

## **Guidelines in the use of Non-Paid Assessments or Training using an Employer site in the Community**

Introduction: In coordinating and facilitating a community based assessment or trial work experience with an OVRS consumer, a work assessment at a job site is one option to be considered. In addition, for some consumers and/or job categories, it may be appropriate to include non-paid training at a job site in the community as part of the consumer IPE.

The guidelines below indicate what needs to be in place in order for a non-paid assessment or training to be in compliance with the Department of Labor Guidelines for non-paid activities at an employer site. Most often in the VR process, assessments would take place prior to developing an IPE, and training would most likely take place after an IPE was developed.

**DOCUMENTATION:** As either an assessment or plan activity, the file should contain clear and specific details about the assessment and/or training. Information including job title, duties, time frame, hours per day/week, goals of the assessment or training, measurement criteria for evaluation, and name of the evaluator/supervisor should be contained in the file. Updates regarding the progress and outcome should also be included.

**DOL CRITERIA:** ALL OF THE CRITERIA NEED TO BE MET IN ORDER FOR THE DEPARTMENT OF LABOR NOT TO ASSERT AN EMPLOYMENT RELATIONSHIP FOR PURPOSES OF THE FAIR LABOR STANDARDS ACT. If an employment relationship is found to exist, the business will be held responsible for full compliance with the applicable sections of the Fair Labor Standards Act. This means that the consumer will need to be paid for the assessment and/or training period if any of the conditions below are not met.

### **Guidelines:**

- Participants will be individuals with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive ongoing support to perform in a work setting.
- Participation will be for vocational exploration, assessment, or training in a community based placement work site under the general supervision of rehabilitation organizational personnel.

- Community based placements will be clearly defined components of individual rehabilitation programs developed and designed for the benefit of each individual. The statement of needed transition services established for the exploration assessment or training components will be included in the Person's Individualized Plan for Employment (IPE).
- Information contained in the IPE will not have to be made available. However, documentation as to the individual's enrollment in the community-based program will be made available to the Department of Labor. The individual and, when appropriate, the parent or guardian of each individual must be fully informed of the IPE and the community based placement component, and have indicated understanding that participation in such as wage component does not entitle the participant to wages.
- The activities of the individuals at the community-based placement do not result in an immediate advantage to the business. The Department of Labor will look at several factors:

- There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the individuals are not performing services that, although not ordinarily performed by employees, clearly are of the benefit to the business.

- The individuals are under continued and direct supervision by either the representative of the rehabilitation facility or by employees of the business.

- Such placements are made according to the requirements of the individual's IPE and not to meet the labor needs of the business.

- The periods of time spent by the individuals at any one site or in any clearly distinguishable job classification are specifically limited by the IPE.

- While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each of the following components will not exceed these limitations:

Vocational Exploration: 5 hours per job experience

Vocational Assessment: 90 hours per job experience

Vocational Training: 120 hours per job experience

- Individuals are not entitled to employment at the business at the conclusion of their IPE. However, once an employee, the person cannot be considered a trainee at that particular community based placement unless in a clearly distinguishable occupation.

Business and rehabilitation organizations may, at any time, consider participants to be employees and structure the program so that the participants are compensated in accordance with the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act.

In a non-paid work assessment, the workers compensation or liability insurance coverage may not be covered through the job site. It is the counselor's responsibility to assure that the appropriate coverage is provided through a community rehabilitation program or through the Vocational Rehabilitation Division.

For questions or technical assistance regarding the above DOL guidelines, contact the Department of Labor, Wage and Hour Division, Sub-minimum Wage Specialist at the Seattle, Washington Office of DOL.

# Child Labor Law: School-To-Work

## Technical Assistance: FAQs

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### The Employment Relationship

The Supreme Court has ruled that the Fair Labor Standards Act's (FLSA) definition of "employ" (to suffer or permit to work) does not necessarily make everyone working at your business an employee. For example, those who work without any express or implied compensation agreement may work for their own advantage on the premises of another. The exemptions for this sort of relationship are narrowly defined and usually apply only to student learners, and in some cases, volunteers or in-school placements.

