

Omaha Public Schools

Internship Guide



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1. Internships

Overview

Internships provide a short-term work experience in a chosen field of interest. It gives students a better understanding of a career and themselves. Both the students and the employer benefit from this experience. Paid internships are generally provided for students in an entry-level career path. Non-paid internships replicate post-secondary practices in which the employment opportunity requires advanced training beyond high school. These programs are structured plans whereby students in the 11th and 12th grade receive career-based instruction and related work site experience for application of that instruction. This opportunity is for students to connect what they learn in school with work site application and prepares student-learners for a smooth transition into the workforce or postsecondary education upon high school graduation.

Course Description

The internship programs provide junior or senior students with an individual career experience in the community. Student's approved by the teacher-coordinator, successful completion/concurrent enrollment in corresponding Career and Technical Education course(s) is required. Students plan their internship experience with a teacher-coordinator and internship supervisor and participate in a paid or unpaid occupational experience in the community. The student will benefit with exposure to current technology and innovative concepts within the community.

Content Standards

Omaha Public Schools uses a standards based approach in curriculum and instructional design. The following content standards should be used for all internships or career focused capstone experiences.

- 01 Demonstrate the ability to speak, listen, read, and write to function successfully at the work site.
- 02 Demonstrate the ability to gather, organize, and evaluate the meaning of documents and information.
- 03 Demonstrate how to identify problems, understand the context, and develop solutions.
- 04 Identify and apply appropriate technologies to the proper situations.
- 05 Participate fully in a task or project from initiation to completion, using appropriate time-management skills.
- 06 Demonstrate good attendance, punctuality, dress code, confidentiality, flexibility and self-control.
- 07 Work professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.
- 08 Understand the structure and dynamics of the entire organization, health and safety issues in the industry and the role of business within the larger community.

Program Benefits Include:

Students are given opportunities to:

- ◆ Discover their career interests and abilities.
- ◆ Learn about employment opportunities and responsibilities.
- ◆ Evaluate post-secondary needs as it relates to their career interests.
- ◆ Develop and refine occupational competencies to secure employment and advance in their career field.
- ◆ Acquire specialized occupational skills that could not be taught within the school environment.
- ◆ Develop skills in working with others (cross generational).
- ◆ See the relevance of in-school learning to career and life skills.
- ◆ Possibly earn while they learn.
- ◆ Earn credit.

Schools who offer these programs:

- ◆ Provide an enlarged learning facility via use of community resources.
- ◆ Provide an expanded curriculum.
- ◆ Better meet the career goals of students.
- ◆ Develop and maintain a better relationship with business, industry and the community.
- ◆ Become more responsive to the employment needs of their communities.
- ◆ Contribute to the economic development of the local community and surrounding area.

Employers are given a chance to:

- ◆ Provide students with an enhanced understanding of a specific career pathway.
- ◆ Train potential employees in their own facilities.
- ◆ Provide input into in-school instruction.
- ◆ Employ part-time workers who are receptive to instruction, motivated, and interested.
- ◆ Work with teacher/coordinator to train the student intern.
- ◆ Provide a valuable public service.
- ◆ Contribute to business/industry/education partnerships.
- ◆ Assist students in developing their post-high school career and educational plans.

And the **community** gains:

- ◆ Youth with a better understanding of career opportunities.
- ◆ Youth capable of becoming productive citizens.
- ◆ Potential employees trained for the local labor market.
- ◆ Positive school-community relations.

2. Procedures – Processes – Expectations

- **Student Qualifications.** To be enrolled in an internship program, the student must be enrolled in an approved program of study and approved by the teacher-coordinator following these stipulations:
 - one internship credit may be earned per semester
 - no more than 2 credits per school year or 1 credit during the summer
 - one approved internship per approved program of study
 - students may not earn more than 5 internship credits toward graduation
 - If a student is in failing status in his/her approved course, the student will automatically be in failing status in his/her approved internship.
- **Time Commitment.** Internships are offered first and second semesters and through the summer. Students are required to work approximately 5 to 20 hours per week. To successfully earn internship credits, the student must meet the following criteria:
 - successful completion of internship agreement & plan
 - successful completion of students evaluation
 - successful completion of internship experience with a minimum of 90 hours at internship site per semester per credit
 - and successful completion of specific internship expectations that may include research papers, projects, or journals
- **Legal Issues.** All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in the Appendix B.
- **Wages.** Paid student learners are compensated in accordance with federal and state wage regulations for entry-level career opportunities. Non-paid experiences only apply to career experiences that require advanced training and/or certification. All internships must clearly identify the work site competencies to be achieved by the intern.

- **Insurance.** Parents and employers should understand the following insurance considerations.
 - ♦ **Health/Life Insurance** – provided by student’s family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
 - ♦ **Automobile Accident Insurance** – provided by the student/parent (for travel to and from work site).
 - ♦ **Accident/Liability Insurance** – Insurance for personal injury or property damage should be carried by the employer and family. Additional liability (malpractice) insurance may be advisable in the health care field.
 - ♦ **Worker’s Compensation** – Students participating in a paid Internship experiences are covered by worker’s compensation. Students participating in the non-paid Internship experiences are NOT covered by worker’s compensation, but if injured at the work site may be covered by business’s liability insurance and/or their family insurance.
 - ♦ **Medical Treatment Waiver** –The Medical Treatment Waiver gives consent for the student learner to be treated for a medical emergency or illness. The form identifies the student learner and who the insurance provider will be during the internship and any medical information that would be helpful in case of an emergency.

3. Internship Program Components

Best practices for a quality program.

