Codes are to be used for scheduling of work-based supervision periods only. These do <u>not</u> relate to credits awarded.

The credit for WBL methodologies is awarded in the appropriate related course in which the student is enrolled.

Agriculture Education		
WBL Methodology/Supervision Period	5180	
	5198	
Business and Office Education		
WBL Methodology/Supervision Period	3796	
	3798	(Information Technology)
Trade and Industrial Education		
WBL Methodology/Supervision Period	5398	
Health and Science Education		
WBL Methodology/Supervision Period	5598	
	5501	(Clinical)
	5507	(Nursing Education)
Family and Consumer Sciences		
WBL Methodology/Supervision Period	5697	
	5698	(Culinary Arts, Careers with Children, Fashion and Fabric Services, Career Exploration)
Marketing Education		
WBL Methodology/Supervision Period	5098	
Technology Education		
WBL Methodology/Supervision Period	3898	
Language Arts		
WBL Methodology/Supervision Period	3098	
Fine Arts		
WBL Methodology/Supervision Period	3598	
Mathematics		
WBL Methodology/Supervision Period	3198	
Science		
WBL Methodology/Supervision Period	3298	
Social Studies		
WBL Methodology/Supervision Period	3498	
Health/PE		
WBL Methodology/Supervision Period	3398	
Computer Technology		
WBL Methodology/Supervision Period	3698	

Specialized Assignments

Service Learning	9395	
Career and Technical Cooperative Methodology Supervision Period	9397	(except T&I and Health Science)
Academic Cooperative Methodology Supervision Period	9398	
Special Education	9498	

The credit for the WBL methodology is awarded in the appropriate related academic or career and technical class in which the student is enrolled. Teachers who supervise this experience must hold proper endorsement <u>and</u> have completed the state-approved 40 hour training and internship or the state-approved course equivalent.

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Vocational-Technical Education

PHIL BREDESEN
GOVERNOR

4th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0383

LANA C. SEIVERS, Ed.D.
COMMISSIONER

TO: **Superintendents/Directors of Tennessee School Systems**

FROM: **Ralph Barnett, Assistant Commissioner**

DATE: **January 5, 2004**

SUBJECT: **Clarification of Work-based Learning and Out-of-School Experience Guidelines**

In order to make a distinction between Out-of-School Experiences and Work-based Learning, the following information is provided:

- Out-of-School Experiences are academic/instructional activities that enhance the development of students' abilities and must generate a final product (i.e.: advanced music lessons, foreign language)

- Work-based Learning includes activities that are related to a job/career such as shadowing, internships, cooperative education and student learning programs (i.e.: shadowing/working in a newspaper office, bank or hospital)

We hope this will answer some of the questions that many of you have asked, however, if you need additional clarification or have new questions, please feel free to contact Thom Smith (615) 532-4879. Thom's email address is Thom.Smith@state.tn.us. You may also contact Lisa Jones at (615) 532-6248, and Lisa's email address is Lisa.Jones@state.tn.us.

We appreciate your continued support of these two programs.

RB/TS/LJ/ldf

C: Vocational Directors (via listserv)

GUIDELINES FOR OUT-OF-SCHOOL EXPERIENCES

Out-of-School experiences are academic/instructional activities that take place away from the school premises. Local boards are authorized to adopt policies permitting students to earn a maximum of two high school credits for these experiences. The local policies must adhere to state board guidelines.

Courses that comply with these policies do not require special course approval from the Tennessee State Board of Education. The state guidelines follow.

OUT-OF-SCHOOL EXPERIENCES

Program Components and Standards

Must have a Teacher of Record assigned, who is an employee of local board of education

Must be for elective credit only

Must fit the program of study of the student: i.e. The Tech Prep and/or University Prep curriculum

Must include expected competencies

The time requirement must be equivalent to in-school course requirements

Must generate a final product: i.e. Multi-Media Presentation, Journal, Performance, or Document

Management Standards

The local board of education policy must address at least the following issues:

Who may initiate proposals for out-of-school experiences (i.e. the student(s), faculty member(s)) and who is responsible for granting final approval;

Whether pre-requisites will be required for specific out-of-school experiences;

Whether the teacher of record must have credentials in a field related to the out-of-school experience. If not, the board policy must specify the procedure for communication between the teacher of record and the specialist in the field related to the out-of-school experience;

The application process;

The procedure for determining the appropriate final project for the out-of-school experience;

The process for determining and reporting the grade and for determining the amount of credit allowable.

Legal Issues

A school system has a duty to use reasonable care toward its students. The school's duty of reasonable care extends to school-related activities that take place off school grounds. The duty also extends to out-of-school learning activities where students are placed.

Transportation issues arise when out-of-school experiences require travel away from the school premises. The following are the most common forms of student transportation that will apply:

TRANSPORTATION	LIABILITY COVERAGE
School transports the student on school bus	School bus insurance coverage extends
Student use public transportation	School's coverage extends where applicable
Student drives personal vehicle	Student's personal auto insurance coverage extends

When students drive personal vehicles, conditions of transportation should be reviewed and defined. Typically, these conditions include:

- Verification of student driver's license and insurance coverage;
- Limiting transportation to student driver (e.g. no passengers);
- Limiting transportation for the sole purpose of getting to and from the activity.

Discrimination

No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, in the administration of, or in connection with any out-of-school experience on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief.

STATE OF TENNESSEE
DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT
Andrew Johnson Tower
710 James Robertson Pkwy., 8th Floor
Nashville, TN 37243-0655
(615) 741-6642

PHIL BREDESEN
GOVERNOR

JAMES G. NEELEY
COMMISSIONER

NOTICE TO EMPLOYER

Dear Employer:

This is to advise that a student working for you as a part of a certified cooperative education program for which he receives academic credit is not reportable for unemployment insurance purposes. The student's wages are not taxable and <u>should not be reported</u> on your employer's quarterly report. This subject is governed by the following section of TCA 50-7-207:

"© EXCLUDED SERVICE. For purposes of this section, "excluded service" means any of the following . . . "

"(10) Service performed by an individual who is enrolled at a nonprofit or public educational institution, which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on, as a student in a full time program, which is taken for credit and which combines academic instruction with work experience, if such service is an integral part of such program, and such institution has so certified to the employer, except that this subdivision shall not apply to service performed in a program established for or on behalf of an employer or group of employers."

If you have any questions regarding this matter, you should contact Employer Services Unit, Employer Accounts Operations, Tennessee Department of Labor and Workforce Development, Nashville, TN 37245-3555, or phone (615) 741-2486.

Sincerely,

James G. Neeley
Commissioner

JGN:mm

Suggested Policies and Procedures
For WBL Education

Upon approval by the school principal, the following are some policies and procedures that can be used to govern the student-learners at their prospective schools and training stations.

I. Authorization to leave school building during normal school hours.

A. The identification card allows the student the following privileges according to his/her work schedule upon approval by the principal.
   1. To leave the school building and go immediately to the assigned training station.
   2. To leave school and go directly home and then to the training station.
   3. To remain at school and work on class projects assigned by the teacher-coordinator.

B. Student-learners may be asked to remain at school between their last class and end of school day on days they are not working in order to help on various activities and projects.

C. No student will be asked to leave the school campus to run errands for the teacher-coordinator unless approved by the principal.

D. Upon dismissal to go to the training station or by way of home to the station, student-learners must be out of the building before the beginning of the next period:
   1. If caught in the building after tardy bell, the dismissal card does not provide protection.
   2. If it is necessary to return to school after being dismissed to go to work, student-learners must go by the principal's office to secure permission for reentering the building.

E. A student-learner who has been absent from school all day should not go to work unless they obtain permission from the teacher-coordinator and/or the principal.

F. WBL student-learners should try to maintain at least 95% or above school attendance record. All absences from school or work will be explained to the teacher-coordinator.

G. If it is necessary for student-learners to go with parents; make a personal trip to the doctor or any other activity which parents feel is necessary, the student-learner, as any student, is required to bring a note signed by the parent to the office requesting the permission.

H. The policies will in no way curtain any privileges normally accorded all students through the school office.

II. Attitude toward the job, employer (training sponsor) and other personnel at the training station.

A. Unnecessary requests for time off from work cannot and will not be permitted by the school or the employer.

B. Request for necessary time off should be asked for well in advance so that other arrangements by the employer can be made.

C. A good effort on the part of the student-learner toward total job adjustment must be in evidence before any effort will be made to place a student-learner in another training station.

