



Beaufort County School District South Carolina

**Battery Creek High School
Beaufort High School
Bluffton High School
Hilton Head Island High School
May River High School
Whale Branch Early College High School
Beaufort-Jasper Academy for Career Excellence**

CAREER AND TECHNICAL EDUCATION

**Work-Based Learning Handbook
Teachers; Counselors; Students; Parents;
Employers**

2020-2021 (7-20-20)

COVID-19 ANNOUNCEMENT (July 20, 2020)

Students who are enrolled in an off-campus work-based experience to include paid and unpaid internships for FALL 2020...

- Due to continuing concerns about the spread of COVID-19, the Beaufort County School District CTE Department will continue to monitor CTE work-based learning and adjust accordingly. *Current plans are to begin the fall semester with virtual e-learning/job-shadowing experiences.*
- CTE Teachers of Record will provide alternative assignments through Micro-Careerburst (a state recognized e-learning resource), so students may continue to earn credit for the work-based learning course. Portfolio work is highly encouraged to include research on relevant topics.

Non-Discrimination Statement

Career and Technical Education: Beaufort County School District offers a wide range of Career and Technical Education Courses. In compliance with federal laws, Beaufort County School District administers educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender. Inquiries should be directed to:

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This guide was adapted for Beaufort County Schools from the S.C. guide for 2019-20.

The South Carolina CTE Work-Based Learning Implementation Guide is available at:

<https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/work-based-learning/work-based-learning-guide/>

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Work-Based Learning (WBL) is a CTE initiative to link students with the world of work. Students learn better when information is relevant. WBL links school to workplace realities and requires a dedicated business partner. We value the collaboration and partnerships by our local businesses in supporting our students.

The mission of WBL is to prepare every student to make career choices through academic rigor and work-based learning experiences. This requires a systematic, comprehensive effort based on the SC CTE state's vision to cultivate the development of a skilled workforce and a responsive workforce system that meets the needs of business and industry learning to sustainable growth, economic prosperity, and global competitiveness.

There are three major types of work-based learning: WBL courses for an internship elective credit, WBL short-term experiences such as 1-day job shadowing, and WBL as part of CTE upper level courses that involve 40 hours or more. Details and guidelines follow.

Types of Work-Based Learning through Career and Technical Education

I. Work-Based Learning Courses for High School Elective Credit **(credit-bearing, course number assigned by program area)**

is a structured, stand-alone CATE course which has a CATE Classification of Instructional Programs (CIP)-coded program. Each work-based learning **course** has an assigned S.C. CATE course code. WBL state guidelines must be followed in order to award the Carnegie unit of credit upon successful completion of the course. Students must have completed the required CATE courses to qualify for the following WBL.

Internship: A one-on-one relationship with an employer that provides “hands-on” learning in a career area of student interest. A required learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school for **specified time period** in exchange for the employer's time in teaching and demonstrating. **The internship shall include a minimum of 120 hours of work for a Carnegie unit of credit OR a minimum of 40 practical On-the-Job Training (OJT) hours embedded as part of an approved CTE course.** Instruction may or may not include financial compensation.

Youth Apprenticeship: Begins in the eleventh grade for students who are age 16 and older. This activity combines classroom instruction (at both secondary and post-secondary levels) with one to two years of on-the-job learning, and results in a “certification of mastery” of specific technical skills. A youth apprentice may matriculate to a Registered Apprenticeship program after high school. These types of apprenticeships may or may not include financial compensation. **Must be approved by DOL and CTE District Office.**

Health Sciences Clinicals: provide students with opportunities to explore a variety of health careers, develop knowledge and skills related to healthcare, and transition from the role of student to that of healthcare professional. Students can rotate among local healthcare related facilities to develop an awareness as part of a training agreement. Nurse Aide students complete a minimum of 40 clinical hours in an approved skilled nursing facility. Clinicals must be planned and supervised cooperatively by the teacher of record and the training sponsor. In the classroom, students are expected to master the essential knowledge and skills of health science coursework prior to participation in this experience.