- Qualified Teacher/Coordinator (or Qualified Work Based Learning Supervisor)
- Selected Student Learners
- Related Classroom Instruction
- Selected Learning Stations
- Student Internship Agreement and Plan
- Supervised Internship Training
- Time for Program Coordination
- Student Assessment/Credits

Qualified Teacher/Coordinator. Teacher-coordinators are educators who coordinate school based and work based learning experiences for students enrolled in Internship programs. The teacher/coordinator must hold a valid teaching license and have a Cooperative Education / Diversified Occupation (COOP/DO) Supplement Endorsement (or be endorsed in a field of study that requires a Coordination Techniques course). If the teacher/coordinator does not have this endorsement, the program could be approved if it is conducted under the supervision of a qualified Work Based Learning Supervisor who has the proper endorsement. Meeting this component is critical if any students in the Internship program are employed according to the Hazardous Occupations Orders Exceptions available to 16 and 17 year olds.

Selected Student Learners. Student learner is the name given to students who qualify for and enroll in an approved Internship program. Before a qualified student learner may enroll, the student learner must be approved by the teacher-coordinator to participate. Three important criteria for student selection include: (1) a desire to participate, (2) currently enrolled in an approved program of study, and (3) approved by teacher coordinator. Only students who meet these criteria should be selected to participate.

Related Classroom Instruction. The related classroom instruction should be taught by the teacher-coordinator, complement the student-learners’ Internship learning experiences, and meet the specific needs of each student. The class may focus on a specific occupational area (business, marketing, and management; environmental and agricultural systems; arts, communication, and information; industrial, manufacturing, and engineering systems; health sciences; and human resources and services) or a

combination class, referred to as Diversified Occupation. In addition to occupationally-specific instruction, the related class should also include topics such as computational, communication, computer and other technological skills. Along with the appropriate use of soft skills which pertain to work attitude, behavior, and coping skills.

Selected Learning Stations. Businesses that provide learning experiences for students are called learning stations and should be selected after the teacher-coordinator has visited the site and determined it would be a meaningful and safe learning environment. Employers should be given the opportunity to interview and hire the student-learner of their choice. A specific training sponsor should be designated who will be directly responsible for supervising the student during the internship.

Student Internship Agreement and Plan. Student internship agreements ensure that all parties understand the roles and responsibilities of the student, school, employer and parents during this learning experience. The written agreement should include the following: student name, address, telephone number, age, Identification Number; date employment begins, program completion date, and student-learner's job title; employer's name, address, telephone number; name of student-learner's supervisor; conditions for employment; and equal opportunity statement; and signatures of the student, parent, teacher-coordinator, and employer. The internship learning plan helps to ensure that the work site learning will be a valuable experience for both the student and employer. The expected competency level of the student as a result of the related class and work site experience should be clearly defined in the Internship learning plan, including documentation of safety instruction. (See Appendix A)

Supervised Internship. The Internship experience should be conducted under the close supervision of an employee identified as the training sponsor. Evaluation of the student progress towards meeting the competency level set forth in the Internship learning agreement should be completed by the training sponsor on a regular basis in coordination with the teacher/coordinator.

Time for Program Coordination. Teacher/coordinators must be provided with adequate time to monitor students' progress towards meeting the competency level set forth in the Internship learning agreement as well as to ensure their health, safety, and welfare. Teacher/coordinators must make regular visits to learning stations and keep the following documents on file for a minimum of **five years**: Student internship agreement and plan, student earnings reports, student evaluations, visitation reports, age certificates, and documentation of safety instruction (lesson plans, student tests, etc.). The minimum recommended release time for coordination activities is one 45 minute instructional period per 20 students.

Student Assessment/Credits. Students should receive separate grades for the related class and for their Internships. The training sponsor should assist the coordinator when assessing a student's progress toward the competency attainment described in the Internship learning plan & agreement, but the ultimate responsibility remains with the teacher-coordinator.

4. Coordinator Preparation and Compensation Schedule

Overview

Internships provide a short-term work experience in a chosen field of interest. It gives students a better understanding of a career and themselves. Both the students and the employer benefit from this experience. Paid internships are generally provided for students in an entry-level career path. Non-paid

Appendix A

The forms on the following pages provide the structure required to make these opportunities a valuable experience for both the student and the employer.

- **Form A - Student Internship Agreement & Plan**

The student internship learning agreement and plan is part of Federal and State work-based learning guidelines to provide students the opportunity to make the transition from school to work and to be prepared to compete for the emerging high skills technology careers for the twenty-first century. This includes competencies to be mastered, connection of school site and work site competencies, career development information, and training activities scheduled for the school year.

- **Form B - Student Learner Exemption Agreement**

With the Student Learner Exemption Agreement students can be employed in specific occupations declared hazardous by the Federal Child Labor Law. This agreement may only be executed in approved Internship programs that provide specific skills training and result in placement of students in employment specifically related to that training. This agreement only applies to 16 and 17 year old student learners and specific occupations.

- **Form C - Medical Treatment Waiver**

The Medical Treatment Waiver gives consent for the student learner to be treated for a medical emergency or illness. The form identifies the student learner and who the insurance provider will be during the internship and any medical information that would be helpful in case of an emergency.

- **Form D - Transportation Agreement**

Students and/or parents are responsible for providing transportation.

- **Form E - Summer Employment Addendum**

The purpose of this Summer Employment Addendum, to the Student Internship Learning Plan/Agreement, is to clarify the responsibilities of all parties during this interim period of time.

- **Form F - Parent Information Letter**

This is a prepared letter for parents/guardians who have a son/daughter who is enrolled in the internship program. Its purpose is to inform the parents/guardians about internships and the responsibility of all parties involved in the internship.

- **Form G - Student Time/Wage Report**

The student time/wage report tracks the number of hours worked and wages earned for a period of one week. The report must be signed by the training station manager/employer and turned in each Monday following the training week to the teacher of the related instruction class.

