

Career & Technology Education



WORK-BASED LEARNING MANUAL PAID & UNPAID PLACEMENTS

A handbook for: Students, Parents, Educators & Employers

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Public Notification of Nondiscrimination in Career and Technical Education Programs

Cumby Collegiate ISD offers career and technical education programs in Agriculture, Business, Education, Health Science, Human Services, Manufacturing, Computer Science. Admission to these programs is based on the student's interest.

It is the policy of Cumby Collegiate ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational 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.

It is the policy of Cumby Collegiate ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Cumby Collegiate ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all education and vocational programs.

For information about your rights or grievance procedures, contact the **Title IX Coordinator and Section 504 Coordinator** at xxx@xxxisd.net, xxx-xxx-xxxx

Notificación Publica de No Discriminación en Programas de Educación Técnica y Vocacional

Cumby Collegiate ISD ofrece programas de educación técnica y vocacional en Agriculture, Business, Education, Health Science, Human Services, Manufacturing, Computer Science. La admisión a estos programas se basa en el interés del estudiante.

Es norma de Cumby Collegiate ISD no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es norma de Cumby Collegiate ISD no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la Ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Cumby Collegiate ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, comuníquese **con el Coordinador del Título IX y el Coordinador de la Sección 504** en xxx@xxxisd.net, xxx-xxx-xxxx

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 Cumby Collegiate ISD. 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 student to succeed and have a positive experience in this program.

◇ Educators:

Maintaining high expectations and providing quality instruction will yield the most effective program that provides the best possible learning environment for the student.

◇ Employers:

Cumby Collegiate ISD appreciates the commitment that you make as a partner in the education of young people as they transition into the workforce. Your dedication and cooperation consistently provide opportunities for student 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 job training site. There are two types of WBL experiences: paid and unpaid. **Students enrolled in Career Preparation may only 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. **Currently, Cumby Collegiate ISD students enrolled in Practicum courses participate in unpaid experiences only. Health Science Practicum have an offsite training facility as part of their program. All other Cumby Collegiate ISD practicum courses are performed on campus, in a simulated environment.**

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 Cumby Collegiate ISD 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.
- ◇ Any student who is unemployed for more than 15 consecutive days is not eligible to earn contact hours.

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 IT WORKS

In School

- ◇ The student is enrolled in academic courses and in Career Preparation or a Practicum course. The student attends school for a portion of the day.
- ◇ Classroom instruction in 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 (5 hours/week).

At the Training Site – Paid

- ◇ The student becomes a member of the business organization's staff of employees on a part-time basis, receiving regular wages.
- ◇ The student must work a minimum of 10 hours each week, at an approved training site.
- ◇ The site supervisor serves as a mentor and/or trainer. Work experiences are scheduled to benefit both the student and employer.
- ◇ Work experiences on training sites allow students to apply academic and job-related skills in meaningful ways.
- ◇ As a student improves their knowledge and skills, he/she may be eligible for promotion to higher levels of responsibility, as determined by the employer.

At the Training Site – Unpaid (Not applicable for Career Preparation I & II)

- ◇ 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 their knowledge and skills, he/she may be eligible for promotion to higher levels of responsibility as determined by the supervisor.

Table 5.1 – Sample 12th grade student schedule

Class Period	Course	
	Paid Practicum Student	Unpaid Practicum Student
1	English	English
2	Elective	Elective
3	Math	Practicum in Education & Training
4	Lunch	Practicum in Education & Training
5	History	Lunch
6	Science	History
7	Career Preparation I	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 that course.

Of the student

- ◇ Perform job responsibilities
- ◇ Communicate needs and suggest support strategies
- ◇ Follow through on commitments
- ◇ Adhere to workplace guidelines and procedures
- ◇ Comply with expectations for job performance, behavior, and social interactions
- ◇ Show respect, be responsible, and follow through with commitments
- ◇ Learn as much as possible about the work environment and the job

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

- ◇ 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

ADVANTAGES

For Students

- ◇ Application of classroom learning (both academic and vocational) 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 exposes 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, employers, and the community
- ◇ Encourages respect, tolerance, and understanding between stakeholders
- ◇ Contributes to building a more productive local economy
- ◇ Fosters confidence in the school system, as practical and beneficial results are observable

Cumby Collegiate ISD

ADMINISTRATIVE REGULATIONS FOR WORK-BASED LEARNING STUDENTS

In order to maintain effective work-based learning programs in Cumby Collegiate ISD, 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 on each campus makes the final interpretation, should a question arise. Each campus is responsible for establishing any rules that may be needed as long as they are in compliance with District Administrative Regulations EHBF(R).

ELIGIBILITY

A student must be a minimum of 16 years old to enroll in a work-based learning course, including Career Preparations I or II and any Practicum course. A student enrolled in any paid learning experience, must hold valid work documentation, such as a Social Security card.

