-24

WORK-BASED LEARNING MANUAL
PAID & UNPAID PLACEMENTS
CAREER PREPARATION AND PRACTICUM EXPERIENCES

A Handbook for Students, Parents, Educators & Employers

TABLE OF CONTENTS

NONDISCLOSURE	3
FOREWORD	4
INTRODUCTION	5
HOW WBL WORKS.....	6
EXPECTATIONS/RESPONSIBILITIES	7
ADVANTAGES.....	8
ADMINISTRATIVE REGULATIONS	9
TRAINING SITE GUIDELINES.....	12
FAQs	13
CONTACT INFORMATION	14
APPENDIX	
CHILD LABOR LAWS	16
TRAINING PLAN AGREEMENT, PAID	17
TRAINING PLAN AGREEMENT, UNPAID.....	19
45-HOUR VERIFICATION SHEET	21
EMPLOYER CONTACT VERIFICATION	23
30-HOUR VERIFICATION SHEET	24
EMPLOYER CONTACT VERIFICATION	25
EMPLOYER EVALUATION	26
CAREER PREP CONTRACT	27
STUDENT DRIVERS RELEASE	28
PARENT LETTER	29

OTHER AVAILABLE RESOURCES:

Texas Education Agency, Student Attendance Accounting Handbook

<https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook>

Texas Education Agency, CTE Career Prep and Practicum Courses

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/career-and-technical-education-career-preparation-and-practicum-courses>

Texas Workforce Commission Child Labor Laws

<https://www.twc.texas.gov/jobseekers/texas-child-labor-law>

Notification of Nondiscrimination in Career and Technical Education Programs

STATEMENT OF NON-DISCRIMINATION

Abilene Independent School District offers career and technical programs in Agriculture, Food & Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution, and Logistics. Admission to these programs is based on grade placement, aptitude, interest, and the availability of class space.

It is the policy of Abilene ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its educational and vocational programs, services, activities or employment practices 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.

Abilene ISD provides a free, appropriate education consisting of regular or special education and related aids and services in Career and Technical Education Programs that are designed to meet individual educational needs of disabled persons as adequately as the needs of non-disabled persons.

Abilene 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 vocational programs.

For information about your rights or grievance procedures, contact either the Title IX Coordinators, Alison Sims or Alison Camp at 241 Pine Street, Abilene, Texas 79601, 325-677-1444 or the Section 504 Coordinator, Gena Weaver at 241 Pine Street, Abilene, Texas 79601, 325-677-1444.

NOTICIA DE NO DISCRIMINAR

El Distrito Independiente Escolar de Abilene ofrece programas vocacionales en agricultura; arquitectura y construcción; industria tecnológica y comunicación; administración de empresas y negocios; educación y entrenamiento; finanzas; ciencias de salud; hospitalidad y turismo; servicios humanos; información tecnológica; leyes, seguridad pública, correctivos y seguridad; manufactura; mercadotecnia; ciencia, tecnología, ingeniería y matemáticas; and transportación, distribución y logísticas. La admisión a estos programas se basan en el grado, aptitudes, interés, y en la disponibilidad del tamaño de la clase.

Es una norma que El Distrito Independiente Escolar de Abilene no discrimine por motivos de raza, color, origen nacional, sexo, o impedimento, en sus programas educativos y vocacionales, servicios, actividades o procedimientos de empleo, tal como lo requieren el Título VI de la ley de Derechos Civiles de 1964, según la enmienda; el Título IX de las Enmiendas de Educación, de 1972, y la Sección 504 de la ley de Rehabilitación de 1973, según la enmienda.

El Distrito proporciona una educación apropiado y gratis que consiste en la educación regular y especial y servicios y asistencia relacionados en programas de Educación de Carreras y Técnico, que están diseñados para satisfacer las necesidades educativas de las personas con impedimentos, tan adecuados como aquellos servicios para personas que no tienen impedimentos.

El Distrito Independiente Escolar de Abilene tomará las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales. Para más información sobre sus derechos o procedimientos de quejas, ponerse en contacto con cualquier Coordinadores ya sea el del Título IX, Alison Sims o Alison Camp, en 241 Pine Street, Abilene, Texas 79601, 325-677-1444 o el Coordinator del la Sección 504, Gena Weaver at 241 Pine Street, Abilene, Texas 79601, 325-677-1444

FOREWORD

The purpose of this manual is to provide important information and outline the expectations of all participants in the Work-Based Learning Programs offered at Abilene Independent School District (AISD). We believe these programs will be of the highest quality and offer the best possible educational experience for students if everyone invested has a clear understanding of their roles.

