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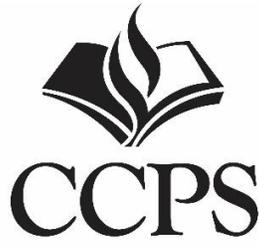
Collier County  
Public Schools

Career and  
Technical Education

# Career and Technical Education

## Internship Procedures Manual





Collier County Public Schools

[www.collierschools.com](http://www.collierschools.com)

Dr. Kamela Patton  
Superintendent of Schools

**THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY**

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**VISION STATEMENT**

*All students will complete school prepared for ongoing learning as well as community and global responsibilities.*

*The District School Board of Collier County does not discriminate on the basis of race, color, national origin, sex, disability, or age in the provision of educational opportunities or employment opportunities and benefits. The District School Board does not discriminate on the basis of sex or disability in the education programs and activities that it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, respectively. The right not to be discriminated against extends to both employees and students of the District and shall include equal access to designated youth organizations in conformity with the Boy Scouts of America Equal Access Act. The following personnel should be contacted for inquires about their rights or to learn how to file a complaint regarding discrimination.*

*Employees: Educational Equity Act, Title IX, Section 504 (Rehabilitation Act) or the Americans with Disabilities Act, contact Valerie Wenrich, Executive Director, Human Resources and Deputy Title IX Coordinator for Employees, (239) 377-0351, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida 34109.*

*Students: Educational Equity Act, Title IX, or the Age Discrimination Act of 1975, contact Stephen McFadden, Coordinator, School Counseling K-8, and Deputy Title IX Coordinator for Students, (239) 377-0517, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida 34109*

*Section 504 (Rehabilitation Act) and the Americans with Disabilities Act, contact Dr. Dena Landry, Coordinator, Psychological Services, (239) 377-0521, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida, 34109.*

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## Introduction

The purpose of this Internship Procedural Manual is to assist the school district in the implementation of consistent and effective Internships. A high school Internship is an elective academic program designed to provide a practical introduction to the work environment through direct contact with professionals in the community. Internships provide the student with a meaningful opportunity to gain professional job experience related to an identified career goal. The Florida Department of Education (FLDOE) has provided a way for schools to offer students a variety of exciting and encompassing business-based programs in the following areas:

1. Agriculture, Food & Natural Resources Education
2. Architecture & Construction
3. Arts, A/V Technology & Communication
4. Business Management & Administration
5. Diversified Career Technology Education (DCT)
6. Education & Training
7. Energy
8. Engineering & Technology Education
9. Family and Consumer Sciences Education
10. Finance
11. Government & Public Administration
12. Health Science
13. Hospitality & Tourism
14. Human Services
15. Information Technology
16. Law, Public Safety & Security
17. Manufacturing
18. Marketing, Sales & Service
19. Science, Technology, Engineering & Mathematics (STEM)
20. Transportation, Distribution & Logistics
21. Work Experience/Graduation Enhancement

The Internship teacher-of-record should become very familiar with and follow the FLDOE Curriculum Frameworks for the particular area he or she is assigned. Additionally, students are given an opportunity to participate in a work program that may be taken by high school students in conjunction with and/or following the successful completion of required coursework within the identified career and technical program.

## High School Internships

The Internship links the high school, the student, the parent, the employer, and the teacher in a dynamic support partnership, creating a beneficial and relevant work experience for the student.

Internships are offered to high school students directly correlating to one of the areas listed in the Introduction and may ONLY be taken by the student who has successfully completed at least one credit within the discipline area or who will be concurrently enrolled in a course within a specific career and technical area (refer to specific area curriculum frameworks listed on page 11). A student, who has never taken a career and technical education course within one of the areas listed above, is not eligible to complete an Internship. This experiential learning experience is designed to enhance the classroom instruction associated with the Internship assignment and is not intended to be a stand-alone course.

## Responsibilities of Stakeholders

### Role of the Teacher

It is the responsibility of every Internship teacher to keep accurate and up-to-date records for each student enrolled in the program. Records can include the following information:

- Student Name, Student Number, Contact Information
- Place of Employment/ Business
- Employer Address
- Employer Supervisor Name
- Employer Phone Number
- Number of hours per week student works
- Date of first site contact
- Ongoing visitation comments and evaluations
- Copy of pay stubs/paychecks if applicable
- Detailed driving instructions to job site
- All required Internship forms

The Internship teacher is also responsible for maintaining an Internship audit folder for each working student containing the required paperwork to be reviewed by district and FLDOE staff periodically throughout the year. This audit folder must include:

- Internship Student Training Agreement
- Internship Attendance Record – Internship Time Sheet indicating the date and hours the student worked during each month. The time card must be signed by the student, the student's Internship supervisor, and the teacher. The official Time Card is the only document accepted by the state and district auditors for documenting student work hours.
- Internship - Student Training Plan
- Internship Student Grade Sheet/Student Rating Form

The Internship teacher must visit the student on the job. Visits should be planned to coincide with the student's work schedule and at a time when the student's on the job supervisor is available to discuss the student's progress.

No student should report to work until the Internship teacher approves the submitted paperwork. It is the ongoing responsibility of the Internship teacher to monitor the worksite of his or her students making certain that the worksite does not breach any school board policy found in the district Code of Student Conduct.

All Internship experiential education opportunities are an extension of the CTE classroom experience, directly correlating to the appropriate FLDOE curriculum frameworks. Students will only receive credit for employment in a business that has a valid Federal Tax ID#. Students will follow all rules outlined in the district Code of Student Conduct and such rules shall be held constant for both the workplace and school. Rules broken at the workplace shall result in the same disciplinary action as for those broken on school board property. Job placement shall be a reflection of the same high standards as set forth for any school related function. No credit will be granted to a student whose job would be in violation of Child Labor Laws.

The parent/guardian of a student or an emancipated student holds the responsibility to investigate a proposed employer and job site to determine that the job site will be safe and not expose the student to harm. Each parent must become aware of the appropriate steps that need to be taken to ensure safe placement of his or her student at a job site within the Internship.

A business that engages in questionable activity will be considered an inappropriate job site for any and all Collier County internship students. It is the obligation of students and parents to notify the Internship teacher immediately if questions arise. Being an Internship student is a privilege and any breach of school district policies and procedures will not be tolerated and will result in immediate removal from the program.