ENROLLMENT	<u>Career Preparation</u> – each course must consist of student participation in career preparation training, appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change (SAAH, p.166).
ENROLLMENT	<u>Practicum Courses</u> and other two- to 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. 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.
PLACEMENT	The work-based learning teacher will be primarily responsible for the placement of unpaid 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. Career Preparations – the student is responsible for attaining employment by the first day of school.
TRAINING PLANS	In order 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. <u>Only students participating in an unpaid Practicum experience for which the teacher of record provides all training, may be exempt from completing training plans.</u>
EMPLOYMENT	Students participating in a paid learning experience, while enrolled in a 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 of work-based instruction. Those earning 3.0 credits, must average 15 hours per week. Career Preparation students unemployed for more than 15 consecutive school days are not eligible for contact hours. Students in Practicum-paid learning experiences, unemployed for more than 15 consecutive school days, must be moved to an unpaid learning experience. Work-based learning teachers shall be notified of and approve any employment changes.
WORK SCHEDULES	Students must meet the average minimum number of hours per week, based on credit received. 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 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/guardian (FMG-Exhibit C).

SCHOOL SUPERVISION Work-based learning teachers must visit each student's training site, at least once every six weeks. One visit must occur during each grading period.

SCHOLARSHIP AND CONDUCT Students shall be expected to maintain acceptable scholarship and conduct in the classroom and at the work site.

1. Scholarship
 - 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 nine 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
 - a. Participants must uphold all policies, rules and regulations of the Campus, District, and employer at all times.
 - b. A work-based learning student, who continues to violate rules and regulations shall be placed on immediate probation with possible removal from the program and subsequent loss of credit for the course pending a committee review. The committee will consist of the District Coordinator of CTE, instructor of record and principal. Actions taken by the committee will be determined on a case-by-case basis.

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 and the employer/training supervisor in advance of a necessary absence or tardy to either school or work site. Students that participate in work-based instruction on days in which they were counted absent from school without teacher approval shall receive a grade of zero for that day.

DISMISSAL A student may be subject to removal from the program with subsequent loss of credit for any of the following:

1. Student is dismissed from the training site for "just cause".
2. Student displays an uncooperative attitude toward District staff or employers/training supervisors.
3. Student has frequent absenteeism and/or tardiness from school or the training site.
4. Student is unemployed for more than 15 consecutive school days.
5. Student fails to abide by policies, rules, and regulations of the campus, District and/or the training site. For example, failing to comply with dress code.
6. Student fails for the semester in any class.

FAQs

Are there any prerequisites?

There is no course that students must have prior to enrolling in Career Preparation. However, students must be 16 years of age in order 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?

A training site 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 Cumby Collegiate ISD grading procedures.

What types of jobs are acceptable?

Many businesses suited for adults are often not appropriate for student trainees. Additionally, all training site placement 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 15 instructional days and an amended written training plan is on file within 15 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 WBL teacher visit a training site?

WBL teachers 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 Cumby Collegiate ISD 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 off site business locations: **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/supervisors are encouraged to keep student

work schedules under 25 hours per week, understanding that these workers are students, who have many other educational and curricular commitments.

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 that accounts for changes in placement, student information, etc. throughout the entire school year.

CONTACT INFORMATION

???

Title

XXX ISD

Address

City, State Zip

Phone

???

Title

XXX ISD

Address

City, State Zip

Phone

???

Title

XXX ISD

Address
City, State Zip
Phone

Career & Technology Education



2021-2022

FORMS

Career & Technology Education

xxx address



Memorandum of Understanding
For paid Career Preparation Work-Based Instruction

This Memorandum of Understanding (MOU) is by and between Cumby Collegiate ISD and _____
_____ Student's employer ("facility") for the coordination of paid work-based instruction experiences.

A. The Cumby Collegiate ISD ("the school") agrees to assume the following responsibilities:

1. Comply with all policies and procedures of the employer.
2. Provide qualified students for the paid work-based instruction experience.
3. Provide a Career Preparation teacher to facilitate the work-based instruction experience.
4. Communicate directly with employer's personnel to maintain program goals.
5. Provide employer's personnel with student learning objectives.
6. Assure that students fully understand ethical and legal responsibilities, especially confidentiality.
7. Monitor student activities and progress.

8. Maintain student records of paid work-based learning experiences.

B. The facility agrees to assume the following responsibilities:

1. Provide orientation for students to all facility policies and procures.
2. Provide direct supervision of all student activities by qualified professionals.
3. Notify instructor immediately if students are not following contract guidelines or if there are concerns with student behavior or performance.
4. Maintain the confidentiality of any student information received from the school, in accordance with the Family Educational Rights and Privacy Act and return any such information to the school upon the student's removal or resignation from participation in the program.
5. Evaluate student performance and progress during paid work-based instruction experience.