Whether the FLSA sees *trainees* or *students* as *employees* depends on their activities on the premises of the employer. If all of the following criteria apply, the trainees or students are not employees within the meaning of the FLSA:

There must be a program that includes the following elements:

- A planned program of job training and work experience for the student, appropriate to the student's abilities, which includes training related to preemployment and employment skills to be mastered at progressively higher levels that are coordinated with learning in the school-based learning component and lead to the awarding of a skill certificate.
- The learning experience encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills.
- The learning experience has been structured to expose the student to all aspects of an industry and promotes the development of broad, transferable skills.
- The learning experience provides for real or simulated tasks or assignments that push students to develop higher-order critical thinking and problem-solving skills.

The student receives ongoing instruction at the employer's work site and receives close on-site supervision throughout the learning experience, with the result that any productive work that the student performs is offset by the burden to the employer from the training and supervision provided.

Tip: Schools should offer courses with a volunteer component as an elective. Mandatory courses that have a volunteer service requirement should include a variety of options such as a term paper, senior project, volunteer, etc.

### In-School Placements

As part of an overall educational program, schools may permit or require students to engage in various school-related work programs within their school district. These programs are primarily for the benefit of the students and last for periods of no more than an hour per day, or an equivalent amount of overall time. The fact that a student may receive a minimal payment for participation in such activities would not necessarily create an employment relationship (source: U.S. Dept. of Labor Fact Sheet 4/94).

### Examples of in-school placements

Students may help in school lunchrooms for 30 minutes to an hour per day, do occasional classroom clean-up, perform minor clerical work in the school office or library, or engage in school activities connected with dramatics, student publications, sports, and the like.

Q. Not all of my school-to-work placements can meet the conditions for "unpaid work experience." What rules should I follow for those students?

A. When a student is determined to be an employee, all of the employment related laws apply. These include workers' compensation, wage and hour (including child labor), civil rights, OSHA, and unemployment insurance, as well as any other laws that govern the relationship between the employer and employee.

When the employee is a minor, the child labor regulations, as part of the Wage and Hour Laws, must be complied with. For purposes of wage and hour law, a minor is any employee under the age of 18.

### Child Labor Law

In Oregon, most employers are covered by federal and state laws governing the employment of minors. Many of the rules are exactly the same, but in instances in which state and federal laws differ on the same subject, the law considered to be the most beneficial to the employee must be followed. An example includes the minimum wage. The federal minimum wage is \$5.15 an hour, Oregon's minimum wage is \$7.50 an hour. If an employer is covered by both laws, the employee must receive \$7.50 and hour.

Q. If I am an employer, how do I know if I am covered by federal law, state law, or both?

A. In Oregon, any employer with one or more employees is covered by state wage and hour law, but it is fair to say, that in Oregon, most employers are covered by both state and federal laws.

Federal law may cover employees in a variety of ways including:

- Enterprise coverage (engaged in interstate commerce).

job duties. Both state and federal law include exemptions for student-learners and apprentices in Hazardous Order numbers 5, 8, 10, 12, 14, 16 and 17.

**Tip:** Fourteen- and 15-year-old employees may not work in any of the 18 hazardous occupations under any circumstances.

Exemptions to the orders (student learner, apprentice), are applicable only to the specific order in which they are named.

### **Apprentice Exemption to Hazardous Orders**

All of the following conditions must be met in order to apply the exemption to Hazardous Occupation Orders numbers 5, 8, 10, 12, 14, 16 and 17:

- The apprentice is employed in a craft recognized as an apprenticeable trade.
- The work of the apprentice 'in the occupation declared particularly hazardous is incidental to his/her training.
- Such work is intermittent and for short periods of time and is under the direct and close supervision of a journeyman as a necessary part of such apprentice training.
- The apprentice is registered by the Bureau of Apprenticeship and Training, U.S. Department of Labor, or BOLI's Apprenticeship and Training Division.

### **Student Learner Exemption to Hazardous Orders**

Hazardous Occupation Orders numbers 5, 8, 10, 12, 14, 16 and 17 contain exemptions for 16- and 17-year-old student-learners if they are enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school.

