

BREVARD PUBLIC SCHOOLS CAREER & TECHNICAL EDUCATION WORK-BASED LEARNING MANUAL





WELCOME!

We are pleased to welcome you to the Career & Technical Education's Internship Program! At Brevard Public Schools, we want every student to succeed.

This handbook has been written to provide our students, parent/guardian(s), teachers, and business partners a review of the internship program. You will find sections with important information specific to your role in the internship.

If you have any questions about the Career & Technical Education Internship Program, please do not hesitate to reach out. We look forward to working with each of you and make our internship opportunities a success!

Contact Information:

Brevard Public Schools
Department of Career & Technical Education

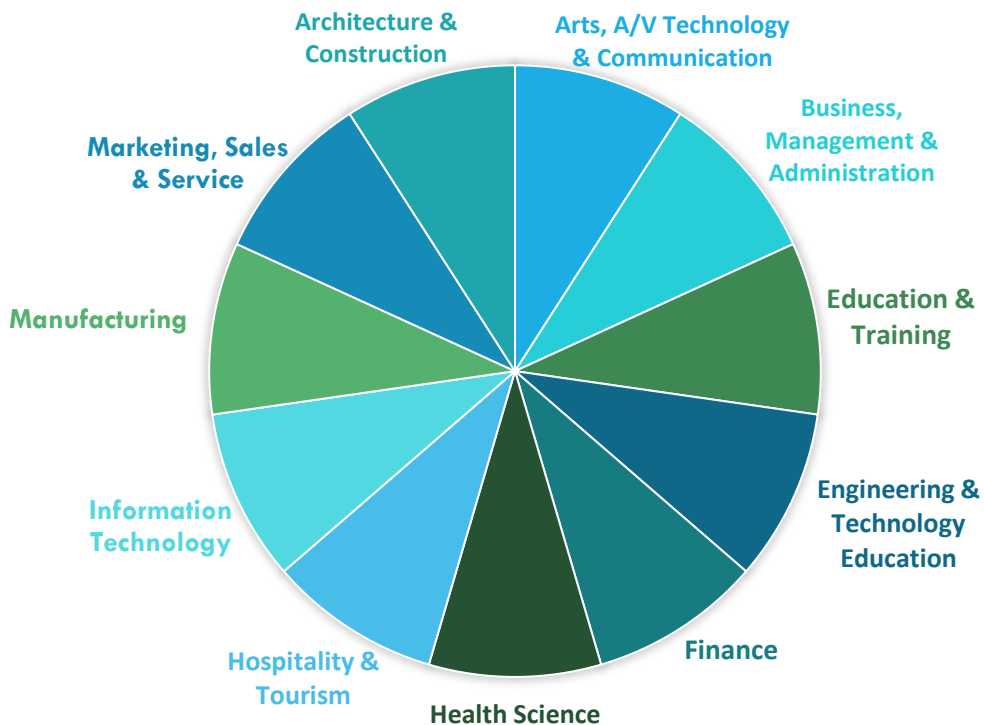
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OVERVIEW OF CAREER & TECHNICAL EDUCATION AND WORK-BASED LEARNING

CAREER & TECHNICAL EDUCATION

Career & Technical Education (CTE) is a term used to identify a type of school curriculum that provides valuable entry-level work skills to students in the career cluster areas identified below. Under each cluster, there are corresponding CTE programs that consist of three or more identified courses. Students select and enroll in CTE programs that match their career goals.

CAREER CLUSTERS



WORK-BASED LEARNING

Work-based learning is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. A partnership is established between Brevard County businesses and public schools to provide career cluster targeted work experiences for students. Employers provide students with real world opportunities to apply the knowledge gained in CTE programs. Through these work experiences, students will have an opportunity to develop their skills in communication and problem-solving as well as connect with adults who act as positive role models and mentors. Work-based learning gives students a taste of work responsibilities on a day-to-day basis. Work-based learning is “cooperative” because four contractual parties are responsible for success of the program: The school; the teacher/coordinator; the employer; and the student.

WORK-BASED LEARNING EXPERIENCES

The type of work-based learning experiences BPS offers are categorized as follows:

Cooperative Education:

- Internships
- On-the-Job Training (OJT) tied to CTE programs
- Pre-Apprenticeship with the Building Construction, Advanced Manufacturing and Machining programs

CTE INTERNSHIP PROGRAM OVERVIEW

What is an Internship?

An internship provides a paid or unpaid work site training to students enrolled in Career Academies or other approved programs. Students must document 150 hours of work site experience to receive one school credit allocated to the internship course. Students, with guidance and supervision at the workplace, complete a planned series of activities; set of learning objectives; and a project designed to give a broad understanding of student-chosen career cluster area.

What is OJT?

An OJT (on-the-job training) provides training to students enrolled in Career & technical Education program or other approved programs. OJT opportunities are required to be paid. Students must document 150 hours of work site experience to receive one school credit allocated to the internship course. Students, with guidance and supervision at the workplace, complete a planned series of activities; set of learning objectives; and a project designed to give a broad understanding of student-chosen career cluster area.

Internship and OJT Benefits:

- Students:
 - Students have an opportunity to learn useful career technology skills in the classroom and on the job.
 - Students develop an appreciation and respect for work.
 - Students are assisted in obtaining gainful employment leading to enhanced career opportunities and economic responsibility.
 - Students having the opportunity to develop useful leadership skills.
- Parents:
 - Witness student's development of independence and work ethic.
 - Observing student's growth in their talent and skill with real-world application.
- Employers:
 - Contribute to education and the creation of a motivated, educated workforce.
 - The relationship between the community and the schools is expanded and strengthened.
 - Provides employers with higher qualified trainees.
 - Providing opportunities to build the local talent pipeline to fulfill industry needs.
 - Providing relevancy of academic program to real world situations.

WORK-BASED LEARNING

There are many benefits of Work-Based Learning Programs for all involved.