C. The school and facility each have a distinct, yet cooperative responsibility for the education of each student. This agreement provides for continuing communication between the facility and the school as necessary to provide an optimal work-based learning experience. The facility shall retain the right to request reassignment or removal of a student.

D. This agreement will terminate at the end of the school's academic year and renewed by mutual written agreement of the parties. In the event the facility or the school chooses not to renew this agreement, the non-renewing party agrees to participate in an exit conference with the other participating agency. The parties will conduct an annual evaluation and review of this agreement.

E. All career and technical education opportunities will be offered without regards to race, color, national origin, sex or disability, or any other protected characteristic,

F. This MOU contains the entire agreement of the parties with respect to the subject matter of this MOU and supersedes all prior negotiations, agreements and understandings, whether verbal or written. If any provision of this MOU is held unenforceable, such provisions will be modified to reflect the Parties' intention. All remaining provisions of this MOU shall remain in full force and effect.

By signing below, the Parties commit to fulfilling the objective states above, to the best of their ability.

Signature of Career Preparation Teacher

Date

Signature of Cumby Collegiate ISD Superintendent

Date

Signature of Facility Official

Date

Shelly Slaughter, Superintendent
(325) 576-3722

Career & Technology Education

xxx address



Career Preparation Student/Parent Contract

ELIGIBILITY - A student must be a minimum of 16 years old to enroll in a work-based learning course, including Career Preparations I or II and any Practicum course. A student enrolled in any paid learning experience, must hold valid work documentation, such as a Social Security card.

ENROLLMENT - Career Preparation – each course must consist of student participation in career preparation training, appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change (SAAH, p.166).

PLACEMENT - 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.

TRAINING PLANS - In order 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.

EMPLOYMENT - Students participating in a paid learning experience, while enrolled in a 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 of work-based instruction. Those earning 3.0 credits, must average 15 hours per week. Career Preparation students unemployed for more than 15 consecutive school days are not eligible for contact hours. Students in

Practicum-paid learning experiences, unemployed for more than 15 consecutive school days, must be moved to an unpaid learning experience. Work-based learning teachers shall be notified of and approve any employment changes.

WORK SCHEDULES - Students must meet the average minimum number of hours per week, based on credit received. 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 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/guardian.

SCHOOL SUPERVISION - Work-based learning teachers must visit each student's training site, at least once every weeks. One visit must occur during each grading period.

SCHOLARSHIP AND CONDUCT - Students shall be expected to maintain acceptable scholarship and conduct in the classroom and at the work site.

1. Scholarship

- 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 nine 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

- a. Participants must uphold all policies, rules and regulations of the Campus, District, and employer at all times.
- b. A work-based learning student, who continues to violate rules and regulations, shall 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 and the employer/training supervisor in advance of a necessary absence or tardy to either school or work site. Students that participate in work-based instruction on days in which they were counted absent from school without teacher approval shall receive a grade of zero for that day.

DISMISSAL - A student may be subject to removal from the program with subsequent loss of credit for any of the following:

1. Student is dismissed from the training site for "just cause".
2. Student displays an uncooperative attitude toward District staff or employers/training supervisors.
3. Student has frequent absenteeism and/or tardiness from school or the training site.
4. Student is unemployed for more than 15 consecutive school days.
5. Student fails to abide by policies, rules, and regulations of the campus, District and/or the training site. For example, failing to comply with dress code.
6. Student fails for the semester in any class.

NOTE: If a student quits or is terminated, they may receive a no grade (0) for employer evaluation and wage/hour form.

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 student to succeed and have a positive experience. Please help to enforce the importance of following workplace procedures in regards to cell phone usage, visitation and pre-approved time off.

I HAVE READ THE ABOVE STATEMENTS AND I AGREE TO COMPLY. I UNDERSTAND THE FAILURE TO FOLLOW THESE RULES MAY RESULT IN LOSS OF CREDIT AND REMOVAL FROM THE PROGRAM.

Student name printed

Parent name printed

Student signature Date

Parent signature Date

Teacher/Coordinator name printed

Principal name printed

Teacher/Coordinator signature Date

Principal signature Date

Notice of Nondiscrimination in Career and Technical Education Programs

It is the policy of Cumby Collegiate ISD not to discriminate on the basis of race, color, national origin, sex, handicap or age in its education and vocational programs, services, activities or employment as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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xxx address



Career Preparation Training Plan
Paid Work-Based Instruction

Student Name

Age

Grade

Campus

Course Title

Class Time

Training Objective

Career Cluster

Business Name

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. Career Preparation work-based training experiences will be approved 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 agree upon by the training facility 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 week for _____ hours per school week.
2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid to the student to determine whether the wage remains fair and equitable and is consistent with the student's increased ability, prevailing economic conditions, and employer policy.