- **Students:**
Choosing to enroll in a work-based learning class gives you the opportunity to gain experience at a real job while earning credit toward high school graduation. Your teacher, your employer and your parent(s)/guardian(s) want this experience to be rewarding and educational for you.
- **Parents:**
The responsibility on the student is much greater in a work-based learning program than that of the traditional classroom. Your interest and support are essential for your child to succeed and have a positive experience in this program.
- **Educators:**
Maintaining high standards and providing quality instruction will yield the most effective program that provides the best possible learning environment for the student.
- **Counselors:**
Collaboration and assisting with students to determine course placement is crucial to helping students plan for college and/or successful careers after high school.
- **Employers:**
AISD appreciates the commitment that you make as you partner in the education of young people as they transition into the workforce. Your dedication and cooperation consistently provide opportunities for students to be successful.

INTRODUCTION

Work-Based Learning (WBL) combines the traditional classroom setting with a workplace environment that provides students with opportunities to work in a chosen career path while earning credit toward high school graduation. Students earn credit through the number of contact hours spent in the classroom and on the training site. There are two types of WBL experiences paid and unpaid. Students enrolled in Career Preparation & Extended Career Preparation) are encouraged to participate in paid experiences, while students enrolled in a Practicum course may enroll in either type of work experience dependent upon the campus and/or program offerings.

Classroom teachers collaborate with students to determine the best possible training placements, provide classroom related instruction, and consult with training supervisors regarding student progress. Experienced training supervisors provide instruction on specific job skills and technical requirements and evaluate student performance, which becomes part of the student's grade for the course.

Eligibility Requirements

- The training component must address all of the state adopted standards and provide students with diverse learning experiences that allow for a broad understanding of the business or industry.
- The student is expected to enroll in the course for the entire school year. In accordance with AISD procedures, a student may enter or exit the course when extenuating circumstances warrant such a change to be made.
- The student must be a minimum of 16 years of age and hold valid work documentation for paid work experiences.
- In Career Preparation, any student who is unemployed for more than 15 consecutive days is not eligible to earn contact hours (which will affect the credit received for the course) and the classroom grade may be affected.
-

Post-Graduation Opportunities

- Continue technical training at a community college.
- Follow a degree program at a 4-year college or university.
- Begin full-time or continue part-time employment.
- Enlist in military training.

HOW WBL WORKS

In School

- The student is enrolled in academic courses and in Career Preparation, Extended Career Preparation, or a Practicum course. The student attends school for a portion of the day (practicum experiences may vary).
- Classroom instruction in Career Preparation, Extended Career Preparation and Practicum focuses on the skills and knowledge needed for the student to be a responsible, knowledgeable member of the workforce community.
- The classroom teacher correlates student instruction to job requirements and individual needs.
- Related classroom instruction must average one class period each day for every school week for Career Preparation students. For a Practicum instructional arrangement, related classroom instruction must average one class period per week during the school year.

At the Training Site – Paid/Unpaid Career Preparation or Extended Career Preparation

- The student becomes a member of the business organization's staff of employees on a part-time basis, receiving regular wages (if the experience is paid).
- The student must work a minimum of 15 hours each week (Extended Career Preparation) at an approved training site to receive three course credits; 10 hours per week (Career Preparation) to receive two course credits.
- The site supervisor serves as a mentor and/or trainer. Work experiences are scheduled to benefit both the student and employer.
- Work experiences at training sites allow students to apply academic and job-related skills in meaningful ways.
- As a student improves his/her knowledge and skills, he/she may be eligible for promotion to higher levels of responsibility as determined by the employer.

At the Training Site – Paid/Unpaid (Practicum)

- The site supervisor serves as a mentor and/or trainer. Work experiences are scheduled to benefit the student.
- Work experiences on training sites allow students to apply academic and job-related skills in meaningful ways.
- As a student improves his/her knowledge and skills, he/she may be eligible for promotion to higher levels of responsibility as determined by the supervisor.
- The site supervisor may be the classroom instructor, depending on the class activities (most Practicum courses require two scheduled class periods).

Sample 12th grade Extended Career Prep schedule:

	Course	
Class Period	<i>Extended Career Prep Student</i>	<i>Practicum Student</i>
1	English IV	English IV
2	Extended Career Preparation (course)	Elective
3	Math	Practicum in xxx
4	Elective	Practicum in xxx
5	History	Elective
6	Science	History
7	Work-Based Learning (at jobsite)	Science
8	Work-Based Learning (at jobsite)	Math

EXPECTATIONS/RESPONSIBILITIES

Please see specific course Training Plans and Student/Parent Agreement for details of expectations related specifically to the course. All parties should oversee the instruction of employability skills.