III. Conduct of student-learners in all areas of the school including their training station.
   A. Student-learners detected as being a part of or in any way connected with any type of dishonest act may possibly be removed from WBL.
   B. Unsatisfactory conduct and appearance reflects on the student-learners and their school, therefore, continued unsatisfactory conduct on the part of any student-learner may possibly lead to the student-learner being removed from WBL.

IV. Maintaining passing grades.
   A. Failure to maintain passing grades will subject a student-learner to removal from on-the-job training and placement in a study hall, which automatically constitutes a failing grade for that portion of the grading period.
   B. Continued failures will subject the student to removal from WBL.

V. Quitting jobs without notification or discussion with teacher-coordinator.
   A. Above mentioned action may possibly lead to student-learners being removed from WBL.
   B. If not dropped from WBL the student-learner will have to wait until other student-learners are placed on jobs before being considered for new placement.

VI. When required, is there any reason you could not work an average of 10-20 hours per week? Yes_____ No_____
   If the answer is "yes", please state the reason:
   _____
   _____
   _____

VII. Do you understand you are responsible for your own transportation to and from your training station? Yes_____ No_____

VIII. Do you understand that, upon request by the teacher-coordinator, you will be required to provide a statement from your parents or guardian that you are physically able to work?
   Yes_____ No_____

APPROVAL:

_____ _____
Student-Learner Teacher-Coordinator

_____ _____
Parent/Guardian Principal

REGULATIONS CONCERNING WORK-BASED LEARNING EMPLOYMENT

1. WBL students must be employed within six weeks after the opening of school. If employment is pending at the end of the six weeks, the student will remain on a probationary basis until a definite decision is reached concerning employment. If the student is not employed after the six weeks period is up, he/she will be placed on a project method of study, and remain at school for the regular day.

2. In any WBL program, a maximum of three (3) credits may be earned in any one year. At least one (1) credit must be earned through related classroom experience which shall include a minimum of five (5) hours per week of classroom instruction. A minimum of ten (10) hours per week of supervised work experience will be required for one (1) additional credit, and a minimum of 20 (twenty) hours per week will be required for two (2) additional credits. All students earning credits for WBL must be supervised by the WBL teacher-coordinator.

3. The student must remain employed throughout the entire school year; however, if a student becomes unemployed due to a slackening of economic conditions or disaster, he/she will still be considered employed unless there is no possibility that he/she will be recalled by the employer. Such students will be required to attend study hall until new employment is obtained unless assigned other activities by the coordinator.

4. If a student becomes unemployed due to poor performance while on the job, he/she will be assigned to study hall during the remainder of the school day. Such students will be required to attend study hall until new employment is obtained unless assigned other activities by the coordinator.

5. If a student is unemployed as in section 4, the student shall receive a failing grade during the periods of employment, unless otherwise decided by the coordinator.

6. If a student is found to be dishonest, untrustworthy, or unreliable and is relieved of a job for these reasons, a hearing will be held to determine if he/she will be dropped from the program, thereby receiving a failing grade and loss of credit.

7. If a student is employed and quits the job without first discussing it with the coordinator, a hearing will be held to determine if he/she will be dropped from the program, thereby receiving a failing grade and loss of credit.

8. All students must comply with all state and federal legislation concerning employment of minors.

9. Students will be evaluated and graded by their employer each six weeks period. This evaluation will be discussed with the student.

10. If a student is employed other that during the afternoon school hours, he/she must either be in school or have administrative approval to leave campus before the end of the school day. Students violating this rule will be subject to disciplinary action or removal from the program by the coordinator or the administration.

11. If a student is absent, or is to be absent, from school and/or work, it is the student's responsibility to inform his/her employer by phone ahead of time that he/she will not report to work. The student will also phone the coordinator at school or home and report his/her absence. The purpose of this is so the employer and the coordinator can be informed and plan accordingly.

12. If a student is unhappy with his/her job, they should consult with the coordinator immediately. If will be the decision of the coordinator, after talking with the employer, as to whether the student will be allowed to change jobs and continue receiving credit. This also applies to situations where the student will be absent from work for any extended period of time.

13. While on the job, the student is under the full supervision of the employer and coordinator and is obligated to perform as well as possible and to serve as a good example for the public.

14. Students absent from school will not be permitted to attend their jobs that day unless they have the prior consent of the coordinator.

15. All reports and forms must be turned in on due date.

16. If a student is given extra work from a teacher or detention after school, he/she will serve the obligation regardless of their job. Leaving school early for a WBL job is a <u>privilege,</u> not a right. You are earning school credit.

17. A daily work journal is to be kept for the entire school year. It will be checked periodically.

Parents,

WBL is an elective course that concentrates on employment skills and readiness. By state regulation each student must maintain part time employment in order for “cooperative” learning to take place. For this reason, the student can be given early release during the school day. If a student will maintain a work schedule for 20-25 hours a week, this early release will allow plenty of time for ball games, dates, homework, and other school activities without being out late and without his/her school work suffering. Because some students cannot handle the responsibilities of this program, a number of rules apply in maintaining good standing; and there is always the possibility that a student may be removed from the program and placed in regular classes.

This program is not open to a student just because he/she wants to leave early or just because he/she “needs” to work. Since the student must be responsible enough to organize and manage his/her life, time and activities, only students in good standing on grades, attendance, credits passed, and discipline are accepted in this program.

I expect parents to also “cooperate” to make this a positive experience for your child. You will be notified by me by phone or mail of any problems I have and of the resolution of the problem. Classroom activities are varied and exciting. College, tech schools, and career entry skills are stressed in the classroom. Every attempt will be made to make this course “meaningful” for your child.

_____

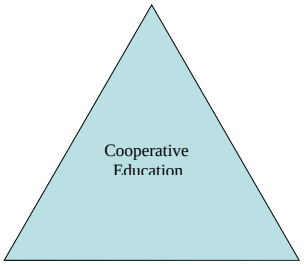
(teacher name)

Work-Based Learning

Student Contracts, Program Rules

Go over my rules/regulations. Discuss as necessary. Use triangle approach to determine what is appropriate cooperative education job.

Teacher / School



Student/ Guardian Employer

⟵ Must be distinct entity
(i.e. Parent should not be the employer)

Safety

Introduction – Primary Concern – Educational value of cooperative education experience takes secondary status to student safety

Safety Training

A. In Classroom
   1. Textbook, Film
   2. Guest Speaker – Greg Persinger DMIS-NISSAN
   3. Go over child labor law with students and highlight hazardous occupations
   4. Go over Worker's Comp policy for accidents
   5. Safety Test
   6. Possibly code of behavior & safety pledge signed by students and guardians

B. On Job
   1. Safety written into Training Plan and coordinated with employer. Make sure employee knows child labor laws
   2. Employer signs off by signing Training Plan
   3. Notify employer of any safety concerns as they arise. If not corrected, move training stations.
      (Give examples of accidents:
      (a) Jason Bailey – Better Bilt Alum
      (b) Boy cleaning paint brushes with a cigarette in his mouth

Liability - *DOCUMENT EVERYTHING*

Get employer, students and guardian signatures where required. Get guardian signature even if student is 18. Keep parents informed. Constantly keep child labor law in mind. Co-op in your area and when you see a situation has developed into work release rather than cooperative education, get out of it.

Examples:
1. John Doe– Pizzas Are Best
2. Mom calls to inform me of child's drug use
3. Brain damaged baby

[Remove student who won't follow the general rules of cooperative education class – He also won't be safe]

Sexual Harassment

A. Define
B. Policy
   1. Report to parent/guardian (Parent/guardian must pursue legal action if desired)
   2. Report to employer
   3. Student must fill out any reports as requested by employer
   4. We don't go back there unless employee being charged is suspended (No notice worked out) Example: VA employee
   5. I want a full written report of the accusation for my files

SEXUAL HARASSMENT

IT'S NO JOKE

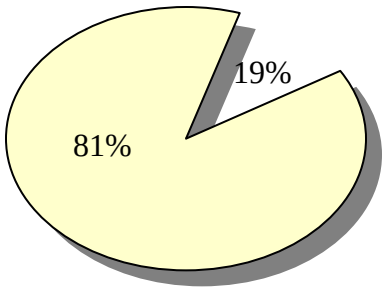
Janice dreaded going back to school. Just the idea of having to walk past those boys in the cafeteria made her feel sick. Some days she was so upset, she couldn't eat her lunch. The way

they stared at her was bad enough, but the gross things they said always got her upset. Mondays were always the worst. The boys would ask her about her boyfriend and if they'd had a hot date or not. They they'd really start saying disgusting things. Janice just wished they'd stop, but she didn't know who to complain to.

