

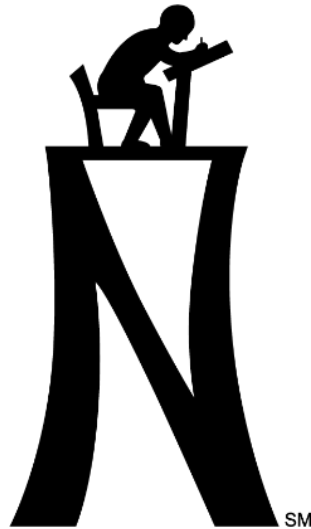
Work-Based Learning



Stakeholder Program Guide

Northside Independent School District
5900 Evers Road, San Antonio, Texas 78238 (210)397-8500
www.nisd.net

Administration



Dr. John Craft Ed.D., Superintendent

Dr. Janis Jordan
Deputy Superintendent for Curriculum & Instruction

Dr. Jerry Woods
Assistant Superintendent for High School Instruction

Deborah Ruel-Schaefer
Director Career and Technical Education

Northside ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Further nondiscrimination information can be found at [Notification of nondiscrimination in Career and Technical Education Programs](#).

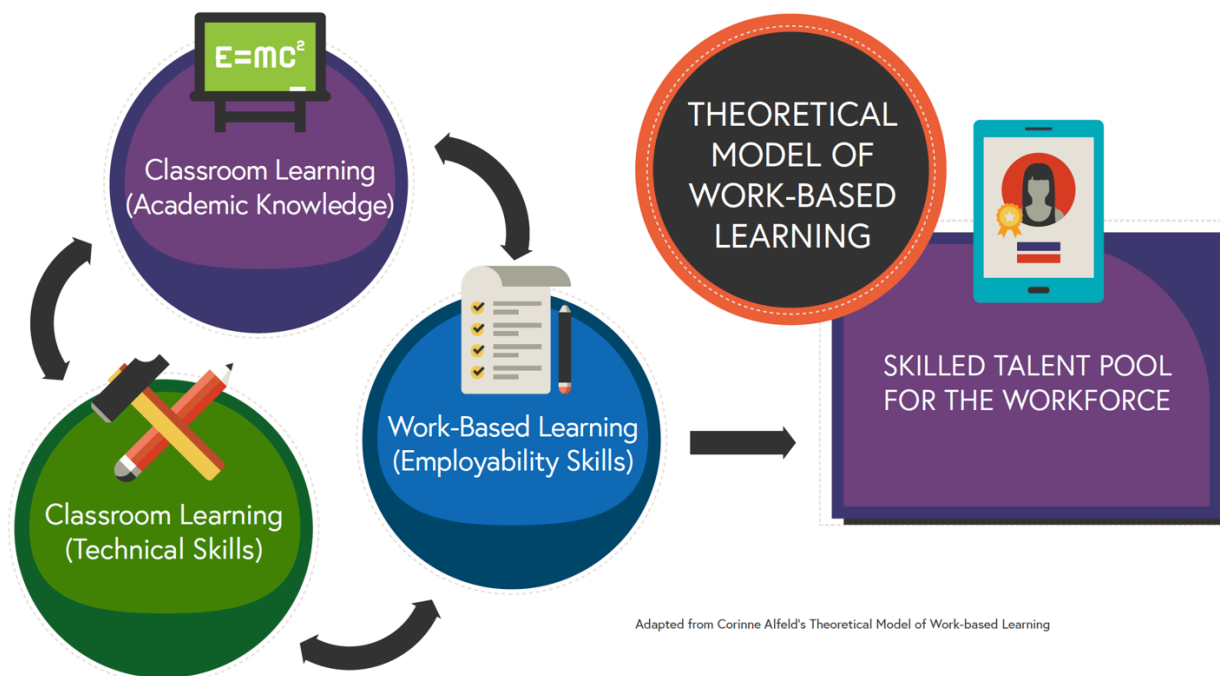
Work Based Learning

Work-Based Learning (WBL) combines the traditional classroom setting with a workplace environment that provides students with opportunities to work in a chosen career path while earning credit toward high school graduation. Students earn credit through the number of contact hours spent in the classroom and on the training site. There are two types of experiences in which students may participate, paid and unpaid. Students enrolled in Career Preparation are usually 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. Students enrolled in Practicum courses typically participate in unpaid experiences in NISD. Work Based learning can also include opportunities for students to engage in internships or externships.