## **Role of the Student**

- Students learn the importance of attendance and promptness along with other work ethics that go hand-in-hand with securing and keeping a job.
- Students have an opportunity to learn useful career and technical skills in the classroom and on the job.
- Students develop an appreciation and respect for work.
- Students have the opportunity to obtain gainful employment leading to enhanced career opportunities and economic responsibility.
- Students have the opportunity to develop useful leadership skills.
- Students will submit appropriately completed required paperwork on time.
- Students will inform their parent(s)/guardian(s) and teacher on the day a job is terminated for any reason.
- Students will not apply to work at a community business that can be viewed in direct opposition of rules found in the district Code of Student Conduct (example: school dress code, improper and/or illegal use of technology).
- Students will report to work each assigned work day or be removed from the internship program.
- Students will maintain an up-to-date time sheet and report hours worked.
- Students must accept the first position offered to him/her.

The student employee represents the school district at all times and is expected to demonstrate professional qualities of responsibility, dependability, ethical behavior, and maturity while performing tasks for the employer

## **Role of the School**

- The skills, knowledge, equipment, and classrooms of the Career Education programs are utilized in the training of students.
- The relevancy of the program encourages many students to accomplish their educational career goals, achieve industry certification when appropriate, and supports all academic programs.
- School Advisory Councils may assist in curricular improvements and in determining types of career opportunities available in the community.
- Parent/guardian involvement lends support to the school and to the experiential education program.
- Business partnerships provide information and resources to the school.
- A healthy communication between principal, teacher and guidance counselor is necessary when communicating timely information resulting in an Internship student withdrawal.

## Role of the Parent/Guardian

- Parent(s)/guardian(s) agree that students may participate in the work-based experience as provided by the public school system.
- Parent(s)/guardian(s) will determine the worksite to be safe and free from harm for the student.
- Parent(s)/guardian(s) assume full responsibility for any risk or injury that may occur as the result of the placement.
- Parent(s)/guardian(s) may participate in the school's activities promoting the Internship program.
- Parent(s)/guardian(s) are considered a part of the support team.
- Parent(s)/guardian(s) must know when a student terminates or is terminated at the work site and notifies the Internship teacher immediately.
- Parent(s)/guardian(s) supports the school by abiding by all of the policies set forth throughout this manual.

## Role of the Guidance Counselor

- During the course selection process the Internship/CTE program benefits and specifications are communicated to all students.
- Ensure that all students are aware of the Gold Seal scholarship opportunities that can be obtained through CTE programs.
- When counselors meet one-on-one with students, Internships should be carefully reviewed as an option for elective credit.

## The Curriculum

The Internships curriculum frameworks serve as a teacher's guide and can be obtained by downloading the frameworks from the Florida Department of Education's web site at <http://www.fldoe.org/workforce/dwdframe>. Each program is broken down into courses; some programs have the Internship component, which makes that program "experiential".

### Course codes

#### Academy of Aviation Technology

- Includes all areas of emphasis
  - 8601800 (Work-Based Experience)

#### Academy of Engineering

- Includes all areas of emphasis
  - 8601800 (Work-Based Experience)

#### Academy of Finance & Entrepreneurship

- Includes all areas of emphasis
  - 8815130 (Financial Internship)
  - 8501420 (Finance Cooperative Education – OJT)

#### Academy of Information Technology

- Includes all areas of emphasis
  - 8300430 (Guided Workplace Learning Internship) – unpaid
  - 8200430 (Arts, A/V Technology & Communication Cooperative Education- OJT)
  - 9000420 (Information Technology Cooperative Education - OJT)

### **Academy of Health Sciences**

- Includes all areas of emphasis
  - 8300430 (Guided Workplace Learning Internship) - unpaid
  - 8400410 (Health Science Education Cooperative – OJT)

### **Academy of Hospitality and Tourism**

- Includes all areas of emphasis
  - 8300430 (Guided Workplace Learning Internship) – unpaid
  - 8800420 (Hospitality & Tourism Cooperative Education – OJT)
  - 8845130 (Hospitality & Tourism Internship)
  - 8800410 (Marketing Cooperative Education – OJT)
  - 8827440 (Sport, Recreation & Entertainment Internship)

### **Construction Academy**

- Includes all areas of emphasis
  - 8300430 (Guided Workplace Learning Internship) – unpaid
  - 8700400 (Architecture and Construction Cooperative Education – OJT)

## **District Internship Guidelines**

### **Finding an Internship or Paid Work Based Learning Experience**

It is the responsibility of CCPS (Collier County Public Schools) to assist the student with internship recruitment, however students are encouraged to locate and identify opportunities with local businesses. Inversely, businesses may request to work with particular schools and students, and students may request to work with a particular business.

### **Criteria of a Position Change**

Students who wish to change position or fail to complete an internship after beginning an internship MUST confer with the teacher/coordinator prior to the actual position change or termination.

- Discuss possible position resignation with coordinator and parent/guardian prior to any action being taken.
- Discuss possible position resignation with employer prior to any action being taken.
- Submit a letter of resignation giving at least a two (2)-week notice.
- If the student is terminated for cause, or fails to follow these written position change procedures, he or she will not receive credit for the internship.
- A student whose employment is terminated for adverse reasons (fired) is subject to receiving a failing Internship grade. A student whose employment is terminated through no fault of his/her own (i.e. downsizing, business failure) must immediately notify the teacher and will be allowed a period of time to find new employment. Students may also change positions (employers) but only with the approval of the Internship teacher.

### **Minimum Hours Worked/ Submission of Time Sheets**

Students are required to work a minimum of 120 work hours, yet complete 150 hours for each credit of the Internship. Therefore, each student must complete a 30-hour self-reflection project at the culmination of the Internship to receive class credit.

Students must submit time sheets on a minimum of one per month. More frequent submission may be required by the school based on student history of employment.

## **Questions and Answers about Internships**

### **When can the student work? How do I show that I worked?**

When the student is hired, the employer will set the flexible or rigid work schedule for the week according to the hours the student is needed at that job site. The student will sign in at the job site as the employer requires. However, the student must also complete a separate time card for the school listing the hours, days, weekly totals, and/or monthly totals that were worked. Keep in mind that the employer and student must abide by the Child Labor Law restrictions regarding working hours for minors.

### **At what age can a student participate in an Internship?**

A student may be enrolled in an Internship while attending a secondary school, grades 9-12. Contact the school Guidance Department to see what experiential education programs are offered and what the requirements are for the program. In all school programs, the student, the teacher/coordinator, and the employer will be required to follow the policies and guidelines of Child Labor Laws.

