



**Career & Technical
Education**

2023-2024 CTE Staff Handbook



**Academic &
Technical
Skills**

**College & Career
Readiness**

**Work Based
Learning**

**Leadership &
21st Century
Skills
through
CTSO's**

It is the policy of Rule ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its Career & Technical Education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Revised 6/8/2023

Public Notification of Nondiscrimination in Career and Technical Education Programs

Rule ISD offers career and technical education programs in Agriculture Business Management, Agriculture Metal Fabrication, Agriculture Plant Science, Early Learning, and Teaching and Learning (Teacher's aide). Entry into these programs is based on the student's interest.

It is the policy of Rule ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Rule ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Rule ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator and Section 504 Coordinator lkupatt@rule.esc14.net or the CTE Director at jsolano@rule.esc14.net, 940-997-2246.

FORWARD

The purpose of this manual is to provide important information and outline the expectations of all participants in the Work-Based Learning Programs offered at Rule Independent School District (RISD). We believe these programs will be of the highest quality and offer the best possible educational experience for students if everyone invested has a clear understanding of their roles.



- ❖ Students: Choosing to enroll in a work based learning class gives you the opportunity to gain experience at a real job while earning credit toward high school graduation. Your teacher, your employer and your parent(s)/guardian(s) want this experience to be rewarding and educational for you.
- ❖ Parents: The responsibility on the student is much greater in a work-based learning program than that of the traditional classroom. Your interest and support are essential for your child to succeed and have a positive experience in this program.
- ❖ Educators: Maintaining high standards and providing quality instruction will yield the most effective program that provides the best possible learning environment for the student.
- ❖ Employers: RISD appreciates the commitment that you make as you partner in the education of young people as they transition into the workforce. Your dedication and cooperation consistently provide opportunities for students to be successful

INTRODUCTION

Work-Based Learning

Work-Based Learning (WBL) combines the traditional classroom setting with a workplace environment that provides students with opportunities to work in a chosen career path while earning high school credits. Students earn credit through the number of contact hours spent in the classroom and on the training site. There are two types of WBL experiences paid and unpaid. Students enrolled in the unpaid placement will work with the Rule campus personnel as placement based on availability. Placements include teacher aides, office assistants, and custodial assistance. The principal/counselor and WBL teacher will collaborate with students to determine the best training placement, provide classroom related instruction, and consult with training supervisors regarding student progress. Experienced training supervisors provide instruction on the job site and evaluate student performance, which becomes part of the student's grade for the course.



Eligibility Requirement

The training component must address all of the state adopted standards and provide students with diverse learning experiences that allow for a broad understanding of the business or industry. The student is expected to enroll in the course for the entire school year. In accordance with procedures, a student may enter or exit the course when during special circumstances require a change to be made. Students must be classified as a senior and hold valid work documentation for paid work experiences. Any student who is unemployed for more than 15 consecutive days is not eligible to earn contact hours.

HOW IT WORKS

At School - The student is enrolled in academic courses and in Career Preparation or a Practicum course. The student attends school for a portion of the day. Classroom instruction in Career Preparation and/or Practicum focuses on the skills and knowledge needed for the student to be a responsible, knowledgeable member of the workforce community. The classroom teacher correlates student instruction to job requirements and individual needs. Related classroom instruction must average one class period each day for every school week (5 hours/per week).

At the Training Site – Paid The student becomes a member of the business organization's staff of employees on a part-time basis, receiving regular wages. The student must work a minimum of 10 hours each week at an approved training site. The site supervisor serves as a mentor and/or trainer. Work experiences are scheduled to benefit both the student and employer. Work experiences on training sites allow students to apply academic and job-related skills in meaningful ways. As a student improves their knowledge and skills, he/she may be eligible for promotion to higher levels of responsibility as determined by the employer.

At the Training Site – Unpaid- The site supervisor serves as a mentor and/or trainer. Work experiences are scheduled to benefit the student. Work experiences on training sites allow students to apply academic and job-related skills in meaningful ways. As a student improves their knowledge and skills, he/she may be eligible for promotion to higher levels of responsibility as determined by the supervisor.

EXPECTATIONS/RESPONSIBILITIES

Please see specific course Training Plans and Student/Parent Agreement for details of expectations related specifically to that course.