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 they evaluate student performance, which becomes part of the student's grade for the course.

Student schedules will vary for Career Preparation students based on course requirements and training site expectations. Career Preparation students are in the Career Prep class 1-hour each day and have work- release in the afternoon.

Practicum students will be in the Practicum class two hours each day. They will attend the training site on scheduled days during this time frame. Off campus practicum experiences, internships or externships are based on availability and arranged by the WBL teacher. The experiences can vary in frequency and length.



Program Requirements

Student Eligibility

- Be at least sixteen years of age.
- Recommended for students in the 11th and 12th grades.
- Be able to provide your own transportation. (Career Preparation and non-whole-class WBL only)
- A student enrolled in any paid learning experience must hold valid work documentation, such as a Social Security card.

Class Participation

- Students enroll in a WBL course.
- Classroom instruction in WBL courses focuses on the skills and knowledge needed for the student to be a responsible, knowledgeable member of the workforce community.
- The teacher correlates each student's instruction to job requirements and individual needs.

Unacceptable Site Placements

- **Family as immediate supervisor-students may work for a family business, however, a family member may not supervise their work based learning experience.**
- **Bartender, Baby-Sitter, Hookah Lounge, Bingo Parlor, Vape Shop, Delivery Driver, jobs that require driving as part of the duties**

Employment in the Community

- The work-based learning student becomes a member of the business organization's staff of employees on a part time basis and receives wages.
- Each **Career Preparation** student works a minimum of 15 hours and up to a maximum of 25 hours per week in a training station approved by the teacher.
- Each **Practicum** student may intern for a minimum of 2 hours and up to a maximum of 8 hours per week at a training site approved by the teacher.
- All **other WBL course** work experiences will vary based on frequency and availability of training sites.
- The supervisor serves as a mentor and trainer who schedules work experiences to benefit both the student and employer.
- The training site allows the student to apply both academic and occupational skills in a meaningful way.
- As the student improves in knowledge and skills, he/she is eligible for promotion to higher levels of responsibility as determined by the employer.



Agreements & Support

Students

- Abide by the Northside Independent School District's Student Agreement (see Appendix).
- Abide by campus and training site rules and policies.
- Career Preparation students will complete job applications truthfully. *
- Perform work experiences assigned and agreed upon by the training supervisor and teacher.
- Pursue the outlined program of study.
- Attend all classes and training site as required.
- Students are encouraged to participate in Career and Technical Student Organization (CTSO) activities.
- Strive to improve knowledge, job skills, and personal traits to ensure success at school and at the training site.

** Students who have been on probation or adjudication need to seek legal counsel before answering sensitive background questions on job applications.*

Family Support for Students

- Know your student's school and work schedule.
- Contact the teacher if you have concerns about the training site or the program.
- Support participation in Career and Technical Student Organization (CTSO) activities, including contests.
- Review report cards together each grading period.
- Find time to discuss work values and career goals.

The Training Station

The Training Plan Agreement is a written agreement developed by the teacher and the employer/supervisor that clearly defines the conditions and learning experiences for the student.

It includes the essential knowledge and skills specific to the course and training site. A copy of the training plan must be completed and submitted to the district CTE office before the Practicum internship begins or within two weeks after the student is employed for work-based learning experiences. Internship or Externship partnerships not organized as part of a course require a memorandum of understanding facilitated by the CTE district office.

See the Appendix for a sample of the training plan used for WBL courses.

The Training Site is the business or industry where the student works or interns. While many businesses are excellent places for adults to work, some may not be appropriate for student trainees. The teacher is responsible for approving a training site for each student that is appropriate to the career choice of the student.

Some factors used to select training site are:

- The supervisor is willing to enter into a partnership with the school.
- There is a wide range and scope of experiences, from simple to complex.
- The environment is safe and instructionally sound.
- The hours for students are consistent with district regulations.
- The location is within a reasonable distance from the school.

Setting Up Official Partnerships-Internships and Externships

Memorandum of Understandings are needed when opportunities are more high risk and wouldn't be covered by just completing traditional training plans only.

