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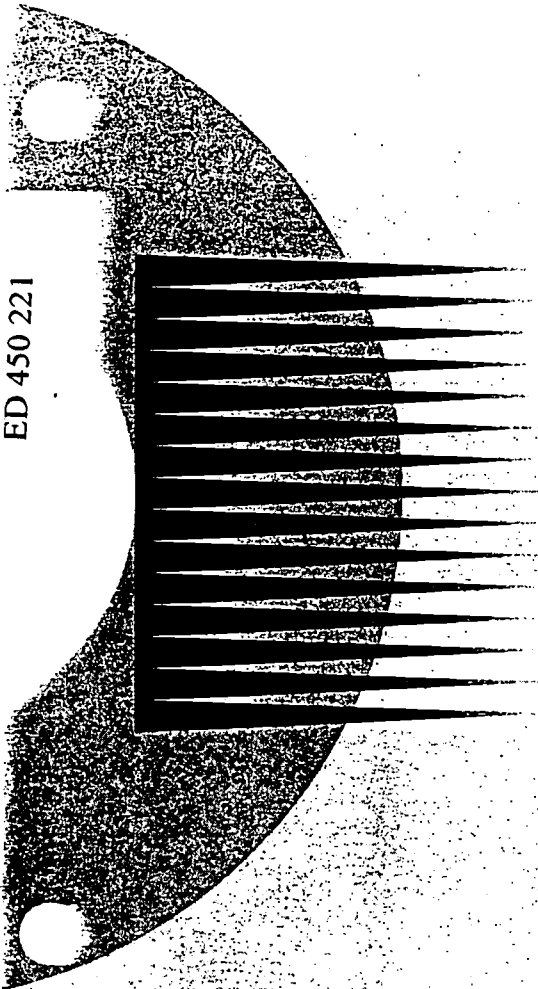
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ABSTRACT

This guide is designed to help Canadian educators, in partnership with their communities, organize and operate off-campus education programs that provide meaningful experiences for students. It outlines required and recommended procedures to guide school authorities as they implement off-campus education programs in both core and optional subject areas, including academic subjects, career and technology studies, and fine arts. Section 1, on off-campus education policy, provides background, policy, definitions, procedures, and references. Section 2 describes these types of off-campus education: community partnerships, work study, work experience 15-25-35, and registered apprenticeship programs. Section 3 contains applicable legislation and regulations. Section 4 focuses on program initiation and determination of the focus of the program. Section 5, on program management, covers student selection; preplacement orientation; employer selection; placement procedures and documentation; monitoring; student records; integration sessions; developing a summary of competencies/learning plans; assessment and evaluation; and evaluation of the placement. Section 6, on safety in the workplace, addresses work station/work site inspection and approval and workers' compensation coverage. Section 7 discusses promoting an off-campus education program within the community, the school authority, and the school. Section 8 is on program evaluation. Appendixes include a list of 34 additional learning resources and sample materials, such as applications, correspondence, reports, agreements, evaluations, and promotional material. (YLB)



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OFF-CAMPUS EDUCATION GUIDE

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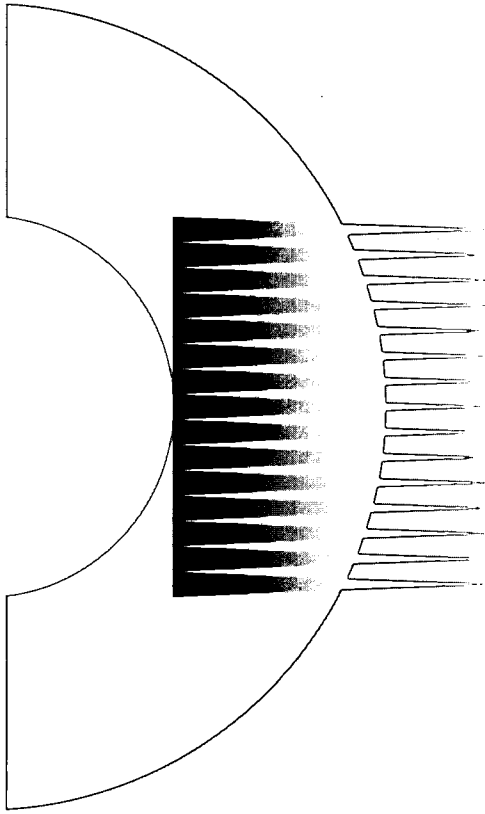
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2000



OFF-CAMPUS EDUCATION GUIDE

for

Administrators,

Counsellors &

Teachers

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<i>Administrators</i>	✓
<i>Counsellors</i>	✓
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

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PREFACE

This *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000, replaces the first edition of this guide published in 1997. The 1997 guide replaced the *Work Experience Teacher Resource Manual*, 1990.

This 2000 edition includes a number of revisions and additions, including:

- revisions to the Off-campus Education Policy
- new samples of Workers' Compensation Board reporting forms (Appendix G)
- an updated list of Alberta apprenticeship trades (Appendix R).

Off-campus education is an experiential method of learning that integrates a student's classroom studies with on-the-job experiences obtained at an employing organization, such as a business, government department or not-for-profit agency. Off-campus education programs use a set of planned educational experiences designed to enable students to acquire knowledge, skills and attitudes related to work and other life roles through their participation in out-of-class study, observation and performance.

Off-campus education programs are based on a partnership amongst the school, the parents, the student and the employing organization, with each of the partners sharing the responsibility for student growth and learning.

In Alberta, there are a variety of off-campus education programs. These include work experience programs, cooperative education, work study and registered apprenticeship programs. Regardless of the model used, a well-planned program will involve the community in such a way that out-of-school experiences reinforce, extend and provide motivation for student learning.

This guide has been prepared to help educators organize and operate off-campus education programs that provide meaningful learning experiences for students in partnership with the community. It outlines required and recommended procedures to guide school authorities as they implement off-campus education programs in both core and optional subject areas, including academic subjects, career and technology studies, and fine arts.

This is a support document that is not mandatory, except where legislated policies and regulations apply. Suggestions are based on practices used successfully by experienced educators in Alberta. Policies and regulations having legal status are highlighted in the same manner as this notice.

As well as being available for viewing and downloading through the Alberta Learning web site at <<http://www.learning.gov.ab.ca>>, this guide is printed in unbound form and three-hole-punched; a format that allows for the addition of references, forms and notes. It also facilitates updating the materials, as necessary.

Note: The following publications are revised regularly. Ensure that the current edition is used when referring to legislation, regulations, or policy.

- *Guide to Education: ECS to Grade 12*
- *Alberta Learning Policy, Regulations and Forms Manual* [also on the web site]
- *School Grants Manual*.

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OFF-CAMPUS EDUCATION POLICY★

BACKGROUND Policy 1.4.3

The Off-Campus Education Program provides an opportunity for junior and senior high school students to enhance and apply, in real-life contexts, knowledge, skills and attitudes acquired through course work. This program is viewed as a partnership of student, school and community (i.e., businesses, industries, volunteer and other agencies). Partnerships provide opportunities for students to explore and expand their career interests and aptitudes in meaningful activities, situated in community-based work stations, work sites and volunteer agencies.

There is a growing need for expanded off-campus programs to complement and enhance current programming in schools. These partnerships will ensure students have the knowledge and skills demanded by business, gain recognized work experience and are assisted in making the transition from school to work or from school to a post-secondary institution.

Students wanting to enrol in Work Experience courses or Registered Apprenticeship Program (RAP) courses must be under the local supervision of a certificated teacher as specified in this *Off-Campus Education Policy*. Home education students are able to enrol for credits in the RAP or Work Experience courses provided they are under the local supervision of a certificated teacher as outlined in this policy. The supervising board or accredited private school is responsible for providing, monitoring and supervising the program.

Note: The RAP and Work Experience courses are locally developed courses. Students in these courses cannot challenge the course since the course challenge provision does not apply to locally developed courses.

POLICY

Students gain practical experiences related to life skills and career opportunities, and can grow in knowledge, skills and attitudes by participating in off-campus education programs delivered through school-community partnerships.

★ Refer to the Legislation and Regulations section of this document for related acts and codes.

DEFINITIONS

In this policy,

1. "off-campus education" means work study, work experience programs, registered apprenticeship programs, green certificate programs, and cooperative education programs.
2. "work study" means off-campus experiential learning integrated with a course undertaken by a junior or senior high school student:
 - (1) as an integral part of the curriculum of a provincially approved school course or program; e.g., English 30, Integrated Occupational Program, etc.;
 - (2) which is under the cooperative supervision of a teacher-coordinator and the employer;
 - (3) where no additional credit is given; and
 - (4) which is part of community partnership (off-campus, job-shadowing, apprenticeship) activities engaged in by students.
3. "work experience" means off-campus experiential learning undertaken by a senior high school student:
 - (1) as an integral part of a planned school program;
 - (2) which is under the cooperative supervision of a teacher-coordinator and the employer;
 - (3) which constitutes a separate course based on 25 hours per credit; and
 - (4) which, in the context of Work Experience in the Canadian Forces, constitutes a program plan and time-frame agreed to by the school, the student, the parent and the Canadian Forces.
4. "registered apprenticeship program" means experiential learning undertaken by a senior high school student:
 - (1) as an integral part of a planned school program;
 - (2) which is under the cooperative supervision of a teacher-coordinator and the employer;
 - (3) where a student is a registered apprentice;
 - (4) where the program meets the statutes and regulations relating to apprenticeship training; and
 - (5) which constitutes a separate course based on 25 hours per credit.
5. "local supervision" means that the responsible school authority has assigned a certificated teacher to provide face-to-face support and assistance, for each student engaged in off-campus education, and to ensure that each part of Procedure 5 in this policy is completed.

PROCEDURES

1. The school authority's motion, local policy and procedures relating to the off-campus education programs are to be in place.
2. School authorities may operate individually or as a consortium to offer off-campus programs. One authority shall act as the agent authority for contract purposes.
3. A school authority wishing to initiate a Registered Apprenticeship Program:
 - (1) shall have a school authority's motion indicating their approval;
 - (2) shall, as a component of a student's program leading to a Certificate of Achievement or High School Diploma, offer a maximum of 40 credits in a Registered Apprenticeship Program sequence of courses from among those listed in the *Guide to Education: ECS to Grade 12*; and
 - (3) shall file the names of students enrolled on the Registered Apprenticeship Program Student Placements form with the Director of the Curriculum Branch, Alberta Learning.
4. The school authority shall be responsible for:
 - (1) ensuring that course content, where available, is followed and where necessary, developed; and
 - (2) the instructional practice and evaluation for all off-campus courses including:
 - (a) work experience courses
 - (b) work study components of core and optional courses
 - (c) Career Internship 10 course
 - (d) registered apprenticeship program courses, and
 - (e) green certificate training program.
5. Off-campus education courses approved by the school authority:
 - (1) shall specify learner outcomes for each student;
 - (2) shall ensure student eligibility to obtain credit if the off-campus component of the program is terminated by the employer;
 - (3) may include courses from the Career Transitions strand of the Career and Technology Studies program and other strands; and
 - (4) may be undertaken at one or more work stations and/or work sites.



6. Off-campus education shall be supervised by a certificated teacher, who shall:
 - (1) obtain the consent of the parent or, in the case of a student 16 years of age or older, the student;
 - (2) monitor to ensure that the curriculum is followed and a plan of instruction is in place;
 - (3) ensure that student, teacher and program evaluation practices are in accordance with school authority policy;
 - (4) ensure that safety provisions as indicated in Procedure 15 of this policy are met;
 - (5) ensure that school authority owned equipment is properly accounted for and maintained;
 - (6) assess student performance;
 - (7) monitor student attendance in partnership with the employer;
 - (8) monitor student–employer relations and student behaviour;
 - (9) monitor work site–community student behaviour;
 - (10) ensure a positive learning environment; and
 - (11) ensure appropriate records are kept.
7. All work stations and work sites must be approved by the school authority annually. In the case of the Registered Apprenticeship Program all work stations and work sites must be approved by the local office of the Apprenticeship and Industry Training Division of Alberta Learning before a new program commences.
8. School authorities offering off-campus programs shall:
 - (1) insure all school authority owned equipment located at the work site; and
 - (2) indemnify and hold harmless the Employer, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise out of the negligent acts or omissions of the school authority, its employees, students, or agents in their performance of this agreement, unless such negligent acts or omissions are at the direction of or occasioned by the Employer, its employees or agents.
9. A parent/guardian, employer and a student shall be informed by the school authority that a student in off-campus education is deemed to be an employee of the Government of Alberta, and in the event of an accident is covered by Workers' Compensation and, therefore, is unable to sue the employer.

10. The off-campus education programs offered:
 - (1) may include all or any component of the educational programs as listed in the *Guide to Education: ECS to Grade 12*; and as referenced under Community Partnership in the *Guide to Education: ECS to Grade 12*;
 - (2) shall meet the requirements as set out in the *Guide to Education: ECS to Grade 12*, as well as in the programs of study for junior and senior high schools; and
 - (3) shall provide course content based on approved curriculum and the daily programming developed cooperatively by the supervising teacher–coordinator and the on-site instructor.
11. Off-campus education for both junior and senior high school students shall take place between 7 a.m. and 10 p.m., Monday through Sunday.
12. The local office of the Apprenticeship and Industry Training Division will approve the Registered Apprenticeship Program.
13. The school authority shall evaluate each new off-campus education course during the first year and should conduct periodic reviews thereafter. A report of the completed program evaluations shall be kept on file by the school authority.
14. Where required by related legislation and regulations, the on-site instructor shall hold a valid Alberta journeyman certificate or equivalent status in the trade or technology. An on-site instructor without a valid Alberta Teacher Certificate is permitted provided the program is:
 - (1) supervised by a certificated teacher present at each off-campus site as deemed necessary by the school authority. Depending on the number of students at the site, and whether or not it is a new or continuing program, the amount of supervision may need to be adjusted by the school authority; and
 - (2) consistent with provincial education policy and procedures.
15. The on-site instructor shall be designated as the person who has primary responsibility for the students' health and safety while they are at the work station or work site.



16. In developing and maintaining the off-campus program, the school authority shall ensure that at each selected work station or work site:
- (1) there is space provided for the number of students enrolled;
 - (2) the work station or work site is annually approved prior to the placement of a student;
 - (3) facilities and equipment available make it possible to achieve the objectives of the program;
 - (4) equipment used by students meets Canadian Standards Association standards or an equivalent industry standard;
 - (5) applicable federal, provincial and municipal legislation is followed including the *Employment Standards Code*, the *Labour Relations Code* (Alberta), the *Occupational Health and Safety Act* and related regulations including Workplace Hazardous Materials Information System and local and provincial health, safety, and building standards; as well as the applicable sections of the *Young Offenders Act*, the *Freedom of Information and Protection of Privacy (FOIP) Act* and the Student Record Regulation;
 - (6) the student does not replace the regular worker except in the case of the Registered Apprenticeship Program;
 - (7) there are a variety of appropriate learning experiences offered that relate to the curriculum; and
 - (8) adequate supervision is provided, 1 visit per 25 hours is recommended.

REFERENCES

Please refer to the following for additional information:

- *Career & Technology Studies Manual for Administrators, Counsellors and Teachers*
- *Freedom of Information and Protection of Privacy Act*
- *Funding Manual for School Authorities*
- *Guide to Education: ECS to Grade 12*
- *Home Education Policy 1.1.2*
- *Information Bulletin on the Student Record Regulation 3.2.7*
- *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*
- *Learning to Work...Working to Learn: An Employer's Handbook on Off-Campus Education*
- *Outreach Programs Policy 1.1.4*
- *Student Record Regulation A.R. 71/99*
- *Young Offenders Act*

GUIDE TO EDUCATION: ECS TO GRADE 12

OFF-CAMPUS EDUCATION

Alberta Learning's three-year business plan encourages schools and teachers to take advantage of different delivery options, such as distance education and off-campus education, including workplace learning. Off-campus education includes a number of programs and a range of instructional and delivery strategies.

COMMUNITY PARTNERSHIPS

The term "community partnerships" is used currently to describe off-campus learning within the Integrated Occupational Program. Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out into the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students.

Students may be introduced to the concept of community partnerships through such activities as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities.

Community partnerships included in the Integrated Occupational Program are addressed in the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994.

WORK STUDY

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in course work to real-life situations through a school-community partnership arrangement.

Work study includes experiential learning activities undertaken by a student:

- as an integral part of an approved school course or program
- under the cooperative supervision of the subject area teacher–coordinator and the employer.

Note: Because work study components are integrated with courses, no additional credit is awarded for the work study portion of the course.

WORK EXPERIENCE 15–25–35

Work Experience 15–25–35 are separate courses that are available for credit. Each course is time based; i.e., 25 hours per credit, and is available with variable credit options:

- Work Experience 15 – 3 to 10 credits
- Work Experience 25 – 3 to 10 credits
- Work Experience 35 – 3 to 10 credits.

Students will be able to count a maximum of 15 credits obtained in work experience toward their diploma requirements.

It should also be noted that the provision of credits for waived prerequisite courses, as outlined in the *Guide to Education: ECS to Grade 12*, does not apply to Work Experience 15–25–35; nor does the course challenge provision apply. A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.

Career Readiness courses, available as components of the Career Transitions strand within the Career and Technology Studies program, are linked to the Work Experience 15–25–35 courses, as follows.

- The introductory course, CTR1010: Job Preparation, is a required component of the first work experience course taken by a student.
- The intermediate course CTR2010: Job Maintenance, is a recommended component of the second work experience course taken by a student.
- The advanced course CTR3010: Preparing for Change, is a recommended component of the third work experience course taken by a student.

When schools report work experience marks and credits to the Educational Information Exchange, they are to report the marks and credits given for career transitions courses separately as career and technology studies courses. For example, a student taking work experience for 6 credits, which includes the CTR1010 course, may have the CTR1010 course as a 1-credit CTS course and the remaining 5 credits as the Work Experience 15 course. Alternatively, the 1-credit, CTR1010 course may be combined with credits earned from other CTR and/or CTS courses to form a 3-, 4-, 5- or 6-credit course.

REGISTERED APPRENTICESHIP PROGRAM

Under the Registered Apprenticeship Program (RAP), courses that provide experiential learning activities are undertaken by a student as an integral part of a planned school program under the cooperative supervision of a teacher–coordinator and the employer. To receive credits under RAP, the student must be a registered apprentice in one of Alberta’s designated trades. All programs under RAP must meet the acts and regulations of the Apprenticeship and Industry Training Division of Alberta Learning relating to apprenticeship training. For further information on the Registered Apprenticeship Program, contact the Curriculum Branch; telephone 780–422–4872, fax 780–422–0576.

For an overview of off-campus education programs, see Appendix A: Model of Off-campus Education Programs.

LEGISLATION AND REGULATIONS

SCHOOL ACT, 1999

- 1 (1) (q) "school" means a structured learning environment through which an education program is offered to a student by
- (i) a board,
 - (ii) an operator of a private school, . . .
- 25 (1) The Minister may do the following:
- (a) prescribe courses of study or education programs, including the amount of instruction time;
 - (b) authorize courses of study, education programs or instructional materials for use in schools;
 - (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;
 - (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
 - (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;
 - (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.
- 37 (1) A board may provide off-campus education programs for its students.
- (2) Subject to the regulations, a board may enter into an agreement with a person to provide a workplace for students who are participating in an off-campus program.
 - (3) When a student wishes to participate in an off-campus education program, the board shall obtain the consent of the student's parent or, if the student is 16 years of age or older, the student.
 - (4) A student who is participating in an off-campus education program is considered to be attending school while at the workplace provided for the program.

**EMPLOYMENT
STANDARDS CODE,
S.A. 1996,
CHAPTER E-10.3**

65 (1) Employment of Children

No person may, during normal school hours, employ, or permit to work on the person's premises, an individual who is required to attend school under the *School Act*, unless the conditions specified in section 66 are complied with.

- (2) No individual under 15 years old may be employed without the written consent of the individual's parent or guardian and the approval of the Director, unless the regulations and the conditions specified in section 66 are complied with.

66 Conditions of a Child's Employment

The conditions referred to in section 65 are that the individual must be

- (a) repealed 1998 c27 s6
(b) enrolled in an off-campus education program provided under the *School Act*.

**WORKERS'
COMPENSATION
ACT, S.A. 1981,
CHAPTER W-16**

147(2) The Lieutenant Governor in Council may, in respect of persons to whom this Act does not apply, make regulations

- (a) authorizing the [Workers' Compensation] Board to make orders declaring that the *Act* applies to any class of those persons;
- (b) designating those classes of persons in respect of whom the [Workers' Compensation] Board may make an order under a regulation made under clause (a); . . .

- (3) Where the [Workers' Compensation] Board makes an order under a regulation made under subsection (2)(a) declaring that this *Act* applies to a class of persons, the persons in that class are, for the purposes of this *Act*, considered to be workers employed by the Government of Alberta.

**WORKERS'
COMPENSATION
REGULATION AR 427/81**

**Persons considered to be
workers employed by the
Government of Alberta.**

- 7(1) The [Workers' Compensation] Board may make orders declaring that the [Workers' Compensation] Act applies to the following classes of persons:
- (e) students registered in a secondary school while they are attending and participating in a work experience program or the practical experience part of a work-related program, including courses in industrial education and home economics, if the program has been designated as such by the secondary school and approved by the Board [Workers' Compensation Board].
- (2) The compensation payable to a person who suffers an accident and to whom the Act is declared to apply under this section shall . . .
- (b) in the case of a person to whom subsection (1)(a)(ii), (b)(ii), (c)(vi) or (e) applies, be based on the usual rate of wages paid at the time of the accident to apprentices in the trade that is most equivalent to the training provided by the work-related rehabilitation program or other program.

**OCCUPATIONAL
HEALTH AND
SAFETY ACT, R.S.A.
1980, CHAPTER 0-2**

- 2(1)** Every employer shall ensure, as far as it is reasonably practicable for him to do so,
- (a) the health and safety of
 - (i) workers engaged in the work of that employer, and
 - (ii) those workers not engaged in the work of that employer but present at the work site at which that work is being carried out, and
 - (b) that the workers engaged in the work of that employer are aware of their responsibilities and duties under this *Act* and the regulations.
- (2)** Every worker shall, while engaged in an occupation,
- (a) take reasonable care to protect the health and safety of himself and of other workers present while he is working, and
 - (b) cooperate with his employer for the purposes of protecting the health and safety of
 - (i) himself,
 - (i.1) other workers engaged in the work of the employer, and
 - (ii) other workers not engaged in the work of that employer but present at the work site at which that work is being carried out.

**APPRENTICESHIP
AND INDUSTRY
TRAINING ACT,
S.A. 1991,
CHAPTER A-42.3**

- 1(l) "student work training program" means a program
- (i) under which a student receives work experience and training in a designated trade,
 - (ii) that is offered to the student by or on behalf of
 - (A) a board as defined under the *School Act*.
[A.1 and A.2 are new. Reflects Bill 23: *Apprenticeship and Industry Training Amendment Act, 2000*]
 - (A.1) an operator of a school that is a charter school as defined in the *School Act*
 - (A.2) an operator of a school that is a private school as defined in the *School Act*
- and
- (iii) that is approved, registered or otherwise recognized by the Board [Alberta Apprenticeship and Industry Training Board].
- 21(3) A person shall not work in a compulsory certification trade unless that person . . .
- (b) has filed an application under this *Act* to participate in the apprenticeship program in that trade and that application is subsisting,
 - (c) is an apprentice in the apprenticeship program in that trade, . . .
 - (d) is a student in a student work training program in that trade . . .
- 22(3) A person shall not work in an optional certification trade unless that person . . .
- (c) has filed an application under this *Act* to participate in the apprenticeship program in that trade and that application is subsisting,
 - (d) is an apprentice in the apprenticeship program in that trade . . .
 - (e) is a student in a student work training program in that trade, or . . .

The minimum age for persons employed by firms that fall under federal Government Legislation is the school leaving age of the province, which for Alberta is 16 years.

Labour Standard:

(1) Coverage

Part III of the *Canada Labour Code* (Labour Standards) applies to employees and employers in works, undertakings or businesses under the legislative authority of the Parliament of Canada.

Broadly speaking, the activities that come within federal jurisdiction include:

- Interprovincial and international services such as:
 - railways
 - highway transport
 - telephone, telegraph and cable systems
 - pipelines
 - canals
 - ferries, tunnels and bridges
 - shipping and shipping services
- Radio and television broadcasting including cablevision
- Air transport, aircraft operations and aerodromes
- Banks
- Primary fishing where the fishermen work for wages
- Undertakings declared by Parliament to be for the general advantage of Canada, e.g.:
 - grain elevators
 - flour and feed mills, feed warehouses and grain seed cleaning plants west of Thunder Bay
 - uranium mining and processing
 - certain individual undertakings, such as Hudson Bay Mining and Smelting Company and British Columbia Telephone Company Limited.

Note: A student may engage in off-campus education in the activities stated in the *Canada Labour Code* providing that the student and the activity meet the requirements of provincial legislation, as already cited in this section.

- *School Act*
- *Employment Standards Code*
- *Workers' Compensation Act*
- *Occupational Health and Safety Act*
- *Apprenticeship and Industry Training Act.*

PROGRAM INITIATION

A school authority interested in initiating, promoting and maintaining off-campus education activities, should be aware of:

1. the necessary time, personnel and resources needed to operate off-campus education activities effectively
2. the level of support and enthusiasm among school administration and school staff to plan and coordinate activities that meet a broad spectrum of student needs
3. the level of support in the community for off-campus education. Any off-campus education activities should take into consideration the structure of the community, the volunteer sector, the local labour market and the needs of local employers. See Appendix B: Skill and Educational Change: Making It Happen in Your Community.

