

RESPONSIBILITIES

The school, teacher/coordinator, student, and parents must be willing to carry out certain responsibilities if a successful Cooperative Occupations Program is to exist. Without total commitment, the possibilities for a successful program will be greatly hindered.

SCHOOL

The responsibilities and assignments of the Board of Education and the administrative, supervisory, and teaching staff to career and technical education are as follows:

1. **BOARD OF EDUCATION.** The Board of Education is directly involved with career and technical education in the district through their annual review and approval of program and budgets. The Board of Education also must make a commitment to provide financial support for the program.
2. **SUPERINTENDENT.** The superintendent provides the administrative leadership to all phases of the operation of the school district. He is particularly involved with the career and technical education program through the appointment of a Career and Technical Education Coordinator (LVEC), for recommendation of Career and Technical Education programs to the Board of Education for approval, and recommendations of budgets for support of the Career and Technical Education program.
3. **BUILDING PRINCIPAL.** The building principal is the educational leader in his building and is responsible for the total educational program within the school. He works in close cooperation with the LVEC to provide the services necessary for developing programs within each building. He will allow the teacher/coordinator sufficient time to provide the related instruction and to carry out necessary coordinating activities.
4. **CAREER AND TECHNICAL EDUCATION COORDINATOR.** The Career and Technical Education Coordinator is directly responsible to the superintendent of schools to seek assistance and receive approval for developing, administering, and supervising career and technical education programs. His area of involvement and cooperation will extend beyond the school district to include personnel from the Department of Public Instruction, state governmental agencies, federal governmental agencies, technical college districts, county agencies, surrounding school districts, business, industry, labor, and public service organizations.

STUDENT

The student agrees to:

1. Remain with the original employer throughout the designated length of the Coop position.
2. Accept the employer's supervision and carry out the assigned duties.
3. Show progress on the job.
4. Conform to all safety regulations, rules, and policies of the place of employment and not expect any special privileges.
5. Respect ethics. Confidential information pertaining to the place of employment must be respected as such.
6. Notify the teacher/coordinator of all absences. Attendance at school is still mandatory. Excessive absences from school or the work site will result in removal from the Coop Program.
7. Keep accurate records of hours worked, wages received, and other necessary information.
8. Immediately inform the teacher/coordinator of any problems concerning on-job instruction. The student will not terminate employment or schooling without discussing the matter with the teacher/coordinator.
10. Perform in a manner which reflects favorably on self, family, school, and community.

11. Inform job site mentor and teacher/coordinator of any injury/accident sustained at the work site.

PARENT OR GUARDIAN

The parent agrees to:

1. Provide the means of transportation used by the student for on-job instruction.
2. Assume the responsibility for the student's conduct and safety while traveling to and from home, school, and job.
3. Encourage school attendance by not permitting the student to work on any day that the student does not attend school.
4. Discuss successes and problems related to student's performance.
5. Comply with the cooperative agreement.

TEACHER/COORDINATOR

The following teacher/coordinator activities are essential if a successful program is to result. The items listed below are those which involve the students to a large extent, and an attempt has been made to organize them in a sequential order as they would be accomplished during the year.

1. Have students complete Co-op applications and arrange for personal interviews with each applicant.
2. Analyze students' cumulative records, consult with counselors, administrators, and teachers about students, and review the results of personal interviews to determine if the student would benefit through the Co-op experience.
3. Establish and maintain a file on each student that will include as a minimum the:
 - A. Application for Co-op
 - B. Career objective material
 - C. Training agreement
 - D. Teacher/coordinator visitation reports
 - E. Reports from job instruction site: student and teacher/coordinator
 - F. Instructional plan, to include the Wisconsin Employability Skills Certificate Portfolio or the Wisconsin Skill Standards Co-op Certificate Portfolio
4. Provide assistance for students in realistic career planning and decision-making based on students' interests and abilities.
5. Help students schedule classes that will best accommodate their career objectives.
6. Identify potential job instructional sites.
7. Establish positive contact with students' parents or guardians via home visits and maintain this contact as deemed necessary.
8. Assist students in applying for and obtaining employment that is consistent with their interests, abilities, and career goals.
9. Complete cooperative agreements and make sure they have been signed by the employers and/or supervisors, students, parents or guardians, and school officials.
10. Cooperatively develop and follow a systematic instructional plan with each student and employer and/or supervisor.
11. Develop curricular material that will support and enhance the instructional plans.

