COOPERATIVE EDUCATION HANDBOOK

for

Agriscience Cooperative Education
Alternative Work Experience
Business Cooperative Education (BCE)
Cooperative Diversified Education (CDE)
Diversified Career Technology (DCT/DCT-H)
Health Science Cooperative Education
Industrial Cooperative Education (ICE)
Marketing Cooperative Education
Public Service Cooperative Education

July 2004
The School Board of Miami-Dade County, Florida

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This handbook has been developed as a resource for teachers, administrators, and other school personnel who are interested in knowing how a cooperative education program should operate according to Florida Department of Education program standards and the Miami-Dade County Public Schools district guidelines.

Cooperative education programs provide career opportunities, enabling qualified students to obtain work experience in a vocation of their choice through on-the-job training and to receive classroom instruction in corresponding subject matter. These programs facilitate the transition from school to work by giving students career-and work-based-related experiences.

These students may be enrolled in academic and/or job-related classes for part of the school day and receive on-the-job training during the other part. Students are financially compensated at a wage that is comparable to entry-level employees. The prime factor to be considered is the value of the training received, not the amount of wages earned.

A successful connection from school to careers can be achieved through the various types of economic, social, and academic experiences that the student-learner receives. The success of any cooperative education program hinges upon both the school and the training agency.

This guide can serve school personnel in three ways:

1. It provides a conceptional framework, detailing the philosophy and guidelines governing cooperative education programs in Miami-Dade County Public Schools.
2. It serves as a source of ideas and as a guide for reviewing and improving existing cooperative education program activities.
3. It functions as an official reference for cooperative education teachers.

The format of the handbook has been designed to facilitate simple revisions and deletions/additions of sections as required. Implementing a cooperative education program should prove to be an asset to any school and should satisfy the educational objectives of this nation’s most valuable resource--THE STUDENT!

This guide was developed through the efforts of teacher representatives from the district’s cooperative education programs, instructional/supervisory personnel, and advisory committee members. It has been endorsed by the Division of Applied Technology, Miami-Dade County Public Schools.

Rose Martin, District Director
Division of Applied Technology Education
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MISSION STATEMENT

The mission of the Office of Applied Technology, Adult, and Career Education, Miami-Dade County Public Schools, is to provide students with the necessary academic, vocational, and interpersonal skills for successful employment and lifelong learning in a rapidly changing, technologically oriented global society.
COOPERATIVE EDUCATION

IN THE

MIAMI-DADE COUNTY PUBLIC SCHOOLS

Definition

Cooperative education is a planned process for students developed jointly by the school and employers in business and industry. Job skills are developed by the students through an organized sequence of supervised on-the-job training (OJT) of paid employment and related classroom instructional activities.

Philosophy

A training plan is developed as an integral part of the curriculum framework. This plan helps to successfully prepare students to compete in a rapidly growing technological world. Students develop skills, abilities, work habits, positive attitudes, and realistic on-the-job experiences. These realistic experiences give students first-hand knowledge of meaningful school-to-career opportunities.

Process

Students spend part of the school day in academic and/or career related instructional settings and part of the day in supervised on-the-job activities. Each student is expected to work a minimum of three (3) days per week, Monday through Friday, to receive OJT credit. Weekend only jobs are not acceptable for cooperative education placement. Refer to Appendix C, regarding SCHEDULING OF COOPERATIVE EDUCATION TEACHERS AND STUDENTS.

Based upon satisfactory classroom and job performance, students earn credit for both classroom and on-the-job training activities. Instruction and supervision is shared by the cooperative education teacher and the on-the-job training employer.

Students should be scheduled for classroom instruction in the mornings. On-the-job training hours are scheduled as part of the school day. Student scheduling should reflect the needs of both the student and the employer.
PROGRAM GOALS

Students:

1. Develop, through direct on-the-job training, an understanding of employment opportunities and responsibilities.

2. Provide a realistic learning situation in which the individual may discover interests, refine skills, and develop abilities.

3. Provide basic information about occupational opportunities for meaningful career choices.

4. Develop positive attitudes, work ethics, and skills necessary for job competency.

5. Develop a better understanding of social skills necessary for successful interaction with others.

6. Provide an opportunity to earn wages while learning employability skills.

7. Develop marketable skills for gainful employment.

8. Provide opportunities to develop leadership skills through appropriate program organizations.

Schools:

1. Provide a realistic learning environment for students.

2. Provide opportunities for cooperation between employers and the school.

3. Provide practical means of encouraging students to complete their high school education.

4. Provide employers with selected and motivated workers.

5. Provide training equipment comparable to that in the workplace.
Employers:

1. Provide opportunities to help select, instruct, and train student-learners for effective job performance.
2. Provide a working environment free of physical, emotional, and verbal abuse.
3. Provide job training consistent with changing technology.
4. Provide assistance in instructing and counseling the cooperative education students during the transition and adjustment period from school to careers.
5. Provide opportunities to share in the training of student-learners for the 21st century.
6. Reduce the cost of recruiting and training workers.
7. Provide opportunities for students to participate in school-related activities without fear of losing the job.

Communities:

1. Introduce students to local employment opportunities.
2. Provide specialized occupational training.
4. Promote closer cooperation between the school and community.
TERMINOLOGY

1. **Adult Student-Learner** - an adult student enrolled in a cooperative education program. An adult status is determined by attainment of 18 years of age or marriage.

2. **Classroom Instruction** - includes competencies that are needed by and are useful to all workers.

3. **Cooperative Education Teacher** - a member of the educational staff who teaches and/or coordinates classroom instruction with on-the-job training.

4. **Coordination of Activities** - formal visits by the cooperative education teacher to the training agencies to observe and/or record the student-learner activities, to obtain signatures or required documentation, determine student progress and obtain information to relate classroom instruction to on-the-job training.

5. **Student-Learner** - a student enrolled in a cooperative education program.