Student learners may work in the above hazardous occupations provided they are employed under a written agreement stipulating:

- That the work of the student-learner in the occupation declared particularly hazardous shall be incidental to the training.;
- That such work is intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.
- That the school provides safety instructions that are correlated by the employer with on-the-job training.
- That the employer prepares a schedule or agreement of organized and progressive work processes to be performed on the job.

Each such written agreement must include the name of the student-learner, and be signed by the employer and the school coordinator or principal. This exemption of the employment of student-learners may be revoked in any individual situation if it is found that reasonable precautions have not been observed for the safety of minors employed there under.

### **Working Conditions for Minors**

All employers doing business in Oregon must comply with the following:



**BUREAU OF LABOR AND INDUSTRIES**

**SUMMARY OF CHILD LABOR LAWS**

**RETAIN THIS INFORMATION FOR YOUR REFERENCE**

<p><b><u>WORKING HOURS (NON AGRICULTURE*)</u></b></p> <p><b><u>14 AND 15 YEAR-OLDS</u></b></p> <p><b><u>When School is in Session</u></b></p> <ul style="list-style-type: none"> <li>• 3 hours per day, 8 hours on non-school days, 18 hours per week maximum</li> <li>• Only between 7:00 am and 7:00 pm</li> <li>• Working is not allowed during school hours</li> </ul> <p><b><u>When School is not in Session</u></b></p> <ul style="list-style-type: none"> <li>• 8 hours per day, 40 hours per week maximum</li> <li>• From June 1 through Labor Day: 7:00 am to 9:00 pm</li> </ul> <p><b><u>16 AND 17 YEAR-OLDS</u></b></p> <ul style="list-style-type: none"> <li>• Any hours</li> <li>• 44 hours per week maximum</li> </ul>	<p><b><u>MINIMUM WAGE:</u></b> The minimum wage is \$7.95 per hour beginning January 1, 2008.</p> <p><b><u>MEALS:</u></b> Meal periods of at least 30 minutes must be provided no later than five hours and one minute after the minor reports to work. Minors 14 and 15 years of age must be fully relieved of work duties during this time. Minors who are 16 and 17 years of age may work during a meal period, but must be paid for their time. This is permitted only if the nature of the work prevents the minor from being relieved from all duty.</p> <p><b><u>BREAKS:</u></b> Rest periods of at least 15 minutes must be provided during each four hours (or major portion) of work time.</p> <p><b><u>ADEQUATE WORK:</u></b> Adequate work must be provided if the employer requires the minor to report to work. Adequate work means enough work (or compensation in lieu of work) to earn at least one-half of the amount earned during the minor's regularly scheduled hours to work.</p> <p><b><u>RECORDS AVAILABILITY:</u></b> Records shall be preserved and maintained for a period of at least two years. The records should be maintained in a safe and accessible place and they shall be made available, upon request, for inspections and transcriptions by authorized representatives.</p>
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**HAZARDOUS AND PROHIBITED OCCUPATIONS**

The Wage and Hour Commission has determined that the following occupations are particularly hazardous for the employment of minors under 18 and employment in these occupations is prohibited:

<b><u>PROHIBITED FOR MINORS UNDER 18</u></b>	<b><u>PROHIBITED FOR MINORS UNDER 16</u></b>
<ul style="list-style-type: none"> <li>• Manufacturing, storing and using explosives</li> <li>• Motor vehicle driving (prohibited for minors 16 and under; permitted under limited circumstances for minors 17 years of age.)</li> <li>• Motor vehicle outside helper</li> <li>• Coal mining</li> <li>• Logging and sawmilling</li> <li>• Using power-driven woodworking machines</li> <li>• Where there is exposure to radioactive substances</li> <li>• Using power-driven hoisting apparatus</li> <li>• Using power-driven metal-forming, punching, and shearing machines</li> <li>• Mining, other than coal-mining</li> <li>• Slaughtering or meat-packing, processing or rendering</li> <li>• Using power-driven bakery machines</li> <li>• Using power-driven paper-products machines</li> <li>• Manufacturing brick, tile and kindred products</li> <li>• Using power-driven circular saws, band saws, and guillotine shears</li> <li>• Wrecking, demolition, and ship-breaking operations</li> <li>• Roofing operations</li> <li>• Excavation operations</li> <li>• Messenger service between the hours of 10:00 pm and 5:00 am</li> </ul>	<ul style="list-style-type: none"> <li>• Cold storage plants</li> <li>• Commercial docks</li> <li>• Construction (alteration, repair, painting, or demolition of buildings, bridges, and structures)</li> <li>• Firefighting</li> <li>• Grain elevators</li> <li>• Gravel or sand plant or bunker</li> <li>• Ice Plants</li> <li>• Land clearing (with blasting or presence of heavy equipment)</li> <li>• Logging operations</li> <li>• Lumber loading</li> <li>• Mechanical amusements</li> <li>• Surveying</li> <li>• Window cleaning (outside above ground)</li> <li>• Wood cutting, sawing</li> <li>• All kinds of work in workshops or any premise, room, or place where power-driven machinery is used in or incidental to adapting articles or goods for sale</li> <li>• ONLY office work is allowed in the following operations:               <ul style="list-style-type: none"> <li>- auto wrecking yards</li> <li>- junk dealer</li> <li>- water works</li> <li>- lumbering</li> <li>- motor vehicles (transportation)</li> </ul> </li> </ul>

\*Specific rules apply for the employment of minors in agriculture. For more information, contact the Child Labor Unit in Portland at (971) 673-0836.

**THE ABOVE INFORMATION IS ONLY A SUMMARY--FOR MORE COMPLETE INFORMATION, CONTACT THE BUREAU'S TECHNICAL ASSISTANCE FOR EMPLOYERS UNIT AT (971) 673-0824, OR REFER TO THE BUREAU'S WEBSITE AT [www.oregon.gov/boli](http://www.oregon.gov/boli).**

# WORK EVALUATION SUMMARY

Student

February 2014

Job Site / Location	Job Description	On/Off Campus?	Total Number of Days Worked	Total Number of Hours	Start	End Date if applies	Quality-Work Performed Emerging(E) Inconsistent(I) Most of the Time(M) All of the Time(A)	Volunteer (5) Paid (3) Stipend(4) Non-Paid(NP)

**Definitions:**

- **Emerging(E) = Just Learning, total assistance**
- **Inconsistent(I) = Does it some of the time but not always**
- **Most of the Time(M) = Does the job most of the time may have prompts**
- **All of the Time(A) = Does the job independently with check-ins**
  
- **Volunteer = A site where anyone in the community can volunteer such as the library, schools, Humane Society**
- **Paid = A place where the student it getting paid.**
- **Stipend = The student receives something for their work such as a drink or meal at the end of their work time**
- **Non-Paid = working at a non-volunteer site where there are paid employees and it is not considered to be eligible for volunteer. Sites may include TJ Max, Pizza Hut, Warehouse, etc.**