Hospital Settings, Free Standing Clinics and Ambulance Services

- Partnerships require a legal Memorandum of Understanding (MOU)
- Please share any possible opportunities with district CTE office
- These experiences are communicated and facilitated by CTE district office and NISD Risk Management

Health Science Practicum

- Opportunities can be found by teachers, administrators or CTE, or might be offered by the business themselves
- Partnerships may require a legal Memorandum or Understanding (MOU) based on the risk of the placement.
Contact CTE if you are unsure.
- Facilitated by the district CTE office and NISD Risk Management
- Teacher communicate with campus administration about possible opportunities
- Campus administration will contact CTE district office requesting to begin formal process

Construction/Trades

- Opportunities can be found by teachers, administrators or CTE, or might be offered by the business themselves
- Partnerships may require a legal Memorandum or Understanding (MOU) based on the risk of the placement.
Contact CTE if you are unsure.
- Facilitated by the district CTE office and NISD Risk Management
- Teacher communicate with campus administration about possible opportunities
- Campus administration will contact CTE district office requesting to begin formal process

All Others

- Opportunities can be found by teachers, administrators or CTE, or might be offered by the business themselves
- Partnerships may require a legal Memorandum or Understanding (MOU) based on the risk of the placement.
Contact CTE if you are unsure.
- Facilitated by the district CTE office and NISD Risk Management
- Teacher communicate with campus administration about possible opportunities
- Campus administration will contact CTE district office requesting to begin formal process

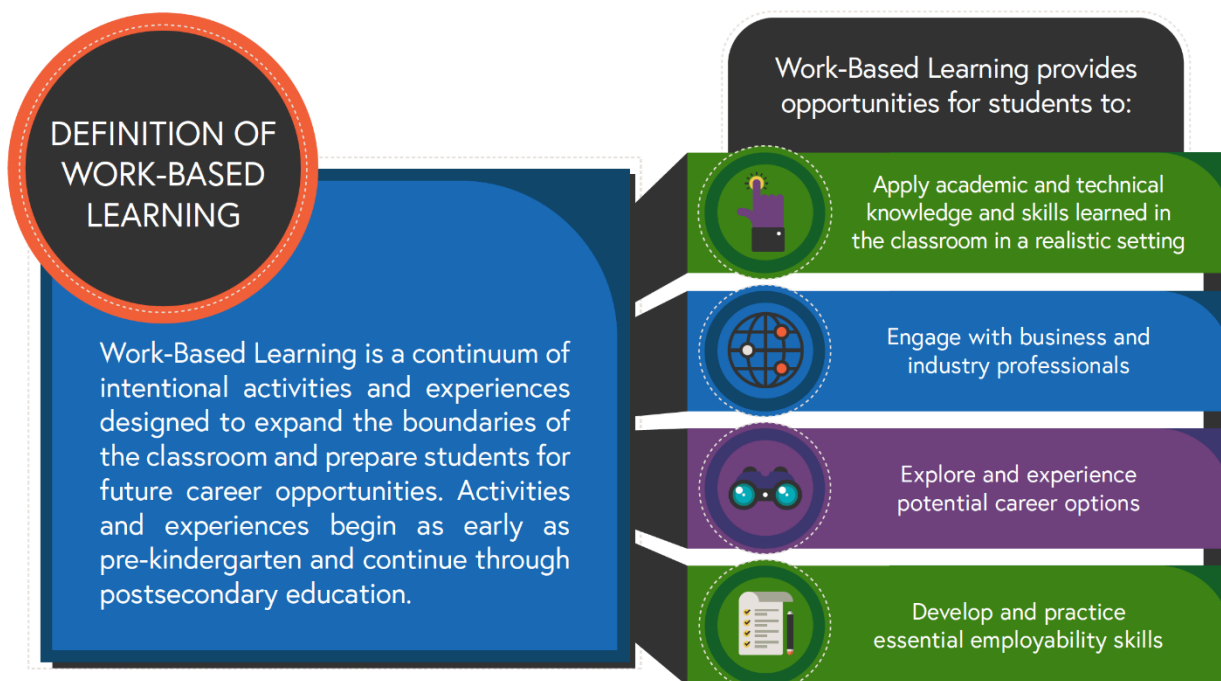
The Partnership

Community Employers

- Work with the teacher to develop a training plan and carry out the student's training objectives.
- Communicate expectations for job performance, behavior, and social interactions.
- Select qualified experienced employees to serve as the training supervisors.
- Provide the student with basic training in skills and technical knowledge and try to provide exposure to all aspects of industry.
- Provide a work schedule that is compatible with the school schedule.
- If the work-based learning experience is paid, the wage must be a fair and equitable wage for work performed.
- Evaluate student progress and provide feedback to encourage improved performance.
- Explain consequences for inappropriate behavior.
- Serve as an advisor to the teacher to improve and strengthen the program.