6. **Student-Learner Evaluation** - a formal evaluation process of the student-learner’s progress by the training supervisor while on the job. Specific competencies, as identified through the training plan, should form the basis of this evaluation.

7. **Technical Instruction** - is the development of concepts, skills, and attitudes that are meaningful to the student and can be specifically applied to his/her career goal and the demands of the specific training agency. Instruction is directly related to the training plan.

8. **Training Agency** - a cooperating firm that provides for a student to receive paid, supervised educational experiences.

9. **Training Agreement** - a formal agreement outlining the specific responsibilities of the student-learner, the cooperative education teacher, and the training supervisor for implementing effective on-the-job training. This agreement must be signed by all parties involved and authorized by a parent or guardian.

10. **Training Plan** - a list of skills and competencies which have been identified by both the cooperative education teacher and the training supervisor as essential for job/task performance. These specific competencies are to be completed through on-the-job training and/or related classroom activities.
11. **Training Supervisor** - a designated employee of the training agency who serves as the cooperative education teacher on the job. It is the supervisor's responsibility to ensure that the student-learner receives adequate on-the-job experiences.

12. **Career & Technical Student Organization (CTSO)** - a curriculum/interest-oriented organization designed to provide, expand, and enrich opportunities for civic responsibility, leadership development, social awareness, and vocational understanding.
JOB DESCRIPTION

The cooperative education teacher reports directly to the principal of the school and receives programmatic directions from the Instructional Supervisor/Educational Specialist.

A. Facilitate classroom learning activities

1. Attain competencies/skills outlined in the Intended Outcomes and explained in the Student Performance Standards.
2. Assist students in the development of training plans that correlate with their on-the-job activities.
3. Oversee the completion of the JOB TRAINING ATTENDANCE RECORD, and verify that the student has worked a minimum of 15 hours per week.
4. Compile required documents for Student Confidential Folders.
5. Maintain records and reports related to academic credit awarded to students, time cards, attendance, and wage information, etc.
6. Determine individual student performance.
7. Invite guest speakers.
8. Engage students in CTSO leadership activities.
9. Make fundraising an integral part of CTSO training.
10. Assist students in preparing for CTSO competitive events.
11. Provide materials to study for district, state, and national competition, where applicable.
12. Prepare students for job-site interviews (mock interviews).

B. Coordinate on-the-job training activities

1. Locate appropriate training agencies.
2. Assist students in obtaining employment.
3. Observe safety conditions in training agencies.
4. Evaluate prospective training agencies.
5. Verify compliance of child labor laws by training agencies.
7. Obtain suggestions from training agencies for class/lab activities.
8. Determine achievement of program/career objectives by students.
9. Correlate student performance standards with training agency activities.
10. Evaluate student progress and on-the-job performance at least once each grading period.
11. Assist in relocating students to new training agencies.
B. Coordinate on-the-job training activities (continued)

12. Identify and recommend members to serve on advisory committees.
13. Attend district and/or state workshops, meetings, and seminars.
14. Provide information about the program, students, and training procedures to the work-site supervisors.
15. Evaluate the student’s skills and abilities as outlined in the training plan.
16. Provide communication between the school and the community.
17. Assist in solving problems that arise from irregular situations.
18. Monitor student-learner on-the-job training activities.
19. Complete 5- or 10-day pre-planning activities during the months of July-August.
20. Prepare monthly mileage reports.

C. Counsel students and parents

1. Use sound judgment at all times when meeting with parents and students.
2. Plan the conference to include an agenda. Be prepared. Do your homework.
3. Hold pre-enrollment conferences.
4. Hold conferences during students’ enrollment in the program.
5. Be organized.
6. Be on time.
7. Be firm and positive.
8. Ensure an uninterrupted meeting area.

D. Solve problems

1. Determine the problem.
2. Summarize the facts.
3. Determine the cause(s).
4. Plan alternatives.
5. Find a solution.
PROJECTED SUMMER EMPLOYMENT

Cooperative education teachers must participate in a 5- or 10-day pre-planning session at the beginning of each school year. Teachers report in July prior to the reporting of regular teachers to perform these duties. Teachers are required to submit before leaving school in June a schedule outlining a plan of activities which will be completed during the pre-planning days in July. All plans must be approved and signed by the principal and returned to the district office before the end of the school year. See COOPERATIVE EDUCATION PROJECTED SUMMER EMPLOYMENT, Appendix B, FM-2557 Rev. 02-01. The purpose of this pre-planning activity is to help achieve successful job placements. The plan must not include any curriculum-related work or classroom maintenance; only on-the-job training related work can be included. The pre-planning activities should include the following:

Pre-Planning

A. Complete a PROJECTED SUMMER EMPLOYMENT, FM-2557, Rev. 10-98 form in June. Examples of activities are:

1. Place calls to employers.
2. Hold interviews with prospective students.
3. Schedule and hold meetings with parents.
4. Visit prospective employers to explain the program.
5. Canvass for jobs.
6. Send letters and brochures to prospective employers concerning the program.
7. Test students for job skills to assist in placement.
8. Hold training sessions on interview techniques with students.
9. Schedule interviews for students; call students to verify times and give pertinent information needed for the interviews.
10. Call employers to discuss the outcome of the interviews.
11. Discuss unsuccessful outcomes of the interview and improvement strategies with appropriate students.
12. Visit training agencies of students who are already employed.
13. Attend professional meetings.
15. Attend beginning of year meeting.
16. Complete MONTHLY VISITATION REPORT, FM 2275, Rev. 10-98.
B. Complete Required Student Documentation. Create “Confidential” folders for each student to include:

1. Name, school year, and student’s I. D. #
2. Copy of photo I.D. (Driver’s License or state issued I. D.)
3. Copy of student's social security card
4. Cooperative Education Program Application
5. Copy of proof of authorization to work, if applicable
6. Student Agreement
7. Training Agreement
8. Age Certificate
9. Safety Agreement
10. Job Training Attendance Record (Time Card)
11. Employer Evaluation
12. Training Plan
13. **JOB SEARCH RECORDS, FM-5888, Rev. 10-98**
14. Other legal forms to be placed in the folder as appropriate for the program

C. Check student’s schedules for conflicts--refer to memorandum regarding **SCHEDULING OF COOPERATIVE EDUCATION TEACHERS AND STUDENTS, Appendix C.**

D. Meet with other cooperative education teachers and the occupational specialist to discuss strategies, share job leads, etc.