A school authority should also seek to obtain the support of union officials within the community prior to instituting any off-campus education program. The Alberta Federation of Labour has a policy statement relating to “work experience,” and school authorities would be well advised to garner support from local labour leaders, as appropriate. See Appendix C: Alberta Federation of Labour Policy Statement: Work Experience.

As part of the decision-making process, the school authority should also consider:

1. whether the program will be coordinated through central administration or by individual schools
2. the rights and responsibilities of program coordinators, school principals, teacher-coordinators, students and employers
3. job descriptions for coordinating personnel and for teachers involved in offering off-campus education courses
4. transportation needs of students
5. liability insurance for students
6. assessment and evaluation.

School authorities are expected to develop policy and procedures that encourage and facilitate off-campus activities in all schools while permitting flexible programming and emphasis to be developed at the school level.

DETERMINING THE FOCUS OF YOUR PROGRAM(S)

Alberta Learning's 2000–2003 business plan includes as Goal 1: High Quality Learning Opportunities, the expectation that the learning system be responsive, flexible, accessible and affordable, including having the ability to:

- meet the needs of all learners, society and the economy
- provide a variety of programs and modes of delivery.

Off-campus education provides opportunities for learners to access flexible and responsive learning opportunities. It can be offered to students within a school or school authority in a variety of different ways. It can be made available to students in a particular program, as part of an existing course, or it can be geared toward students interested in combining school with an apprenticeship. In most cases, program emphasis should be determined by student and school needs as recognized by school administration.

Off-campus education programs may differ as a result of variables, such as:

- the need to complement school-based resources
- the desire to further emphasize career development across the curriculum
- the need for nontraditional programs for special needs students
- the desire to enhance career exploration and other learning opportunities for gifted students
- the desire to expand experiential learning opportunities for students in specific courses or across the curriculum
- student interest in participating in the Registered Apprenticeship Program, the Green Certificate Program or some similar program.

PROGRAM MANAGEMENT

The management of an off-campus education program or program components involves a number of processes. Recommended procedures for each process are described on the following pages.

- Appendix D: Off-campus Education Policy and Procedures Sample
- The Off-campus Education Program Management Checklist on the following page. This checklist may be used to guide off-campus education management procedures.

**OFF-CAMPUS EDUCATION
PROGRAM MANAGEMENT CHECKLIST**

1.	Board motion to offer Off-campus Education program(s) in school authority.	<input type="checkbox"/>
2.	Board motion designating signing authority for programs.	<input type="checkbox"/>
3.	<p>School authorities develop policy and procedures for all or specific Off-campus Education programs.</p> <ul style="list-style-type: none"> • Inspection and approval of work sites/stations procedure completed. <input type="checkbox"/> • Student selection procedure developed. <input type="checkbox"/> • Employer's selection/recruitment procedure developed. <input type="checkbox"/> 	
4.	Teacher-coordinator(s) appointed.	<input type="checkbox"/>
5.	Organization plan developed for each school.	<input type="checkbox"/>
6.	Potential work sites/stations in community identified, inspected and approved.	<input type="checkbox"/>
7.	<p>Student record procedures/forms developed; e.g.:</p> <ul style="list-style-type: none"> • Student Application Form _____ • Consent Form _____ • Contract _____ • Job Description _____ • Career Transition Courses _____ • Assessment Strategies/Criteria and Evaluation _____ 	<input type="checkbox"/>
8.	Student monitoring procedure and schedule developed.	<input type="checkbox"/>
9.	Program evaluation procedure developed/approved.	<input type="checkbox"/>

STUDENT SELECTION

It is recommended that students who wish to participate in off-campus education should proceed through a selection process prior to being accepted. This selection process will allow the teacher–coordinator the opportunity to involve those students who have the potential to achieve the maximum benefit from being placed in an off-campus learning situation. In addition, this process helps students determine whether or not a program is going to meet their expectations and educational needs.

The ideal selection process would involve input from other teachers, guidance counsellors and the administrative staff within the school. Whatever the selection process, the school staff should be familiar with it and comfortable with their role in the process.

There are a number of methods that can be used within the selection process. These include:

1. **an application form**—this could provide data on academic background, work and volunteer experience, extracurricular activities, and educational and career plans. See the Student Application in Appendix E.
2. **reference forms**—references could come from teachers or other adults who can comment on the student's abilities. These forms provide information relating to the student's personal characteristics, general work habits, reliability, punctuality and any special skills or strengths. See the Teacher Recommendation in Appendix E.
3. **personal interview**—this takes place between the teacher–coordinator and the student. The interview will help the teacher determine if the student's commitment expectations to the off-campus education program are realistic. The interview will also allow the teacher the opportunity to provide the student with more detailed information regarding his or her responsibilities and to determine whether or not the student has the necessary educational background to match the placement choice. See the Interview Questions in Appendix E.

It should be noted that a formalized selection process may not be necessary, if a student is involved in work study as a component of any core or complementary course. In the case of work study, the course teacher, in consultation with the student, should determine whether or not it is desirable to place the student off-campus as an integral part of the curriculum of that course.

It is also recommended that all students involved in off-campus education obtain their parent(s)/guardian(s) written consent prior to participating in any program. See Appendix F for sample consent forms.

Parental consent is mandatory, if a student is under 16 years of age.

PREPLACEMENT ORIENTATION

It is essential that before students go out to their off-campus placements they receive a thorough orientation to help them respond appropriately and successfully to the transition from school to the workplace.

Some common factors that may hinder a student's transition to the workplace include:

- unrealistic job expectations
- a poor understanding of employer's or supervisor's expectations
- poor work attitudes
- lack of social competence
- limited interpersonal or coping skills.

The teacher-coordinator's responsibility is to facilitate student learning in school before the student's placement at a work station, then monitor the experience to ensure the acquired knowledge is conveyed and expanded upon during the work experience placement. Preplacement orientation should include explaining to students:

- Program alternatives and parameters; e.g., work experience, RAP, Green Certificate work study:
 - school authority and/or school policies
 - hours of work: 7 a.m. to 10 p.m., Monday through Sunday
 - Workers' Compensation Board insurance coverage provided by Alberta Learning
 - other insurance maintained by the school system.
- Specific policies:
 - accident report procedures and Workers' Compensation Board forms. See Appendix G.
 - student responsibilities and liability
 - student transportation responsibilities
 - days and hours allowed for work experience.
- Composition of off-campus course/course component:
 - school-based mark
 - work site-/station-based mark.

The percentage distribution of these marks is determined by the teacher.

Those off-campus education programs that offer students credit in Work Experience 15–25–35 are expected to provide students with the necessary pre-employment orientation through the Career Readiness courses offered in the Career Transitions strand of the Career and Technology Studies program (CTS).

Career Transitions courses relating to work experience are addressed in the theme Career Readiness. They are available as components of Work Experience 15–25–35 as follows:

- Career Transitions courses **CTR1010: Job Preparation**, is a **required** component of the first work experience course taken by a student.
- Career Transitions courses **CTR2010: Job Maintenance**, is a **suggested** component of the second work experience course taken by a student.
- Career Transitions courses **CTR3010: Preparing for Change**, is a **suggested** component of the third work experience course taken by a student.

The Career Readiness courses (CTR1010, CTR2010, CTR3010) may be combined into a 3-credit course in conjunction with courses from other CTS strands.

These courses will also support other off-campus education programs, including work study, the Registered Apprenticeship Program and the Green Certificate Program.

School authorities offering off-campus education within the Integrated Occupational Program and/or for special needs students are required to follow the policies and procedures described in this document. Additional information about community partnerships may be found in the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers* and in Appendix B of this document: Skill and Educational Change: Making It Happen in Your Community.

Students placed in an off-campus education work site/station in a designated trade or occupation should be encouraged to:

- contact a local Career Development Centre (CDC)
- identify career development opportunities in the designated trade or occupation of choice
- discuss the potential for crediting time spent off-campus in a designated trade or occupation toward RAP or a regular apprenticeship after leaving school.

Students placed in an off-campus education work site/station through the Green Certificate Program should be encouraged to:

- contact a local Alberta Agriculture, Food and Rural Development Green Certificate coordinator
- identify career development opportunities in the agriculture-related occupation of choice
- discuss the potential for crediting an earned Green Certificate toward further education and training in a post-secondary institution.

The following Pre-employment Orientation Checklist may be used to ensure that key tasks are identified and completed during the orientation to any off-campus education program.

PRE-EMPLOYMENT ORIENTATION CHECKLIST

1.	SELF-ASSESSMENT	
	• Develop a profile of acquired skills, abilities, personal qualities and work habits.	<input type="checkbox"/>
	• Identify strengths and weaknesses and how to improve weaknesses.	<input type="checkbox"/>
	• Research types of occupations suitable to personality, interests and strengths.	<input type="checkbox"/>
	• Recognition of "transferable work skills."	<input type="checkbox"/>
	• A brief exposure to career planning.	<input type="checkbox"/>
2.	EMPLOYER'S EXPECTATIONS	
	• Identify employer expectations for entry-level work positions.	<input type="checkbox"/>
	• Identify how to keep the job and advance in the job.	<input type="checkbox"/>
	• Know key points from the <i>Employment Standards Code</i> , 1996.	<input type="checkbox"/>
3.	JOB SEARCH TECHNIQUES	
	• Identify how and where to search for employment.	<input type="checkbox"/>
	• Target or focus search to relative career plans.	<input type="checkbox"/>
	• Identify what to look for in a good employer.	<input type="checkbox"/>
	• Identify ways to approach prospective employers.	<input type="checkbox"/>
4.	PREPARING A RÉSUMÉ	
	• Know personal strengths.	<input type="checkbox"/>
	• Choose the type of résumé that fits personal strengths.	<input type="checkbox"/>
	• Present these strengths on paper in order of importance.	<input type="checkbox"/>
	• Target or focus résumé to a particular occupation or job.	<input type="checkbox"/>
	• Reconstruct and edit résumé until it meets objectives.	<input type="checkbox"/>
5.	APPLICATION FORMS	
	• Recognize different types.	<input type="checkbox"/>
	• Identify the importance of each type.	<input type="checkbox"/>
	• Practise completing different types.	<input type="checkbox"/>
6.	INTERVIEW	
	• Recognize types of interview situations.	<input type="checkbox"/>
	• Recognize importance of the interview.	<input type="checkbox"/>
	• Identify appearance and etiquette factors expected by the employer.	<input type="checkbox"/>
	• Recognize different categories and questions; e.g., attitude, skills, experience.	<input type="checkbox"/>
	• Role play interviews with peers.	<input type="checkbox"/>
	• Complete formal interview.	<input type="checkbox"/>

EMPLOYER SELECTION

Within this document the term “employer” refers to any employing entity, be it the school authority or school, a business, a government department, a not-for-profit agency, community organization or post-secondary institution entrusted by the school authority to provide off-campus learning opportunities for students.

The term “employer’s representative” refers to the contact person within the employing entity. This person is usually the individual who gives or obtains approval for the employer’s involvement in an off-campus education program.

The term “supervisor” refers to the person who oversees the student while he or she is at the placement. For example, this could be an employee who is assigned the task of supervising by the employer, or in the case of a small business, it could be an owner/manager.

In order to facilitate the process of recruiting the most appropriate off-campus employer, the following should be taken into consideration for each student:

- educational background; e.g., program, grade, course completed, ability
- special needs; e.g., intellectual, behavioural, physical
- maturity level
- attendance and punctuality patterns
- student preference
- career/occupational choice
- workplace location; e.g., distance from school, accessibility, transportation needs.

Care must be taken by the teacher–coordinator in procuring appropriate work stations or work sites. An appropriate placement should:

- be a safe work environment and meet the requirements as stated in related policies, legislation and regulations. See the Safety on the Job section of this document
- offer work that is consistent with the student’s ability
- allow for progressive development of occupation-related knowledge and skills
- have effective and appropriate supervision
- have an employer who is actively interested in providing a positive, safe, and caring learning experience for the student.

IDENTIFYING PROSPECTIVE EMPLOYERS

Here are some suggestions for identifying prospective employers:

- obtain membership lists of industry, business groups and volunteer agencies
- check business, industry and social agencies' directories
- check business and telephone directories
- contact work stations and work sites previously used by the school
- ask employers to recommend other employers
- become active on the education committee of the local Chamber of Commerce
- become active on any education committees of local business or industry groups
- write an article for the school or district newsletter to seek prospective employers
- ask school staff for personal contacts
- ask friends, neighbours, relatives, past and present students for contacts
- explore the surrounding area near the school or on local bus routes to obtain names and locations of potential work stations and work sites
- survey selected organizations by mail
- contact or join service clubs, professional or trade organizations.

RECRUITING THE EMPLOYER

Before attempting to recruit a prospective employer, it is advisable to find out some information about the business, its services and/or products. Dropping in on a prospective employer without prior knowledge or planning is not recommended. A single telephone call to enlist the support of an employer is insufficient.

Once a potential employer is identified, a telephone call is recommended and an appointment made to visit in person. A well-planned and organized recruitment visit is essential in order to provide the employer with information about the program to obtain information on the suitability of the work site and to gain cooperation from the employer.

THE FIRST VISIT TO THE PLACEMENT

1. After contacting the prospective employer, make an appointment for an interview with an appropriate representative in the organization.

2. Take to the interview a program package to present to the employer's representative. This package might be in the form of a flyer, a brochure or a group of documents in a file folder, but regardless of format, it should include a:
 - description of the program
 - copy of the student's schedule.
 - list of student's responsibilities
 - list of the supervisor's responsibilities
 - list of the teacher's responsibilities
 - copy of the Work Agreement or contract
 - sample learning plan or proposed list of learner expectations
 - sample time log
 - sample employer evaluation forms.

3. In order to give a complete picture of the off-campus education program, let the employer's representative know about:
 - the purpose, history and philosophy of the program
 - the benefits to the student and the employer
 - the student selection process relating to the program
 - the preplacement orientation
 - the supervisor's role in the educational experience and evaluation of the student
 - the teacher's role in supporting the student and the supervisor
 - the frequency of and need for "monitoring visits"
 - provide the supervisor with some relevant background information on the student
 - explain the procedure for the student interview
 - answer any questions posed by the employer's representative
 - if possible, tour the facility and meet the employee who will supervise the student
 - at an appropriate time, ask the employer's representative for a commitment to the program.

It is important to note that the coordinating teacher should strive to have a frank and open discussion about responsibilities and time commitments with the prospective employer. If an employer or a supervisor does not appear to understand or accept the role as defined in the program, and/or the work site does not meet expectations as being a safe and caring learning environment, it is best to locate another employer or supervisor who will be more understanding, more accepting and provide a more appropriate learning environment.

PLACEMENT PROCEDURES AND DOCUMENTATION

Once the coordinating teacher or other person designated by the school authority to conduct the workplace and inspection approval process has visited the work station or work site and determined that it is suitable, a student can be matched to the placement. See the Safety in the Workplace section of this manual.

At this time, it is recommended that the employer have the opportunity to interview the student. The student should be encouraged and expected to:

- call the employer and set up an interview appointment
- fill out the employer's application form
- submit a personal résumé
- present oneself on time for the interview
- confirm hours of work.

Prior to the commencement of the placement there are a number of procedures that need to be completed by the teacher-coordinator. These include:

1. all off-campus education work stations and work sites, effective September 1995, are to be approved through the local school authority. The teacher-coordinator must complete both parts of the approval form and meet school authority policy before starting a student at a work site. See Appendix H: Approval of Work Sites/Work Stations.

Note: The superintendent of schools, or designate, must confirm that all off-campus work sites/stations have been locally approved.

2. a work agreement or contract is to be signed by the student, the student's parent or guardian, the employer and the school board designate before the student begins the placement. The student, employer and school should retain a copy of this form. The work agreement lays out the conditions for the work experience and binds the parties to the terms of the agreement. Two work agreement samples can be found in Appendix I.

Before a work agreement or contract is signed, the following actions are recommended:

- Student Input Regarding Placement

A preplacement interview between the teacher-coordinator and the student should be established to discuss the student's interests, strengths, career plans and specific reasons for taking the course/program. The teacher-coordinator must identify with the student and determine what the student has to gain by doing his or her best in a work placement situation.

This information helps the teacher–coordinator determine the most appropriate work site/station and helps the student recognize that he or she is the main recipient of the benefits of his or her own efforts.

The student’s accessibility to possible work sites/stations is another consideration at this stage. The teacher–coordinator, student and parent must identify transportation alternatives available to the student for work experience placement. Limited transportation alternatives for the student can often compromise the most appropriate placement within the community.

- Parental Communication

It is important that the parents or guardians are aware of the school’s expectations of their son or daughter in an off-campus program. The responsibilities of the student should be clearly defined for the parents/guardians to acknowledge when they sign the work agreement contract and the parental consent form.

Although the student has legal signing authority of the work agreement contract at age 16, it is important to keep “supporting” parents aware of the student’s involvement and progress. It may be the parent, acting on the student’s behalf, with whom the teacher–coordinator will be dealing, if a problem occurs.

Included is an example of a “Parent Letter” detailing the responsibilities and expectations of the student participating in a work experience program. See the sample letters in Appendix J. It is an important courtesy to the students to discuss the “Parent Letter” with them and review the program expectations before sending the letter home.

- Student/Employer Contract

The initial visit to the work site/station is an excellent opportunity for students to practise their presentation skills within the employer’s actual hiring procedures. The teacher–coordinator may wish to forward a formal letter to the employer to arrange for an interview of the student. See Appendix J.

On completion of the formal interview with the teacher–coordinator, the student may be informed of his or her work station supervisor’s name and telephone number. The student’s responsibilities are to:

1. call the employer and set up an interview appointment
2. fill out the employer's application form
3. submit a personal résumé
4. present oneself on time for the interview
5. confirm hours of work experience and any special conditions required by the work site/station
6. inform the teacher–coordinator so the work agreement form can be signed by the work site/station before work experience begins.

MONITORING

All students are to be monitored by the teacher–coordinator while they are at the work site or work station. The success of any off-campus education program, in terms of student learning, teacher and program accountability and public relations, depends on good monitoring techniques. Monitoring should consist of careful, critical observations of the student's activities at the work station, and discussion with the student and the supervisor. Teachers should maintain an anecdotal, dated record of each visit. See Appendix K: Monitoring Report.

FREQUENCY OF MONITORING

The teacher–coordinator's monitoring schedule of the work site/station should be **as frequent as necessary to ensure and enhance the learning experience for the student.**

It is recommended that coordinating teachers attempt to establish a monitoring ratio of one visit or contact with the student and the employer for every 25 hours that a student is at an off-campus location. This equates to one visit for every credit being earned. More frequent visits may be necessary for those students needing additional support in order to succeed, such as those in special needs programs or in the Integrated Occupational Program.

During on-site visitations, the teacher–coordinator should be assessing the following:

- Is appropriate learning and skill development occurring, including a variety of experiences relating to program goals?
- Is the training situation safe and appropriate for the student?
- Is there good communication between the employer and the student?
- Is the training plan or list of learner expectations accurate or is revision required?

- Is the work site/station supervisor satisfied with the student? Are improvements needed? If necessary, how can they best be instituted?
- Is the student satisfied with the work site/station? Are improvements needed? If necessary, how can they best be instituted?

Programs that do not have regular, visible, on-site monitoring will quickly lose credibility with the community and the school. In addition, regular monitoring helps the student understand that workplace activities are valuable learning experiences evolving from a school program. Students also need to feel that they are supported by the teacher and the school in their placement.

STUDENT RECORDS

It is recommended that teachers maintain a file for each student involved in off-campus education. This file should be taken to the placement when the teacher conducts a monitoring visit. The following records should be included in this file:

- the work agreement form
- the student's training plan or outline of learner expectations
- dated, anecdotal monitoring reports
- employer evaluation forms
- weekly time logs.

The student file may also include copies of his or her:

- completed application form
- cover letter and résumé
- references
- portfolio material.

INTEGRATION SESSIONS

The integration program unifies the two components of off-campus education programs—the in-school curriculum (theory) with the out-of-school curriculum (practice).

Integration activities provide students with a common ground to link the realities of their work experiences with classroom instruction. **It is recommended that teacher-coordinators routinely bring students back into the classroom for an integration session once every two to three weeks during the course of their placements.** Integration sessions:

- help to reinforce the skills and techniques students are learning in the workplace
- allow students to share their experiences with one another and reflect on what they have learned
- allow students the opportunity to explore related career information
- allow students the chance to interact with the teacher and their peers
- allow students to critically examine the workplace and have a forum for discussion of problems
- give students the opportunity to use group problem-solving techniques, thus developing team-building and leadership skills
- give the teacher feedback from students and allow the teacher to establish and maintain rapport with the students.

For students enrolled in a Work Experience 15–25–35 course or a Career Internship 10 course, integration sessions may be used to introduce and/or reinforce the learner expectations identified in the Career Readiness courses (CTR1010, CTR2010, CTR3010), which are part of the Career Transitions strand of the Career and Technology Studies program.

FREEDON OF INFORMATION AND PROTECTION OF PRIVACY

Freedom of Information and Protection of Privacy (FOIP) legislation is applicable when providing information to an employer about a student being considered for placement in an off-campus workplace.

It is recommended that schools consult with their district legal advisor in regard to the type of student information that can be shared, as well as the type of information that must not be provided to an employer who is considering accepting a student for an off-campus placement.

APPROACHES TO INTEGRATION SESSIONS

Reflective Learning

The following are examples of various approaches that can be used as part of integration sessions.

In order for students to have a chance to reflect upon their off-campus education experience, they need to be guided through regular sessions of disciplined discussion. This process is often referred to as “reflective learning.” When students share their work experiences with their peers, they learn about experiences they have in common and about solving problems for themselves and others. In reflective learning sessions, students become more introspective and the teacher uses this process to facilitate the student’s learning and personal growth.

Journal Writing

Journals usually consist of creative writing by students recording their feelings and reactions to events that occur at the work site. There are a variety of journal formats, including responses to issue-orientated questions or statements, diaries, fictional stories, illustrations or clippings. See the Journal Sheet in Appendix L.

Daily Logs

Student logs can keep track of attendance, punctuality, actual hours worked and tasks completed. Students are responsible for keeping these logs up to date and accurate. By the end of the placement, the logs should provide an accurate summary of the tasks performed at the work station for evaluation purposes.

If the daily log is designed such that there is space for students to write about what has occurred at the work site, the teacher will be able to use this information immediately as a source for integration discussions. In addition, as students write their logs, they spend time thinking and reflecting on what they are learning at the work site. See the Student Weekly Activity Log in Appendix L.

Observation Reports

Some teacher–coordinators periodically ask their students to make an observation at the work site on a predetermined topic. For example, all students might be asked to observe the line of authority at their work site. Students would then share their observations in class, providing a common basis for group discussion.

Subject-specific Integration

Students who are off-campus under work study as an integral part of a course also need integration sessions. The teacher overseeing these students should strive to help them see the direct link between in-school theory and work site practice. For example, an accounting student placed off-campus in a bank might notice that at the work site, accounting theory is used in a different way. This could lead directly into discussions concerning the variety of ways in which accounting theory is put into practice in the workplace.

Call-back Session Exercise

Helping students understand an employer's expectations for job maintenance and advancement is an important activity in an integration session. A sample exercise that facilitates this activity, together with a letter to the employer, is included in Appendix J.

DEVELOPING A SUMMARY OF COMPETENCIES/ LEARNING PLANS

When a student participates in an off-campus education program it is essential that all parties involved in the experience understand the scope and sequence of learning that is to take place. By creating a summary of the competencies to be developed by the student at the placement, the teacher, employer and student have similar expectations concerning what learning will occur.

Educators involved in off-campus education often refer to the summary of competencies as a "training plan" or "learning plan." Those individuals involved in more traditional work experience programs call similar summaries "learner expectations." Regardless of the terminology chosen, every off-campus education program must use some outline stating exactly what is to be accomplished at the work site and providing a basis for determining the student's progress. In particular, Work Experience 15–25–35 courses require that a set of learner expectations (a learning plan) be developed for each student enrolled in any of these courses. Appendix M provides templates that may be used to guide the development of customized learning plans.

The completion of one or more competency summaries is one of the most important steps in placing a student on the job. It is also one of the most challenging and, if successful, one of the most rewarding tasks undertaken by the coordinating teacher.

By developing a comprehensive summary, a teacher can ensure the quality of the placement as an educational experience. It also can reassure students, parents, labour representatives and other teachers that structured learning is taking place and that no inappropriate advantage is being taken.

For employers, a summary of competencies for each participating student outlines the expectations that go along with participation in the program. By outlining what kinds of tasks the student will attempt while at the work site, employers become confident about their own ability to deliver these learning opportunities to the student. At the same time, they can ensure their right as a commercial enterprise to make sure that work gets done and that their business continues to prosper.

Learning plans should be developed as part of a cooperative effort between the coordinating teacher, the employer and the student. It is recommended that the teacher sit down with the employer and attempt to “flesh out” in writing what kind of tasks the student will work on while on the job. In most cases, the summary should be divided into two categories of skills:

- general skills relating to overall work habits and attitudes; e.g., Employability Skills, Essential Competencies
- specific work skills related to the particular position.