Mark was fed up. That big kid in phys-ed was always kidding around calling him a "pansy" or "queer" just because he was so much smaller than the rest of the guys. He just wouldn't stop. Next time, Mark was going to punch the kid out even if he was almost twice his size.

Gwen really liked her job at the school store. Getting out of class a couple of hours a week was okay! Lately though, the teacher who managed the store had been paying a lot of attention to her, too much. At first, he'd just asked her if she would meet him after school, but lately he'd started to touch her all the time. Last week he'd even cornered her in the store room and tried to kiss her. Gwen knew he wasn't serious; after all he was married and had two kids. Still, she just wished he'd stop.

These stories aren't real, but the kind of abuse described goes on every day in schools across America and in Tennessee. Last spring, the American Association of University Women surveyed sixteen hundred students between grades 8 – 11 enrolled in public schools across the country. Four out of five students reported that they had experienced some form of sexual harassment while in school. **85% of girls and 76% of boys said they had been the victims of harassment.** The survey also found that the first experience of sexual harassment is likely to occur between the 6th and 9th grades – in middle school or junior high.



81% Students report harassment

19% Not reporting harassment

WHAT IS SEXUAL HARASSMENT?

Sexual harassment is unwanted and unwelcome sexual behavior. It is offensive. It feels bad and degrading. Sometimes, when someone is accused of sexually harassing someone else, they respond by saying that they were just flirting or joking around.

So what's the difference between flirting and sexual harassment? A simple test is to ask yourself how it makes you feel. Flirting is a two way communication. Both people are taking part. Harassment is one way. The person being harassed doesn't want the attention. Most people respond to harassment by withdrawing and by trying to avoid the person(s) harassing them. They may also try to avoid the situation or place where it occurs. When it makes you feel like skipping class or missing school, then it can be serious.

What should you do if you are harassed? First, don't tolerate it. If someone is harassing you by staring at you, or saying rude things, confront them. Tell them that you don't enjoy what they are doing and to stop now. If the harassment is physical – if they are touching you or pushing you around – tell them to stop, and make sure to tell someone, a teacher, a counselor, or your parents.

TYPES OF SEXUAL HARASSMENT
Identified by Till (1980)

Type 1: Gender Harassment

Generalized sexist remarks and behavior; not designed to elicit sexual cooperation, but that express hostile, insulting, or degrading attitudes about women (or men).

Type 2: Seductive Behavior

Inappropriate and offensive, but essentially sanction-free behanvior; that is, there is no penalty attached to noncompliance.

Type 3: Sexual Bribery

Solicitation of sexual activity or other sex-linked behavior by promise of rewards.

Type 4: Sexual Coercion

Coercion of sexual activity by threat of punishment.

Type 5: Sexual Imposition or Assault

Gross sexual imposition (i.e. touching, fondling, grabbing) or assault.

The following are situations where a professor or instructor does ??? that is likely to be defined as sexual harassment.

. . . habitually tells suggestive stories or offensive jokes.

. . . makes crudely sexual remarks, either publicly in class or to to you privately.

. . . makes seductive remarks about your appearance, body, or sexual activities

. . . stares, leers, or ogles you in a way that is inappropriate or makes you uncomfortable.

. . . treats you "differently" because of your gender

. . . makes sexist remarks (e.g. suggesting that traditionally masculine fields like biology are inappropriate for women or that there must be something "wrong" with men who want to be nurses).

. . . makes unwanted attempts to draw you into a discussion of personal or sexual matters, especially those related to your personal life.

. . . engages in seductive behavior towards you (e.g. asks you for a date, asks you to "get together" for a drink, offers to give you a back rub, asks you to come over to his/her house for special help, propositions you).

. . . deliberately touches you in a way that makes you feel uncomfortable.

. . . makes a subtle bribe or direct offer of good grades, etc. in exchange for sexual behavior.

. . . makes a subtle or direct threat with some sort of "punishment" for not being sexually cooperative (e.g. lowering your grade, failing an exam, etc.).

. . . becomes sexually involved with you while you are still a student, even if that relationship is consensual.

DO'S and DO NOT'S

If you feel you are being harassed, **DO** the following:

- Tell someone about the situation. Your silence will not eliminate the problem.
- Confront the harasser, in person or via a letter, with a description of his/her behavior, that you dislike it and expect it to stop.
- Keep a dated written record (a "diary") of all harassing acts and your actions to stop it.
- Even if you wish no formal action to be taken, discuss the harassment with someone "official" within the university, i.e. department chair, June Anderson Women's Center, dean of students offices, or another professor.

If you feel you are being harassed, **DO NOT** do the following:

- Ignore the harassment by keeping silent.
- Delay in trying to address the problem.
- Blame yourself.
- Be embarrassed and therefore silent.
- Dismiss the harassment as something you just have to put up with in order to get your degree.
- Feel sorry for the harasser and not want to get that person into "trouble".

SEPTEMBER

The following “competencies” have been identified by the state to be addressed in the cooperative education program. I have attached a list of the ones I teach during this month. I would like for you to review this list and place a check beside those that you can reinforce on the job in the coming months. Please feel free to add to the list any job competencies that you stress or make note of any deficiencies that this student has relative to these competencies.
If you can return this with your evaluation, it will help me in my efforts to make this individual a better employee.

Thank you,

_____
(teacher name)

_____ Identify the benefits of students participating in a cooperative education program.

_____ Identify requirements of students participating in a cooperative education program.

_____ Explain the concept of self-identity as related to self-respect, human relations, and future planning.

_____ Plan career goals based on identified interests and aptitudes.

_____ Identify the job requirements of the successful worker.

_____ Evaluate occupational choice based on knowledge of self and the occupation.

_____ Locate various sources of job openings.

_____ Develop a resume.

_____ Write a letter of application.

_____ Complete a job application form.

_____ Practice proper techniques for job interviews.

_____ Use effective written communication techniques.

_____ Use effective nonverbal communication techniques.

_____ Use basic math skills required in the workplace.

_____ Calculate wages.

_____ Practice essentials of good grooming.

_____ Dress appropriately for the job.

Monday, August 9, 2004

Health and Safety Rights on the Job for Teen Workers

You've got questions.
We've got answers!

1. **What is WisCOSH?**
2. **What have we done lately?**
3. **Meetings - Dates/Places/Times**
4. **Training Sessions Schedule.**
5. **Conferences/Conventions.**
6. **Health and Safety Information Sheets.**
   - I. If You Get Hurt at Work
   - II. Repetitive Motion Injury (RMI)
   - III. What is this thing called MCS
   - IV. Work : It Can Be dangerous to Your Health

   "Protecting Workers Who Exercise Rights" Project

   1. Contract Language for a Safe & Healthy Workplace
   2. Health and Safety and the National Labor Relations Act
   3. Health and Safety Rights on the Job for Teen Workers
   4. How to File an OSHA Complaint
   5. How to Protect Yourself from Retaliation if You Need to Complain About a Dangerous Job
   6. Know Your Rights - Your Legal Rights in the Workplace
   7. Know Your Rights Under OSHA
   8. Temp and Contract Workers Have Rights Too!
   9. The OSHA Inspection
   10. Using Section 11(c) of the Occupational Safety and Health Act (**OSHA**)
   11. Whistleblower Protections Under the Surface Transportation Assistance Act (**STAA**)
   12. Workers' Whistleblower Rights Under Environmental Law
   13. Your OSHA Rights in a Nutshell

Factsheet of the "Protecting Workers Who Exercize Rights" Project of the National COSH Network

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Three Stories : SYLVIA, JOE AND DONNA

18-year old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.

17-year old Joe lost his life while working as a construction helper. An electric shock killed him when he climed a metal ladder to hand an electric drill to another worker.

16-year old Donna was assulted and robbed at gunpoint at a sandwich shop. She was working alone after 11P.M.

Most of us have jobs. Sometimes we work full-time; many of us work part-time during the school year. We work to earn some extra spending money or maybe to help our families with necessities. We work to earn a paycheck; we don't go to work to get hurt on the job. However, this is exactly what happens to many of us. Sylvia, Joe and Donna did not bargin on their injuries as part of their jobs.

Who's Clumsy

Has anyone jumped on you or one of your friends because of an "accident" at work? When a worker gets hurt, the boss or someone else is likely to say that person is "clumsy," or not "paying attention," or even "stupid" - especially when we are still in our teens. In other words, they blame the victim for the problem.

There are a lot of stories like Sylvia's, Joe's and Donna's.

