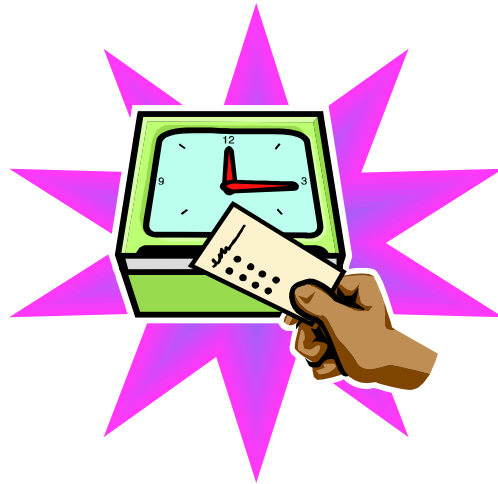


NEREC WORK-STUDY MANUAL



A GUIDE FOR
TEACHERS
AND
TRANSITION SPECIALISTS

NORTHEAST REGIONAL EDUCATION COOPERATIVE
REC #4

COORDINATING COUNCIL

HANK DOMINGUEZ

Superintendent, Las Vegas City Schools

ARTHUR ROMERO

Superintendent, Mora Independent Schools

DR. HARRELL HOLDER

Superintendent, Pecos Independent Schools

DAN FLORES

Superintendent, Santa Rosa Consolidated Schools

ALBERT MARTINEZ

Superintendent, Wagon Mound Schools

BARBARA PEREA-CASEY

Superintendent, West Las Vegas Schools

DR. PAULA PAPPONI

Jemez Valley Municipal Schools

TONY S. GARCIA

Executive Director

Developed by:

The NERCC Transition Policy Committee

Cathy Lucero

West Las Vegas Schools

Judee Williams

Pecos Independent Schools

Ann Garcia

Mora Independent Schools

Glenn Damian

NEREC

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INTRODUCTION

Work-Study Manual A Guide for Teachers and Transition Specialists

This Work-Study Manual is the product of the NERCC Transition Policy Committee. It is designed to facilitate a standardized process for delivering work-study learning systems to students with disabilities through best practices demonstrated to be effective nationally and in New Mexico. The primary goal of the work-study learning system is to prepare students for employment after graduation. Secondary goals include increasing the number of students entering post-secondary education, decreasing high school drop-out rates; and providing viable vocational training for all students.

Work-study includes four essential components:

1. Preparation -- employability skills and behaviors are taught as part of general education activities, with integration in vocational classes when appropriate;
2. Practice -- employability skills and behaviors are applied in work settings.
3. Career Planning -- career planning includes input from parents, the student, school personnel and community agencies, vocational assessment, student career awareness and preparation for training and employment after graduation.
4. Work Study -- students will be assisted to find work experience placements in the school setting and community. Work experience can be paid or unpaid.

Although all member districts of NERCC had work-study components as part of their regular activities, there did not exist a work-study manual of procedures. By creating a dialogue among our schools and through incorporating best practices demonstrated in effective model programs it was the committee's objective to develop a manual which would provide useful guidelines to successfully address career development for students in the member districts.

The Manual is designed to be regularly updated on an annual basis by the Committee. Through this process of regular revision, we plan to keep its information current and relevant.

NERCC acknowledges the dedicated efforts of the Transition Policy Committee Members in developing this Manual. Our thanks to: Cathy Lucero, West Las Vegas Schools, Judee Williams, Pecos Independent Schools, Ann Garcia, Mora Independent Schools, and Glenn Damian, NERCC Transition Specialist.

CHAPTER 1

ELIGIBILITY REQUIREMENTS

I. General Requirements

Work study should be a written component of a student's IEP and should be discussed in each IEP meeting. The selection criteria should be developed with employer representatives and the district should work with employers to design standards for student employment. The selection process should be used to ensure maintenance of the system's goals, the school's mission, and to ensure student participation and diversity. Students should also be involved in the selection process as advisors. Appropriate job matches should be made based upon employer availability and student preferences.