Cooperative Education: Programs that coordinate high school CATE course of study with a job in a field related to the CATE course objectives. Students, the cooperating teacher and participating businesses develop written training and evaluation plans to guide workplace activities in coordination with classroom instruction. **A minimum of 40 hours is required as part of the CATE course.**

Requirements for Credit Bearing Work-Based Learning

As stated in the SC Office of Career & Technology WBL Manual:

IN ADDITION:

- 1) Both regularly scheduled and unannounced work-site visits must be conducted by the supervising teacher/designated Career Development Facilitator and documented. A minimum of one each is required.
- 2) **All required WBL paperwork must be complete and on file prior to beginning the work experience and kept on file with the supervising teacher of record for a period of 3 years.**
- 3) **A copy of the “Internship Assignment Form” with all required signatures must be scanned/emailed to the CATE Director.**

A South Carolina school may choose to offer Internship, credit-bearing work-based learning courses, for students in the following career clusters:

1. Each student must be supervised by a content-specific, certified teacher or designated school personnel. Example: Certified Health Science Technology Instructor supervises health science student participating in credit-bearing course.
2. The CTE Internship Work-Based Credit-Bearing Course is closely related to a content specific CTE course.
3. **Only one unit of the CTE Internship Work-Based Credit-Bearing Course may be awarded.**
4. **The CTE Internship Work-Based Credit-Bearing Course code can be used only one time.**
5. The CTE Internship Work-Based Credit-Bearing Course *should be counted as the fourth unit* of a CTE completer program and can be taken:
 - a. while actively enrolled in the third unit of an approved sequence of Career and Technical Education Coursework in a completer program; OR
 - b. after completing the third unit of an approved sequence of Career and Technical Education coursework in a completer program.
6. The CTE Internship Work-Based Credit-Bearing Course must be aligned with the student’s IGP.
7. A mutually developed training agreement which defines a combination of objectives/skills to be mastered specific to the CTE course and industry-defined competencies within the career pathway must be documented and kept on file for at least two years after the student graduates from high school.
8. **Graded assignments related to the course content and aligned to the school’s grading scale are required.**
9. Regularly scheduled and unannounced work-site visits are to be conducted and documented by the supervising teacher and the Career Development Facilitator.
10. A work-site evaluation should be conducted during the internship experience created from the training agreement and aligned with the world-class skills and characteristics from the Profile of the South Carolina Graduate.
11. All required paperwork must be complete and kept on file for at least two years after the student graduates from high school.

Career Ready Accountability Guidelines

By grade 12, a graduating student may demonstrate “career readiness” for purposes of the South Carolina accountability system by meeting the following criteria under Work-based Learning:

Completion of a South Carolina approved career ready work-based learning experience and must have all of the following criteria met and verified by the school:

- A minimum of 40 practical experience hours or the highest number of hours required by the industry-defined competencies and is included in a unit of credit in the career pathway related to the work-based placement.
- WBL placement is aligned to the career pathway in the student’s IGP.
- A mutually developed training agreement outlining the skills and objectives to be mastered during the WBL qualifying placement.
- Includes a positive performance evaluation that is created from the training agreement as defined by a score of 3 or higher on a scale of 1–5 with 1 being the lowest performance indicator and 5 being the highest performance indicator.
- The evaluation should include the world class skills and characteristics from the Profile of the SC Graduate.

Career Clusters and Work-Based Learning Course Codes*

****WBL courses are college prep weighted***

Agriculture, Food, and Natural Resources, work-based credit	5690
Architecture and Construction, work-based credit	6690
Arts, Audio-Video Technology, and Communications, work-based credit	5290
Business, Management, and Administration, work-based credit	5490
Education and Training, work-based credit	6390
Health Science	
c. Health Science, work-based credit	5590
d. Sports Medicine, work-based credit	5591
Hospitality and Tourism, work-based credit	5190
Human Services	
e. Family and Consumer Sciences, work-based credit	5890
f. Human Services, work-based credit	5790
Information Technology, work-based credit	5390
Law, Public Safety, Corrections, and Security, work-based credit	6590
Manufacturing, work-based credit	6490
Marketing, Sales, and Service, work-based credit	5091
Science, Technology, Engineering, and Mathematics	
g. Pre-Engineering/Industrial Technology Education, work-based credit	6090
Transportation, Distribution, and Logistics, work-based credit	6790

II. Other Work-Based Learning Experiences **(non-credit bearing, no course number assigned)**

occurs when the student is enrolled in a Career and Technology Education (CATE) course and participates in a “short-term” work-based experience as part of the currently enrolled CATE course. The WBL experience provides an opportunity for learning as part of a CATE course.

School-Based Enterprise: Focuses on the development of small businesses created, managed, and operated by students within the school setting. These ventures support the development of academic, technical, and entrepreneurial skills in an applied academic environment. Enterprises may be undertaken on school grounds. **Must be part of a CTE approved course.** (Not for course credit)

Job Shadowing: On-Site: A short-term experience to introduce a student to a particular job by a one-on-one assignment for a student with an employee in a work environment. The student “shadows” the worker for a specified time to better understand the requirements of a particular career. Supervising teacher must maintain a student record. (Not for course credit)

Job Shadowing: Virtual: A short-term experience in which students participate in virtual shadowing using approved online resources. Student must provide a written or oral presentation. Supervising teacher must maintain a student record. (Not for course credit)

Guidelines for non-credit bearing WBL

- Student must be enrolled in a CATE course.
- The WBL experience must be designed by a content-specific, certified CATE teacher as part of the course.
- All required WBL paperwork must be complete and on file.
- WBL must be documented in PowerSchool by the supervising teacher or designee for each student.