Students:

- Develop respect and an appreciation for work
- Have the opportunity to learn life and career technology skills useful in both the classroom and on the job
- Have the opportunity to develop useful leadership skills
- Are assisted in obtaining gainful employment leading to enhanced career opportunities and economic responsibility

Parents/Guardians:

- Students are encouraged to have good attendance
- Parents participate in the school's activities promoting the co-op education program
- Parents are considered part of the support team

Employers:

- Employers are able to train a potential future employee that the employer actually trained
- Employers are able to obtain better-qualified trainees
- The relationship between the business community and the school/district is expanded and strengthened
- The employer's expectations are reinforced as classroom instruction and on-the-job experiences are re-enforced through learning by doing

School/District:

- Businesses use their resources in the form of skills, knowledge, equipment, and facilities in the training of students
- Partnerships with the business community provide information and resources to the school
- School/District and Business Advisory committees may assist in curricular improvements and in determining types of career opportunities available in the community
- Program relevancy encourages many students to develop and accomplish their life/educational goals by connecting what the student is learning with real world situations
- Parent/guardian involvement lends support to the school and to the cooperative

CTE INTERNSHIP PROGRAM

Program Eligibility Requirements:

The Brevard Public Schools Internship Program is designed to advance the student technically, academically, economically, and socially by providing a work-based learning experience. Students are required to follow program guidelines and complete specific paperwork in order to participate in the Internship Program.

Eligibility:

- **A rising senior**
- **Enrolled in a CTE program**
- **Have completed at least two sequential CTE courses with a grade “C” or higher. Three courses are preferred**
- **Have completed all courses required to graduate or are on track to complete senior year**
- **Have access to transportation to and from the internship site each day**

CTE INTERNSHIP PROGRAM

Work-Based Learning Program Requirements

- All documentation must be submitted and approved by the CTE District Department prior to the student's first day of work within this work program.
- Students may not work under the direct supervision of a family member.
- All employment sites must follow and be in alignment with the School District of Brevard County Student Code of Conduct.
- If a student changes a job placement without prior approval, they will be immediately withdrawn from the work program and receive a failing grade.
- Prior approval must be received before a student may change his/her place of employment after a job has been secured.
- If a student fails to submit an accurate, complete and legible weekly timecard within the two weeks following the completion of a previous month they run the risk of being withdrawn from the course.
- A student may not report to the work site on a day in which he/she has been marked absent from school.
- Child Labor Laws MUST be followed at all times.
- If a student is fired/terminated from his/her employment, the teacher of record will determine if the student remains in the work program. If a student is fired/terminated twice from employment, they will be permanently withdrawn from the work program.
- Students will be employed in a business that possesses a tax I.D number.
- Students **may not** be employed in a "home based business" that does not have a direct supervisor on site. This includes but is not limited to: in home childcare, multilevel marketing, and on-line sales or marketing.

CTE INTERNSHIP PROGRAM

Work-Based Learning Program Requirements Background Check Policy:

- Primary supervisor of student must have proof of and pass a level 2 background check. BPS district security will perform background check.
- **Background Check Policy:** Provides guidance on how the requirements of Rule 6A-23.0042(4)(a)1. can be implemented. The policies expressed below can be adapted to the student safety needs and strategies of the local educational institution.
- **Who gets background checked:** Only the “primary” employer supervisor gets background checked. If the student is truly split between multiple supervisors, all relevant supervisors get background checked.
- **How the background check is completed:** The primary employer supervisor completes a background check form ideally when the work-based learning opportunity is established but as late as the signing of the training agreement. This form asks for information such as the employer supervisor’s name, social security number, the addresses that he or she has lived at for the last 5 years. A clarification that the offenses being examined pertain to the exclusionary offenses listed in §435.04(2) and (3), and an attestation from the employer supervisor that he or she will notify a designated district/college staff of any arrest for and is awaiting final disposition of, have been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, or have been adjudicated delinquent and the record has not been sealed or expunged for, any offense prohibited under any of the provisions of Section 435.04(2) and (3), F.S., or similar law of another jurisdiction while active with the work-based learning program. The district contracts with a criminal background check business to complete the background check, and the school district covers the expense.
- **Timing of the background check:** If an employer supervisor overseeing one or more students needs to switch mid-work-based learning opportunities (such as due to turnover), or in the event that a new work-based learning opportunity becomes available, it is allowable for the background check to be pending while students participate in the experience, provided all due diligence is being given to complete the background check.

CTE INTERNSHIP PROGRAM

Work-Based Learning Program Requirements Background Check Policy:

- **Frequency of the background check:** A background check only needs to be conducted once, provided the employer supervisor remains in active service with the work-based learning program and/or the employer. If the employer supervisor has gaps in work-based learning activity that are in excess of a year and the employer cannot verify that the employer supervisor remained in continuous employment with the employer, the background check should be repeated.
- **Attestation of existing background checks:** In the event that the employer supervisor has already undergone a criminal background check as a requirement of licensure, certification, or employment, the employer can sign an attestation that the employer supervisor complies with the requirements of Rule 6A-23.0042(4)(a)(1), F.A.C. This is particularly relevant for healthcare, education, government, and other industries that require criminal background checks for licensure and/or employment.
- This requirement does not apply to employer supervisors that supervise students 18 years old and above. Discretion is also given on timing related to starting new work-based learning opportunities and for students switching supervisors mid-work-based learning opportunity.

CTE INTERNSHIP PROGRAM

Work-Based Learning Program District Guidelines

Finding a Job

If the student has not secured a part-time job by the start of the school year, he or she will have ten (10) school days to do so. An unemployed student must submit the Cooperative Education – Employment Contact Form to the OJT coordinator weekly with a minimum of five completed contacts per week to demonstrate attempts to obtain paid work. If a student has not obtained a job by the 11th day following enrollment in the class or after losing a job, the OJT teacher must contact the school counselor and have the student removed from the program. It will be the responsibility of the student to make up all missed work within the timelines of the individual educational institution when placed in a new class following the withdrawal from OJT.

Criteria of a Job Change

Students who wish to change jobs after the beginning of the school year or after being enrolled in an OJT class MUST confer with the teacher/coordinator prior to the actual job change.

1. Discuss possible job resignation with coordinator and parent/guardian prior to any action being taken.
2. Discuss possible job resignation with employer prior to any action being taken.
3. Submit a letter of resignation giving at least a two (2) week notice.
4. If the student is terminated for cause or fails to follow these written job change procedures, he or she will receive a failing grade for OJT and be subject to withdrawal from OJT.
5. A student whose employment is terminated for adverse reasons (fired) is subject to receiving a failing OJT grade and removal from the program. A student whose employment is terminated through no fault of his/her own (e.g. downsizing, business failure) must immediately notify the teacher and will be allowed a period of time to find new employment. Students may also change jobs (employers) but only with the approval of the OJT teacher.

CTE INTERNSHIP PROGRAM

Work-Based Learning Program District Guidelines

Attendance

The internship/OJT student is under the jurisdiction of the school throughout the school day, whether in class, at work, or during club activities. Regular attendance at school and the work site is the first step to success.