- **Form H - Employer Evaluation of Student Performance**

Work site evaluations of the student learner's performance will be conducted by the immediate supervisor and discussed with the student and the school coordinator to assess progress towards attainment of established site specific competencies listed in the Internship Agreement and Plan form. School personnel will conduct regular on-site visits to monitor the student learner's progress.

- **Form I - Career And Life Skills Assessment (CALs)**

The career and life skills assessment measures the competencies of student learners "soft skills". Soft skills comprise a variety of basic traits and skills: knowledge, character traits, interpersonal abilities, work ethic, and attitudes. The CALs evaluation form can be filled out by the teacher coordinator, student, and/or immediate work site supervisor as a final internship evaluation.

- **Form J - Record of Coordinator Visit**

This is a record of visitations the teacher/coordinator makes to the student learners worksite.

- **Form K - Student List**

The student list identifies each of the student learners in the internship program along with the contact information for their work sites.



OMAHA PUBLIC SCHOOLS
STUDENT INTERNSHIP AGREEMENT & PLAN

Student Name _____ ID # _____ Age _____

Address _____ City _____ State _____ Zip _____

Student Phone Number _____ Student E-mail _____

Teacher-Coordinator _____ Phone Number _____

School Name _____ Course _____ E-mail _____

Parent/Guardian _____ Phone Number _____ E-mail _____

Supervisor Name _____ Phone Number _____

Place of Employment _____ Address _____

Title of Student's Position _____ Beginning Date _____ Ending Date _____

Supervisor E-mail _____

Internship Programs prepare students with the necessary skills for real work learning experiences outside the classroom. Participation in these programs provide students with valuable experiences which cannot be simulated in a classroom setting.

EMPLOYER RESPONSIBILITIES

- The employer, or designated training supervisor, and the teacher-coordinator will determine the training period. For the benefit of the employer and student, employment for a full semester or summer term is preferred.
State and federal regulations pertaining to employment and compensation of students in an internship program are applicable.
The employer is encouraged to contact the teacher-coordinator before making changes in work arrangements or if problems arise.
It is recommended that the employer place the student on a job-rotation plan. This will enable the student to become a valuable employee who is proficient in as many different phases of employment as ability and time permit. If appropriate, health and safety instructions should be included.
The student should be employed for an average of 5 to 20 hours per week in order to receive school credit.
Written student evaluations will be requested by the teacher-coordinator in order to monitor closely the student's progress.
It is recommended that the student be paid the prevailing wage.
Any pay increments should parallel performance on the job.
It is understood that should this agreement become unsatisfactory, it can be dissolved by notifying the teacher-coordinator and allowing sufficient time to make arrangements for a change.

STUDENTS RESPONSIBILITIES

- The student will conform to all rules and regulations of the school and place of employment.
The student will maintain regular attendance at school and on the job and will follow company policy regarding absences.
The student will be expected to attend the Employer-Employee Appreciation Banquet.
The student will change places of employment only in accordance with the procedures established by the teacher-coordinator.
The student is required to keep records of work experiences and submit documents as required by the school.
The student should be well groomed and appropriately dressed.

TEACHER-COORDINATOR RESPONSIBILITIES

- The teacher -coordinator will assist the student in securing employment in an approved learning station.
The teacher-coordinator will ensure that the student receives classroom instruction in an advanced course related to the employment situation.
The teacher-coordinator will encourage the employer to provide the student a variety of experiences in the activities of the business.
The teacher-coordinator will make periodic contacts/visits to the place of employment.
The teacher-coordinator will counsel the student about the internship experiences.
The teacher-coordinator, after consultation with the employer regarding student performance, will determine the final grade and credit.

PARENT RESPONSIBILITIES

- The parent or guardian is encouraged to support the student to carry out his/her duties and responsibilities effectively.
The parent or guardian will be responsible for providing transportation for the student's internship activities.
The parent or guardian will be responsible for the safety and conduct of the student while he/she is traveling to and from the school, the training site, and the home. The student is also expected to assume responsibility for his/her own conduct and safety.
The parent or guardian is encouraged to contact the teacher-coordinator with any concerns.



OMAHA PUBLIC SCHOOLS STUDENT INTERNSHIP AGREEMENT & PLAN

The Internship Program is designed as an educational partnership between _____
(School/Partnership), and _____ (Employer).

GENERAL REQUIREMENTS

STUDENT INTERNSHIP PLAN: The student internship plan will include competencies to be mastered, connection of school and work site competencies, career development information, and training activities scheduled for the school year.

- PAID INTERNSHIP Student will be a paid employee at this employment site.
 UNPAID INTERNSHIP Student will not be a paid employee at this employment site.

SCHEDULE: Students in the Internship program will follow the Department of Labors, Federal Fair Labor Standards Act (FLSA) located in Appendix B. Training schedules will generally follow the school schedule regarding school days and holidays.

EXPECTATIONS: Upon graduation from high school and the successful completion of the program, the student will receive a high school diploma. The student will be prepared to enter the workforce, pursue an associate degree at a two-year college, or apply for admission to a four-year college or university.

EMPLOYABILITY COMPETENCIES

1=Beginning 2=Progressing 3=Proficient 4=Advanced

COMPETENCIES	GRADING PERIOD					
	1	2	3	4	5	6
1. Communication and Literacy						
2. Organizing and Analyzing Information						
3. Problem Solving						
4. Using Technology						
5. Completing Entire Activities						
6. Student Conduct						
7. Interacting With Others						
8. Understanding All Aspects of the Industry						

WORK SITE COMPETENCIES

1=Beginning 2=Progressing 3=Proficient 4=Advanced

SITE SPECIFIC COMPETENCIES	GRADING PERIOD					
	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

SIGNATURES

IT IS AGREED that all parties participating in this program will not discriminate in training and/or employment opportunities on the basis of race, color, religion, sex, national origin, or handicap.