Of the student

- Perform job responsibilities.
- Communicate needs and suggest support strategies.
- Adhere to workplace guidelines and procedures.
- Maintain schoolwork.
- Comply with expectations for job performance, behavior, and social interactions.
- Show respect, be responsible, and follow through on commitments.
- Learn as much as possible about the work environment and the job.
- Adhere to the Abilene ISD Student Code of Conduct.
- While under the direct supervision of the employer at work, the student also represents the school as a trainee and is subject to school jurisdiction.

Of the employer/training supervisor

- Model expectations.
- Give clear, detailed, and repeated directions.
- Communicate expectations for job performance, behavior, and social interactions.
- Explain consequences for inappropriate behavior.
- Identify the best methods of communication for each student.
- Capitalize on each student's learning style and identify support strategies.
- Discuss progress and improvements in performance.
- Teach skills needed for successful job performance.
- Communicate with students on a regular basis.
- Communicate with school liaisons on a regular basis.

Of the teacher/coordinator

- Orient students to the workplace.
- Orient students to their roles and responsibilities.
- Communicate expectations for job performance, behavior, and social interactions.
- Explain consequences for inappropriate behavior.
- Orient employers to their roles as mentors and supervisors.
- Help students communicate their support needs and strategies.
- Help employers capitalize on students' learning styles and identify support strategies.
- Communicate with students and employers on a regular basis.
- Link work-based learning experiences to classroom learning and academic curriculum.

Of the counselor

- Understand CTE course offerings.
- Understand state and federal regulations.
- Assist students in making course selections related to career goals.
- Assist students in determining appropriate WBL placement.
- Arrange for student placement adjustments.

ADVANTAGES

For Students

- Application of classroom learning (both academic and skills) in real world setting
- Establishment of a clear connection between education and work
- Assessment of interests, aptitudes, and abilities while learning about the career possibilities available-- explore possible careers
- Improvement of post-graduation employment opportunities
- Development and practice of positive work-related habits and attitudes including the ability to think critically, solve problems, work in teams, and resolve issues that relate to possible careers
- Assessment and understanding the expectations of the workplace
- Establishment of professional contacts for future employment
- Expansion and refinement of technical skills
- Participation in authentic, job-related tasks
- Observation of the demeanor and procedures of workplace professionals

For Employers/Training Supervisors

- Involvement in the curriculum development process
- An opportunity to provide community services
- Development of a pool of skilled and motivated potential future employees
- Improved employee retention
- Reduced training/recruitment costs
- Developmental opportunities for a current workforce
- Development of new projects with student assistance

For Schools

- Expands the curriculum, learning facilities, and to expose students to state-of-the-art equipment, technology, and techniques
- Meets the needs of diverse student populations
- Individualizes instruction for students
- Promotes and fosters faculty interaction with the business community
- Enhances faculty staff development efforts
- Makes education more relevant and valuable to students
- Increase student retention rates in schools
- Reduces overcrowding by utilizing off-campus learning sites

For the Community

- Creates an environment of collaboration and cooperation between the school, the employers, and the community
- Encourages respect, tolerance, and understanding between different groups
- Contributes to building a more productive local economy
- Fosters confidence in the school system as practical and beneficial results are observable

**ABILENE INDEPENDENT SCHOOL DISTRICT
ADMINISTRATIVE REGULATIONS FOR WORK-BASED LEARNING STUDENTS**

To maintain effective work-based learning programs in Abilene Independent School District, the following administrative regulations have been developed. It is essential that students, parents, teachers, and employers/supervisors understand these regulations. Although the work-based learning teacher is responsible for maintaining the daily enforcement of campus rules and regulations, the principal (with consultation from district administration, if necessary) on each campus makes the final interpretation should a question arise.