III. WBL credit as part of CTE course

Structured Field Trips: A specifically planned experience that provides opportunities for students to explore different workplaces related to CATE instruction. Students are prepared to ask probing questions about employment, qualifications.

Additional SC State Guidelines

<https://ed.sc.gov/instruction/career-and-technology-education/career-guidance/work-based-learning/>

STUDENT INTERNSHIP APPLICATION FOR ENROLLMENT

Student- PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.

School _____ Grade _____ Date _____				
Name				
Last		First		Middle
Present Address				
Number		Street	City	State Zip
Social Security No. [last 4 digits _____]		Home Telephone ()		Cell Phone ()
Student ID #				
Date of Birth including year:		Age:	Driver's License: Yes or No	
Do you have access to a car or other transportation? Yes or No				
Career and Technical Education program currently enrolled in:				
Proposed Internship Work Site (employer)				

Current Class Schedule

Period	Course	Teacher	Grade Average

Briefly respond to the following questions.

1.	Describe how this internship is related to your career goals.
2.	List skills that you have (such as MS Office).
3.	Describe work experience that you have- paid or unpaid.
4.	Describe any competitions you have won or honors you have received.
5.	List two high school teachers who can attest to your performance as a student.

I wish to participate in the Internship program. I certify that all information on this application is true and accurate to the best of my knowledge.

Student Signature

Date

INTERNSHIP ASSIGNMENT FORM

To be completed by the CATE Supervising Teacher. A copy with the signatures must be scanned/mailed to the CATE Director.

TO: _____
(Full Name of Participating Student)

FROM: _____
(Name of CATE Supervising Teacher)

CURRENT DATE: _____

CREDIT or NON-CREDIT BEARING (circle one)

Subject Area: _____

Your assignment is scheduled from:

_____ To _____
(Starting Date) (Ending Date)

From _____ a.m./p.m. to _____ a.m./p.m.
(Start Time) (End Time)

with _____
(Name of Company)

Your contact person at the job site will be:

Contact's phone number: _____

Company address: _____

Brief Description of Job

Duties: _____

Signature of School Counselor

Signature of CATE Teacher

Signature of School Principal

Signature of Career Dev Facilitator

STUDENT TRAINING PLAN DESCRIPTION

TO BE COMPLETED BY CATE TEACHER OF RECORD AND CAREER DEV. FACILITATOR

Date: _____

Student's Name: _____

School/Career Center: _____ School District: Beaufort County School District

Start Date: _____ End Date: _____

Worksite Name/Location:

Work Assigned Days: _____ Work Assigned Hours: _____

Worksite Supervisor Name: _____ Worksite Supervisor Title: _____

Worksite Phone: _____

Worksite Email: _____

Student's Career Pathway/Program of Study:

Is the Work-Based Learning (WBL) Placement aligned to student's Individual Graduation Plan (IGP)? Yes or No

Is the Work-Based Learning Placement paid or non-paid? Yes No

Is the WBL placement tied to a credit-bearing course? Yes No If yes, what is the course code?

Is School Insurance coverage provided? Yes No

Brief Job Description (Tasks, Responsibilities, Projects, etc. established by worksite supervisor)

--

List of objectives and/or skills to be mastered based on industry-defined competencies within career pathway

Student Emergency Information

Personal Data

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number (last 4 digits): _____ Student Phone: _____

School Name: _____ Counselor: _____

Principal: _____ Phone: _____

Note: Proof of medical insurance for the student is required. The student should keep an insurance card with him/her at all times.

Student Medical Information

List medical information about the student that would be helpful in case of emergency.

In Case of Emergency, call:

1) Parent/Guardian/Contact Name: _____

Personal Phone: _____ Work Phone: _____ Other: _____

Employer Name/Address: _____

Parent/Guardian Home Address: _____ Home Phone: _____

2) Parent/Guardian Name: _____ Phone: _____

Employer Name/Address: _____

Note: Students under age 18 should keep a signed Parental Consent form for medical treatment.

Parent/Guardian's Signature

Date

Student's Signature

Date

This form should be kept on file at the school and a copy at the work site.

Beaufort County School District (rev 2019-20)
WORK-BASED Training Agreement (Kept on file by Career Development Facilitator)

Student: _____ School/Career Center: _____

Type of WBL: _____ Start Date: _____ End Date: _____

Student's Career Cluster: _____ Work Assigned Days & Hours: _____

Work Site Name: _____ Work Site Supervisor: _____

Work Site Phone/Address: _____ Is placement paid or non-paid? YES or NO

Participation in the Internship requires all parties concerned to agree to the following responsibilities.