- **School Requirements:**
Students who want to participate in work-site work-based learning opportunities should have a passing grade on tests, good attendance, and teacher recommendation. The work-study coordinator will make a decision if there are mitigating circumstances.
- **Age:**
It is preferred that students should be at least 16 years of age. Students under 16 years of age may participate in the system, however, they must be at least 14 years of age and additional laws administered by the state Department of Labor must be followed for these younger students.
- **Dress:**
All students will dress appropriately for the work-site. Employers will determine what the appropriate dress will be.
- **IEP:**
The IEP committee should specify the goals and objectives for work-based learning in the IEP/ITP.

In addition, eligibility for work-study should include the following:

- An IEP recommendation
- A passing grade in all classes
- Compliance with attendance requirements
- Teacher recommendation
- Active in a vocationally oriented program of study
- Be likely to benefit from a work/wage incentive

* There is generally no grade level requirement for participation in work-study as levels of maturity vary, however, upper classmen are usually given preference.

II. Removal from Work Study Program

Generally, the supervising teacher will:

1. Contact the work site coordinator once per week and
2. Visit the worksite every two weeks or as needed.

If a problem develops with a student, or if a student misses work with an unexcused reason, the work site coordinator should contact the supervising teacher immediately. At that time the student may either be counseled or withdrawn from the job site and returned to school.

Students who lose their jobs, miss school excessively, or fail to fulfill their responsibilities, may be removed from work-study at the discretion of the supervising teacher. At that time, the parent should be notified in writing that the student is now in an alternate placement in the classroom. Additionally, the IEP committee shall reconvene and make a new plan for the student, including a new Individual Transition Plan (ITP). It should be noted that transition planning is an essential component of every student's IEP after the age of 14.

Students who lose their job through legitimate circumstances should be returned to an alternate schedule until another job is found. If the student has not found a job within three weeks, the IEP committee shall reconvene and make a new plan for the student.

CHAPTER 2

WORK STUDY GUIDELINES

Students are most frequently paid a wage stipend, which is covered entirely by IDEA or other school funds. In this situation, employers pay no wages and are not responsible for workmen's compensation or any other benefit. Their responsibilities are covered entirely by the work-study agreement (see appendix 2)

In some instances, employers may agree to pay either a portion or full wages to a work-study student. In such instances, the student becomes a regular working employee and is subject to and entitled to all normal employee requirements, regulations and benefits. The work-study agreement supplements the standard employment contract in such instances, specifying competency related goals.

Work study placements should be regularly monitored by the work-study coordinator, who should be familiar with both student and employer. Timesheets should be completed at least monthly and signed by student and employer, and monthly employer evaluations of student progress should be completed and signed by all agreeing parties at least monthly. Documentation from work study sites should be reviewed at IEP meetings to determine future directions.

The work-study coordinator should be present at the IEP meeting when work-study is a goal in a student's plan.

I. Vocational Evaluation and Assessment

A key component to based learning including work-study is vocational evaluation and assessment. Under IDEA guidelines, vocational assessment should begin at age 14.

Normally, interest inventories and career exploration are employed at this stage. These assessments may be administered as classroom activities, and may then be used to direct career exploration discussions and activities. These may include job requirements, discussions of pay scales and work environments of various occupations. Interest inventories are valuable at all grade levels, as interests change as students mature.

Beginning at age 16, vocational skills assessments should be administered to assist students in beginning to plan post-secondary training options. Results can be discussed in sessions between teacher or counselor and student, and should be used in IEP transition meetings as an aid to career planning and preparation.

Vocational evaluations should be employed concurrently with work-study and classroom activities to increase student self-awareness about career alternatives and to assist parents in helping the student to prepare for post-secondary employment and training.

Note: NERCC has several vocational assessment systems, including accommodated assessments for students with severe disabilities and limited verbal/reading skills. Trainings are conducted on a regular basis on their use and technical assistance is available through NERCC.

II. Credit

Students will receive academic credit for work-study. The amount of credit will be determined by individual school districts.