Every year about 70,000 teens go to a hospital emergency room for treatment of a workplace injury.

Every year, on average, *68 teens are killed on the job.*

This isn't about "accidents" - the problem is UNSAFE

7. In Memorial -WisCOSH remembers our Brothers and Sisters *killed* on the job.
8. **Online membership Form.**
9. **WisCOSH's Health & Safety Links Page.**
10. **WisCOSH Safety & Health Store.**
11. **Please sign our guest book.**
12. **Info about scwCOSH and their activities**
13. **Annual Dinner and Membership Meeting**

WORKPLACES!!!!

Changing the Old Ways

Workplace safety is a serious issue for everyone. Look at the figures above. When you consider how many are injured, killed or made sick, wouldn't you call that an epidemic?

And this is an improvement from when our parents and grandparents were teens! Many people struggled hard to reduce the toll of workplace injuries and disease, but we still have a long way to go. Part of the solution is for you to know how to use the rights and legal protections won over the years by the struggles of workers and health professionals. This fact pack will help you.

Contents

Your Workplace Safety Rights	2
Don't Be A Victim : Assert Your Rights!	3
Can You Blow the Whistle and Keep Your Job Too?	4
Filing An 11(c) Complaint	5
Other Protections for Young Workers	7
Resources for Working Teens	8

Your Workplace Safety Rights

United States law requires your employer to provide work and a workplace free from recognized hazards. An employer who does not do this can be cited and fined by **OSHA**.**OSHA**. **OSHA** also provides a number of legal protections for employees. Below is a brief summary checklist of these protections. More details about some of these rights are listed throughout this fact sheet. For more information, your local **OSHA** area office or other resource listed on page 8 of your fact pack.

Your Employer Must :

Inform you of **OSHA** safety and health standards. The employer must make available copies of the relevant standards and the **OSHA** law itself.
Display (prominently) the official **OSHA** poster which describes rights and responsibilities under **OSHA**'s law.
Tell you if they apply for a change from an **OSHA** standard.

You have the right to :

Request the following information from your employer :
safety and health hazards in your work
how to protect yourself from these hazards, and
what to do if you are in an accident or exposed to toxic substances
Look at your exposure and medical records.
Request an inspection by **OSHA**.
Have your name withheld from the employer when making a written and signed complaint.
Have your union representative or someone else accompany an **OSHA** compliance officer during an inspection.
Talk to an **OSHA** compliance officer.
Observe **OSHA** monitoring or measuring of hazardous materials and see the resulting records.
Review the LOG and Summary of Occupational Injuries and Illnesses (**OSHA LOG 200**).

Be informed by the posting of any citation issued by **OSHA**.
Object (within 15 days) to the time priod set by **OSHA** for correcting any violations.
Submit a written request to the **N**ational **I**nstitute for **O**ccupational **S**afety and **H**ealth (**NIOSH**) for information about possible toxic affects of the chemicals you use, and have names withheld from the employer, if that is requested.
Be informed of any **OSHA** actions taken at your worksite. You also can request an informal review of any **OSHA** decision not to inspect your worksite or issue a citation to your employer.
File a discrimination complaint if you are punished for exercizing the above rights or for refusing to work when faced with an imminent danger of death or serious injury and there is no time for **OSHA** to inspect.

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Don't Be A Victim : Assert Your Rights!

Be A Workplace Safety Activist

Request an **OSHA** inspection by filling out an *anonymous* complaint. You can do this if you or other workers have been injured or made sick by the hazard or are concerned about a hazard.
Request an **OSHA** inspection by filing a *signed* comlaint, which can include your request that **OSHA** keep your identity secret from the employer. It is mandatory for **OSHA** to comply with requests for anonymity.
Request information from, or complain about job hazards to you employer, a labor union, the **O**ccupational **S**afety and **H**ealth **A**dministration (**OSHA**) or another government agency.
Respond to questions from an **OSHA** inspector and point out hazards to the inspector, including telling the inspector about past accidents or illnesses. Inform the inspector if your employer has temporarily eliminated hazards during the inspection, such as shutting down some operations or opening windows that are usually closed.
Talk privately with an **OSHA** inspector on a confidential basis.
Tell an inspector whether your employer has been notified of hazards and whether you have recieved training for hazardous work.
Consider refusing an assignment that a "reasonable person" would see as "a real danger of death or serious injury" when there is not time to file an **OSHA** complaint and when you have unsuccessfully requested that your employer correct the problem. **NOTE :**While legal rights should (but often do not) protect work refusals, workers should remember that it is possable to get another job, but *not to get another life*.
Request an receive information from your employer about hazards you may be exposed to, including **M**aterial **S**afety **D**ata **S**heets (**MSDS**s) for hazardous materials.
Request and receive the results of air sampling, noise monitoring or any other health and safety testing that was done in your workplace.
and review copies, supplied by your employer, of the **O**ccupational **S**afety and **H**ealth **A**ct and any health and safety regulations that apply to your work.
Request and receive information about procedures to be followed if you are involved in an accident or are exposed to toxic substances.
Participate in union activities concerning health and safety matters.

NOTE : Much of the information in this fact pact refers to workers' rights under the Occupational Safety and Health Act and the agency that enforces that law : the Occupational Safety and Health Administration (**OSHA**). Not all workers in the U.S. are covered by **OSHA**. Mine workers have the **M**ine **S**afety and **H**ealth **A**dministration. Employees of state, county and city governments in 27 states *are not covered* by **OSHA** regulations. There may be some state regulations in those states that provide certain worker health and safety protections and rights if you are a public sector worker.

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Can You Blow the Whistle *and* Keep Your Job Too?

Seven Steps to Prevent and Defend Against Retaliation

1. Before you take action, ask yourself, **"Is my boss likely to respond positively to a question or suggestion about safety?"** If not, **"Am I prepared for retaliation, even losing my job?"** Don't be caught off gaurd by a harsh response to a simple question or complaint about safety.
2. **Strength in Numbers :** union members are in a much better position to enforce their rights than individual workers. Raise health and safety issues with your union first. Even if you are not in a union, you will be better off (and have more legal protection) if you join with at least one other co-worker when taking action on job safety and health.
3. **Consider complaining to the government,** such as **OSHA** or your local Fire Department or Health Department, not your employer. This may give you more protection because an employer who first learns about a safety complaint from an official investigation may hesitate to retaliate because the government is already invetigating.
4. **Keep good records :**Keep dated notes including the names of witnesses and what was said or done by whom and when. Keep your notes on consecutive pages in a bound notebook, so they will be more useful if you need to use them as evidence. Keep copies of any documents you send or receive.
5. If you have not been keeping records, sit down right now and write out everything that has happened up to now, with as much detail as possible.
6. **Keep records away from the workplace.** The boss might keep you from returning to work to get your stuff.
7. **Don't miss deadlines - you have 30 days to file an 11(c) complaint.** It is illegal for your employer to retaliate or discriminate against you because you exercise your rights to a safe workplace. Should this happen, though, you have 30 days to file an **OSHA** *Section 11(c)* complaint. The clock starts ticking when you become aware that you have been punished for exercising your rights (which could be later than the time you were punished, if the true reason for the punishment was concealed).

If your 30-day deadline is about to expire, file your initial complaint by telephoning any **OSHA** office and say you want to file an 11(c) complaint. Give **OSHA** the basic facts of the case and be sure to get the name of the person who takes the information from you. Your complaint will be logged in as of the date of the call, and an **OSHA** inspector should contact you.

For more information about protections against discrimination for execercising your health and safety rights, see the Factsheet : "Using Section 11(c) of the Occupational Safety and Health Act"

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Filing An 11(c) Complaint

Q : How do I file an 11(c) complaint?

There is no official form to file with **OSHA**. You can make your complaint to an **OSHA** inspector in a face-to-face or a telephone conversation. It's better, however, to send a letter (use certified mail with a return receipt). Give **OSHA** the following information :

Name of your employer,
What **OSHA** right you exercised before your employer retaliated,
What your employer did to you, and,
When you discovered (or suspected) your employer retaliated against you.

Do not send copies of documents or other evidence with your complaint, but do include a brief description of any evidence you have.

Q : When must I file?

Don't forget you have only 30 days *from the time you find* out that you have been discriminated against to file this complaint!

Q : Can I have someone help me file?

Yes. You can authorize a representative, such as your union, a **COSH** group (local committee on occupational safety and health), or anyone you designate, to do it with or for you.

Q : Where do I file the complaint?