### **Is the intern student insured?**

Yes. The District School Board of Collier County has a Basic Student Accident Insurance Policy with Nationwide Insurance that covers all CCPS student interns under a 24/7 - 365 day/year accident plan while the student is participating in an internship. Therefore there is no employer liability. To view our policy, please click here or visit the website at: <http://collierschools.com/careertech/internships.htm>

### **Do students have to find their own jobs?**

Ideally, the purpose of an Internship is to provide a practical introduction to the work environment through direct contact with professionals in the community while also encouraging the student to work in a career goal environment. This may include job searches conducted by the student at job sites that are approved by the Internship teacher/coordinator and the parent. However, it is the responsibility of CCPS (Collier County Public Schools) to assist the student with internship recruitment to ensure placement of a student in an internship, based off of the school districts list of approved internship business partners.

### **Will the School District and Internship teacher/coordinator help the student find a job related to their career goals?**

There is no guarantee that there will be a successful match, but the Collier County Public School District and the Internship teacher will assist the employer to determine the nature of work plan. This is contingent upon the availability of local job opportunities. The teacher/coordinator will provide the student with a list of approved internship business partners and leads as they become available, but cannot guarantee finding an exact job related placement for students.

### **Do students need to have a car?**

It would be helpful. Internship students should leave campus promptly and have the ability to get to work on time, without having to rely upon rides from friends or family.

### **How are students graded for Internship credits?**

The Internship teacher/coordinator will visit the student at the job site and will request an employer evaluation. Students will also record the hours they work on a time card, which must be signed by the employer. Specific grading policies will differ from program to program. Students should check with their teacher/coordinator for precise grading procedures. If a student completes the required documentation along with the required work hours they will be eligible to receive a pass credit on their academic transcript.

### **What if a student gets “fired” or “terminated” from their internship?**

There is a difference between being “fired” and being “terminated” because the employer’s business is experiencing a period of decline. In most cases, if the student is “fired” from their position and the teacher/coordinator agrees with this action, they would possibly receive a “fail” for the internship. If the student is “terminated” due to a slow period, they must seek employment immediately at another job site. School policies may differ so it is best to ask the Internship teacher/coordinator at the school for exact guidelines and requirements.

### **What about scholarship opportunities with the Florida Bright Futures Scholarship Program?**

Career and Technical Education programs are eligible for state sponsored scholarships. The courses have been recorded with the Office of Student Financial Assistance and are included in their on-line databank for scholarship eligibility. For complete details about scholarship eligibility in CTE programs, discuss this with the student’s school guidance counselor or visit the following website:

<http://www.floridastudentfinancialaid.org/ssfad/bf/gsvrequire.htm>

### **What if I have a student that has special needs?**

Teachers, counselors, and support staff are responsible for serving all students and for helping each student reach his or her goals based on individual interests, preferences, and aptitudes. All students benefit from quality experiential education program experiences that provide the opportunity to develop and practice skills that students need to successfully transition to adult life as productive citizens. However, some students need accommodations, modifications, special assistance and/or support services to actively participate in and to benefit from experiential education programs. There are many resources within your own school, as well as at the School District office that can help teachers with implementing these strategies.

### **How do I create a culturally diverse climate that respects diversity and supports student success?**

Career and Technical Education teachers have increasingly important roles in working with special needs students including students from diverse cultural backgrounds. Cultural diversities are important factors

deserving increased awareness and understanding on the part of all school personnel. Career and Technical Education teachers should take action to assure students of culturally diverse backgrounds have access to appropriate services and experiential education program opportunities that promote maximum development. There are many resources within your own school, as well as at the School District office that can help teachers with implementing these strategies.

**District Internship Forms**

## Internship Folder Checklist

### Internship Student Folder Checklist

#### Required Forms

- \_\_\_\_\_ Internship – Student Training Agreement
- \_\_\_\_\_ Student Attendance/Timesheet
- \_\_\_\_\_ Internship – Student Training Plan Worksheet
- \_\_\_\_\_ Internship Student Rating Form
- \_\_\_\_\_ Student Internship Evaluation/Reflection
- \_\_\_\_\_ Internship Student Project
- \_\_\_\_\_ Project Presentation Rubric and Reflection

#### Recommended Forms

- \_\_\_\_\_ Current Résumé
- \_\_\_\_\_ Copy of Student's Driver's License
- \_\_\_\_\_ Copy of Student's Car Insurance
- \_\_\_\_\_ Copy of Student's Health Insurance Card
- \_\_\_\_\_ Copy of Pay Stubs or Paychecks (if applicable)
- \_\_\_\_\_ Map or Detailed Driving Instructions to Student's Employment

## Internship--Student Training Agreement

Insert name of company: \_\_\_\_\_ intends to employ

(name of student): \_\_\_\_\_ on this date: \_\_\_\_\_

as a (job title): \_\_\_\_\_

for \_\_\_\_\_ days per week \_\_\_\_\_ hours per day, between the hours of \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.

Student Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Company Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**EMPLOYER RESPONSIBILITIES:** The employer agrees to place the student in the work specified above for the purpose of providing occupational experience of instructional value. The work activity will be under the supervision of a qualified supervisor. The work will be performed under safe and hazard-free conditions. The student will receive the same consideration given other employees with regard to safety, health, Social Security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, Child Labor Laws, and minimum wage, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap.

**SCHOOL DISTRICT RESPONSIBILITIES:** The Collier County Public School District agrees to vet each employer offering a Cooperative Education or Work-Based Learning Experience to a student.

**TEACHER/COORDINATOR RESPONSIBILITIES:** The teacher/coordinator agrees to visit each student at the training station no less than one time per grading period and will continue a close working relationship with the person to whom the student is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with the student's parents or guardian prior to job placement and during the school year. The Training Agreement will be kept on file for three (3) years at the school center.

**PARENT/GUARDIAN RESPONSIBILITIES:** The parent or guardian agrees that the trainee may participate in Cooperative Education Training as provided by the public school and understands and agrees that although this is a school related function, the trainee will be off of school property and may be in contact with members of an agency who are not associated with school processes and procedures.

**STUDENT RESPONSIBILITIES:** The student agrees to follow rules and guidelines established by the school, employer and teacher/coordinator regarding hours of work, school attendance and procedures. When absent from school without a valid excuse, the student should not be permitted to work.

**DISCLOSURE:** A student may be required to provide a social security number, or its equivalent, in order to receive payment for an internship. The payment process should be identified and discussed with the students' internship employer prior to the start of the internship.