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

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 during the probationary period.

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 Cumby Collegiate ISD and _____ not to discriminate on the basis of race, color, national origin, sex, handicap or age in its education and vocational programs, services, activities or employment as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de Cumby Collegiate ISD no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Signature Approvals

Student name printed

Parent name printed

Student signature

Date

Parent signature

Date

Teacher/Coordinator name printed

Facility Sponsor/Coordinator name printed

Teacher/Coordinator signature

Date

Facility Sponsor/Coordinator signature

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
[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]			

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 a Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

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
[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]			

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 a Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

Career & Technology Education

xxx address



Memorandum of Understanding For Unpaid Health Science Work-Based Instruction

This Memorandum of Understanding (MOU) is by and between Cumby Collegiate ISD and _____
_____ healthcare facility ("facility") for the coordination of unpaid work-based instruction experiences.

A. The Cumby Collegiate ISD ("the school") agrees to assume the following responsibilities:

1. Comply with all policies and procedures of the healthcare facility.
2. Provide qualified students for the unpaid work-based instruction experience.
3. Provide a Health Science teacher to facilitate the work-based instruction experience.
4. Communicate directly with clinical personnel to maintain program goals.
5. Provide clinical personnel with student learning objectives.
6. Assign students to specific clinical areas and facilitate learning processes.
7. Assure that students fully understand ethical and legal responsibilities, especially confidentiality.
8. Monitor student activities and progress.
9. Maintain student records of unpaid work-based learning experiences.
10. Provide proof of negative PPD testing and updated immunization record including current influenza protection.
11. Perform and verify a criminal background check clearance on each student.

B. The facility agrees to assume the following responsibilities:

1. Provide orientation for students to all facility policies and procures.
2. Provide direct supervision of all student activities by qualified healthcare professionals.
3. Maintain total responsibility for the welfare and care of clients/patients.

4. Notify instructor immediately if students are not following contract guidelines or if there are concerns with student behavior or performance.
 5. Maintain the confidentiality of any student information received from the school, in accordance with the Family Educational Rights and Privacy Act and return any such information to the school upon the student's removal or resignation from participation in the program.
 6. Evaluate student performance and progress during unpaid work-based instruction experience.
- C. The school and facility each have a distinct, yet cooperative responsibility for the education of each student. This agreement provides for continuing communication between the facility and the school as necessary to provide an optimal work-based learning experience. The facility shall retain the right to request reassignment or removal of a student.
- D. This agreement will terminate at the end of the school's academic year and renewed by mutual written agreement of the parties. In the event the facility or the school chooses not to renew this agreement, the non-renewing party agrees to participate in an exit conference with the other participating agency. The parties will conduct an annual evaluation and review of this agreement.
- E. All career and technical education opportunities will be offered without regards to race, color, national origin, sex or disability, or any other protected characteristic,
- F. This MOU contains the entire agreement of the parties with respect to the subject matter of this MOU and supersedes all prior negotiations, agreements and understandings, whether verbal or written. If any provision of this MOU is held unenforceable, such provisions will be modified to reflect the Parties' intention. All remaining provisions of this MOU shall remain in full force and effect.

By signing below, the Parties commit to fulfilling the objective states above, to the best of their ability.

Signature of Health Science Teacher

Date

Signature of Cumby Collegiate ISD Superintendent

Date

Signature of Healthcare Facility Official

Date

Career & Technology Education
xxx address



Health Science Training Plan
Unpaid Work-Based Instruction

_____	_____	_____
Student Name	Age	Grade
_____	_____	
Campus	Course Title	
_____	_____	
Class Time	Training Objective	
_____	_____	
Career Cluster	Business Name	

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 approved 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 facility 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 _____, 20____.

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 during the probationary period.

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 Cumby Collegiate ISD and _____ not to discriminate on the basis of race, color, national origin, sex, handicap or age in its education and vocational programs, services, activities or employment as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de Cumby Collegiate ISD no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Signature Approvals

Student name printed

Parent name printed

Student signature Date

Parent signature Date

Teacher/Coordinator name printed

Facility Sponsor/Coordinator name printed

Teacher/Coordinator signature Date

Facility Sponsor/Coordinator signature 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 from the TEKS here. Student expectations are not necessary to list here.]</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 a Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

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
[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]			

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 a Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

Career & Technology Education

xxx address



Memorandum of Understanding **For Vet Tech Unpaid Work-Based Instruction**

This Memorandum of Understanding (MOU) is by and between Cumby Collegiate ISD and _____ to define and outline the roles, responsibilities, and expectations for the **XXX HS Vet Tech Program and Veterinary Clinic, cooperating in the Veterinary Science Certificate Program.**

A. The Cumby Collegiate ISD ("the school") agrees to assume the following responsibilities:

1. Comply with all policies and procedures of the veterinary facility.
2. Provide qualified students for the unpaid work-based instruction experience.
3. Provide a Health Science teacher to facilitate the work-based instruction experience.
4. Communicate directly with clinical personnel to maintain program goals.
5. Provide clinical personnel with student learning objectives.
6. Assign student trainees in Veterinary Assistant Apprenticeship.
7. Assure that students fully understand ethical and legal responsibilities, especially confidentiality.
8. Monitor student performance in Veterinary Assistant Apprenticeship.
9. Maintain student records of unpaid work-based learning experiences.
10. Discipline or remove students who are not following contract outlines from the program immediately.

