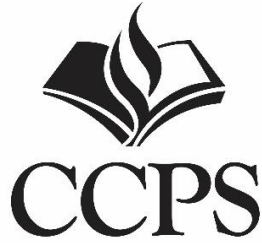




Career and Technical Education

OJT Procedures Manual





Collier County Public Schools

www.collierschools.com

Dr. Leslie Ricciardelli
Superintendent of Schools

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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MISSION STATEMENT

CCPS will develop students' intellectual capacity and confidence in order to be successful lifelong learners with strong moral character who strive to reach their potential as productive members of American culture.

VISION STATEMENT

Inspire students to achieve academic excellence.

Annual Notice of Nondiscrimination for CTE Programs

The District School Board of Collier County offers the following career and technical programs to high school students wherein they may earn industry certification:

Aubrey Rogers High School: Accounting Applications, Biomedical Sciences, Computer Science Principles, Crime Scene Technology, Engineering Pathways, Entrepreneurship, Finance, Television Production Technology

Barron Collier High School: Biomedical Sciences, Computer Science Principles, Database Application and Programming, Digital Design, Engineering Pathways, Entrepreneurship, Marketing, Management and Entrepreneurial Principles, Television Production Technology

Everglades City School: Aquaculture, Culinary Arts

Golden Gate High School: Accounting Applications, Biomedical Sciences, Culinary Arts, Digital Design, Engineering Pathways, Entrepreneurship, Exercise Science, Finance, Medical Skills and Services, Television Production Technology

Gulf Coast High School: Applied Information Technology, Computer Science Principles, Culinary Arts, Database Application Development and Programming, Digital Design, Engineering Pathways, Entrepreneurship, Finance, Marketing, Management and Entrepreneurial Skills, Television Production Technology

Immokalee High School: Accounting Applications, Advanced Technology Applications, Aerospace Technologies, Applied Information Technology, Biomedical Sciences, Building, Trades and Construction Design Technology, Crime Scene Technology, Criminal Justice Operations, Digital Design, Engineering Pathways, Entrepreneurship, Finance, Journalism and Multimedia, Public Safety Telecommunication, Workplace Essentials, Workplace Applications

Lely High School: Accounting Applications, Aerospace Technologies, Applied Information Technology, Computer Science Principles, Criminal Justice Operations, Digital Design, Digital Media/Multimedia Design, Engineering Pathways, Entrepreneurship, Exercise Science, Finance, Public Safety Telecommunication, Television Production Technology, Workplace Technology Applications

Lorenzo Walker High School: Accounting Applications, Hospitality and Tourism Management, Workplace Essentials, Workplace Technology Applications

Naples High School: Biomedical Sciences, Computer Science Principles, Database Application Development and Programming, Digital Design, Early Childhood Education, Engineering Pathways, Entrepreneurship, Principles of Teaching, Television Production Technology

Palmetto Ridge High School: Building, Trades and Construction Design Technology, Computer Science Principles, Culinary Arts, Database Application Development and Programming, Digital Design, Digital Media/Multimedia Design, Early Childhood Education, Engineering Pathways, Entrepreneurship, Exercise Science, Medical Skills and Services, Television Production Technology, Workplace Essentials, Workplace Technology Applications

Career and technical programs are open to all students in the district.

The District School Board of Collier County does not discriminate on the basis of race, color, religion, national origin, sex (including sexual orientation and/or gender identity), 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 lack of English language skills would not be a barrier to participation in CTE programs, whether at the District's technical colleges or at its secondary schools. The following personnel should be contacted for inquiries about their rights or to learn how to file a complaint regarding discrimination.

Employees: For matters involving Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII, and Florida's Educational Equity Act, contact Ms. Valerie Wenrich, Chief Human Resource Officer, Human Resources, at (239) 377-0351, or at 5775 Osceola Trail, Naples, Florida 34109.

Students: For matters involving (a) Florida's Education Act and Federal Title VI (race, religion, national origin issues), contact Ms. Rhoderica Washington, Director, Teaching and Learning at (239) 377-0100, or at 5775 Osceola Trail, Naples, Florida 34109; and (b) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, contact Ms. Jana Csenger, Coordinator of Psychological Services, at (239) 377-0521, or at 5775 Osceola Trail, Naples, Florida, 34109.