ELIGIBILITY	<p>A student must be a minimum of 16 years old to enroll in a work-based learning course, including Career Preparation, Extended Career Preparation and any Practicum course. A student enrolled in any paid learning experience must hold valid work documentation, such as a Social Security card. (See Texas Workforce Commission Child Labor Laws)</p> <p>Students enrolled in Career Preparation or Extended Career Preparation course should not be deficient in course credits for graduation.</p>
ENROLLMENT (Career Prep)	<p>Career Preparation or Extended Career Preparation course must consist of student participation in employment, preferably 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 (Texas Education Agency, <u>Student Attendance Accounting Handbook</u>, Section 5).</p>
ENROLLMENT (Practicum)	<p>Practicum Courses and other two-credit or three-credit CTE courses found in TAC Chapter 130 may be used as laboratory-based, paid, or unpaid work experiences for students and classroom instruction must average one class period each day for every school week.</p> <p>Each practicum course using 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 year, however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.</p>
PLACEMENT	<p>The work-based learning teacher will be primarily responsible for the placement of <i>unpaid</i> practicum students at a training site. The teacher shall make visits to all sites ensuring that each placement is appropriate for students and meet SAAH 5.75 required training site visit rules. Extended Career Preparations students are responsible for attaining employment at an approved training site within the first 10 days of school (or start of class). If the student does not attain <i>paid</i> employment, the teacher will assist in finding an <i>unpaid</i> assignment. (See Training Site Guidelines, page 12.)</p>
TRAINING PLANS	<p>For a student to earn credit, students, work-based learning teachers, and employers/training supervisors must cooperatively complete an approved training plan for each student within 15 instructional days of the student's employment. The individual student's training plan shall contain the occupational essential knowledge and skills to be addressed both in the classroom and during work-based instruction. Only students participating in</p>

	an unpaid Practicum experience for which the teacher of record provides all training may be exempt from completing training plans.
EMPLOYMENT	Students participating in a paid learning experience, while enrolled in an Career Preparation, Extended Career Preparation or Practicum course, must work a minimum average number of hours each week to earn credit. Students earning 2.0 credits must average 10 hours per week and students earning 3.0 credits must average 15 hours per week of work. Career Prep and Extended Career Preparation students unemployed for more than 15 consecutive school days are not eligible for contact hours. Students in Practicum or Career Prep, or Extended Career Preparation paid learning experiences unemployed for more than 15 consecutive school days must be moved to an unpaid learning experience. (See Texas Education Agency's Student Attendance Accounting Handbook, Section 5.) <i>Work-based learning teachers shall be notified of and approve any employment changes.</i>
LOSS OF EMPLOYMENT	Students who lose employment during the school year will have 10 days to secure new employment. Students must actively seek employment each day and are required to submit an Employer Contact Verification Sheet (page 20). If new employment is <i>not</i> secured and verified by the instructor within 10 days, the student will be required to accept an unpaid assignment and to complete the course requirements or withdraw from the course. The student will not be allowed to leave campus during their reserved WBL periods.
WORK SCHEDULES	Students must meet the average minimum of 15 hours per week based on 3.0 credits received for Extended Career Preparation or an average of 10 hours per week based on 2.0 credits receive for Career Preparation. State guidelines do not establish a maximum number of hours a student may work. However, employers/training supervisors are encouraged to keep student work schedules under 25 hours per week, understanding that these workers are high school students with many other educational and curricular commitments.
TRANSPORTATION	Transportation to and from the training site shall be the responsibility of the student and/or the parent or guardian unless arrangements have been made with the campus administration to schedule regular shuttle services to the worksite (for practicum students). Abilene ISD WBL students should be aware that Abilene ISD is not responsible for potential accidents or harm to and/or incurred by students traveling to/from or at a training site.
SCHOOL SUPERVISION	Work-based learning teachers must visit each student's training site at least once every six weeks, and one visit must occur during each grading period.
SCHOLARSHIP AND CONDUCT	<p>Students shall be expected to maintain acceptable scholarship and conduct in the classroom and the work site.</p> <ol style="list-style-type: none"> 1) Scholarship <ol style="list-style-type: none"> a) Work-based learning students shall be expected to pass all courses with a 70 average or above. b) A work-based learning student who continues for more than twelve weeks with failing grades in two or more courses may be placed on immediate probation with possible removal from the program and subsequent loss of credit for the course. 2) Participant Conduct <ol style="list-style-type: none"> a) Participants must uphold all policies, rules and regulations of the Campus, the District, and the employer at all times.

	b) A work-based learning student who continues to violate rules and regulations may be placed on immediate probation with possible removal from the program and subsequent loss of credit for the course.
ATTENDANCE	Student attendance in school shall be required, regardless of work schedule. A student who is absent from school shall not be eligible to participate in work-based instruction on the day of the absence. It shall be the responsibility of the student to notify the work-based learning teacher <u>and</u> the employer/training supervisor <i>in advance</i> of a necessary absence or tardy to either school or work site.
DISMISSAL	<p>A student may be subject to removal from the program with subsequent loss of credit for any of the following:</p> <ul style="list-style-type: none"> • Student is dismissed from the training site for “just cause.” • Student displays an uncooperative/defiant attitude toward District staff or employers/training supervisors. • Student has frequent absenteeism, and/or tardiness from school or the training site. • Student is unemployed for more than 15 consecutive school days. • Student fails to abide by policies, rules, and regulations of the campus, District and/or the training site. • Student fails two or more courses in a semester.