B. The _____ facility agrees to assume the following responsibilities:

1. Provide training for student trainees in Veterinary Assistant Apprenticeship.
2. Provide direct supervision of all student activities in Veterinary Assistant Apprenticeship.
3. Maintain total responsibility for the welfare and care of clients/patients.
4. Notify instructor immediately if students are not following contract guidelines or if there are concerns with student behavior or performance.
5. Maintain the confidentiality of any student information received from the school, in accordance with the Family Educational Rights and Privacy Act and return any such information to the school upon the student's removal or resignation from participation in the program.
6. Evaluate student performance and progress during unpaid work-based instruction experience.

C. The school and facility each have a distinct, yet cooperative responsibility for the education of each student. This agreement provides for continuing communication between the facility and the school as

necessary to provide an optimal work-based learning experience. The facility shall retain the right to request reassignment or removal of a student.

- D. This agreement will terminate at the end of the school's academic year and renewed by mutual written agreement of the parties. In the event the facility or the school chooses not to renew this agreement, the non-renewing party agrees to participate in an exit conference with the other participating agency. The parties will conduct an annual evaluation and review of this agreement.
- E. All career and technical education opportunities will be offered without regards to race, color, national origin, sex or disability, or any other protected characteristic,
- F. This MOU contains the entire agreement of the parties with respect to the subject matter of this MOU and supersedes all prior negotiations, agreements and understandings, whether verbal or written. If any provision of this MOU is held unenforceable, such provisions will be modified to reflect the Parties' intention. All remaining provisions of this MOU shall remain in full force and effect.

By signing below, the Parties commit to fulfilling the objective states above, to the best of their ability.

Signature of Health Science Teacher

Date

Signature of Cumby Collegiate ISD Superintendent

Date

Signature of Healthcare Facility Official

Date

Shelly Slaughter, Superintendent
(903) 994-2260

Career & Technology Education
xxx adress



Vet Tech Level 1 Training Plan
Unpaid Work-Based Instruction

Student Name	Age	Grade
Campus	Course Title	
Class Time	Training Objective	
Career Cluster	Business Name	

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 approved 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 agree upon by the training facility 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 _____, 20____.

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 during the probationary period.

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 Cumby Collegiate ISD and _____ not to discriminate on the basis of race, color, national origin, sex, handicap or age in its education and vocational programs, services, activities or employment as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de Cumby Collegiate ISD no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Signature Approvals

Student name printed

Parent name printed

Student signature Date

Parent signature Date

Teacher/Coordinator name printed

Facility Sponsor/Coordinator name printed

Teacher/Coordinator signature Date

Facility Sponsor/Coordinator signature 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>(1) Student demonstrates professional standards/employability skills as required by business industry</i>			
(A) Adheres to policies and procedures			
(B) Demonstrate positive work behaviors/attitude (punctual, time mgmt., takes initiative, cooperates)			
(C) Apply constructive criticism/critical feedback from supervisor & peers			
(D) Apply ethical reasoning to a variety of situations in order to make ethical decisions			
(E) Complete tasks with high standards to ensure quality products/services			
(F) Model professional appearance (dress, grooming, PPE)			
(G) Comply with practicum safety rules & regs to maintain safe working conditions			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>(2) Student develops a supervised agricultural experience program</i>			
(A) Plan, propose, conduct, document and evaluate a supervised agricultural experience program as an experiential learning activity			
(B) Apply proper record-keeping skills as they relate to the supervised agriculture experience			
(C) Participate in youth leadership opportunities to create well-rounded experiences			
(D) Produce and participate in a local program of activities using a strategic plan			
<i>(3) Student applies concepts of critical thinking and problem solving.</i>			
(A) Analyze elements of a problem to develop creative and innovative solutions			
(B) Analyze information to determine value to problem-solving task			
(C) Compare & contrast alternatives using a variety of problem-solving & critical-thinking skills			
(D) Conduct technical research to gather information necessary for decision making			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>(4) Student demonstrates leadership and teamwork skills to accomplish goals and objectives</i>			
(A) Demonstrate teamwork skills through working cooperatively with others			