Title IX: For all Title IX related matters, whether involving employees and/or students, contact Ms. Valerie Wenrich, the District's Title IX Coordinator and Chief Human Resource Officer, Human Resources, at (239) 377-0351, or at 5775 Osceola Trail, Naples, Florida 34109.

For more information regarding career and technical education programs, please [click here](#).

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Introduction

The purpose of this On-the-Job (OJT) Training Manual is to assist the school district in the implementation of consistent and effective Cooperative Education-OJT programs. Specific authorization governing OJT is found within the State Board of Education, Administrative Rules, Chapter 6A-6.0571. A high school OJT education program is an elective academic program that combines a comprehensive classroom curriculum with a related work experience in the business community. OJT programs provide the student with a meaningful opportunity to gain professional job experience related to an identified career goal. The Florida Department of Education (FDOE) 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 and Natural Resources Education
2. Architecture and Construction
3. Arts, A/V Technology and Communication
4. Business Management and Administration
5. Diversified Career Technology Education (DCT)
6. Education and Training
7. Energy
8. Engineering and Technology Education
9. Family and Consumer Sciences Education
10. Finance
11. Government and Public Administration
12. Health Science
13. Hospitality and Tourism
14. Human Services
15. Information Technology
16. Law, Public Safety and Security
17. Manufacturing
18. Marketing, Sales and Service
19. Science, Technology, Engineering and Mathematics (STEM)
20. Transportation, Distribution and Logistics
21. Work Experience/Graduation Enhancement

The OJT teacher of record should become very familiar with and follow the FDOE Curriculum Frameworks for the particular area he or she is assigned. Additionally, students are given an opportunity to participate in a paid 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 On-the-Job (OJT) Programs

The OJT paid work programs, known as cooperative education, link the high school, the student, the parent, the employer, and the teacher in a dynamic support partnership, creating a beneficial and relevant business experience for the student.

These courses 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 course within one of the areas listed above is not eligible for OJT. This learning experience is designed to enhance the classroom instruction associated with the OJT assignment and is not intended to be a stand-alone course.

There are career and technical student organizations that provide leadership training and reinforcement of specific career and technical skills for students enrolled in CTE programs. Some examples are Career Education Clubs of Florida (CECF), Distributive Clubs of America (DECA), Future Business Leaders of America (FBLA), Family, Career, Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), and Technology Student Association (TSA).

OJT Funding

The OJT programs in Collier County are funded through the generation of Career and Technical Full Time Equivalent (FTE) dollars and must adhere to the policies and procedures in accordance to FDOE guidelines. Each OJT teacher must strictly adhere to all rules outlined in this document. There will be no exceptions. It is imperative that each OJT teacher of record in the district understand his or her critical role in monitoring and reporting accurate OJT data. It is the responsibility of the OJT teacher to work closely with his or her school-based administrator responsible for FTE data to make certain all OJT data is accurate and complete. Teachers must understand that Career and Technical programs will be audited on a regular basis by state and district level staff. If inaccurate data is maintained by the OJT teacher for students enrolled in the OJT program, the level of FTE funding may be decreased causing a negative impact on the program.

The OJT program is a partnership between the teacher, student, school, parent/guardian, employer, school counselor and the district. Each partner must do his or her part in contributing to a successful working relationship and bring to the table specific responsibilities that he or she must fulfill in order for the program and learning experience to benefit students.

It is the intention of this manual to assist administrators, supervisors, and teacher coordinators in successfully establishing and maintaining cooperative training in Collier County. All forms included in this document are designed to be easily duplicated by the teacher. It is the responsibility of the teacher to have on hand an adequate number of forms needed for the program. Refer to the Appendix for a list of required forms.