CHAPTER 3

RESPONSIBILITIES

I. Student Responsibilities

Students participating in the Work-study Program will agree to do the following:

1. Acquire a Social Security Card.
2. Acquire a picture ID card
3. Notify employer of absence, illness etc., any time employee is going to be absent.
4. Complete and turn in required documentation and timesheets punctually as specified by the work-study coordinator.
5. Follow work procedures and ethics stated in orientation form.
6. Notify work-study coordinator on a timely basis about problems and concerns
7. Attend all regularly scheduled classes
8. Maintain regular job attendance
9. Maintain a positive attitude and accept supervision of employer and work-study coordinator

II. School Responsibilities

1. Regularly inform all appropriate school personnel and parents about work-sites and work schedules
2. Include work-study goals and progress reports in IEP meetings
3. Arrange transportation
4. Inform employers about school schedule variations
5. Insure stipend payments
6. Work with students on appropriate job skills and behaviors.
7. Evaluate work-sites for fair labor standard and safety compliance

III. Parent Responsibilities

1. Refer/discuss concerns regarding employment with work-study coordinator as soon as possible
2. Insure regular student attendance

IV. Employer Responsibilities

1. Refer all problems and concerns to work-study coordinator as soon as possible
2. Orient work-study students to work-site including procedures, expectations and safety
3. Assure that timesheets are signed by employer and student

CHAPTER 4

FAIR LABOR STANDARDS

The Fair Labor Standards Act (FLSA) requires employers to pay legally set minimum wages, that work be limited to maximum established hours and that employers maintain occupational safety and health standards as well as workman's compensation and unemployment insurance.

Fair Labor Standards Act (FLSA) regulations apply to all work situations in which employers pay wages. Although in most work-study placements employers pay no wage, FLSA should be observed as it represents sound practices for insuring safety and fair compensation for work performed.

FLSA includes special provisions that permit 14 and 15 year-old work-study students to be employed during school hours and in occupations otherwise prohibited by regulation.

Standards for agricultural jobs differ from other occupations. Youth under age 16 enrolled in work-study activities may be employed on farm jobs, but the child labor regulations limit work to periods outside local public school hours. Students 16 and older may be employed in any farm job at any time.

Minors are prohibited from driving motor vehicles on public roads and highways in the course of employment activities. For agricultural jobs, minors may drive on the farm or ranch, but not on a public highway.

No FLSA restrictions are placed on home to work driving for students who have valid drivers licenses and are driving their own personal vehicles as such activity is outside of work hours.

Federal labor laws, mandate age limits for certain types of employment. Limits differ for minors employed in agricultural and non-agricultural employment. It should be noted , that New Mexico's child labor laws do not distinguish between agricultural and non-agricultural employment. The following will provide an overview of New Mexico labor regulations.

I. New Mexico Child Labor Laws

Listed below are summaries of the New Mexico Child Labor Laws. These laws are complex in nature and this chapter is not intended to be a detailed reference or provide legal advice on compliance with child labor laws. Generally, when there is a conflict between Federal and State Labor Laws, the stricter law applies. Note that work certificates are only required if wages are paid by employers.

1. **Minimum Age.** No child under the age of fourteen (14) years shall be employed at any gainful occupation when the school of the district in which such child resides is not in session unless such child obtains a work certificate.
2. No child over the age of fourteen (14) years of age and under age of sixteen (16) years shall be employed or permitted to work at any gainful employment during the term of the school of the district in which the child resides, unless the child has procured and filed a work permit certificate.
3. A work permit certificate is required for employment of children under the age of sixteen years of age at all times.

4. There are no provisions in the law for age certificates for children (16) years of age and over. In practice, such age certificates are issued upon request of the employer. Some employers request these certificates to verify the child's age.
5. Maximum Hours for Children Under the Age of Fourteen (14) Years. No child under the age of fourteen (14) years shall be employed at any gainful occupation for more than forty-four hours in any one (1) week, nor more than eight (8) hours in any one (1) day.
6. Prohibited Occupations for Children Under the Age of Sixteen (16) Years. No child under the age of sixteen (16) years shall be employed or permitted to labor at any of the following occupations or in any of the following:
 - on or around belted machines while in motion;
 - power-driven woodworking machines used for cutting, shaping, forming, surfacing, nailing, stapling, wire stitching, fastening or otherwise assembling, processing or printing wood or veneer;
 - power-driven hoisting apparatus with the exception that this section shall not prohibit the operation of an autocratic elevator which is controlled by push buttons making leveling, holding, opening, closing of the car and hoist-way doors entirely automatic;
 - prohibited in or about plants, establishments or jobs using, manufacturing or storing explosives or articles containing explosive components;
 - electronic jobs where the child is exposed to electrical hazards;
 - in or about any establishment where malt or alcoholic beverages are manufactured, packed, wrapped, or bottled;
 - municipal fire fighting whether using volunteers or paid employees;
 - manufacture of goods for immoral purposes.
 - any employment dangerous to lives and limbs, or injurious to the health or morals of children under the age of sixteen (16) years.