An 11(c) complaint can be filed with any **OSHA** official or at any **OSHA** office. Find the address of a nearby **OSHA** office in the phone book, under **U.S. Labor Department, Occupational Safety and Health Administration**, or call 1-800-321-OSHA.

Q : What happens next?

OSHA will assign an investigator to the case. The investigator will interview you to obtain a detailed description of what happened, which will be written down as a statement for you to sign. You should give the investigator the names of any witnesses who can confirm your allegations and any additional evidence.

After the investigator you and obtains your signed statement, s/he will send your employer a letter announcing an **OSHA** investigation. Normally, the investigator will deliver the letter to your employer by hand, and will immediately interview any witnesses who are in the workplace, and the employer.

Your employer might claim you were punished for another reason, such as lateness. In that case, the inspector will ask to see records that document the accuracy of such carges. Your employer cannot use something else you've done as an **excuse** for punishing you when you exercise an **OSHA** right. For example, if other workers are late and are not punished, the employer would be violating the law by deciding to punish you for doing the same thing after you raise a health and safety issue. But if your employer can prove that you were punished for a reason **unrelated** to the exercise of your **OSHA** rights, the invetigation will be closed.

Q :What happens after OSHA's investigation is finished?

OSHA will meet with you to explain it's decisions and answer any questions. If **OSHA** believes there is not enough evidence to prove your complaint, **OSHA** will close the case and send you a letter telling you why. If you disagree with **OSHA**, you have 15 days to send an appeal.

Send your appeal to :

Office of Investigative Assistance
U.S. Department of Labor - OSHA, Room N3603
200 Constitution Ave., N.W.
Washington, D.C. 20210

If **OSHA** determines that you were punished for exercising an **OSHA** right, **OSHA** may begin to negotiate a settlemrnt with your employer immediately. **OSHA** may ask your employer to restore to you whatever was illegally taken away and seek payment of lost wages and other direct losses, but it is a power **OSHA** almost never uses.

If **OSHA** comes to an agreement with your employer, it will almost always ask you to join in the agreement. If you will, then the case is settled. If you do not agree to these terms, **OSHA** has the power (which it seldom uses) to settle the case without your agreement.

Push **OSHA** to bargin for the best possible settlement (including punitive damages) and refuse to accept an unreasonable settlement.

If **OSHA** cannot reach an agreement with your employer, it will refer the case to prosecutors at the **Labor Department**. They can (and often do) refuse to take action, and send the case back to **OSHA** for more negotiations with your employer. Or, the prosecutors can sue your employer in federal court. You will not be charged for this.

Need help filling 11(c)? Use the resource list at the end of your fact pack.

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Other Protections for Young Workers

Prohibited Work and Hours Limitations

The Federal Government has rules that all employers with young workersmust follow. Certain jobs are prohiibited to those under 18 years old because they are extremely dangerous. Limitations are also put on the hours of work in order to make sure you have plenty of time for school, recreation and other acivities important to your overall health and well-being.

Some states have additional requirements for employers. For information on your state, you can contact the U.S. Department of Labor's Wage and Hour division at (202) 219- 8305, and they will give you the number for your state.

Hazardous Work Prohibited for Teens Under 18 Years Old

Maufacturing or storing explosives
Meat packing or processing (including power-driven meat slicing machines)
Driving a motor vehicle and being an outside helper on a motor vehicle
Power-driven bakery machines
Coal mining
Power-driven paper products machines*
Logging and sawmilling
Manufacturing brick, tile and related products
Power-driven wood working machines*
Power-driven circular saws, band saws and guillotine shears*
Exposure to radioactive substances and to ionizing radiations
Wrecking, demolition and ship-breaking operations
Power driven hoisting equipment
Roofing operations*
Power-driven metal-forming, punching and shearing machines
Excavation operations*
Mining, other than coal mining

*Limited exemptions are provided for apprentices and student-learners under specified standards.

Hours Limitations

Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs up to 3 hours on a school day, 18 hours in a school week, 8 hours on a non-school day, and 40 hours on a non-school week.

Additionally, all work must be done between the hours of 7a.m. and 7p.m., except from June 1 through Labor Day. During this summer period, evening hours are extended to 9p.m.

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Resources for Teen Workers

For more information about your rights on the job, or for assistance in exercising your rights, contact :

Your union, *if* you have one.
Your local COSH group (Committee on Occupational Safety and Health). For the **COSH** group nearest you call **WisCOSH** at (414) 933-2338, or **NYCOSH** at (212) 627-3900.
OSHA. For the **OSHA** office closest to you, call 1-800-321-OSHA.
U.S. Department of Labor, Wage and Hour Division. Call (202) 219-8305 : they can give you the number of the Regional Office nearest you.
Your state's Labor Department. Each state has a Department of Labor or other department or agency that enforces the state's wage and hour laws and child labor laws. If you don't know the department in your state to contact , contact the U.S. Department of Labor, Wage and Hour Division, and they will give you the number for your state.
Children's Safety Network Rual Injury Prevention Resource Center, at (715) 387-9298. This center has material specific to agricultural work and injury prevention.
National Child Labor Committee, at (212) 840-1801. This non-profit organization promotes the rights, dignity and well-being of children and youth with regard to work.

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[contact info]

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Child Labor Law Hazardous Occupation Student Learner Exemption Agreement

Last Name	First Name	MI	Social Security #	Date of Birth
			____-____-____	

District	School	Training Program #

CHECK THE HAZARDOUS OCCUPATION(S) FOR WHICH THE EXEMPTION APPLIES:

- ☐ Work using power-driven woodworking machines, including the use of saws on construction sites
- ☐ Work using power-driven metal forming, punching, and shearing machines (but HO8 permits the use of a large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding, boring machines, and planing machines).
- ☐ Work involving slaughtering or meatpacking, processing, or rendering including the operation of power-driven meal slicers in retail stores.
- ☐ Work using power-driven paper-products machines, including the operation and loading of paper balers in grocery stores.
- ☐ Work involving the use of circular saws, band saws, and guillotine shears.
- ☐ All work in roofing operations.
- ☐ All work in excavating operations, including work in a trench as a plumber.

In accordance with T.C.A. §50-5-107(10), (11) and (12), the undersigned attest to the following:

(1) The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.

(2) The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.

(3) That the work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.

(4) That safety instructions shall be given by the school and correlated by the employer with on-the-job training.

(5) That the student has a schedule of organized and progressive work processes to perform on the job.

Student's Name (type or print)	Student's Signature
Parent/Guardian's Name (type or print)	Parent/Guardian's Signature
Employer's Name (type or print)	Employer's Signature
Coordinator's Name (type or print)	Coordinator's Signature
Principal's Name (type or print)	Principal's Signature

BUSINESS ANALYSIS

Business_____ Owner/Manager_____

Address_____ City & Zip_____

Contact Person_____ Title_____ Phone#_____

Possible Job Titles_____ _____

_____ _____

Factors	Yes	No	Comments
1. Is the business involved in _____?			
2. Does the business have job openings that match the career objectives of students enrolled in the course?			
3. Does the work environment appear to be safe?			
4. Are the facilities well maintained?			
5. Is the business's equipment up to date?			
6. Does the business have a reputation of stability in the community?			
7. Do the business's current employees appear to be well-trained?			
8. Is the location convenient for students?			
9. Is the owner/manager willing to learn about the course?			
10. Does the owner/manager exhibit a positive attitude toward employees?			
11. Is the owner/manager willing to allow time for students to receive instruction on the job?			
12. Is the owner/manager receptive to allowing time for student evaluation?			
13. Is the owner/manager willing to assign a training sponsor to work with students?			

Overall Evaluation ☐Outstanding ☐Good ☐Average ☐Below Average ☐Unacceptable

Teacher-Coordinator_____ Date_____

COMMUNITY EMPLOYMENT SURVEY

Name _____
Business _____
Position _____
Phone _____

NOTE: ANSWERS OR COMMENTS MADE WILL NOT PLACE ANY OBLIGATION ON YOUR BUSINESS. THIS IS FOR GENERAL INFORMATION AND PLANNING.

1. Total number of employees
   a. Number of full-time employees (35 hours/week or more) _____
   b. Number of part-time employees (less than 35 hours/week) _____

2. Estimated total employment in last three years. (Do not include seasonal employees).

Full-Time	Part-Time
2004_____	2004_____
2003_____	2003_____
2002_____	2002_____

3. Total number of new employees hired in the last calendar year.
   a. Number of new employees who filled newly created positions _____
   b. Number of new employees who filled vacated positions _____
   c. Number of new employees without prior experience _____

4. Do you have seasonal employees (Christmas, tourism, etc.)?
   Yes_____ No_____
   If "yes" please indicate in the spaces provided the number(s) employed in each appropriate time period.