Work Based Learning Teachers

- Assist students in maintaining appropriate job sites (training stations).
- Provide program orientation for students, parents, and employers.
- Work with employers to develop a plan for training.
- Provide quality classroom instruction specific to each career pathway and job title.
- Give all students an opportunity to participate in the Career and Technical Student Organization (CTSO).
- WBL teachers who have students assigned to an off campus training site, personally visit each training station at least six times during the school year to confer with the training supervisor regarding student progress on the job.
- If whole-class practicum experiences are developed, teachers will accompany students daily to every training site. Teachers will communicate with the training supervisor regarding student performance at least six times during the school year.
- Communicate with parents regularly.



The Benefits

For High School Students

- Gives students an opportunity to explore careers in a real world setting while still in high school.
- Allows students to interact and work cooperatively in a business or industry environment.
- Students have the opportunity to observe the demeanor and procedures of work- place professionals.
- Encourages students to develop good work habits as dependable, responsible employees.
- Allows students to acquire skills in the use of technology found in the business and industrial community.
- Encourages students to set goals, manage time, improve organizational skills, and complete tasks.
- Helps students to understand the need for strong academic skills.
- Encourages students to respect self and others.
- Allows students the opportunity to develop skills in reasoning, decision making, and problem solving.

For Community Employers/Supervisors

- Provides employers with a source of well-trained employees or volunteers.
- Students receive extended job training through the course work.
- Establishes positive community relations through school and business partnerships.
- Improves the personnel selection process by using job performance as a basis for permanent hiring decisions.
- Improves retention rate among full time employees hired through a work-based learning program.

Industry and Career Awareness	Industry and Career Exploration	Career Preparation	Career Training
<ul style="list-style-type: none">•In School Activities:<ul style="list-style-type: none">•"Career Day" events•Career play centers•Guest speakers•Interest surveys•Lunch and Learns•Strengths finders•Out of School Activities:<ul style="list-style-type: none">•College visit•Field trips	<ul style="list-style-type: none">•In School Activities:<ul style="list-style-type: none">•Aptitude assessments<ul style="list-style-type: none">•Armed Services Vocational Aptitude Battery Career Exploration Program•Guided research projects•Interest surveys•Mentorship programs•Project-based learning•Strengths finders•Out of School Activities:<ul style="list-style-type: none">•Explorer Club•Interviewing professionals•Job shadowing•Supervised Agricultural Experience (Exploratory)•Worksite tours	<ul style="list-style-type: none">•In School Activities:<ul style="list-style-type: none">•Credential or license attainment•Mock job interviews•Simulated workplace programs•Out of School Activities:<ul style="list-style-type: none">•Career Preparation•Clinical rotations•Career and Technical Student Organization competitions•Explorer Post•Internships•Practicum•Pre-apprenticeships \ Youth Apprenticeships•Supervised Agriculture Experience (Production or Entrepreneurship)	<ul style="list-style-type: none">•In School Activities:<ul style="list-style-type: none">•Associates Degree and/or Bachelors Degree•Credential or license attainment•Skill retraining•Out of School Activities:<ul style="list-style-type: none">•Registered Apprenticeships•Industry-Recognized Apprenticeships•Internships

Labor Regulations

Child Labor Laws are to ensure that persons under eighteen years of age are not employed in an occupation or manner that is detrimental to their safety, health, or well-being. Both state and federal laws address this issue. When both apply, the more restrictive provision controls. The following will serve as a guide to hazardous occupations as the law applies to Career Preparation students.

Hazardous Occupations Orders in Non- Agricultural Occupations

The Fair Labor Standards Act provides a minimum age of 18 years for any non- agricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16 and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The following occupations are declared particularly hazardous or detrimental to the health or well-being of all children 14 through 17 years of age. The asterisk designates occupations which have provisions for employment of persons below the age of 18.

Additional information on these areas can be obtained from the nearest U.S. Department of Labor office.

1. Manufacturing and storing explosives
2. Motor-vehicle driving and outside helper
3. Coal mining
4. Logging and saw milling
5. *Power-driven woodworking machines
6. Exposure to radioactive substances
7. Power-driven woodworking apparatus
8. *Power-driven metal forming, punching, and shearing machines
9. Mining, other than coal mining
10. *Slaughtering, or meat packing, processing, or rendering
11. Power-driven bakery machines
12. *Power-driven paper-product machines
13. Manufacturing brick, tile, and kindred products
14. *Power-driven circular saws, band saws, and guillotine shears
15. Wrecking, demolition, and ship-breaking operations
16. *Roofing operations
17. *Excavation operations

(These orders are published in Subpart E of Part 570 of Title 29 of the Code of Federal Regulations.)