Responsibilities of Stakeholders

Role of the Teacher

It is the responsibility of every OJT 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 OJT credits
- Number of hours per week student works
- Date of first site contact
- Ongoing visitation comments and evaluations
- Copy of pay stubs/paychecks
- Detailed driving instructions to job site
- All required OJT forms

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

- Cooperative Education – Student Training Agreement
- Career Placement/OJT Timesheet indicating the date and hours the student worked during each month. The time card must be signed by the student, the student's OJT supervisor, and the teacher. The official time card is the only document accepted by the state and district auditors for documenting student work hours.
- Cooperative Education – Employment Contact Form which is the official record that the student was searching for a job each day he or she was unemployed and released from school.
- Cooperative Education - Student Training Plan Worksheet
- Cooperative Education Grade Sheet/Student Rating Form

It is the responsibility of the OJT teacher to prepare for the district FTE audit. The audit team will review each student folder to insure that the required information is maintained. The number of weekly work hours during the survey week must cover the number of class minutes weekly that is funded for the student. It will vary based on the number of minutes in each student's class period missed. A standard class period is 49 minutes so a student would document 245 minutes during the survey week. The FTE Audit Checklist follows. It will be used to monitor the student records.

Internal FTE Audit Checklist

School: _____

Student Name: _____ Student Internal ID #: _____

SCHOOL USE/REVIEW	Yes	No	N/A
ESE OJT STUDENT			
Time card for snapshot week present			
Number of hours worked during snapshot week	# of hours: _____		
Time card signed by employer			

	Yes	No	N/A
DISTRICT USE/REVIEW			
Student reported correctly on prior survey (reported hours = time card hours)			
Student in attendance in Focus during survey			

Notes:

Auditor's Signature: _____ Date: _____

Some common audit findings include the following:

- Time cards reflect that student did not work during the survey period.
- Time cards were not signed by student's employer or the student.
- Time cards were signed prior to the reporting survey week.
- Time cards were missing and could not be located.
- Time cards did not list the student's work hours on a daily basis.
- Students reported for more hours than were supported on time cards. Number of hours were overstated.
- Insufficient evidence that student was engaged in job search activities during the reporting period and had no job.
- Student not present during survey period and was counted. Students should not have been included with the survey results.

- Student was not employed during the week of the reporting survey and was not otherwise engaged in a job search.
- No documentation of valid employment.
- Student not engaged in paid employment or employment for compensation.
- Source attendance records were missing and could not be located.
- Teacher was not approved to teach a Career Education 9 - 12 course out of field.

The OJT teacher must visit the student on the job at least once during each grading period to observe the student in the work setting, discuss areas of strengths and weaknesses, and obtain a grade for the student. Visits should be planned to coincide with the student's work schedule and at a time when the student's OJT supervisor is available to discuss the student's progress.

For students who change jobs, all of the required paperwork must be submitted to the OJT teacher and approved. No student should report to work until the OJT teacher approves the submitted paperwork. It is the ongoing responsibility of the OJT 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's Code of Student Conduct.

All OJT work experience opportunities are an extension of the CTE classroom experience, directly correlating to the appropriate FDOE curriculum frameworks. Students will only receive credit for employment in a business that has a valid Federal Tax ID number. 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. Specific job placement is not the responsibility of the district or teacher and 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 OJT program.

A business that engages in questionable activity will be considered an inappropriate job site for any and all Collier County OJT students. It is the obligation of students and parents to notify the OJT teacher immediately if questions arise. Being an OJT 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

1. Students learn the importance of attendance and promptness along with other work ethics that go hand-in-hand with securing and keeping a job.
2. Students have an opportunity to learn useful career and technical skills in the classroom and on the job.
3. Students develop an appreciation and respect for work.
4. Students have the opportunity to obtain gainful employment leading to enhanced career opportunities and economic responsibility.
5. Students have the opportunity to develop useful leadership skills.

6. Students will submit appropriately completed required paperwork on time.
7. Students will inform their parent(s)/guardian(s) and teacher on the day a job is terminated for any reason.
8. Students will not apply to work at a community business that can be viewed in direct opposition of rules found in the district's Code of Student Conduct (e.g., school dress code, improper and/or illegal use of technology).
9. Students will report to work each assigned work day or be removed from the work program.
10. Students will maintain an up-to-date time sheet and report hours worked.

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

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

Role of the Parent/Guardian

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

Role of the School Counselor

1. During the course selection process the OJT/CTE program benefits and specifications are communicated to all students.
2. Ensure that all students are aware of the Gold Seal scholarship opportunities that can be obtained through CTE programs.