As off-campus education has gained momentum across Canada, packages of learning/training plans, or learner expectations, have become available for purchase. Often, these can be modified to suit a particular school district or program. See Appendix M for samples of learning plan templates and competency summaries.

ASSESSMENT AND EVALUATION

The procedures for the assessment of performance and the evaluation of the achievement of students involved in off-campus education must comply with the school authority's and school's existing evaluation policies. This procedure should be clearly articulated for the student before activities at the work site commence. Students should understand the composition of the final mark. For example, this mark may be an average of the mark assigned by the work site supervisor and the teacher-assigned mark.

While student performance at the work site is to be evaluated by the teacher in conjunction with the on-site supervisor, it should be understood that the teacher is responsible for each student's final mark. See Appendix N: Teacher Mark.

EVALUATION CRITERIA

When assessing the performance of students engaged in off-campus education, formative and summative evaluation techniques should be used.

Formative evaluation is closely tied to the individual training plan and maintains student, teacher and supervisor awareness of the learning objectives and the student's progress. It may be based on formal interviews, performance appraisals, essays, projects and quizzes.

Summative evaluation takes place at the end of the project, unit, work term or semester, and may be obtained from reports, questionnaires, self-evaluation, short assignments and journals.

WORK STATION OR WORK SITE SUPERVISOR'S EVALUATION

That part of the student's evaluation apportioned to the work site supervisor should reflect the time spent in the workplace. It should be kept in mind that the school district has entrusted the education of the student at this time to the work station or work site supervisor. School authorities should consider creating their own employer evaluation form and student self-evaluation form. See sample evaluations in Appendix O.

ASSESSMENT STRATEGIES

While there are a great many assessment instruments available for teachers involved in off-campus education programs, current pedagogy favours some specific ones, including student portfolios.

Portfolios

A portfolio is a chronological collection of samples of a student's work that might include a notebook or journal pages, diagrams, written recordings of activities or larger pieces of work, such as projects. A teacher may choose to collect a sample for each student's portfolio after a particular activity, or may periodically choose pieces best felt to represent individual student abilities. Students may also make the choice as to what should be included in their portfolio. Among other benefits, a portfolio:

- is cumulative, assembled and may be revised over time
- focuses on what a student can do, rather than on what cannot be done
- can include a wide range of items
- can result in tangible products that can be useful to students after graduation.

The use of portfolios as an assessment strategy is gaining favour within many in-school and off-campus education programs. Any student who is planning for a career or preparing to search for employment can benefit from having a portfolio. In off-campus education programs a student portfolio might include:

- an application
- a résumé
- a cover letter
- letters of recommendation
- samples of work and a written summary for each; e.g., photographs, progress charts, videos
- a career research project
- employer evaluations from off-campus placements.

A teacher-coordinator can introduce the process of developing a portfolio in preplacement classes and as part of integration sessions.

Some educators advocate that a portfolio should be student managed and its organization and contents be directed by the student's own career, educational and personal goals. For example, one student may organize the portfolio based on his or her desire for a particular career, while another may organize it around the expectations for entrance into a post-secondary education institution. Whatever method is used, the mission of all portfolio-building is to help students organize evidence of their accomplishments.

Lately, various groups of employers have produced reports outlining the skills necessary for an employee to be successful on the job. A student portfolio is one way for students to respond to these lists of “employability skills.” By documenting their skills, or by demonstrating a plan that will lead to the development of these skills, students will be able to show that they have what it takes to be successful in the workplace. See Appendix P: Portfolio Literature.

EVALUATION OF THE PLACEMENT

Not just any work placement will do for an off-campus education program. Teacher-coordinators need to examine objectively every potential work site or work station before placing a student. An appropriate employer, with an established reputation in the community:

- provides a safe environment for the student
- orients the student to proper safety practices and ensures that the student understands and can conform
- explains carefully all procedures to the student
- helps the student feel like he or she is part of the work team
- makes allowances, willingly, for any student limitations
- works, willingly, with the teacher and the student to improve the level of learning
- assigns, willingly, a supervisor to the student
- is enthusiastic about being involved in the program
- completes, willingly, the necessary forms, including evaluation forms.

Once the work site or work station is used for an off-campus placement, the teacher-coordinator needs to continually assess its suitability for the program. The teacher should consider:

- Did I see on-the-job instruction, including safety instruction, during monitoring visits?
- Did the employer follow the outline of the training plan/learner expectations?
- Did the employer check the student’s daily log?
- Did the employer accept suggestions as to how to improve student learning?
- Did the employer ensure the safety of the student?

Students themselves can also play a role in evaluating a work site’s suitability. Teacher-coordinators should consider using an evaluation form for students allowing them to comment on the work site/station. See Appendix Q: Student Work Site Evaluation.

SAFETY IN THE WORKPLACE

Safety is a very important concern both before placing a student in an off-campus education program and during the placement. In this context, **the school authority through the designated teacher-coordinator is responsible for ensuring that the workplace is inspected and approved annually and that the student's safety is ensured throughout the off-campus placement.**

All students are to be made aware that they have a right to a safe and healthy workplace. The *Occupational Health and Safety Act*, R.S. 1980, Chapter O-2 establishes standards to protect and promote the health and safety of workers. It outlines the rights and responsibilities of workers, as well as the rights and responsibilities of others connected with the work site. Occupational Health and Safety publishes various booklets that may be useful to coordinating teachers and participating students, including, "The Worker's Guide to the *Occupational Health and Safety Act*" and "The Employer's Guide to the *Occupational Health and Safety Act*." These booklets are available through the local Occupational Health and Safety Office of Alberta Human Resources and Employment.

It is recommended that all students placed off-campus be informed about their rights and responsibilities under the *Occupational Health and Safety Act*. It is also recommended that they receive training on standards established under the Workplace Hazardous Materials Information System (WHMIS). This information is addressed in the Career Transitions course CTR1010: Job Preparation, which is a required component of the first work experience course taken by any student. WHMIS is also addressed in the Career Transitions Job Safety Skills courses: CTR1210: Personal Safety Management; CTR2210: Workplace Safety Practices and CTR3210: Safety Management Systems.

For more information regarding safety on the job, contact the nearest Alberta Human Resources and Employment/ Occupational Health and Safety Office.

WORK STATION/WORK SITE INSPECTION AND APPROVAL

Each work station and work site must be inspected annually by a person designated by the school authority. The person assigned to carryout the workplace inspection and approval process need not be a specialist in occupational health and safety. **Designated persons should have a basic understanding about the characteristics of a safe and caring workplace and act as a judicious parent in deciding whether or not the workplace should be approved or not approved as an off-campus learning site.**

The Information package and checklist on the following pages may be used to guide the inspection and approval process.

To support the development of an appropriate workplace inspection and approval process, persons designated to conduct workplace inspections may want to consider participating in regional, no-cost inservices provided annually by the Job Safety Skills Society. For further information about these inservices, contact the Job Safety Skills Society office at 780-413-6876.

Teacher Information Guide

Work Station/Work Site Inspections and Approvals

Item	Key Points	Notes
1. Policy	<p>Off-campus Education Policy: Procedure 7</p> <p>All work stations and work sites must be approved by the school authority annually.</p>	The school authority may designate a certificated teacher or a noncertificated person to inspect and approve potential placement sites.
2. Worker's Rights	Alberta's Occupational Health and Safety legislation indicates that a worker has the right to refuse to carry out work that he or she believes to be unsafe.	The term Imminent Danger is used in the legislation. The term refers to any danger that is not normal for the job or any danger under which a person would not normally carry out their work.
3. Teacher Responsibilities a) Workplace Inspections	<ul style="list-style-type: none"> • Visit and inspect work station/work site at least annually. • View, ask questions, make informed judgements and decisions. • Complete and file documentation according to school authority policy. 	<p>Ask yourself this question: "Would I want my child to be placed in this workplace?"</p> <p>In making an informed judgement, remember, when in doubt, don't approve the workplace.</p>
b) Safety Factors	<ul style="list-style-type: none"> • Ensure that key safety factors are addressed during inspection. • Professional appearance of workplace. • How accidents/incidents are recorded. • Safety training is provided for new workers. • Appropriate personal protective equipment (PPE) is being worn by other workers. • PPE provided to new workers or required to be provided by workers to work on site. 	<p>It is essential that:</p> <ul style="list-style-type: none"> • each potential site is visited in person • proper documentation is completed and kept on file for at least three years. <p>In addition, it is recommended that each student be given a copy of <i>A Worker's Guide to the Occupational Health and Safety Act</i>.</p>

Item	Key Points	Notes
<p>c) Educational Factors</p>	<p>Ensure that employers/supervisors:</p> <ul style="list-style-type: none"> • understand their role in the learning and teaching processes • understand that the teacher has primary responsibility for the student's well-being. That is, what the student learns, how the information is taught and the assessment of the student's progress and performance. 	<p>The effective off-campus coordinator establishes a professional working relationship with employers and workplace supervisors.</p> <p>This relationship should be based on understanding of and respect for each other's responsibilities.</p>
<p>4. Workers' Compensation Board Procedure</p>	<p>Injuries sustained by a student while engaged in workplace learning must be reported to the supervising teacher.</p> <p>Where medical attention is necessary, the following forms must be completed:</p> <ul style="list-style-type: none"> • Worker's Report of Accident • Employer's Report of Accident. <p>Completed forms must be faxed within 72 hours of the incident to the WCB and to Alberta Learning.</p> <p>See document: <i>What to Do If a Student Is Injured at the Work Station or on the Work Site</i> (p. 50)</p>	<p>When a student is engaged in any form of off-campus education, that student is regarded as an employee of Alberta Learning.</p> <p>The supervising teacher is expected to:</p> <ul style="list-style-type: none"> • review both forms before they are faxed to ensure that they have been completed correctly • sign his or her (also print) name on the Employer's Report of Accident and write below the name "On behalf of Alberta Learning" • write Alberta Learning's WCB account number in the top right-hand corner of the Employer's Report of Accident form. The WCB account number is 345912/6.

Off-Campus Education Work Station/Work Site: Inspection Checklist

Name of Workplace: _____

Workplace Supervisor: _____ Telephone: _____

Task	Date	Sign-off
1. Work station/work site visited and inspected.		
2. Employer/supervisor interviewed. Key questions asked and responded to.		
3. Accident/incident records appear reasonable.		
4. Hazards of job identified and understood.		
5. Safety training provided to new workers.		
6. a) Personal protective equipment (PPE) provided to workers, OR b) Workers responsible for bringing their own PPE. c) Workers on site appear to be wearing appropriate PPE.		
7. Fire extinguishers, exits and safety-related signs and materials are clearly visible.		
8. Proper emergency procedures, including accident reporting procedures appear to be in place.		
9. Work station/work site: <ul style="list-style-type: none"> • appears safe and caring • does not appear to be safe and or caring. 		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

WORKERS' COMPENSATION COVERAGE

As a result of the *Workers' Compensation Regulation* AR 427/81 section 7(1), the *Workers' Compensation Act* applies to students registered in off-campus education programs. Section 147(3) of the *Act* states that, for the purposes of the *Act*, these students will be considered to be workers employed by the Government of Alberta. This can be important for employers considering participation in off-campus education programs and for accident reporting procedures.

An employer reporting an accident is not required to include his or her account number on the Employers Report of Injury form. The school coordinator will insert an account number provided by Alberta Learning.

All teacher-coordinators placing students off-campus are expected to understand Workers' Compensation Board (WCB) procedures and make their students aware of what to do should a student be injured.

Procedures for Injury/ Accident Reporting

Every student in an off-campus education program NEEDS to understand that all minor or major injuries should be reported immediately to the supervisor and also to the teacher. It is the responsibility of the supervisor to see that the injury is recorded in the company's incident/accident report book.

If a worker [student] is hurt in a work-related incident the WCB is to be advised when:

- the worker is away from work for longer than the day of the accident
- the worker will require ongoing medical treatment; e.g., physiotherapy, chiropractor services
- another party is involved; e.g., motor vehicle accident
- the injury results in hearing loss, respiratory problems or any progressive injury or condition
- prescriptions, dental work or glasses replacement are required
- a permanent disability is likely.

If no lost time from work occurs, WCB notification is not required. However, the accident must be recorded in the company's incident/accident report book.

The Alberta Learning Account Code, 345912/6, must be entered on the "Employer's Report of Injury or Occupational Disease" form by the teacher-coordinator or a designated representative of the school authority.

How to File a Claim

If an accident necessitates a WCB claim to be filed, the employer is to fill out an "Employer's Report of Injury or Occupational Disease" form. See Appendix G. The student [worker] is to fill out the "Worker's Report of Injury or Occupational Disease" form. See Appendix G. **The coordinating teacher should emphasize to employers that they SHOULD NOT enter their compensation code or account number on the report. The Alberta Learning Account Code must be entered where appropriate.**

The Alberta Learning Account Code, 345912/6, must be entered on the "Employer's Report of Injury or Occupational Disease" form by a designated representative of the school.

Once the reports are completed, it is up to the coordinating teacher to follow local policy for forwarding reports to WCB within 72 hours with a copy to the Curriculum Branch, Alberta Learning, Fax 780-422-0576. A sample off-campus education policy and procedures is provided in Appendix D.

When a student receives medical attention for an injury, he or she must make sure that his or her doctor knows that the accident happened at work. Doctors attending injured workers are required to send in a "Physician's Report of Accident" within two days of treatment. If the doctor does not send in a report, the WCB will not open a file.

Time Limits

Employers are required to report any injury to the WCB within 72 hours of learning about the accident. As a result, coordinating teachers, or some other locally designated person, needs to forward the accident reports to the WCB, with copies to the Curriculum Branch, Alberta Learning, well before the 72-hour time limit expires. (See model on the following page.)

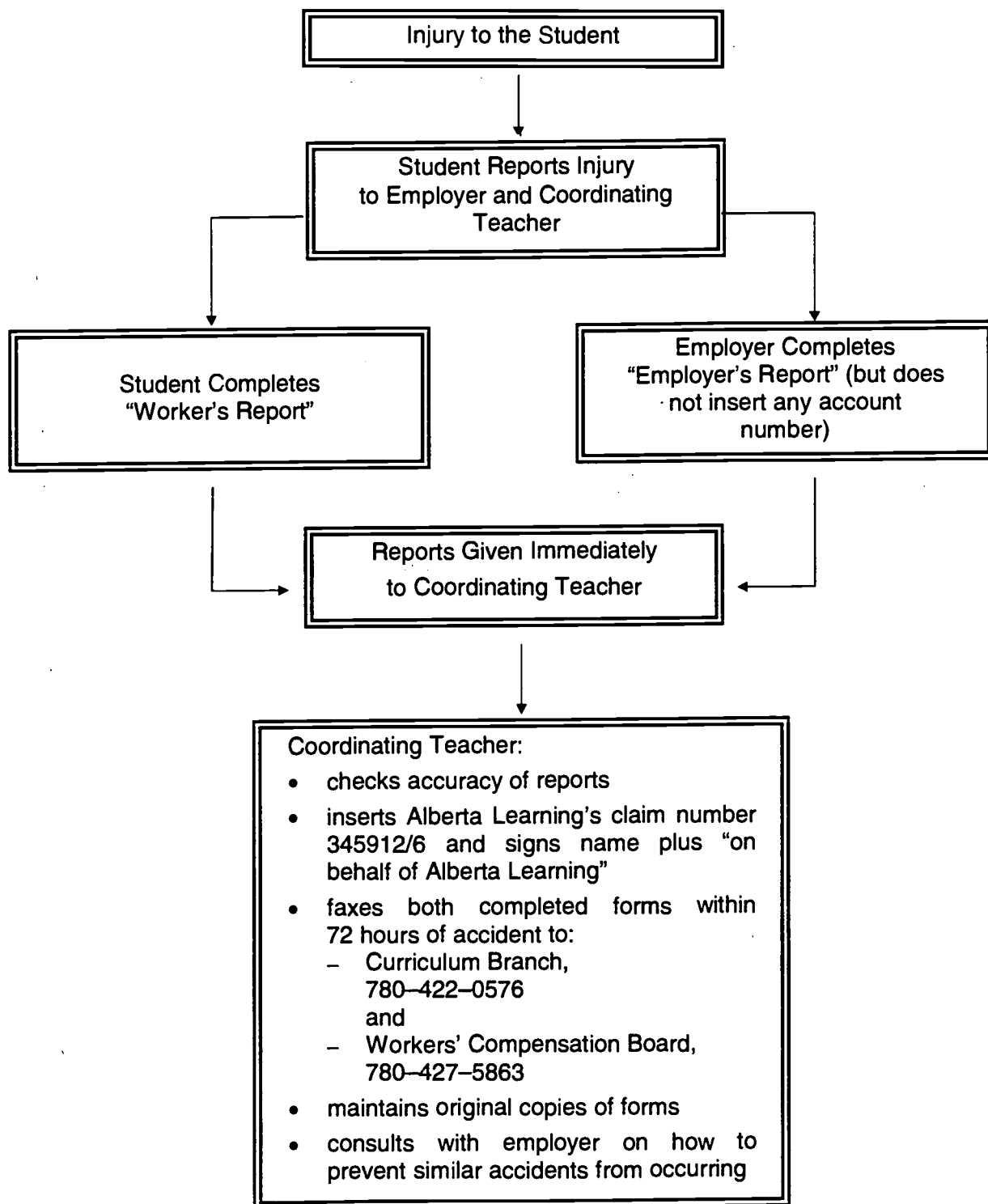
For More Information

For general claims information, students and employers can telephone the Edmonton WCB office at 780-498-3800, their nearest WCB office, or Alberta Learning at 780-422-3272.

Other Insurance Coverage

Beyond Workers' Compensation, any insurance coverage deemed desirable is to be obtained by the student, the school board or the employer. Insurance coverage for students travelling to and from the work site/station from their homes is the same as that normally in force for students going to and from their homes to school. It is also recommended that students involved in off-campus education programs consider purchasing additional student insurance.

**WHAT TO DO IF A STUDENT IS INJURED AT THE WORK STATION
OR ON THE WORK SITE**



PROMOTING AN OFF-CAMPUS EDUCATION PROGRAM

Whether an off-campus education program is just starting or has been running for years, all programs can benefit from promotional activities that enhance awareness and build support. Promotional activities can vary depending on who is being targeted for promotion.

Promotion of the program can be broken down into a number of areas.

SAYING “THANK YOU”

Not only is the “thank you” letter good public relations, it is also a worthy summary exercise for students to review their work experience and express their appreciation to the employers. See Appendix J.

It is also important for the teacher–coordinator to forward a thank you letter to the work site/station, to express the school’s appreciation of the time invested in the program by the employer. See Appendix J.

PROMOTION WITHIN THE COMMUNITY

To promote and enhance an off-campus education program within the community, the following activities should be considered:

- create a pamphlet describing the program
- present information to employers in a neat and attractive form; e.g., employer manual
- distribute promotional material, such as pens, mugs, buttons, bookmarks, scratch pads
- create an audio-visual presentation about the program
- establish an advisory committee and invite employers to participate
- get media coverage for the program
- create an employer referral card for employers to recommend other potential employers
- make presentations to professional or trade associations
- follow up presentations by sending material and making further contacts
- create a display booth for use at conferences and other gatherings

- invite employers to speak to students on career days or in class
- hold an appreciation event for employers; e.g., a breakfast or tea
- develop ways of publicly showing appreciation to employers; e.g., certificates of recognition for participating employers
- create an “Employer of the Year” award, and hand out a plaque
- create a newsletter to promote activities within the program, and keep participating employers aware of the involvement of other employers
- contact the local labour council, and ask to speak at one of their meetings
- arrange for a special activity or display during Career Education or Off-campus Education Week
- send seasonal greetings.

**PROMOTION WITHIN
THE SCHOOL
AUTHORITY**

The success of an off-campus education program depends upon school board trustees and school authority administrators having an appreciation for the educational value and advantages of the program in all curriculum areas. Promotion activities directed toward these individuals and groups might include the following:

- produce an annual report on the program
- have students make presentations on the program
- report on all new program initiatives
- make presentations at principals’ meetings
- distribute an internal newsletter focusing on the program
- choose an “Off-campus Education Student of the Month” and distribute a written profile about him or her
- ask administrators and trustees to attend employer appreciation events.

**PROMOTION WITHIN
THE SCHOOL**

The support of the principal, counsellors and teachers within a school is very important for any off-campus education program. School staff need to understand and be willing to support the philosophy of the program. They should also be kept up to date on off-campus education activities. They can play an important role in ensuring that students who can benefit from the program are informed about it. A staff that views the program in a positive light will assist in the smooth and effective operation of the program.

Some promotional strategies that can be used to increase awareness and support for the program with staff and students include the following:

- hold information sessions for students and parents
- put up a display on parent/teacher and open house nights
- hold classroom information sessions
- create a bulletin board display featuring photographs of current students at their work sites
- post, with permission, interesting excerpts from student portfolios, journals and daily logs
- invite participating students to make classroom presentations
- put a description of the program in the school calendar
- publish articles in the school newspaper
- create brochures specifically aimed at students
- make presentations to Grade 9 classes about this high school program
- provide students with the opportunity to receive individual counselling about how the program can meet their particular needs
- ensure that matters relating to the program are included on the agenda at faculty council, staff and department meetings
- keep the school staff and administration informed about students in the program and their placements
- get a service club to sponsor an award for the top student involved in off-campus education.

See Appendix R: Promotional Material.

PROGRAM EVALUATION

The overall off-campus education program should be evaluated on a yearly basis. The purpose of program evaluation is to determine if program objectives are being met and to provide feedback to guide improvements. All of the participants should be involved in the evaluation process, including students, teachers, employers and parents.

Some major areas that need to be addressed in a program evaluation include:

- Was the program beneficial to the participants?
- Did the program meet a community need?
- Were employer participants gratified by and satisfied with their involvement?
- Could the program provide a productive future employee?
- Did the program help to ease the school-to-work transition?
- What are the strengths and weaknesses of the program?

One method of soliciting feedback on the program is to ask all the participants to fill out a survey at the end of each semester. Information and statistics compiled from surveys can demonstrate whether or not all participants feel that the program's educational objectives are being satisfied.

Sample program evaluations for an employer, a student and a coordinator can be found in Appendix S.

ADDITIONAL LEARNING RESOURCES

The Alberta Workforce to the Year 2000. Edmonton, AB: Alberta Career Development and Employment.

Alberta's Apprenticeship Programs. Edmonton, AB: Alberta Career Development and Employment.

Alberta's Apprenticeship System: A Model of Excellence. Edmonton, AB: Advanced Education and Career Development, 1993.

Amundson, Dr. N. and Dr. W. Morgen. *At the Controls: Charting Your Course Through Employment.* Scarborough, ON: Nelson Canada, 1987.

Barnes, Bruce and Jim O'Connor (eds.). *Manual for Co-operative Work Study Programs.* Toronto, ON: Guidance Centre, 1987.

Bessart, Carol, Sharon D. Crozier and Claudio Violat. *Career and Life Management.* Edmonton, AB: Weigl Educational Publishers Limited, 1988.

Brand, Margaret and Ann Olney Sparkes. *Success in the Workplace.* Mississauga, ON: Copp Clark Pitman Limited, 1990.

Brown, Bill, Fon Lewis, Jane Lowry and Jim O'Conner. *Co-operative Education Modules for Student Orientation and Reflective Learning.* Hamilton, ON: Board of Education for the City of Hamilton, 1987.

Burton, Lenore and Sue Cooper-Twiss. *Integration: Experiential Learning for Co-operative Education Students.* Toronto, ON: Peele Board of Education, 1989. [binder]

Como, Jay. *Surviving on the Job.* Mission Hills, ON: Glencoe/McGraw-Hill, 1991.

Co-operative Education: Ethical Issues Handbook. Toronto, ON: Co-operative Education Association, 1992.

Disability and Work: Facilitating the Employment of People with Special Needs. Hamilton, ON: Hamilton/Wentworth Industry-Education Council, 1993.

Do You Know What I've Always Wanted to Be? Ottawa, ON: Minister of Supply and Services Canada, 1992.

Dostal, June. *Build Yourself a Resume.* Portland, OR: J. Weston Walch, 1989.

Dyck, Marilyn, Richard Campbell and Mary Thompson. *Working Today and Tomorrow.* Toronto, ON: Irwin Publishing, 1990.

Employability Handbook. Edmonton, AB: Career Development and Employment.

Employability Skills Profile. Ottawa, ON: The Conference Board of Canada, 1993.

Everyday Career Development. Edmonton, AB: Alberta Education, 1994.

Huckinson, Nancy L. and John Freeman. *Pathways.* Toronto, ON: Nelson Canada, 1994.

Interoptions: The Canadian Work Preference Inventory. Ottawa, ON: Employment and Immigration Canada, 1992.

It's About Time: To Start Thinking About Your Future. Edmonton, AB: Alberta Career Development and Employment, 1991.

Job Futures: An Occupational Outlook to 1995. Ottawa, ON: Minister of Supply and Services Canada, 1990. [two volumes]

Job Seekers' Handbook. Edmonton, AB: Alberta Career Development and Employment, 1992.

Kelly-Plate, Joan and Ruth Volz-Patton. *Career Skills.* Toronto, ON: Collier Macmillan Canada Inc., 1990.

Misener, Judi and Susan Kearns. *Expanding Your Horizons.* Toronto, ON: McGraw-Hill Ryerson Limited, 1993.