We, the undersigned, indicate by the affixing of our signatures that we have read and understood the intent of this Internship Agreement & Plan.

Parent/Guardian _____ Date _____ Student _____ Date _____
 Teacher-Coordinator _____ Date _____ Employer _____ Date _____



OMAHA PUBLIC SCHOOLS
 CAREER BASED LEARNING
 Federal Child Labor Law Hazardous Occupation
 STUDENT LEARNER EXEMPTION AGREEMENT

Student Name _____ ID # _____ Age _____
 Address _____ City _____ State _____ Zip _____
 Student Phone Number _____ Date of Birth _____ Grade Level _____

School Coordinator _____ Phone Number _____
 School Name _____ Course _____

Parent/Guardian _____ Phone Number _____

Supervisor Name _____ Phone Number _____
 Place of Employment _____ Address _____
 Title of Student's Position _____ Beginning Date _____ Ending Date _____
 Travel arrangements _____

16 AND 17 YEAR OLD LEARNERS

With the Student Learner Exemption Agreement students can be employed in specific occupations declared hazardous by the Federal Child Labor Law. This agreement may only be executed in approved Work Based Learning programs that provide specific skills training and result in placement of students in employment specifically related to that training. This agreement only applies to 16 and 17 year old student learners and specific occupations.

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

- On a scaffolding, roof, superstructure, residential building construction, or ladder above 6 feet.
- In the operation of power-driven woodworking machines.
- In the operation of power-driven metal forming, punching, or shearing machines.
- Slaughtering, meat packing, processing, or rendering, except as provided in 29 C.F.R. part 570.61 (c).
- In the operation of power-driven paper products and printing machines.
- Excavation operations.
- Working on electric apparatus or wiring.
- Operating or assisting to operate, including starting, stopping, connection or disconnection, feeding, or any activity involving physical contact associated with operating tractors over 20 PTO horsepower, any trencher or earthmoving equipment, fork lift, or any harvesting, planting, or plowing machinery, or any moving machinery.

In accordance with Section 450.061 (2), the undersigned attest to the following:

- (1) The student learner is enrolled in a youth Vocational training program under a recognized state or local educational authority.
- (2) The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
- (3) The work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced persons.
- (4) That safety instructions shall be given by the school and correlated by the employer with on-the-job training
- (5) That the student has a schedule of organized and progressive work processes to perform on the job.

 Student's Name (type or print)

 Student's Signature

 Parent's / Guardian's Name (type or print)

 Parent's / Guardian's Signature

 Employer's Name (type or print)

 Employer's Signature

 Coordinator's Name (type or print)

 Coordinator's Signature

 Principal's Name (type or print)

 Principal's Signature

A copy of this agreement shall be maintained by the employer and the school.



**OMAHA PUBLIC SCHOOLS
CAREER BASED LEARNING
SUMMER EMPLOYMENT ADDENDUM**

During the school year, cooperative education students participate in both school-site learning (classroom instructions) and work-site learning (on the job training). They earn school credit and receive a separate grade for both experiences. To provide continuity in the student's work based learning experience and reserve a position for the student at the training station it is often desirable for employment to continue throughout the summer months. The purpose of this Summer Employment Addendum to the Student Internship Agreement & Plan is to clarify the responsibilities of all parties during this interim period of time.

Student Name _____ ID # _____ Age _____ Grade Level _____
 Address _____ City _____ State _____ Zip _____
 Student Phone Number _____ Date of Birth _____ E-mail _____

School Coordinator _____ Phone Number _____
 School Name _____ Course _____ E-mail _____

Parent Guardian _____ Phone Number _____ E-mail _____

Supervisor Name _____ Phone Number _____ E-mail _____
 Place of Employment _____ Address _____
 Title of Student's Position _____ Beginning Date _____ Ending Date _____
 Travel arrangements _____

**ALL PARTIES JOINTLY AGREE TO THE FOLLOWING TERMS
(IN ADDITION TO THOSE TERMS STATED IN THE ATTACHED
STUDENT INTERNSHIP LEARNING AGREEMENT & PLAN)**

Although the student is not enrolled in school-site learning (classroom instruction) during the summer, the student will receive school credit for the work-site learning (on-the-job training), **he/she is considered to be enrolled in a course of study and training in a Omaha Public Schools (OPS) Program if:**

- (1) The internship program at the school meets district program standards during the school year preceding and following the summer training.
- (2) The school coordinator maintains a record of monthly contacts with the employer throughout the summer.
- (3) The employer agrees to contact the school coordinator immediately if problems arise with the student's performance or attendance.
- (4) The student training plan/contract established for the school year is extended to include summer employment.
- (5) Safety instruction has been provided by the school and/or employer and student competency/mastery is documented.
- (6) The employer agrees to provide direct and close supervision of the student by a qualified person over the age of 18.
- (7) The hazardous portion of the student's work is incidental to training.
- (8) The hazardous portion of the student's work is intermittent and for short periods of time.

School personnel will not be present when the student is at the work site and will not be responsible for the student-learner. Although the student is not participating in classroom instruction during the summer months the student will receive school credit for the on-the-job training, he/she is still officially enrolled in an OPS recognized cooperative education program and is expected to conform to the terms set forth in the attached student internship agreement & plan (dated _____). All signatories agree to comply with the responsibilities specified in this student internship summer employment addendum.

Parent/Guardian _____ Date _____

Student _____ Date _____

School Coordinator _____ Date _____

Employer _____ Date _____

To be valid, the following signed forms must be attached to this addendum: (1) Student Internship Agreement & Plan, (2) Student Learner Exemption Agreement (if student will be involved in a hazardous occupation as defined under the Federal Child Labor guidelines), and (3) Insurance and Emergency Information.