Employer Responsibilities

The employer, recognizing that a training plan is being followed and that close supervision of the student will be needed, agrees:

- To place the student in a training position for the purpose of providing skills and employability experiences and tasks of instructional value.
- To assist in development of a work training plan. ***(See attached training plan)***
- To ensure the student's employment activity will be supervised by an experienced and qualified person, with tasks to be performed under safe conditions.
- To ensure the student will receive the same consideration given other employees with regard to safety, health, social security, general employment conditions and other regulations of the firm.
- To notify the teacher if difficulties arise, changes are necessary or termination of internship seems likely to occur.
- To keep the teacher informed of the student's progress and to assist in the evaluation of the student. ***(See attached rubric)***
- To avoid discrimination against the student on the basis of race, color, national origin, sex, religion, creed, disadvantaging or handicapping condition, or limited English proficiency.
- To adhere to all federal and state laws governing employment, child labor, minimum wages, and other applicable regulations.

CTE Teacher of Record/Career Development Facilitator Responsibilities

The teacher/facilitator, representing the school, will coordinate the training program toward satisfactory preparation for the student's career interests, and agrees:

- To assure that the student meets all criteria to participate in a work-based learning program.
- To compile and maintain all necessary forms and documentation.
- To provide the necessary related classroom instruction and develop a training plan or connecting activities for each grading period or school term.

- To make regular site visits per grading period to the training station to observe the student, consult with employer, and supply assistance with student training problems to assure a successful work experience.
- To assist in the evaluation of the student.
- To attempt to resolve complaints with all parties concerned, with the authority to withdraw a student when necessary.
- To accept students into the program and inform students of job opportunities without regard to race, color, national origin, sex, religion, creed, disadvantaging or handicapping condition, or limited English proficiency.

Parent/Guardian Responsibilities

The parent or guardian, realizing the importance of the training program in helping the student to achieve career objectives, agrees:

- To encourage the student to effectively carry out his/her duties and responsibilities as outlined in this agreement.
- To assume responsibility for transportation and necessary insurance of the student while in the Internship, including the time in class, on the job, and in route to school, the job, and home as feasible. *Extenuating circumstances are handled on an individual basis for students who cannot afford transportation to/from worksites.*
- The student is expected to provide the necessary health insurance as feasible.
- To work cooperatively with the teacher and the student in solving problems relating to school and work.
- To understand that the student will have to adhere to the participating employer's pre-screening criteria to include possible background checks and drug testing.

Student Responsibilities

The student promises to abide by all implied and stated terms included in this training agreement, namely:

- Students must work a minimum of 120 hours in a school term *if receiving a Carnegie elective unit of credit.*
- The student is expected to remain with the original job placement throughout the school term and will not be granted permission to change without proper justification. He/she will not terminate the internship without prior written consent of the teacher-coordinator.
- The student is expected to conform to employer rules and regulations. Professional dress, conduct, grooming, attendance, punctuality, and adherence to the work schedule are expected to include usage of any Personal Protective Equipment (PPE) where applicable.
- The student is not allowed to work on days absent from school without prior approval of the teacher.
- The student must notify the employer and school each day he/she is unable to work, according to company policy.
- School will be the first priority as to scheduling and maintaining status toward graduation requirements.
- The student is responsible for providing his/her own transportation to and from the work site when possible. *Extenuating circumstances are handled on an individual basis.*
- The student is expected to maintain accurate and up-to-date wage and hour records and complete connecting activities by established deadlines. Failure to submit records and assignments to the teacher as requested will result in failure and removal from the Internship course.

- The student who loses his/her job because of dishonesty may be dismissed from the Internship course and may lose all credit for the school term. Such an offense is serious. The student who loses his/her job due to poor performance may receive no credit for the program, and/or may be dismissed from the Internship.
- **The student understands that this is a training opportunity only (paid or unpaid) and does not guarantee permanent employment with the participating employer or its affiliates.**

All parties acknowledge and stipulate that this Agreement is the product of mutual negotiation between all parties and that it has been reviewed by for all parties.

Signature of Student	Date
Signature of Parent/Guardian	Date
Signature of Supervising Teacher	Date
Signature of Principal/Designee	Date
Signature of Employer/Supervisor	Date

BEAUFORT COUNTY SCHOOLS STUDENT INTERNSHIP

EXAMPLE OF WEEKLY WAGE AND HOUR REPORT

Student completes monthly and returns to the Teacher. Initials/Signatures are required OR Other documentation will be made available upon request to verify hours for work-based learning credit and career readiness accountability.