3. When counselors meet one-on-one with students, OJT programs should be carefully reviewed as an option for elective credits.
4. A healthy communication between the school counselor and OJT teacher is necessary when communicating timely information resulting in OJT student course enrollments and withdrawals.
5. After the school year has started, in order for a student to enter the OJT class, verification of employment must be completed by the OJT teacher.

The Curriculum

The individual cooperative education program's 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.FDOE.org/workforce/dwdframe>. Each program is broken down into courses; some programs have the On-the-Job Training component, which makes that program "cooperative". The Florida Next Generation Sunshine State Standards have been incorporated in all cooperative education programs and are included in the curriculum frameworks for each program.

All program courses are composed of two parts: Curriculum Frameworks and Student Performance Standards. The Curriculum Frameworks include four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student Performance Standards are listed for each intended outcome.

Course codes

Engineering and Trades Academy

- Includes all areas of emphasis
 - 8300420 (Cooperative Diversified Education – OJT) ***ANY TEACHER CERT**

Business Academy

- Includes all areas of emphasis
 - 8300420 (Cooperative Diversified Education – OJT) ***ANY TEACHER CERT**
- Emphasis on Business
 - 8200410 (Business Cooperative Education – OJT) * **BUSINESS ED CERT**
- Emphasis on Finance
 - 8501420 (Finance Cooperative Education – OJT) * **BUSINESS ED CERT**
- Emphasis on Hospitality and Tourism
 - 8800420 (Hospitality and Tourism Cooperative Education – OJT) * **ANY CTE field**
- Emphasis on Marketing
 - 8800410 (Marketing Cooperative Education - OJT) * **BUSINESS ED CERT**

Arts and Technology Academy

- Includes all areas of emphasis
 - 8300420 (Cooperative Diversified Education – OJT) ***ANY TEACHER CERT**
- Emphasis on Information Technology
 - 9000420 (Information Technology Cooperative Education – OJT) * **BUSINESS ED CERT**

Health Sciences Academy

- Includes all areas of emphasis
 - 8300420 (Cooperative Diversified Education – OJT) ***ANY TEACHER CERT**

- Includes all areas of emphasis
 - 8400410 (Health Science Education Cooperative – OJT) * **ANY HEALTH OCCUP**

Law and Public Safety Academy

- Includes all areas of emphasis
 - 8900410 (Law, Public Safety & Security Cooperative – OJT) ***ANY PUBLIC SERVICE OCC ED**

District OJT Guidelines

Finding a Job

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

Criteria of a Job Change

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

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

Attendance

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

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

Minimum Hours Worked/ Submission of Time Sheets

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

Number of Release Periods	Minimum Weekly Work Hours Requirement
1 period	5 hours
2 periods	10 hours
3 periods	15 hours

Students must submit time sheets on a minimum of once per month. More frequent submission may be required based on student history of employment. If a student is engaged in a job search due to the loss of a position during the school year, the documentation of the job search must be submitted on a weekly basis.

Questions and Answers about OJT

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 the 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 worked. This time card is the official audit record for the "student grade" at the school. No grade can be given if this time card record is not completed and on file in the school audit file. The teacher/coordinator will have information and requirements for the student regarding the completion of this critical document. 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 cooperative education programs?

A student may be enrolled in a cooperative education program while attending a secondary school, grades 9 - 12. Contact the school counseling department to see what cooperative 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.

Why must the student attend classes while in a cooperative education program?

When the student enrolls in a cooperative education program, the school counselor will provide them with information regarding classroom requirements. The student will be assigned a teacher/coordinator for the cooperative education program. Each teacher/coordinator will have informational handouts listing requirements for classroom attendance for success in the program.

What should be done to change jobs?

Check with the teacher/coordinator regarding specific requirements for changing jobs while in a

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

Do students have to find their own jobs?

Ideally, the purpose of a cooperative education program is to encourage the student to work in a career goal environment, which includes job searches. Job sites that are approved by the cooperative education program teacher/coordinator and the parent, are acceptable for the student.

Will the cooperative education program 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 OJT teacher will assist the employer to determine the nature of work plan. This is contingent upon the availability of local job opportunities. Students are responsible for obtaining their own employment. The teacher/coordinator will provide leads as they become available, but cannot guarantee finding a job placement for students.

Do students need to have a car?