January – March	_____	April – May	_____
June – August	_____	Sept – Nov	_____
December	_____		

5. Are you familiar with any of the high school Work-Based Learning education programs in our community? Yes _____ No _____

   Please list _____

   _____

   _____

   _____

6. When you have a job opening(s), which of the following sources do you use to hire workers? (Mark the spaces which are more appropriate for each item).

		Often	Sometimes	Never
a.	State Employment Service	_____	_____	_____
b.	Private Employment Agencies	_____	_____	_____
c.	Advertising and Want-Ads	_____	_____	_____
d.	Friends and Relatives	_____	_____	_____
e.	Direct Company Applications (walk-ins)	_____	_____	_____
f.	High School WBL Programs* (*see # 10)	_____	_____	_____
g.	Other (Please describe)			

_____
_____
_____

7. Would you be willing to hire high school Work-Based Learning students for your business? Yes _____ No _____
If the answer is "no", please explain what is needed to make high school-trained personnel a desirable source of qualified employees.

_____
_____
_____
_____

8. Would you or one of your employees be willing to visit a public school class to explain jobs in your business? Yes _____ No _____

9. If you are having difficulty filling any jobs, please list them

_____
_____
_____

10. How many students who are enrolled in high school Work-Based Learning courses do you have working in your business? (Please specify by program area.)

_____
_____
_____
_____

WORK-BASED LEARNING
TEACHER RECOMMENDATION

Dear Fellow Teacher:

_____ has applied for admission into the _____ WBL Program. As you know, many factors other than grades must be considered in order to select deserving, sincere, capable young people who can best benefit by the training this program can offer. Having previously taught this student, you are in a position to help me greatly in making a wise decision in this case. **Please circle the word** after each characteristic listed below that best describes the above-named student and return the completed form to me at your earliest convenience.

_____

Characteristics	Exceptionally Good	Above Average	Average	Below Average	Exceptionally Poor
Interest in Work	Enthusiastic	Interested	Average	Indifferent	Not Interested
Personal Appearance	Superior	Very Neat	Neat	Poor	Untidy
Ability to Learn	Very Quick to Learn	Quick to Learn	Average	Slow to Learn	Very Slow
Working with Others	Excellent	Good	Average	Poor	Timid
Quality of Work	Very Accurate	Accurate	Average	Inaccurate	Careless
Output of Work	Very Rapid	Rapid	Average	Slow	Very Slow
Reliability	Very Dependable	Dependable	Satisfactory	Irregular	Unreliable
Initiative	Excellent	Good	Fair	Poor	Hopeless
Profits from Criticism	Exceptionally	Good	Ordinary	Poor	Rash
Conduct	Exceptional	Good	Average	Poor	Troublesome

Would you want this person working for you? Yes_____ No_____

Remarks_____

_____

_____

RETURN TO: Your School Teacher-Coordinator

Signed: _____

TEACHER DATE

Introduction Card

School Name _____ Phone _____

School Address _____ City _____ Zip_____

To _____ Title _____

Business _____

Address _____ City _____ Zip _____

From _____

This will introduce _____ who is an education student at our high school. We have recommended this student for an interview with you on _____ at _____. Thank you for your assistance.

Please see the reverse side.

(Front)

Interview Evaluation

After the interview, please complete this side of the card and mail it back to the school in the stamped envelope provided by the student.

Traits	Criteria		Comments
1. Appearance	☐ Appropriate	☐ Inappropriate	
2. Attitude	☐ Positive	☐ Negative	
3. Communication	☐ Clear	☐ Unclear	
4. Composure	☐ Composed	☐ Too Relaxed	
	☐ Too Nervous		
5. Promptness	☐ On Time	☐ Late	

General Comments: _____

_____

_____

Signature_____ Date _____

(Back)

Work-Based Learning

IDENTIFICATION CARD

_____

is enrolled in the _____WBL Program and has

permission to leave the school campus at _____ a.m. / p.m. daily during the school year.

_____
Principal

_____ by _____
Date Coordinator

COORDINATION VISITATION REPORT

Student _____ Date_____

Training Station _____

Training Sponsor _____ Title_____

Time _____ Length of Visit _____

Purpose of Contact:

☐ Student Observation ☐ Student Evaluation ☐ Counseling

☐ Problem Resolution ☐ Other _____

Comments: Record observations, actions to be taken, recommendations. Identify specific strengths and needed improvements.

_____ _____

(Teacher-Coordinator) (Date)

ORIENTATION TO BUSINESS

STUDENT _____ DATE _____

TRAINING STATION _____ SUPERVISOR_____

Directions: Be sure that your student employee obtains information about the following factors. Check the information on each item as it is completed. Return the completed form to the teacher-coordinator.

Company Orientation

_____ 1. Give student copies of printed materials
_____ 2. Explain the company's history
_____ 3. Describe the company's product line(s)
_____ 4. Discuss company policies and procedures regarding:
- _____ A. Hours of operation/work
- _____ B. Overtime policies
- _____ C. Pay periods
- _____ D. Vacation policy
- _____ E. Holiday policy
- _____ F. Appropriate dress and grooming
- _____ G. Safety rules
- _____ H. Emergency procedures
- _____ I. Procedures for absence
- _____ J. Parking
- _____ K. Procedures for arrival
- _____ L. Procedures for departure
- _____ M. Policies about use of telephone

_____ 5. Describe employee benefits such as:
- _____ A. Discounts
- _____ B. Educational assistance

Department Orientation

_____ 6. Describe the relationship of the department to the company.
_____ 7. Discuss specific departmental rules including:
- _____ A. Breaks
- _____ B. Work schedules
- _____ C. Days off
- _____ D. Presence of food at work station

_____ 8. Introduce co-workers
_____ 9. Explain job responsibilities of co-workers
_____ 10. Identify training sponsor

Job Orientation

_____ 11. Show student his/her work station
_____ 12. Describe student's responsibilities
_____ 13. Explain the importance of the student's responsibilities to the organization

_____
(Employer/Training Sponsor) (Date)

_____
(Student) (Date)

_____
(Teacher – Coordinator) (Date)

Student's Name_____

SAFETY ON THE JOB

1. List possible safety/health hazards of your position at the place you work:

2. Possible ways to avoid or neutralize these hazards/reducing accidents:

3. List safety measures you have learned specifically for your job/equipment you handle:

4. List safety clothing and/or equipment you should use:

5. Are there safety rules for driving company vehicles? If yes, list:

6. Should an accident occur, what is the procedure to be used at your job:

7. Where is first aid equipment, fire extinguisher, fire alarm (draw area and label those items asked for above on reverse side):

8. Who among your co-workers has First Aid Training? List:

9. Accidents should be reported to: (Name and position)

10. What are emergency phone numbers to be used at your work?

    Fire_____

    Police_____

    Ambulance_____

**Check these answers with your supervisor, please, and get his/her signature.

_____

(Signature of Supervisor)

WEEKLY WORK SCHEDULE

For Week Beginning: Monday, _____ — Sunday, _____ Period _____

Student's Name	Business	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
		From	To	From	To	From	To	From	To	From	To	From	To	From	To

WAGE & HOUR SUMMARY

Name _____
Last First Middle

Training Station_____

Name of Supervisor_____

TOTALS

MONTH	HOURS	HOURLY RATE	BONUSES/TIPS	TOTAL WAGES
JUNE				
JULY				
AUGUST				
Summer TOTALS				

MONTH	HOURS	HOURLY RATE	BONUSES/TIPS	TOTAL WAGES
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
TOTALS				

SIGN IN / OUT SHEET

If you have to sign in or out of school on a work day but want to go to work, obtain permission from your teacher-coordinator and sign this sheet in the appropriate manner.