Morrison, Colin. *It's Your Life*. Toronto, ON: York Region Foundation Career Centre, 1992.

National Occupational Classification. Ottawa, ON: Minister of Supply and Services Canada, 1993.

Nichols, Eva. *Co-operative Education Modules*. Toronto, ON: OISE Publishing-Guidance Centre. [series of courses]

Paulter, Albert J. *High School Employment Transition: Contemporary Issues*. Ann Arbor, MI: Jr. Ed. Prakken Publications, 1994.

Positive Works. Edmonton, AB: Alberta Advanced Education and Career Development, 1992.

Self-Directed Career Planning Guide. Edmonton, AB: Alberta Career Development and Employment, 1989. [set of five booklets]

Skills Are Your Passport. Edmonton, AB: Alberta Career Development and Employment, 1988.

Winder, Linda, Sonja Stih and Jim O'Connor. *Transitions: A Practical Guide to the Workplace*. Toronto, ON: Collier-Macmillan Canada, 1990.

Zeien, Kathleen and Beverly Anderson. *Bridges: Making the Transition from School to Work*. Portland, OR: J. Weston Walch, 1993.

CAREER EDUCATION PROFESSIONAL DEVELOPMENT PROGRAM

Alberta Learning, through the Special Programs Branch, has collaborated with the Canadian Guidance and Counselling Foundation along with the Alberta Teachers' Association to develop and sponsor a series of courses in career education for teachers and counsellors.

Started in 1994, a series of professional development initiatives became available to Alberta educators. This professional development initiative stems from the Creation and Mobilization of Counselling Resources for Youth project (CAMCRY).

Courses available include:

- Constructivist Career Counselling
 - Pathways: a program for learning-disabled students
 - CareerWorld: a gender equity program for boys and girls
 - Career Equity for Youth: an anti-racist program
 - Work Skills Simulation: a classroom simulation for high school students
 - Skills Plus: a program for at-risk youth
- Understanding and Using Labour Market Information
- Everyday Career Development: A Course for Alberta High School Educators

For more information about how to access these courses, contact:

Professional Development
Alberta Teachers' Association
11010 – 142 Street
Edmonton, Alberta
T5N 2R1
Telephone: 780-453-2411 [Edmonton]
403-265-2672 [Calgary]
1-800-232-7208
OR
1-800-332-1280

APPENDIX A

MODEL OF OFF-CAMPUS EDUCATION PROGRAMS

Each of the programs listed encourage partnerships between the school and its community and provide school/workplace learning opportunities. In these programs students can develop skills, knowledge and attitudes defined in the program of studies both on-campus and off-campus.

PROGRAMS						
Program Parameters	Work Study (in all programs including CTS, core and other courses)	Work Experience 15-25-35	Career Internship 10	Integrated Occupational Program (IOP) (Occupational)	Registered Apprenticeship Program (RAP)	Green Certificate Program
Students affected	Grades 7-12	Grades 10-12	Grades 10-12	Grades 8-12	Grades 10-12	Grades 10-12
Credits available per course	3, 4, 5, 6 for each level of each CTS strand. ① 3 or 5 for most other courses	3, 4, 5, 6, 7, 8, 9 or 10	3, 4 or 5	Grade 10: 3 or 5 Grades 11-12: 10	5	5, 5 and 6 for each specialization
Total credits available	Variable	30②	3, 4 or 5	30②	40	16 for each specialization
Time off-campus (approximate %)	Variable	90%④	Variable	Variable	100%⑤	100%
Curriculum development	Alberta Learning (for most courses). Some may be locally developed	Local development④	Alberta Learning and local	Alberta Learning	Business/industry through Apprenticeship and Industry Training Division	Alberta Learning, Alberta Agriculture, Food and Rural Development and agriculture specialists
Policy/guidelines/restrictions⑥					Governed by <i>Apprenticeship and Industry Training Act</i>	
Payment to students	Not required	Not required	Not required	Not required	Required as per trade agreements	Not required
Senior high students receive credits in:	Program area; e.g., CTS strand, science, fine arts	Work Experience 15-25-35	Career Internship 10	IOP 16-26-36 (Occupational)	RAP 15-25-35	Green Certificate 30 courses (each specified by name)

- ① Combinations of courses/credits are available for each level of each strand.
- ② A maximum of 30 credits in work experience is available. A maximum of 15 of these credits can be counted toward the Alberta High School Diploma requirements.
- ③ Percentages refer to time spent off-campus in programs indicated, not to student's overall program.
- ④ School-based components are addressed through CTS Career Transitions courses.
- ⑤ Students must be in the process of working toward an Alberta High School Diploma or a Certificate of Achievement.
- ⑥ All of these programs are subject to procedures specified in Alberta Learning's Off-campus Education Policy 1.4.3.

APPENDIX *B*

PARTNERSHIPS IN EDUCATION

Skill and Educational Change:

***Making It Happen
in Your Community***

**A
How-To
Guide**

[some artwork has been omitted]

**Prepared by
The Alberta Chamber of Resources**

April, 1994

Skill and Educational Change: Making It Happen in Your Community

Introduction

This “how-to” checklist has been prepared to assist communities that wish to develop new initiatives to deal with the skill and educational issues facing their young people. It is directed to communities that are considering new initiatives as well as those wishing to build on existing initiatives.

Background

Our lives are affected daily by fundamental changes occurring in our economic, cultural and social fabric. Global competition, rapid technological change, and an expanding knowledge base are a reality that will continue to affect us all—perhaps to a degree that we have not yet experienced. Our ability to deal with these changes (taking advantage of opportunities and mitigating difficulties) depends ultimately on the education and skill development of our young people.

Meeting these challenges requires a commonality of purpose among and between business people, educators, students, parents, and others. Too often there is an absence of information, or there is poor information. Often there are enormous “cultural” differences in the background of educators, business people and others so that one group simply does not understand the other (as one person said: “We are not even playing in the same ballpark.”). These differences must be effectively and efficiently bridged if we are to mobilize our resources and successfully prepare our young people for the challenges and opportunities that lie ahead of them.

The guidelines that follow are based on the success of the **Partnerships in Education** project (a community mobilization project sponsored by Alberta Learning [formerly Alberta Advanced Education and Career Development], the Alberta Chamber of Resources, Alberta Learning, Alberta School Boards Association, the Alberta Teachers' Association, the Canadian Manufacturers' Association, College of Alberta School Superintendents, Construction Owners Association of Alberta). This partnership was established to address important skill and educational issues in nine Alberta communities:

- Canmore
- County of Mountain View (Olds)
- Fort McMurray
- Grande Prairie
- Lethbridge
- Medicine Hat
- Rocky Mountain House/Caroline
- Slave Lake
- Wainwright.

Over a period of some 16 months, each community has realized significant accomplishments—accomplishments that can be built upon and replicated elsewhere.

Accomplishments: The Potential

- improved career information for students; improved decision making;
- more rigorous and meaningful work experience programs;
- high quality business–education partnerships;
- greater interest in non-university careers;
- more interest in trades/technologies; e.g., through Junior Achievement;
- graduates better prepared for the workplace;

- more students with strong employability skills (as defined by the Conference Board of Canada), namely academic skills, teamwork skills and personal management skills;
- a modified curriculum to better meet community needs;
- increased confidence and greater consensus among and between community stakeholders:
 - fostering cooperation and collaboration
 - avoiding overlap and duplication.

These are examples of the results that have been achieved in the nine participating communities. You can achieve similar results in your community.

Getting Started in Your Community

The key strategies are:

- identify specific skill and educational “causes” around which to focus;
- identify the key stakeholders in the community—the “champions of the cause”. Champions have high levels of commitment to the cause and high levels of energy. They are capable of influencing and energizing others, and they are capable of mobilizing or bringing together diverse interests and resources. They are not easily deterred;
- allow sufficient time for consensus to build; first on identifying the problem; next on developing solutions; then on implementation;
- involve an experienced facilitator early in the process to bring the stakeholders together—recognizing that the process is a critical element for success. The facilitator must be an experienced professional, with excellent listening, processing and facilitator skills. He or she must be non-judgemental, non-threatening, and have a strong sense of empathy for all of the stakeholders.

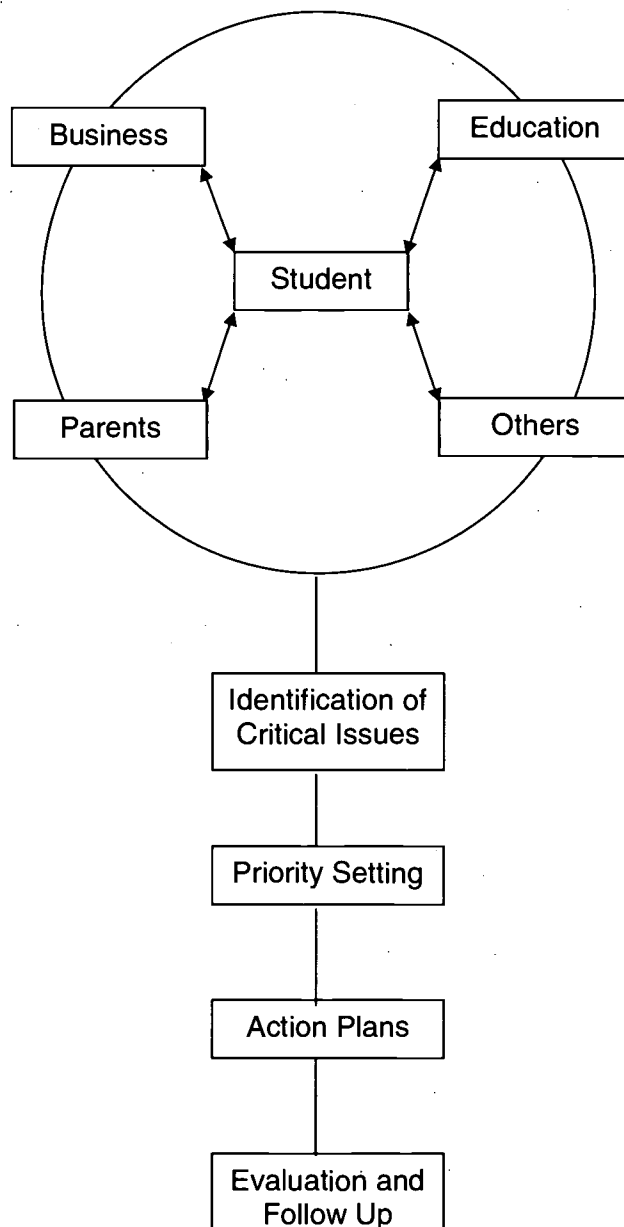
Underlying these strategies is the philosophy or belief that issues are often best identified in the communities and the solutions are often best found there (as one participant noted: “The buck

stops here—not in Edmonton, Calgary or Ottawa.”):

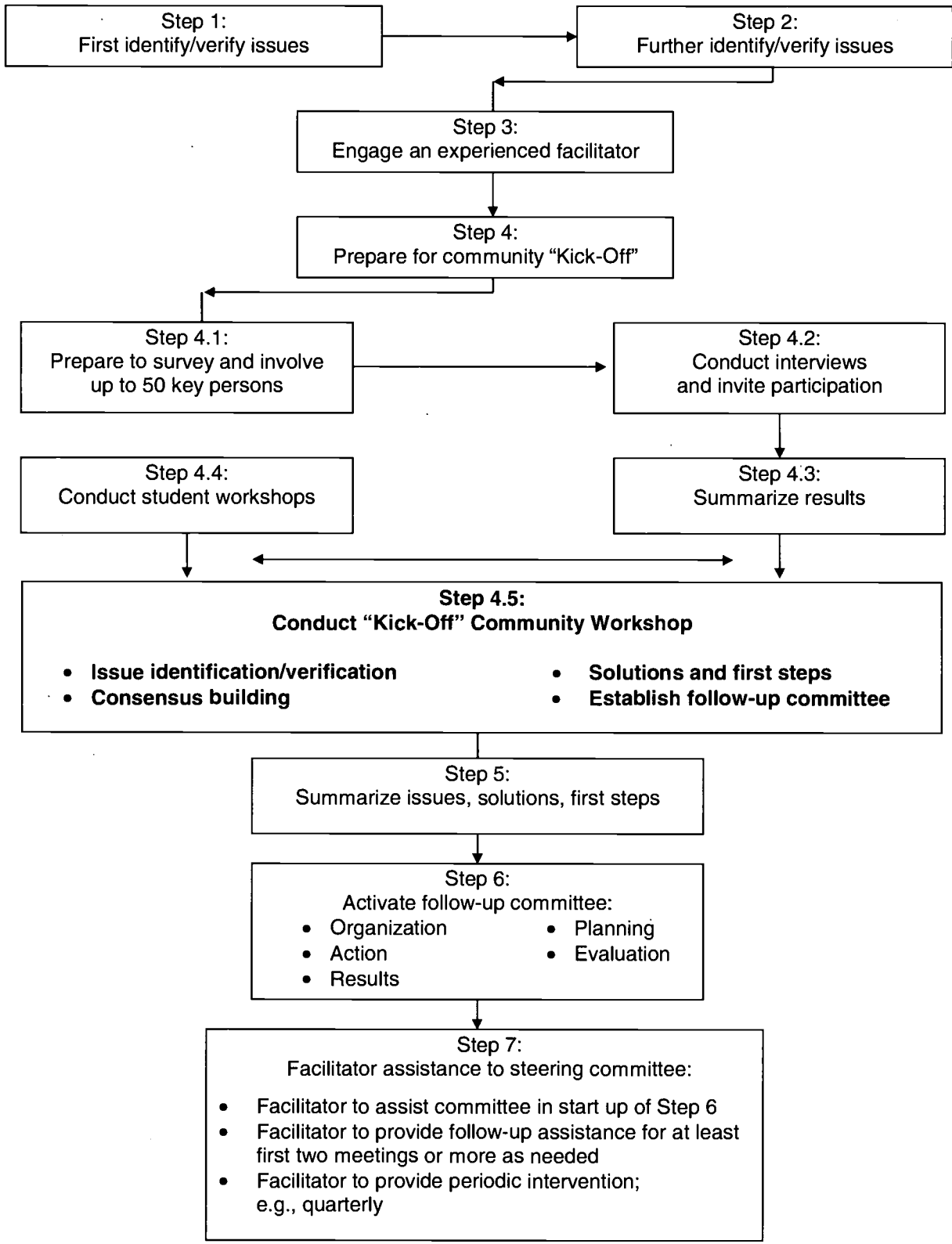
Figure 1: A Community Collaboration Model, provides an overview of the process.

Readers should note that there are variations of this model, which would be equally successful.

*Figure 1:
A Community
Collaboration Model*



*Figure 2:
Organizing for Success*



Specific Steps

Specific steps in community organization follow. The steps are illustrated in Figure 2.

Step 1 Undertake a preliminary identification of issues and of their importance. A group of four to six key stakeholders is suggested.

Timing: two or three meetings over a two- or three-week period. If there is sufficient interest, move to Step 2.

Step 2 Further identify/verify issues. Expand the core group to include a larger group of stakeholders; be sure to include key persons in business and in education. Again solicit views on issues and of their importance. Develop a preliminary sense of visions (e.g., “what I would really like to see is . . .”). Review any existing initiatives—they may provide a good starting point.

Timing: two or three meetings over a two- or three-week period.

Step 3 If you decide to proceed further, engage an experienced facilitator(s). The “process” is critical to success.

Step 4 Prepare for a community “kick-off”; a three-stage consensus building approach involving interviews, student workshops and a community workshop. The advice that follows is directed to the facilitator(s).

Step 4.1 Prepare to survey and involve others. Identify and contact a broader group of stakeholders and arrange for personal interviews. Initial contact could be on an individual basis or in small groups. Target up to 50 persons for interviews—an ideal size for the kick-off workshop. Develop a survey instrument for interviews. Probe to identify other key stakeholders (“Who else do you think should be involved in this project?”).

Step 4.2 Conduct the interviews. Use the interviews to identify/refine the issues, to introduce the community kick-off workshop and to extend an invitation to participate. Identify the degree of urgency and priorities of the community. Interviews with educators should also be used to discuss plans for student workshops (Step 4.4) and participation in the community workshop. Identify the need for additional information or research.

Step 4.3 Summarize the results of interviews and prepare for:

- the student workshops (Step 4.4)
- the community kick-off workshop (Step 4.5)

Allow sufficient lead time so that persons can conveniently schedule the workshop, and so that there is time for community discussion and for momentum to build.

Timing: A formal invitation, an agenda, and an information package should be sent to each participant three weeks prior to the community workshop.

Step 4.4 Conduct workshops with students. Student workshops might focus on career issues. An ideal workshop profile is 20 to 25 students, mostly Grades 10 through 12 (a few Grade 9s) and students with a variety of career aspirations. Ninety minutes is a good length of time for a student workshop. These workshops should be held before the kick-off workshop so that the community can benefit from student input. Approximately 10 of these students should be invited to the community kick-off workshop (assuming a total attendance of about 50).

Summarize results for presentation to the community workshop.

Step 4.5 Conduct the community kick-off workshop. Major agenda items:

Morning:

- introduction (5 to 7 minute keynote introduction from key business person)
- findings from student workshops
- summary of issues that have been identified in interviews
- verification, redefinition of the issues
- working groups report on key issues
- facilitator summarizes issues from all tables reporting.

Afternoon:

- summary of issues presented and displayed
- working groups deal with solutions and first steps
- tables report on their findings
- establishment of a follow-up committee (one business person and one educator from each table). Add students as appropriate.

After adjournment:

- follow-up committee meets after workshop to select a temporary executive and organize the first meeting.

An Ideal Workshop Profile:

- 45 to 55 persons including ten students
- target participants about half business persons, half educators
- full day; lunch on site
- organize in tables of six or seven persons (no random seating—three business persons, three educators, one student at each table)
- flip charts at each table.

Step 5 Issues, solutions and first steps are edited for clarity, typed and returned to the follow-up committee for their action.

Step 6 Follow-up Committee:

- temporary executive prepares the agenda and calls the first meeting of the full committee
- decide how best to include students.

Note: many variations of this model are possible, depending on the circumstance in an individual community. For example:

- expanding the workshop concept to a larger portion of the community might involve more workshops and a different structure;
- differences in priorities may result in a different approach;
- there may be significant research or information needed before decisions can be made.

An experienced facilitator will be alert for these and other needs, and provide “insurance against false starts”.

Guidelines for Success

The following guidelines for success have been prepared to assist communities in following up on the issues and solutions identified in the “kick-off” workshop.

- Identify the key stakeholders in the community—the “champions of the cause”;
- Identify strong leaders; take time to find such persons to serve as an executive. One approach is to appoint an interim executive for a three-month period and then hold formal elections for office;
- Create a sense of urgency or “passion” around the issues;
- Encourage community self-reliance, recognizing that issues are often best identified in the communities and the solutions are often best found there;
- Allow sufficient time for consensus to build first on identifying the problem; next on developing solutions; then on implementation;

- Involve the business community in the process. While other stakeholders will have a keen interest in the process and should be involved, the business–education perspective and balance should be fostered;
- The follow-up committee should be non-partisan.

Advice to Follow-up Committees

- Committees of 20 or more persons will benefit from having a smaller “executive committee” that can meet as frequently as required in setting agenda for meetings of the larger group. Subcommittees may be the most effective way of addressing specific subjects;
- Keep everyone informed on what is happening (not just the follow-up committee); consider involving the media;
- Be sure to keep students involved; listen to their ideas;
- Set meaningful goals and objectives and action plans—with timelines such as the next six weeks, the next three months, the next six months, the coming year;
- Don’t take on too much to start with. First, identify tasks that can be solved locally; it’s better to start on modest objectives to build an early record of success and credibility;
- Be action oriented: create a sense of momentum; do it now. An aggressive schedule is important in maintaining momentum and success;
- In due course, establish a more formal charter with a mission statement, goals and objectives;
- Beware of stereotyping of issues and solutions; check the assumptions that were made in the workshop—some will need verification;
- Be sure to establish measurement criteria for the actions (see *Measuring Success*): establish an “automatic” review process; e.g., every three months;

- Check to identify other individuals or groups in the community that should be included;
- Establish “sunset” clauses for the committee and for any subcommittee. This will help create a sense of urgency, will help maintain volunteer energy levels (knowing that a task or a committee has a limited time frame), and it will help avoid the establishment of a bureaucracy;
- Establish a process to determine priorities of the issues identified;
- Consider how best to involve nearby communities (schools and businesses);
- While there are items that can be addressed immediately, and for which there can be fairly immediate results, a number of the issues are long-term and there will be no “quick fixes”. Issues that involve attitudes, or deeply felt beliefs, for example, take a long time to change or to bridge.

Causes of Failure

The following are the principal causes of failure of community initiatives:

- loss of “champions”
- loss of urgency
- not invented here
- loss of, lack of high-level support
- weak leadership
- few results
- poor organization, poorly thought-out game plan, game plan not well known
- inadequate appreciation of the importance of process
- lack of vision
- expectations of a quick fix
- no long-term commitment.

Measuring Success

Community organizations should be as specific as possible in establishing goals and measures of success. The following are examples:

- **Business–Education Partnerships**

- an increase in the number of formal partnerships

Target: _____ new partnerships by
(date)
Introduction of _____ new
potential partners by (date)

- **Improvements in the quality of partnerships**

- measurement factors
- awareness of the quality issue

Target: Develop an evaluation process by
(date)

- **Increase in quantity and quality of work experience/job shadowing programs**

Target: _____ % of Grade 10, Grade 11
and Grade 12 students to have
participated in meaningful work
experience programs by (date)

Target: Development and adoption of a
more rigorous model by (date)

- **Lower school drop out rates**

Target: Reduction of the drop out rate from
_____ to _____ by (date)

- **More students involved in the Registered Apprenticeship Program (RAP) and Career and Technology Studies (CTS)**

Target: _____ students enrolled in RAP
by (date)

Target: _____ CTS students enrolled in
related work experience

Target: _____ students take a higher
average number of credits in CTS
by (date)

- **Evidence of community mobilization/
community interest**

- special committees
- special initiatives.

- **Evidence of community interest in long-term follow-up**

- **Coordinating mechanisms to avoid overlap and duplication, and to ensure effective use of resources**
(e.g., Business–Education Councils)

- **Evidence of community cohesion around mutual issues** (e.g., quality of education, curriculum flexibility, discipline, school-to-work transitions)

- **Evidence of other communities wanting to get involved in the process**

- **Graduates better prepared for the workplace**

- **Community definition of skills.**

Timing Checklist for Community Follow-Up Committees

Within the First Three Months . . .

Within the first four weeks of committee formation:

- appoint/elect a temporary “executive committee” including a co-chairman
- executive committee should meet at least once to schedule and prepare an agenda for the first meeting of the full committee
- schedule the first meeting of the full committee
- circulate proper minutes of meetings.

Within the first three months:

- check to see if there are other community leaders or organizations that should be involved either because of their leadership and action-oriented abilities, or because of who they represent
- try and keep the 50–50 balance between business persons and educators
- conduct at least two meetings of the full committee; schedule these well in advance in order to permit as many persons as possible to attend
- the first meeting of the committee should:
 - 1) review/confirm the organizational structure (perhaps an initial structure);
 - 2) establish initial priorities;
 - 3) establish a work plan to deal with the early tasks (possibly a subcommittee)
- specific targets and measures of success should be established for the early tasks (quantify wherever possible)
- decide how to communicate with the community as a whole
- “action” on a number of fronts should be occurring
- review the comment of the temporary executive
- consider more formal elections.

At the End of Nine Months . . .

- review progress; there should be demonstrated progress/success in dealing with identified tasks
- review process issues (input, communication, decision making, efficiency, paperwork)
- committee members should review their personal commitments and either renew them for a remaining period or consciously withdraw or reduce their commitment
- prepare a revised plan for the next three-month period; for the next six-month period
- establish new measures of success.

In Twelve Months Time . . .

- conduct a major review of 1) accomplishments and “where we have been”; 2) “lessons from the past year”; 3) review progress; there should be demonstrated progress/success in dealing with the identified tasks; 4) review process issues (input, communication, decision making, efficiency, paperwork); 5) committee members should review their personal commitments and either renew them for a remaining period or consciously withdraw or reduce their commitment
- review the process of communicating to the community as a whole
- begin the process of rotating committee members (keeping some continuity, but introducing “new blood”)
- develop longer-term action plans for the next three months, the next six months, and the next twelve months
- plan to develop a full “charter” and mission statement within the next six to twelve months.

Within the Second Three Months . . .

- review progress; there should be demonstrated progress/success in dealing with identified tasks
- review process issues (input, communication, decision making, efficiency, paperwork)
- committee members should review their personal commitments and either renew them for a remaining period or consciously withdraw or reduce their commitment
- prepare a revised plan for the next three-month period; for the next six-month period
- establish new measures of success.

For More Information or Consulting/Facilitating Services, Contact . . .

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APPENDIX C

ALBERTA FEDERATION OF LABOUR

POLICY STATEMENT

WORK EXPERIENCE

Work Experience Programs are authorized programs implemented in various school systems throughout the province, where students are temporarily placed in real job situations in order to become familiar with the working world. The programs are intended to supplement the students' learning activities in school and they constitute credit courses. Thousands of students in all the major centres are currently participating in these programs.

The principles behind work experience are sound:

- all learning does not take place in the confines of the classroom;
- learning placed in the context of actual experience becomes more relevant and therefore effective;
- students are given an opportunity to assess perceived ambitions based on the reality of actual work experience;
- students will ultimately be more employable as a result of their experience.