12. Teach the related class using available materials and develop materials that are necessary to meet individual skill and attitudinal need.
13. Provide motivation, advice, and assistance for student participation in a CTSO.
14. Assist officers in the completion of the program of work for the student organization.
15. Assist students in developing proper work attitudes.
16. Participate in performance evaluations at the job instructional site at least once per grading period, review evaluations with students, and record results in student files.
17. Provide support in a timely manner to successfully hold an employer appreciation banquet.
18. Submit end-of-year report for the student organization (CTSO).
19. Have students complete evaluations of job instructional sites.
20. Evaluate each job instructional site.
21. Assist students in securing full-time employment or refer them to the proper personnel for help in filling out applications for scholarships, educational loans, and/or post secondary admission.
22. Conduct follow-up survey of graduates of the program.
23. Complete all forms required by the Department of Public Instruction prior to the deadlines. The DPI password for registering students in any work-based learning certification programs **3Hw0NMiw** for Sheboygan (the password is case sensitive and the "0" is zero - numeric, not alpha).

The following list of teacher/coordinator activities are essential and must be continuous if a successful program is to result. These items require more teacher involvement than direct student involvement.

1. Conduct an ongoing public relations campaign to make students and the community aware of Co-op.
2. Keep abreast of current developments in business and education through conferences, publications, formal course work, and related employment. (See Professional Involvement below)
3. Hold at least two advisory committee meetings per year and be sure minutes are kept for attachment to the program application.
4. Assess the facilities and equipment available for instructional purposes and make recommendations for improvement.
5. Retain student files for seven to ten years.
6. Maintain a good working relationship with other staff members.

All educators need to keep informed of developments in the field of education. Educators also should strive to provide leadership in organizations that can have a positive impact on education and, more specifically, on the students affected by our school systems. There are many organizations of this type at the international, national, state, and local levels. Membership in these organizations should not be required of teacher/coordinators, but active involvement in them by teacher/coordinators may result in a better environment for students.

EMPLOYER

Employers who are sincerely interested in the Co-op Program should be willing to carry out certain responsibilities in connection with the successful operation of the program.

1. Select the student from those sent for interviews.

2. The Cooperative Agreement includes provisions for:
 - A. A five-day week of related-school instruction and job instructional site which does not exceed 40 hours, or a six-day week of related-school instruction and job instructional site that does not exceed 48 hours.
 - B. Adherence to all federal and state regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.
 - C. A minimum of 5 hours per week for the entire agreed on-job instruction site period.
 - D. Encouragement of school attendance before accepting a full-time position.
 - E. Consulting the teacher/coordinator before extra hours on a regular basis are assigned.
 - F. Do not permit the student-learner to quit school to accept full-time employment before graduation.
3. Orientation of students.
4. Training Agreement
 - A. Select mentor for instructional responsibility.
 - B. Provide experiences for the student that will contribute to the attainment of the career objective.
 - C. Provide a variety of tasks so that the student is not allowed to remain in any one job, operation, or phase of the occupation beyond the period of time where such experience is of educational value.
 - D. Plan a work schedule and develop appropriate cooperative instructional plans.
 - E. Counsel and direct the student regarding means of improving his/her performance.
 - F. Provide the student with the necessary work materials and work environment.
 - G. Document beginning and ending dates for student learning employment.
5. Guidance
 - A. Work with the teacher/coordinator to assist the student in their personal adjustment and adjustments to work.
 - B. Consult the teacher/coordinator about any difficulties arising at the training station. The teacher/coordinator must be consulted before student termination of employment.
6. Regular evaluation of student
7. Advisory committee's input

JOB SITE MENTOR

The job site mentor is responsible for creating a successful learning experience in the workplace. The worksite supervisor helps the student gain an understanding of the resources, information, systems and technology available at the worksite; and teaches him/her interpersonal skills and common worker responsibilities. The student's experience is meant to be a continual learning experience, one that will increase his or her understanding of the career field and will help the student see more clearly the relevance and importance of education. Each student should be exposed for ALL aspects of the business.

In appointing a mentor, the employer should choose an employee who:

1. Enjoys working with young people.
2. Is competent in the area in which the supervisor is expected to train the student.
3. Is open-minded, patient, friendly, and helpful.
4. Has the ambition to advance and will appreciate this opportunity to improve supervisory and training skills.