Student _____ School _____ Job Title _____ Paid or Unpaid (circle) _____

Supervisor _____ Work Site _____

Month _____ Supervisor Initials _____

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								
Total								

Month _____ Supervisor Initials _____

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								

Month _____ Supervisor Initials _____

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								
Total								

Month _____ Supervisor Initials _____

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								

Total								
--------------	--	--	--	--	--	--	--	--

Total								
--------------	--	--	--	--	--	--	--	--

Student _____ **School** _____

Month _____ Supervisor Initials _____

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								
Total								

Month/Year _____ Supervisor Initials _____

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								
Total								

CUMULATIVE RECORD

To be completed by Student and Supervising Teacher, Verified Total Hours signed by Employer.

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Hrs. Fwd												
Hrs. This Month												
Hrs. Y-T-D												
I verify that this information is accurate and correct.												
Student Signature:						Employer/Supervisor Signature:						

INTERNSHIP WORK-BASED LEARNING

STUDENT INTERVIEW EVALUATION FORM

Completed by Teacher of Record (Optional Form)

Student Interviewed: _____ Career Objective/Pathway: _____

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in the program			
Concept of program's purpose			

Summary of student's interests, abilities, and adaptability relative to career objective:

Student's plans following high school:

Work experience:

Reaction when asked if he/she would change personal appearance in order to become employable or keep employment: _____

Reaction to student organization: _____

Possible Job Sites: _____

Comments: _____

Interview Completed by:

INTERNSHIP WORK SITE EVALUATION CHECK SHEET

Completed by Supervising Teacher and/or Career Development Facilitator

Potential Work Site Name _____

Address _____ Telephone _____

Date of Interview _____ Person Interviewed _____

Types of Jobs Available for Student to Intern/Job Shadow/Apprentice

Any Required Job Entrance Tests: () Yes () No
Any Required Drug Screening: () Yes () No
Any Required Criminal Background Checks: () Yes () No
Any Required Personal Protective Equipment: () Yes () No

Skill standards employer would be willing for student to participate during the duration of the WBL:
(example: interviewing; solving a problem; sitting in on a customer call. etc)

	Yes	No
Is the attitude of the employer conducive to effective cooperation with the school in the operation of work-based learning?		
Are there provisions for a range of on-the-job experiences?		
Are the equipment and facilities satisfactory?		
Is the employer willing to work with the teacher to develop a training plan for a specific career objective?		
Does the potential work site employee morale seem conducive to satisfactory relationships for students?		
Does the instructional potential of the work site seem satisfactory?		
Is the work site satisfactorily located?		
Is the employer listed with the Better Business Bureau?		
Is there evidence of progressive skill-building opportunities?		

	Yes	No
Does the employer agree to cooperate with the school to train a student?		
Does the employer agree to rotate the student through various job processes upon reaching the proficiency level required for satisfactory performance in the career?		
Does the employer agree to observe all applicable child labor and wage laws and be in compliance with the Office for Civil Right regulations?		
Does the employer agree that the student will not displace a full-time worker as cited in the Fair Labor Standards Act?		
Does the employer agree to work the student a minimum of 120 hours per semester?		
Does the employer agree to objectively evaluate the standards demonstrated by the student on skills identified in the training agreement?		
Does the employer agree to train the student during school release time?		
Is the work site within reasonable travel distance of the school?		
Does the work site meet other criteria as outlined in the <i>BCSD Guide for Work-Based Learning</i> ?		

Comments: _____

Signed: _____ Date: _____

INTERNSHIP WORK SITE VISITATION TEACHER SUMMARY

This form must be completed each month for training station visits by the supervising Teacher. Record observations, actions to be taken, and recommendations. Identify specific strengths and needed improvements.

Student's Name _____ Job Title _____
Work Site _____ Supervisor _____
Contact Person (*today's visit*) _____ Date: _____

Purpose of Visit: ☐ Student Observation ☐ Student Evaluation ☐ Counseling
 ☐ Problem Resolution ☐ Other _____

General Observations:

Standards Observed:

Student Conference/Comments:

Work Site Supervisor Conference/Comments:

Teacher's Overall Comments On This Visitation:

Signature: _____
(Teacher)

Date: _____

INTERNSHIP STUDENT EVALUATION OF WORK EXPERIENCE

To be completed by Student at the end of the Internship and discussed with Teacher.