E. Contact Instructional Supervisor/Educational Specialist for the current curriculum frameworks.

F. Prepare mileage reports. They are due by the tenth of each month to the Instructional Supervisor/Educational Specialist.

1. Sample mileage report is included in **Appendix B, FM-2275, Rev. 02-01.**
2. Fill in mileage report as visitations are completed.
3. Maintain photocopies of all completed mileage records.
4. Reports will be submitted for reimbursement as per program supervisor/educational specialist.

G. **FOLLOW-UP SUMMARY - Two Weeks Pre-Planning for Cooperative Education Teachers** must be completed and returned to the Instructional Supervisor/Educational Specialist immediately following pre-planning time, **Appendix B, FM-5881, Rev (02-01).**
H. Meet with counselors to discuss the program. Interview students as they are referred to the cooperative education teacher.

I. Recruit new students, if necessary.
CLASSROOM ACTIVITIES FOR FIRST TWO WEEKS OF SCHOOL

A. Distribute student folders and monitor completion of required confidential cooperative education forms. Samples of these required cooperative education forms can be found in the appendices and on line at: http://markndiv.dadeschools.net/Coop_Form.htm.

1. Explain each individual form.
2. Cover completion of JOB TRAINING ATTENDANCE RECORD, FM 5248, Rev. 10-98.

B. Call “no show” students.

C. Distribute interest survey.

D. Job Interviews

1. Remind unemployed students to report to a designated location after their classes are over for the day.
2. Arrange for unemployed students to have supervised volunteer activities during scheduled OJT time.
3. Set up interviews with prospective employers. After the interview, follow-up calls should be made to prospective employers.
4. Verification of job seeking activities should be recorded on JOB SEARCH RECORD, FM 5888, Rev. 02-01, Appendix A--to be completed and submitted by the student.
5. Reminder--STUDENT JOB PLACEMENT IS THE COOPERATIVE EDUCATION TEACHER’S RESPONSIBILITY.

E. Student Learning Activities

1. Distribute to students and discuss a prepared course overview that includes:
   a. course objectives
   b. course description
   c. supplies needed/textbooks used
   d. evaluation techniques
   e. classroom policy
   f. club activities, where applicable
   g. on-the-job training policy
   h. attendance/OJT credit policy
   i. grading scale
   j. inform students of financial obligation.
2. Evaluate students’ job skills
SUGGESTED CALENDAR OF ACTIVITIES

A. July

1. Evaluate the skills of your students.
2. Make home contacts.
3. Create student folders.
4. Arrange interviews and placements for unemployed students.
5. Continue job development for new training agencies.
6. Visit training agencies where students are placed.
7. Inventory equipment, teaching aids, and materials.
8. Order business cards.
9. Prepare needed instructional materials, supplies, teaching aids, and equipment.
10. Prepare long range lesson plans for the semester.
11. Plan for fundraising activities, if applicable.
12. Attend program area meeting.
13. Submit in-county travel and other required reports by due dates.

B. August/September

1. Create a training plan for each employed student.
2. Discuss/review course overview with students.
3. Review students’ class schedules for conflicts.
5. Monitor and log all OJT activities of unemployed students. Use the JOB SEARCH RECORD, Appendix A, Form 5888, Rev. 02-01.
7. Organize appropriate CTSO program.
8. Collect CTSO funds and make timely deposits.
9. Plan for appropriate student leadership activities.
10. Submit in-county travel and other required reports by due dates.
11. Attend program area meeting.
12. Ask purchasing clerk/department head about the availability of supply dollars.
13. Visit training agencies to evaluate student progress.
C. October

1. Visit training agencies for nine-week evaluations.
2. Plan for appropriate student leadership activities.
3. Attend program area meeting.
4. Submit in-county travel and other required reports by due dates.
5. Organize student leadership activities.

D. November

1. Choose contestants for district contests, if applicable.
2. Attend program area meeting.
3. Submit in-county travel and other required reports.
4. Copy student time card.
5. Submit original time cards to registrar or designee.
6. Have registrar or designee complete and sign **JOB TRAINING ATTENDANCE RECORD RECEIPT**, Appendix B, FM 5889, Rev. 02-01.

E. December

1. Continue to work with contestants for district contests.
2. Plan student organization community service activities.
3. Attend program area meeting.
4. Submit in-county travel and other required reports by due dates.
5. Visit training agencies to evaluate student progress.

F. January

1. Visit training agencies for semester evaluations.
2. Prepare forms and brochures for recruitment of next year’s students.
3. Pre-recruitment conference with counselors on program changes/requirements.
4. Distribute recruitment material explaining the Cooperative Education Program to prospective students.
5. Distribute interest surveys (**Appendix D**).
6. Distribute applications for program, **Appendix A, FM 2409, Rev. 02-01**.
7. Order instructional supplies.
9. Formulate plans for Vocational Education Month activities.
10. Attend program area meeting.
11. Submit in-county travel and other required reports by due dates.
12. Copy student time card before giving the original to the registrar or designee.
13. Submit original time card to registrar.
14. Have registrar or designee complete and sign **JOB TRAINING ATTENDANCE RECORD RECEIPT, Appendix B, FM 5889 Rev. 02-01**.