Of the student-Perform job responsibilities:

- Communicate needs and suggest support strategies
- Follow through on commitments
- Adhere to workplace guidelines and procedures
- Comply with expectations for job performance, behavior, and social interactions
- Show respect, be responsible, and follow through on commitments
- Learn as much as possible about the work environment and the job

Of the employer/training supervisor-

- Model expectations
- Give clear, detailed, and repeated directions
- Communicate expectations for job performance, behavior, and social interaction
- Explain consequences for inappropriate behavior
- Identify the best methods of communication for each student
- Capitalize on each student's learning style and identify support strategies
- Discuss progress and improvements in performance
- Teach skills needed for successful job performance
- Communicate with students on a regular basis
- Communicate with school liaisons on a regular basis

Of the teacher

- Orient students to the workplace
- Orient students to their roles and responsibilities
- Communicate expectations for job performance, behavior, and social interactions
- Explain consequences for inappropriate behavior
- Orient employers to their roles as mentors and supervisors
- Help students communicate their support needs and strategies
- Help employers capitalize on students' learning styles and identify support strategies
- Communicate with students and employers on a regular basis
- Link work-based learning experiences to classroom learning and academic curriculum



ADVANTAGES

For Students

- Application of classroom learning (both academic and vocational) in real world setting Establishment of a clear connection between education and work
- Assessment of interests, aptitudes, and abilities while learning about the career possibilities available--explore possible careers
- Improvement of post-graduation employment opportunities
- Development and practice of positive work related habits and attitudes including the ability to think critically, solve problems, work in teams, and resolve issues that relate to possible careers
- Assessment and understanding the expectations of the workplace
- Establishment of professional contacts for future employment
- Expansion and refinement of technical skills
- Participation in authentic, job related tasks
- Observation of the demeanor and procedures of workplace professionals

For Employers/Training Supervisors

- Involvement in the curriculum development process
- An opportunity to provide community services
- Development of a pool of skilled and motivated potential future employees
- Improved employee retention
- Reduced training/recruitment costs
- Developmental opportunities for a current workforce
- Development of new projects with student assistance

For Schools

- Expands the curriculum, learning facilities, and to expose students to state-of-the-art equipment, technology, and techniques
- meets the needs of diverse student populations
- Individualizes instruction for students
- Promotes and fosters faculty interaction with the business community
- Enhances faculty staff development efforts
- Makes education more relevant and valuable to students
- Increase student retention rates in schools
- Reduces overcrowding by utilizing off-campus learning sites

For the Community

- creates an environment of collaboration and cooperation between the school, the employers, and the community
- Encourages respect, tolerance, and understanding between different groups Contributes to building a more productive local economy
- Fosters confidence in the school system as practical and beneficial results are observable



RULE INDEPENDENT SCHOOL DISTRICT ADMINISTRATIVE REGULATIONS FOR WORK-BASED LEARNING STUDENTS

In order to maintain effective work-based learning programs in Rule Independent School District, the following administrative regulations have been developed. It is essential that students, parents, teachers, and employers/supervisors understand these regulations.



Although the work-based learning teacher is responsible for maintaining the daily enforcement of campus rules and regulations, the principal on each campus makes the final interpretation should a question arise. Each campus is responsible for establishing any rules that may be needed as long as they are in compliance with District Administrative Regulations.

ELIGIBILITY

A student must be a minimum of 16 years old to enroll in a work-based learning course, including Career Preparations I or II and any Practicum course. A student enrolled in any paid learning experience must hold valid work documentation.

ENROLLMENT

Career Preparation: Each course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change (SAAH, p. 166).

ENROLLMENT

Practicum Courses and other two or three-credit CTE courses found in (TAC Chapter 130) may be used as laboratory-based, paid, or unpaid work experiences for students and classroom instruction must average one class period each day for every school week. Each practicum course using work-based learning instructional arrangement must consist of student participation in training appropriate to the student's coherent sequence of courses plus participation in related CTE classroom instruction. A practicum course spans the entire year. A student is expected to be enrolled the entire year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.

PLACEMENT

The work-based learning teacher will be primarily responsible for the placement of unpaid practicum students at a training site. The teacher shall make visits to all sites ensuring that each placement is appropriate for students and meet SAAH 5.75 required training site visit rules. Career Preparations, the student is responsible for attaining employment by the first day of school.

TRAINING PLANS

In order for a student to earn credit, students, work-based learning teachers, and employers/training supervisors must cooperatively complete an approved training plan for each student within 15 instructional days of the student's employment. The individual student's training plan shall contain the occupational essential knowledge and skills to be addressed both in the classroom and during work-based instruction. Only students participating in an unpaid Practicum experience for which the teacher of record provides all training may be exempt from completing training plans.

EMPLOYMENT

Students participating in a paid learning experience, while enrolled in a Career Preparation or Practicum course, must work a minimum average number of hours each week to earn credit. Students earning 2.0 credits must average 10 hours per week of work-based instruction, and those earning 3.0 credits must average 15 hours per week. Career preparation students unemployed for more than 15 consecutive school days are not eligible for contact hours. Students in Practicum paid learning experiences unemployed for more than 15 consecutive school days must be moved to an unpaid learning experience. Work-based learning teachers shall be notified of and approve any employment changes.



WORK SCHEDULES

Students must meet the average minimum number of hours per week based on credit received. State guidelines do not establish a maximum number of hours a student may work. However, employers/training supervisors are encouraged to keep student work schedules under 25 hours per week, understanding that these workers are high school students with many other educational and curricular commitments.