Student _____
 Employer _____ Dates at Work Site _____
 Supervisor's Name _____

1. Duties _____

2. Is your job what you expected it to be?
 Explain: _____

3. Has your mentor been providing guidance/instructions? () Yes () No
 If yes, mentor's name: _____

4. Were you given ample instruction when you started the job? () Yes () No

5. Have you been given helpful instruction when needed? () Yes () No

6. Have co-workers been friendly and courteous? () Yes () No

7. Do you feel advancement is available if working full-time? () Yes () No

8. Were company rules and regulations explained clearly? () Yes () No

9. Please rate your supervisor(s) on the following points:

	Good	Average	Poor
Introduced you to all employees in the company/department			
Explained changes which affect you			
Interested in you and your job			
Followed up counseling			

10. What are the working conditions in your business? Explain: _____

11. What can you suggest that would better the working conditions at your work site for future work-based learning students? _____

12. General comments to evaluate your training station not included in the above questions: _____

Student Signature _____

Date _____

INTERNSHIP

SAMPLE ORIENTATION TO WORK SITE- completed by Employer

STUDENT'S NAME _____ DATE _____

WORK SITE _____ SUPERVISOR _____

Instructions: Please provide the following information to your student employees. Check each item as it is completed. Return the completed form to the teacher.

Company Orientation

- _____ 1. Give student copies of printed materials (handbook, brochures, etc.).
- _____ 2. Explain the company's history.
- _____ 3. Describe the company's service/product line(s).
- _____ 4. Discuss company policies and procedures regarding:
 - () Hours of operation/work
 - () Overtime policies
 - () Pay time period
 - () Vacation policy
 - () Holiday policy
 - () Appropriate dress and grooming
 - () Safety rules
 - () Emergency procedures
 - () Absentee procedures
 - () Parking
 - () Arrival procedures
 - () Departure procedures
- _____ 6. Describe the relationship of the department to the company (if applicable).
- _____ 7. Discuss specific company/departmental rules including:
 - () Breaks
 - () Work schedules
 - () Days off
 - () Presence of food at work station
- _____ 8. Introduce co-workers.
- _____ 9. Explain job responsibilities of co-workers.
- _____ 10. Identify training sponsor/mentor.

Job Orientation

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

(Employer/Mentor) Signature

(Date)

(Student) Signature

(Date)

INTERNSHIP

Employer EVALUATION OF WORK EXPERIENCE

To be completed by the Supervisor prior to end of the Internship and/or 40 Hour Work Experience. **(USE NEW STATE RUBRIC)**

STUDENT INTERNSHIP EVALUATION RUBRIC (TO BE COMPLETED BY THE PARTICIPATING EMPLOYER & RETURNED TO THE TEACHER OF RECORD)

1

Employability Attributes

The employability attributes provided below as Profile Elements are essential in every work environment

throughout one's career. Thank you for discussing with the Teacher of Record for the Internship which includes

specific workplace and career ready skills as aligned with the Profile of the SC Graduate.

Each will be the basic expectation for the work-based learning experience and will serve as the criteria of measure for the mid and final employer evaluation tool for the participating student.

* Two evaluation reviews are recommended to capture growth – Thank You for Your Support!

KEY: Evaluation Score

1 = Performance Improvement Needed: Needs to have a strategy to improve this skill

2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps

3 = Competent: Demonstrates this skill; aware of the importance of this skill

4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill

5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows

initiative to apply and extend this skill

PROFILE ELEMENT	PERFORMANCE EXPECTATIONS	REVIEWS 1-5 Scale (See Key Above)		COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Attendance Appearance, and Punctuality	<ul style="list-style-type: none"> ▪ Arrives on time and prepared for work ▪ Provides sufficient notice if unable to report for work ▪ Clean, neat appearance ▪ Dresses appropriately for position and duties ▪ Wears ID Badge in accordance with policy ▪ Practices personal hygiene for 	1		
		2		

Initiative Motivation, Self-Direction	<ul style="list-style-type: none"> Participates fully in tasks or projects from start to finish Initiates interaction with supervisor for next task or project upon successful completion of previous one Able to work with little supervision; dependable Use good judgement 	1		
		2		
Communication	<ul style="list-style-type: none"> Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors, and customers Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions 	1		
		2		
Teamwork and Collaboration	<ul style="list-style-type: none"> Works productively with coworkers, individually and in teams; support organization's mission and goals Accepts direction and constructive feedback with positive attitude 	1		
		2		
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> Notifies and identifies challenges and problems that arise in the workplace Brings concerns to attention of supervisors when appropriate Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the 	1		
		2		
Workplace Policy, Integrity, Culture and Safety	<ul style="list-style-type: none"> Exhibits understanding of workplace culture and policy Follows professional standards for use of computers, phones and social media Respects confidentiality Complies with health and safety rules for the workplace Adheres to cell phone usage policy 	1		
		2		
Knowing How to Learn	<ul style="list-style-type: none"> Eager and willing to learn Listens and observes to learn Asks questions 	1		