TRAINING SITE EMPLOYMENT GUIDELINES

- 1) Training sites/stations must be approved by the instructor before the student accepts employment or upon enrollment in the course.
- 2) Contract labor, seasonal labor, door-to-door labor, or baby-sitting in a home, or social media influencer are not allowed/permitted in either Career Preparation or Practicum.
- 3) It is preferred for the training site to be located within fifteen (15) miles of the student's high school.
- 4) Students are required to work an average of 15 hours per week. The student's hours will be verified by the teacher and a test grade will be given every three weeks (2 grades per grading period) for work-hour verification.
- 5) Training sites must meet the following requirements:
 - Operate from an office or place of business that is not a residence.
 - Have a supervisor on duty
 - Provide access to a phone
 - Have a registered business name and tax number
 - Provide compensation in compliance with state and federal employment laws
- 6) Training sites are not permitted at the following:
 - a personal residence
 - an establishment that infringes upon the AISD Code of Conduct. (Example: Hooters, Twin Peaks, bars, nightclubs, etc.)
 - with immediate family members (parents and/or guardians, etc.)
- 7) Training sites must ensure a supervisor is always on duty while the student is present.
- 8) Students should be aware of all driving restrictions posted by The Workforce Commission (TWC) and U.S. Department of Labor, Wages and Hours before requesting permission for a specific training site location. Refer to page 16.
- 9) For Practicum courses, the student-learner's training site/site **must be** one that falls within an occupational area of the related course and it should be related to the student-learner's previously identified career objective. The training sponsor must express a willingness to provide a variety of learning experiences within the student learner's capabilities.
- 10) The training supervisor is responsible for the student's job performance, and to the greatest extent possible, the supervisor should ensure the student's safety.
- 11) Within five days of approved employment, a student must complete and submit a Training Plan signed by the student, parent, and employer to the instructor. **Failure to complete and submit a training plan will result in a grade reduction.** A new training plan is required if a student changes employment.

FAQs

Are there any prerequisites?

Extended Career Preparation - Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed. However, students must be 16 years of age to enroll, thus the class is generally reserved for 11th and 12th grade students. **Practicum** courses are capstone experiences for students, and it is recommended that students have completed a minimum of one credit in the same cluster in which the Practicum course is offered.

What is a training site/station?

A training site/station is the business or industry where the student works in a paid or unpaid setting. Training sites should be safe and appropriate to the career choice of the student.

What is a training plan?

A training plan is a written agreement cooperatively developed by the student, the teacher and the employer/supervisor that clearly defines the conditions and learning experiences for the student. Training plans include information about the student and employer/supervising agency, and they should delineate the knowledge and skills specific to the occupation and the schedule of work experiences to be obtained on the job.

How are students graded?

Career Preparation and Practicum courses both contain the traditional classroom component, and students are graded in a similar fashion to academic courses. In addition, employers/supervisors complete a student evaluation once each grading period that is incorporated into the student's grade. Each teacher's grading procedures must follow the AISD Grading Procedures.

What types of jobs are acceptable?

Many businesses suited for adults are often not appropriate for student trainees. Additionally, all training site placements must comply with the U.S. Department of Labor and the Child Labor Regulations, Orders and Statements of Interpretation.

Can a student change jobs?

If a student's employment ends before the end of the school year, he/she may continue enrollment in the course provided the student's paid training resumes within 10 instructional days and an amended written training plan is on file within 10 instructional days of employment. Students that do not acquire gainful employment within the allotted time are subject to removal from the program and loss of credit or failure.

Are students that receive alternative placements removed from the course?

Students in Career Preparation must be enrolled in a course setting that allows a student to be enrolled for the entire school year. Therefore, students may not enroll in Career Preparation in a credit recovery setting but may remain enrolled in Career Preparation during disciplinary placements.

How often does the Work-Based Learning (WBL) teacher visit a training site?

WBL teacher coordinators are required to visit training sites at least once every six weeks and one visit must be conducted during each grading period.

What is the difference between Career Preparation and Practicum?

All students enrolled in Career Preparation participate in paid experiences, while Practicum can be paid or unpaid. All AISD Career Preparation courses allow participating students to obtain a maximum of three credits, while Practicum courses can be two or three credit courses. Additionally, students enrolled in Career Preparations only spend one hour in class each day, and most Practicum courses taught in the district require students to be enrolled for two courses in blocked periods. The following courses require students to participate in offsite business locations: Vet Tech Practicum, Health Science Practicum and Career Preparation. All other Practicum courses are held on campus in simulated work environments and classroom settings.