1. When the student is absent from school or suspended, he or she should be marked absent from the internship/OJT course unless otherwise instructed to do so by the school's administration.
2. When a student is going to be absent from the job, he or she should notify his or her employer and teacher of record.

Minimum Hours Worked/ Submission of Time Sheets

Students are required to work 150 hours for each credit of internship/OJT . For each internship/OJT class period the student should work a comparable number of hours during the week. The following table provides an example of this requirement:

Number of Class Periods	Minimum Weekly Work Hours Requirement
1 period	5 hours
2 periods	10 hours
3 periods	15 hours
4 periods	20 hours
5 periods	25 hours

Students must submit time sheets on a minimum of once per week to the teacher of record. If a student is engaged in a job search due to the loss of a position during the school year, the documentation of the job search must be submitted on a weekly basis to the teacher of record.

CTE INTERNSHIP PROGRAM PROCESS

1. Students submit completed internship application packets by deadline.
2. CTE department reviews applications and begins placement process.
3. Students meet with school counselors to register for internship/OJT course.
4. Students interview for internship.
5. Final selections made and placement sites are finalized.
6. Final paperwork for placement site is completed. This will vary based on student's placement site.
7. Students attend mandatory internship orientation.
8. Students start internship.
9. Student's weekly timesheets are submitted to both teacher and CTE department at district office.
10. Placement site visits occur every 9 weeks by internship teacher of record or work-based learning specialist. For schools with block scheduling, visits occur every 4 weeks.
11. Employer evaluations are conducted every 9 weeks. These are submitted to CTE dept and to internship teacher of record.
12. Internship/OJT experience comes to an end. Completion of internship/OJT course requirements including reflection paper and final grades issued.

STUDENTS



FOR STUDENTS

Role and responsibilities

- **Attire:**

Students will provide their own work attire, which will be appropriate to the specific internship site, and align with Brevard Public School dress code guidelines.

- **Maintaining accurate records of hours worked :**

Original sheets must be signed and submitted to the Internship teacher/coordinator on a weekly basis. No grade will be given if the timesheet is not turned in. A copy of the timesheet must also be given to the Office of Career & Technical Education. Timesheets are an official audit record.

- **Demonstrating the employability skills essential for success on the job:**

Every grading period, the employer will complete a job performance evaluation. The employer will review the evaluation with the student. Both the employer and the student will sign the evaluation document. The original document will be submitted to the internship teacher/coordinator and a copy will be submitted to the Office of Career & Technical Education. The internship teacher/coordinator will also visit each student at his or her job site at least once each grading period.

- **Discussing any problems with the Internship Teacher/Coordinator:**

The internship teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the intern is responsible while on the job. The internship teacher/coordinator shall attempt to resolve any job performance complaints through cooperative efforts of all parties concerned.

- **Following safety rules and instructions:**

The student will adhere to all State and Federal Regulations regarding safety while employed as an intern.

- **Being a positive representative of the school, the community and the related Career & Technical Education program:**

Students are expected to demonstrate professional qualities of responsibility, dependability, ethical behavior, and maturity when they are at their job sites.

- **Student Insurance:**

Students working as paid Interns for Companies must be covered by the company's Workman Compensation policy. If students are in an unpaid internship, they must provide proof of medical insurance.

FOR STUDENTS

Role and responsibilities

- **Required forms and signatures:**

Sign and abide by required agreements and forms There are three documents that require the signature of the parent/guardian: The request for CTE student internship form, the training agreement, and the training plan. These documents are official audit records. Copies will be distributed, as necessary.

- **Transportation:**

Transportation to and from the internship site is the responsibility of the student and parent. Students must be in possession of a valid Florida driver's license.

- **Enrollment:**

The student must be currently enrolled in or have completed at least two courses in a Career & Technical Education program at their school. Prior to employment the student will submit a CTE Request for Internship form along with the internship application.

- **Attendance:**

The student must attend school on each day that they are assigned to work. If the student is absent from school, he/she may not attend work that day. If the student will be absent from school and work, the student is required to call in his/her absence to both the employer and the internship teacher/coordinator. If a student attends school, but is unable to report to work, the student must officially check out through the school attendance office. Students may work on student holidays provided they have employer permission to do so.

- **Academic Standing:**

While enrolled in the Internship Program, students must maintain satisfactory academic standing. Students must maintain a 2.0 overall GPA and not less than a "C" in their related Career & Technical Education course(s).

FOR STUDENTS

Required Internship Forms:

• **Training Agreement:**

This agreement outlines the responsibilities of the employer, student, internship teacher/coordinator, and parent/guardian. This document must be signed by all parties: Employer, student, parent/guardian and internship teacher/coordinator. The original document will be given to the internship teacher/coordinator. A copy of the document will be given to the employer, student, and the Office of Career & Technical Education. This document is an official audit file record.

• **Training Plan**

The training plan is an individual learning plan for each student. It needs to include instructional objectives and on-the-job learning activities that will be completed by the intern while employed. The original Training Plan is to be submitted to the internship teacher/coordinator along with the first timesheet. At the same time, copies should also be given to the employer, student, and the Office of Career & Technical Education. As the student completes each of the items on the Training Plan, the employer should record the date the objective/activity was completed. Upon completion of the internship, copies of the completed document should be submitted to the student, internship teacher/coordinator, and the Office of Career & Technical Education. This document is an official audit file record.

• **Weekly Timesheet:**

The document is an official audit record for the student while enrolled in the Internship Program. The CTE Internship weekly timesheet must be signed by both the employer and the student. No grade will be given if these documents are not completed and on file in the school audit file. Original documents must be submitted to the Internship teacher/coordinator on the next school day following completion of the workweek. A copy of the signed sheet must also be given to the student and the Office of Career & Technical Education.

• **Performance Evaluation:**

An evaluation of the student intern's job performance is required for every grading period. This document will be completed by the employer and reviewed with the student intern. The internship teacher/coordinator will set the deadline for submission of the document. The original document, signed by the employer and student, will be submitted to the internship teacher/coordinator.