Return this form with all signatures at least 5 days before the program begins.



(HIGH SCHOOL)
(ADDRESS) OMAHA, NEBRASKA (ZIP) (PHONE)

April 24, 2007

(Parent's Name)
(Address)
Omaha, NE (zip)

Dear _____:

Your son/daughter has registered to participate in the Internship Program at (School) High School. This is a structured career based learning program whereby students in the 11th and 12th grade receive school site occupational instruction and related paid or unpaid work site experience for application of that instruction. The Internship offers students a chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the work force or postsecondary education upon high school graduation.

All students will interview for positions in local businesses. The final placement of students is based on the employer's decision. Students and parents will be asked to sign and abide by a contractual Internship agreement, which must be signed before the student begins the placement for high school credit.

Work site evaluation of the student-learners performance will be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel will conduct regular on-site visits to monitor the student-learner's progress.

I am looking forward to working with you and your son/daughter during the school year. If you have any questions, please feel free to contact me at school (Phone #) or at home (Phone #).

Sincerely,

(Name)
Internship
Teacher/Coordinator



OMAHA PUBLIC SCHOOLS
CAREER BASED LEARNING
STUDENT TIME/WAGE REPORT

Student Name _____ Week Ending _____ Rate of Pay _____

Training Station Manager/Supervisor _____ Employer _____

Program Title _____ Teacher _____

Student: This time/wage report must be signed by your training station manager/employer and turned in each Monday following the training week to the teacher of your related instruction class.

List things you did or learned this week:

1. _____
2. _____
3. _____

Date	Day of Week	Start Time	End Time	Regular Hours	Overtime Hours	Total Hours	Weekly Earnings

_____ Date

Training Station Manager/Employer's Signature

Optional Comments:

14-15 year olds: Maximum of 3 hours/school day; 8 hours/non-school day
 Maximum of 18 hours/school week; 40 hours/non-school week

16-17 year olds: Recommended maximum of 4 hours/school day; 8 hours/non-school day
 Recommended maximum of 30 hours/school week; 40 hours/non-school week

Classroom attendance is in addition to on-the-job training attendance.



OMAHA PUBLIC SCHOOLS
CAREER BASED LEARNING
EMPLOYER EVALUATION OF STUDENT PERFORMANCE

Grading Period _____ 20____
Program _____

Student Name _____ Job Title _____

Employer _____ Name of Supervisor _____

Instructions:

This report is to be completed by the student's immediate supervisor, discussed with the student, signed by both the supervisor and the student and returned to the school coordinator by mail or during a visit. In the space at the left, check the phrase that describes this student learner most accurately. Total the value for all the responses and record in the Total section.

Productivity

- 0 ___ Fails to do an adequate job
- 1 ___ Does just enough to get by
- 2 ___ Maintains contestant level of performance
- 3 ___ Very industrious; does more than is required
- 4 ___ Superior work production record

Ability to Follow Instructions

- 0 ___ Seems unable to follow instructions
- 1 ___ Needs repeated detailed instructions
- 2 ___ Follows most instructions with little difficulty
- 3 ___ Follows instructions with no difficulty
- 4 ___ Uses initiative in interpreting and following instructions

Initiative

- 0 ___ Always attempts to avoid work
- 1 ___ Sometimes attempts to avoid work
- 2 ___ Does assigned job willingly
- 3 ___ Does more than assigned job willingly
- 4 ___ Shows originality/resourcefulness in going beyond assigned job

Quality of Work

- 0 ___ Does almost no acceptable work
- 1 ___ Does less than required amount of satisfactory work
- 2 ___ Does normal amount of acceptable work
- 3 ___ Does more than required amount of neat, accurate work
- 4 ___ Shows special aptitude for doing neat, accurate work beyond required amount

Dependability

- 0 ___ Unreliable, even under careful supervision
- 1 ___ Sometimes fails in obligations, even under supervision
- 2 ___ Meets obligations under supervision
- 3 ___ Meets obligations under very little supervision
- 4 ___ Meets all obligations without supervision

Cooperation

- 0 ___ Uncooperative, antagonistic
- 1 ___ Cooperates reluctantly
- 2 ___ Cooperates willingly when asked
- 3 ___ Cooperates eagerly and cheerfully
- 4 ___ Always cooperates eagerly and cheerfully

Ability to Get Along with People

- 0 ___ Frequently rude and unfriendly - uncooperative
- 1 ___ Has some difficulty working with others
- 2 ___ Usually gets along well with people
- 3 ___ Is poised, courteous, and tactful with people
- 4 ___ Exceptionally well accepted by peers, customers and supervisors

Attendance

- 0 ___ Often absent without good excuse and/or frequently late
- 1 ___ Lax attendance and/or frequently late
- 2 ___ Usually present and on time
- 3 ___ Very prompt and regular in attendance
- 4 ___ Always prompt and regular; volunteers for overtime when asked

Appearance

- 0 ___ Untidy or inappropriately groomed
- 1 ___ Sometimes neglectful of appearance
- 2 ___ Satisfactory appearance
- 3 ___ Careful about personal appearance
- 4 ___ Exceptionally neat and appropriately groomed

TOTAL SCORE

Overall Estimate of Student's Work (Employer's Grade)

- Poor (Below 17)
 - Below Average (17-21)
 - Average (22-26)
 - Above Average (27-31)
 - Outstanding (32-36)
- _____ /36
Grade

Progress toward completion of Work Site Competencies outlined in the Student's Learning Contract: _____ Satisfactory
_____ Unsatisfactory

Comments

Supervisor Signature

Date

Student Signature

Date

Coordinator Signature

Date



CAREER AND LIFE SKILLS ASSESSMENT (CALs)