Hazardous Occupations

If a student in work-based learning is employed/placed in an occupation that includes tasks that fall under the Hazardous Occupations Orders, exemptions apply to orders #5, 8, 10, 12, 14, 16, and 17 to the extent that:

- The work of the apprentice in the occupations declared particularly hazardous is incidental to his training.
- Such work shall be intermittent and for short periods of time and under the direct and close supervision of a journeyman as a necessary part of such apprentice training.
- If the student is to be employed as an apprentice, the
- Apprentice-able trade must be registered by the U.S. Department of Labor Bureau of Apprenticeship and Training.
- The student-learner is employed under a written agreement which provides that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training.

- Such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.
- Safety instructions shall be given by the school and correlated by the employer with on-the- job training.
- A schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Youth Leadership

Each student enrolled in a Work Based Learning program is encouraged to participate in a Career and Technical Student Organizations (CTSO). The following organizations offer leadership development conferences, district, state and national competitions, scholarships, social activities, and community service projects.

- Business Professionals of America (BPA)
- DECA, Texas Association
- Family, Career, Community Leaders of America (FCCLA)
- Future Coaches of Texas Association
- Future Hotels and Tourism Professionals
- Health Occupations Students of America (HOSA)
- SkillsUSA Texas
- Texas Association of Future Educators (TAFE)
- Texas FFA Association
- Texas Technology Students Association (TSA)
- Young Billionaires Club



APPENDIX

- i. Administrative Guidelines
- ii. Duties of Teachers
- iii. Training Station/ Internship Site Evaluation
- iv. Pillars of Character
- v. Student Agreement
- vi. Training Plan Agreement
- vii. Visitation Report
- viii. Student Behavior Contract for NISD Transportation
- ix. Student Information Sheet

Special Thanks:
In Appreciation for the Local Business Establishments and
Northside ISD campuses serving as Training Stations and Internship Sites

Administrative Guidelines

For Career Preparation/Practicum Teachers, Counselors, and Administrators

The purpose of Career Preparation and Practicums is to train students who are serious about career planning, working and exploring opportunities for the future. It is the responsibility of the Career Preparation or Practicum teacher to verify the appropriateness of the training site. The Career Preparation or Practicum class should be the final course in the student's sequence of courses in their chosen career pathway.

- Students may enter the Career Preparation class within the first two weeks of school.
- Students may be accepted into the Career Preparation program after the school year has begun if they are already employed in an approved and verified training site.
- Students must be at least 16 years of age and a junior or senior to enroll in a Career Preparation/Practicum class.
- Students with excessive absences (as defined by the Texas Compulsory Attendance Law) or chronic unemployment are to be removed from the Career Preparation program no later than the end of the first semester. Students dismissed for these reasons may not enter another Career Preparation/Practicum class until the next school year.
- Career Preparation students should only be enrolled at the beginning of the year.

Any exception must be approved with the Career Preparation Teacher, Counselor and Administrator.

Duties of Teachers

Select Appropriate Training Sites

- Responsible for assisting the student in finding an appropriate training site. Career Preparation teachers may not serve as the student's supervisor. Students may not be employed by a teacher. Students may be employed by the school district in Career Preparation.
- Help students communicate their support needs and strategies.

Develop the Individualized Training Plan

- Meet with the employer/internship supervisor and cooperatively develop the initial Training Plan.
- Ensure the Training Plan has specific occupational skills listed.
- Determine what is learned in class and what is learned on the job. Training Plans should be individualized for each student.
- Visit employer/supervisor to review progress on Training Plan.
- Only students participating in an unpaid Practicum experience for which the teacher of record provides all training may be exempt from completing training plans. For example, the Practicum in Culinary students stay on campus in their classroom lab for the entire school year. All learning activities are provided by their NISD CTE teacher.

Monitor Student Progress

- Make an appointment to visit with the employer in person.
- Complete the student evaluation cooperatively with employer/supervisor and student, if possible.
- Review the number of hours the Career Preparation student works or the Practicum student spends at the internship site.
- Complete all campus forms and follow campus processes for students leaving and being away from campus for WBL experiences

Provide a Log of Employer Visits

- Complete the CTE visitation log documenting the date and purpose of each visit and who was contacted.
- Six (6) site visits per student are required during the school year or one (1) time per six weeks once a student begins off-campus experience.