It would be helpful. Cooperative education program 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 OJT credits?

The cooperative education program 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.

What if a student gets fired or terminated from their job?

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 his or her job and the teacher/coordinator agrees with this action, he or she would possibly fail all the OJT credits related to that job. If the student is terminated due to a slow period, he or she must seek employment immediately at another job site. School policies may differ so it is best to ask the cooperative education program teacher/coordinator at the school for exact guidelines and requirements.

Does attendance count?

In most cooperative education programs, good attendance will help the student's grade. In some schools, if classroom attendance is poor, the student might be removed from all work site experiences. If attendance is poor at work, the employer's grade for the student will be reflected automatically. Attendance issues are school-based decisions.

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 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 cooperative education program experiences that provide the opportunity to develop and practice skills that students need to successfully transition to adult life as productive citizens. However, some students need accommodations, modifications, special assistance and/or support services to actively participate in cooperative education programs. There are many resources within the school, as well as at the 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 cooperative education program opportunities that promote maximum development. There are many resources within the school, as well as at the District office to help teachers with implementing these strategies.

District OJT Forms

OJT Folder Checklist

OJT Student Folder Checklist

State and District (FTE Audit) Required Forms

- _____ Cooperative Education – Student Training Agreement
- _____ Cooperative Education – Student Training Plan Worksheet
- _____ Cooperative Education Grade Sheet/Student Rating Form
- _____ Student Attendance/ OJT Timesheet
- _____ Cooperative Education – Employment Contact Form

Recommended Forms

- _____ Student Data Information Form
- _____ 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
- _____ Map or Detailed Driving Instructions to Student’s Employment

Note: During the FTE week, each OJT teacher and/or the principal must provide documentation that the OJT student was employed, conducting a job search daily, or in class under the supervision of a teacher certified in the area. The above referenced OJT records must be securely kept at the school for a period of five years.

Cooperative Education--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.

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.

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.

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

Employer

Teacher/Coordinator

Student

Parent/Guardian

Cooperative Education—Timesheet

Student Name: _____ Place of Employment: _____ Position: _____

MONTH: _____ YEAR: _____

Directions: Use a separate sheet for each month of the school year. Leave days in partial weeks as blanks.

Week 1: _____ through _____					Week 2: _____ through _____				
Date	Day	Time in	Time Out	Paid Hours	Date	Day	Time in	Time Out	Paid Hours
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			
	Saturday					Saturday			
	Sunday					Sunday			
Week 1 Total Hours:					Week 2 Total Hours:				

Week 3: _____ through _____					Week 4: _____ through _____				
Date	Day	Time in	Time Out	Paid Hours	Date	Day	Time in	Time Out	Paid Hours
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			
	Saturday					Saturday			
	Sunday					Sunday			
Week 3 Total Hours:					Week 4 Total Hours:				

Week 5: _____ through _____					Week 6: _____ through _____				
Date	Day	Time in	Time Out	Paid Hours	Date	Day	Time in	Time Out	Paid Hours
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			
	Saturday					Saturday			
	Sunday					Sunday			
Week 5 Total Hours:					Week 6 Total Hours:				

By signing below, the student, employer and CCPS representative verify that the hours notated in the attached time sheet are accurate for the month indicated at the top of this page.

Student Signature: _____ Date: _____

Employer Signature: _____ Date: _____

CCPS Signature: _____ Date: _____

Cooperative Education--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:

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.

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: _____

Cooperative Education Grade Sheet

Internship Grade Sheet

Student Name: _____ Grading Period: _____

Student School: _____ Agency Name: _____

Directions: Please mark an 'X' in the area beneath the description of the performance that applies to the trait.