Are there a maximum or minimum number of hours a student may work per week?

The Student Attendance Accounting Handbook (SAAH) mandates that students in paid Career Preparation and Practicum experiences work an average of 10 hours per week if earning two credits or average 15 hours per week if earning three credits. The SAAH does not set a ceiling on the number of hours a student can work per week. However, employers/training supervisors are encouraged to keep student work schedules under 25 hours per week, understanding that these workers are still high school students who have many other educational and curricular commitments.

Students in unpaid settings must average 2 hours per day if earning two credits or 3 hours per day if earning three credits with a combination of classroom and/or work-based instruction.

When may a student enter or exit a Career Preparation or Practicum course?

A student is expected to be enrolled the entire school year; however, in accordance with District policy, a student may enter or exit the course when extenuating circumstances require such a change.

How are training site visits tracked?

Once a training site has been approved and the training plan has been completed, teachers should create a database that lists each student and his/her contact information with the name and address of each corresponding training site. Site visits should be tracked in this database.

Additionally, teachers MUST maintain records for travel reimbursement when using personal vehicles to make site visits.

It is important that teachers understand that this database should be a working document which accounts for changes in placement, student information, etc. throughout the entire school year. CONTACT INFORMATION

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APPENDIX



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, freezers or meat coolers work, except minors may occasionally enter a freezer for a short period of time to retrieve items,
- (17) meat processing and work in areas where meat is processed,
- (18) loading and unloading goods to and from trucks, railroad cars or conveyors, and
- (19) 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.

101 E. 15th Street • Austin, Texas 78778-0001 • (512) 463-2222
 Relay Texas: 800-735-2989 (TDD); 800-735-2988 (Voice)
www.texasworkforce.org
 Equal Opportunity Employer / Services

12.CJL-70 (0816)

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.

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.

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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.

45 HOUR VERIFICATION SHEET

_____ Six Weeks

NAME _____ DATE _____ THRU _____

WEEK 1	START – END TIMES	HOURS	WEEK 2	START – END TIMES	HOURS	WEEK 3	START – END TIMES	HOURS
SUN			SUN			SUN		
MON			MON			MON		
TUES			TUES			TUES		
WED			WED			WED		
THU			THU			THU		
FRI			FRI			FRI		
SAT			SAT			SAT		
WEEK 1	TOTAL HOURS		WEEK 2	TOTAL HOURS		WEEK 3	TOTAL HOURS	
Was an average of 15 Hours Achieved Weekly?			Yes or No					

Student Signature

Supervisor/Manager Signature

Teacher Signature

Comments:

AIISD Statement of Non-Discrimination It is the policy of Abilene ISD not to discriminate on the basis of race, color, national origin, age, sex, or handicap in its education programs, services, activities, or employment practices as required by applicable state and federal statute or regulation. Admission to these programs is based on grade placement, aptitude, and interest.

GRADE RUBRIC FOR 45 HOUR VERIFICATION SHEET

# of Hours	Grade	# of Hours	Grade
45	100	23	50
44	98	22	48
43	95	21	46
42	93	20	44
41	91	19	42
40	89	18	40
39	86	17	38
38	84	16	35
37	82	15	33
36	79	14	31
35	77	13	29
34	75	12	27
33	73	11	25
32	71	10	22
31	69	9	18
30	67	8	16
29	65	7	14
28	62	6	11
27	60	5	9
26	58	4	7
25	55	3	4
24	53	2	2
		1	0

Alisd Statement of Non-Discrimination It is the policy of Abilene ISD not to discriminate on the basis of race, color, national origin, age, sex, or handicap in its education programs, services, activities, or employment practices as required by applicable state and federal statute or regulation. Admission to these programs is based on grade placement, aptitude, and interest.

30 HOUR VERIFICATION SHEET

_____ Six Weeks

NAME _____ DATE _____ THRU _____

WEEK 1	START – END TIMES	HOURS	WEEK 2	START – END TIMES	HOURS	WEEK 3	START – END TIMES	HOURS
SUN			SUN			SUN		
MON			MON			MON		
TUES			TUES			TUES		
WED			WED			WED		
THU			THU			THU		
FRI			FRI			FRI		
SAT			SAT			SAT		
WEEK 1	TOTAL HOURS		WEEK 2	TOTAL HOURS		WEEK 3	TOTAL HOURS	
Was an average of 10 Hours Achieved Weekly?			Yes or No					

Student Signature

Supervisor/Manager Signature

Teacher Signature

Comments:

AISD Statement of Non-Discrimination It is the policy of Abilene ISD not to discriminate on the basis of race, color, national origin, age, sex, or handicap in its education programs, services, activities, or employment practices as required by applicable state and federal statute or regulation. Admission to these programs is based on grade placement, aptitude, and interest.