G. **February**

1. Recruitment conference with counselors on program changes/requirements.
2. Participate in scheduled district contests, if applicable.
3. Celebrate Vocational Education Month.
4. Determine program completers and order certificates, if applicable.
5. Attend program area meeting.
6. Submit in-county travel and other required reports by due dates.
7. Prepare contestants for state leadership conference.
8. Visit training agencies to evaluate student progress.

H. **March**

1. Interview and select next year’s cooperative education students.
2. Schedule student conferences.
3. Visit training agencies for recruitment for the following year.
4. Advise counselors of program changes/requirements.
5. Prepare contestants for state leadership conference.
6. Visit training agencies for nine-week evaluations.
7. Submit travel and other required reports by due dates.
8. Attend program area meeting.
9. Copy students’ time cards (**JOB TRAINING ATTENDANCE RECORD**).
10. Submit original time cards to registrar or designee.
11. Have registrar or designee complete and sign **JOB TRAINING ATTENDANCE RECORD RECEIPT, Appendix B, FM 5889, Rev. 02-01**.
13. Recruit, interview and select next year’s cooperative education students.

I. **April**

1. Advise counselors of students accepted for the program.
2. Inform students of acceptance or rejection for the program.
3. Provide program overview for new students.
4. Discuss leadership conference etiquette with students.
5. Attend state leadership conference.
6. Organize Employer-Employee function.
   a. Send out invitations.
   b. Prepare list of RSVP’s.
   c. Request check for tickets.
   d. Call in counts as requested.
   e. Prepare place cards for seating.
I. April (continued)
f. Prepare employer certificates.
8. Prepare contestants for appropriate national leadership conference, if applicable.
9. Schedule exit conferences for program completers.
10. Complete instructional and equipment needs for next year.
11. Complete VOCATIONAL EDUCATION EQUIPMENT REQUEST, Appendix B, FM 4253, Rev. 02-01.
12. Secure a printout of next year’s subject selection of prospective students.
13. Attend program area meeting.
14. Submit in-county travel and other required reports by due dates.
15. Order supplies, books, periodicals, and equipment for next year.
16. Visit training agencies to collect evaluations for the term.
17. Attend end-of-year program area meeting (April or May).

J. May
1. Continue orientation for newly selected students.
2. Prepare contestants for appropriate national leadership conference, if applicable.
3. Schedule job interviews for newly selected cooperative education students.
4. Attend program area meeting.
5. Submit in-county travel and other required reports by due dates.
6. Attend Employer/Employee Appreciation event.
7. Visit training agencies for final evaluation.
8. Continue student job placement.
9. Continue program overview and counseling of students.
10. Visit training agencies for final evaluations.
11. Update instructional and confidential files (retain confidential files for four years).
12. Complete FINAL CLASS REPORT, Appendix B, Form T29720401.
13. Balance student organization account with school treasurer.
14. Submit completed Pre-Planning Lesson Plans for upcoming school year.
15. Prepare for appropriate national conference, if applicable.
16. Submit in-county travel and other required reports by due dates.
17. Copy student time cards (JOB TRAINING ATTENDANCE RECORD).
18. Submit original time card to registrar or designee.
19. Have registrar or designee complete and sign JOB TRAINING ATTENDANCE RECORD RECEIPT, Appendix B, FM 5889, Rev. 02-01.
20. Participate in appropriate national leadership conference, if applicable.
STUDENT/EMPLOYEE DOCUMENTATION

Student-learners are required to provide proof of age to the businesses that employ them. The following are considered acceptable proof:

1. Birth certificate
2. Passport or visa
3. Driver’s license
4. Police identification card
5. Training Agreement, **FM-4542, Rev. 02-01**
6. Age Certificate, **FM-5418, Rev. 02-01**

Student-learners who have been issued age waiver authorizations are required to provide copies to their employers. The student-learner should also retain one copy for personal records. Student-learners under 18 may be exempt from classification as a minor if they provide proof of their exemption in one of the following ways:

1. A certificate of marriage, marital separation, or divorce
2. A copy of a court order that exempts them from provisions of the Florida Child Labor Law
3. A copy of current military orders, a copy of discharge, or separation papers from military duty
4. A copy of high school diploma, GED, or an official letter from the minor’s school certifying graduation (adult programs only)
CHILD LABOR LAWS

The Cooperative education teacher must display a Child Labor Law poster in a conspicuous place in the classroom.

Employers are required to keep waiver authorizations, proof of age documentation, and proof of exemption from minor status for all employees who are under 18. These records must be maintained for the duration of the minor’s employment. If the business falls under the Fair Labor Standards Act, the records must be kept until the minor turns 19.

Employers, who hire minors, must display a poster in a conspicuous place on the property or place of employment notifying them of the Child Labor Law. Additional information may be obtained from Job Services of Florida or The Division of Jobs and Benefits, Child Labor Office, P.O. Box 5436, Tallahassee, Florida 32314-5436 or call: 1-800-226-2536 or (850) 487-2536; fax (850) 487-4928.
COOPERATIVE EDUCATION STUDENTS

Step 1: Student Recruitment

It is the responsibility of the cooperative education teacher to determine if the students are employable and are willing and able to accept on-the-job training as part of their regular school day.

It is the responsibility of the cooperative education teacher to recruit students for their program. Each school has its own policy and guidelines for recruitment of students which are included in the course selection handbook. Many schools hold curriculum fairs, open house, or allow cooperative education teachers to visit classrooms to make presentations and distribute applications. Posting and distributing recruitment materials is also recommended. Whichever method is utilized at the school, a successful program depends on the visibility and the perceived effectiveness of the cooperative education teachers, as well as a good working relationship with school administration, student services and other school personnel. School counselors are the key in identifying students. It is crucial that counselors be supplied with program information and invited to program events in order to experience the student’s participation. General criteria for student selection is identified in the curriculum frameworks for each program.