**WE, THE UNDERSIGNED, have read this Training Agreement and understand the conditions and provisions contained therein.**

\_\_\_\_\_  
Employer

\_\_\_\_\_  
Teacher/Coordinator

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent/Guardian

## Career Placement / Internship Time Sheet

Student Name: \_\_\_\_\_ Place of Internship: \_\_\_\_\_ Position: \_\_\_\_\_

Week 1: _____ Through _____					Week 2: _____ Through _____					Week 3: _____ Through _____				
Date	Day	Time In	Time Out	Rewarded Hours	Date	Day	Time In	Time Out	Rewarded Hours	Date	Day	Time In	Time Out	Rewarded Hours
	Mon					Mon					Mon			
	Tue					Tue					Tue			
	Wed					Wed					Wed			
	Thu					Thu					Thu			
	Fri					Fri					Fri			
	Sat					Sat					Sat			
	Sun					Sun					Sun			
<b>Week 1 Total Hours:</b>					<b>Week 2 Total Hours:</b>					<b>Week 3 Total Hours:</b>				

Week 4: _____ Through _____					Week 5: _____ Through _____					Week 6: _____ Through _____				
Date	Day	Time In	Time Out	Rewarded Hours	Date	Day	Time In	Time Out	Rewarded Hours	Date	Day	Time In	Time Out	Rewarded Hours
	Mon					Mon					Mon			
	Tue					Tue					Tue			
	Wed					Wed					Wed			
	Thu					Thu					Thu			
	Fri					Fri					Fri			
	Sat					Sat					Sat			
	Sun					Sun					Sun			
<b>Week 4 Total Hours:</b>					<b>Week 5 Total Hours:</b>					<b>Week 6 Total Hours:</b>				

Week 7: _____ Through _____					Week 8: _____ Through _____					Week 9: _____ Through _____				
Date	Day	Time In	Time Out	Rewarded Hours	Date	Day	Time In	Time Out	Rewarded Hours	Date	Day	Time In	Time Out	Rewarded Hours
	Mon					Mon					Mon			
	Tue					Tue					Tue			
	Wed					Wed					Wed			
	Thu					Thu					Thu			
	Fri					Fri					Fri			
	Sat					Sat					Sat			
	Sun					Sun					Sun			
<b>Week 7 Total Hours:</b>					<b>Week 8 Total Hours:</b>					<b>Week 9 Hours/Total Hours</b>				

**Career Placement / Time Sheet**

By signing below, the student, employer and CCPS representative verify that the hours notated in the attached time sheet are accurate.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CCPS Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Internship--Student Training Plan Worksheet

Student Name: \_\_\_\_\_ Student School: \_\_\_\_\_

Student Date of Birth: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Training Release on File:    Yes    No                      OJT Release Period(s): \_\_\_\_\_

Company Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Company Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**A. Specific tasks:** list specific tasks for On-the-Job employment to be learned:

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**B. General tasks/employability skills needed for success for On-the-Job training:**

- Maintain neat, attractive personal appearance with good posture
- Maintain clean, well-pressed clothes and specific clothes (if required)
- Exhibit a cheerful, positive attitude and professional manner
- Demonstrate an understanding of the company's vision and goals
- Demonstrate an understanding of the company's products and/or services
- Demonstrate interpersonal skills which enhance team productivity
- Demonstrate the ability to resolve customer, employee/employer issues
- Demonstrate legal and ethical behavior within the scope of job responsibilities
- Exhibit behavior supporting and promoting cultural and ethnic diversity
- Follow policies affecting health, safety, and wellbeing of all workplace members
- Display acceptable level of production and quality control
- Demonstrate acceptable work habits and conduct as defined by company policy
- Exhibit effective workplace safety practices including use of protective devices

**C. List the company's vision and goals and what the company does:** list how you fit into the company's vision and goals.

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The purpose of this cooperative education program is to provide the student with selected occupational skills through employment-related instruction and concurrent, paid, supervised on-the-job training. Employment-related instruction is in-school instruction, which includes competencies directly related to the occupation in which the student is employed. Supervised on-the-job training provides opportunities for selective placement based on the student's occupational choice, competency development, and evaluation through planned instructional activities in a job setting.

\*We agree that the tasks, duties, and/or competencies identified above are to be included in the student's on-the-job training while enrolled in this program

Signature of Employer: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

## Internship—Student Rating Form

*(This form is to be filled out by the Supervisor of the Student/Employee)*

Print Supervisor Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Student Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Place of Employment: \_\_\_\_\_

Place of Employment Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**RATE STUDENT/EMPLOYEE USING THE FOLLOWING SCALE:**

**4 – Exceeds Expectations; 3 - Meets Expectations; 2 – Approaches Expectations;  
1 – Does Not Meet Expectations**

<b>Part I: Core College and Career Readiness Skills</b>					
1. Collaboration & Teamwork that includes the following skills:	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>• Acts and collaborates as a team member</li> <li>• Exhibits ability to work with diverse individuals</li> <li>• Interacts with supervisors clients, and teammates appropriately</li> </ul>					
2. Communication that includes the following skills	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>• Demonstrates effective verbal communication</li> <li>• Constructs effective written communications</li> <li>• Listens attentively and observes work environment</li> </ul>					
3. Creativity & Innovation that includes the following skills:	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>• Incorporates creativity and innovation into tasks</li> </ul>					
4. Critical Thinking and Problem Solving that includes the following skills:	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>• Thinks critically, formulates, and solves problems</li> <li>• Demonstrates precision and accuracy</li> <li>• Utilizes systems thinking</li> </ul>					
5. Information Management that includes the following skills:	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>• Locates, comprehends, and evaluates information</li> <li>• Applies information technology when completing tasks</li> </ul>					
6. Initiative & Self Direction that includes the following skills:	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>• Demonstrates flexibility and adaptability when completing tasks</li> <li>• Takes initiative, is self-directed and resourceful</li> <li>• Asks appropriate questions</li> <li>• Demonstrates awareness of own abilities and performance</li> <li>• Comprehends career opportunities/requirements in the industry or field overall</li> <li>• Understands career opportunities/requirements in the specific occupational area related to the internship or student project</li> </ul>					
7. Professionalism & Ethics that includes the following skills:	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>• Demonstrates integrity and ethical behavior</li> <li>• Manages time effectively; punctual</li> <li>• Takes responsibility for learning; seeking to learn</li> <li>• Prioritizes tasks</li> <li>• Demonstrates persistence in completing activities</li> <li>• Brings tasks and projects to completion</li> <li>• Exhibits responsible and professional behaviors as defined by the industry or field</li> <li>• Understands the culture, etiquette, and practices of the workplace or the project client's organization and knows how to navigate the organization</li> </ul>					