TRANSPORTATION

Transportation to and from the training site shall be the responsibility of the student and/or the parent or guardian. (FMG- Exhibit C)

SCHOOL SUPERVISION

Work-based learning teachers must visit each student's training site at least once every six weeks.

SCHOLARSHIP AND CONDUCT

Students shall be expected to maintain acceptable scholarship and conduct in the classroom and at the work site.

1. Scholarship
 - a. Work-based learning students shall be expected to pass all courses with a 70 average or above.
 - b. A work-based learning student who continues for more than nine weeks with failing grades in two or more courses may be placed on immediate probation with possible removal from the program and subsequent loss of credit for the course.
2. Participant Conduct
 - a. Participants must uphold all policies, rules and regulations of the Campus, the District and the employer at all times.
 - b. A work-based learning student who continues to violate rules and regulations may be placed on immediate probation with possible removal from the program and subsequent loss of credit for the course.

ATTENDANCE

Student attendance in school shall be required, regardless of work schedule. A student who is absent from school shall not be eligible to participate in work-based instruction on the day of the absence. It shall be the responsibility of the student to notify the work-based learning teacher and the employer/training supervisor in advance of a necessary absence or tardy to either school or work site. **Students that participate in work-based instruction on days in which they were counted absent from school without teacher approval shall receive a grade of zero for that day.**



DISMISSAL

A student may be subject to removal from the program with subsequent loss of credit for any of the following:

1. Student is dismissed from the training site for "just cause."
2. Student displays an uncooperative attitude toward District staff or employers/training supervisors.
3. Student has frequent absenteeism, and/or tardiness from school or the training site.
4. Student is unemployed for more than 15 consecutive school days.
5. Student fails to abide by policies, rules, and regulations of the campus, District and/or the training site.
6. Student fails two or more courses for more than one six weeks

FAQs

Are there any prerequisites? There is no course that students must have prior to enrolling in Career Preparation. However, students must be 16 years of age in order to enroll, thus the class is generally reserved for 11th and 12th grade students. Practicum courses are capstone experiences for students, and it is recommended that students have completed a minimum of one credit in the same cluster in which the Practicum course is offered.

What is a training site? A training site is the business or industry where the student works in a paid or unpaid setting. Training sites should be safe and appropriate to the career choice of the student.

What is a training plan? A training plan is a written agreement cooperatively developed by the student, the teacher and the employer/supervisor that clearly defines the conditions and learning experiences for the student. Training plans include information about the student and employer/supervising agency, and they should delineate the knowledge and skills specific to the occupation and the schedule of work experiences to be obtained on the job.

How are students graded? Career Preparation and Practicum courses both contain the traditional classroom component, and students are graded in a similar fashion to academic courses. In addition, employers/supervisors complete a student evaluation once each grading period that is incorporated into the student's grade. Each teacher's grading procedures must follow the L-AISD Grading Procedures.

What types of jobs are acceptable? Many businesses suited for adults are often not appropriate for student trainees. Additionally, all training site placements must comply with the U.S. Department of Labor and the Child Labor Regulations, Orders and Statements of Interpretation.

Can a student change jobs? If a student's employment ends before the end of the school year, he/she may continue enrollment in the course provided the student's paid training resumes within 15 instructional days and an amended written training plan is on file within 15 instructional days of employment. Students that do not acquire gainful employment 11 within the allotted time are subject to removal from the program and loss of credit or failure.

Are students that receive alternative placements removed from the course? Students in Career Preparation must be enrolled in a course setting that allows a student to be enrolled for the entire school year. Therefore, students may not enroll in Career Preparation in a credit recovery setting but may remain enrolled in Career Preparation during disciplinary placements.

How often does the WBL teacher visit a training site? WBL teachers are required to visit training sites at least once every six weeks.

Are there a maximum or minimum number of hours a student may work per week? The Student Attendance Accounting Handbook (SAAH) mandates that students in paid Career Preparation and Practicum



experiences work an average of 10 hours per week if earning two credits or average 15 hours per week if earning three credits. The SAAH does not set a ceiling on the number of hours a student can work per week. However, employers/training supervisors are encouraged to keep student work schedules under 25 hours per week, understanding that these workers are still high school students who have many other educational and curricular commitments. Students in unpaid settings must average 2 hours per day if earning two credits or 3 hours per day if earning three credits with a combination of classroom and/or work-based instruction.

When may a student enter or exit a Career Preparation or Practicum course? A student is expected to be enrolled the entire school year; however, in accordance with District policy, a student may enter or exit the course when extenuating circumstances require such a change.

How are training site visits tracked? Once a training site has been approved and the training plan has been completed, teachers will create a system that lists each student and his/her contact information with the name and address of each corresponding training site. Site visits should be tracked with this system.

CONTACT INFORMATION

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