**WORK EVALUATION SUMMARY**  
**Sample Student**  
**February 2014**

<b>Job Site / Location</b>	<b>Job Description</b>	<b>On/Off Campus?</b>	<b>Total Number of Days Worked</b>	<b>Total Number of Hours</b>	<b>Start</b>	<b>End Date if applies</b>	<b>Quality-Work Performed</b> Emerging(E) Inconsistent(I) Most of the Time(M) All of the Time(A)	<b>Volunteer (V) Paid (P) Stipend (S) Non-Paid (NP)</b>
Cafeteria	Wiping tables	On	12	33.5	10/2007	6/2011	M 6/2010	V
	Chairs	On	5	1.25	2/2010	6/2011	M 6/2010	V
Courtyard Cleanup		On		2	10/2007	6/2011		V
Clerical	Shredding	On	11	8	11/2009	6/2011	M 6/2010 E 3/2013	V
	Mailings	On	2	10	12/2007	6/2011	M 1/2011	V
	Recycling	On		22	1/2008	6/2011		V
	Wrap Candy	On	2	1.25	9/2010	6/2011	I 9/2010	V
Hanley Farm	Harvest produce/sorting/cleanup	Off	18	19.75	9/2009	6/2011	M 6/2010	NP
	Clean-Up	Off	2	1.5	4/2010	6/2011	I 6/2010	NP
Dollar Tree	Product assembly	Off	16	11.25	9/2009	6/2011	M 6/2010	NP
	Fill balloons	Off	5	3.5	2/2010	6/2011	M 6/2010	NP
	Unpack Product	Off	22	51.5	3/2010	6/2011	M 6/2010	NP
	Stock Shelves	Off	7	4	3/2010	6/2011	I 6/2010 M 9/2010	NP
Goodwill	Light cleaning	Off	14	36	10/2008	6/2011	M 6/2010	NP
	Hangers	Off	8	6.5	9/2009	6/2011	M 6/2010	NP
	Sorting	Off	1	.75	5/2010	6/2011	M 6/2010	NP
Deli	Fill salt/pepper/sugar/napkins	Off	16	7.5	9/2011	6/2012	E 9/2011 M 1/2012	NP
	Vacuum	Off	22	10.5	9/2011	6/2012	E 9/2011 M 1/2012	NP

	Clean	Off	5	2	12/2011	6/2012	M 1/2012	NP
Silly Zack	Label	Off	18	20.5	10/2011	6/2013	M 10/2011 A 1/2012 E 9/2012	NP
	Make boxes	Off	1	.25	10/2011	6/2013	E 10/2011	NP
	Package product	Off	17	23	2/2012	6/2013	E 2/2012	NP
Horton Plaza	Set tables	Off	59	83.5	9/2011	6/2013	I 10/2011 M 3/2012	NP
EP Miguel's	Dining Room Prep	Off	9	10	9/2012		E 9/2012	S
Good Life	Packaging	Off	29	38	11/2012	6/2013	E 11/2012	NP
Grocery Outlet	Stock Shelves	Off	3	4.5	11/2012			NP
Senior Center	Food service	Off	50	137.5	2/2013		E 2/2013	S
Green Planet	Labeling	On	5	3.75	3/2013	6/2013	E 3/2013	NP
Dairy Queen	Dining Prep	Off	10	11.25	4/2013	6/2013	E 4/2013	S
ARC	Retail	Off	12	44	9/2013		E 9/2013	V

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# Top 10 Employee Skills

## 1. Come to work on time and follows schedule

- Arrives on time
- Finishes job
- Monitors quality and quantity of work
- Has regular attendance

## 2. Gets along with others and works as a team member

- Demonstrates pleasant interactions
- Goes along with the team/majority
- Is considerate
- Demonstrates good manners
- Maintains socially appropriate behaviors

## 3. Has good grooming; is neat and clean and wears appropriate clothing

- Wears age and job specific attire (avoids juvenile or provocative appearance)
- Has jacket if weather requires; work boots, gloves, umbrella, etc.
- Wears hair (facial hair) in appropriate manner
- Cares for personal hygiene, wears deodorant, keeps fingernails clean and trimmed

## 4. Demonstrates enthusiasm and pride

- Is cheerful, friendly and have a good attitude
- Presents self as interested in what they are doing
- Motivated
- Eager to learn new things, perform required tasks

## 5. Is Dependable

- Produces amount of work commensurate with ability and expectation
- Come to work: on time; ready for work; willing to work hard; and to go the extra mile to get work done
- Responsible for self and work to be performed
- Is honest
- Does what is asked/needed
- Performs consistently
- Shows an interest in working at the job

## 6. Is Flexible

- Accepts change
- Willing to do as asked
- Deals with frustration that change may cause

## 7. Asks questions

- Clarifies information needed (applies information to job performance)
- Gets specific information to perform job
- Understands expectation, rules, work culture, etc.
- Communicates basic wants and needs appropriately (calls in if sick or misses bus)

## 8. Listens

- Makes eye contact with person speaking to them
- Is respectful and attentive to superiors, co-workers, customers, etc.
- Takes constructive criticism and changes behaviors accordingly

## 9. Shows respect for bosses/superiors authority

- Knows who is boss (maybe multiple bosses) and follows their instructions
- Knows to listen to co-workers, and ask boss for clarification if needed
- Understands the "pecking order"

## 10. Follows directions

- Is able to understand and demonstrate specific directions given
- Follows directions with out repeated reminders

Top Ten Employee Skills Data Sheet

Put a check mark for the items you did.

