Submit completed handbook to your school Off-campus Coordinator.
Off-campus Education is a planned learning experience for which credits are granted. It integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in the related secondary school course.

**Successful Off-campus Education includes:**

- Completion of HCS3000 "Workplace Safety Systems" (prerequisite for first Off-campus experience); or
- Completion of Workplace Readiness 10-4 course (Students enrolled in Knowledge and Employability courses may use Workplace Readiness 10-4 as the prerequisite safety course in lieu of HCS3000: Workplace Safety Systems.)

  **Note:** Students must have HCS3000 or Workplace Readiness 10-4 completed prior to beginning in their job placement.

- Completion of AGR3000 "Agriculture Safety" (prerequisite for green certificate);
- Completion of HCS3010 "Workplace Safety Practices" (recommended course for RAP);
- Submission of resume and cover letter to the Off-campus Coordinator;

  **Note:** Students must submit a completed, up-to-date resume and cover letter to their Off-campus Coordinator prior to beginning the job placement.

- Interview skills practice;
- Workplace skill development and enhancement;
- Career opportunities research and familiarity;
- Portfolio development;
- Health and safety issues awareness and understanding your rights as a worker;
- Understanding how the in-school curriculum relates to the world of work.

**Keys to program success:**

- Be on time;
- Be ready to work;
- Bring what you will need with you;
- Be motivated and show initiative;
- Be polite and get along with your co-workers;
- Maintain contact with the employer regarding absences due to illness, holidays, appointments or whatever cause;
- Maintain regular contact with the Off-campus Coordinator and submit required papers in a timely fashion.
RESPONSIBILITIES OF PARTICIPANTS
Student, Teacher and Employer/Supervisor

1. All participants should be aware of the Employment Standards Rules – Youth Employment Laws and how they are to be applied to students under the age of 18 years.

2. The student shall conduct themselves in an appropriate manner, exhibiting good work ethic and citizenship. They will make the employer aware of any special health issues that might impact on the placement (e.g. medication requirements).

3. The employer is asked to convey any concerns regarding the student to the Off-campus Coordinator.

4. The student shall abide by the regulations and policies of the employer and the School Board regarding attendance, dress code, safety standards, and general decorum.

5. The Placement Safety Plan must be completed by the student and/or Off-campus Coordinator and employer prior to the first day of work by the student at the work site.

6. The employer is responsible for acquainting the student with common safety hazards in the workplace, discussing safety regulations and procedures, and providing required safety training prior to the use of any equipment.

7. The student shall follow all safety procedures and wear personal protective equipment as required.

8. In the event of an absence caused by illness or emergency, the student must notify the employer and the school as early as possible. Records of absences must be kept by the student and the employer.

9. Employers should be familiar with the Workers’ Compensation Act for it applies to students registered in off-campus education programming. Workers’ Compensation Board (WCB) insurance starts when a work agreement has been signed and a student begins a placement in an off-campus education program. In all cases of injury, the student shall:
   a. Promptly obtain first aid;
   b. Notify the workplace supervisor and the Off-campus Coordinator immediately, even if it is a minor injury;
   c. Explain to the doctor that this may be a Workers’ Compensation Board (WCB) claim and identify oneself as an employee of the Government of Alberta if medical attention is required.

10. The Off-campus Coordinator will arrange for in-school related instruction (this may be offered via virtual education) and monitor the student at the work site as required by the Alberta Education Off-campus Education Handbook (2019) guidelines.

11. The employer assumes the responsibility of providing the student with the type of training and experiences outlined in the student’s Learning Plan.

12. The Learning Plan should not be changed, interrupted or terminated without prior consultation between the student, employer and Off-campus Coordinator. However, the employer has the right to terminate the contract with the student and the school at any time.

13. The student shall submit timesheets regularly as required by the Off-campus Coordinator.

14. The school may issue the student credit(s) for the entire period of training successfully completed—usually 1 high school credit for each 25 hours worked.
15. Note that in cases where there is a concern about the transmission of infectious diseases, the employer has the right to require testing or vaccination as a condition of placement.