(B) Demonstrate teamwork that promotes team-building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution			
(C) Demonstrate responsibility for shared group and individual work tasks			
(D) Establish and maintain effective working relationships to accomplish objectives			
(E) Demonstrate effective relationships using interpersonal skills to accomplish tasks			
(F) Negotiate and work cooperatively with others using positive interpersonal skills			
(G) Demonstrate respect for individuals, including those from different cultures, genders, and backgrounds. Value diversity			
<i>(5) Student demonstrates oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information</i>			
(A) Apply appropriate content knowledge, technical concepts, and vocabulary when analyzing information and following directions			
(B) Employ verbal skills when obtaining and conveying information			
(C) Review, use, and apply informational texts, internet sites, or technical materials for occupational tasks			
(D) Interpret verbal and nonverbal cues and behaviors to enhance communication			
(E) Apply active listening skills to obtain and clarify information			
(F) Facilitate effective written and oral communication using academic skills			
<i>(6) Student develops management skills for agricultural resources</i>			
(A) Discuss the importance of agricultural and natural resources to individuals and society			
(B) Develop long-range land, water, and air quality management plans			
(C) Analyze the cost and maintenance of tools, equipment, and structures used in agriculture			
(D) Describe and develop marketing strategies for agricultural and natural resources			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>(7) Student demonstrates technical knowledge and skills required to pursue a career in the Agriculture, Food, and Natural Resources Career Cluster</i>			
(A) Develop advanced technical knowledge and skills related to the personal occupational objective			

(B) Evaluate strengths and weaknesses in technical skill proficiency			
(C) Pursue opportunities for licensure or certification related to chosen career path			
<i>(8) Student documents technical knowledge and skills. Create a professional portfolio to include information such as:</i>			
(Ai) Attainment of technical skill competencies			
(Aii) Licensure or certifications			
(Aiii) Recognitions, awards, and scholarships			
(Aiv) Extended learning experiences (community service & active participation in CTE student/professional organizations)			
(Av) Abstract of key points of the Practicum			
(Avi) Resume			
(Avii) Samples of work			
(Aviii) Evaluation from the Practicum Supervisor			
(B) Present the portfolio to stakeholders			

Note: This form is intended as a template. The user may modify as needed.

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HIGH SCHOOL CVA LEVEL I SKILLS VALIDATION CHECKLIST

(MUST BE SUPERVISED & CHECKED OFF BY DVM OR TX LVT ONLY)

NOTE: All competencies must be either **performed** or **described** by the applicant, even if a certain species is not seen by the practice.

Applicant has demonstrated reasonable proficiency or competency in the following work requirements:



Applicant has demonstrated reasonable proficiency or competency in the following work requirements:

Performed	OR	Described	Skill or Competency
☐		☐	Demonstrates (or explains) the proper method of collecting fecal samples (including the palpation sleeve) in the large animal
☐		☐	Uses correct quantities of feces for fecal flotations

Performed	OR	Described	Skill or Competency
☐		☐	Follows accepted procedures when bathing or dipping patients
☐		☐	Safely cares for animals in runs, cages, stalls and paddocks



Applicant has demonstrated reasonable proficiency or competency in the following work requirements:

Performed	OR	Described	Skill or Competency
☐		☐	Maintains all dental equipment in clean and usable condition for performing prophylaxis treatments
☐		☐	Determines that all active scavengers are working properly in evacuating anesthesia gases as needed

Performed	OR	Described	Skill or Competency
☐		☐	Administers hydrotherapy according to directions
☐		☐	Selects the correct syringe on demand from the veterinarian
☐		☐	Correctly fills syringes with medica-

Career & Technology Education

xxx address



Insurance Notification

Dear Parent(s) or Guardian(s):

The Cumby Collegiate ISD is pleased to have your child enrolled in its Career & Technical Education (CTE) Program. CTE programs include hands-on activities and students who participate are frequently exposed to moderate risk of injury within the classroom and activities.

While the instructional staff, CTE Advisors, and work-based trainers do supervise and instruct students in the proper safety and procedures for the learning experience that students participate in, there is always a risk of injury.

It is the parent's responsibility to secure accident or medical coverage for their child if such insurance is desired or to check with your insurance carrier to determine if additional insurance is needed. Cumby Collegiate ISD does offer student accidental insurance, which may be purchased through the school. Student accidental insurance DOES cover instructional accidents.

I acknowledge that I have chosen to allow my students to participate in the Cumby Collegiate ISD CTE Program and understand my student may be exposed to moderate risk of injury during program activities. **I hereby release, discharge, and indemnify the Cumby Collegiate ISD, its trustees, employees, representatives, and agent in both their official and individual capacities, from any and all claims or causes of action for personal injury or property damage, whether to myself or to the student named above, caused by, arising out of or in any way related to the CTE Program.**

I have read and understand the *Release of Claims*, and I have signed this *Release of Claims* voluntarily and with full knowledge of its significance in valuable consideration of my student's voluntary participation in the CTE Program.