Traits	Performance				Total:
	4	3	2	1	
Quality of Work	Superior	Very Good	Average	Poor	
Score:					
Attitude	Very Enthusiastic	Shows Great Interest	Average	Indifferent	
Score:					
Attendance	Perfect Attendance	Good Attendance	Fair Attendance	Frequently Absent	
Score:					
Punctuality	Always on Time	Occasionally Late or Absent	Warned for Tardiness or Truancy	Frequently Late	
Score:					
Decision Making	Always Makes Accurate, Well-Informed Decisions	Mostly Makes Accurate, Well-Informed Decisions	Sometimes Makes Accurate, Well-Informed Decisions	Rarely Makes Accurate, Well-Informed Decisions	
Score:					
Diligence	Industrious; Makes Extra Efforts	Works Steadily; Good Effort	Persistent in Efforts	Often Avoids Work; Not Persistent	
Score:					
Initiative	Seeks Additional Tasks; Highly Motivated	Alert to Additional Opportunities; Makes Good Suggestions	Completes Assigned Tasks; Does not Seek Additional Opportunities	Often Needs Explanations of Routine Work	
Score:					
Organizational Ability	Highly Organized	Organized	Occasionally Disorganized	Disorganized	
Score:					
Collaboration	Always Positive, Works Well in Groups; Often Takes Leadership Role	Mostly Positive, Works Well in Groups; Often Takes Leadership Role	Occasionally Unwilling to Work as a Team, when Necessary	Unwilling to Work with a Team when Necessary	
Score:					
Responsibility	Welcomes Responsibility	Almost Always Welcomes Responsibility	Accepts Responsibility Under Protest	Avoids Taking Responsibility for Actions	
Score:					
Total Points:					

Supervisors Signature: _____ Date: _____

Cooperative Education—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: _____

Attach one check stub for pay period to this time card for official audit

RATE STUDENT/EMPLOYEE USING THE FOLLOWING SCALE:

5 - Excellent; 4 - Above Average; 3 - Meets Expectations; 2 - Below Average; 1 - Poor

Part 1: Employability

1. Uses correct language; speaks clearly; listens	5	4	3	2	1	N/A
2. Works well with others; is a part of the team; uses initiative	5	4	3	2	1	N/A
3. Punctual to work; has good attendance; uses good judgment	5	4	3	2	1	N/A
4. Accepts responsibility; is reliable; follows up on job assignments	5	4	3	2	1	N/A
5. Greets clients; is respectful; is courteous; has acceptable attitude	5	4	3	2	1	N/A

Part 2: Specific Job Skills and Work-Site Requirements

6. Follows prescribed dress code and/or uniform requirements	5	4	3	2	1	N/A
7. Performs duties and job assignments without being reminded	5	4	3	2	1	N/A
8. Performs specific tasks efficiently and effectively	5	4	3	2	1	N/A
9. Follows directions from manager and/or supervisor/team leader	5	4	3	2	1	N/A
10. Follows safety, security and/or sanitation policies	5	4	3	2	1	N/A
11. Performs duties in timely fashion without reminders	5	4	3	2	1	N/A
12. Shows job competence and task improvement since hiring	5	4	3	2	1	N/A

Part 3: Professional Growth/Ethics

13. Demonstrates knowledge of company/unit policies/functions	5	4	3	2	1	N/A
14. Shows loyalty to and has knowledge of mission statement	5	4	3	2	1	N/A
15. Attends meetings when directed; follows company policies/goals	5	4	3	2	1	N/A
16. Demonstrates legal and ethical behavior within the scope of job	5	4	3	2	1	N/A
17. Shows initiative in learning new jobs and accepting new tasks	5	4	3	2	1	N/A
18. Demonstrates professional growth and mature decision-making	5	4	3	2	1	N/A
19. Performs job tasks occasionally even if not part of job description	5	4	3	2	1	N/A
20. Understands need for adhering to set schedules and deadlines	5	4	3	2	1	N/A

Signature of Supervisor: _____ Date: _____

Signature of Student: _____ Date: _____

Cooperative Education--Employment Contact Form

Name of Student: _____

Program: _____

Teacher/Coordinator: _____

Dates of Employment: Start: _____ End: _____

PLEASE PRINT ALL INFORMATION BELOW

Job Information:

Job Title: _____

Name of Company/Business: _____

Company Street Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____

Contact person: _____

How did you learn about the opening of this job? _____

Action Taken:

Interview Scheduled: Yes No Date: _____ Time: _____

Name of Interviewer: _____

Letter of application sent: Yes No Date: _____

Phone Number: _____

Date called: _____

Outcome: _____

Follow-up action needed:

Child Labor Laws

What Parents and Teens should know about child labor laws:

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. 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.

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.

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.

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 *wivers* 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.