The mentor acts as the teacher for the on-job instruction. These responsibilities are to:

1. Orient the student to the Co-op job site. The first day on the job will be an exciting and apprehensive time for participants. It is recommended that mentors provide a very concise articulation to include the following:
 - A. Introduction to you and other workers.
 - B. Describe worksite activities and objectives.
 - C. Explain work rules and expected behavior.
 - D. Identify daily tasks and expectations.
 - E. Demonstrate and explain proper work methods.
 - F. Monitor first attempts at various tasks.
 - G. Indicate to whom they will go for help.
2. Determine necessary pre-employment skills and knowledge for placement of the student.
3. Telephone the teacher/coordinator about problems that may arise.
4. Encourage the student to ask questions to clarify instructions.
5. Teach safety practices along with the specific skills involved in doing a particular job.
6. Prepare regular evaluations of the student's progress.
7. Serve as a model employee for the student to imitate.
8. Provide on-job instruction and guidance.
9. Regularly communicate expectations and provide feedback related to the expected performance level.
10. Initiate disciplinary action, if needed, by following these procedures:
 - A. Conduct conference with the student. If student does not improve and further action is needed, please proceed to next step.
 - B. Request conference with the student and the teacher/coordinator. If the student does not improve and further action is needed, please proceed to the next step.
 - C. Request a transfer, suspension, or termination of student.
11. Obtain and store emergency contact information for the student.
12. Report any student injury/accident to the teacher/coordinator.

**SHEBOYGAN AREA SCHOOL DISTRICT
APPLICATION FORM FOR CO-OP**

-PLEASE PRINT-

Name _____

Address _____ Zip Code _____

Phone _____ Date of Graduation _____

Age _____ Birthdate _____ Sex: M _____ F _____

Social Security Number _____ - _____ - _____

Company you are applying to: _____

Position you are applying for: _____

How do you consider your record as a student?

Excellent _____ Above Average _____ Average _____ Below Average _____

What is your current plan for after high school?

Why are you applying for the Cooperative Occupations Program?

What have your parents said about your applying for this program?

LIST YOUR WORK EXPERIENCE:

Name of Company	Address	Supervisor	Type of Work	Months Worked
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

CO-OP PROGRAM

FACULTY RECOMMENDATION FORM

HIGH SCHOOL: _____

Student: _____

The above student has expressed interest in admission to the Cooperative Education Program. Please provide your recommendation below.

In what classes or activities have you observed this student: _____

	Needs Help	Average	Good	Excellent
Punctuality				
Teamwork				
Communication Skills				
Reliability				
Academic Performance				
Initiative				
Qualities of Leadership				

Comments:

Special talents or strong points:

(Date)

(Teacher)

**SHEBOYGAN AREA SCHOOL DISTRICT COOPERATIVE EDUCATION
TRAINING AGREEMENT**

Participating Employer _____
Address _____ **Phone** _____
Student/Learner _____ **will be employed from**
_____ **to** _____ **at the rate of** _____ **per hour.**
Student/Learner's career objective: _____

The **STUDENT/LEARNER** agrees to:

- (a) Remain with the original employer through the entire school year unless a mutual change has been agreed to by all parties. Failure to comply will result in loss of credit for the semester involved.
- (b) Expect no special privileges from the employer.
- (c) Accept the employer's supervision and carry out the assigned duties to the best of his/her ability.
- (d) Comply with all rules and policies of his/her place of employment and the school.
- (e) Show progress on the job.
- (f) Observe ethics and not reveal confidential information pertaining to his/her place of employment.
- (g) Notify the teacher/coordinator of all absences immediately. If the student/learner is absent from school in the morning, he/she is not to report to his/her training station that day without the permission of the teacher/coordinator.
- (h) Keep accurate records of hours worked, wages received, and other necessary records.
- (i) Immediately inform the teacher/coordinator of all problems concerning his/her on-the-job training. If possible, adjustments will be made.

The **PARENT** or **GUARDIAN** agrees to:

Cooperate with the school and employer in being responsible for the conduct and attendance of the student/learner while enrolled in the supervised on-the-job training phase of the Cooperative Education program.