SCHOOL COUNSELORS



FOR SCHOOL COUNSELORS

Program Eligibility for Students:

- A rising senior
- Enrolled in a CTE program
- Have completed at least two sequential CTE courses with a grade “C” or higher. Three courses are preferred
- Have completed all courses required to graduate or are on track to complete senior year
- Have access to transportation to and from the internship site each day
- A valid driver’s license

Internship Registration:

- Please refer to course registration reference guide for correct course coding
- Block schedule in either:
 - 1st and 2nd period
 - 6th and 7th period

***Verify courses taken to ensure student has taken the minimum 2 classes required as part of eligibility. The complete list of classes required by CTE program can be found in the CTE Program Booklet on the Brevard County Schools CTE Dept website:
www.brevardschools.org/CTE

***If students have taken courses related to, but not exact from the course list, the CTE director will review eligibility on a case-by-case basis. Example: principles of programming, AP computer science.

FOR SCHOOL COUNSELORS

School Counselor Role and responsibilities

- **Forms and Signatures:**

Students are required to submit a Request for CTE Student Internship form with their application packet to the Internship Program. There are two documents that require the signature of the school counselor: The Request for CTE Student Internship form and the application.

- **Request for CTE Student Internship:**

This document is part of the Internship Program application and is an official audit record. Signatures are required from the parent/guardian, internship teacher of record, school counselor, school principal, and career and technical education department district office official showing approval of student's application to the program.

- **CTE Internship Application:**

Students must be on track to graduate high school to be eligible to participate in the Internship Program. Internship courses cannot interfere with courses needed for timely graduation. This form has eligibility checkpoints to verify the student is on track to graduate and by participating in the internship program, it will not inhibit the student from graduating on time with the required courses.

- **Class Schedule:**

Students will need to be registered in the appropriately coded internship course. A two-period block in the 1st and 2nd periods, or 6th and 7th periods is acceptable. Please refer to the course registration reference guide for course list.

FOR SCHOOL COUNSELORS

Course Registration Reference Guide

Course Code Process:

The following course codes represent which class period to schedule the course indicated by the final digit:

CTE Internship Course (year) (1 credit)

1st period: 8300430X

2nd period: 83004302

3rd period: 83004303

4th period: 83004304

5th period: 83004305

6th period: 83004306

7th period: 83004307

In the event a student can only be scheduled for a 1 semester internship, please use the following course codes:

CTE Internship Course (semester) (.5 credits)

83004308

83004309

In the event of a student not having an internship placement by the 2nd week of school, students can be placed in a different semester course, or can be placed in a directed study 1st semester and CTE Internship 2nd semester. This is per Principal and Teacher of Record approval. Please use the following course codes:

Diversified Education Directed Study Course (semester) (.5 credits)

83001008

83001009

CTE Internship Course (semester) (.5 credits)

83004308

83004309

In the event of scheduling a student for an OJT course, you must contact the CTE District Office for approval.



TEACHER OF RECORD



FOR TEACHER OF RECORD

Role and responsibilities

- Teach the necessary competencies/skills outlined in the Standards and Benchmarks listed in the Curriculum Frameworks from FLDOE. CTE Internship course can be found on the FLDOE website under: [Career and Technical Education Internship \(8300430\)](#). If an OJT code is being used, please refer to the FLDOE website curriculum frameworks for that specific course.
- Assist students in the development of training plans that correlate with their training site.
- Oversee the completion of a weekly timecard and verify that the student has worked the number of hours to satisfy the minimum weekly requirement.
- Maintain all required documents for the student including timecards, attendance, and wage information.
- Assist students in obtaining job placement, when appropriate.
- Secure signatures on required documentation (Training Agreement, Training Plan, Training Site Attendance Card, and Employee Evaluation).
- Correlate student performance standards with training site activities.
 - Evaluate student progress and on-the-job performance at least once each grading period.
- Provide information about the program, students, and training procedures to the work site supervisors.
- Provide communication between the school and the business.
- Monitor student-learner on-the-job training activities.

FOR TEACHER OF RECORD

Role and responsibilities

- **Site Visits:**

The internship teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the intern is responsible while on the job.

- **Assign Grades:**

The internship teacher/coordinator is responsible for assigning the student a grade based on predetermined criteria, job performance evaluations, submission of forms and timesheets, etc.

- **Maintain Audit File:**

The internship teacher/coordinator will keep each intern's Training Agreement, Training Plan, Timesheets and Job Performance Evaluations on file for a minimum of five (5) years. Copies of all documents **must** also be sent to the Career & Technical Education department district office.

- **Monitor student attendance and total hours worked:**

The internship teacher/coordinator will monitor student attendance and verify the total number of student hours worked. Copies of timesheets **must** be sent to the Career & Technical Education department district office.

- **Mediate difficulties between Student Intern/Employer:**

The internship teacher/coordinator shall attempt to resolve any job performance complaints through cooperative efforts of all parties concerned.

- **Student Insurance:**

Students working as paid Interns for Companies must be covered by the company's Workman Compensation policy. If students are in an unpaid internship, they must provide proof of medical insurance.

FOR TEACHER OF RECORD

Required Internship Forms for Audit File:

• **Training Agreement:**

This agreement outlines the responsibilities of the employer, student, internship teacher/coordinator, and parent/guardian. This document must be signed by all parties: Employer, student, parent/guardian and internship teacher/coordinator. The original document will be given to the internship teacher/coordinator. A copy of the document will be given to the employer, student, and the Office of Career & Technical Education. This document is an official audit file record.

• **Training Plan**

The training plan is an individual learning plan for each student. It needs to include instructional objectives and on-the-job learning activities that will be completed by the intern while employed. The original Training Plan is to be submitted to the internship teacher/coordinator along with the first timesheet. At the same time, copies should also be given to the employer, student, and the Office of Career & Technical Education. As the student completes each of the items on the Training Plan, the employer should record the date the objective/activity was completed. Upon completion of the internship, copies of the completed document should be submitted to the student, internship teacher/coordinator, and the Office of Career & Technical Education. This document is an official audit file record.

• **Weekly Timesheet:**

The document is an official audit record for the student while enrolled in the Internship Program. The CTE Internship weekly timesheet must be signed by both the employer and the student. No grade will be given if these documents are not completed and on file in the school audit file. Original documents must be submitted to the Internship teacher/coordinator on the next school day following completion of the workweek. A copy of the signed sheet must also be given to the student and the Office of Career & Technical Education.

• **Performance Evaluation:**

An evaluation of the student intern's job performance is required for every grading period. This document will be completed by the employer and reviewed with the student intern. The internship teacher/coordinator will set the deadline for submission of the document. The original document, signed by the employer and student, will be submitted to the internship teacher/coordinator.