Student teacher ratio for cooperative education teachers

<table>
<thead>
<tr>
<th>Program</th>
<th>Ratio</th>
</tr>
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<tbody>
<tr>
<td>Agribusiness Cooperative Education</td>
<td>20.17:1</td>
</tr>
<tr>
<td>Alternative Work Experience</td>
<td>22.50:1</td>
</tr>
<tr>
<td>Business Cooperative Education</td>
<td>23.04:1</td>
</tr>
<tr>
<td>Cooperative Diversified Education</td>
<td>26.50:1</td>
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<tr>
<td>Diversified Career Technology</td>
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<td>DCT-H</td>
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<tr>
<td>Marketing Cooperative Education</td>
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<tr>
<td>Public Service Cooperative Education</td>
<td>23.40:1</td>
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</table>
Suggestions for recruiting and identifying prospective students:

A. **School-wide Open House**
   1. Advertise the program throughout the school to prospective students, parents, counselors and administrators.
   2. Encourage present and former students to assist in making presentations and escorting guests.
   3. Make sure room is clean, neat, and attractively decorated.
   4. Display examples of students’ work and show pictures of students at work.
   5. Display photographs of recently held events to demonstrate club activities.
   6. Prepare multimedia presentation about the program to be shown in the classroom or during the morning announcements.

B. **Feeder-pattern Middle School Visitation** (if applicable)
   Take former students from the feeder pattern schools to visit the schools to assist in making presentations.

C. **Curriculum Fair Participation**
   If the school does not already hold a formal curriculum fair, encourage the administration to do so. It is the easiest way to get the most exposure in the least amount of time.

D. **Awards Ceremonies Participation**
   Recognize outstanding students in school-wide awards ceremonies. Many students are motivated by the recognition. Take pictures of students during these events.

E. **Attractive Handouts and Brochures**
   A picture is worth a thousand words. An attractive brochure will sell the program.

F. **Recruitment Posters**
   Get prospective students’ attention by having current students produce recruitment posters. Make sure student’s name is on the poster.

G. **Public Address System Utilization**
   Announce meetings, upcoming events, deadlines and give special recognition to contest winners. Everyone loves attention.

H. **Certificates of Appreciation**
   Recognize not only the employers who assisted in the fulfillment of the objectives of the program but also the counselors, administrators, and school personnel. Provide framed certificates for display in the work area.
I. Classroom Presentations
Some schools will allow cooperative education teachers of elective subjects to make classroom presentations to recruit students. Be prepared.

J. Student Club Newsletter
Have students produce and distribute a newsletter highlighting club activities and include written articles of interest to students.

K. Contact Counselors
Review list of applicants with counselors to determine eligibility for the program based on the criteria for selection of students.

Step 2: Survey of Student Body and Orientation

A. A survey of the student body is the first step in recruiting. Cooperative education teachers may elect to survey only specific departments or specific grade levels or both.

B. The cooperative education teacher should screen qualified applicants carefully.

Step 3: Application Process

A. The cooperative education teacher should screen potential qualified student applications carefully using the following criteria:

1. Age - applicants must meet the minimum age requirement.
2. Occupational Interest - applicants selected for participation should have a career objective.
3. Minimum Educational Requirements - applicants should meet prerequisites established for the program and should be permitted participation only with the program cooperative education teacher's approval.
4. Training Interest - applicants should have a definite interest in and desire to receive all the training that is provided both in school and on the job.
5. Records - applicants' past records should be considered. Good school attendance, commendable work habits, and good character should be indicators of a potentially successful student.
6. Grade Level - applicants should be in the appropriate grade level.
7. **Employability** - applicants should possess or be willing to develop personal traits that best meet the requirements of their chosen occupations. Some of these traits include appropriate attire, speech, intelligence, aptitudes, dependability, accuracy, initiative, and the ability to get along with others.

8. **Program Requirements** - applicants who already have part-time jobs must meet the program requirements to continue this employment.

9. **Permission of Parents** - non-adult applicants must have written permission of parents to participate in the program.

10. **Legal Right to Work** - applicants must present evidence of the legal right to work.

11. **Insurance** - students must purchase and/or provide proof of personal injury and/or property damage insurance coverage if applicable.

12. **Attendance and Grades** - must meet the minimum requirements of Grade Point Average and attendance as outlined in the Pupil Progression Plan of Miami-Dade County Public Schools.

B. A meeting should be scheduled with qualified applicants to discuss the program requirements, responsibilities, procedures, and purposes.

1. Invite graduates to assist with application orientation.

2. Distribute required cooperative education program documentation. These should include applications, teacher recommendations, student agreements, etc.

3. Explain any qualifications and preparations needed to enroll.

4. List the advantages and disadvantages of being a cooperative education student.

5. Relate some successful experiences of cooperative education program’s graduates.

6. Inform applicants of the need for transportation to get to work.

7. Arrange individual interviews.
   a. Allow sufficient time for each interview.
   b. Determine the applicant’s career goals and experience.
**Step 4: Student Orientation**

To obtain information not already recorded, the cooperative education teacher should schedule interviews with the applicants. During the interview the cooperative education teacher should:

A. State the purpose of the interview.

B. Explain the content of the program in detail.
   1. State the advantages of participating in the program.
   2. Explain the responsibilities of the training agency.
   3. Answer any questions.
   4. Leave program information.

C. Determine the applicant’s benefits from the program's objectives.

D. Note on student application impressions of student and explanation for the decision.

E. If necessary, make a follow-up appointment.

**Step 5: Utilization of Guidance Department**

A. Present and review list of eligible students for scheduling.

B. Advise the counselors of the program prerequisites and changes.

C. Supply counselors with program brochures and additional student applications.

D. Request a list of additional recommended applicants.
PROCEDURES FOR SELECTION OF TRAINING AGENCIES

These procedures for selection of training agencies are suggestions to serve as reference for the cooperative education teacher. They are general in nature and are not inclusive of specifics for every program area.