Student _____ Grade Level _____ Student # _____ School _____ Date _____

INDIVIDUAL COMPLETING THE ASSESSMENT

____ Employer ____ Teacher/Coordinator ____ Career Education Specialist ____ Counselor ____ Other _____

COMPETENCY	Assessments	N A	Skill Attainment Level			
			Beginning	Progressing	Proficient	Advanced
			1	2	3	4
1. Communication and Literacy The student demonstrates the ability to speak, listen, read, and write to function successfully at the work site.	1.1 Speaks	<input type="checkbox"/>	<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speaks clearly and uses language appropriate to the environment both in person and on the telephone.	<input type="checkbox"/> Expresses complex ideas in an organized and concise manner.	<input type="checkbox"/> Presents effectively to a group using well-organized format, concise language and clear enunciation.
	1.2 Listens	<input type="checkbox"/>	<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listens attentively; makes eye contact; repeats instructions to confirm understanding.	<input type="checkbox"/> Listens attentively and demonstrates understanding through relevant responses and questions.	<input type="checkbox"/> Retains complex information over time and applies it to later work.
	1.3 Reading	<input type="checkbox"/>	<input type="checkbox"/> Reads written directions workplace documents with assistance.	<input type="checkbox"/> Reads written directions workplace documents independently.	<input type="checkbox"/> Reads and understands written materials, including technical document, independently; asks questions where appropriate.	<input type="checkbox"/> Reads complex written materials and executes related tasks independently.
	1.4 Writing	<input type="checkbox"/>	<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Writes clearly with correct grammar.	<input type="checkbox"/> Writes clearly using work-related terminology.	<input type="checkbox"/> Writes and develops professional materials such as newsletters and marketing brochures.
2. Organizing and Analyzing Information The student gathers, organizes, and evaluates the meaning of documents and information.	2.1 Collects and Organizes Information	<input type="checkbox"/>	<input type="checkbox"/> Developing ability to collect and organize information and materials needed for a task.	<input type="checkbox"/> Effectively compiles information and resources, including via the Internet.	<input type="checkbox"/> Effectively organizes and evaluates the relevance and accuracy of information.	<input type="checkbox"/> Identifies and obtains missing information based on mastery of subject.
	2.2 Researches and Analyzes	<input type="checkbox"/>	<input type="checkbox"/> Developing a familiarity with pertinent information and its location.	<input type="checkbox"/> Researches and synthesizes information from a variety of sources.	<input type="checkbox"/> Analyzes, interprets and draws conclusions from a variety of information types and sources.	<input type="checkbox"/> Develops theories of action and tests them in practice.
	2.3 Quantitative Analysis and Mathematics	<input type="checkbox"/>	<input type="checkbox"/> Performs simple calculations (addition and subtraction) with and without a calculator.	<input type="checkbox"/> Applies basic math, including multiplication and division, to complete appropriate tasks.	<input type="checkbox"/> Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships.	<input type="checkbox"/> Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.

COMPETENCY	Assessments	N A	Skill Attainment Level			
			Beginning	Progressing	Proficient	Advanced
			1	2	3	4
3. Problem Solving The student identifies problems, understands their context and develops solutions.	3.1 Identifying Problems	<input type="checkbox"/>	<input type="checkbox"/> Identifies problems with help from supervisor.	<input type="checkbox"/> Identifies problems independently.	<input type="checkbox"/> Explores cause of problems and evaluates impact on various stakeholders.	<input type="checkbox"/> Identifies potential problems and proposes preventive action.
	3.2 Solving Problems	<input type="checkbox"/>	<input type="checkbox"/> Solves problems with help from supervisor.	<input type="checkbox"/> Solves simple problems independently.	<input type="checkbox"/> Explores options and considers several alternative solutions when solving problems.	<input type="checkbox"/> Develops hypotheses and proposes creative solutions and systemic change, including preventive action.
4. Using Technology The student identifies and applies appropriate technologies.	4.1 Uses Work Tools and Office Equipment	<input type="checkbox"/>	<input type="checkbox"/> Uses work tools and/or equipment with supervision.	<input type="checkbox"/> Uses work tools, and/or office equipment independently.	<input type="checkbox"/> Trouble shoots and solves problems using work tools, and/or office equipment.	<input type="checkbox"/> Takes initiative in maintaining tools/equipment and/or seeing to it that they are repaired.
	4.2 Computer Operation	<input type="checkbox"/>	<input type="checkbox"/> Learning basic computer skills.	<input type="checkbox"/> Demonstrates basic computer skills.	<input type="checkbox"/> Uses appropriate software to complete assignments.	<input type="checkbox"/> Applies appropriate software innovatively to improve organization's productivity.
5. Completing Entire Activities The student participates fully in a task or project from initiation to completion, using appropriate time-management skills.	5.1 Initiating and Completing Projects	<input type="checkbox"/>	<input type="checkbox"/> Completes tasks and projects as assigned with supervision.	<input type="checkbox"/> Completes tasks and projects as assigned.	<input type="checkbox"/> Initiates and completes projects independently.	<input type="checkbox"/> Delivers high-quality results on schedule.
	5.2 Time Management	<input type="checkbox"/>	<input type="checkbox"/> Meets assigned deadlines with supervision.	<input type="checkbox"/> Meets assigned deadlines independently.	<input type="checkbox"/> Sets priorities and deadlines independently.	<input type="checkbox"/> Manages multiple tasks and projects effectively.
6. Student Conduct The student meets workplace standards on attendance, punctuality, dress code, confidentiality, flexibility and self-control.	6.1 Attendance and Appearance	<input type="checkbox"/>	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress with supervision.	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress independently.	<input type="checkbox"/> Is a model of excellent attendance and dress; attends events beyond those required.	<input type="checkbox"/> Represents organization at meetings and events.
	6.2 Accepts Direction and Criticism	<input type="checkbox"/>	<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accepts direction with positive attitude.	<input type="checkbox"/> Accepts constructive criticism with positive attitude.	<input type="checkbox"/> Accepts and applies constructive criticism to improve performance.
	6.3 Flexible and Maintains Self-Control	<input type="checkbox"/>	<input type="checkbox"/> Learning to adapt to change. Resumes self-control with supervision.	<input type="checkbox"/> Adapts to change with positive attitude. Resumes self-control independently.	<input type="checkbox"/> Explores change. Maintains self-control in challenging circumstances.	<input type="checkbox"/> Initiates change. Maintains self-control in extremely difficult circumstances.
	6.4 Respects Confidentiality	<input type="checkbox"/>	<input type="checkbox"/> Maintains confidentiality with supervision.	<input type="checkbox"/> Understands why certain information must remain confidential.	<input type="checkbox"/> Maintains confidentiality independently.	<input type="checkbox"/> Models good discretion for others in maintaining confidentiality.