**DRIVING**

1. It is the policy of Aspen View Public Schools that all students who use their own vehicles or the vehicles of others to provide transportation in connection with the work placement **DO SO AT THEIR OWN RISK, INDEPENDENT OF THE BOARD OF TRUSTEES**.

2. Because of risks involved in student driving, we discourage student driving at placement businesses unless it is specified in the student's *Learning Plan*. When driving is a component of the learning experience on the job, the employer MUST assume liability and, therefore, it is the responsibility of the employer to ensure that adequate insurance is in place for the company or customer vehicle/equipment and/or property used by the student.

3. If driving a vehicle/equipment is NOT part of the work placement experience (as specified in the *Learning Plan*), students will NOT be covered by the school board's liability insurance.

4. In the case of a student driving their own vehicle on company-related business where driving is a component of the learning experience on the job (as is specified in the *Learning Plan*), then the primary insurer is the student's OWN insurance.

**WORKERS’ COMPENSATION BOARD**

1. As a result of *Workers’ Compensation Regulation 325/2002*, Section 7(1)(e), the *Workers’ Compensation Act* applies to students registered in off-campus education programs. Section 153(3) of the *Workers’ Compensation Act* states that, for the purposes of insurance coverage, these students will be considered to be workers employed by the Government of Alberta. This may be important for employers to consider prior to becoming involved in off-campus education programs, since it does affect procedures for reporting student injuries.

2. Students are not covered by the Workers’ Compensation Board (WCB) for classroom or shop work as elementary or secondary school teachers' aides OR when traveling to or from the training station.

**EVALUATION and ASSESSMENT**

Formative and summative evaluation and assessment of the student's achievement is the responsibility of the school; however, it is agreed that data will be collected from the employer, the off-campus coordinator and any other off-campus coordinator involved in monitoring the student's progress.

a. Workplace Assessment and Evaluation: 60%

b. Workplace/Course Documentation 40%

NOTE: No student will be granted credits based solely on a worksite appraisal. All required documents in must be submitted.
LEARNING PLAN

Students will complete this plan in discussion with their employer.
This document will be a work in progress throughout the placement.
Any changes made to the Learning Plan must be shared with the Off-campus Coordinator prior to the student engaging in the proposed change.

Part A
Student: _____________________________________  Contact Phone #: ____________________

In-School Course: ____________________________  Occupation/Job Title: ____________________________
(Work Experience-Registered Apprenticeship-Green Certificate-Internship)

Off-campus Coordinator: ________________________________________________________________

School: ______________________________________________________________________________

Principal: ______________________________________________________________________________

Company Name: _____________________________  Contact Phone #: ____________________

Address: ______________________________________________________________________________

Workplace Supervisor: _________________________  Contact Phone #: ____________________

Workplace Supervisor Email: ______________________________________________________________

Prerequisite Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Yes</th>
<th>No</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS3000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace Readiness 10-4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AGR3000</td>
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</tr>
</tbody>
</table>

Related Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Yes</th>
<th>No</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS3010 (RAP)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CTR1010</td>
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</tbody>
</table>

Is this placement in an apprenticeable trade?  □ yes □ no
Is the student a registered apprentice?  □ yes □ no

Special Accommodations/Strategies/Resources:  □ IPP
Part B

Goals for the Semester

Student, list three goals that you have for your placement:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Student Duties and Responsibilities

Employer, give a detailed description of the duties this student will be responsible for at this worksite.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________

Employer, list the demonstrated workplace skills, attitudes and understanding that enabled the student to be hired for this position:

<table>
<thead>
<tr>
<th>Workplace skills (soft and/or hard skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitudes:</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding:</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>

Student, what job-related training and/or safety training have you completed prior to starting this job?

1. ________________________________________________________________
2. ________________________________________________________________
Employer, what special training will the student complete in the next ____75   ____ 125   ____ 250 hours of work?

<table>
<thead>
<tr>
<th>Training</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 hours</td>
<td></td>
</tr>
<tr>
<td>125 hours</td>
<td></td>
</tr>
<tr>
<td>250 hours</td>
<td></td>
</tr>
</tbody>
</table>

Employer, what workplace skills, attitudes and understanding should the student develop or improve during the next ____75   ____ 125   ____ 250 hours of work?