8. Quantitative Reasoning that includes the following skills	4	3	2	1	N/A																				
<ul style="list-style-type: none"> <li>Uses effective quantitative reasoning</li> </ul>																									
<b>Part II: Position-Specific Technical Skills</b>																									
<p>Please list one to three position-specific technical skills of particular significant in your industry, occupation, workplace, or project that the student was clearly expected to demonstrate during the internship. <b>Please do not repeat general skills assessed in Part I.</b> Examples of position-specific skills could include computer networking, accounting skills, event planning and second language fluency, that might appear as requirements on a job description.</p> <p>Please rate the students on these skills demonstrated according to the rating scale below:</p> <p style="text-align: center;"><b>4 – Skill Exceeds Expectations; 3 – Skill Meets Expectations; 2 – Skill Approaches Expectations; 1 – Skill Falls Below Expectations</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Skill</th> <th colspan="4">Rating</th> </tr> <tr> <td style="height: 30px;"></td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td style="height: 30px;"></td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td style="height: 30px;"></td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </thead></table>						Skill	Rating					4	3	2	1		4	3	2	1		4	3	2	1
Skill	Rating																								
	4	3	2	1																					
	4	3	2	1																					
	4	3	2	1																					

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_



## Student Internship Evaluation and Reflection

Student Name:	School/Academy:
Internship Company:	Internship Supervisor

### What is an Internship?

Student internships are work based exploratory or preparatory opportunities that enhance classroom learning through practical career related work experience. Internships open the world of work to youth and teach them the content, skills and attitudes needed to succeed in a work environment.

Internships should have the primary goal of providing students supervision and a chance to learn while contributing to the organization's needs. The participating students must work for an employer or agency for 120 hours or more, ensuring that students graduate high school with greater understanding and connection to colleges and careers.

### Student Internship Evaluation

Directions: Rate your internship experiences by placing a 1 to 5 in the rating column that best describes how you feel. 1 indicates that you do not agree, and 5 indicates that you highly agree with the statement. Provide comments and/or explain your rationale for any items you mark as 3 or lower.

Student Internship Evaluation Form		
Evaluate your work environment by writing in the space provided the number that best describes how you feel.	Rating	Comments/Explanation
Employees in my department understood their job requirements and went about meeting them.		
I knew the requirements of my job assignment.		
Employees in my department cooperated in order to get the job done.		
Care was taken to insure the work area was pleasant for the employees.		
My job assignment gave me a feeling of personal accomplishment.		
I was able to use my talents and abilities in accomplishing my duties.		
Evaluate your supervisor by writing in the space provided the number that best describes his/her role.	Rating	Comments/Explanation
Ability to motivate employees		
Ability to delegate authority		

Ability to solve work related problems		
Sense of fairness		
Ability to communicate effectively with employees		
Ability to be diplomatic and to provide performance feedback		
<b>Use the criteria below to evaluate the overall internship experience.</b>	<b>Rating</b>	<b>Comments/Explanation</b>
How satisfied were you with the pre-placement process at your school?		
How satisfied are you that your job assignment broadened your work related knowledge?		
How satisfied were you with your opportunities to learn varied tasks within your department?		
How satisfied were you with the information/guidance you received from your supervisor?		
How satisfied were you with the guidance you received from your supervising teacher?		
<b>Taking everything into consideration, how satisfied were you with:</b>	<b>Rating</b>	<b>Comments/Explanation</b>
Your job assignment?		
Your work environment?		
The company you worked for?		
The role of your supervising teacher?		
The internship program?		

### Student Internship Reflection

Directions: Now that you have completed an internship, take some time reflect on what you experienced and how the internship might affect your college and career plans in the future.

What did you like about the workplace? What would you change? Why?

Would you consider a career in this field? Why or why not?

What was the most memorable aspect of your internship experience? Why?

What technology did you use while interning at the worksite? List what you used, and for what purpose.

What knowledge or skills do you need to strengthen to be successful on the job? Please explain.

Would you recommend that other academy students intern with this company in the future? Why or why not?

Would you recommend that other academy students intern with this intern supervisor in the future? Why or why not?

On a scale of 1-5, with 1 being not very helpful and 5 being very helpful, how would you rate this work-based learning experience? Is there anything you would change to make it more beneficial for your college and career readiness growth?

**Circle one: 1 2 3 4 5**  
Comments:

## Internship Student Project

### Multimedia Project: Internship Power Point/Photo story

The student's final project, in order to satisfy the 30 project hours which will complete the 150 work hours needed for a credit, is to create a PowerPoint/Photo Story/Multi-media presentation about the Internship experience. You will be graded on the following:

- PowerPoint/Photo Story/Multi-Media presentation: content, creativity, grammar and spelling, slide transitions, clipart and photos.
- You may present this project to your colleagues in class upon your return to school, if applicable.

#### CRITERIA:

- Minimum of 15 slides which should include a title and closing slide.
- Include a photo of your office, company, workplace supervisor or co-workers and company logo.
- Content: title slide, history of organization, organization chart, duties and responsibilities, recommendations to future interns, closing slide.
- Photo of you at your job

#### INTERNSHIP GRADING CRITERIA:

Format: send an electronic copy, e-mailed to your Internship supervisor (you may need to compress any photos to reduce the size of the file) or send the link to your internship or use "Dropbox" and send an invite in order to view the file.

#### DUE DATE:

- Initial project for Internship credit due on \_\_\_\_\_
- Check with your lead teacher for submission and presentation at your school.

## Project Presentation Rubric and Reflection

Project Presentations provide the opportunity for students to do a presentation to business professionals. A presentation, also sometimes called public speaking, is another critical skill that will enhance a student’s educational opportunities and employability.