EMPLOYERS



FOR EMPLOYERS

The Employer's Guide for CTE Internship Program

Cooperative education programs permit the student to be released from the school campus to work part-time for an employer. The student will report to the assigned job, which is referred to as the student's Training Site. The student/employee represents the school district at all times and is expected to demonstrate professional qualities of responsibility, dependability, ethical behavior, and maturity while performing tasks for the employer.

Role and responsibilities

- **Provide an internship position:**

The employer agrees to accept the intern for the purpose of providing occupational experience of instructional value. The intern will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of Brevard Public Schools.

- **Provide supervision:**

The work activity will be under the supervision of a qualified supervisor. The work will be performed under safe and hazard free conditions.

- **Provide a workstation:**

The employer will ensure that each student will receive the same consideration given other employees with regard to access to a job-appropriate workstation, supplies, and equipment.

- **Sign and abide by required agreements and forms:**

There are four documents that require the signature of the employer: The training agreement, training plan, weekly timesheets, and job performance evaluation. These documents are official audit records. Copies will be distributed as necessary. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap.

- **Discussing any problems with the Internship Teacher/Coordinator:**

The internship teacher/coordinator will create a close working relationship with the employer to whom the intern is responsible while on the job. The internship teacher/coordinator shall attempt to resolve any job performance complaints through cooperative efforts of all parties concerned.

- **Student Insurance:**

Students working as paid Interns for Companies must be covered by the company's Workman Compensation policy. If students are in an unpaid internship, they must provide proof of medical insurance.

- **Discussing any problems with the Internship Teacher/Coordinator:**

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FOR EMPLOYERS

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• **Performance Evaluation:**

An evaluation of the student intern's job performance is required for every grading period. This document will be completed by the employer and reviewed with the student intern. The internship teacher/coordinator will set the deadline for submission of the document. The original document, signed by the employer and student, will be submitted to the internship teacher/coordinator.

CTE INTERNSHIP PROGRAM

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- **Background Check Policy:** Provides guidance on how the requirements of Rule 6A-23.0042(4)(a)1. can be implemented. The policies expressed below can be adapted to the student safety needs and strategies of the local educational institution.
- **Who gets background checked:** Only the “primary” employer supervisor gets background checked. If the student is truly split between multiple supervisors, all relevant supervisors get background checked.
- **How the background check is completed:** The primary employer supervisor completes a background check form ideally when the work-based learning opportunity is established but as late as the signing of the training agreement. This form asks for information such as the employer supervisor’s name, social security number, the addresses that he or she has lived at for the last 5 years. A clarification that the offenses being examined pertain to the exclusionary offenses listed in §435.04(2) and (3), and an attestation from the employer supervisor that he or she will notify a designated district/college staff of any arrest for and is awaiting final disposition of, have been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, or have been adjudicated delinquent and the record has not been sealed or expunged for, any offense prohibited under any of the provisions of Section 435.04(2) and (3), F.S., or similar law of another jurisdiction while active with the work-based learning program. The district contracts with a criminal background check business to complete the background check, and the school district covers the expense.
- **Timing of the background check:** If an employer supervisor overseeing one or more students needs to switch mid-work-based learning opportunities (such as due to turnover), or in the event that a new work-based learning opportunity becomes available, it is allowable for the background check to be pending while students participate in the experience, provided all due diligence is being given to complete the background check.

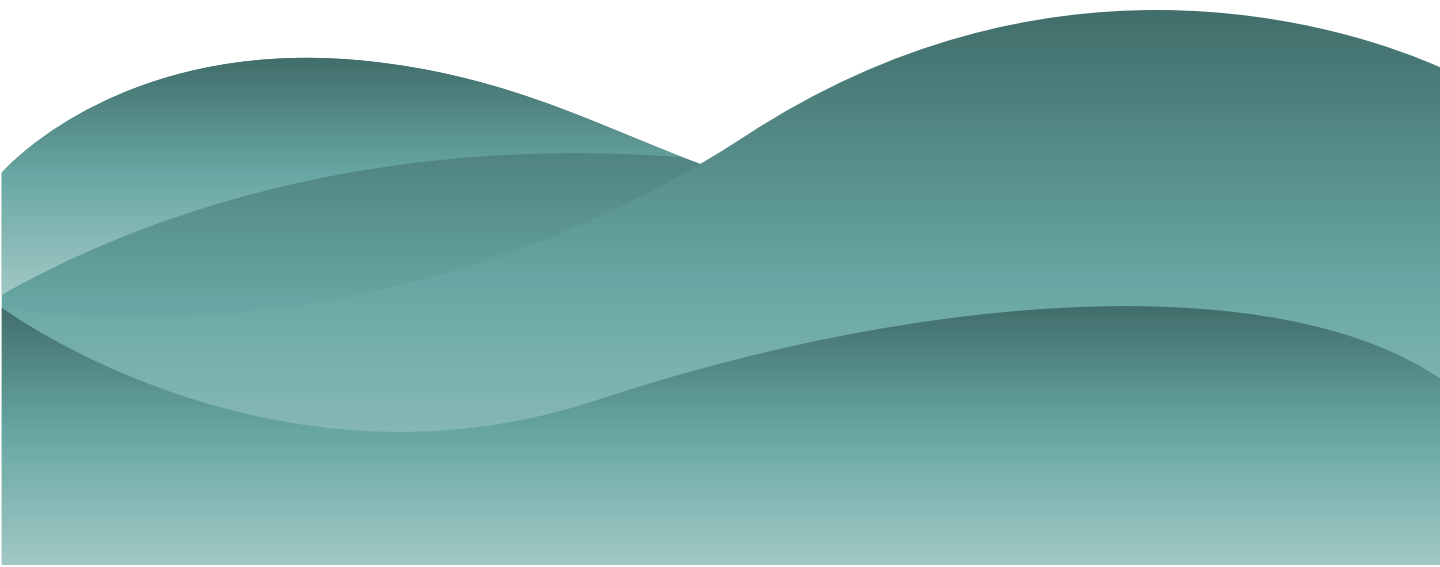
CTE INTERNSHIP PROGRAM

Work-Based Learning Program Requirements Background Check Policy:

- **Frequency of the background check:** A background check only needs to be conducted once, provided the employer supervisor remains in active service with the work-based learning program and/or the employer. If the employer supervisor has gaps in work-based learning activity that are in excess of a year and the employer cannot verify that the employer supervisor remained in continuous employment with the employer, the background check should be repeated.
- **Attestation of existing background checks:** In the event that the employer supervisor has already undergone a criminal background check as a requirement of licensure, certification, or employment, the employer can sign an attestation that the employer supervisor complies with the requirements of Rule 6A-23.0042(4)(a)(1), F.A.C. This is particularly relevant for healthcare, education, government, and other industries that require criminal background checks for licensure and/or employment.
- This requirement does not apply to employer supervisors that supervise students 18 years old and above. Discretion is also given on timing related to starting new work-based learning opportunities and for students switching supervisors mid-work-based learning opportunity.