Training Station /Work Based Learning Evaluation

Northside ISD Student: _____

Employer: _____

Instructions: Northside ISD expects students to demonstrate the six pillars of character as outlined below at school and in the workplace. Please let us know how our students are doing. Evaluation is an important part of the learning process. Please circle the appropriate response.

	2-Unsatisfactory	3-Needs Improvement	4-Meets Expectations	5-Exceeds Expectations
<u>Responsibility - Diligent, Conscientious</u>				
Shows initiative (self starter)	2	3	4	5
Exhibits organized work habits; prioritizes work tasks	2	3	4	5
Completes tasks in a timely matter	2	3	4	5
Maintains a good quality of work	2	3	4	5
Follows instructions/directives	2	3	4	5
Demonstrates knowledge of the job	2	3	4	5
<u>Trustworthiness - Honest, Loyal, and Credible</u>				
Makes good work-related decisions	2	3	4	5
Demonstrates personal and professional ethics	2	3	4	5
<u>Respectfulness - Courteous, Intuitive, and Unbiased</u>				
Recognizes and respects authority	2	3	4	5
Accepts supervision from all levels of management	2	3	4	5
Communicates well with others	2	3	4	5
<u>Fairness - Equitable, Open, and Reasonable</u>				
Accepts changes in work assignments (team player)	2	3	4	5
Accepts constructive criticism	2	3	4	5
<u>Caring - Compassionate, Empathetic, Unselfish</u>				
Works well with others (co-workers, supervisor, customers)	2	3	4	5
Exhibits enthusiasm for the job	2	3	4	5
<u>Citizenship - Law abiding, Judicious, and Responsive</u>				
Volunteers for more work when tasks are completed	2	3	4	5
Complies with company policies	2	3	4	5
Follows safety procedures	2	3	4	5
Exhibits dependability (attendance & punctuality)	2	3	4	5
Follows dress code and is well groomed	2	3	4	5

Comments:

Signature of Supervisor: _____ Date: _____

Please return to: _____ Deadline: _____

Pillars of Character

The Career and Technical Education Department embraces the Northside District's commitment to the **Six Pillars of Character**. In order to promote the development of character in our students and to help them learn to behave ethically, the Northside Board of Trustees passed a resolution that commends all to:

Seek out opportunities to teach, guide, and model these ethical values in our work with young people in educational programs, in the classroom, on the playground, campus, and athletic field, and in our community.

Students in Career Preparation and Practicums are evaluated by their teachers and community employers/supervisors. Workplace skills developed through the Career Preparation and Practicum classes include behaviors which promote successful job performance in any occupational field. The **Six Pillars of Character** are promoted within the curriculum of the Career Preparation and Practicum courses. We encourage employers/supervisors to find opportunities to reinforce the six pillars of character.

The **Six Pillars of Character** are defined as:

- Trustworthiness—Honest, Loyal, and Credible
- Responsibility—Diligent, Conscientious, and Stalwart
- Respectfulness—Courteous, Intuitive, and Unbiased
- Fairness—Equitable, Open, and Reasonable
- Caring—Compassionate, Empathetic, and Unselfish
- Citizenship—Law Abiding, Judicious, and Responsive



Career Preparation Student Agreement

I. Placement

- I must be employed in an approved training station the first day of school or no later than the second week of school.
- I understand that I may be required to meet certain criteria for placement in off-campus sites which may require a criminal background check and/or drug testing by the potential employer.
- I understand I must hold valid work documentation, such as a Social Security card.

II. Employment

- Employment in an approved training station is considered a permanent position for the school year. I understand that I am to remain at the same training site throughout the training period. Any job change must have prior approval of the Career Preparation teacher.
- If I am fired from my job for "just cause" or quit without prior approval from my Career Preparation teacher, I understand that I will receive no more than 69 for the grading period. I must have another approved job within two weeks.
- A weekly time sheet to document hours worked must be submitted to my Career Preparation teacher on the first school day of the week.

III. Work Schedule

- I am to be employed a minimum of 15-hours a week. Work schedules in excess of 25 hours during the school week are not allowed without permission of my Career Preparation teacher. The Career Preparation teacher may make an exception to the number of hours I work during the school week based on my attendance at school and my grades in **all** classes.