	<ul style="list-style-type: none"> Initiates to seek answers Inquisitive Manages time effectively 	2		
Information/Media & Technology	<ul style="list-style-type: none"> Knows how to locate necessary information to perform tasks Uses digital media literacy to identify, access and analyze Displays global knowledge with use of technology 	1		
		2		
Global Perspective	<ul style="list-style-type: none"> Identifies and respects cultural diversity Understands social/economic relationship impact on the job Seeks to work towards conflict resolution Thinks globally and understands link to people worldwide 	1		
		2		
Creativity/Innovation	<ul style="list-style-type: none"> Introduces new ideas or methods for task or work process Imaginative: Thinks outside the box Shares ideas and insights Encourages engagement 	1		
		2		

2

Workplace & Career Specific Skills

List *three to five skills* that will be a focus for this work-based learning experience. Choose from the following

examples or identify other skills relevant to the specific worksite environment and/or career goals.

Career/Engagement Skills

Adaptability

Collecting and Organizing

Information

Creativity

Digital Literacy Skills STEM-Related Skills

Computer Technology
Analyze

Database Usage
Engineering Concepts

Graphic Design
Technology Driven

Media Literacy
Science Concepts

Applied Academic Skills

Applied Mathematics

Reading

Research and Analysis

Writing

Professionalism

Office Suite Software
Cause/Effect relations

Multiple Languages

Leadership

Coding
Predict/Conclude

Project Management

Software Development
Repair equipment

Public Speaking/

Spreadsheet Usage
Uses software effectively

Presentations

Web Development
Mathematics concepts

Understanding Aspects

(or industry specific
technology)

SKILL	SKILL DEFINITION	REVIEWS		COMMENTS
		1-5 Scale (See Key Above)		
		1		
		2		
		1		
		2		
		1		
		2		
		1		
		2		
		1		
		2		
		1		

		2		
SIGNATURES				

REVIEW 1:

Student Signature: _____

Supervisor Signature: _____

School Staff Signature: _____

Date: _____

REVIEW 2:

Student Signature: _____

Supervisor Signature: _____

School Staff Signature: _____

Date: _____

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendents Roundtable and SC Chamber of Commerce
SC Education Oversight Committee, SC State Board of Education, SC Department of Education,
SC General Assembly, SC Council on Competitiveness, TransformSC, & SC Arts in Basic Curriculum
Steering Committee

Career Development Process



Military Career Fields

Military Specialist careers are available in the general categories listed below for qualified individuals with a high school education. Starting salary is \$16,164 with free room and board, enlistment bonus, and full medical benefits. Pay and benefit information can be found at www.todaysmilitary.com. Specific job information is located at the following web sites:

Air Force www.airforce.com
Coast Guard/CG Reserve www.gocoastguard.com
Air Force Reserve www.afreserve.com
Marine Corps www.marines.com
Air National Guard www.goang.com
Marine Corps Reserve www.marforres.usmc.mil
Army www.goarmy.com
Navy www.navy.com
Army National Guard www.1800guard.com
Navy Reserve www.navyreserve.com
Army Reserve www.goarmyreserve.com

Military Officer careers are open to individuals who take college level ROTC and complete a four-year degree, or for those who graduate from one of the Service Academies. Starting salary is \$34,000 with full medical benefits. ROTC, scholarship, and academy information can be found at these web sites:

Air Force ROTC www.afrotc.com
Air Force Academy www.usafa.af.mil
Army ROTC www.armyrotc.com
Military Academy www.usma.edu
Navy ROTC www.nrotc.navy.mil
Naval Academy www.usna.edu
Coast Guard Academy www.cga.edu

Administrative Support focuses on support activities dealing with personnel, administration, finance, information, supply, and religious services.

Arts and Media covers the administration, communication and supervision of affairs for both military and civilian audiences. Specialties include public affairs, broadcast technicians, graphic designers, translators, journalists, and musicians.

Combat involves reconnaissance, security, and other aspects of both offensive and defensive combat situations. Jobs include artillery specialists, infantry, special operations, tank crew and aviation.

Computers and Technology includes technical and informational support for a variety of areas such as computers, communications, environmental health, intelligence, and unmanned vehicle operations.

Engineering focuses on every aspect of construction, including electrical, carpentry, masonry and plumbing, as well as heavy equipment operation and supervising construction engineering.

Legal and Law Enforcement involves keeping people and property safe. Duties include paralegals, firefighters, military police, criminal investigators, and security and emergency specialists.

Mechanics concerns keeping vehicles and machines in proper running order. Assignments range from heating and cooling mechanics to vehicle mechanics who service aircraft, wheeled and tracked vehicles, heavy equipment, and watercraft.

Medical consists of jobs in medical, dental and veterinary fields. Positions cover a variety of responsibilities throughout the military health care field, from clinical settings to point of injury.