ADDITIONAL RESOURCES



CHILD LABOR LAWS

HOUR LIMITATIONS

There are both state and federal child labor laws regulating the hour limitations of minors. Employers must observe the stricter provisions when the laws are different. The application of the stricter portion of both federal and state law is provided below.

Minors 16 and 17:

When public school is in session, minors 16 & 17 may not work before 6:30 a.m. or after 11:00 p.m. or for more than 8 hours per day, when school is scheduled the following day, nor during the hours that school is in session. Minors are NOT permitted to work during normal school hours UNLESS they are enrolled in a school-to-work experience program, career education or other program exempt by the state, or have received a partial waiver.

These teens may work no more than 30 hours per week when school is in session. However, during the summer vacation and non-school weeks they may work unlimited hours.

BREAKS

Minors are not permitted to work more than four hours without a 30-minute, uninterrupted meal break. This applies throughout the year.

DAYS

Minors are not permitted to work more than six consecutive days in one week. This applies throughout the year.

EXEMPTIONS

Minors are exempt from the hour limitations of the Child Labor Law if they have been married, graduated from an accredited high school or hold a high school equivalency diploma, served in the military, have been authorized by a court order, or been issued a partial waiver by the public school of the Child Labor Program.

CHILD LABOR LAWS

HAZARDOUS OCCUPATIONS

Florida child labor laws allows certain exemptions for 16- and 17-year-old youth when they are employed as a student learner. These exemptions allow minors to work in deemed “hazardous occupations” when tied directly to a career and technical education program.

To qualify as a student learner for purposes of the above listed hazardous work, a minor must be enrolled in a youth vocational training program under a recognized state or local educational authority, perform work under the direct and close supervision of a qualified and experienced person, and follow a training plan that includes safety instructions that will be developed and followed throughout the internship opportunity.

FL Statute 450.161; FL Admin. Code 61L-2.005 (referencing US Regulation 29 CFR 570).

Additional resources can be found at www.youthrules.gov

• TIPS FOR PARENTS

- Take an active role in the employment decisions of your teen(s).
- Discuss the type of work involved, as well as the training and supervision provided by the employer.

•

• TIPS FOR TEENS

- Know your rights to a safe and healthful workplace.
- Learn to recognize hazards at work and speak up when you see them.
- Participate in training programs at work or request training if none is offered.
- Use safe work practices.
- Learn where you can get information about child labor laws, health and safety, and your rights.

STUDENTS WITH SPECIAL NEEDS

STUDENTS WITH SPECIAL NEEDS

Teachers, counselors, and support staff are responsible for serving all students and for helping each student reach his or her goals based on individual interests, preferences, and aptitudes. All students benefit from quality cooperative education program experiences that provide the opportunity to develop and practice skills that students need to successfully transition to adult life as productive citizens. However, some students need accommodations, modifications, special assistance, and/or support services to actively participate in and to benefit from cooperative education programs.

It is important for career and technical education teacher/coordinators to take steps to:

- Connect with special needs personnel to ensure that students' needs are met, leading to success in the program
- Define roles and responsibilities clearly so that each staff member can contribute to the program effectiveness based on his or her strengths and experiences
- Ensure that accommodations and special services are provided

Resources

[Exceptional Student Education DOE Home Page](#)

Accommodations, Assisting Students with Disabilities: (Bureau of Exceptional Education and Student Services (BEES), Division of Public Schools, Florida Department of Education) <http://fldoe.org/core/fileparse.php/7567/urlt/0070069-accomm-educator.pdf>

Accommodations and Modifications for Students with Disabilities in Vocational Education and Adult General Education, 200 (brochure, Florida Department of Education, Division of Workforce Development, available at http://www.fldoe.org/core/fileparse.php/7690/urlt/0070067-310907_accomm.pdf)

Accommodations and Modifications for Students with Disabilities in Vocational Education and Adult General Education (a guide, Florida Department of Education, Division of Workforce Development, available at http://www.fldoe.org/core/fileparse.php/5398/urlt/311201_acmodvoc.pdf)

FAQ'S

What documents does the teacher/coordinator need to have on file for each internship/OJT student/employee?

- A copy of Florida driver's license or picture id
- Copy of job description/duties, job title, name of supervisor(s), training site address/location
- Student Training Plan (outline of scope of work)
- Timesheets (a timecard document must be completed by the student for attendance and school audit reports)
- Training Agreement document signed by the student, parent, employer, school and teacher/coordinator
- Performance Evaluations signed by student and supervisor

How does the student/employee receive a grade?

The teacher/coordinator should visit each Training Site at least once during each grading period. This visit will be to evaluate the student's progress and to discuss with the supervisor how the student is meeting the goals listed in the Training Plan. The student is evaluated on: overall job performance; employability skills; mastery and competency of job skills and duties. The class size and district/school policies will affect the teacher/coordinator's ability to visit each training site multiple times during each grading period. School districts may place varying numbers of cooperative education program students in cooperative education classes, so the actual class sizes of students may be greater for some teacher/coordinators.

What should be done to change jobs?

Check with the teacher/coordinator regarding specific requirements for changing jobs while in an internship/OJT program. However, the general rule is if the student changes jobs, they should give a minimum two week notice in writing to their current supervisor and give a copy to their teacher/coordinator for the student's audit file. A new employer training agreement will need to be completed for each new job that the student begins while in a cooperative education program.

Do students have to find their own jobs?

Ideally, the purpose of an internship/OJT program is to encourage the student to work in a career goal environment, which includes job searches. Assistance from the Career and Technical Education district office can be provided. All job sites must be approved by the Career and Technical Education district office.

Will the work-based learning help the student find a job related to their career goals?

There is no guarantee that there will be a successful match, but the teacher of record will assist the employer to determine the nature of work plan. This is contingent upon the availability of local job opportunities. Placements are not guaranteed. It is highly recommended that students obtain their own employment. Assistance from the Career and Technical Education district office can be provided.

FAQ'S

What are the required audit documents?