Name	In / Out / Called	Day / Date / Time	Reason
Example: John Doe	*Signed out*	*Mon/ 3-12-00 / 9:15 a.m.*	*Doctor's appt.*

REQUEST FOR JOB CHANGE

Student Name _____

Present Training Station _____

Present Supervisor _____

Telephone Number _____

Reasons for desired job change _____

_____

_____

I want to end my employment with my present training station on _____
(Date)

Training plans: ☐ I do not have another job

☐ I have an appointment for a job interview with

_____ on _____
(Name of Business) (Date)

☐ I have been hired by _____ and plan to
(Name of Business)

start work there on _____
(Date)

New Training Station _____

New Supervisor _____

Address _____ City_____ Zip _____

Telephone Number _____

My duties will be _____

_____

_____

++

To Be Completed By the Coordinator

Student Name _____ Date _____

I do / do not approve this job change.
(Circle one)

Reason _____

_____

_____
(Signature of Coordinator)

CONFERENCE RECORD

Student_____

Date	Personal	Work	School	Comments (if any)

CO-OP DAILY REPORT FORM

Today's Date: _____

1. What time did you arrive at work today? _____

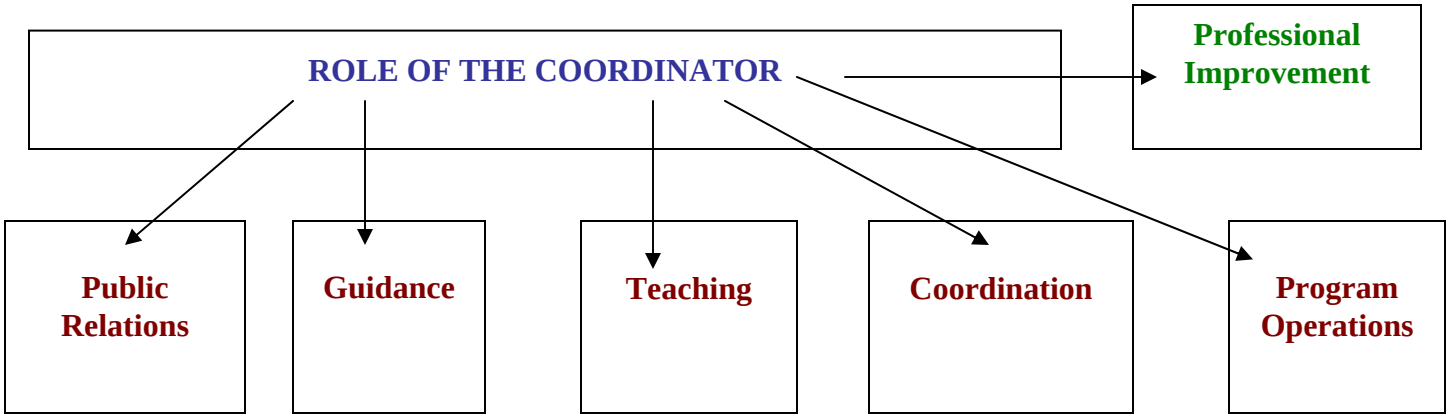
2. Fill in and complete the following competencies:
   a. Did you maintain any medical records? _____ How many? _____
   b. Did you take any animal temperatures? _____ # of animals? _____
   c. Did you collect and set up any fecal analysis? _____
      How much time was involved? _____
   d. Did you handle and/or restrain any animals? _____
      What type of procedure was involved? _____
   e. Did you clip and/or groom small animals? _____ For what? _____
   f. Did you dispose of medical wastes? _____
   g. Did you assist in lab tests and/or x-rays? _____
   h. Did you disinfect and/or sterilize medical equipment? _____
   i. Did you draw up injections? _____For what? _____
   j. Did you fill and/or prepare any prescriptions? _____
   k. Did you stock shelves with supplies? _____
   l. Did you clean and prepare surgical packets? _____
   m. Did you shave and/or prep animals for surgery? _____
   n. Did you answer office phones? _____

3. Which competency took you the longest to complete and why? _____
   _____
   _____

4. Did you come in contact with customers today? If so, what help did you give them?
   _____
   _____
   _____

5. What time did you leave work today? _____

_____
(Student's signature)



Public Relations	Guidance	Teaching	Coordination	Program Operations
Explains program to business, industry and civic groups. Participates in community functions. Plans, prepares and obtains publicity. Keeps in contact with school administrators, business & industry and community organizations. Arranges and directs special events related to program, i.e., appreciation luncheon/banquet. Takes part in extracurricular activities and other school activities.	Explains program to students, parents, school faculty and administrators. Recruits and selects students for program. Discusses with student-learners and selects appropriate training station. Follows up on student-learner progress. Works with school guidance counselors. Conducts individual conferences. Maintains occupational information library for student use. Acts as a training consultant to business and industry.	Prepares and revises teaching materials. Maintains and updates teaching resource materials. Makes yearly, monthly and weekly plans as well as daily lesson plans for related instruction. Presents related classroom instruction to student-learner. Provides for classroom participation experiences for student-learners. Evaluates the results of teaching. Encourages student-learners to participate in school activities. Promotes good citizenship in student-learners.	Locates and establishes appropriate training stations. Places students at appropriate training stations. Prepares training agreements and plans. Coordinates classroom activities with on-the-job experiences. Evaluates with employer student's progress on the job. Makes on-the-job and home visits. Provides needed information to supervisors.	Reviews original plans for implementing program. Plans a well-rounded program of work. Arranges for adequate classroom facilities and equipment. Makes a community survey. Plans a budget. Maintains records and prepares necessary reports. Conducts follow up studies. Evaluates program. Keeps in contact with State Office.

Integration Activities

Course	Graphic Arts
Unit	Bindery Operation
Competency	Pat bond stock
Activity	Working with bindery personnel; pad a job. Find out how to read a printing Job Order and how job is to be padded, its finished size, and packaging instructions. Ask what is done with the finished job and the Job Order. Report to class on activity and explain how information is passed through the shop via the Job Order.
Time	Workplace 30 minutes Class 10 minutes

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Course	Marketing Finance
Unit	Financing Goods and Services
Competency	Describe the nature and scope of financing
Activity	Talk with employer to determine the types of financing activities in which the business is engaged. Discuss your findings with the class.
Time	Workplace 15 minutes

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Course	Marketing
Unit	Understanding Economics in Marketing
Competency	Interpret the relationship between government and business
Activity	Talk with employer to determine how the business for which you work is regulated or controlled by the government. Identify advantages and disadvantages associated with those regulations. Discuss findings with class.
Time	Workplace 30 minutes

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Course	Child Care
Unit	Guidance and Supervision of Children
Competency	Evaluate child discipline alternatives
Activity	Talk with the director to determine the discipline techniques used for the site. Is there a progressive procedure in place for staff? Determine technique most used. Which technique provides a learned skill for the child? Which technique is most beneficial for the populous? Present your findings to the class.
Time	Workplace 20 minutes Self study 15 minutes

Integration Activities

Course	Nursing Education
Unit	Reality Orientation 4.3
Competency	Compare and contrast reality orientation measures used in a long term faculty
Activity	Identify methods of reality orientation in use by the staff of the facility. Develop two additional activities that could be appropriate for the aged resident with neurological changes. Discuss with the class.
Time	Workplace 30 minutes Self study 30 minutes

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Course	Accounting 1
Unit	Depreciation
Competency	Compute the depreciation of plant assets
Activity	Interview a person in the accounting department to find out the method used to depreciate the plant assets. Find out the purchase price, estimated salvage value, and years of useful life for one piece of equipment. Compute the depreciation for each year.
Time	Workplace 15-30 minutes Self study 30 minutes

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Course	Electricity and Electronics
Unit	Basic Electronic Skills
Competency	Read and interpret Schematic Diagrams
Activity	Talk with your employer to identify a single piece of equipment that is commonly used in that business. Examine the schematic diagram for that equipment to analyze and familiarize yourself with its operation. Compile a report of your findings and present to the class.
Time	Workplace 30 minutes Self study 30 minutes

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Course	Pertinent to Many
Unit	Exploring Career Development Opportunities
Competency	Interview for a Job
Activity	Ask the person responsible for hiring new employees at your place of employment to identify the main errors committed by people who interview for jobs at your company. Discuss your findings with the class.
Time	Workplace 15 minutes

Integration Activities

Course	Transition
Unit	Beginning a Job
Competency	Finding places and things within a company
Activity	Draw a floor plan for your place of work. Label work areas, personnel offices, time clock, break room, and storage rooms.
Time	Self study 25 minutes

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Course	Transition
Unit	Cashing or Depositing a Pay Check
Competency	Students will demonstrate understanding of safest way for cashing or depositing pay check.
Activity	Student will ask their employer how to handle a lost or stolen pay check.
Time	Workplace 10 minutes

Coordinating the Student-Learner's Work-Based Learning Experience

Coordination of the total experience brings business and industry and the school together in harmonious relationships for the welfare and progress of the student-learner and the satisfaction of the employer. It also promotes sound relationships among students, faculty, administration, employers and the general public.