(This provision does not apply to apprenticeships under supervision of a journeyman or instructor.)

7. Prohibited Occupations for children under the age of eighteen (18). There are strict restrictions pertaining to labor in any mine or quarry underground or at or about any place where explosives are used.
8. Messengers under the age sixteen (16) years; prohibited hours of labor. No child under the age of sixteen (16) years shall be employed as a messenger for a telegraph, telephone or messenger company in the distribution, transmission or delivery of goods or messages before 7 a.m. or after 6 p.m. of any day.
9. For jobs where employers pay wages, work permit certificates shall be issued only by the school superintendents, school principals, designated issuing school officers, or the Director of the Labor and Industrial Division or his designee.

II. Conditions of Employment

Work study coordinators must ensure that students, as well as employers, understand conditions of employment. The work study coordinator should be present with the student worker and employer when these conditions are discussed and a work-study contract should be signed by all parties. Also, if the employer has a personnel manual for employees, students should READ IT because such documents outline conditions for employment.

New Mexico does not have a minimum wage for students, however, it is usually appropriate to pay minimum wage to students to deliver the message that expectations are those of the real world and the work-place. When employers pay wages, compensation is strictly an agreement between the student employee and employer in compliance with FLSA standards.

Although in work-study situations employers are not legally required to maintain timesheets with student hours, the work-study coordinator should provide timesheets to the student and have both employer and student sign a timesheet reporting student hours weekly. The fiscal agent responsible for paying the student stipends requires timesheets.

CHAPTER 5

SAFETY AND LIABILITY

Most students need help to work safely. Their inexperience counts against them. In fact, workers with less than one-year's experience account for almost one-third of the occupational injuries every year. The FLSA prohibits young workers from doing tasks identified as particularly hazardous. Assess and eliminate hazards for adolescent workers. The FLSA prohibits assigning youth under age 18 to tasks and tools that have accounted for a large of injuries, like:

- Driving a car or truck
- Operating tractors or other heavy equipment
- Using power tools

I. Safety and Training Checklist

The purpose of highlighting safety and health training is to prevent students, staff and related personnel from experiencing any situations that may cause injury to the individual or others. Students should also be coached to report behaviors of the employer and co-workers, which are perceived by the student as inappropriate or uncomfortable. The following checklist includes important factors to consider before placing a student in a work-based learning experience:

- Is the workplace in compliance with federal, state and local safety and health laws and regulations?
- Will the learner receive direct supervision by a knowledgeable workplace mentor?
- Does the student possess the skills and abilities needed to perform the work tasks?
- Is the student legally able to use tools or operate equipment required on the job?
- Is the student equipped with protective clothing and personal protective devices required for this job?
- Is the student trained in proper material handling and storage techniques?
- Is the student trained in On-the-job accident reporting requirements and workplace rules, regulations and procedures for responding to emergency situations?

The following procedures should be used when reporting an accident involving a student participating in a work-based learning experience:

- The student should use appropriate first aid methods
- The student should see a doctor or be taken to an emergency room if needed
- The student should notify the employer immediately and the work-study coordinator as soon as possible within 24 hours.
- As soon as possible, the work-study coordinator should contact the parent/guardian to discuss the incident and to follow-up on appropriate actions.

II. Liability

One key factor in the success of a school district's vocational program is the willingness of community businesses to participate. For some employers, the perceived benefit of preparing students to enter the workplace is offset by the fear of lawsuits and added workers' compensation costs.

Work-study students are not eligible for workers' compensation benefits if no wages are paid by the employer. It is the responsibility of the school and parent/guardian to provide reasonable accidental injury insurance coverage for students at work-sites where employers are not paying wages. The New Mexico Public Schools Insurance Authority (NMPSIA) has mandated that non-employer-wage work-study students be covered by medical insurance or accident insurance. This applies whether the student is working for the district or for an outside employer.

The NERCC provides accidental injury insurance for work-study students in the amount of \$250,000. The policy covers the student for the full school year, while they are working and being transported by the school to the work-site. Schools are required to report all work-study students to NERCC on a regular basis to insure this coverage is maintained.