IV. School Attendance

- I understand that school attendance is required, regardless of the work schedule. I will call my employer and Career Preparation teacher by 9:00a.m. or by the beginning of my first period if I am to be absent from any part of the school day or absent from work. I may not go to work if I am absent from school. Excessive absences (as defined by the Texas Compulsory Attendance Law) will require a parent conference.

V. Conduct

- If I am placed in In School Suspension, I understand that I am to remain on campus for the full day, 9:00 a.m.- 4:15 p.m. I will inform my employer if my attendance causes me to miss work.
- I understand that the approved training station is an extension of the school campus and all policies and rules of my school and NISD apply while I am in class or at the job site.
- I will leave campus upon my dismissal from my last class unless I receive written permission to remain on campus (official school pass or note). On request, I will present my student I.D. card to appropriate school officials.
- Violations of the student agreement may result in the following:
 - o Student conference

- o Parent contact
- o Parent conference
- o Administrative action
- o Reduction in work schedule
- o Loss of work period or loss of credit
- o Assignment to a full-day class schedule
- o Removal from program

VI. Transportation

- Transportation to and from the training site is my responsibility.

VII. Career and Technical Student Organizations (CTSOs)

- I realize that participation in CTSOs is encouraged.

Signatures: I have read and understand these regulations and agree to abide by the conditions set forth.

Student

School Administrator

Parent or Guardian /Date

Career Preparation Teacher

- * *Original-campus*
- * *Copy to Employer*
- * *Copy to student*

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Practicum Student Agreement

I. Placement

- I must volunteer at an approved training site appointed by the Practicum teacher. I understand that I may be required to meet certain criteria for placement in off campus sites which may require a criminal background check by the potential supervisor.

II. Unpaid/Paid Employment

- Employment must be in an approved training site. I understand that I am to remain in the same training site through- out the training period. Any training site change must have prior approval of the Practicum teacher.
- A weekly time sheet/journal to document hours volunteered must be submitted to my Practicum teacher on the first school day of the week.

III. School Attendance

- I understand that attendance is vital to my success in the Practicum class. I will make all efforts necessary to be in class daily and on time. I will call/email my supervisor and Practicum teacher by 8:30 a.m. if I will be absent from the Practicum class. Missing a training site/internship day repeatedly without contacting the training site and/or the Practicum teacher could result in your withdrawal from your placement. Parent/teacher conference and possible discipline referral will be issued for students with excessive absences.

IV. Conduct

- I am aware that I must follow the professional dress code and guidelines given by my Practicum teacher. My behavior and dress must reflect a positive view and coincide with the NISD policies and the Practicum program standards.
- If I am placed in In School Suspension, I understand that I am to remain on campus for the full day. I will inform my supervisor and the Practicum teacher if my attendance causes me to miss class.
- I understand that the approved training site is an extension of the school campus and all policies and rules of my school and NISD apply while I am in class, at the training site, or a sponsored activity.
- I am not allowed to leave the training site for any reason unless given permission by my Practicum teacher.
- Violations of the student agreement may result in the following:
 - Student Conference
 - Parent contact
 - Parent conference
 - Administrative action
 - Loss of training site
 - Removal from program
 - Loss of credit.

V. Transportation

- If whole class practicum experiences are developed, transportation will be provided by NISD, otherwise transportation to and from the training site is my responsibility. [Please review the Student Behavior Contract for Transportation.]

VI. Career and Technical Student Organizations (CTSOs)

- I realize that participation in CTSOs is encouraged.

Signatures: I have read and understand these regulations and agree to abide by the conditions set forth.

Student

School Administrator

Parent or Guardian /Date

Career Preparation Teacher

- * *Original-campus*
- * *Copy to Employer*
- * *Copy to student*

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Training Plan Agreement
Paid Work-Based Instruction

Student_____ Grade_____ Age_____

School District_____ Campus Name_____

Training Objective_____ Business Name_____

Career Cluster_____ CTE Course Title_____

Time Class Meets_____ PEIMS Code_____

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

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

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

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

The training period begins the_____day of_____, 20____, and extends through_____,_____.

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

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes____No ____

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

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Signature Approvals

(Student)	Date	(Training Sponsor)	Date
(Parent or Guardian)	Date	(CTE Teacher)	Date

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

Description of Specific and Related Occupational Training

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

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

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

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

[Sample Copy]

Training Plan Agreement
Unpaid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title _____

Time Class Meets _____ PEIMS Code _____

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

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

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

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

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

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

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Non-agricultural 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>.