Coordination is necessary in order:

1. To have a workable experience
2. To assess the student's learning progress
3. To build cooperation between the school, business and industry
4. To broaden knowledge of the world of work
5. To improve the quality of the training station
6. To correlate related instruction and job experiences

Visiting the Training Station
A key to an effective experience is frequent and meaningful visits by the WBL Coordinator.

Principles governing coordination visits:

1. Make visits at a time convenient for the employer
2. Make clear the purpose of the visit
   a. To observe the student-learner
   b. To learn the employer's opinion of the student-learner's performance
   c. To find out what the school can do to further the progress and development of the WBL experience
3. Plan the interview in advance
4. Evaluate the training station as well as the student
5. Keep school officials informed as to the coordination activity

The following are activities that the WBL Coordinator may be involved in when visiting a training station. Some of these activities will occur during each training station visit, while others may occur only once or twice per school year. The WBL Coordinator should make the final decision as to daily activities.

1. Introduce WBL to employers
2. Place students on the job
3. Explain training responsibilities to employers
4. Complete training plans
5. Secure instructional material
6. Relate job training with school
7. Provide and follow-up on plans for rotation
8. Learn actual employment conditions
9. Develop new training stations
10. Determine student-learner progress
11. Commend training sponsors
12. Prevent mid-term layoffs by making advance plans with employers
13. Seek wage adjustments
14. Follow up on student-learners absent from school and training station
15. Observe student-learner at work
16. Prevent student-learners from working too many hours
17. Insure daily training
18. Check rate of student's learning
19. Determine part of job in which student needs most improvement
20. Detect student's willingness to do various duties
21. Gather information for lessons/instruction concerning jobs
22. Keep informed concerning wages, hours and working conditions
23. Research opportunities for further study/training after graduation
24. Evaluate effectiveness of training given students

WHAT IS A TRAINING PLAN?

A training plan is an outline of the competencies to be developed on-the-job. Training plans list suggested learning activities. These learning activities are designed to give the student an opportunity to apply principles learned in the classroom to on-the-job experiences.

Differences between Training Plans and Training Agreements

A training agreement states the conditions and understanding which participants agree to when taking part in a training program. A training plan states the specific learning which will lead to the student's career goal. A training agreement is not a training plan.

On-the-job experiences congruent with educational objectives are a major component of the WBL program. The best way to maintain the integrity of the on-the-job aspect of the program is through a written plan developed cooperatively by the teacher-coordinator, the employer, and the student-learner. A plan will ensure that on-the-job training will occur and that this training will be relevant to the student's career objective and classroom activities.

A training plan is a schedule of learning activities; it is advantageous to all parties. The student knows what is expected on-the-job. Duties take on added significance when the student understands how these responsibilities fit into the total educational program. In addition, the training plan serves as a guide to the training sponsor in the assignment of job activities. Training plans enable the training sponsor to evaluate the student's progress on the basis of job performance.

Training plans give the coordinator a basis for curriculum and instruction. The coordinator can determine needed competencies and ascertain materials appropriate for individual students' career development and to improve on-the-job performance. Evaluation also becomes more precise and valid when it is based on learning activities detailed in the training plan.

The Value of Training Plans

- Training plans help to correlate classroom learning with on-the-job instruction. The objective of a training plan is to organize the instruction into a step-by-step sequence, which assists a student in achieving occupational goal and provides direction for the training sponsor.

- When training plans are created for each student and training station, the on-the-job instruction requirements can be analyzed and planned. This enables the teacher-coordinator to meet the needs of the training sponsor and student-learner.

- Through the development of the training plan, the teacher-coordinator has an opportunity to update and/or review his/her own individual occupational knowledge in the area of training.

- The training plan provides the teacher-coordinator with a comprehensive evaluation instrument to assess the student-learner's training and progress.

- Training plans provide the employer with an opportunity for input to the training plan. When employers help develop a training plan, they realize its function in the learning process and assume more responsibility for implementing on-the-job activities.

Basic Principles of A Training Plan

- The training plan is developed over the entire training period and is not developed prior to the training period.
- The training plan should be individualized for each student and should be based on the student's career objective or career interest.
- The training plan should be developed cooperatively by the teacher-coordinator, student-learner, and training sponsor.
- The training plan should be easily understood by the student, coordinator, and employer.
- The training plan should emphasize what will be learned on-the-job, rather than reflect a set of rules and regulations.
- The training plan should be easy to implement, realistic, flexible, and subject to change as career goals and employer needs evolve.
- The training plan should serve as the basis for all program planning, activities, and evaluation.
- Each learning experience outlined in the training agreement should be evaluated by the student-learner, the training sponsor, and the teacher-coordinator.
- Training plans should reflect both short and long-term career and skill goals.
- Training plans should be updated, revised, and amended with completions, new goals, or continued goals at each visitation.

Work-Based Learning Homework

Projects to be submitted for completion of 40-hours WBL coordinator training

***Cover page: Please include your name, school system, school, social security #, subject area, and home address and phone number on a cover page. Place all assignments behind this page in the order listed below and staple or clip them together.**

Business Analysis / Community Survey	Using the forms provided, complete an analysis and survey of 2 potential employers
Job and Class Integrated Activities	Develop 3 job-related activities that directly integrate with the lessons taught in the related class. These are in addition to required job duties. Please see samples
Training Plan Development	Develop training plans for 2 sample jobs related to course. Use pages 41-43 of the Work-Based Learning Policies, Procedures, and Resources Guide. Front and back must be completed
Training Agreement	Complete 1 sample training agreement. See pages 36-40 of the Work-Based Learning Policies, Procedures, and Resources Guide
Business Internship Documentation	Submit proof of experience in business to satisfy the 2-week business internship requirement

Each activity above must be completed and submitted to the state to complete the Training for Work-Based Coordinator. Consultants with the Department of Education will review projects.

Due Date: Thirty (30) days after training

Send to: Lisa Jones, Consultant, WBL
Tennessee Department of Education
Andrew Johnson Tower, 4th Floor
710 James Robertson Parkway
Nashville, TN 37243-0383

WBL FIRST 12 WEEKS

A. Employment Duties

Job Placement

Training Agreement

Student Contract (Rules & Regulations)

Training Plan

Safety Coordination with Employer

Hazardous Occupation Exemption Form

Insurance & Emergency Info Form

Evaluations

Work Base Competencies

Club Fees

Employer Visits

Monitoring of Hours Worked

B. Classroom Duties

Safety – 1) Teach child labor law; make relevant to employment specifics for that child

2) Safety checklist for work site

3) Safety test

Orientation to WBL (your expectations, goals, and state rules and regulations for WBL)

Job readiness skills

Resume writing, dress, filling out job applications, interview skills.

Integration of club into daily activities (Vocational only)

This exemption to the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

A high school graduate may be employed in an occupation in which he/she has completed training as provided in this paragraph as a student-learner, even though he/she is not yet 18 years of age.

HAZARDOUS OCCUPATIONS ORDERS IN NONAGRICULTURAL OCCUPATIONS

Those occupations declared to be particularly hazardous for minors between 16 and 18 years of age (also for minors 14 & 15), are included in the seventeen (17) Hazardous Occupations Orders listed as follow:

(1) Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
(2) Occupations of motor vehicle driver and outside helper.
(3) Coal mine occupations.
(4) Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.
(5) Occupations involved in the operation of power-driven woodworking machines.
(6) Occupations involving exposure to radioactive substances and to ionizing radiation.
(7) Occupations involved in the operation of elevators and other power-driven hoisting apparatus.
(8) Occupations involved in the operation of power-driven metal forming, punching and shearing machines.
(9) Occupations in connection with mining, other than coal.
(10) Occupations involving slaughtering, meat-packing, processing, or rendering.
(11) Occupations involved in the operation of certain power-driven baker machines.
(12) Occupations involved in the operation of certain power-driven paper-products machines.
(13) Occupations involved in the manufacture of brick, tile, and kindred products.
(14) Occupations involved in the operation of circular saw, band saws, and guillotine shears.
(15) Occupations involved in wrecking, demolition, and ship-breaking operations.
(16) Occupations involved in roofing operations.
(17) Occupations in excavation operations.

Inquires regarding this program should be addressed to the:

Executive Director
Division of Vocational Education
Andrew Johnson Tower, 4th Floor
710 James Robertson Parkway
Nashville, TN 37243-0383

NOTE: The training agency agrees to employ the co-op student-learner for the expressed purpose of his/her learning the manipulative skills and acquiring experience in the occupation of

_____

The training agency agrees NOT to discharge any regular employee because of additional services that might be rendered by the student-learner while in training.