Student Name:	School/Academy:
Panelist Name:	Date of Presentation:
Company/Organization of Panelist:	Email address of Panelist:

### Rubric to be completed by panelists:

		Mastered 4	Applying 3	Developing 2	Beginning 1
Content	Project Explanation	Provides the audience with a complete sense of the project’s scope, including day-to-day activities, the role of the student and what led to this project	Provides the audience with essential details of the project’s scope, including day-to-day activities, the role of the student and what led to this project	Provides only a cursory look at the project itself, leaving some questions about the exact nature of project unanswered	Project remains unclear
	Knowledge Depth/Research	Exemplary, in-depth understanding of topic and its impact in the community and related issues; shows meaningful connection between all research and project	Understanding of topic and its function in the community is clear and evident; research is evident; shows clear connection between research and project	Minimal evidence of understanding of topic and/or research; shows minimal connection between research and project	Understanding of community organization and/or research not evident
	Personal Reflection	Shows new insight about oneself gained throughout completion of project, highlighting meaningful experiences and challenges	Shows extensive knowledge gained from project and intrapersonal learning is clearly evident	Shows some knowledge gained from project and intrapersonal learning is evident	No evidence of Personal learning
					Total Points:
Questions/Comments for Students					

### Reflection to be completed by the student:

**Directions:** Now that you have presented to a panel of business partners, take some time reflect on what you experienced and how it might affect your college and career plans in the future.

What have you learned about yourself through the completion of this project?

How do you feel about your presentation? What did you do very well and what may you need to work on for your next presentation?

Do you think your responses to the questions posed by the panel were adequate? Were you surprised by any questions that you were asked?

What knowledge or skills do you need to strengthen to be as successful or more on your next presentation? Please explain.

On a scale of 1-5, with 1 being not very helpful and 5 being very helpful, how would you rate this work-based learning experience? Is there anything you would change to make it more beneficial for your college and career readiness growth?

**Circle one: 1 2 3 4 5**

Comments:

## Child Labor Laws

What Parents and Teens should know about child labor laws – visit the website below for information.

<http://www.myfloridalicense.com/dbpr/reg/childlabor/ChildLaborParent.html>

### Work Permits

"Work Permits" and/or "Working Papers" are not required in Florida and are not issued by either schools or a governmental agency in Florida. Unfortunately, many popular teen employers use applications with the request "If you are under 18, can you supply a Work Permit?" These applications are being used for businesses that have operations in other states that do require Work Permits. The question is not applicable in Florida.

### Hour Limitations

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

#### **Minors 14 and 15:**

When public school is in session, minors may work a maximum of 3 hours per day on school days and up to 8 hours per day on Saturday, 8 hours on Sunday and 8 hours on non-school days, when a school day does not follow. Remember these daily times are options as this age group is able to work only 15 hours per week (seven day period). They may work between the hours of 7 a.m. and 7 p.m. but may not work during public school hours.

When school is not in session, 14 and 15 year old minors may work up to 8 hours each day and 40 hours per week between the hours of 7 a.m. and 9 p.m.

#### **Minors 16 and 17:**

When public school is in session, minors 16 and 17 may not work before 6:30 a.m. or after 11 p.m. or for more than 8 hours per day when school is scheduled the following day nor during the hours that school is in session. These hour limitations do not apply on non-school days when a school day does not follow, during non-school weeks, and during summer vacation. When school does not follow the next day, such as Friday, Saturday, and other days that precede a holiday, minors 16 and 17 may work until their shift is completed. Example: A minor begins work on Saturday at 6:00 p.m. and the shift ends at 1:00 a.m. Sunday morning. This is not considered a violation of the regulation that minors may not work before 6:30 a.m. when school is scheduled the following day, because the minor is completing his Saturday shift and not beginning a work shift before 6:30 a.m. on Sunday.

These teens may work no more than 30 hours per week when school is in session. However, during the summer vacation and non-school weeks they may work unlimited hours. Minors are NOT permitted to work during normal school hours unless they are enrolled in a school-to-work experience program, career education or other program declared exempt by the state or have received a partial waiver.

## Breaks

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

## Days

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

## Exemptions

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

<http://www.myfloridalicense.com/dbpr/reg/childlabor/ChildLaborEduc.html>

## Minors Enrolled in High School (K-12)

When minors are enrolled in the public high school system (K-12), either the minor's public school superintendent or his/her designee has responsibility for issuing partial waivers. Schools have the authority to waive Florida Child Labor Laws only when it is in the best interest of the minor, but do not have authority to waive Federal law. Please note that employers are required to provide "Waivers" of the law to Child Labor enforcement staff during routine investigations to justify the minor working outside the normal work hour limitations.

The waiver itself may take several suggested formats:

- A. The district "Work-site Agreement" is the most popular. It should outline the hours the minor will be at the work site, total hours of work and other work stipulations. It should be specific enough to clearly define the Child Labor Laws that are being waived, e.g. working during normal school hours (minor works from 1:00 p.m. until 5:00 p.m.); more than 30 hours per week (minor approved to work up to 40 hour work weeks); or, working past 11 p.m. (minor may work until 11:30 p.m.).
  - a. Note: All students in an approved work-site relationship, where work-based learning is conducted at an employer's work-site, should have a "Work-site Agreement".
- B. A letter from a school official on school letterhead that clearly defines those Florida Child Labor Laws that are being waived, e.g. working during normal school hours (minor works from 1:00 p.m. until 5:00 p.m.); more than 30 hours per week (minor approved to work up to 40 hour work weeks); or working past 11 p.m. (minor may work until 11:30 p.m.).
  - a. Note: This is most often used for students who are NOT ENROLLED in work-site learning experiences. It is recommended that schools establish criteria for approval that would include the following student information: (1) Grades; (2) Attendance; (3) Financial Hardship; (4) Medical Hardship; or (5) Court Orders.
  - b. Example: A senior student, who has only two classes in the morning and is released from school at 10:30 am and would like to begin work at 11:00 am. Based on the criteria above, the minor may be issued a waiver.
- C. Districts may create their own standardized form (Waiver Application) using

established criteria as outlined in Rule 61L-2.007(3), Florida Administrative Code: School Status; Financial Hardship; Medical Hardship; Other Hardship; or Court Order. These forms should clearly define those Florida Child Labor Laws that are being waived, e.g. working during normal school hours (minor works from 1:00 p.m. until 5:00 p.m.); more than 30 hours per week (minor approved to work as many as 40 hour work weeks); working past 11 p.m. (minor may work until 11:30 p.m.) and be in the best interest of the minor.

### **Student Learner Exemptions**

Both federal and state law allow the employment of minors aged 16 and 17 in the hazardous occupations listed below, when they are enrolled in approved, state or local training programs as outlined in Section 450.161, Florida Statutes.