Should you need additional information regarding student accidental insurance, please contact _____ at _____

Student name printed

Parent name printed

Student signature

Date

Parent signature

Date

FOR VENDOR: WRITTEN VERIFICATION IN COMPLIANCE WITH HOUSE BILL 89

Pursuant to Chapter 2270 of the Texas Government Code, I, _____, the undersigned authorized representative of _____ (hereafter referred to as "Company") being an adult over the age of eighteen (18) years of age, after being duly sworn by the undersigned notary, do hereby depose and verify under oath that the Company (1) does not boycott Israel currently; and (2) will not boycott Israel during the term of the Contract, dated _____, the Company has with Cumby Collegiate Independent School District.

Pursuant to Section 2270.001, Texas Government Code:

1. *"Boycott Israel" means refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with*

Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes; and

2. *“Company” means a for-profit sole proprietorship, organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or any limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company or affiliate of those entities or business associations that exist to make a profit.*

Vendor name printed

Title

Vendor signature

Date

On this _____ day of _____, 20____, personally appeared _____, the above-named person, who after being duly sworn by me, did swear and confirm that the above is true and correct.

NOTARY SIGNATURE

FOR SCHOOL DISTRICT: CERTIFICATION OF COMPLIANCE WITH
SENATE BILL 252

On this day, I _____, the Purchasing Agent for Cumby Collegiate ISD, pursuant to Texas Government Code, Chapter 2252, certify that:

1. I reviewed the list of companies prepared and maintained by the Texas State Comptroller naming companies known to have contracts with or provide supplies or services to a foreign terrorist organization, as identified under Section 806.051, Section 807.051 or Section 2252.153 of the Texas Government Code; and

2. I have ascertained that the below-named Company is not contained on the Texas State Comptroller's listing of companies known to have contracts with or provide supplies or services to a foreign terrorist organization, as identified under Section 806.051, Section 807.051 or Section 2252.153 of the Texas Government Code

_____		_____	
Company name		RFP or PO Number	
_____		_____	
Signature		Title	Date
Certification Check Performed on ____ / ____ / ____ By: _____			

Career & Technology Education
xxx address



Work-Based Learning Probation

Date: _____

Dear Parent(s) or Guardian(s):

This letter is to advise you that _____ has been put on probation in the Career Preparation/Practicum Program at Cumby Collegiate ISD.

Probation placement has occurred for the following reason(s):

_____ Dismissal from a workstation for "just cause" uncooperative behavior

- _____ Frequent absenteeism and/or tardiness
- _____ Extended unemployment, in excess of 15 consecutive days
- _____ Failure to abide by policies, rules, and regulations of the Campus, District or Employer

Other: _____

The student will be on probation until _____, at which time he/she may be dismissed from the program in accordance with Cumby Collegiate ISD Administrative Regulation EHB(R) unless the matter has been satisfactorily resolved. A conference to further discuss this matter may be scheduled during the teacher's designated conference period.

Thank you,

CTE Teacher

Student Signature

Date

Phone

Parent Signature

Date

Email

Career & Technology Education

xxx address



Work-Based Attendance/Dismissal

- | | |
|------------|--|
| 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 and the employer/training supervisor in advance of a necessary absence or tardy to either school or work site. Students that participate in work-based instruction on days in which they were counted absent from school without teacher approval shall receive a grade of zero for that day. |
| DISMISSAL | <p>A student may be subject to removal from the program with subsequent loss of credit for any of the following:</p> <ol style="list-style-type: none"> 1. Student is dismissed from the training site for "just cause". 2. Student displays an uncooperative attitude toward District staff or employers/training supervisors. 3. Student has frequent absenteeism and/or tardiness from school or the training site. |

4. Student is unemployed for more than 15 consecutive school days.
5. Student fails to abide by policies, rules, and regulations of the campus, District and/or the training site. For example, failing to comply with dress code.
6. Student fails for the semester in any class.

Student name printed

Student Signature

Date

Parent name printed

Parent Signature

Date

Training Supervisor Signature

Date

Career & Technology Education

xxx address



Teacher/Coordinator Record of Training Station Visits

School Year: _____

Student Attendance Accounting Handbook Section 5.7.5: "A teacher assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least six times each school year. Regardless of the length of the grading period, at least one visit must be conducted during each grading period to earn contact hours for that reporting period."