Despite these obvious benefits, labour has viewed the programs with some amount of skepticism. The reasons are many and varied and this statement would not be complete without addressing some of our concerns. The following list, though not exhaustive, represents some:

- (a) We fear the possibility of exploitation of children as a source of cheap labour. The labour movement cannot condone even the remote possibility of child labour—a practice which we fought long and successfully against.
- (b) A similar fear exists in relation to the first. There exists a possibility of work experience programs resulting in a loss of jobs for adult workers. This particular issue takes on a special significance during adverse economic conditions and for some specialized areas of the work force.

- (c) Labour is concerned about the legal responsibilities of school boards and employers. Are they such that they protect the student: e.g., workers' compensation, accident and life insurance, etc.
- (d) We are concerned about the nature of the training. In other words, are students actually being given useful training or are they being placed in jobs reflecting administrative needs rather than those of the students.
- (e) Another concern of labour revolves around the subject of payment of students on work experience. By not paying them do we encourage the use of students for the purpose of production and corporate profit? On the other hand, payment for work designed as an enriching, learning experience, as a part of a credit course, is a questionable practice.
- (f) Whether the programs articulate with currently existing internal apprenticeship programs is yet another concern.

These concerns are all legitimate yet are largely a result of lack of information on the part of the labour movement. The programs have been developed and implemented without the participation of organized labour in this province. We will not have that necessary participation until we agree to a policy, stating guidelines under which we are prepared to work with the school boards.

The policy, therefore, must be one of conditional support as outlined in the recommendations to follow.

The Alberta Federation of Labour endorses work experience in our schools on the principles outlined earlier in this paper. In order to ensure that the programs meet these objectives, we recommend that organized labour cooperate on the following conditions:

1. A clear distinction between work experience as an enrichment element of an education program as opposed to students participating in the work force under the age of 16 must be maintained. Work experience should never give employers an opportunity to exploit our children. The programs we endorse are those authorized by the school systems which permit supervised periodic absenteeism as part of a course of study, the objective of which is to supply additional learning opportunities within a given subject.
2. School boards should establish work experience committees composed of representatives of labour, management and education to advise work experience coordinators.
3. Work experience programs should never be implemented or maintained in situations where employees are currently laid off.
4. Any work experience program must make as its prime objective, the matching of student skills needed to the placement of the student. The particular work experience should be seen as an integral part of a credit.
5. Programs should be instituted only where working conditions conform to provincial safety requirements. Safety equipment should be provided to the student by the employer or the school board.
6. Boards of education should ensure that students will be covered by Workers' Compensation. In addition, they should carry extra insurance to cover the student in the event of accident or death.
7. Work experience coordinators must closely monitor the placement of students to ensure that students work under direct and constant supervision of a permanent employee.
8. All programs must be constantly monitored for validity (as in No. 1 and No. 4) and working conditions. In conjunction with this, a sub-committee of the education committee should be struck to act as a coordinating body. This committee should communicate with school boards, affiliates and the education committee in order to ascertain views of current programs, plans and problems.
9. School boards should ensure adequate monitoring of students and programs by hiring full-time and part-time coordinators.
10. In normal working situations, job-oriented activities include the total complex actions in which the employee is involved during the working day. For example, in many plants, arrangements are made through collective bargaining for trade union activity. Similarly, work experience must make provision for the familiarization of the student with trade union activities as an integral part of working life.
11. In the case of programs lasting longer than two weeks, or those falling into the category of work study or co-operative education programs, the students may be exempt from the terms of the collective agreement, but must be subject to the terms of a memorandum of agreement in accordance with this statement and must include a statement of the terms of student reimbursement acceptable to the union, the employer and the school board. In the case of the shorter, less intensive work experience, these stipulations need not be met.
12. These guidelines should be circulated to all labour councils and affiliates.

APPENDIX *D*

OFF-CAMPUS EDUCATION POLICY AND PROCEDURES SAMPLE

1.0 POLICY

- 1.1 The Board of Education of Anytown School Division supports the provision of off-campus education opportunities through school/community partnerships to help students acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities.
- 1.2 All sections of this policy shall be in accordance with Alberta Learning policies including Policy 1.4.3 Off-campus Education.

2.0 DEFINITIONS AND REQUIREMENTS

- 2.1 In this policy, the following terms shall mean:

- 2.1.1 “off-campus education” means work study, work experience programs, registered apprenticeship programs, green certificate programs and career internship courses.
- 2.1.2 “work study” means off-campus experiential learning integrated with courses undertaken by a junior or senior high school student:
 - (a) as an integral part of the curriculum of a provincially approved school course or program; e.g., English 30, Integrated Occupational Program, etc.;
 - (b) which is under the cooperative supervision of a teacher–coordinator and the employer;
 - (c) where no additional credit is given; and
 - (d) community partnerships (off-campus) activities are engaged in by students.
- 2.1.3 “work experience” means off-campus experiential learning undertaken by a senior high school student:
 - (a) as an integral part of a planned school program;
 - (b) which is under the cooperative supervision of a teacher–coordinator and the employer;
 - (c) which constitutes a separate course based on 25 hours per credit; and
 - (d) which, in the context of Work Experience in the Canadian Forces, constitutes a program plan and time-frame agreed to by the school, the student, the parent and the Canadian Forces.
- 2.1.4 “registered apprenticeship program” means experiential learning undertaken by a senior high school student:
 - (a) as an integral part of a planned school program;
 - (b) which is under the cooperative supervision of a teacher–coordinator and the employer;
 - (c) where a student is a registered apprentice;
 - (d) where the program meets the acts and requirements of Alberta Learning relating to apprenticeship training; and
 - (e) which constitutes a separate course based on 25 hours per credit.
- 2.1.5 “Green Certificate Program” means off-campus experiential learning undertaken by a senior high school student:
 - (a) as approved under policies established by Alberta Learning and the Alberta Agriculture, Food and Rural Development;
 - (b) as an integral part of a planned school program;
 - (c) which integrates off-campus experience with in-school instruction;
 - (d) which is under the cooperative supervision of a teacher–coordinator, the Alberta Agriculture, Food and Rural Development and the employer; and
 - (e) which constitutes a separate course based on 25 hours per credit.

- 2.1.6 “Career Internship 10” means off-campus experiential learning undertaken by a senior high school student:
- (a) as approved under policies established by Alberta Learning;
 - (b) as an integral part of a planned school program;
 - (c) which integrates off-campus experience with in-school instruction;
 - (d) which is under the cooperative supervision of a teacher–coordinator; and
 - (e) which constitutes a separate course based on 25 hours per credit.
- 2.2 The work experience program consists of three courses: Work Experience 15, 25 and 35. There are no prerequisites for these courses. Students may obtain from 3 to 10 high school credits in each of these three work experience courses providing they have successfully completed a minimum of 25 hours for each credit. Work experience course credits cannot be earned retroactively.
- 2.3 Work study is noncredit with flexibility in the number of hours and in the number of times a student may register in the program.
- 2.4 Students shall comply with the age requirements under the *Employment Standards Code, S.A., 1988, Chapter E. 10.2* in order to participate in work experience education.
- 2.5 Off-campus education shall be carried out under the supervision and guidance of a professional staff member.
- 2.6 Off-campus education shall be evaluated by the supervising teacher–coordinator. The means of evaluation shall be conveyed to the student and the employer, as approved by the principal.
- 2.7 The off-campus education teacher–coordinator shall specify learner expectations for each student in consultation with the student and the employer.
- 2.8 Off-campus education shall include an in-school job orientation and debriefing component to facilitate the development of knowledge, skills and attitudes that students must acquire in order to enter, adjust and advance in a career.
- 2.8.1 Selected Career Transitions courses from the Career and Technology Studies program are components of Work Experience 15–25–35 as follows:
- (a) CTR1010: Job Preparation is a required component of the first work experience course taken by a student;
 - (b) CTR2010: Job Maintenance is a suggested component of the second work experience course taken by a student;
 - (c) CTR3010: Preparing for Change is a suggested component of the third work experience course taken by a student.
- 2.9 The off-campus education teacher–coordinator shall determine that a work site/station is acceptable. An approved work station or work site must meet the following criteria:
- 2.9.1 A trade, occupation or profession will be represented.
 - 2.9.2 A supervising person who is qualified in the trade or occupation will give direction to and supervise the student.
 - 2.9.3 The supervising person will have time to supervise and give direction to the student.
 - 2.9.4 The work site/station will be acceptable in the terms of *Employment Standards Code, Canada Department of Labour Legislation, Occupational Health and Safety Act, Workplace Hazardous Materials Information System (WHMIS)*, local standards and other legislated requirements.
 - 2.9.5 The off-campus learning opportunity is acceptable to the school principal and to the parents of the student in terms of its educational content.

- 2.10 For students registering in a program that includes off-campus education, the school shall have:
 - 2.10.1 The work sites/stations approved by the superintendent or board-approved designee. Copies of the "Application for Approval of Work Sites/Stations" are available from Central Office.
 - 2.10.2 The "Agreement for Off-campus Education Program" in place with signed approval of parent/guardian, employer and participating student. Copies of the "Agreement for Off-campus Education Program" are available from Central Office.
 - 2.10.3 The student shall purchase school insurance.
- 2.11 The superintendent of schools or designee shall make an annual evaluation of the program that shall be in the form of a written report to the school board.
- 2.12 The Off-campus Education Policy shall be made available to students, parents and other stakeholder groups.
- 2.13 The Off-campus Education Program shall be monitored every five years in keeping with Alberta Learning's monitoring expectations.

3.0 PROCEDURES

- 3.1 The annual "Application for Approval of Work Sites/Stations" shall be completed by the school, preferably in the spring for the following school year. This form shall be approved and signed by the superintendent of schools or designee.
- 3.2 The "Agreement for Off-campus Education Program" shall be signed by the employer, the student worker, the parent/guardian and the teacher-coordinator.
- 3.3 The annual "Application for Approval of Work Sites/Stations" and the "Agreement for Off-campus Education Program" signed by all parties as named in Procedures 3.2 shall be on file at the school before students are placed in work sites/stations. A copy with the original signatures shall be kept at the school. Protection under the *Workers' Compensation Act* and the board's liability is not in effect, nor are employers exempt from paying the minimum wage, until the "Application for Approval of Work Sites/Stations" is approved.
- 3.4 The superintendent of schools or designee shall receive the following information before the implementation of the school's Off-campus Education Program:
 - 3.4.1 A copy of the annual "Application for Approval of Work Sites/Stations."
 - 3.4.2 A list of all students participating in the program and their program placements.
- 3.5 In the case of a student working after 6:00 p.m. and/or on weekends, the teacher-coordinator shall make available to students and employers a telephone number where someone responsible for the program can be reached.
- 3.6 Students who are 12 and 13 years of age may participate in an approved Work Study program in the following general areas:
 - 3.6.1 Office and clerical work (delivery, filing, duplicating, telephone, receptionist, messenger).
 - 3.6.2 Cashiering and selling.
 - 3.6.3 Price marking, tagging, assembling orders, packing, shelving, rotating stock, receiving goods, arranging displays.
 - 3.6.4 Bagging and delivery of merchandise.
 - 3.6.5 Librarian's helper.
- 3.7 The working hours for senior high school work experience students are restricted to 7:00 a.m. to 10:00 p.m. The exemption from the minimum wage by the Employment Standards Branch, Alberta Labour, and Workers' Compensation Board coverage by Alberta Learning applies only during these hours.

- 3.8 A supervising teacher shall contact the work site/station once a month over the period of the off-campus placement. The principal and the supervising teacher–coordinator shall ensure that adequate supervision is provided for students in Work Study sites/stations.
- 3.9 An annual evaluation report shall be prepared by the school. This report shall be submitted to the superintendent of schools or designee by June 30 and shall include:
 - 3.9.1 Enrollment figures for off-campus education including work experience courses, work study programs, Registered Apprenticeship Program.
 - 3.9.2 Problems encountered and methods used to deal with them.
 - 3.9.3 Innovations to the program.
 - 3.9.4 Feedback received from business.
- 3.10 An annual report combining the information from each school’s annual evaluation of the Off-campus Education program shall be prepared by the superintendent of schools or designee and provided to the school board.
- 3.11 The Off-campus Education Policy shall be kept current and systematically reviewed under the direction of the superintendent of schools or designee, based on consultation with any one or more of: the board, high school principals, the teacher/board advisory committee, teachers, students, parents or other stakeholders.
 - 3.11.1 The superintendent of schools or designee shall initiate the review process.
 - 3.11.2 The review process shall be undertaken every three years or sooner if the need arises.
 - 3.11.3 The superintendent of schools or designee shall establish a timeline for completion of the revisions.
- 3.12 **In the case of a Workers’ Compensation Board (WCB) claim, the off-campus education teacher–coordinator shall submit the necessary forms to the superintendent of schools or designee. The superintendent or designee will insert the Alberta Learning Account Code, 345912/6, then submit the forms to WCB with the forms plus a copy of the approved “Application for Approval of Work Sites/Stations” to Policy Unit, Curriculum Standards Branch, Alberta Learning for processing and filing with the Workers’ Compensation Board.**

APPENDIX *E*

STUDENT APPLICATION

PERSONAL DATA (Please Print)

Last Name:	First Name:
Address:	Postal Code:
	Telephone:

OFF-CAMPUS EDUCATION PROGRAM

Please indicate three work site choices that you would prefer.

1. _____
2. _____
3. _____

Do you have a specific place in mind? _____

If accepted into the program, what method of transportation will you use to get to your place of employment?

Car

Public Transportation

Other

EMPLOYMENT RECORD

Employer	Type of Work	Duration	
		From	To
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Do you presently have a part-time job?

Yes No

Are you willing to rearrange part-time job hours to accommodate off-campus education commitments?

Yes No

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

RELEVANT COURSES

Please list any courses you have taken that may be relevant to your work site choice.

EXTRACURRICULAR ACTIVITIES

List any extracurricular activities, volunteer work or outside organizations you are/were involved with.

Dates		Organization	Type of Involvement
From	To		

List special skills, courses, certificates, hobbies, interests, etc.:

FUTURE PLANS

Please check off what your current plan is for after high school.

Work University Community College Apprenticeship

Please describe your long-range career plans.

RATIONALE

Briefly explain why you are interested in the Off-campus Education program.

Student Signature

Parent(s) Signature

Date

TEACHER RECOMMENDATION

(CONFIDENTIAL)

OFF-CAMPUS EDUCATION PROGRAM

TO BE COMPLETED BY THE STUDENT:

Fill in the information required below and give to a teacher with whom you have had considerable contact within the last year.

Student Name: _____

Grade: _____ Date: _____

Return This Reference To: _____

By: _____

The above named student has applied for admission into the Off-campus Education program. Since Off-campus Education has an extensive out-of-school component this student will represent the school in the community. Many factors other than grades must be considered in order to select deserving, sincere, capable students who can benefit from the program. Having previously taught this student, you are in a position to help make a wise decision in this case. Please be candid.

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

Please rate the student on the following qualities.

Abilities/Qualities	Very Good	Good	Average	Below Average
Dependability: Prompt, sincere, consistent, able to work without supervision, truthful, follows instructions.				
Leadership: Aggressive, imaginative, resourceful, able to inspire others to act, uses good judgement.				
Industriousness: Makes wise use of time.				
Mental Alertness: Attentive, interested, observant, eager to learn.				
Thoroughness: Accurate, careful, able to concentrate, completes work.				
Personal Appearance and Grooming: Clean, neat, orderly, poised, appropriate.				
Ability to Get Along with Others: Friendly, cooperative, willing to be counselled, respectful of others, has sense of humour.				
Social Habits: Positive, self-controlled, honest, not inclined to argue, complain or make excuses.				
Employability: Can this student favourably represent the school on the job? If you were an employer, would you want this student working for you?				

How do you feel overall regarding this student's entry into Off-campus Education?

- Is an excellent candidate.
- Would benefit from this program.
- Would mature with supervision.
- Consider at a later date.

Coordinator

Teacher

INTERVIEW QUESTIONS

Some sample questions.

COMMITMENT TO PROGRAM

- Why do you want to enroll in this program?
- Describe your academic performance at school.
- Do you work to your potential at school? Explain.
- Are you willing to strive to meet all expectations of the program?

PUNCTUALITY AND ATTENDANCE

- What is a justifiable reason for missing work?
- Can you meet deadlines regularly?
- Are you punctual for classes and other functions?

ATTITUDE, PROBLEM SOLVING

- You will not be paid for your work. What will be your incentive to do a good job and give it your best effort?
- Do you enjoy working as a part of a team or by yourself?
- How have you demonstrated responsibility at home/school/with your peers?
- How have you dealt with situations which appear to be uninteresting?
- What do you do when you lose interest in something you have started?
- If you are accepted into the program, you will be expected to work the regular morning or afternoon hours of the employer. This may mean working from 8:00 a.m. to 12 noon or from 1:00 p.m. to 5:00 p.m. Are you willing to give up extracurricular activities and possibly modify the hours of any part-time job?

CAREER/PLACEMENT

- What particular work placement are you interested in? Be specific. Second choice?
- What are your future career plans?
- Have you researched the requirements for your career choice? What resources are available to you?
- Will you be able to meet the educational requirements for the career you have chosen?
- What is your perception of the placement you have chosen? What do you see yourself doing and learning in this situation?
- Why do you think you will be successful at this kind of work?

APPENDIX *F*

PARENTAL INFORMATION/CONSENT LETTER SAMPLE 1

Dear Parent/Guardian:

Your son/daughter has been accepted into the _____ program. _____ is a form of work experience education that integrates classroom studies with a placement at an off-campus work site. Students enrolled in _____ must complete 25 hours of job preparation classes and a minimum of _____ hours at an off-campus placement.

Our school district has a track record of placing students in excellent work sites that provides them with the opportunity to:

- explore potential career choices
- gain practical experience in a realistic work setting
- ease the transition from school to work or post-secondary education
- obtain references and contacts necessary to securing future employment.

In order for your child to participate in _____, your signature is required on a *work agreement*. It is important that you, as a parent or guardian, understand that the unique out-of-school aspect of this program necessitates a real commitment by the student. Teachers within our district put in a great deal of time and effort to locate the job sites and arrange for students to have this opportunity. You have an important role in helping your child decide if they are ready to commit to the program. Once the decision is made, you can continue to play an important role by encouraging your child to have a positive attitude toward work and to report to the job site as scheduled.

In this program, students will:

- be monitored at the work site by a teacher–coordinator on a regular basis
- not generally be paid for training site hours
- be covered by Workers' Compensation
- be granted credits upon successful completion of the program
- be provided training and work assignments by a specified supervisor
- be required to telephone the employer and the school, if absent from work
- not be required to work on school holidays or examination days, but may work on such days, if an agreement is made by the student, teacher–coordinator and the employer supervisor.

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

If you have additional questions or concerns, please contact the teacher–coordinator.

(Please tear off the bottom portion of this letter and have your child return it to the teacher–coordinator.)

.....

I have read the above form and hereby grant permission for _____
(Please print child's name)

to participate in all aspects of the Off-campus Education program.

DATE

SIGNATURE

PARENTAL INFORMATION/CONSENT LETTER SAMPLE 2

Dear Parent/Guardian:

As you are aware your child has chosen to participate in _____ this semester. The intention of this letter is to let you know about the unique conditions and circumstances of the Off-campus Education program.

Off-campus education is important and there will be some exposure to various career planning activities at all three grade levels. _____ is the most advanced level of career planning and job search skills offered. The objective is to help students research and identify their **educational** and **occupational** goals.

The following are some of the course objectives:

- to explore career opportunities at their source for career planning decisions
- to acquire credible experience and references for applying to post-secondary institutions, which have program quotas or demanding acceptance requirements
- to practise acquired knowledge of job search techniques, such as application forms, résumés, reference letters, and job interview situations
- to acquire credible experience to enter employment after graduation
- to attain hours that may be recognized toward a trade apprenticeship, if registering in the Registered Apprenticeship Program (RAP)
- to achieve 3 or more school credits, 10 of which could be recognized as a 30-level subject toward an Alberta High School Diploma.

The course is comprised of two separate components in which time and credits are flexible to adapt to individual student needs.

The classroom component is intense and generally requires 4–5 weeks to complete. The “CAREER TRANSITIONS” classroom material will focus on:

- Career Planning
 - self-assessment
 - labour market trends
 - occupational classification systems
 - post-secondary education and training
 - immediate, short- and long-term goal setting
- Labour Market Research
 - labour market information gathering
 - occupation research interviewing
 - employer expectations
 - labour regulations and legislation; e.g., *Employment Standards Code*, and *Occupational Health and Safety Act*

Source: Adapted from materials supplied by the Elk Island Public Schools Regional Division No. 14.

- Job Search Skills
 - job search techniques
 - applications, letters of application
 - résumé development
 - interviewing skills and practices.

The career planning unit builds upon skills and activities completed in CALM 20^① and focuses on values, personal goals, skills and interests.

Labour market research will consist of interviewing employers/employees representing the occupation(s) being explored.

Job search skills will be focused on **specific** employer needs. The résumé, applications, cover letter and interview skills will be developed and targetted toward the specific occupation as identified and chosen. There will be an opportunity to experience formal hiring procedures at the onset of the work site experience.

The job placement component takes place only after all the classroom activities are completed.

The existence of the Off-campus Education program and the student's success in it depends greatly upon personal accountability. Employers are willing to provide training and exposure to personal work environment only when assured that the student is genuinely interested in the occupation and attempting to meet employer expectations. The student must provide prior notification of any absence as would be expected by any regular employee, otherwise the placement will be terminated. No warning will be issued and any hours accumulated will not be carried forward to another placement.

_____ is basically volunteer work, although some employers cover transportation or incidental costs incurred by the student. Identifying, setting and achieving objectives are the rewards for completing the program.

Enclosed is a parental consent form, and a program contract.

As a parent, please sign the consent and the work agreement forms, unless you have questions or concerns. I can be contacted at the school should you require any further information.

The Off-campus Education program has received much recognition for its successes and career planning focus. I hope this program can be a meaningful experience that meets your child's objectives.

Sincerely,

Teacher–Coordinator

Encl: (2)

① CALM 20 is currently under review.

PARENTAL CONSENT FORM

Parent's Name: _____ Telephone: _____ (Residence)

Address: _____ Telephone: _____ (Business)

Student's Name: _____ School: _____

I hereby consent to the above named student being placed in a registered work station for the purpose of work experience.

I understand that:

- the school or the Board shall not be held liable or responsible for the student's transportation to and from the work station
- there may be no remuneration
- work and examinations missed in other classes must be completed
- the student will be expected to:
 - be prompt and regular in attendance at work
 - conform to company rules and regulations
 - accept direction and assessments from authorized supervising personnel
- students may be withdrawn from a station at the request of the employer, by notice to the school teacher–coordinator.

Signature: _____

Date: _____

PROGRAM AGREEMENT FORM

A. Name of Student: _____ Date: _____
(herein called the "Student")

Address: _____ School Name: _____

_____ Age: _____ School Coordinator: _____

Telephone No.: _____

Telephone No.: _____ Course No.: _____

Hours Required: _____

B. Name of Employer:
(herein called the "Employer")

Name of Supervising Officer: _____

Company Address: _____ Telephone No.: _____

C. _____ (herein called the "Board")

WHEREAS:

1. The Board has approved _____ Program for pupils in its schools to section 37 of the *School Act*.
2. The Employer and the Student have agreed to participate in the said _____ Program on the terms and conditions herein set forth.

WITNESSETH:

1. PERIOD OF AGREEMENT:
The student shall, from _____ to _____, faithfully, honestly and diligently serve the Employer as _____ (Job Title) and devote his or her whole time and attention to such employment hereunder prescribed.
2. HOURS OF WORK:
The hours of _____ Program Employment shall be _____ to _____ daily during the term of this agreement. Student's hours of work shall be confirmed within the period 7:00 a.m. to 10:00 p.m.
3. TERMINATION:
Notwithstanding anything contained to the contrary, any party hereto may terminate this agreement with prior notice to all parties concerned.
4. REMUNERATION:
Students in the _____ Program are exempt from the *Minimum Wage Act*. Each Employer shall use his or her own discretion as to remuneration for _____ Program students.

Note: This section does not apply to students enrolled in the Registered Apprenticeship Program.

5. **SUPERVISION:**
During the hours of employment herein set forth, the Student shall be under the direct supervision and control of the Employer; provided, however, the employer shall at all times permit the Board or its representatives access to the employment site and the Student.
6. **DUTIES:**
The Student worker agrees to perform for the Employer the duties included in the job description as determined by the Employer and agreed to by the Board or its representatives.
7. **PROGRAM EVALUATION:**
The Employer shall at the request of the Board or its representatives, evaluate the Student in the performance of his duties hereunder and report such evaluation on a form from time to time provided to the Employer by the Board.
8. **FULL-TIME EMPLOYEE TENURE:**
The Employer agrees that the employment of the Student hereunder shall in no way affect the job security of any other full-time Employee of the Employer nor the Employer's hiring practice with regard to full-time employees.
9. **INDEMNIFICATION:**
In consideration of the Board having arranged for the _____ Program hereinbefore described, at the request of the undersigned Parent or Guardian, and by employment with the undersigned Employer, both the said Parent or Guardian and the Employer agree to well and sufficiently indemnify and save harmless the Board of any of all demands, actions, proceedings, liability, claims, damages, together with the costs and expenses thereof, that may hereafter at any time be made or brought by or on behalf of the aforesaid Student of any injury, loss, damage, expense and costs sustained or alleged to have been sustained by the said Student howsoever arising from the aforesaid _____ Program provided.
10. **INSURANCE:**
The Board maintains insurance with respect to its liability and that of the Student Workers under this program. The Employer has the right to inspect the policy of insurance from time to time in effect.