A. Research local businesses for appropriate job placements.

1. **Type of Occupation** - the DICTIONARY OF OCCUPATIONAL TITLES should be utilized to determine appropriateness of job titles and descriptions.

2. **Job Training Objectives** - the training agency should provide a variety of experiences in an occupation requiring both skills and knowledge.

3. **Working Conditions** - sanitary working conditions with adequate safety training should be provided.

4. **Employment Hours** - a minimum of three days per week (Monday through Friday) is needed to receive OJT credit.

5. **Facilities and Equipment** - appropriate facilities and adequate equipment should be used at the training agency.

6. **Training Supervisor and Student-Learner** - a positive training supervisor and student-learner relationship should exist at the training agency.

7. **Location** - the training agency should be accessible by private or public transportation and be located within a reasonable distance for site visitations.

8. **Adequate Remuneration** - remuneration for the student-learner should be minimum wage and should be based on the wages paid other employees of similar experience and training.

9. **Non-Discrimination Policy** - the training agency should adhere to a policy of prohibiting harassment and/or discrimination on the basis of gender, national origin, race, color, religion, or ethnic background, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

B. Schedule appointments with potential training agencies.

1. State the purpose of the interview.
2. Explain the content of the program in detail and leave program information.
   a. State the advantages of participating in the program.
   b. Explain the responsibilities of the training agency.
3. If necessary, make a follow-up appointment.
C. Be prepared to answer any questions about the program and leave contact information. Some typical questions that a prospective employer might ask are:

1. How are students selected for this program?
2. How much should the student-learner be paid?
3. What type of supervision is required?
4. Who will evaluate the student-learner on the job and how often?
5. What is the purpose of the training plan?
6. What are the responsibilities and obligations in the training of the student-learner?
7. What if the student-learner does not work out? Am I obligated to keep him/her?
8. What are the hours the student-learner can work?
9. What restrictions are there in the kind of training the student-learner will receive?
10. Can I teach him/her to do every job in the company?
11. Do student-learners need a work permit/age certificate?
12. Does the company have to obey the Child Labor Laws?
13. How can the company benefit by hiring the student-learner?
14. Who is responsible for the student’s OJT liability insurance?

D. Follow-up the initial contact with potential employers by:

1. Contacting the prospective employer.
2. Establishing a hiring date.
ON-SITE VISITATIONS TO TRAINING AGENCIES

Purposes

Common purposes of on-site visitations are:

1. To determine to what extent the student-learner is achieving the objectives of the program and his/her career objective.

2. To provide a means of imparting information about the program, the student-learner, and training procedures to the training supervisor.

3. To serve as a public relations liaison, in providing a closer relationship between the business community and the school.

4. To provide a means for evaluating the student learner’s skills and abilities in a realistic work environment, with a minimum of one visit per grading period.

5. To provide communication between the school and the business community.

6. To visit each training agency as appropriate for program needs/requirements.

Need for Visitations

Ideally, the frequency of on-site visitations depends upon two factors:

1. The need to conduct on-going visitations for successfully coordinating the program.

2. The need for visitations to solve problems arising from irregular situations must be documented.
REQUIRED DOCUMENTATION

During the course of the school year the instructional supervisor/educational specialist will disseminate information to teachers and principals regarding meetings and maintenance of the education program standards for Applied Technology. Below is a list of required forms that are essential for the implementation of the various Applied Technology Cooperative programs. These forms, listed in order of due dates, must be completed and retained in the student’s confidential folder:

1. **FM 2408 Admission Criteria and Individualized Guidance Program for Secondary Work Experience Students**
   Documents specific criteria used to identify potential school leavers for the Work Experience program. Outlines plan of action for addressing at-risk students needs.

2. **FM 2409 Cooperative Education Program Application**
   Compilation of the information necessary to accept students into a Cooperative Education Program. Must be signed by the student and parent/guardian indicating interest to enter the program.

3. **FM 2413 Student Agreement**
   This form outlines what is expected of the student as a condition for acceptance into a Cooperative Education Program. Must be signed by the student and parent/guardian to acknowledge the conditions outlined.

4. **FM 5418 Age Certificate**
   Are issued to all minors 14 years of age and over who are to be gainfully employed and are in a Cooperative Education Program. This document verifies student age according to school records and form of identification submitted. Date of birth must be verified by one of the following: birth certificate, driver’s license, passport, or Resident Alien Card. All age certificates should be typed and submitted along with **TRAINING AGREEMENT, FM 4542, Rev. 02-01**, to Attendance Services, Mail Code 9028.

5. **FM 4542 Training Agreement**
   Signed by the student, parent/guardian, and cooperative education teacher upon acceptance into a Cooperative Education program and once employed by the employer. This form details the responsibilities and conditions of training to a student by the employer, the cooperative education teacher, the parent/guardian, and student-trainee. Copy of signed form must be mailed to Attendance Services, Mail Code # 9028, along with the **AGE CERTIFICATE, FM 5418, Rev. 02-01**.
6. **FM 2420 Safety Agreement**
   Confirmation that the student has received instruction and successfully completed a general safety test applicable to a number of occupations.

7. **FM 5726 Training Plan**
   Compiled by the student with the assistance of the teacher and the training agency supervisor. This plan details the skills that the student is expected to master during the course of the year. Skills are outlined for each occupation in the Dictionary of Occupational Titles.

8. **FM 5248 Job Training Attendance Record**
   Completed every grading period, this form accounts for the hours that students are working. Students must be working at least one of the two FTE reporting periods during October and February to receive credit. Every day of the grading period, including Saturdays and Sundays, is to be included if a student is to attain the required 450 hours of employment to receive OJT credit. Original signatures must be obtained by the teacher from the student and the employer. The teacher must also sign the form as a confirmation of the authenticity of the signatures. Copies of the card must be kept in the student confidential folder for 4 years. Originals are to be submitted to the school’s registrar or person designated by the principal. FTE is received by the program and is based on the information contained on the cards.