COMPETENCY	Assessments	N A	Skill Attainment Level			
			Beginning	Progressing	Proficient	Advanced
			1	2	3	4
7. Interacting With Others The student works professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.	7.1 Interacting with Customers/Clients	<input type="checkbox"/>	<input type="checkbox"/> Developing skills necessary to deal with difficult customers/clients and situations.	<input type="checkbox"/> Appropriately requests assistance when dealing with difficult customers/clients and situations.	<input type="checkbox"/> Resolves client/customer problems independently where appropriate.	<input type="checkbox"/> Proactively handles stress of difficult customers/clients and situations.
	7.2 Interacts with Co-Workers	<input type="checkbox"/>	<input type="checkbox"/> Developing basic interaction skills. Responds when others initiate conversations.	<input type="checkbox"/> Initiates positive interactions with co-workers.	<input type="checkbox"/> Participates constructively as part of a team.	<input type="checkbox"/> Leads teams of co-workers to complete projects in an effective and timely manner.
	7.3 Manages Stress & Conflict	<input type="checkbox"/>	<input type="checkbox"/> Identifies conflict and considers its source with supervision.	<input type="checkbox"/> Identifies conflict and considers its source independently.	<input type="checkbox"/> Recognizes and avoids potential conflict. Maintains perspective and a sense of humor.	<input type="checkbox"/> Resolves conflict by appropriate addressing issues with involved parties.
	7.4 Respecting Diversity	<input type="checkbox"/>	<input type="checkbox"/> Developing an understanding of diversity.	<input type="checkbox"/> Understands diversities and similarities.	<input type="checkbox"/> Demonstrates ability to work with people different from him/herself.	<input type="checkbox"/> Seeks out opportunities to work with people different from him/herself.
8. Understanding All Aspects of the Industry The student understands the structure and dynamics of the entire organization, health and safety issues in the industry and the role of business within the larger community.	8.1 Understands the Structure and Dynamics of the Entire Organization	<input type="checkbox"/>	<input type="checkbox"/> Is aware of his/her own role within the department.	<input type="checkbox"/> Demonstrates working knowledge of the department's role in the organization and how it relates to other departments.	<input type="checkbox"/> Understands and negotiates the communication and workflow between departments.	<input type="checkbox"/> Understands the role of the organization in the industry and the economy.
	8.2 Recognizes Health & Safety Issues	<input type="checkbox"/>	<input type="checkbox"/> Practices appropriate health and safety protocol at the workplace with assistance.	<input type="checkbox"/> Practices appropriate health and safety protocol independently and recognizes their importance.	<input type="checkbox"/> Understands the implications of health and safety principles and applies them to new situations.	<input type="checkbox"/> Models good health and safety practices and helps others to understand their importance.
	8.3 Understanding Personal Policy and the Labor/Management Relationship	<input type="checkbox"/>	<input type="checkbox"/> Developing an understanding of the personnel policy, and where appropriate, the role of labor organizations.	<input type="checkbox"/> Understanding personal policy, and however appropriate, the role of labor organizations.	<input type="checkbox"/> Adheres to personal policy and understands its impact on individuals.	<input type="checkbox"/> Understands personnel policy and its impact on the organization; and contributes to a positive work culture.



OMAHA PUBLIC SCHOOLS
CAREER BASED LEARNING
LIST OF STUDENTS IN THE INTERNSHIP PROGRAM

PROGRAM AREA/SCHOOL

Student Names	Student #'s	Date of Birth	Job Title	Work Based Site	Site Supervisor	Phone Number	Date of Employment
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

Appendix B

- **State and Federal Child Labor Laws**

FEDERAL FAIR LABOR STANDARDS ACT (FLSA) CHILD LABOR PROVISIONS

The FLSA was passed in 1938 and is a federal law enforced by the U.S. Department of Labor's Wage and Hour Division. The law applies to all fifty states and ninety percent of nonagricultural businesses. All states also have child labor laws. If the FLSA and the state's child labor laws regulate the same activity, the stricter labor standard is the one that applies, e.g., Nebraska Child Labor Law requires that all workers under age 16 obtain an Employment Certificate from the school district in which the child resides. The following conditions are based on the Federal law which is generally more stringent.

The FLSA applies **only** when an employment (employer/employee) relationship exists. When a child reaches the age of eighteen, the child labor law does not apply.

Child labor law for nonagricultural occupations stipulates conditions of employment in three major areas: Age and Hour Limitations, Occupational Limitations, and Hazardous Occupations Order Exemption Qualifications.