EMPLOYER

STUDENT

PROGRAM SUPERVISOR

CONSENT OF PARENT OR GUARDIAN OF
FOR STUDENT PARTICIPATION

- NOTE:**
1. By Order in Council 2105-70 the Students, for the purposes of the *Workers' Compensation Act* have been deemed to be "workers" of the Government of Alberta.
 2. In the event the Student shall be employed by the Employer outside the scope of this agreement, the Employer and Employee are subject to the *Alberta Labour Code*, the regulations and orders thereunder.

FAX COVER SHEET SAMPLE FOR STUDENT INJURIES REPORT

(For use when sending Workers' Compensation Board reports of student injuries.)

FROM

School: _____

Contact Person: _____

Fax: _____

Telephone: _____

TO

Workers' Compensation Board
Fax: 780-427-5863

Alberta Learning (Dr. Michael Alpern)
Fax: 780-422-0576

STUDENT PLACEMENT INFORMATION

Company Name: _____

Address: _____

Workplace Supervisor: _____

Other Information



Workers' Compensation Board
Alberta

P.O. BOX 2415,
EDMONTON, ALBERTA
T5J 2S5
Fax: 427-5863,
1-800-661-1993

**EMPLOYER'S REPORT
of Injury or Occupational Disease**

Claim Number:

Please report within 72 hours. WCB may penalize employers up to \$500 for late/incomplete reporting.

Worker Information		<input type="checkbox"/> TIME LOSS <input type="checkbox"/> NO TIME LOSS
Last Name: _____		First Name: _____
Address: _____		Social Insurance #:
City: _____	Province: _____	Prov. Health Care #: Prov. _____
Postal Code: _____	Home Telephone: _____	Date of Birth: Sex: <input type="checkbox"/> M <input type="checkbox"/> F
Occupation: _____		

Employer Information	
Employer Name or Government Dept.: _____	Employer's Account Number: _____
Address: _____	
City: _____	
Province: _____	Postal Code: _____
Telephone: _____	Fax: _____
Industry:	
Does injured worker have personal coverage? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Is injured worker a partner or director in a business? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Employer Contact Name: _____	
Telephone: _____	

Injury or Occupational Disease Information	
1 Date and hour of injury: Hour: <input type="checkbox"/> am <input type="checkbox"/> pm OR Did this condition develop over a period of time? <input type="checkbox"/>	
2 When was injury reported to the employer?	
3 Did injury occur on your premises? <input type="checkbox"/> Yes <input type="checkbox"/> No Location where accident occurred (address or general location, province): _____	
4 Describe fully, based on the information you have, what happened to cause this injury or disease. Please describe what the worker was doing, including details on any tools, equipment, materials, etc. that worker was using. State any gas, chemicals or extreme temperatures worker may have been exposed to. _____ _____ _____ _____ _____	
5 What part of body injured? (hand, eye, back, lungs, etc.) <input type="checkbox"/> Left side <input type="checkbox"/> Right side	
6 What type of injury is this? (sprain, strain, bruise, etc.)	
7 Were the worker's actions at the time of injury for the purpose of your business? <input type="checkbox"/> Yes <input type="checkbox"/> No	
8 Were the actions part of the worker's regular duties? <input type="checkbox"/> Yes <input type="checkbox"/> No	
9 <input type="checkbox"/> NO TIME LOSS → SIGN FIRST PAGE AND SEND TO THE WCB	
<input type="checkbox"/> TIME LOSS OR MODIFIED DUTIES → COMPLETE SECOND PAGE	
Employer's Signature: _____	Date: _____
If you have any other information that would help us make a decision, or you have concerns, please attach a letter. <input type="checkbox"/> Please check this box if letter is attached.	
(Registry Stamp)	

C - 040 Rev Feb 96

THIS DOCUMENT MAY BE EXAMINED BY ANY PERSON WITH A DIRECT INTEREST IN A CLAIM THAT IS UNDER REVIEW OR APPEAL

BEST COPY AVAILABLE



Worker's Last Name:	First Name:	Initials:
Social Insurance #:	Date of Birth:	Y M D

Time Loss / Return to Work Information

10 a. Date and time worker first missed work: Y | M | D Hour: am pm

b. If worker has returned to work indicate date: Y | M | D and time: am pm regular work or modified work

c. Do you have modified duties worker can do until they are able to return to their regular job? Yes No

d. Will you continue the worker on full pay during the period of disability? Yes No or partial pay? Yes No

e. Date worker was hired: Y | M | D

Type of Employment FILL IN **A** OR **B** OR **C**

11 **A** Permanent full time Permanent part time Proceed to 12 (Wage Information).

B Seasonal work Summer student Irregular / casual

Had this injury not happened, what would have been your worker's last day of employment: Estimated or Actual Y | M | D

How many months or days per year do you employ people in this job?

C Sub contract Piece work Vehicle Owner / Operator Welder Owner / Operator

Other or Self Employed - Explain:

Note: Please also ask your employee to submit a detailed income and expense statement if you check any box in 11 C.

Wage Information

12 a. Worker's rate of pay: \$ hourly weekly bi-weekly monthly other:

b. Additional taxable benefits:

Vacation Pay Amount or %: → Taken as time off with pay Paid on regular basis

Shift Premium #1 Amount or %: → Paid per:

Shift Premium #2 Amount or %: → Paid per:

Regular Overtime Rate: → Number of hours: per week month shift cycle

Other Explain: → Amount: per week month shift cycle

NOTE: Only complete Question 13 if unable to complete Question 12. (Usually applies to seasonal or irregular/casual workers.)

13 a. Gross earnings for the period of one year or less: \$ from: Y | M | D (12 months or less prior) to: Y | M | D (date before injury)

b. Was any time missed from work without pay during the above period? (eg. maternity, sick, work shutdown, etc. - not vacation) Yes No

If yes, number of days: Reason:

Hours of Work

14 a. Number of hours: per day week shift cycle other :

b. Does work schedule repeat? No → Report average hours worked per week:

Yes → Mark hours worked for one complete work schedule (use zero for days off):

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Hours per day:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hours per day:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hours per day:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

IMPORTANT: Circle day of injury. See instructions.

OR If schedule is more than 21 days, attach a copy of schedule. Circle the day the injury occurred on this schedule.

Earnings Information Contact (please print): Telephone Number:

C - 040 Rev Feb 96

BEST COPY AVAILABLE





Workers' Compensation Board
Alberta

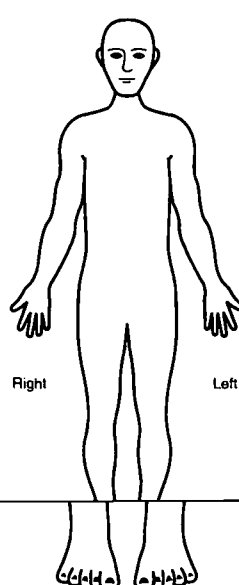
P.O. BOX 2415,
EDMONTON, ALBERTA
T5J 2S5
Fax: 427-5863,
1-800-661-1993

WORKER'S REPORT of Injury or Occupational Disease

Claim Number: _____

Worker Information		Will you be off work past the day of injury? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Last Name: _____		First Name: _____	
Address: _____		Initials: _____	
City: _____		Social Insurance #: _____	
Province: _____		Prov. Health Care #: _____	
Postal Code: _____		Date of Birth: Y M D Sex: <input type="checkbox"/> M <input type="checkbox"/> F	
Home Telephone: _____		Self employed? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Occupation and Job Title at time of injury: _____		If yes, account #: _____	

Employer Information			
Employer Name or Government Dept.: _____			
Address: _____		Supervisor's Name: _____	
City: _____	Province: _____	Postal Code: _____	Telephone: _____

Injury or Occupational Disease Information	
1 Date and hour of injury: Y M D Hour: <input type="checkbox"/> am <input type="checkbox"/> pm OR Did this condition develop over a period of time? <input type="checkbox"/>	
2 When did you report injury to your employer? Y M D	
3 Who did you report it to? Name: _____ Title: _____ Telephone: _____	
If not reported immediately, give reason: _____	
4 Did injury occur on your employer's premises? <input type="checkbox"/> Yes <input type="checkbox"/> No Location where accident happened (address or general location, province): _____	
5 Was the work you were doing for the purpose of your employer's business? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, was it part of your usual work? <input type="checkbox"/> Yes <input type="checkbox"/> No	
6 Describe fully what happened to cause this injury or disease. Describe what you were doing and include any tools, equipment, materials, etc. you were using. State any gas, chemicals or extreme temperatures you have been exposed to.	
Circle part injured: <input type="checkbox"/> Front <input type="checkbox"/> Back	
	
If you have any other information or list of witnesses, attach letter. Letter attached? <input type="checkbox"/> Yes	
7 What part of body injured? (hand, eye, back, lungs etc.) <input type="checkbox"/> Left side <input type="checkbox"/> Right side	
8 What type of injury is this? (sprain, strain, bruise, etc.)	
9 Have you had a similar injury before? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, attach a letter with details	
10 Have you reported or claimed this injury to another WCB? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, Province: _____	
Name and address of treating Doctor: _____	

C - 060 Rev Feb 98

COMPLETE BOTH SIDES - THIS FORM MUST BE SIGNED ON REVERSE.

BEST COPY AVAILABLE



Your Last Name:	First Name:	Initials:
Social Insurance #:	Date of Birth:	

Time Loss / Return to Work Information

11 a. Date and time you first missed work:

Y	M	D	H	M	S	A	M	P	M

 Hour: am pm

b. If you have returned to work indicate date:

Y	M	D	H	M	S	A	M	P	M

 and time: am pm regular work or modified work

c. If you have not returned to work, give expected return to work date:

Y	M	D	H	M	S	A	M	P	M

 d. Date you were hired:

Y	M	D	H	M	S	A	M	P	M

e. Is there any other work you can do until you are medically fit to return to your regular job? Yes No

Who can we call? _____ Telephone: _____

f. Will your employer pay you for the time you missed work? Yes No Provide the exact gross amount: \$ _____ per _____

Type of Employment FILL IN A OR B OR C

12 **A** Permanent full time Permanent part time *Proceed to 13 (Wage Information).*

B Seasonal work Summer student Irregular / casual

Had this injury not happened, what would have been your last day of employment : Estimated or Actual

Y	M	D	H	M	S	A	M	P	M

With this employer how many months per year would this job last? _____

Did you have any other earnings or income from any other employers during the last 12 months? Yes - Please attach copies of pay stubs and/or T4 slips.

C Sub contract Piece work Vehicle Owner / Operator Welder Owner / Operator

Other or Self Employed - Explain: _____

Note: Please submit a detailed income and expense statement if you check any box in 12 C.

Wage Information

13 a. Your rate of pay: \$ _____ hourly weekly bi-weekly monthly other :

b. Additional taxable benefits:

Vacation Pay Amount or %: _____ → Taken as time off with pay Paid on regular basis

Shift Premium #1 Amount or %: _____ → Paid per: _____

Shift Premium #2 Amount or %: _____ → Paid per: _____

Regular Overtime Rate: _____ → Number of hours: _____ per week month shift cycle

Other Explain: _____ → Amount: _____ per week month shift cycle

c. Do you have a second job? Yes No If yes - Employer's Name: _____ Telephone: _____

Hours of Work

14 a. Number of hours: _____ per day week shift cycle other :

b. Does work schedule repeat? Yes → Mark hours worked for one complete work schedule (use zero for days off):

No → Report average hours worked per week: _____

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Hours per day:							
Hours per day:							
Hours per day:							

OR If your schedule is more than 21 days, attach a copy of schedule. *Circle the day the injury occurred on this schedule.*

IMPORTANT:
Circle day of Injury.
See instructions.

● I declare the information in this report to be true and correct. ● I understand and agree that my social insurance number may be used by the Workers' Compensation Board for identification and record keeping purposes. ● If I am collecting temporary total disability benefits, it is my obligation to inform the WCB immediately if I return to work of any kind or become capable of working. ● I understand that criminal prosecution may result from any attempt on my part to collect benefits by providing false information (including my ability to work) or other fraudulent means.

Date: _____ Name (please print): _____ Signature: _____

THIS DOCUMENT MAY BE EXAMINED BY ANY PERSON WITH A DIRECT INTEREST IN A CLAIM THAT IS UNDER REVIEW OR APPEAL



APPENDIX *H*

APPROVAL OF WORK SITES/WORK STATIONS★

SCHOOL AUTHORITY: _____ SCHOOL YEAR: _____

SCHOOL: _____ DATE: _____

ADDRESS: _____ SCHOOL CODE: _____

_____ POSTAL CODE: _____ TELEPHONE: _____

TEACHER-COORDINATOR: _____ TELEPHONE: _____

PROGRAM TYPE (Please Check):

I. Work Experience 15-25-35 Career Internship 10 Special Project Credits

Work Study/Community Partnership Associated with a Course

II. Special Education RAP Green Certificate

1. Procedures associated with the approval of programs are presented in the *Guide to Education: ECS to Grade 12* and require that this form be completed by a school offering or intending to offer an Off-campus Education program and be signed by the Superintendent of Schools or designee. This signature attests that the authority's program has been approved by the local board.

2. I affirm that parental or guardian consent shall be obtained on the student's behalf and that a student-employer agreement shall be signed by both parties and the parents of underage students, and that this agreement shall be on file at the school attended by the student before the student is placed at the work site/station.

Superintendent or Designee (Please Print): _____

DATE: _____ SIGNED: _____
Superintendent or Designee

(continued)

★ Effective September 1995 work site and work station approvals are the responsibility of each school authority.

WORK SITES/WORK STATIONS

The work stations/work sites have been visited and approved: _____
Superintendent or Designee

Name and Address of Work Site/Station	Student Duties	Supervisor	No. of Students to Be Placed

TOTAL



APPENDIX *I*

WORK AGREEMENT SAMPLE 1

A. Student's Name: _____ School: _____
Student's Address: _____ Program: _____
Telephone: _____ Job Title: _____

B. Employer's Name: _____
Employer's Address: _____
Contact Person: _____ Telephone: _____
Supervisor: _____ Telephone: _____

1. PARTIES TO THE AGREEMENT:

The parties to the agreement shall be:

- a) The student named in "A" above hereinafter called "the student worker."
- b) The employer named in "B" above hereinafter called "the employer."
- c) The student's parent(s) or guardian(s) hereinafter called the "parent(s) or guardian(s)."
- d) The School Board Trustees hereinafter called "the Board."

2. EMPLOYMENT:

- a) The student worker agrees to enter the employ of the employer and the employer agrees to employ the student worker under the Board's Off-campus Education program, subject to the provisions of this agreement and to the rules or rulings which may be made from time to time by the Board or its representatives.
- b) A statement of duties shall be set forth by the employer in conjunction with the school coordinator and the student worker shall agree to perform these duties for the employer.
- c) The employer shall, at the request of the Board or its representatives, evaluate the student on the performance of his or her duties and report on a form supplied by the Board.
- d) The employer agrees that participation in this program will in no way affect the tenure or job security of any regular employee currently on staff, nor their hiring practices with regard to employees.

3. SALARY:

- a) If the employer engages the student worker to work outside or in addition to the working times outlined in this agreement, such employment shall be subject to remuneration as provided in the *Employment Standards Act* and regulations or orders made under authority given by this Act.
- b) Any remuneration paid by the employer to the student for the working times outlined in this agreement, shall be set at the discretion of the employer.

4. INSURANCE:

- a) Pursuant to the *Workers' Compensation Act* 1981, and Regulations or Orders-in-Council made thereunder, the student participating in this program is deemed to be a worker of the Alberta Government for the purpose of Workers' Compensation.
- b) In consideration of the Board having arranged for the off-campus education herein described, the undersigned parent(s) or guardian(s), and if more than one of them execute this agreement, they agree jointly and severally with the Board to indemnify and save harmless the Board and its agents and employees with respect to any expenses, costs or liability whatsoever arising out of any damage or injury occurring or alleged to occur in connection with the aforesaid employment, and with respect to any damage or other claim as referred to in 5A, hereof.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

5. SUPERVISION:

- a) It is agreed that, having arranged off-campus education for the student as herein set out, the Board's only other obligation is to maintain contact with the student worker and the employer to such an extent as the Board deems adequate or feasible and the Board shall not be liable for any damage or other claim arising out of any act or omission of any other party to this agreement.
- b) The employer will supervise the student worker and the Board shall keep in contact with the student worker to assist in the educational aspect of the program.

6. TERMINATION:

Any party to this agreement may terminate it by giving notice of termination by ordinary mail to the other parties at the addresses shown in the agreement.

EFFECTIVE PERIOD AND HOURS

This agreement shall be in force from _____ until _____ Working hours are not to exceed those outlined in the *Off-campus Education Policy*.

Signature of Student Date Signature of Parent or Guardian Date

Signature of Employer Date Signature of Board Representative Date



WORK AGREEMENT SAMPLE 2

Date: _____

BETWEEN

A. Name of Student: _____ S.I.N.: _____
(herein called the "Student")

Address: _____ Telephone No.: _____

Postal Code: _____ Supervising Officer: _____

B. Name of Employer: _____ Telephone No.: _____

Company Address: _____

WHEREAS:

1. The Board has approved an Off-campus Education program for pupils in its school pursuant to section 37 of the *School Act*.
2. The Employer and the Student have agreed to participate in the said Program on the terms and conditions herein set forth.

WITNESSETH:

1. **Period of Agreement**

The Student shall, from _____ to _____, faithfully, honestly and diligently serve the Employer and devote his/her whole time and attention to such employment during the hours of employment hereunder prescribed.

2. **Hours of Work**

The hours of employment shall be from _____ to _____ in each day of the week during the term of this agreement.

3. **Termination**

Notwithstanding anything herein contained to the contrary, any party written hereto may, with or without cause, summarily terminate by giving written notice of termination to the parties to this agreement.

4. **Supervision**

During the hours of employment herein set forth the Student shall be under the direct supervision and control of the Employer; provided however, the Employer shall at all times permit the Board or its representatives access to the employment site and the Student.

5. **Evaluation**

The Employer shall at the request of the Board or its representatives, evaluate the student in the performance of his or her duties hereunder and report such evaluation on a form from time to time provided to the Employer by the Board.

6. **Full-time Employee Tenure**

The Employer agrees that the employment of the Student hereunder shall in no way affect the job security of any other employee of the Employer, nor the Employer's hiring practices with regard to full-time employees.

EMPLOYER

STUDENT

BOARD OF TRUSTEES REPRESENTATIVE

PARENT OR GUARDIAN OF STUDENT

1. By Workers' Compensation Regulation AR 427/81, the Students have been deemed to be "workers" of the government of the province of Alberta.
2. In the event the Student shall be employed by the Employer outside the scope of this agreement, the Employer and Employee are subject to the *Alberta Labour Relations Code*, the regulations and orders thereunder.

APPENDIX *J*

PARENT LETTER SAMPLE

Dear Parent/Guardian:

As you are aware a major component of Jane's final school year is the _____ program. This is an opportunity for Jane to test her attitude, interests and abilities in the work force while still enrolled at school.

The work station will be determined by Jane and the teacher–coordinator with Jane's best interests in mind. The determining factor for success in this program has proven to be the student's sense of responsibility, meeting the requests and expectations of other people and following them through to completion.

Every request made of Jane regarding the program, and whether or not she follows it through, will be documented. Example:

- work agreement forms signed and returned on time
- résumé completed and presented on time
- application forms returned prior to deadlines
- punctuality of appointments (job interview).

Only by demonstrating that she is responsible enough to fulfill these expectations will Jane be given the opportunity to participate in the _____ program.

Jane will meet with the teacher–coordinator to discuss her work placement alternatives. Once a tentative placement is established, Jane will be required to contact the work station for an interview appointment, complete the employer's application forms, present the employer with her résumé, and determine her hours of work. Jane must be prepared to get herself to and from work, and generally be responsible for the quality of her work and attendance. If Jane should miss a day of work without notifying her teacher and/or work station supervisor, the program contract will be terminated.

The teacher–coordinator determines 35% of the final mark.

Application.....	5%
Résumé.....	10%
Job Interview.....	5%
Student Responsibilities.....	15%

(continued)

Source: Adapted from materials supplied by the Elk Island Public Schools Regional Division No. 14.

Responsibilities are:

- forms and evaluations completed and returned promptly
- work station orientation assignment
- time sheets completed and returned
- weekly activity and time records
- thank you letter to the work station
- student analysis of work station
- final assessment of the program.

The work station will determine 65% of the final mark.

- midterm evaluation (completed at approximately 65 hours)
 - strengths, weaknesses, areas for improvement
- final evaluation (at completion of the hours)
 - employer reference.

For Jane, this course exists on her merits as an “employee in training” and the usual expectations of someone in that position. If she should experience problems or concerns at the work station, communication with the teacher–coordinator is vital in resolving the situation. An alternative placement or loss of the course will be determined by that prior communication.

The _____ program is an excellent opportunity to gain a valuable employer reference in Jane’s chosen field of employment and establish her credibility as a competent and reliable employee.

If Jane applies herself to this opportunity, I am confident it will be a successful learning experience.

If you have any questions regarding the _____ program, please contact me at the school.

Sincerely,

Teacher–coordinator

Encl.

SUPERVISOR LETTER SAMPLE

Dear Supervisor:

An important learning objective for the _____ program is to help our students understand employer expectations for job maintenance and advancement.

To help the student better understand your expectations, would you choose the **most important** 10 of the 20 factors listed below and then rank the first five, 1 through 5, which you feel are most critical to job success in your situation.

Ability to adjust to change
Commitment to employer
Personal initiative
Working with others
Problem-solving skills
Dependability
Interpersonal communication skills
Basic skills; e.g., numeracy, reading
Quality oriented
Interested in self-improvement

Appearance, dress and hygiene
Job-specific skills
Self-esteem
Understanding of own capabilities
Decision-making skills
Free from addictions
Attitude to work
Time-management skills
Ability to motivate self
Integrity

Please take a moment to review the job maintenance and advancement factors you chose with the student. In our next and final “call back” session we will consolidate all the survey responses and discuss employer expectations further in the classroom.

Thank you again for your support and contribution to our program.

Yours sincerely,

Teacher–coordinator

Source: Adapted from materials supplied by the Elk Island Public Schools Regional Division No. 14.

JOB MAINTENANCE AND ADVANCEMENT

1. Why does your employer value each of the five job maintenance and advancement factors he or she chose in the survey?

2. Identify your own strengths and weaknesses in relation to the ten job maintenance expectations your employer identified.

Strengths

Weaknesses

3. What strategies for improvement can you formulate for the weakness(es) listed above?

4. What is the occupational pathway recognizing potential **upward** or **lateral** movement from the entry-level position in your off-campus occupation choice?

5. What further training or practical experience is necessary for advancement or lateral movement?

6. Identify other occupations where the same practical and/or formal training would be considered an asset.

THANK YOU LETTER SAMPLE

Style: Informal

Purpose: To express appreciation to your work site/station supervisor for the learning opportunity and the training time provided to you.

Each paragraph in the thank you note has a specific purpose.

- Salutation; e.g., Dear _____ and/or staff.
- The first paragraph indicates the purpose of the letter; to thank the work site/station for the opportunity to . . .
- The second paragraph indicates at least one specific reason why the “thank you” is meaningfully given; e.g., enjoyed the placement, things learned, people who were helpful.
- The third paragraph is a concluding paragraph underlining the sentiment of the letter.
- Closings for this type of letter could be:
Sincerely
Cordially
Best wishes
Respectfully yours, etc.

Return Address and Date

Salutation

First Paragraph

Second Paragraph

Third Paragraph

Closing

EMPLOYER LETTER SAMPLE 1

The off-campus placement is an opportunity to use the community as an effective resource for career planning, interest and skill assessment. It also functions to help the student become more aware of employers' expectations of new employees on the job and the opportunity to develop and demonstrate good work habits.

It is your standards on which the student is being evaluated and therefore vitally important that you discuss this evaluation with the student. Your specific compliments and concerns must be expressed, if the student is to understand and meet your expectations.

Your time and concern for these individuals in this component of their education is greatly appreciated and valued by our students and school programs. Thank you again for your cooperation.

Yours truly,

D. A.
Teacher-coordinator

Source: Adapted from materials supplied by the Elk Island Public Schools Regional Division No. 14.

EMPLOYER LETTER SAMPLE 2

Dear _____

The school year is coming to a close, and the _____ program at _____ school has again been a success because of cooperation from people like yourself. The time and effort spent by you and your staff working with our students to help them become better employees is time well invested.

In appreciation, I would like to extend a cordial invitation to you and your student supervisors to a dinner at _____ school on _____ at _____. Dress will be informal.
(place) (date) (time)

The intent of this evening is simply dinner, pleasant conversation with other employers, and a brief word of appreciation from the Board of Education. After dinner, a tour of the school will be arranged for anyone interested in the facilities.

Please confirm your attendance at the dinner by _____ by calling the school at _____.
(date)
(telephone number)

If you are unable to attend this function, I wish to thank you again for your cooperation. The positive impact that you have had on these students is vital for their motivation in school and their transition into the community as valued employees.