With few exceptions, workers' compensation coverage is universally required for employees in the State of New Mexico. Businesses which employ three or more workers are generally covered by worker's compensation. Work-study Coordinators must obtain assurance that students who are paid wages by employers are covered under the employer's workers' compensation policy.

CHAPTER 6 TRANSPORTATION

Transportation for students participating in work-study programs may be provided from a variety of sources. The Work-study Agreement states the approved mode of transportation for each student, and is signed by the student, work-study coordinator and parent/guardian. Any changes require written consent from the parent/guardian. Accidental injury incurred during school-provided transportation to work-study sites is covered under the insurance policy carried by NERCC. If a student gets in an accident while driving his own or a parent's car, the parent's automobile insurance covers the student.

Student Driver

If a student will be driving a personal vehicle to work, he/she must submit copies of a valid New Mexico Driver' License and insurance and sign a waiver (parent or student) stating that school transportation was offered and denied.

The method of transportation must be included in the student's Individual Education Plan (IEP). Approved options include:

1. Students may use taxicabs or other public transportation;
2. Students may walk to work within a one-mile radius of the school.
3. Students may drive their own cars following the previously listed guidelines.
4. Students may be driven to work by staff using a school car.
5. If the student cannot find transportation to work, alternatives should be discussed in the IEP meeting.

Transportation Plan:

A Transportation plan should be developed for every student that participates in a work-study program. The plan should include the method of transportation from school to work and work back home or to school. If the school offers school provided transportation and it is refused documentation with parent signature should be kept. A sample transportation form is included in the appendices.

APPENDICES

SCHOOL-BASED LEARNING ACTIVITIES

Career Exploration

In career exploration, students participate in a series of learning experiences that foster career awareness, facilitate career planning and develop career decision-making skills. Students have opportunities to research and explore various careers through individual and group research, career fairs, self-assessments and other innovative methods.

Job shadowing

Job shadowing is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Job shadowing is designed to increase career awareness, help students model behavior through examples and reinforce linkage between the classroom learning and work requirements.

Internship

Students perform specially designated work for an employer for a specified period of time to learn in depth about a particular industry or occupation. Students' workplace activities may include special projects, which allow students to sample the tasks of a career area under the close supervision of a work-site mentor.

Cooperative Education

In this activity, students enrolled in high school are concurrently enrolled in a post-secondary institution and take career-oriented classes for college credit. This generally occurs in the senior year and is generally limited to 3 credit hours per semester. Cooperative education supplements limited secondary vocational education programs and provides an incentive for students to complete high school. It provides relevance to academic curriculums by showing a connection to careers.

Youth Apprenticeship

In apprenticeships, young people in high school are placed with employers who are willing to train them in specific career related skills. They may be paid or unpaid opportunities. Apprenticeships differ from work-study placements in that employers commit to training their young apprentices according to a detailed apprenticeship plan which details job skills to be learned and competencies for their attainment. In addition to traditionally apprenticed careers such as building trades, modern apprenticeships include computer repair and configuration, office management, bookkeeping, auto repair and many other skilled occupations. More information on apprenticeships is available through NERCC.

Mentoring

In mentorships, students are placed with adults in the community who mentor them for 2-6 hours per week at their job sites, explaining their professional roles and how they interact as members of the community in these roles. Students may sample job tasks, observe different types of work at the business site and interact with employees on an informal basis. The purpose is to provide first-hand observation of a specific profession and opportunities for students to observe adult role models in their professional settings.

Mentorships are unpaid opportunities for students and are generally provided on a volunteer basis by professionals who wish to assist young people in career success.

Service Learning

Service learning is a work-based learning situation in which students perform volunteer work in the community under the supervision of school staff. Sites typically include charity building and construction projects, community clean-up and assistance in human service, non-profit activities. Students have the opportunity to perform a service and sample human service related occupations.

Entrepreneurship

In entrepreneur experiences, students and volunteer employers assist students in developing the competencies needed to own and manage businesses. Entrepreneur experiences can include farms, small service businesses, or sales. At the site, students manage materials to produce a product or service. The student plans, implements, operates and assumes the financial risk in a business that includes production and distribution of good and/or services. An entrepreneur experience provides students with the opportunity to develop the necessary skills and competencies to become established in their own business.

School-based Enterprise

In this activity, students are assisted by their instructors in establishing a store or service operated from the school campus. Students design, plan, manage and operate the business, and may share a portion of the profits. School based enterprises are options when off-campus career activities are limited.