						Comments: What job(s) did you do that day. Did you like the job, what could have gone better, if it was a good day or bad day, etc.
<b>Dates:</b>						
<b>1. Arrives at work on time</b>						
On time						
Finishes job as assigned						
<b>2. Gets along with others &amp; works as a team member</b>						
Pleasant interactions / considerate						
Gets along with team						
Socially appropriate behaviors						
<b>3. Good grooming &amp; appropriate clothing</b>						
Wears appropriate clothes for job						
Good hygiene						
<b>4. Demonstrates enthusiasm &amp; pride</b>						
Friendly, good attitude						
Shows interested in what you are doing						
Motivated / Eager to learn						
<b>5. Is Dependable</b>						
Produces amount of work expected						
Honest						
Take responsibility for yourself						
Does what asked						
<b>6. Is Flexible</b>						
Accepts change						
<b>7. Asks questions</b>						
Makes sure you know what you are supposed to do						
Asks questions						
Understands work culture						
<b>8. Listens</b>						
Respectful						
Takes constructive criticism well and changes accordingly.						
<b>9. Respects boss &amp; other authority figures</b>						
<b>10. Follows directions</b>						
Understand the directions						
Follows directions						
Takes direction w/out repeated reminders						

Other notes or comments:

## Regional Worksite Learning Objectives and Evaluation Form

Student/Trainee:

Worksite:

School/Program:

Worksite Supervisor:

School Coordinator:

Worksite Telephone #:

School Telephone:

The worksite supervisor, school/program coordinator, and student/trainee agree to the following learning objectives for the period beginning \_\_\_\_\_ and ending at \_\_\_\_\_

**Learning Objective 1:**

Performance Evaluation	Meets Objective		Needs Work	
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**Learning Objective 2:**

Performance Evaluation	Meets Objective		Needs Work	
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**Learning Objective 3:**

Performance Evaluation	Meets Objective		Needs Work	
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**Learning Objective 4:**

Performance Evaluation	Meets Objective		Needs Work	
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Comments (Comment on accomplishments):

Please evaluate the student's overall workplace attitudes and behaviors by checking the appropriate box.

Rating: 1 = Demonstrates Competence      2 = Needs Improvement

	1	2		1	2
Maintains company set attendance			Exercises respect for the workplace		
Works well with others; effective team member			Understands and practices safety procedures		
Accepts suggestions and constructive criticism			Demonstrates knowledge of job duties/ training expectations		
Has appropriate communication/social skills			Demonstrates ability to solve work-related problems		
Uses time effectively			Work is done carefully and correctly		
Demonstrates initiative			Demonstrates interest and enthusiasm		

What are some of the outstanding qualities of this student/trainee?

Would you recommend this student for employment in your own or another firm?

This evaluation has been discussed with the student.    \_\_\_\_ Yes                  \_\_\_\_ No

Worksite Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student/Trainee Signature \_\_\_\_\_ Date \_\_\_\_\_



**Student/Trainee agrees to accept, and Parent/guardian to support, the following responsibilities:**

1. Maintain regular attendance in school and at the worksite, follow all rules concerning the program.
2. Show honesty, punctuality, a cooperative attitude, proper grooming and dress, and a willingness to learn.
3. Consult the school/program coordinator or supervising teacher, as well as the worksite supervisor, about any problems.
4. Conform to the rules and regulations of the worksite, and maintain confidentiality.
5. Complete required assignments and furnish necessary information, reports, or timesheets.
6. Arrange transportation to and from the worksite. The school/program does not supervise youths to and from a worksite. Parents are solely responsible for transportation used.
7. Complete required parent permission form when needed.