1. In the operation of power-driven woodworking machines. H.O. 5; 29 CFR, Part 570.55.
2. In the operation of power-driven metal forming, punching, or shearing machines. H.O. 8; 29 CFR, Part 570.59.
3. Slaughtering, meat packing, processing, or rendering, except as provided in 29 CFR, part 570.61c. H.O. 10.
4. In the operation of power-driven paper products and printing machines. H.O. 12; 29 CFR, part 570.63.
5. Working on any scaffolding, roofs, or ladders above six feet. H.O. 16; 29 CFR, Part 570.67.
6. Excavation operations which include the operation of trenchers and earthmoving equipment. H.O. 17; 29 CFR, Part 570.68.
7. Operating or assisting to operate, including starting, stopping, connecting or disconnecting, feeding, or any other activity involving physical contact associated with operating, tractors over 20 PTO horsepower, or any harvesting, planting, or plowing machinery.
8. \*\*Working on electrical apparatus or wiring.
9. Fork Lift: (Only in an agricultural setting or with non-FLSA covered employers)

**Note:** The United States Department of Labor (USDOL) does not allow an exception for student learners in Hazardous Occupation #7, which covers the operation of power-driven hoisting apparatus in non-agricultural employment. Other equipment not permitted includes derricks, hoists and cranes. Employers may contact the USDOL at 1 (866) 487-2365 to verify they are covered under the FLSA (Fair Labor Standards Act).

\*\* Annotates Florida Law only

Such student learner exemptions shall apply when the following conditions are met:

1. The student is enrolled in a state recognized training program.
2. The student learner is employed under written agreement which provides:
  - That the work of the student in the occupation declared particularly hazardous shall be incidental to the training.
  - That the work shall be intermittent and for short periods of time and under the direct supervision of a qualified and experienced person.
  - That safety instruction shall be given by the school and correlated by the employer with the on-the-job training.
  - That a schedule of organized and progressive work processes to be performed

on the job shall have been prepared.

### **Teen Jobs and Training**

Department of Economic Opportunity and their listing of One-Stop Centers provide employment and training services in your community. The site offers tips on preparing for a job, locating a job and interviewing.

<http://www.floridajobs.org/onestop/onestopdir/>

### **Tips for Parents**

- Take an active role in the employment decisions of your teens.
- Discuss the types of work involved, as well as the training and supervision provided by the employer.

### **Tips for Teens**

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

### **Prohibited Occupations**

The Florida Child Labor Law, the Florida Rule, and the Federal Fair Labor Standards Act (FLSA) identify many jobs as dangerous to the health and safety of minors. Minors are not permitted to work in these occupations. No minor under 18 years of age, whether such person's disabilities of non-age have been removed, shall be employed or permitted to work in the hazardous occupations listed below.

The rules governing hazardous equipment are divided into two groups: one for minors aged 14 and 15 and another for all minors. For an extensive survey of these occupations, you may review the Florida Child Labor Law, Section 450.061, Florida Statutes, and the Florida Child Labor Rule 61L-2, Florida Administrative Code. You may also access the Federal Child Labor Hazards listings through the federal web site links. The hazardous occupations are listed below:

### **Occupations Prohibited for All Minors**

- Working in occupations involving explosives or radioactive materials
- Manufacturing brick, tile and like products Logging or sawmilling
- Slaughtering, meat packing, processing or rendering of meat
- Mining occupations
- Working on any scaffolding, roofs or ladders above six feet
- Operating power-driven bakery, metal-forming, woodworking, paper product or hoisting machines
- Wrecking, demolition or excavation
- Operating power-driven meat and vegetable slicing machines
- Operating motor vehicles as drivers or delivery drivers and serving as outside helpers
- Operating circular saws, band saws and guillotine shears
- Working with electrical apparatus and wiring\*\*
- Working with compressed gases: minors are not allowed to dispense, transport, service, modify, or alter tanks, cylinders, or other equipment used for storing any inert or compound gas, including air, which has been compressed to a pressure that exceeds 40 pounds per square inch (p.s.i.), except that minors who are sixteen (16) years of age or older may fill balloons, and bicycle or car tires (but not truck or heavy Equipment), if

given proper instruction and the tank or cylinder containing the compressed gas is fixed and secure\*\*

- Working in occupations involving toxic substances or corrosives, including pesticides or herbicides, unless proper field entry time allowances have been followed\*\*
- Firefighting\*\*
- Operating or assisting to operate tractors over 20 PTO horsepower, forklifts, earthmoving equipment, and harvesting, planting, or plowing machinery or any moving machinery\*\*

\*\* annotates Florida law only

### **Additional Occupations Prohibited for Minors Aged 14 and 15**

- Operating or assisting to operate power driven machinery, including all power mowers and cutters
- Maintaining or repairing an establishment, machinery or equipment
- Working in freezers or meat coolers
- Operating power driven meat or vegetable slicing machines
- Operating motor vehicles, except for scooters, and in some cases farm tractors
- Manufacturing, mining, or processing occupations, including occupations requiring duties to be performed in workrooms or workplaces where goods are manufactured, mined or processed
- Cooking (some exceptions apply) and baking, to include bakery machinery
- Working in all occupations in transportation, warehousing and storage, communications, construction (except clerical), boiler or engine rooms
- Loading and unloading trucks, railroad cars or conveyors
- Working for public messenger services
- Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicing machines and grinders, food choppers and cutters, and bakery-type mixers
- Handling certain dangerous animals\*\*
- Spray painting\*\*
- Conducting door-to-door sales, except for some non-profit organizations such as the Boy Scouts or Girl Scouts, and under close supervision by an adult\*\*

\*\* annotates Florida law only

### **Waivers of the Law**

The Florida Child Labor Law is designed to serve and protect minors and to encourage them to remain in school. At times, however, some minors feel that the law conflicts with their best interest or that their life circumstances are such that they need to work. Minors have the right to request that the Child Labor Office exempt them from parts of the Child Labor Law. Minors not working in the entertainment industry may apply for waivers through two methods, as described below.

### **Students Enrolled in Public Schools (K-12)**

When minors are enrolled in the public high school system (K-12), either the minor's public school superintendent or his/her designee has responsibility for issuing partial waivers. Schools can waive the Florida Child Labor Laws only when it is in the best interest of the child, however schools cannot waive federal law. Quite often the responsibility of issuing waivers is delegated to either the school counselor or a teacher who assists students with work site learning programs. These are good contacts to find out about obtaining a waiver.

### **All Other Minors**

Minors not enrolled in (K-12) public schools, dropouts, students who are home schooled, in private school, enrolled in an alternative education program (GED), or have been expelled

may apply for a partial waiver from the Child Labor Program. Partial waivers are approved on a case by case basis when in the best interest of the minor. At the end of this section, you can download a partial waiver application form.