GRADE RUBRIC FOR 30 HOUR VERIFICATION SHEET

# of Hours	Grade
30	100
29	97
28	93
27	90
26	87
25	83
24	80
23	78
22	75
21	71
20	68
19	65
18	62
17	58
16	55
15	52
14	48
13	45
12	42
11	38
10	35
9	32
8	28
7	25
6	22
5	18
4	15
3	12
2	9
1	6
0	0

AIISD Statement of Non-Discrimination It is the policy of Abilene ISD not to discriminate on the basis of race, color, national origin, age, sex, or handicap in its education programs, services, activities, or employment practices as required by applicable state and federal statute or regulation. Admission to these programs is based on grade placement, aptitude, and interest.

“EMPLOYER CONTACT VERIFICATION” SHEET GUIDELINES

Students seeking employment must apply for a minimum of four jobs per day.

Documentation of job applications/employer contact will be submitted daily on the “Employer Contact Verification Sheet,”

A weekly grade will derive from submission of the “Employer Contact Verification Sheet.”

Students, who apply for jobs in person, will complete the first three columns. The potential employer or business representative will complete the last two columns.

EXAMPLE:

Date	Company Name	Phone Number	Name of Person Contacted	Verification Signature

If the student applies for a job(s) on-line, confirmation sheets must be attached to the employer contact verification sheet.

Upon gaining employment, the student must submit the “Employer Contact Verification Sheet,” to earn the weekly grade.

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HIGH SCHOOL WORK-BASED LEARNING

Employer Evaluation of Student

Class Period: _____

Six Weeks Period: _____

Please Return By: _____

Student's Name: _____

Supervisor's Name: _____

Company Name: _____

Phone: _____

CATEGORIES —Please rate the student by circling the number that most accurately describes the student learner's progress to date.	OUTSTANDI NG	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATISFAC TORY
ATTITUDE TOWARD WORK					
Dresses appropriately for job setting	5	4.5	4	3.5	3
Exhibits cleanliness, good hygiene	5	4.5	4	3.5	3
Uses time effectively and looks for work to do (Initiative)	5	4.5	4	3.5	3
Demonstrates continual improvement in completing work	5	4.5	4	3.5	3
DEPENDABILITY					
Punctuality—Is on time to work; completes required hours	5	4.5	4	3.5	3
Alerts supervisor if absent or late for work	5	4.5	4	3.5	3
Plans ahead to rearrange work schedule or ask for needed time off	5	4.5	4	3.5	3
QUALITY/QUANTITY OF WORK					
Able to follow and understand instructions	5	4.5	4	3.5	3
Is flexible and can adapt to working conditions	5	4.5	4	3.5	3
Uses care with equipment and materials	5	4.5	4	3.5	3
Performs well under pressure	5	4.5	4	3.5	3
Performs quality work and at a reasonable speed	5	4.5	4	3.5	3
RELATIONS WITH OTHERS					
Cooperates with supervisors; is respectful	5	4.5	4	3.5	3
Works well with others and within a team	5	4.5	4	3.5	3
Is courteous with public/customers	5	4.5	4	3.5	3
Overall communication skills	5	4.5	4	3.5	3
JOB LEARNING/IMPROVEMENT					
Can work independently	5	4.5	4	3.5	3
Exhibits adequate knowledge and strives to learn new things	5	4.5	4	3.5	3
HONESTY/INTEGRITY	5	4.5	4	3.5	3
OVERALL PERFORMANCE	5	4.5	4	3.5	3

(Please feel free to make comments on the back of this paper.)

Supervisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

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_____ High School Career Preparation Course Contract

To establish and maintain a responsible, high-quality program, it is essential that the student and teacher coordinator agree to these basic governing procedures. By students initialing items 1-6 and both student and parent signing this contract, the parent and student have acknowledged receipt of the Work-Based-Learning (WBL) expectations and access to the WBL Handbook found on the CTE website and agree to the guidelines.