**Worksite Supervisor Agrees to accept the following responsibilities:**

1. Provide thorough orientation to the job and worksite, as well as a meaningful, well-supervised training/work experience.
2. Consult the school/program coordinator regarding problems related to the work experience. In the event that school/program is the employer of record, notification must be given before termination.
3. Provide written evaluation of student/trainee performance.
4. Provide time for consultation with, and on-site monitoring visits by authorized staff.
5. Maintain accurate attendance and/or time records, as required.
6. Provide adequate training and a safe work environment. Fill out the appropriate state accident reporting forms in the event of any accident, however minor, which occurs.
7. Accept students/trainees and assign work without regard to age, race, color, sexual orientation, political affiliation, disability, national origin, marital status, political status, religion, or gender.

**The School/Program agrees to accept the following responsibilities:**

1. Conduct worksite visits as indicated by school or program guidelines.
2. Provide worksite with a liaison to assist in explaining requirements, completing paperwork, resolving problems, and otherwise helping the student/trainee and worksite supervisor maximize work performance and learning opportunities.
3. If the school/program is employer of record, the school/program will be responsible for student/trainee's wages and workers' compensation during the terms of the agreement.
4. For non-paid experience, coordinator will provide the district with a copy of this agreement for Workers' Compensation insurance.
5. Grant appropriate credit after satisfactory performance of duties as determined by the coordinator and the worksite supervisor.





**Employer/Worksite Supervisor agrees to accept the following responsibilities:**

1. Provide thorough orientation to the job and worksite, as well as a meaningful, well-supervised work experience.
  2. Provide written evaluation of student performance and discuss with student. Provide time for consultation with \_\_\_\_\_ High School's School-To-Work Coordinator for evaluation of performance.
  3. Keep and complete accurate attendance and/or time records, as required.
  4. Consult with the coordinator regarding problems related to the work experience, and contact promptly before considering suspension, transfer, or termination.
  5. Fill out the State of Oregon Workers' and Employers' Report of Occupational Injury or Disease form 801 in the event of any accident, however minor, which occurs on the job.
  6. Conform to all State and Federal regulations and local policies \*(See Addendum, if attached, for more detail.)
- Students in this program will be accepted and assigned work without regard to their age race, color, political affiliation, disability, national origin, marital status, political status, religion, or gender.

**Date** \_\_\_\_\_ **Employer Signature** \_\_\_\_\_

\_\_\_\_\_ **High School agrees to accept the following responsibilities:**

1. Conduct worksite visits/consultations as indicated by school program guidelines.
2. Provide the employer with a liaison to assist in explaining requirements, completing paperwork, resolving problems, and otherwise helping the student and supervisor maximize work performance and learning opportunities.
3. Grant appropriate credit after satisfactory performance of duties as determined by the coordinator and the employer. Coordinator will provide the district with a copy of this agreement for Workers' Compensation Insurance.

**Date** \_\_\_\_\_ **School-To-Work Coordinator Signature** \_\_\_\_\_

**To be completed by Worksite Supervisor in conjunction with Student and School-to-Work Coordinator:**

Job Title \_\_\_\_\_

Career Objective \_\_\_\_\_

**Work Schedule:**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Paid \_\_\_\_\_ Unpaid \_\_\_\_\_ Length of Lunch \_\_\_\_\_ % of Time with Direct Supervision \_\_\_\_\_



COMMUNITY \_\_\_  
PAID \_\_\_  
UNPAID \_\_\_

*Reynolds Youth Transition Services*  
14513 SE Stark Street Portland, OR 97233  
**TRANSITION SERVICES TRAINING AGREEMENT**

**Client Name:** \_\_\_\_\_ **Status:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

**Parent(s):** \_\_\_\_\_ **Address:** \_\_\_\_\_ **Ph #:** \_\_\_\_\_

**TRANSITION SERVICES CONTACTS:**

Margaret Cook, Transition Facilitator      Email: margaret\_cook@reynolds.k12.or.us      PH: (503) 328-0423  
Shannon Selby, Transition Specialist      Email: shannon\_selby@reynolds.k12.or.us      FAX: (503) 542-4796