•Training Agreement:

This agreement outlines the responsibilities of the employer, student, internship teacher/coordinator, and parent/guardian. This document must be signed by all parties: Employer, student, parent/guardian and internship teacher/coordinator. The original document will be given to the internship teacher/coordinator. A copy of the document will be given to the employer, student, and the Office of Career & Technical Education. This document is an official audit file record.

•Training Plan

The training plan is an individual learning plan for each student. It needs to include instructional objectives and on-the-job learning activities that will be completed by the intern while employed. The original Training Plan is to be submitted to the internship teacher/coordinator along with the first timesheet. At the same time, copies should also be given to the employer, student, and the Office of Career & Technical Education. As the student completes each of the items on the Training Plan, the employer should record the date the objective/activity was completed. Upon completion of the internship, copies of the completed document should be submitted to the student, internship teacher/coordinator, and the Office of Career & Technical Education. This document is an official audit file record.

•Weekly Timesheet:

The document is an official audit record for the student while enrolled in the Internship Program. The CTE Internship weekly timesheet must be signed by both the employer and the student. No grade will be given if these documents are not completed and on file in the school audit file. Original documents must be submitted to the Internship teacher/coordinator on the next school day following completion of the workweek. A copy of the signed sheet must also be given to the student and the Office of Career & Technical Education.

•Performance Evaluation:

An evaluation of the student intern's job performance is required for every grading period. This document will be completed by the employer and reviewed with the student intern. The internship teacher/coordinator will set the deadline for submission of the document. The original document, signed by the employer and student, will be submitted to the internship teacher/coordinator.

FAQ'S

How does the student/employee keep a record of work hours for the school?

The student will complete a timecard document for the school, listing the hours, days, and weekly/monthly totals for their training site. U.S. Department of Labor laws must be followed. The timecard is the official audit record for the school and is an important document needed for attendance.

This timesheet must be completed each week by the student. It must be signed by the employer or current supervisor at the training location. The teacher/coordinator must make the OJT records available for audit based on the school timetable and audit requirements.

What rights does the student/employee have in a cooperative education program?

The employer may place a student/employee in a particular job description that is within the scope of their technical and academic training. The Training Plan is the document that will outline the student's duties, skills to be learned, and the expected timeline to be completed. This training plan is completed by the cooperative education teacher/coordinator in collaboration with the employer for each student. The student will be asked to review it and to sign the training plan. The student is an employee for the company and is covered by all state and federal laws and all policies regarding hiring, firing, and termination. **The student/employee's Training Plan is to include instructional objectives and a list of on-the-job and in-school learning experiences.**

Why is the school's record of attendance for the student/employee so important?

The student attendance for OJT experience is counted as enrollment for Florida school attendance payments. Attendance is a very important record for every school, and cooperative education job experience attendance must be kept accurately and meticulously by the teacher/coordinator. Audits may occur yearly for these records, and all student timesheets must be kept by the school district for five years. Even though the student is not in the formal classroom, the student is reporting to his/her Training Site, which is the classroom for on-the-job training and cooperative education program purposes.

FAQ'S

When can the student/employee work?

The employer will set the student/employee's schedule according to their school/class schedule and according employer needs. Students will be assigned to a school Cooperative Education Program for elective credit(s). Each school district may use different strategies in scheduling students for cooperative education experiences.

What about transportation of the student/employee to and from the job?

The employer is not responsible for the student traveling to and from work. The student is expected to abide by all school rules related to driving and parking.

Does the student/employee have to be paid?

Students must be compensated for the work that they do. The purpose of cooperative education programs is to provide the student with competencies developed through supervised on-the-job training. The employer is required to follow all state and federal laws that apply to payroll, Social Security, and federal income tax rules and procedures.

Department of Business and Professional Regulation, Child Labor Program

<http://www.myfloridalicense.com/DBPR/child-labor/>

If the student is under 18 years of age, Child Labor Laws must be followed *Florida Child Labor Law Chapter 450, Part I, Florida Statutes*

Division of Regulation
2601 Blair Stone Road
Tallahassee, FL 32399-0782
Phone: 850.488.3131

How can a school district or the Department of Education be contacted?

The Florida Department of Education website has statistics, information about standards, testing, accountability, program guidelines and frameworks, teacher certification, scholarships, and legislative changes. By using the keyword search at the top of the Florida Department of Education home page, virtually any topic or subject involving Florida School Districts can be found.

<http://www.fldoe.org/>



IMPORTANT FORMS



REQUEST FOR CTE STUDENT INTERNSHIP

Student Name _____ Student Number _____

High School _____ Internship Position Requested _____

Parent/Guardian Approval: I understand that my student is applying for a paid internship position with Brevard Public Schools. If my child is offered an internship, I also understand that my student may have to exchange up to 3 class periods (or up to 2 blocks) to accommodate the internship course and that I am responsible for providing transportation to and from the internship. I understand that my child will receive a grade for the internship based on job performance. I approve of my child participating in the CTE Internship Program.

Signature

Date

Printed Name

CTE Teacher Approval: The student named above is in my CTE program and I understand that he/she is applying for an internship with Brevard Public Schools. I understand that I will be responsible for maintaining the audit file for this student while they are participating as an intern. He/She has completed sufficient coursework to apply for the internship position and I approve of this student participating in the CTE Internship Program.

Signature

Date

Printed Name

Guidance Counselor Approval: I understand that the student named above is applying for an internship with Brevard Public Schools. He/She currently has a _____ GPA and not less than a 2.0 in his/her Career & Technical Education electives. I have reviewed the student's transcript and he/she has earned sufficient credits for graduation. I also understand that if accepted, this student will require a schedule change to be enrolled in the appropriate CTE OJT course. I approve of this student participating in the CTE Internship Program.

Signature

Date

Printed Name

******STOP HERE. Signatures below will be obtained by CTE District Office. If final approval is not granted, the student will be contacted.******

School Principal Approval: I am aware that the student named above is applying for an internship with Brevard Public Schools and that said student has received all the necessary approvals before submitting his/her application. I approve of this student participating in the CTE Internship Program.

Signature

Date

Printed Name

Career and Technical Education Approval:

Signature

Date

Printed Name

CTE Internship Training Agreement

Updated with COVID-19 Addendum 05-29-2020

Student Name: _____ Telephone: _____

Street: _____ Date of Birth: _____ Student ID #: _____

City: _____ State: _____ Zip: _____

Employer Name: _____ Telephone: _____

Employer Department: _____

Days per week: _____ Hours per day: _____ Hours: _____ until _____

Intern Occupation Title: _____

EMPLOYER'S RESPONSIBILITIES: The employer agrees to place the intern in the work specified above for the purpose of providing occupational experience of instructional value. The work activity will be under the supervision of a qualified supervisor. The intern will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of Brevard Public Schools. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap.