1. _____ **Student Placement:** The placement of the student is primarily the responsibility of the student. The teacher coordinator will have the final approval on all training site placements. Training Site employment guidelines are outlined in page 12 of the WBL Handbook. Family businesses will be considered if there is a business location (brick and mortar), **not in a residence**. Babysitting is not accepted unless he/she is working in a licensed daycare such as the YMCA, etc.
2. _____ **Transportation:** Career prep students must have their own transportation to and from school and work. Relying on others for transportation creates problems for parents, friends, and employers.
3. _____ **Attendance:** If the student is going to be absent from school for any reason, he/she is required to call or email the teacher coordinator as soon as he/she knows he/she is going to be absent, no later than 10:00 a.m. on the day he/she is absent. Failure to do so may affect his/her grade. If a student reports to the training site on a day when the student is absent from school, unless approved in advance by the teacher, he/she is in violation of the guidelines and could be removed from the program. This rule is set by the Texas Education Agency's (TEA) Student Attendance Accounting Handbook (SAAH).
4. _____ **Termination of Employment:** The student should remain in the same training site throughout his/her training period, if possible. A change may be made only when approved by the teacher coordinator **before** resigning. Again, if the student does not get permission from the teacher coordinator, he/she could be removed from the program. This rule can be found in the TEA SAAH.
5. _____ **Unemployed Students:** If a student loses his/her job, he/she is required to keep a log sheet and verification of attempts to gain appropriate employment within 10 school days. If no employment has been acquired within 10 days, the student will be **REQUIRED to stay on campus until the last scheduled bell and will be required to work on campus in an unpaid training site** until employment has been attained. After 15 consecutive days with no work assignment, credit for the course may be withheld.
6. _____ **Justification for Dismissal:** A student may be removed from Career Prep and lose his/her credit for any of the following reasons:
 - a. If he/she does not work an average of 15 hours per week. (See TEA SAAH.)
 - b. If he/she is dismissed from his/her training site and the teacher coordinator determines that the dismissal was for negligence or misconduct.
 - c. If he/she quits his/her training site without prior approval from the teacher coordinator (unless the student has just cause).
 - d. If he/she displays frequent absenteeism from school, work, or violates the attendance policy of the school.
 - e. If he/she fails to maintain dress and grooming standards required by the school and/or training site and fails to heed suggestions for improvement.
 - f. If student is **disrespectful to the teacher coordinator** in class or when the teacher coordinator visits the training site.

IT IS WITH THE ABOVE UNDERSTANDING THAT WE ENTER INTO THIS AGREEMENT:

Student

Coordinator (Career Prep Teacher)

Parent/Guardian

Date _____

**Abilene ISD CTE Program of Study
DRIVING RELEASE FORM**

I, _____, understand that my son/daughter
_____, is enrolled in _____
_____ (course name) at Abilene HS/Cooper
HS/ATEMS (circle campus), and that this class has off-campus coursework requirements.

I also understand that, based on my selections below, students will be legally driving their own vehicles or car-pooling with other students to reach these destinations.

I, therefore, absolve the school district, the high school, the HS instructor or any adult leader from any liability and from any claims against them, individually or collectively, for any injuries, which might occur during travel.

Thank you for allowing your child the opportunity to participate in this course.

My child may drive his/her own vehicle to the assigned work site or other teacher-approved activity related to the course.

Please circle one: YES NO

My child may ride with another student(s) to the assigned destination to fulfill skills necessary for completion of the course stated above.

Please circle one: YES NO

My child may transport other students to the assigned work site destination.

Please circle one: YES NO

Parent/Guardian Signature	Date
---------------------------	------

Student Signature	Date
Return to Course Instructor	



[Insert Date]

Parent of Student Name

Address

City, State ZIP

Dear Parent or Guardian of **[STUDENT NAME]**:

Your student has registered to participate in the Work-Based Learning program at **[Abilene/Cooper High School]**. This is a structured program where high school students receive instruction at school and related paid work experience or an unpaid experience. Work-Based Learning offers students a chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the work force or postsecondary education upon high school graduation.

All students enrolled in the Career Preparation course will be required to maintain employment or supervised volunteer work experience for a minimum of 15 hours per week for 3 credits or 10 hours for 2 credits. Students will be expected to have a position secured upon the first day of school or they will be asked to change their schedule. If during the school year, your student is unemployed for 15 consecutive days, contact hours cannot be earned for credit (which will affect the credit received for the course) and the classroom grade will be affected.

Students and parents will be asked to sign and abide by a contractual training agreement, which must be signed by all parties (parent, student, employer, instructor) before the student begins the placement for high school credit. The student will receive this document on the first day of school. Included with this letter is a career prep course contract stating expectations, which should be returned to the teacher on the first day of school. Also, work site evaluation of the student's performance will be conducted by the employer. The work evaluation will be a significant course grade. The classroom teacher will conduct regular visits to monitor the student's progress at their work site.

I am looking forward to working with you and your student during this school year. If you have any questions, please feel free to contact me at school.

Sincerely,

[NAME OF TEACHER]

Career Preparation Instructor

[School Phone Number, extension]

[Email address]