WORK-STUDY CONTRACT

I. Student Responsibilities

Students participating in the Work-study Program will agree to do the following:

- 1.) Acquire a social security card.
- 2.) Acquire a picture ID card
- 3.) Notify employers of absences, illnesses etc.
- 4.) Complete and turn in required documentation and timesheets punctually as specified by the work-study coordinator.
- 5.) Follow work procedures and ethics stated in orientation form.
- 6.) Notify work-study coordinator on a timely basis about problems and concerns
- 7.) Attend all regularly scheduled classes
- 8.) Maintain regular job attendance
- 9.) Maintain a positive attitude and accept supervision of employer and work-study coordinator

II. School Responsibilities

- 1.) Regularly inform all appropriate school personnel and parents about work-sites and work schedules
- 2.) Include work-study goals and progress reports in IEP meetings
- 3.) Arrange transportation
- 4.) Inform employers about school schedule variations
- 5.) Insure stipend payments
- 6.) Work with students on appropriate job skills and behaviors.
- 7.) Evaluate work-sites for fair labor standard and safety compliance

III Parent Responsibilities

- 1.) Refer/discuss concerns regarding employment with work-study coordinator as soon as possible
- 2.) Insure regular student attendance

IV. Employer Responsibilities

- 1.) Refer all problems and concerns to work-study coordinator as soon as possible
- 2.) Orient work-study students to work-site including procedures, expectations and safety
- 3.) Assure that timesheets are signed by employer and student

I, _____, understand that participating in a work-Study Program requires a commitment to hard work and dedication. I want to make that commitment. I agree to work to the best of my ability and to fulfill my responsibilities specified in this agreement.

Signature of Student

Date

Signature of Work-Study Coordinator

Date

Signature of Parent/Guardian

Date

Signature of Employee Work-site Supervisor

Date

WORK STUDY INFORMATION FOR EMPLOYERS

(Title Page: Attach this page to copies of following chapters for employers)

Chapter 3: Responsibilities

Chapter 4: Fair Labor Standards and Work Study

Chapter 5: Safety and Liability

Work Study Coordinator: _____

Phone: _____

SUPERVISOR EVALUATION FORM

Student: _____ **Employed by:** _____

Job Position: _____ **Supervisor:** _____

Evaluation Date: From _____ **To** _____ **Please Return Form by:** _____

INSTRUCTIONS: Please evaluate the student's performance in each of the following areas according to the following scale:

1 = POOR 2 = NEEDS IMPROVEMENT 3 = SATISFACTORY 4 = GOOD 5 = EXCELLENT

1. Punctuality-arrives to work on time	
2. Attendance	
3. Arranges tardiness and time off in advance	
4. Willingly accepts assignments and tasks	
5. Accepts constructive criticism or suggestions	
6. Maintains a positive attitude	
7. Observes safety rules and regulations	
8. Maintains good rapport with co-workers and supervisor	
9. Communicates clearly with co-workers and supervisor	
10. Ability to follow instructions and perform tasks.	
11. Completes tasks in a reasonable amount of time	
12. Appearance is neat and appropriate	
13. Overall performance	

COMMENTS: _____

 Student's Signature

 Date:

 Supervisor's Signature

 Date

TRANSPORTATION FORM

TRANSPORATION PLAN: The student will use the following method of transportation

From school to work: _____

and from work to home: _____

Is the transportation means under insurance? YES NO

WORK PERMIT/AGE CERTIFICATE

Is a Work Permit or Age Certificate required? YES NO

If yes, was it filled out and a copy given to the employer and another copy sent to the Department of Labor and a third copy kept by the issuing officer (school district)?

Name of Work Site Coordinator (Business or Agency) _____

Work Site Address: _____

Contact Person: _____ Phone Number: _____

Name of Work Supervisor: _____

Work Schedule (Days): _____

Work Hours: _____ Hours Each Week: _____ Number of Weeks to Work: _____

Job Title: _____

Job Duties: _____

Wage/Stipend: _____ or Volunteer: _____

Worker's Compensation: YES NO

School transportation has been offered but is refused:

Student Signature

Parent Signature

Work-Study Coordinator Signature

cc: Transportation Director

NOTES AND COMMENTS FOR ANNUAL WORK-STUDY MANUAL REVISION