Sincerely,

Teacher-coordinator

MT/tp

PARTICIPATING SCHOOL STAFF LETTER SAMPLE

Dear _____

The _____ program is beginning to wind up a busy year, and in culmination, the school is hosting a dinner for all the participating employers and school staff. The intent of this evening is simply dinner and to have you meet some of the people from the work stations. Dress is informal. The dinner is to be held at the school on _____
(date and time)

Our students have earned an excellent reputation in the community and much of this credit is attributed to the attitudes the students are learning in your classes. One hundred and eight students were placed into the work force this year and only five were unsuccessful at completing their responsibilities.

Approximately seventy of our one hundred registered work stations participated this year; their cooperation and interest in our students and school deserve our recognition.

Please accept this invitation to dinner in recognition of your efforts with your students.

Sincerely,

MONITORING REPORT

Student:	Work site:
Date:	Teacher:
Observation of student and employer: comments of student and employer. _____ _____	
Comments and/or concerns: action to be taken. _____ _____ _____	

Date:	
Observation of student and employer: comments of student and employer. _____ _____	
Comments and/or concerns: action to be taken. _____ _____ _____	

Date:	
Observation of student and employer: comments of student and employer. _____ _____	
Comments and/or concerns: action to be taken. _____ _____ _____	

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.



APPENDIX *L*

JOURNAL SHEET

TODAY I REALLY IMPRESSED MY BOSS WHEN . . .

TEACHER ZONE

TODAY AT WORK I WAS SO FRUSTRATED BECAUSE . . .

TEACHER ZONE

STUDENT WEEKLY ACTIVITY LOG

Name of Student: _____

Placement: _____

Note to Student: Write a brief description of the types of activities you worked at during the day, complete the day and times and when this page is completed, have your supervisor sign it. This log is to be signed and submitted to your teacher-coordinator at the first school day of the following week.

Day/Date	Hours Worked			Tasks/Activities Performed
	From	To	Total Hours	
Monday				1. _____ 2. _____ 3. _____
Tuesday				1. _____ 2. _____ 3. _____
Wednesday				1. _____ 2. _____ 3. _____
Thursday				1. _____ 2. _____ 3. _____
Friday				1. _____ 2. _____ 3. _____
Saturday				1. _____ 2. _____ 3. _____

Hours from Previous Log: _____

Total Hours This Week: _____

Total Hours to Date: _____

Supervisor's Comments: _____

Please rate the student's overall performance for this week:

Excellent Very Good Satisfactory Unsatisfactory

Supervisor's Signature: _____

Student's Signature: _____

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

LEARNING PLAN TEMPLATES WORK EXPERIENCE 15–25–35

The attached templates are designed to guide the development of learning plans for each student enrolled in a Work Experience 15, 25 or 35 course.

The Off-campus Education Policy 1.4.3 requires that learner expectations be in place or be specified for each student enrolled in off-campus education courses or course components. Alberta Learning does not provide learner expectations for Work Experience 15–25–35 courses. A learning plan must, therefore, be developed for each student enrolled in a Work Experience 15, 25 or 35 course. Learning plans do not have to be developed for students enrolled in Work Experience 25 and/or Work Experience 35 courses with the Canadian Armed Forces Reserve.

In addition, please note:

- The Career Transitions strand course CTR1010: Job Preparation, is a prerequisite or corequisite of the first work experience course in which a student enrolls.
- The supervising teacher (Off-campus Education Coordinator/Work Experience Coordinator) must ensure that a learning plan is developed for each student enrolled in a Work Experience 15, 25 or 35 course.
- The learning plan should include:
 - Curriculum Standards—learner outcomes that specify what the student will be expected to know and be able to do at the end of the course
 - Assessment Standards and Tools—statements that specify how well the student is required to demonstrate the learner outcomes, and an indication of the tools that will be used to assess and/or record student progress.
- The learning plan should be developed:
 - by the supervising teacher in consultation with the student and the on-site instructor(s) of the intended work station(s) or work site(s)
 - prior to a student’s placement at a work station or work site.
- Work Experience 15–25–35 courses, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Each credit requires 25 hours of learning time. Learning plans should, therefore, reflect the different learning time frames.
- Although Work Experience 15–25–35 are not sequential courses, coordinators/teachers should consider enrolling students in Work Experience 15 prior to enrolling them in Work Experience 25 or 35. To guide this sequential approach, the following templates are provided:
 - Employability Skills Template: Work Experience 15
 - Employability Skills Template: Work Experience 25
 - Employability Skills Template: Work Experience 35
 - Workplace Skills Template: Work Experience 15–25–35. (This template should be customized to include the specific learning tasks to be performed by the student.)
- A learning plan for a student should consist of the appropriate Employability Skills Template and a customized Workplace Skills Template.

EMPLOYABILITY SKILLS TEMPLATE WORK EXPERIENCE 15

Student: _____ Credits: _____ Employer: _____ Teacher: _____

Employability Skills	Learner Outcomes	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
Personal Management	student should be able to: <ul style="list-style-type: none"> manage own learning demonstrate willingness to learn identify and use reference materials recognize opportunities for personal growth make notes and keep records dress appropriately for the job 	Develops a Portfolio <u>Assessment Tools</u> <ul style="list-style-type: none"> portfolio assessment tool 					
Resource Management	<ul style="list-style-type: none"> use time effectively select and use appropriate resources use appropriate tools for the job return tools and materials to their proper places practise conservation 	Follows Company Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Ethics	<ul style="list-style-type: none"> show respect for others demonstrate tolerance and understanding demonstrate trustworthy behaviour maintain confidentiality 	Follows the Company's Ethics Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace 					
Interpersonal Relations	<ul style="list-style-type: none"> communicate effectively: <ul style="list-style-type: none"> when speaking in writing nonverbally relate well to others 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Teamwork and Leadership	<ul style="list-style-type: none"> accept membership in a team accept praise and criticism contribute to team efforts propose solutions to problems lead by example 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Responsibility	<ul style="list-style-type: none"> attend regularly demonstrate punctuality follow safe procedures accept responsibility for own actions 	85% Attendance Record 85% Punctuality Record <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace attendance and punctuality records 					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

EMPLOYABILITY SKILLS TEMPLATE WORK EXPERIENCE 25

Student: _____ Credits: _____ Employer: _____ Teacher: _____

Employability Skills	Learner Outcomes	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
Personal Management	student should be able to: <ul style="list-style-type: none"> • set goals and take steps to achieve them • demonstrate willingness to learn • recognize and maximize opportunities for personal growth • record and maintain information • dress appropriately for the job • accept and offer praise and constructive criticism 	Maintains a Portfolio <u>Assessment Tools</u> <ul style="list-style-type: none"> • portfolio assessment tool • teacher and employer observations 					
Resource Management	<ul style="list-style-type: none"> • use time effectively • use technology-based reference materials • select and use appropriate technique/tool/technology for the job • handle and dispose of equipment, tools and materials responsibly • conserve resources 	Follows Company Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace • portfolio assessment tool 					
Ethics	<ul style="list-style-type: none"> • show respect for others • make personal judgements about the correctness of specific behaviours • generate confidence • maintain confidentiality 	Follows the Company's Ethics Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace 					
Interpersonal Relations	<ul style="list-style-type: none"> • communicate using appropriate verbal and nonverbal communication techniques • cooperate to achieve group goals • use technical language appropriately • accept praise and constructive criticism 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace • portfolio assessment tool 					
Teamwork and Leadership	<ul style="list-style-type: none"> • cooperate to achieve group goals • take a leadership role, when appropriate • help a team to achieve consensus • respect the feelings and views of others 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace • portfolio assessment tool 					
Responsibility	<ul style="list-style-type: none"> • attend regularly • be consistently punctual • follow environmental, health and safety procedures 	90% Attendance Record 90% Punctuality Record <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace • attendance and punctuality records 					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

EMPLOYABILITY SKILLS TEMPLATE WORK EXPERIENCE 35

Student: _____ Credits: _____ Employer: _____ Teacher: _____

Employability Skills	Learner Outcomes	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
Personal Management	The student should be able to: <ul style="list-style-type: none"> • set clear goals and take steps to achieve them • transfer and apply learning to new situations • create opportunities for personal growth • maintain and manage an effective record keeping system • dress appropriately for the job 	Maintains a Portfolio <u>Assessment Tools</u> <ul style="list-style-type: none"> • portfolio assessment tool • teacher and employer observations 					
Resource Management	<ul style="list-style-type: none"> • create and adhere to timelines • select and use appropriate resources, and recognize when additional resources are required • manage an inventory • access and use technology/references • suggest ways to conserve resources 	Follows Company Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace • portfolio assessment tool 					
Ethics	<ul style="list-style-type: none"> • show respect for others • assess implications of personal/group actions in the workplace • maintain confidentiality 	Follows the Company's Ethics Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace 					
Interpersonal Relations	<ul style="list-style-type: none"> • prepare and present information, using appropriate verbal and nonverbal techniques • listen attentively and respond appropriately • accept and offer praise and constructive criticism 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace • portfolio assessment tool 					
Teamwork and Leadership	<ul style="list-style-type: none"> • work with others to achieve goals • contribute to the team's efforts • demonstrate negotiation skills • mobilize a group to improve performance 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace • portfolio assessment tool 					
Responsibility	<ul style="list-style-type: none"> • attend regularly • be consistently punctual • demonstrate and encourage others to follow environmental, health and safety procedures and practices 	95% Attendance Record 95% Punctuality Record <u>Assessment Tools</u> <ul style="list-style-type: none"> • as used in the workplace • attendance and punctuality records 					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

WORKPLACE SKILLS TEMPLATE WORK EXPERIENCE 15–25–35

Student: _____ Course/Credits: _____ Employer: _____ Teacher: _____

Workplace Skills	Learner Outcomes	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
KNOWLEDGE							
1. Information List, in the next column, the information that the student should know to perform assigned tasks; e.g., safety, MSDS.	The student should know: • • • • •	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> • • • <u>Standards</u> • • •					
2. Resources List, in the next column, the resources from which the student should be able to access information.	The student should be able to: • • • • •	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> • • • <u>Standards</u> • • •					
3. Applications List, in the next column, the applications of knowledge the student should be able to demonstrate; e.g., reading and interpreting an MSDS label.	The student should be able to: • • • • •	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> • • • <u>Standards</u> • • •					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

WORKPLACE SKILLS TEMPLATE WORK EXPERIENCE 15-25-35

Student: _____ Course/Credits: _____ Employer: _____ Teacher: _____

Workplace Skills	Learner Outcomes	Assessment Standards and Tools	Rating					
			4	3	2	1	N/A	
SKILLS								
1. Tools, Equipment and Materials List, in the next column, the tools, equipment and materials that the student should be able to use.	The student should be able to: <ul style="list-style-type: none">••••	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none">••• <u>Standards</u> <ul style="list-style-type: none">•••						
2. Safety List, in the next column, the safety procedures and practices that the student should be able to demonstrate.	The student should be able to: <ul style="list-style-type: none">••••	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none">••• <u>Standards</u> <ul style="list-style-type: none">•••						
3. Procedures, Practices and/or Services List, in the next column, the task specific procedures, practices and/or services that the student should be able to perform.	The student should be able to: <ul style="list-style-type: none">•••••	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none">••• <u>Standards</u> <ul style="list-style-type: none">•••						

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

WORKPLACE SKILLS TEMPLATE WORK EXPERIENCE 15-25-35

Student: _____ Course/Credits: _____ Employer: _____ Teacher: _____

Workplace Skills	Learner Outcomes	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
ATTITUDES							
1. Awareness List, in the next column, the awareness behaviours that the student is expected to exhibit in the workplace.	The student should: • • • •	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> • • • <u>Standards</u> • • •					
2. Appreciation List, in the next column, the appreciation behaviours that the student is expected to show in the workplace.	The student should: • • • • •	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> • • • <u>Standards</u> • • •					
3. Sensitivity List, in the next column, the sensitivity behaviours that the student is expected to show in the workplace.	The student should: • • • • •	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> • • • <u>Standards</u> • • •					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

COMPETENCY SUMMARIES/TRAINING PLANS
PERSONAL STUDENT TRAINING PLAN SAMPLE 1

Teacher: _____

Telephone: _____

Fax: _____

STUDENT NAME: _____

STUDENT ADDRESS: _____

TELEPHONE: _____

EMPLOYER NAME: _____

EMPLOYER ADDRESS: _____

EMPLOYER PHONE NO.: _____ **EMPLOYER FAX NO.:** _____

SUPERVISOR(S): _____

Expected Dates of Program: _____ **to** _____

Provide as much detail as possible in each of the following categories:

- area of participation; e.g., clerical, technical, service
- general description of position
- primary duties
- additional activities/responsibilities
- equipment and technical expertise
- other considerations.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

SPECIFIC SKILLS: BANKING SAMPLE 3

Student Name: _____

Work Station: _____

Generic "Learner Expectation Training Plan"

Concerns itself with the promotion and selling of banking services, performing banking transactions and the development of customer service techniques.

DUTIES AND RESPONSIBILITIES

1. Customer Service
2. Operations Skills
3. Product Knowledge
4. Personal Aptitudes

	Work Station Student Objective	Completed Objective
<p>CUSTOMER SERVICE</p> <ul style="list-style-type: none"> • Promotes and sells services where appropriate. • Prompt and courteous acknowledgement of customer's presence. • Provides full range of bank services as outlined in sales manual. • Gives full attention to the client in attendance. • Uses discretion in the confidentiality of customer transactions. • Takes prompt steps to identify customer's banking needs. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>OPERATIONS SKILLS</p> <ul style="list-style-type: none"> • Sells domestic/foreign currency drafts, money orders, travellers cheques with a minimum of supervision. • Accepts deposits, approves cheques to a specified limit for payment and on certification. • Accepts applications, additional contributions, terminations and changes for RRSPs (Registered Retirement Savings Plan). • Opens term deposits and handles prior redemptions. • Authorizes and issues charge card cash advances and payments. • Check and post incoming clearing. • Prepares entries for incoming DDA reports. • Files DDA cheques and prepares statements, files branch reports. • Inputs savings, liability and term deposit information to on-line terminals. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Source: Adapted from materials supplied by the St. Albert Protestant Separate School District No. 6.

	Work Station Student Objective	Completed Objective
<ul style="list-style-type: none"> Recaps PASA. Intersorts savings, DDA vouchers. Assists with verification of night deposits and deposits delivered by armoured car. Rents, closes and allows access to safety deposit boxes. Opens and closes savings, PAC and current accounts. Ensures counter stationery is replenished when required. Cashes Canada Savings Bonds and makes up ownership certificates. Takes orders to telegraphic transfers. Assists with the overall proof function. Provides occasional relief assistance for savings, DDA proof and central teller during vacation or illness. Willingly accepts other duties assigned. 	 	
<p>PRODUCT KNOWLEDGE</p> <ul style="list-style-type: none"> Responds and acknowledges customer inquiries regarding services offered or refers customer to appropriate officer. Has a good knowledge of department work flow and the responsibilities of other employees. Knowledge of and adherence to Employee Rules and use of banking manuals, including the code of conduct. Has a solid working knowledge in the following areas: RCS, safety deposit boxes, safekeeping, night and day deposits, client cards, Canada Savings Bonds, telegraphic transfers, Personal Chequing Accounts (PCA), savings and current accounts. 	 	
<p>PERSONAL APTITUDES</p> <ul style="list-style-type: none"> Willingness to help others (customers and employees). Communicates ideas clearly and concisely. Is resourceful in perceiving and solving problems. Sees what needs to be done and does it without waiting for direction. Exercises appropriate judgements in selecting attire, grooming and behavioural standards, as established by the branch. Demonstrates initiative in business development as it involves assisting customers' banking needs. 	 	

SPECIFIC SKILLS: CABINETMAKER SAMPLE 4

Student Name: _____

Work Station: _____

Generic “Learner Expectation Training Plan”

Sets up and operates a variety of woodworking machines, uses various hand tools to fabricate wooden cabinets, studies plans of articles to be constructed, plans sequence of cutting or shaping operations to be performed, and carries out plan.

DUTIES AND RESPONSIBILITIES

1. **Working with hand tools.** Trims component parts of joints to ensure snug fit, using planes, chisels and wood files; and bores holes for insertion of screws and dowels.
2. **Performing machine-tool work.** Operates woodworking machines (power saws, jointer, planer, mortiser, shaper), and cuts and shapes parts from wood stock.
3. **Constructing cabinets.** Glues, fits and clamps parts together to form a complete unit.
4. **Finishing cabinets.** Finishing cabinets by sanding and preparing surfaces for priming, painting or staining.
5. **Restoring cabinets.** Repairs broken furniture members, flattens blisters in plywood, repairs blemishes and dents with stick shellac, reglues joints, removes old finish and refinishes.
6. **Planning cabinet layout.** Marks outline or dimensions of parts on paper or lumber stock according to specifications, and matches materials for colour, grain and texture.

	Work Station Student Objective	Completed Objective
ORIENTATION <ul style="list-style-type: none"> • Discuss employment policies and regulations. • Discuss current job responsibilities. • Understand future career possibilities. • Understand safety procedures. 	_____ _____ _____ _____	_____ _____ _____ _____
MATERIALS IDENTIFICATION <ul style="list-style-type: none"> • Recognize and identify different woods. • Identify quarter and plain-sawed wood. • Identify heartwood and sapwood. • Select lumber for cabinet work. • Cut stock for most economical use. 	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Source: Adapted from materials supplied by the St. Albert Protestant Separate School District No. 6.

	Work Station Student Objective	Completed Objective
<p>TOOLS FOR MEASUREMENT AND LAYOUT</p> <ul style="list-style-type: none"> • Measure and divide spaces with ruler. • Lay out square cuts with square. • Read and check measurements with square. • Lay out parallel lines with marking gauge. • Mark duplicate parts with a square. • Divide spaces with divider. • Scribe circles with compass. • Lay out angles with sliding T-bevel. • Mark centres. • Measure inside and outside diameters with callipers. • Draw circles of larger diameter with trammel. • Establish horizontal lines with spirit level. • Establish vertical lines with plumb bob. • Determine diagonals of squares and solids with square. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>HAND TOOL WORK</p> <ul style="list-style-type: none"> • Use saws. • Use planes and scrapers. • Use drills. • Use shaping and forming tools. • Use fastening tools. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>MACHINE-TOOL WORK</p> <ul style="list-style-type: none"> • Use circular saw. • Use band saw. • Use jigsaw. • Use jointer. • Use drill press. • Use shaper. • Use lathe. • Use sander. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>CABINET CONSTRUCTION</p> <ul style="list-style-type: none"> • Select, lay out and cut commonly used wood joints. • Construct cabinets and built-ins. • Construct indoor furniture and built-ins. • Construct and install doors. • Attach fasteners and hardware. • Build up stock. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

	Work Station Student Objective	Completed Objective
FINISHING OPERATIONS <ul style="list-style-type: none"> • Sand wood for finishing. • Apply filter. • Apply finish with brush. • Apply spray finish. 	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
FURNITURE RESTORATION <ul style="list-style-type: none"> • Repair or replace broken and split solid furniture members. • Flatten blisters and repair breaks in veneers and plywoods. • Repair small scars and blemishes with stick shellac. • Repair and reglue loose joints. • Remove warp from wide boards and panels. • Remove old finish. • Refinish article. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
THE JOB PLAN <ul style="list-style-type: none"> • Sketch plans for cabinets. • Make blueprints from sketches. • Write specifications for construction and install. 	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
ESTIMATES <ul style="list-style-type: none"> • Compute board feet of lumber and plywood. • Compute cost of lumber and plywood. • Make out stock bill. • Select and cut stock to rough size for shop order. 	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
ADDITIONAL TASKS <ul style="list-style-type: none"> • _____ • _____ 	<hr/> <hr/>	<hr/> <hr/>

TEACHER MARK

Student report marks will be determined as follows.

REPORT 1 MARK (value 40% of final mark)

Pre-employment Training	20%
Résumé/Covering Letter	5%
Employer Evaluation	50%
Meeting Attendance	5%
Absence Reporting	5%
Time Sheet Completion	10%
File Documentation	5%

REPORT 2 MARK (value 60% of final mark)

Employer Evaluation	60%
Meeting Attendance	5%
Absence Reporting	5%
Time Sheet Completion	10%
Journal/Reflection	5%
Thank You Letter/Card	5%
Job Profile Completion	5%
File Documentation/Organization	5%

FINAL MARK

Report 1 Mark	40%
Report 2 Mark	60%

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

APPENDIX *O*

EMPLOYER EVALUATION OF STUDENT SAMPLE 1

STUDENT'S NAME: _____

SCHOOL: _____

EMPLOYER: Evaluate this student as you would a novice worker in your employ and make a comment for each section about why you rated the student as you did. A description of each of the Employability Skills is located on the back of this form. Not all of these skills will be applicable to all students in all situations. Place N/A beside any one that does not apply.

EMPLOYABILITY SKILLS	Excellent	Good	Satisfactory	Needs Improvement	COMMENTS
Listening Skills					
Verbal Communication					
Written Communication					
Reading Comprehension					
Willingness to Learn					
Self-esteem and Confidence					
Ability to Set and Obtain Goals					
Accountability for Actions					
Personal Ethics—Honesty, etc.					
Initiative					
Ability to Think Critically					
Uses Technology Effectively					
Acceptance of Change					
Creativity					
Productivity—Quality Product					
Performs Tasks Safely					
Respectful of Others' Diversity					
Cooperative—Is a Team Player					

OVERALL	Excellent	Good	Satisfactory	Needs Improvement
RATING				

Has this report been discussed with the student?

Yes _____ No _____

No. of days late: _____ Reason: _____

No. of days absent: _____ Reason: _____

Recommendations for improvement: _____

Comment on the student's suitability for this type of employment: _____

If there were an opportunity for employment, would you consider hiring this student?

YES NO

(Student Signature)

(Supervisor's Signature)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

DESCRIPTION OF EMPLOYABILITY SKILLS

The following is a description of the employability skills appearing on the other side of this form. Refer to this description for a standardized explanation of what each one means.

Listening Skills: Listens to understand and learn.

Verbal Communication: Understands and speaks the language in which the business is conducted, including proper use of specialized terminology.

Written Communication: Writes effectively in the language in which the business is conducted, including proper use of specialized terminology.

Reading Comprehension: Reads, understands and uses written materials related to the business, including graphs, charts and displays, if applicable.

Willingness to Learn: Shows a positive attitude toward learning and lifelong learning.

Self-esteem and Confidence: Shows faith in himself or herself to do the job well. Shows an increasing ability to handle constructive criticism.

Ability to Set and Obtain Goals: Demonstrates an ability to set goals and priorities in work and personal life, and also shows an ability to manage time and other factors to achieve these goals.

Accountability for Actions: Assumes responsibility for actions he or she takes, and deals effectively with the consequences.

Personal Ethics: Demonstrates honesty and a morality that is consistent with expected behaviour at the workplace, including confidentiality, if required.

Initiative: Demonstrates an ability to begin new tasks when it is appropriate to do so, and shows energy and persistence to get the job done.

Ability to Think Critically: Sees issues clearly and truly in order to judge them fairly, and acts logically to evaluate situations, to solve problems and to make decisions.

Uses Technology Effectively: Is able to learn how to use the technology of the business, and makes appropriate decisions while using it.

Acceptance of Change: Demonstrates a positive attitude to change by being flexible and adaptable to new situations.

Creativity: Is able to suggest new or innovative ideas to get the job done when the situation warrants it. Also implies the enterprising entrepreneurial spirit.

Productivity—Quality Product: Understands the standards of the workplace, and is able to produce work that meets the standards, including operating within the time constraints of the business.

Performs Tasks Safely: Wears appropriate safety gear, and acts responsibly and safely toward self and others.

Respectful of Others' Diversity: Recognizes and respects people's diversity and individual differences.

Cooperative—Is a Team Player: Is able to understand and work within the culture of the group and exercise "give and take" to achieve group results.

EMPLOYER EVALUATION OF STUDENT SAMPLE 2

STUDENT'S NAME: _____ DATE: _____

SCHOOL: _____

Please rate the student by circling the number that best describes the student's performance.

RATING SCALE:

5 Excellent	2 Needs Improvement
4 Very Good	1 Unsatisfactory
3 Satisfactory	0 Not Applicable

PUNCTUALITY AND ATTENDANCE	RATING
• Punctuality.	5 4 3 2 1 0
• Attendance.	5 4 3 2 1 0

PERSONAL QUALITIES AND WORK HABITS	RATING
• Cooperativeness—ability to work with others.	5 4 3 2 1 0
• Adaptability—ability to adapt to new tasks or situations.	5 4 3 2 1 0
• Willingness to accept suggestions for improvement.	5 4 3 2 1 0
• Practises self-control.	5 4 3 2 1 0
• Reliability—completes tasks on time, can be depended upon.	5 4 3 2 1 0
• Initiative—eager to learn, seeks additional work.	5 4 3 2 1 0
• Demonstrates interest and enthusiasm for job.	5 4 3 2 1 0
• General grooming and appearance.	5 4 3 2 1 0

EXECUTION OF WORK DUTIES	RATING
• Ability to learn and complete tasks outlined.	5 4 3 2 1 0
• Tools and equipment used in an effective and safe manner.	5 4 3 2 1 0
• Neatness of work.	5 4 3 2 1 0
• Speed of work completion.	5 4 3 2 1 0
• Application to job—works consistently and conscientiously.	5 4 3 2 1 0

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

OTHER INFORMATION

1. Student's strong points (outstanding traits, talents or abilities not cited elsewhere):

2. Recommendations for improvement:

3. Other comments:



RATED BY: _____ DATE: _____

RATER'S POSITION: _____

ORGANIZATION/BUSINESS: _____

ADDRESS: _____

TELEPHONE: _____

STUDENT SELF-EVALUATION

Student: _____

Job Placement: _____

For each statement, provide some written comments. Remember that a "self-evaluation" is what you think of what you did. Be honest with yourself.