<table>
<thead>
<tr>
<th>Training</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 hours</td>
<td></td>
</tr>
<tr>
<td>125 hours</td>
<td></td>
</tr>
<tr>
<td>250 hours</td>
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</tbody>
</table>

Notes:

1. If the primary job duties change significantly during the work experience placement, the Off-campus Coordinator must be informed so that the Learning Plan can be updated.

2. To facilitate planning, students should be provided with a one- or two-week work schedule.

Supervisor’s Name (printed): ________________________________

Supervisor’s Signature: _____________________________ Date: ________________

Student’s Signature: ______________________________ Date: ________________

Off-campus Coordinator’s Signature: __________________________ Date: ________________
WORK SITE INSPECTION FORM

School: _______________________________ Date: __________________
Address: _______________________________ School Year: ______
Off-campus Teacher: _______________________________ Email: __________________
Telephone No.: __________________

1. The work site inspection must occur prior to student placement.
2. A work site—the specific off-campus location at which the student is involved in off-campus learning activities (Work Study Programming, Work Experience, Career Internship, Green Certificate Program, Workplace Readiness/Practicum, RAP)—requires inspection and annual approval by the off-campus teacher. Should an accident or injury occur, the work site requires a subsequent inspection before reapproval (see the Off-campus Education Handbook for details).
3. Parental or guardian consent shall be obtained on the student's behalf, a student–employer agreement shall be signed by both parties and the parents/guardians of underage students, and this inspection record shall be on file at the school attended by the student and copies sent before the student is placed at the work site.
4. Students and parents/guardians signing the Work Agreement are considered to have signed the Workers' Compensation Board Deeming Order Application for workers' compensation coverage.

Work site

A. Company Name: _______________________________ B. Work Site Location(s)
Company Address: _______________________________ Supervisor (onsite): __________________
Postal Code: ____________________ Telephone: _______________
Company Contact Person: _______________________________ Email: __________________
Telephone: _______________ Cell: __________________
Type of Business: __________________
More than one work site involved: Yes ☐ No ☐
If yes, complete Box B.
More than one supervisor involved (please list all):

Number of students to be placed at work site: __________
Does the employer or job have a minimum age requirement for employees at work site? Yes ☐ No ☐
Driver’s license required: Yes ☐ No ☐

Work Site Approval for Specified Programs
Work Study Programming ☐ Work Experience ☐ Career Internship ☐
Green Certificate Program ☐ Workplace Readiness/Practicum ☐ RAP ☐
Approved ☐ Not Approved ☐ (provide documentation)

Inspecting Off-campus Teacher (please print): __________________
Date: __________________ Signed: __________________

Principal/Assistant Principal (please print): __________________
Date: __________________ Signed: __________________
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Who will provide onsite supervision and job-related training for the student? Name/position of supervisor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Will job-related health and safety training and orientation be provided to the student? Yes □ No □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Is the student expected to wear any personal protective equipment (PPE)? Yes □ (please specify, below) No □</td>
<td>Employer □</td>
<td>Student □</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hearing protection □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eye protection □</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Footwear □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Headwear □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gloves □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coveralls/uniform □</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Other □</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Is the employer familiar with the process for reporting a student injury? (Employer must be informed that the student is an employee of Alberta Education for WCB coverage.) Yes □ No □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Are there emergency preparedness procedures in place; e.g., fire, spill? Yes □ No □ Not relevant □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Is a trained first aider available to the student at all times while the student is working? Yes □ No □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Are fire extinguishers and first-aid kits maintained and readily available? Yes □ No □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Are emergency exit/safety signs clearly visible? Yes □ No □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Is emergency eyewash equipment (if necessary) maintained and readily available? Yes □ No □ Not relevant □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Identify the most critical potential hazards or dangers of this job from the list below: □ Chemical – exposure to solvents, asbestos, dangerous gases (e.g., carbon monoxide) □ Biological – exposure to moulds, parasites, blood, body fluids □ Ergonomic – lifting heavy or awkward materials, repetitive work □ Physical – manual lifting, exposure to noise, radiation, workplace violence, dangerous machinery, confined spaces □ Psychological/Cultural Factors – stress, harassment, crude language, gender considerations (e.g., student is the only male/female at the work site) Have these hazards been identified and controlled by the employer? Yes □ No □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>How has the student been made aware of these hazards/dangers? Explain the messaging:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Identify the tools, materials, and equipment the student will be expected to use or handle: □ Hand tools □ Heavy equipment □ Power lift equipment □ Vehicle operation □ Other tools □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other hazardous machinery □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Does this work site appear to provide an orderly, well-maintained, safe, and caring work and learning environment? Yes □ No □</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PLACEMENT SAFETY PLAN