Enter date and time visited each student's training station for each 6-week period on the chart below:

Student	Supervisor Name & #	Roundtrip Mileage	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks	Summer

Student	Supervisor Name & #	Roundtrip Mileage	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks	Summer

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xxx address



Training Station Visitation Record

Student

Training Station

Supervisor

Date of Visit

Time of Visit

Comments and Observations

1. Physical condition of trainee:

2. Work is being done by trainee:

3. Personal appearance of trainee:

4. Instruction being given to trainee:

5. Attitude of trainee toward work:

6. Attitude of employer toward trainee:

7. Attitude of other employees toward trainee:

8. Related subject matter needed:

9. Another early visit urgent?

10. Other observations:

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Absence Report

Student _____

Today's Date _____

Absence # _____

Date of Absence: Mon _____
Tues _____
Wed _____
Thur _____
Fri _____

Semester (Fall or Spring)

1. Which class periods were you absent?

All ___ 1st ___ 2nd ___ 3rd ___ 4th ___ 5th ___ 6th ___ 7th ___

2. What was the reason for your absence?

Doctor _____ Funeral _____ Death _____

Other _____

3. Did you call your teacher/coordinator?

Yes

No

If no, explain_____

4. Did you call your employer as soon as the establishment opened for business?

Yes

No

Time you called_____ If no, explain_____

5. Did you report to work and not to school?

Yes

No

If yes, explain_____

6. What were the class activities for that day?

Subject_____

Class assignment_____

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Weekly Training Report

Student_____

Week #_____

Monday's Date_____

Teacher/Coordinator Name_____

Class Period_____

Training Station_____

Supervisor Name_____

Day	Date	Training Hours			School Attendance	
		From	To	Total	Class Periods Missed	Reason
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday					Job News:	
Sunday						

Main training assignment, new knowledge or skills learned this week, and comments:

I certify that this information is accurate and honest.

Student Signature

Date

Training Supervisor Signature

Date

Career & Technology Education
xxx address



Training Sponsor Evaluation of Student Trainee

Student Name

Due Date

Training Site

Grading Period 1 2 3 4 5 6

Employer: Please complete this evaluation by circling the number that applies in each category and place the corresponding number in the Total space.

1. Cooperation: Ability to get along with others	1	2	3	4	5	6	7	8	9	10	Total
	Antagonist		Difficult		Usually gets along		Cooperates willingly		Gets along well		
2. Initiative: Tendency to go ahead	1	2	3	4	5	6	7	8	9	10	Total
	Takes no initiative		Takes very little initiative		Does routine work acceptable		Fairly resourceful, does well by self		Resourceful, looking to learn and do		
3. Courtesy: Polite and mannerly	1	2	3	4	5	6	7	8	9	10	Total
	Has been discourteous		Not polite and inconsiderate		Usually polite and considerate		Considerate and courteous		Very polite and always considerate		
4. Attitude: Toward constructive criticism	1	2	3	4	5	6	7	8	9	10	Total

	Resents criticism		Does not pay attention to criticism		Accepts criticism, tries to do better		Accepts criticism, improvement noticed		Accepts criticism, improves greatly		
5. Knowledge of Job	1	2	3	4	5	6	7	8	9	10	Total
	Has not tried learning job and routines		Pays little attention to learning job		Learned routines, needs supervision		Understands job; Needs little supervision		Knows job well and shows desire to learn more		
6. Accuracy, Speed of Work & Work Habits	1	2	3	4	5	6	7	8	9	10	Total
	Extremely careless; works slow; wastes time		Often careless, slower than avg		Makes errors, but work is satisfactory; occ wastes time		Few errors; careful, neat, thorough; seldom wastes time		Rarely makes errors; good quality; efficient & industrious		
7. Adaptability	1	2	3	4	5	6	7	8	9	10	Total
	Cannot adjust to change		Slow in grasping ideas; difficulty adapting		Makes adjustment after considerable instruction		Adjusts readily		Learns quickly; adept at meeting change		
8. Personal Appearance	1	2	3	4	5	6	7	8	9	10	Total
	Extremely careless in appearance		Often neglects appearance/dress code		Passable appearance, but needs improvement		Good appearance; neat most of the time		Excellent appearance; neat all the time		
9. Attendance: How many days did student call in when scheduled to work?	1	2	3	4	5	6	7	8	9	10	Total
	Too frequently absent		Not regular enough attendance		Usually dependable		Dependable		Never absent except emergency		
8. Personal Appearance: How many days was student late?	1	2	3	4	5	6	7	8	9	10	Total
	Too frequently tardy		Very often tardy		Punctuality could be improved		Seldom tardy		Never tardy except emergency		
TOTAL GRADE Up to 100											

Overall, I would rate this student's performance as: (please circle one)

A+ A A- B+ B B- C+ C C- D F

Maturity level of this student: (please circle one)

_____Above Average _____Average _____Below Average

Supervisor's Signature

Date

Supervisor Name Printed

In order for this evaluation to be most effective, you are encouraged to go over it with your student trainee and help them make a plan for improvement.

If you wish to meet with the teacher/coordinator regarding the student's performance or this evaluation, please do not hesitate to contact me at: _____