1. At the start of each day at the work site, I took steps to find out what was expected of me for that day.

2. I took pride in my work, and I always tried to do my best.

3. Once a task was assigned to me I was able to work without supervision, although I may have had to ask for clarification or assistance.

4. If nothing had been assigned to my supervisor or I finished early, I found something worthwhile to do.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

5. I learned to accept criticism about my work or efforts without being personally hurt. When criticism was made, I did not blame someone else or the fact that the instructions may have been unclear.

6. I was enthusiastic and tried to convey the impression that I liked what I was doing.

7. I recognized that my attendance at the work site was important and that people were counting on me to be there.

8. If absent, I contacted both my job placement and the school.

9. Specify the one area where you think that you made the most improvement during your placement.

10. Specify one area where you think that you could make further improvement.

APPENDIX *P*

PORTFOLIO LITERATURE

Career–Technical Assessment Project Portfolio (Teacher and Student Guide Book)

These guide books were produced for the California Department of Education by Far West Laboratory. Copies may be obtained from:

Far West Laboratory
730 Harrison Street
San Francisco, CA 94107–1242
Telephone: 415–565–3000
Fax: 415–565–3012

Michigan State Board of Education Student Managed Portfolio (Instructional and Student Guide)

These guide books were developed by the Michigan State Board of Education and copies can be obtained from:

Michigan State Board of Education
P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909
Telephone: 517–373–3354
Fax: 517–335–4656

Employability Skills Portfolio Project

This project led to the development of two resources—*Employability Skills Portfolio: Creating My Future* and *Employability Skills Portfolio: Instructor's Guide*. These resources are available from:

Learning Resources Distributing Centre
12360 – 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 780–427–5775
Fax: 780–422–9750

The Student Career Builder

This document may be used by a student to record completed, career-developed activities, including self-assessment, occupational interest, labour market research and résumé development. Sample interview questions are also provided.

An excerpted example from this document is shown on the following page.

For more information about the Student Career Builder, contact:

Elk Island Public Schools Regional Division No. 14
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7
Telephone: 780-464-3477
Fax: 780-464-8033

THE CAREER BUILDER

SELF ASSESSMENT				OCCUPATION INTEREST GRID						
E X P L O	Personal Goals	Values (Motivators)	Personal Skills	Interests/Activities	Personal Skills/Values	Interests/Activities				
						1	2	3	4	5
						2				
						3				
						4				
						5				

LABOR MARKET										
R A T I O N	Research Activities	OCCUPATION RESEARCH INTERVIEWS				POTENTIAL EMPLOYER NETWORK				
		Occupation/Company/Trade	Values	Personal Skills	Qualifications	Company	Address	Phone	Contact	
		Career Machine 422-4264								1
		Labour Market Info. Centre								2
		Job Shadowing								3
		Work Study								4
		Work Experience								
		Volunteer								
		Other:								
										Notes:

RESUME DEVELOPMENT											
J O B S E A R C H	FOCUS OF RESUME				PREVIOUS EMPLOYMENT					Volunteer Work	
	Career Objective	Skills Desired by Employer		Interest in the Job	Date	Company	Address/Phone No.	Supervisor	Dates Performed		
		Technical	Personal								
	FORMAL EDUCATION				OTHER SIGNIFICANT EXPERIENCE						
	ACHIEVEMENTS				REFERENCES						
					Name		Address/Telephone		Occupation		Summary Statement
DRAFT RESUME → REVIEW FOCUS OF RESUME → REVISION(S) → FINAL COPY → COVER LETTER											
S K I L L S	Application Form		I N T E R V I E W								
	1. Identify employer needs	Personal Skills	Focus of the INTERVIEW			Assigned Questions to an Employer					
			Employer's Preferences								
								Strengths	Weaknesses		

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Debi Oulshane



STUDENT WORK SITE EVALUATION

Rate your opinion of your off-campus educational experience according to the following scale.

5 = strongly agree 4 = agree 3 = unsure 2 = disagree 1 = strongly disagree

• The experience was worthwhile.	
• I learned things that will help me in my future employment or education.	
• The work I did was meaningful and challenging.	
• My job was just busy work.	
• I was given a variety of tasks to do.	
• I spent most of my time watching others work.	
• I spent most of my time helping someone else.	
• I spent most of my time working on my own.	
• I spent most of my time being helped by someone.	
• The supervisor was approachable.	
• My coworkers were helpful.	
• I was given enough training and clear instructions to do my tasks.	
• The employees at the company encouraged me to ask questions.	
• I was encouraged to do things myself, instead of just observing.	
• I was given adult responsibilities.	
• I think the site is a safe place to work.	
• I had freedom to develop and use my own ideas.	
• I was appreciated.	
• I was given the opportunity to discuss my experience with my supervisor or coworkers.	
• My supervisor kept me informed as to how I was doing my job.	
• I felt important.	
• I would recommend using this work site next year.	YES <input type="checkbox"/> NO <input type="checkbox"/>

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

APPENDIX *R*

PROMOTIONAL MATERIAL

WELCOME TO OFF-CAMPUS EDUCATION

Off-campus education is a program whereby classroom studies are complemented with practical experience obtained in the workplace. Students enrolled in _____ complete a minimum of 25 hours of job preparation classes and a minimum of ___ hours at a work site placement*. By agreeing to accept a student into your workplace, you have become a valued partner in the educational process. This experience will assist students in making the transition from school to work or post-secondary education.

In order to make this a meaningful learning experience may we suggest the following.

STARTING OFF ON THE RIGHT FOOT

When the student starts work, provide him or her with an orientation to the workplace. Explain the purpose of the job and how he or she can make a contribution. Explain daily routines and expectations, including such things as the dress code, safety procedures, care of equipment, keeping the work area clean and dealing with the public.

ASSIGN A SUPERVISOR

Assign one of your regular employees to supervise the student. It is important to understand that the student is a learner in a new setting and will initially need supervision as well as an opportunity to feel comfortable in asking questions.

CREATING A LEARNING/TRAINING PLAN

When a student is placed at a work site, the school coordinator will help list the types of duties that might be assigned. By putting these tasks in writing you are creating a "learning/training plan," which will help bring focus to the learning. Students need to be assigned a variety of tasks that progress in difficulty as they become more familiar with the job. The training plan, or list of duties, should be reviewed periodically and revised to assure challenging but attainable goals for the student.

WORKERS' COMPENSATION COVERAGE

Prior to starting work, all students must have a signed "Work Agreement." This agreement must be signed by the employer, a school board designate and the student's parent(s). Once this agreement is in place, the student is deemed to be an employee of Alberta Government who assumes responsibility to cover all *bona fide* students registered in Off-campus Education for Workers' Compensation purposes. In the event of an accident involving the student, the employer should contact the school teacher-coordinator immediately.

*Hours are locally determined.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

For the term of the agreement and the hours specified, the employer is exempt from paying the minimum wage stipulated under the *Employment Standards Act*. All other regulations apply. If you hire the student outside of the hours or days of the agreement, Workers' Compensation becomes your responsibility and payment of at least minimum wage is required.

Note: This exemption does not apply to students enrolled in the Registered Apprenticeship Program.

TIME LOGS

In order to keep track of the time a student has spent on the job, the coordinator asks students to fill out, and employers to sign, "time logs." It is the student's responsibility to return a signed time log sheet to the coordinator at the end of each week. In this package you will find a sample time log. These logs provide a valuable opportunity to provide feedback to the student about weekly performance. As an employer you should consider taking a few minutes at the end of each week to sit down with the student to fill out the time log and to discuss the student's progress.

STAYING IN TOUCH

Students participating in off-campus education are expected to notify the employer and the school immediately if they are unable to attend work due to illness. The school coordinator will remain in contact with you throughout the course of the placement and all work stations and work sites will be regularly monitored. Even though every attempt is made to stay in touch with the work stations and work sites, you the employer, should feel free to contact the coordinator should you have any questions or concerns, especially if the student is failing to attend.

Thank you for becoming a partner in this educational program. By participating, you are demonstrating a real commitment to education. We hope that you will find the experience to be a challenging and rewarding one.

WHAT IS AN APPRENTICESHIP?

Skilled trades are a special category of occupations. They are occupations in which certain standards have been set to promote quality work and skill excellence among trades people. In Alberta, there are over 50 occupations that are designated as skilled trades.

The Government of Alberta has set the training and certification standards for those individuals who wish to become skilled trades people. In order to help people reach these training standards government and industry work together to provide a well-organized training system, called apprenticeship. It is a system that combines classroom study in a designated post-secondary school, and on-the-job training at a place of employment. To successfully complete their training apprentices must pass all examinations, complete a specified number of hours of on-the-job training, and receive acceptable on-the-job progress reports from their employers.

People who successfully complete an apprenticeship are fully qualified in their trade in Alberta, and are referred to as journeymen. Because of the skills and experience that are required, certified journeymen are very valuable people in their trade. They are in high demand because of their expertise, and they earn the highest salaries available in their industry.

LIST OF TRADES

Agricultural Mechanic	Machinist
Appliance Serviceman	Millwright
Auto Body Technician	Motorcycle Mechanic
Automotive Service Technician	Painter and Decorator
Baker	Partsman
Boilermaker	Plumber
Bricklayer	Power Lineman
Cabinetmaker	Power System Electrician
Carpenter	Printing and Graphic Arts Craftsman
Concrete Finisher	Recreation Vehicle Mechanic
Communication Electrician	Refrigeration and Air Conditioning Mechanic
Cook	Roofer
Crane and Hoisting Equipment Operator	Sawfiler
Electrical Rewind Mechanic	Sheet Metal Worker
Electrician	Sprinkler Systems Installer
Electronic Technician	Steamfitter–Pipefitter
Elevator Constructor	Structural Steel and Plate Fitter
Floorcovering Installer	Tilesetter
Gasfitter–First Class	Tool and Die Maker
Glassworker	Transport Refrigeration Mechanic
Hairstylist	Water Well Driller
Heavy Equipment Technician	Welder
Instrument Mechanic	
Insulator	
Ironworker	
Landscape Gardener	
Lather-Interior Systems Mechanic	
Locksmith	

THE REGISTERED APPRENTICESHIP PROGRAM (RAP)

The Registered Apprenticeship Program allows you, the student, the opportunity to be enrolled in high school and also be an apprentice. The program is designed to encourage you to complete high school while applying time spent in work experience education towards your apprenticeship.

Once you finish high school there is a technical or schooling component to the apprenticeship which you will have to complete at a post-secondary institution. By starting your apprenticeship in high school you will be getting a head start on an exciting career choice.

HOW DOES RAP FIT INTO MY TIMETABLE?

Many students want to know what their timetable will look like if they enter the Registered Apprenticeship Program. Below is a sample timetable of a student in RAP. As you can see, after the apprenticeship contract is entered into a student can work for full apprenticeship wages during the summer holidays and return to school in September. The timetable given below is only one possible example of how your schedule could work. You will have to plan your own individualized timetable with help from your guidance counsellor and employer.

SAMPLE TIMETABLE

- Grade 10 – regular high school program with option courses reflecting possible career choices.
- Grade 11 – regular high school program with options being career oriented and work experience/ cooperative education enabling the student to spend at least 250 hours off-campus in a trade area.
- Summer of Grade 11 – Apprenticeship or work placement
- Grade 12 – Semester I – regular high school program
Semester II – Apprenticeship
- Summer of Grade 12 – Apprenticeship
- Grade 13 – Semester I – Apprenticeship
Semester II – regular high school program

GOOD REASONS TO BECOME INVOLVED!

Employer Benefits

- Excellent source of future employees
- Public recognition for a commitment to education
- Develop supervisory skills in existing employees
- Release existing employees from routine duties to take on increased responsibilities
- Assist the District in keeping school courses relevant to changes in the work world
- Gain influence and involvement in the development of future workers

School Benefits

- Provides relevant and practical experience for students to complement classroom studies
- Keeps students and teachers current on changing trends within the workplace
- Allows students access to equipment and expertise not readily available in school
- Increases student motivation by providing a realistic learning environment in the workplace
- Allows schools to maintain a close liaison with the business community and gain increased community support and commitment

Student Benefits

- Explore potential career choices
- Gain practical experience in a realistic work setting
- Ease the transition from school to work or post-secondary education
- Develop new skills and reinforce those learned in school
- Obtain references and contacts necessary in securing future employment
- Develop a positive attitude toward the business sector and its contribution to our society

WHAT IS COOPERATIVE EDUCATION?

Cooperative education is an off-campus program delivery strategy whereby classroom studies are complemented with practical experience obtained in the workplace. The program is based on a partnership between the student, school and business. The parties work together to enhance the learning experience of the student.

Students enrolled in cooperative education are usually required to complete an in-school course component and a minimum of 175 hours at an off-campus placement. While at the work site, students are supervised by community employers who complement the academic work of students with a training plan. This training plan consists of a practical list of job activities which a student will work towards completing while at the work site. As a result, the in-school and off-campus components reinforce and bring relevance to each other.

WHAT TYPES OF STUDENTS ARE INVOLVED?

Students who are interested in cooperative education must apply for entry into the program. The maturity of a student is a significant factor in determining their suitability for the program.

Students often decide to apply to the program in order to explore possible career choices. Some students may be planning to attend community college or university. Others may intend to enter the work force in the near future.



Calgary Catholic School District
Certificate of Achievement
Presented in recognition of the contribution
made by the Management and Staff of

_____ to the Co-operative Education Program
of the Calgary Catholic School District

during _____.

We acknowledge with gratitude, your participation
and co-operation in enhancing the education of our students.

Superintendent of Schools

Chairman of the Board of Trustees

Date

EMPLOYER PROGRAM EVALUATION

WORK STATION SUPERVISOR

Circle the appropriate number for each statement.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I received adequate orientation about the program prior to accepting a student.	5	4	3	2	1
2.	There was sufficient contact made by the teacher-coordinator throughout the placement.	5	4	3	2	1
3.	The program was beneficial to:					
	• the student	5	4	3	2	1
	• the workplace	5	4	3	2	1
	• the community.	5	4	3	2	1
4.	The student exhibited improved work habits as the program progressed.	5	4	3	2	1
5.	The program helps to bridge the gap between school and the world of work.	5	4	3	2	1
6.	I feel that the Off-campus Education program should be continued.	5	4	3	2	1

Please answer the following questions:

7. What do you see as the strengths of the Off-campus Education program?

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

8. What do you see as the weaknesses of the program?

9. Was the student adequately prepared for the employment experience?

10. Would you be prepared to have an Off-campus Education student in the future? (Provide commentary.)

11. Please list any recommendations for improving the program.

Thank you for completing this evaluation. Your feedback is valuable to the organization of future programs.

Signature

Position

Company

Date

STUDENT PROGRAM EVALUATION

Rate your evaluation according to the following scale.

5 = strongly agree 4 = agree 3 = unsure 2 = disagree 1 = strongly disagree

PROGRAM EVALUATION

1.	The classroom section of the course helped to prepare me for the work site experience.	
2.	The following classroom sections were valuable:	
	• résumés and cover letters	
	• interview preparation	
	• employer expectations	
	• health/safety issues	
	• human rights issues	
	• final project	
	• guest speakers.	
3.	The program prepared me for what to expect in the world of work.	
4.	The work experience was a positive one.	
5.	The program helped me make a more informed decision about my future education and/or career goals.	
6.	I would recommend the program to fellow students.	
7.	The number of visits by the coordinator to the work site was sufficient.	

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

8.	Work site evaluation:	
	• The experience was worthwhile.	
	• I learned things that will help me in my future employment or education.	
	• The work I did was meaningful and challenging.	
	• My job could have been more challenging.	
	• I was given a variety of tasks to do.	
	• I spent most of my time observing.	
	• I spent most of my time helping someone else.	
	• I spent most of my time working on my own.	
	• I spent most of my time being helped by someone.	
	• The supervisor was approachable.	
	• My coworkers were helpful.	
	• I was given enough training and clear instructions to do my tasks.	
	• I was encouraged to ask questions.	
	• I was encouraged to do things myself, instead of just observing.	
	• I was given responsibilities.	
	• The site is a safe place to work.	
	• I had freedom to develop and use my own ideas.	
	• I was appreciated.	
	• I was given the opportunity to discuss my experience with my supervisor and coworkers.	
– My supervisor kept me informed about my performance.		
– I felt myself to be a valued contributor.		
– I would recommend using this work site again.	YES <input type="checkbox"/> NO <input type="checkbox"/>	

(continued)



9. What do you feel are the benefits/strengths of the program?

10. What do you feel are the drawbacks/weaknesses of the program?

11. List any recommendations you may have for improving the program.

12. Give a brief description of your work site duties.

13. Were you hired by the employer?

Part-time _____

Full-time _____

Summer _____

_____ School

_____ Off-campus Education Work Site

_____ Date

COORDINATOR PROGRAM EVALUATION

Coordinator: _____

School: _____

Present program enrollment: Male _____ Female _____ **Total:** _____

INSTRUCTIONS FOR USE OF CHECKLIST

This checklist consists of statements of provisions, conditions and characteristics that are found in quality off-campus educational programs. Some may not be necessary, or even applicable, in every situation. If some features or procedures are missing, add them to the appropriate sections. The statements should accurately and completely reflect factual background.

Rate each item, using your best judgement and all available evidence. The suggested key for rating each statement is:

- 0 Does Not Apply:** The provisions or conditions are missing and do not apply, or they are not desirable for the students of the program, or they do not conform to the school's philosophy and programming goals.
- 1 Excellent:** The provisions or conditions are extensive and are functioning well.
- 2 Satisfactory:** The provisions or conditions are moderately extensive and are functioning well.
- 3 Needs Improvement:** The provisions or conditions are limited in extent and functioning poorly, or they are entirely missing but needed.

ORGANIZATION OF WORK EDUCATION

- _____ A clearly written statement of objectives has been developed.
- _____ Objectives have been developed through the cooperative efforts of employers, educators and students.
- _____ Standards for the operation of off-campus education have been developed and accepted by those involved in the operation.
- _____ The teacher-coordinator checks to see if practices meet standards that have been developed.
- _____ A clear-cut assignment of functions and duties has been given to all persons concerned with the program.
- _____ An advisory committee representative of all groups interested in the program has been formed and its advice is used in the operation of the program.
- _____ The teacher-coordinator is allowed sufficient time for coordination activities.
- _____ Provision is made for a student club program.
- _____ School and work station schedules are developed to meet the needs of students in the program.
- _____ School credit is given for the experience of students in work stations.

Source: Adapted from materials cited in the *Guide for Work Education in Manitoba's Public Schools*, June 1976.

- _____ Clerical help is available to the teacher–coordinator.
- _____ A record keeping system has been designed to meet the needs of all areas of off-campus education.
- _____ The records are complete and kept up to date.
- _____ Funds are provided for the travel expenses of the teacher–coordinator.

STAFF MEMBERS

- _____ The teacher–coordinator meets minimum requirements.
- _____ The teacher–coordinator maintains membership in at least one local civic organization, such as the Chamber of Commerce or a luncheon club.
- _____ The teacher–coordinator is considered by the community to be a well-informed professional.
- _____ The teacher–coordinator participates in conferences, workshops, in-service programs, professional organizations, and other activities contributing to professional growth.
- _____ The teacher–coordinator serves as advisor to the student club program.
- _____ The teacher–coordinator seeks constantly to improve each aspect of off-campus education.

SUPPORT OF THE SCHOOL

- _____ Off-campus education is accepted and acknowledged as a desirable and essential function of the school.
- _____ The program is accepted as an integral part of the total school curriculum.
- _____ The school administrators take an active and interested part in the operation and evaluation of off-campus education.
- _____ Teachers and other staff members cooperate with the teacher–coordinator in the operation of off-campus education.
- _____ A budget is provided for the purchase of instructional materials and equipment.
- _____ Assignment of building space and facilities is sufficient to carry on off-campus education.
- _____ School administrators check with employer representatives, faculty members, community groups and students as to the effectiveness of off-campus education.

SELECTION AND GUIDANCE OF STUDENTS

- _____ Prospective students are given a clear understanding of the purposes and nature of work education before they are enrolled.
- _____ Experienced counsellors help students in determining their aptitudes, interests and abilities so as to profit from off-campus education.
- _____ The teacher–coordinator arranges for the collection of occupational information regarding occupations.
- _____ Minimum age, grade and other standards have been developed and must be met by students before they enroll in off-campus education.
- _____ Students may enroll in off-campus education to meet graduation requirements.
- _____ The teacher–coordinator determines the final selection of students who are recommended for off-campus education.
- _____ A cumulative record is kept on each student.
- _____ Periodic individual conferences are held with students concerning their general progress in the school.
- _____ Provision is made for parents to contact the teacher–coordinator when needed.
- _____ Definite provision is made for checking on each student’s progress in school.
- _____ Former students are consulted about possible adjustments to off-campus education.

PLACEMENT OF STUDENTS IN WORK STATIONS

- _____ A written statement has been prepared outlining the criteria by which work stations are selected.
- _____ The teacher–coordinator contacts employers and sets up work stations for all students in the class.
- _____ Employers provide work stations throughout the entire school year rather than just for seasonal employment.
- _____ Training agreements and training plans are drafted by the employers, teacher–coordinators, students and parents.
- _____ Students who already have part-time jobs are admitted to off-campus education after the work stations are approved by the teacher–coordinator.
- _____ The teacher–coordinator checks to ensure that all related legislation is followed.
- _____ Work stations may provide an opportunity for full-time employment after students complete school.
- _____ Instruction in how to apply for a job is given before students are referred to prospective employers.
- _____ A supervisor is appointed by each employer for each student.
- _____ Students are given a variety of work station learning experiences.
- _____ Employer–supervisors are informed of the progress made by students in their school work.
- _____ Employer–supervisors make periodical ratings and report on each student’s progress at the work station.
- _____ The teacher–coordinator assists employer–supervisors in evaluating the work station progress of students.
- _____ The teacher–coordinator seeks to acquire new work stations.

COORDINATION AND PUBLIC RELATIONS

- _____ The teacher–coordinator observes all students at their work stations.
- _____ The teacher–coordinator plans coordination time and develops and follows a schedule.
- _____ Coordination time is used only for coordination purposes.
- _____ Coordination calls are made by the teacher–coordinator to the employers of students at least once a month.
- _____ Labour union requirements are followed in the placement and training of students.
- _____ The teacher–coordinator addresses each problem as it arises.
- _____ Reports of coordination activities are kept.
- _____ The teacher–coordinator has publicized off-campus education among various community organization and educational groups.
- _____ Work education is publicized periodically in the community and school newspaper.
- _____ The teacher–coordinator has a mailing list of all interested persons who receive information on off-campus education activities.
- _____ Students and the teacher–coordinator help in the development of public relations activities.
- _____ The students assist in organizing joint employer/employee dinners and similar events.
- _____ Parent groups are made aware of off-campus education.

CURRICULUM ORGANIZATION AND INSTRUCTION

- _____ Career Transitions courses are used to assist students entering off-campus education.
- _____ The teacher–coordinator assists with other courses that are related to career development.
- _____ Follow-up studies of graduates are used to guide program reviews.
- _____ Instruction is provided to students in the context of their career path choices.
- _____ Adequate records of student progress are maintained and used in developing the instructional program.
- _____ A variety of instructional aids are used whenever such techniques will make the activities more meaningful to students.
- _____ Opportunity is provided for field trips.
- _____ Students are encouraged to contribute instructional materials, information and other aids.
- _____ The teacher–coordinator periodically assesses the classroom instructional component.
- _____ Students participate in the evaluation of their own achievement.
- _____ Community resources are used as equitably as possible.

CLASSROOM FACILITIES AND LIBRARY

- _____ The instructional area is equipped with proper equipment needed for the type of instruction being provided.
- _____ The area has adequate display and bulletin board space.
- _____ Suitable storage facilities are provided for materials and supplies.
- _____ Suitable office space is provided for the teacher–coordinator for counselling purposes.
- _____ All equipment is maintained in good working condition.
- _____ Resources are current and readily available for student reference.
- _____ A cataloguing and filing system is used.

FEEDBACK

Off-campus Education Guide for Administrators, Counsellors and Teachers, 2000

We would like to know what you think about this guide. Are you a:

- ____ Teacher (indicate level) ____ Junior High ____ Senior High
____ Counsellor (indicate level) ____ Junior High ____ Senior High
____ School Administrator (indicate level) ____ Junior High ____ Senior High
____ District Administrator
____ Other (please specify) _____

1. I found this guide:

- ____ extremely informative ____ somewhat informative
____ informative ____ not very informative.

2. How useful are the Work Experience Learning Plan Templates? How could they be improved?

3. What could be done to make this guide more informative?

4. Other comments and suggestions.

Thank you for your feedback.

Please return this response sheet to:

Program Manager
Off-campus Education
Curriculum Branch
Alberta Learning
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Fax: 780-422-0576

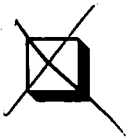


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