Northside ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Further nondiscrimination information can be found at [Notification of nondiscrimination in Career and Technical Education Programs](#).

Signature Approvals

(Student) Date

(Training Sponsor) Date

(Parent or Guardian) Date

(CTE Teacher) Date

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

Description of Specific and Related Occupational Training

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

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

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[Sample Copy]

Work Based Learning Training Site Visitation Log 2025-2026															
Due Dates:	Semester 1 deadline 1/17/2025 Semester 2 deadline 5/23/2025														
Teacher Name:															
E-Number:															
Campus:															
Class Name:															
INSTRUCTIONS: Work Based Learning teachers are required by TEA to complete 1 on-site employer visit every six-weeks. If you attend the training site with your students, just select one date to enter per six weeks on the form below. If a student changes jobs/employers, create a new entry on a different row with the student name and new information. If you are performing work based learning duties and not visiting a particular student, you will leave the student information blank, but it is important to complete the business information and document the date and time exactly. Please use a new visitation log TAB for each of your work-based learning classes. Please re-name the tabs with the class name															
Due Dates:	Semester 1 deadline	1/16/2026	Semester 2 deadline	5/15/2026											
Student Name Last, First, MI	Business Name, Address, City, Phone	Duties Performed	1st 6-weeks		2nd 6-weeks		3rd 6-weeks		4th 6-weeks		5th 6-weeks		6th 6-weeks		
			08/11-09/19		09/22-10/31		11/03-12/19		01/06-02/13		02/16-04/03		04/06-05/15		
			Date	Start Time - End Time	Date	Start Time-End Time	Date	Start Time-End Time	Date	Start Time-End Time	Date	Start Time-End Time	Date	Start Time-End Time	
Example 1- Garza, Noah	McDonalds 100 Red Road, SA, TX 210-555-5555	Student Visit	9/6/25	3:45p m-4:00pm											
Example 2- N/A	Salvation Army 200 Blue Road, SA, TX 210-555-5555	Introduction to WBL program, discuss potential placement of student	8/17/25	8:30a m-10:00a m											
Example 3- Smith, Melanie	Geekdom 400 Pepple Place, SA, TX 210-555-5555	Check on Practicum placement	10/2/2025	8:00a m-8:15am											

[Sample Copy]

WBL STUDENT BEHAVIOR CONTRACT DISTRICT TRANSPORTATION TO TRAINING SITE

WBL opportunities may provide bus transportation to and from the training site. To ensure a safe ride, students must follow all rules set by the Northside ISD transportation department, the driver, and the coordinating teacher. If these rules are not followed an office referral, and/or suspension of training site experiences may ensue. By signing this contract, the student is made aware of the rules and consequences and will conduct themselves in a professional manner while representing the Career and Technical Education Program in the business community.

1. Students will remain seated while the bus is moving and when the driver informs them to do so.
2. Students will keep their volume of talking to a minimum so as not to distract the driver.
3. Students will not put limbs, heads or any part of their bodies out of the window.
4. Students will not throw anything out the window or on the bus and will be responsible for their trash.
5. No spitting will be allowed in the bus or out the bus window.
6. The use of any profanity or any inappropriate language or talk will not be tolerated.
7. Students will not point, jester, or call out to anyone inside or outside the bus while in route.
8. Students will speak to the driver with respect and wait until the bus reaches its destination before attempting to carry on an extended conversation with the driver.
9. Students will not change their clothes on the bus.
10. Students will use this opportunity to display their professionalism and maturity by complying with all district policies.

Students printed name _____

Student's signature _____

Date _____

Parent/Guardian's signature _____

Date _____

Practicum Instructor _____

Date _____

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[Sample Copy]

Student Information Sheet

STUDENT _____

STUDENT ID # _____

STUDENT CELL PHONE # _____

EMAIL _____

PERSON TO CONTACT IN CASE OF EMERGENCY

NAME _____ RELATIONSHIP _____

HOME PHONE NUMBER _____

WORK/ CELL PHONE NUMBER _____

PARENT/GUARDIAN _____ DATE _____
(Signature)

Please provide a brief summary of the student's medical background that could be useful in the event of an emergency. (i.e. allergies, medication taken daily, limitations on physical activities, religious restrictions, etc.)

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