Minors must meet certain criteria to be considered for a partial waiver. The following supporting documentation must be submitted based on the reason they are applying for the waiver:

### **Court Order**

Documentation includes a copy of the court order that states that the minor must work and/or pay restitution. If working full time is a condition of probation and not written in a court order, a letter on letterhead from the parole officer must be submitted.

### **Financial Hardship**

This requires a notarized letter written by an adult family member or adult friend explaining the financial hardship or proof of current receipt of public assistance must be submitted. A minor must also submit a withdrawal from school which may be a letter, school withdrawal form, or a computer printout confirming the minor's name, withdrawal code, and withdrawal date.

### **Other Hardship**

The supporting documentation must include a letter on letterhead from a doctor, pastor, school counselor, or other professional familiar with the minor's hardship or a notarized statement from an adult explaining the circumstances or situation. This category is defined as a life circumstance other than a financial or medical hardship that would place a hardship on the minor if a waiver was not granted. The minor must also submit a withdrawal from school which may be a letter, school withdrawal form, or a computer printout confirming the minor's name, withdrawal code, and withdrawal date.

### **School Status**

This category refers to minors not in the public school system. The supporting documentation is as follows:

- Private school requires a letter on school letterhead which states that the minor is enrolled and attending school and that working additional hours will not jeopardize school progress.
- Home school must include a withdrawal from school which may be a letter, school withdrawal form, computer printout showing name, withdrawal code, and withdrawal date, or an acknowledgement from the school system acknowledging your intent to establish a home school program. Additionally, the documentation must contain a notarized statement from the parent or guardian as to the days and hours the minor receives home school instruction.
- Adult Education or GED prep class waiver requests require a withdrawal from school which may be a letter on school letterhead, a school withdrawal form, or computer printout showing name, withdrawal code and withdrawal date. An authorization from the public school system permitting the minor to obtain education through alternative means is also acceptable. The minor must also submit a letter on letterhead from the adult education school that states the minor is enrolled, attending, and the hours of attendance. [(Example: Monday through Friday (6:00 p.m. to 9:00 p.m.))]
- Expulsion requirements for minors who are expelled from school include a copy of the expulsion letter from the school. The waiver will be for no more than the period of the expulsion or one year, whichever occurs first.

## Medical Hardship

Supporting documents include a letter on letterhead from a doctor, pastor, school counselor, or other professional familiar with the minor's medical hardship, or a notarized statement from an adult explaining the circumstances or situation. A minor must also submit a withdrawal from school, which may be a letter, school withdrawal form, or a computer printout showing the minor's name, withdrawal code and withdrawal date.

Minors who have dropped out of school must qualify based on a financial, medical or other hardship waiver.

## Where can an employer find Internet information regarding Florida's Child Labor Laws?

The Child Labor Section enforces the provisions of the Florida Child Labor Laws. The purpose of the law is to protect the health and welfare of minors in the workplace and safeguard their education.

A website for Child Labor Laws may be found at:

<http://www.myfloridalicense.com/dbpr/reg/childlabor/index.html>

### This site provides access to the following components:

- [Employers](#): If you employ minors between the ages of 14 and 17, this section contains required documents, posters, breaks, and work hour limitations.
- [Educators](#): Teachers and Administrators can view their responsibilities under the Child Labor Law.
- [Parents and Teens](#): Information about work permits, hour limitations, breaks, and waivers of the law.
- [Entertainment Industry](#): There are special limitations for minors employed in the Entertainment Industry.
- [Prohibited Occupations](#): There are both state and federal laws prohibiting minors from employment in certain occupations.
- [Safety Information](#): The workplace can be a dangerous environment for teens. Site contains information on teen safety and tips for employers.
- [Enforcement](#): Contacts if you wish to report an alleged violation of the Child Labor Law.
- [Child Labor Presentations and Training](#): If your business or school would like a member of our team to train you on the Child Labor Law.
- [Child Labor Laws Poster](#): Employers who hire minors 14-17 years of age are required to post the Florida Child Labor Law Poster.
- [Additional Links for Child Labor Information](#): Learn about various federal agency sites which cover teen safety and health, and hour and hazardous limitations.

## What are waivers of the Florida Child Labor Law?

"Waivers of the Florida Child Labor Law" is tucked away in the Child Labor Rule, Chapter 61L-2.007, FAC

While the Florida Child Labor Law is designed to serve and protect minors and to encourage them to remain in the K-12 programs, some minors feel that either the law conflicts with their best interest or that their life circumstances are such that they need to work. Minors have

the right to request they be exempt from parts of the Child Labor Law.

Minors in the entertainment industry are covered separately under different rules enforced by the Department of Business and Professional Regulation, Child Labor Program

### **What are student learner exemptions for hazardous occupations?**

In 1996, Senate Bill 2262 amended the Child Labor Statutes by providing "student learner exemptions" for eight specific hazardous occupations which are prohibited. The State legislation was very similar to federal changes enacted the same year. Below is the section of the law that applies to student learner exemptions:

#### **Chapter 450.161 of the Child Labor Law specifically addresses career education of children and says:**

“. . . Nothing in this chapter shall prevent minors of any age from receiving career [and technical] education furnished by the United States, this state, or any county or other political subdivision of this state and duly approved by the Department of Education or other duly constituted authority, nor any apprentice indentured under a plan approved by the Division of Jobs and Benefits, or prevent the employment of any minor 14 years of age or older when such employment is authorized as an integral part of, or supplement to, such a course in career [and technical] education and is authorized by regulations of the district school board of the district in which such minor is employed, provided the employment is in compliance with the provisions of ss. 450.021(4) and 450.061. Exemptions for the employment of student learners 16 to 18 years of age are provided in s. 450.061.”

Such an exemption shall apply when:

- The student learner is enrolled in a youth vocational [career and technical] training program under a recognized state or local educational authority.
- Such student learner is employed under a written agreement, which provides:
  - That the work of the student learner in the occupation declared particularly hazardous shall be incidental to the training
  - That such work shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person
  - That safety instructions shall be given by the school and correlated by the employer with On-the-Job Training
  - That a schedule of organized and progressive work processes to be performed on the job shall have been prepared
- Each such written agreement shall contain the name of the student learner and shall be signed by the employer, the teacher/coordinator, the principal and the parent or legal guardian of the student. Copies of each agreement shall be kept on file by both the school and the employer.

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

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