9. **FM 2417 Employer Evaluation**
   The cooperative education teacher should visit the student’s training station every grading period to obtain the supervisor’s signature and completion of this form which measures student progress on the job. This should be the primary basis for the OJT grade along with teacher established criteria of number of hours employed, attendance, etc.

10. **FM 5888 Jobs Search Records Form**
    Must be completed weekly by all unemployed students to document their job search results. FTE will be withheld from the program and the school if a completed form is not available for every week the student is unemployed.

The following forms are provided by the District Office, completed by the teacher and submitted to the instructional supervisor/educational specialist after being signed by the principal at the appropriate time during the course of the school year:

11. **FM 2275 Monthly Visitation Report**
    This required form is used to document and monitor the off-campus activities of the cooperative education teacher during the course of the year. It must be submitted by the 10th of each month for the previous month with original signatures of both the principal and the cooperative education teacher.
12. **FM 2421 Placement Report**  
Submitted at the end of the first semester and the week prior to the end of the school year, this report details the job placement information of the students in the program during the two FTE reporting periods of October and February. Computer generated reports are acceptable upon approval of the instructional supervisor/educational specialist. The information is used for follow up reports and as statistical information for several projects.

13. **FM 5727 Projected Statistical Report**  
Submitted at the end of the first semester. The information for this report comes from the totals of FM 5248 and is used to demonstrate the economic impact of the cooperative education programs.

14. **Final Class Report (T29720401)**  
This computer generated report is to be completed by the teacher prior to the end of the school year. Each student should be classified in an occupation in which they received training during the course of the year. Proper completion of this report provides the information necessary for the required placement follow-up information.

15. **FM 2557 Projected Summer Employment**  
This form details the job development activities in which the teacher plans to engage during the one or two weeks of summer employment prior to the beginning of the school year.

16. **FM 5881 Follow-up Summary - Two Weeks Pre-Planning**  
This form recaps the results of the cooperative education teacher’s activities during the one or two weeks of summer pre-planning.

17. **FM 4253 Vocational Education Equipment Request**  
This report is a formal request to the instructional supervisor/educational specialist for equipment the teacher requests to be purchased for the coming year. Equipment budget for each program is determined by the compilation of the requests submitted by the program supervisors/educational specialists.

18. **FM 5882 Confidential Evaluation of Potential Cooperative Student**  
This form is distributed to teachers who are listed as references by students on the Cooperative Education Program application. Evaluates student’s potential to enter the Cooperative Education Program.

19. **FM 5889 Job Training Attendance Records Receipt**  
This form is used as a receipt when submitting original JOB TRAINING ATTENDANCE RECORD, FM 5248, Rev. 02-01, (time cards) to registrar or principal’s designee. Students names should be listed in alphabetical order.
20. **FM 5557 Request for Waiver of Hazardous Occupations**
   To be completed by the cooperative education teacher and submitted to the District Office for approval, this form must be accompanied by a memo explaining the reason for request. Usually granted to students whose families depend on the student’s income.

21. **FM 2424 Cooperative Education Identification Cards**
   All cooperative education students must have an identification card with a current picture and the time they are to be released in order to leave campus for employment purposes. Students should have the ID card with them at all times and should not be released from school without one. In the event that a student is removed from the Cooperative Education program during the school year, it is the teacher’s responsibility to collect the ID card.

22. **FM 2312 Substitute Funds for CTSO Teachers**
   Teachers are expected to bring all students in respective programs to the Vocational Student Organization (CTSO) activities. In the event that teachers have additional teaching assignments, reimbursement for substitute coverage is available by submitting this form.
Dear Employer:

This letter is to introduce ____________________ who is a {Name of School } student enrolled in our {Name of Program} . The program is designed to provide students the opportunity to receive on-the-job training through the cooperative effort of the school, parents and employers in the business community.

Mr./Ms. {Name of Student} is currently seeking employment and has expressed interest in securing a position with your establishment and would like the opportunity to fill out an application.

Sincerely

{Name of Cooperative Teacher}

TO BE FILLED IN BY PROSPECTIVE EMPLOYER:
(Please verify that the student filled out an application. Thank you!)

MANAGER’S SIGNATURE
TODAY’S DATE

TO BE FILLED IN BY STUDENT:
Name of Company
Address
Telephone Number
Manager’s Name
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

An important factor in maintaining one's professional skills is continuing to associate with others who have similar interests. This is best promoted by joining your professional organizations.

Attached are applications for organizations that are beneficial for you to become affiliated with. Please complete applications and return with your check to the address and contact person on the form.
SELF-INSURED PROPERTY LOSSES

The purpose of this procedure is to provide information and instructions to schools which suffer a property damage to school facilities or equipment.

The Office of Risk and Benefits Management administers two funds to handle the reimbursement to schools for claims:

**Fund 9010** for property losses due to vandalism and theft to repair or replace furniture, fixtures and equipment; and

**Fund 9999** for property losses due to fire, windstorm, water damage, etc. to repair or replace damage to buildings, furniture, fixtures, and equipment.

**Procedures:**

1. Notify the Division of School Police by telephone *(305-757-2677)* in each instance of property damage resulting from fire, water damage, illegal entry, vandalism, theft or burglary, or vehicle damage within 24 hours of discovering the incident. If the damage occurred during the weekend, notification must occur immediately Monday morning.

   All losses with an expected loss value of $2,500 or more must be directed to the Access Center Captain, Division of School Police, for investigation.

2. Complete a Plant Security Report within 24 hours of the occurrence. The Plant Security Report must be filed with the Division of School Police to obtain a Master Case Number. The Division of School Police will review the Plant Security Report, affix a Master Case Number and return the Plant Security Report to the school.