INTERNSHIP TEACHER/COORDINATOR'S RESPONSIBILITIES: The internship teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the intern is responsible while on the job. The internship teacher/coordinator shall attempt to resolve any job performance complaints through cooperative efforts of all parties concerned. The internship teacher/coordinator will keep each intern's Training Agreement on file for a minimum of three (3) years.

PARENT'S/GUARDIAN'S RESPONSIBILITIES: Parent and/or guardian agree for the student to participate in the internship opportunity provided by Brevard Public Schools. The parent/guardian is to encourage and verify the student's regular attendance and promptness at school and on the job. The parent/guardian will arrange a method of transportation to be used by the student traveling to and from school and the job site.

INTERN'S RESPONSIBILITIES: The intern agrees to follow rules and guidelines established by the internship coordinator and Brevard Public Schools' employer with regard to hours of work, school attendance, and reporting procedures.

Addendum I

BPS Employees/Student Interns are advised to wear cloth face coverings when they feel they cannot appropriately social distance from other employees. We are also asking all employees to continue to limit large meetings/gatherings of people where social distancing guidelines cannot be followed. To that end, we are asking all employees to continue to adhere to the CDC guidelines for social distancing, handwashing, and other protective measures.

ALL SIGNATORIES AGREE TO COMPLY WITH THE RESPONSIBILITIES SPECIFIED IN THE TRAINING AGREEMENT.

Student Date

Parent or Guardian Date

Internship Teacher/Coordinator Date

Employer Date

Copies of the signed training plan must be submitted to the Internship Teacher/Coordinator and the Office of Career and Technical Education, Attn: Grace Svitak-Norton, email: svitak-norton.grace@brevardschools.org.

CTE Internship Training Plan

Student _____

Position _____

Employer _____

Phone No. _____

Department _____

Intern Duties & Responsibilities	Anticipated Date Achieved by

ALL SIGNATORIES AGREE TO COMPLY WITH THE RESPONSIBILITIES SPECIFIED IN THE TRAINING PLAN.

Student _____ Date _____

Internship Coordinator/Teacher _____ Date _____

Parent or Guardian _____ Date _____

Employer _____ Date _____

Copies of the signed training plan must be submitted to the Intern's Teacher/Coordinator and to the Office of Career & Technical Education, Attn: Grace Svitak-Norton, svitak-norton.grace@brevardschools.org, or call 321-633-1000 Ext. 11357 Student will retain and update this form throughout the internship period.

CTE Internship Record of Hours Worked

Please Print:

Student Name _____ Student ID _____

Department _____ Work Phone _____

DAY	DATE	START TIME	FINISH TIME	TOTAL HOURS
SUN				
MON				
TUE				
WED				
THU				
FRI				
SAT				
TOTAL HOURS WORKED →				

6 min. = .1 12 min. = .2 15 min. = .25 18 min. = .3 24 min. = .4 30 min. = .5
 36 min. = .6 42 min. = .7 45 min. = .75 48 min. = .8 54 min. = .9 60 min. = 1.0

I certify that the hours reported above are complete and correct.

SUPERVISOR SIGNATURE _____ **Date** _____ **INTERN SIGNATURE** _____ **Date** _____

This timesheet is the official audit record for the student's grade at the school. No grade can be given if this timesheet record is not completed and on file in the school audit file.

- Original records must be submitted to the Internship Teacher/Coordinator on the next school day following completion of the workweek.
- A copy of this record must be submitted to the Office of Career & Technical Education, Attn: Grace Svitak-Norton, svitak-norton.grace@brevardschools.org, or Call 321-633-1000 Ext. 11357.
- Student must retain a copy of this record.

CTE Internship Performance Evaluation

Student _____

Student ID: _____

Employer _____

Grading Period: 1 2 3 4

Department _____

Directions: Please circle the description of the performance that applies to the trait.

Traits	Performance			
	100-90	89-80	79-70	69-60
Quality of Work	Superior	Very Good	Average	Poor
Knowledge of Work	Excellent	Good	Adequate	Insufficient
Work Attitude	Very enthusiastic	Shows great interest	Shows normal interest	Indifferent; uninterested
Attendance/punctuality	Attends daily; always on time	Occasionally absent or late	Warned for tardiness/truancy	Frequently absent or late
Decision-making Ability	Makes accurate, well-informed decisions	Needs occasional guidance from supervisor/others	Often needs help with decisions	Cannot make own decisions
Industry (Diligence)	Industrious; works extra	Works steadily; good effort	Persistent in efforts	Avoids work; not persistent
Work Initiative	Seeks additional tasks; highly motivated	Alert to opportunities; makes good suggestions	Regular work performed promptly	Needs explanation of routine work
Organizational Ability	Highly capable of organizing	Fairly organized	Disorganized occasionally	Disorganized often
Attitude Toward Others	Positive; takes active friendly interest in others	Pleasant, polite	Sometimes difficult to work with	Inclined to be quarrelsome, uncooperative
Acceptance of Responsibility	Welcomes responsibility	Accepts willingly without protest	Accepts under protest	Avoids responsibility

Directions: Please place a check in the column that describes the Intended Outcome

Specific Job-Related Skills	Excellent 100-90	Above Average 89-80	Average 79-70	Poor 69-60
Uses correct language, speaks clearly, listens				
Follows prescribed dress code and/or uniform requirements				
Follows safety, security, and/or sanitation policies				
Demonstrates knowledge of department policies/functions				
Demonstrates legal and ethical behavior within the scope of job				
Demonstrates positive work habits and attitudes at the workplace-learning site				
Applies knowledge and skills learned in the classroom to actual work situations				
Participates effectively in interpersonal experiences with staff, supervisors, and customers				
Demonstrates application of knowledge regarding further career goals including required education, training, and experience				
Participates in activities that provide experiences in all aspects of the industry.				

I would assign the student a numerical grade of _____.

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59-50 = F

Employer Signature _____ Date _____

Student Signature _____ Date _____

- The completed, original Evaluation Sheet must be submitted to the Internship Teacher/Coordinator at the end of every grading period.
- Copies of the Grade Sheet are provided to the student and to the Brevard Public Schools Office of Career & Technical Education, Attn: Grace Svitak-Norton, svitak-norton.grace@brevardschools.org, or Call 321-633-1000 Ext. 11357.