Transportation involves the movement of troops, equipment, supplies, and machinery.



Apprenticeship Carolina™, a division of the SC Technical College System, works to ensure all employers in South Carolina have access to the information and technical assistance they need to create demand-driven registered apprenticeship programs.

At ***no cost to the employer***, apprenticeship consultants are available to guide companies through the registered apprenticeship development process from initial information to full recognition in the national Registered Apprenticeship System.

In South Carolina, employers with registered apprenticeship programs are also eligible to receive a tax credit of \$1,000 for each registered apprentice employed for at least 7 months during each year of his or her apprenticeship program, for up to four years.

Web Resources for Career & College Planning

Academic Common Market-

<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/AcademicCommonMarketInformation.aspx>

ACT Student Web Page- www.actstudent.org

Career Aisle-<http://knowitall.scetv.org/careeraisle/index.cfm>

Career Explorer- www.careerexplorer.net

Career One Stop- www.careeronestop.org

CollegeBoard- SAT- www.collegeboard.org

College MatchMaker- <https://bigfuture.collegeboard.org/college-search>

eCampusTours: www.ecampustours.com

Free Application for Federal Student Aid- www.fafsa.ed.gov

Fastweb- www.fastweb.com

Mapping Your Future- www.mappingyourfuture.org

MicroBurst Learning- Virtual Job Shadowing- www.microburstlearning.org

Myfuture- www.myfuture.com

My Next Move- www.mynextmove.org

Peterson's Guide for college planning- www.petersons.com

NCAA Eligibility - <http://www.ncaa.org/static/2point3/>

Princeton Review- www.princetonreview.com

Occupational Information Network-O*Net Online- <http://www.onetonline.org/>

SC Transfer and Articulation Center- www.sctrac.org

SC Can Go to College- www.sccango.org

SC Occupational Information System- www.scois.net

SC Virtual Library- DISCUS- <http://scdiscus.org/>

Beaufort County School District
Career & Technical Education
Student Driver Parental Permission Form for Off-Campus Work-Based Learning

TO BE COMPLETED BY THE CTE TEACHER OF RECORD:

Student **Name:** _____ School/Career Center: _____

Start Date: _____ End Date: _____

Work Assigned Days & Hours: _____

APPROVED Work Site Name: _____

Work Site Employer Contact Name: _____

Work Site Address: _____

CTE Teacher of Record Name: _____ Contact Phone # (s): _____

TO BE COMPLETED BY THE STUDENT/PARENT(S) OR GUARDIAN:

STUDENT DRIVER

STUDENT NAME:

LAST NAME	FIRST NAME	MIDDLE INITIAL
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CTE CAREER PATHWAY _____ DL# _____

STUDENT HOME ADDRESS: _____

STUDENT HOME/CELL PHONE: _____

PARENT/GUARDIAN EMERGENCY CONTACT NAME &
PHONE#: _____

STUDENT VEHICLE

YEAR: _____ COLOR: _____ AUTO MAKE: _____ MODEL: _____

LICENSE TAG NUMBER: _____ STATE: _____

Student Driver Parental Consent & Release Form

BACKGROUND

My child, _____, has permission to drive to/from the off campus activity for _____ ("brief description of activity") per the following time period _____ to _____ and _____ from _____ the following site(s): _____. I understand that this activity involves travel _____. I also understand that this activity does not involve staying overnight.

CONDUCT DURING ACTIVITY & EMERGENCY MEDICAL TREATMENT

I understand that my child's participation in the activity is a privilege and not a right. I acknowledge that I have spoken with my child about my child's need to comply with the specific rules and requirements established for this activity, all Beaufort County School District ("District") policies and procedures, the rules of conduct set forth in the District Student Code of Conduct, and state and federal regulations and laws. I understand that all District rules and policies apply to my child. I also understand that my child may receive emergency medical treatment in case of injury or illness.

TRANSPORTATION PERMISSION AND WAIVER

I understand the District's insurance does not cover damages arising from, or related to, the operation of any private vehicle, failure to follow the directed driving route or any personal negligence related to this activity. Any damages/harm resulting from a parent/guardian/or student driver, including but not limited to property damage, personal injury, and/or death, arising from the operation of a motor vehicle in relation to the above listed activity, is hereby waived.

SIGNATURES

I confirm that I have carefully read this CONSENT AND RELEASE and agree to its terms knowingly and voluntarily. I also confirm that I am the parent or legal guardian of the child or I am student 18 years or older.

I have signed this CONSENT AND RELEASE this _____ day of _____, 20__

Student's signature (if 18 years or older)

Date

Signature of Student's Parent or Legal Guardian
(If student is less than 18 years old)

Date