3. Complete all areas of the Self-Insured Property Damage Proof of Loss. Attach a detailed list of damaged or missing equipment with current replacement prices.

4. The completed Plant Security Report, with the Master Case Number, and the Self-Insured Property Damage Proof of Loss form must be sent via school mail (not faxed) to the Office of Risk and Benefits Management, Mail Code 9112 within 20 working days from the date of occurrence for review.

   For losses exceeding $2,500, the school must provide proof of an investigation by the Division of School Police.

5. After the review by the Office of Risk and Benefits Management, those approved claims will be forwarded to the Office of Budget Management where a structure will be assigned and the money transferred to the worksite.

6. Repairs to schools, or other Board-owned facilities, will be coordinated through Facilities Planning and Construction.
7. Once the budget transfer occurs, the worksite may expend the funds as deemed necessary and prudent by the worksite supervisor. The Office of Risk and Benefits Management and the Division of School Police no longer need to be in the approval chain for these requisitions.

A worksite deductible of $500 per incident has been established and will be deducted from the final approved claim amount.

Any questions should be directed to the Office of Risk and Benefits Management at 305-995-7006.
What Your Applied Technology Advisory Committee Does

An advisory committee can serve a multitude of specific functions. But in general its purpose is to evaluate, advise and promulgate. Here are a few of the ways in which these three basic functions are implemented.

EVALUATE:

1. Through personal business knowledge and by conducting surveys in the local workplace, determine the training/skill requirements needed for successful entry into the work force.

2. By experiencing actual classes/labs and collecting anecdotal information from instructors and students, evaluate the quality and relevance of the current applied technology program.

3. Evaluate the training of instructors.

4. Evaluate the quality and usefulness of course materials and/or special equipment used in applied technology training programs.

5. Evaluate counseling methods used to place students in the work force.

6. Evaluate students’ preparedness for entering the work force.

ADVISE:

1. Advise instructors and school personnel about the equipment, tools and training techniques currently utilized in the marketplace.

2. Likewise, advise about tools, materials and techniques used in other geographical areas.

3. Advise and assist in preparation and selection of relevant course materials.

4. Advise school personnel about changes in the industry which might affect changes in the local/regional labor market.

PROMULGATE:

1. Recommend new programs of study to meet the needs of emerging industries.

2. Recommend new course materials or changes in course materials within existing programs to meet new or changing needs of local industry.

3. Research and recommend new equipment and tools needed by school programs to match industry norms.

OTHER WAYS ADVISORY COMMITTEES CAN HELP:

1. Assist the development of student placement programs.

2. Identify possible businesses for internships and on-the-job training programs.

3. Help to publicize and develop community understanding and support by contacting employers, co-workers and community leaders.

4. Serve as judges for local awards and contests, help plan special educational events.
ADVISORY COMMITTEE UPDATE FORM

DATE__________________

TO:                        
Applied Technology Advisory Committee

FROM: _________________________________, Advisory Committee Representative
(Your Complete Name)

SUBJECT: _________________________________ Advisory Committee

NOTE: Use a separate form for each transaction.

_____ Please consider the name listed below for membership.

_____ Please delete the name listed below.

_____ Please make the necessary change(s) listed below.

Dr. _____ Mr. _____ Mrs. _____ Ms. _____ _____________________________
Company/Agency/Firm Name ______________________________________
Position Held by Person Listed Above ______________________________
Type of Business Conducted by Company/Agency/Firm__________________

Mailing Address _________________________________________________
City_______________________ State ______________Zip Code__________

Telephone _____________________       _____________________________

APPROVALS: (please initial)
Program Supervisor: _____
Program Director: _______

Revised 12/2/98
BM:rwl
MEMORANDUM

TO: Mr. Larry Santovenia, Supervisor Fiscal Services
FROM: Instructional Supervisor
SUBJECT: TRANSFER OF FUNDS FOR REPAIR OF EQUIPMENT

Please transfer repair funds in the amount of $________________ to cover the cost of vocational equipment repair at __________________________________________________.

The funding structure is as follows:

<table>
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<th>Fund</th>
<th>Object</th>
<th>Location</th>
<th>Program</th>
<th>Function</th>
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<tr>
<td>0100</td>
<td>5350</td>
<td>62XX</td>
<td>5300</td>
<td></td>
</tr>
</tbody>
</table>

To cover repairs of ____________________________________________________________

Request made by ___________________________________________________________ at the school

Vendor__________________________________________ Phone____________________

Replacement cost ____________________________

Description of repair__________________________________________________________

Date repairs to be completed____________________

Area/Shop __________________________________

How to be repaired - please check one

PC# ___________________________________________ Fund 9 _____________________

Requisition ___________________________

________________________________ Supervisor/Director

cc: Mr. Robert Gornto
GOALS/DEFINITIONS
DUTIES AND RESPONSIBILITIES
SELECTION PROCEDURES
REQUIRED DOCUMENTATION
APPENDIX B
COUNTY-ISSUED REPORTS
APPENDIX E

PROFESSIONAL ORGANIZATIONS
APPENDIX F

PROGRAM SPECIFIC INFORMATION
INTEREST SURVEY

Self-assessment is an excellent and necessary tool, enabling students to identify jobs and careers that match their interests and abilities.

Many commercially developed materials are available for this purpose. Listed below is one set of booklets which categorizes persons and identifies jobs based on individual likes and dislikes. For a complete student profile, it is strongly recommended that all three booklets be used. They are:

Assessment Booklet
The Jobs Finder
You and Your Job

These publications can be obtained from:

Psychological Assessment Resources, Inc.
P.O. Box 998
Odessa, FL 33556
1-800-331-TEST
The School Board of Miami-Dade County, Florida, adheres to a policy of non-discrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans With Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons.


**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32 and 6Gx13- 5D-1.10**, prohibit harassment and/or discrimination against an employee or student on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

_Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment._

REVISED 10/31/97