The **SCHOOL** agrees to:

- (a) Award one unit of credit for satisfactory completion of the training phase. If the student/learner is released from his/her on-the-job training for unsatisfactory performance he/she will lose that unit.
- (b) Not discriminate in education programs, activities, or employment on the basis of race, color, sex, age, handicap, or national origin.

The **EMPLOYER** agrees to:

- (a) Cooperate with the school in establishing and maintaining the training program.
- (b) Provide a variety of progressive training experiences for the student/learner.
- (c) Cooperate with the school through proper instructions and supervision of the student/learner on the job.
- (d) Comply with state/federal labor laws.
- (e) Provide the same work standards and wage rates for the student learner as those for other beginning workers, or any other wage rate as agreed to not in violation of any state or federal statute.
- (f) Provide the following if the training plan would indicate the desirability for instruction in an area determined to be hazardous: (i) that work shall be incidental to his/her training, (ii) that work shall be intermittent, for short periods of time, and under supervision, (iii) safety instructions shall be given by the school and the employer, and (iv) a schedule of progressive experiences shall be prepared.
- (g) Evaluate the student/learner's on-the-job performance and attitude, as needed.
- (h) Employ the student/learner throughout the school year if he/she proves satisfactory and support their efforts to graduate before offering full-time employment.
- (i) Allow the student/learner to work an average minimum of 5 hours a week (Absolute Maximum: 28 hours per five-day work week).
- (j) Not employ the student/learner for extra hours on a regular basis without consulting the teacher/coordinator.
- (k) Consult with the teacher/coordinator before dismissing the student/learner.
- (l) Comply with provisions of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act of 1964 by not discriminating on the base of sex, handicap, race, color, or national origin in the treatment and assignment of students to jobs, hours of employment, levels of responsibility and pay.

The undersigned agree to comply with this agreement as outlined and further authorize the disclosure of the information about the student set forth above from the Sheboygan Area School District pupil records.

SIGNATURE OF:

Student/Learner _____ Date _____
Parent/Guardian _____ Date _____
Employer or Training Mentor _____ Date _____
Teacher/Coordinator _____ Date _____

Any one of the signatories may terminate this agreement for just cause subsequent to the consideration of the issues.

COOPERATIVE EDUCATION STUDENT/LEARNER TRAINING PLAN

Company: _____

Position: _____

Length of Coop (weeks or months): _____

Approximate Hours/Week: _____

Hourly Wage: _____

Job Responsibilities/Description:

Prepare in duplicate: Original copy for training sponsor
 Copy for teacher/coordinator

The Sheboygan Area School District does not discriminate in education programs, activities, or employment on the basis of race, color, sex, age, handicap, or national origin.

WORK BASED LEARNING PROGRAM
Parent/Guardian Approval Form for Student Non-Work Times

Dear Parent/Guardian of Work Based Learning Students:

Your student is enrolled in one of Sheboygan Area School District's Work Based Learning Programs. It is a wonderful opportunity for students to receive real-world work experiences with an adult mentor at one of our partnering businesses.

Typically, students have a class period(s) designated for release time from school to go to work at these area businesses while receiving credit for their learning as outlined in a training agreement. Employers try to establish work schedules that correlate with a student's school release period(s). Due to the changing economic conditions in our community, employers may not be able to consistently schedule work for students that align with his/her regularly scheduled release time. This could result in situations where students have unsupervised, scheduled release times from school. The intent of this form is to ensure the safety and accountability of students during those times when the employer cannot provide a work experience.

As parent/guardian, you have the option of approving your student to be released from school in accordance to his/her daily class schedule even when an employer does not have work scheduled. **Approval** would indicate exclusive acceptance of responsibility for your child if such a circumstance should avail itself in a work based learning program. Communication between student and parent/guardian is essential to monitor the work schedule as established by the employer.

The **absence of parent/guardian approval** would require students to attend school during their designated release period(s) when work is not scheduled. The student must report to the teacher coordinator of that program to account for their attendance at school.

I give permission for my child, _____, to be absent
Name of child
from school when the employer is not able to schedule work that coincides with the regularly scheduled release time. I accept full responsibility for my child during that non-work period of time.

Parent/Guardian Signature

Date

Work Based Learning Teacher/Coordinator Signature

Date

This parent/guardian approval form copy will be kept on file at the school with the work based learning training agreement.