AGE AND HOUR LIMITATIONS

Under 14 Years of Age

Youths under the age of 14 may work **only** if their jobs are exempt from child labor standards or not covered by the Fair Labor Standards Act. Exempt work includes: delivery of newspapers to consumers; performing in theatrical, motion picture, or broadcast productions; and work in a business owned by the parents of the minor, except in mining, manufacturing or hazardous occupations. In general, minors under the age of 14 may not be employed in nonagricultural occupations. Their activities in work-based learning programs must be limited to activities such as career awareness and exploration activities, classroom presentations, field trips to worksites, and job shadowing.

14 and 15 Year Olds

Students who are 14 and 15 years of age may work at jobs such as office work; various food service jobs; sales work and some other jobs in retail stores; errand and delivery work by foot, bicycle and public transportation; dispensing gasoline and oil and performing courtesy services in gas stations. The hours of work cannot be during school hours; cannot exceed three hours on a school day with a limit of 18 hours in a school week; cannot exceed eight hours on a non-school day with a limit of 40 hours in a non-school week; and cannot be before 7:00 a.m. or after 7:00 p.m., except from June 1 through Labor Day, when the evening hour is extended to 9:00 p.m.

14 and 15 Year Olds - WECEP Exception

There are exceptions to these restricted hours and occupations under the Work Experience and Career Exploration Program (WECEP) (29 CFR 570.35(a)). Under WECEP, at risk students who are 14 or 15 years of age and enrolled in an approved program can be employed during school hours, for up to three hours on a school day, up to 23 hours in a school week, and in occupations otherwise prohibited. School districts that would like to implement a WECEP Program must apply for approval. WECEP applications may be obtained from the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987.

16 and 17 Year Olds

Sixteen and seventeen year old youth can work at any time for unlimited hours; educators, employers, and parents should, however, control the hours to ensure that education remains the student's top priority. Unless they meet the criteria of a *student learner* or *apprentice*, they cannot be employed in the hazardous occupations listed below.

OCCUPATIONAL LIMITATIONS

There are seventeen Hazardous Occupations Orders (HOO) described in detail in the law. Minors under age 18 may **not** be employed to work in these occupations unless they qualify for an exemption as a student learner or apprentice enrolled in a state-recognized training program. Industry can hire 16 and 17 year old students to work in HOO # 5, 8, 10, 12, 14, 16, and 17 if they work in partnership with an approved educational facility and an agreement has been signed by the employer, the school, a parent, and the student (see Exemption Qualifications). There are no exemptions for HOO # 1, 2, 3, 4, 6, 7, 9, 11, 13, and 15.

HO 1 manufacturing and storing explosive
HO 2 motor vehicle driving and outside helper
HO 3 coal mining
HO 4 logging and sawmilling
HO 5* power-driven woodworking machines
HO 6 exposure to radioactive substances
HO 7 use of power-driven hoisting apparatus
HO 8* power-driven metal-forming, punching and shearing machines
HO 9 mining, other than coal
HO 10* slaughtering, or meat packing, processing, or rendering
HO 11 power-driven bakery machines
HO 12* power-driven paper-products machines
HO 13 manufacturing brick, tile and kindred products
HO 14* power-driven circular saws, band saws, and guillotine shears
HO 15 wrecking, demolition & ship-breaking operations
HO 16* roofing operations
HO 17* excavation operations

HAZARDOUS OCCUPATIONS ORDER (HHO) EXEMPTION QUALIFICATIONS (29 CFR 570.50)

An HHO Exemption allows industry and schools working in partnership to be protected under the child labor law and employ students in some hazardous occupations. Child labor regulations allow limited involvement in the seven hazardous occupations starred (*) above if the individual is at least 16 years old, a cooperative education student-learner or apprentice, and **all** of the following requirements are properly met:

- ❖ Individual must be 16 - 17 YEARS OLD
- ❖ STUDENT LEARNER must be:
 - enrolled in a *state-recognized course*, e.g. COOP program.
 - employed under *written* Training Agreement signed by the employer, school, parent, and student.
 - employed under a *written* Training Plan that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.
 - employed with the understanding that the hazardous portion of the work:
 - ♦ is *incidental* to training.
 - ♦ is *intermittent* and for *short* periods of time.
 - ♦ is under *direct* and *close* supervision of a qualified person.
 - ♦ follows safety instructions given by the school and/or the employer on the job.

❖ APPRENTICES must be:

- employed in an apprenticeship program *registered* by the Bureau of Apprenticeship and Training (BAT).
- employed with the understanding that the hazardous portion of the work:
 - ♦ is *incidental* to training.
 - ♦ is *intermittent* and for *short* periods of time.
 - ♦ is under *direct* and *close* supervision of a qualified person.
(The following additional criteria are not required by the FLSA, but are recommended to insure the safety and well being of the student apprentices.)
- provided with safety instructions given by the school and/or the employer on the job.
- employed under *written* Training Agreement signed by the employer, school, parent, and student.
- employed under a *written* Training Plan that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.

This document is intended as a reference only, not as a legal interpretation, and is not a substitute for legal advice. It is in no way a complete statement of the child labor laws, but a simplified interpretation intended for use by educators, employers, policy makers, and parents as they plan and implement work-based learning opportunities. For more complete information regarding state and federal law, consult the resources listed below. Those needing legal advice should consult an attorney.

Resources:

U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, 200 Constitution Avenue, NW, Washington, D.C. 20210, 202-219-4907. The following publications are available:

- Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act. Child Labor Bulletin No. 101.
- Child Labor Requirements in Agricultural Under the Fair Labor Standards Act. Child Labor Bulletin No. 102.
- Handy Reference Guide to the Fair Labor Standards Act, WH Publication 1282. C
- Employment Relationship Under the Fair Labor Standards Act, WH Pub. 1297.

Nebraska Work Based Learning Manual, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, 402-471-0948

For More Information Contact Carol Jurgens, Cooperative Education Director Nebraska Department of Education 402-471-0948 or cjurgens@nde.state.ne.us