**Work Site:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_ **Ph#:** \_\_\_\_\_  
**Address:** \_\_\_\_\_ **Job Title:** \_\_\_\_\_  
**Work Schedule** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Start date:** \_\_\_\_\_ **End date:** \_\_\_\_\_  
**Duties of this work experience include:** \_\_\_\_\_  
**Dress code:** \_\_\_\_\_

**TRANSPORTATION PLAN:**  
**TO WORK:** \_\_\_\_\_ **FROM WORK:** \_\_\_\_\_

**RESPONSIBILITIES OF CLIENT:**

- Maintain regular attendance and punctuality.
- Call in to Transition Specialist and work prior to absence.
- Use proper work habits, which include: cooperative attitude, honesty, appropriate appearance/hygiene, and a willingness to learn.
- Consult with Transition Services staff and employer regarding work-related questions or problems.
- Follow transportation routes as directed by Transition plan.
- Follow all rules established for the job site, including dress code.

Client signature \_\_\_\_\_ Date: \_\_\_\_\_

**RESPONSIBILITIES OF PARENT(S):**

- Encourage young adult to maintain acceptable attendance, behavior, dress, and hygiene
- Assist Transition personnel in maintaining successful job placement.
- Contact Transition Services staff with any work-related questions or concerns – DO NOT contact employers or visit your child at work.

Parent signature \_\_\_\_\_ Date: \_\_\_\_\_

**RESPONSIBILITIES OF EMPLOYER:**

- Employ client approximately \_\_\_\_\_ hours each week.
- Adhere to all Federal and State regulations regarding employment, safety, labor laws, minimum wage (if applicable) and other pertinent regulations.
- Provide thorough orientation to outline expectations and job duties.
- Consult with Transition Services staff about problems or concerns related to the client's job performance.
- Allow on-site visits by Transition Services staff.
- Provide time for evaluation and consultation with job coach and client.
- Provide letter of reference (on company letterhead) for student at end of work experience.

Employer signature \_\_\_\_\_ Date: \_\_\_\_\_

**RESPONSIBILITIES OF TRANSITION SERVICES STAFF:**

- Conduct periodic on-site observations to review client progress.
- Consult with employer and offer support as needed.
- Facilitate transportation needs and travel training.
- Provide liability insurance through Reynolds School District to protect student in the event of on-the-job injury
- Facilitate on the job training.
- Provide written progress report to employer, teacher, student and family at end of training period.

Transition Services Facilitator Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Regional Worksite Learning Objectives and Evaluation Form

Student/Trainee:

Worksite:

School/Program:

Worksite Supervisor:

School Coordinator:

Worksite Telephone #:

School Telephone:

The worksite supervisor, school/program coordinator, and student/trainee agree to the following learning objectives for the period beginning \_\_\_\_\_ and ending at \_\_\_\_\_

**Learning Objective 1:**

Performance Evaluation	Meets Objective		Needs Work	
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**Learning Objective 2:**

Performance Evaluation	Meets Objective		Needs Work	
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**Learning Objective 3:**

Performance Evaluation	Meets Objective		Needs Work	
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**Learning Objective 4:**

Performance Evaluation	Meets Objective		Needs Work	
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Comments (Comment on accomplishments):

Please evaluate the student's overall workplace attitudes and behaviors by checking the appropriate box.

Rating: 1 = Demonstrates Competence      2 = Needs Improvement

	1	2		1	2
Maintains company set attendance			Exercises respect for the workplace		
Works well with others; effective team member			Understands and practices safety procedures		
Accepts suggestions and constructive criticism			Demonstrates knowledge of job duties/ training expectations		
Has appropriate communication/social skills			Demonstrates ability to solve work-related problems		
Uses time effectively			Work is done carefully and correctly		
Demonstrates initiative			Demonstrates interest and enthusiasm		

What are some of the outstanding qualities of this student/trainee?

Would you recommend this student for employment in your own or another firm?

This evaluation has been discussed with the student.    \_\_\_\_ Yes                  \_\_\_\_ No

Worksite Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student/Trainee Signature \_\_\_\_\_ Date \_\_\_\_\_