This safety plan is to be completed by employer in conjunction with the student prior to the student’s first day of work.

It is the mandate of Alberta Education and the Board of Trustees of Aspen View Public Schools, that all placements are assessed for their learning value and to ensure the safety of students in the workplace.

Each employer assumes the responsibility for providing a safe working environment with proper industrial health and safety standards procedures. Although health and safety is covered generally during preplacement lessons in school, job specific training must be included as part of the student's orientation to the work site. The employer/supervisor is responsible for training the student in all aspects of health and safety related to the duties they will be performing.

INSTRUCTIONS:

The student will discuss the safety plan with their placement supervisor. The completed form must be submitted to the Off-campus Coordinator prior to the student working at the placement.

It is the responsibility of the Off-campus Coordinator and the placement supervisor to review the information to ensure the provision of an appropriate learning environment that meets the needs of the student.

PART A: PLACEMENT OVERVIEW

1. Type of off-campus education placement: (Please check ✓)
   - construction
   - office
   - daycare
   - manufacturing
   - food industry
   - oil & gas industry
   - health sciences
   - school
   - agriculture
   - transportation
   - retail
   - other __________

2. Area where student will be working: (Please check ✓)
   - office
   - plant
   - shop
   - store
   - classroom
   - farm
   - other _________

3. Brief job description for the placement.

____________________________________________________________________________________
____________________________________________________________________________________

4. List any specific job requirements (heavy lifting, fine motor skills, etc) or restrictions (e.g. clothing, piercing, etc.) that are unique to the placement. Explain.

____________________________________________________________________________________
____________________________________________________________________________________
PART B: PLACEMENT SAFETY PROCEDURES

1. Is there a health and safety committee at the workplace? □ yes □ no

2. Are there written health and safety rules or regulations? □ yes □ no

3. Name and job title of the person responsible for providing health and safety training.
   Name: ____________________________      Job Title: ______________________________

4. Name and job title of the person that accidents are reported to:
   Name: ____________________________      Job Title: ______________________________

5. Where can health and safety information be accessed?
   __________________________________________________________________________

6. Have the workplace emergency procedures been reviewed with the student? □ yes □ no

   Fire
   Evacuation procedure: _______________________________________________________

   Co-worker is on fire: _______________________________________________________

   Student discovers fire: ______________________________________________________

   Personal Injury
   Student is injured: ___________________________________________________________

   Co-worker is injured: _______________________________________________________

   Chemical Spill
   Student spills something: ____________________________________________________

   Student comes across something that has spilled (person that this is reported to): __________

7. Where are the first aid supplies kept? ___________________________________________

8. Is there personal protective equipment? □ yes □ no
   If yes, list any personal protective equipment required:
   _________________________________________________________________________

   If yes, is the personal protective equipment provided by the employer? □ yes □ no
   If not provided, please provide a suggestion as to where the PPE can be purchased:
   _______________________________________________________________________

   If not provided, please provide the specs of the appropriate PPE:
   _______________________________________________________________________

   If yes, has the supervisor provided training on proper use of the equipment? □ yes □ no
PART C: SPECIFIC WORKPLACE CONDITIONS

All or some of the following conditions may apply to the placement. Please indicate (✓) if the issue identified is applicable or not applicable to the placement. If it is applicable, the employer must provide appropriate training prior to the performance of the activity.

**Chemical handling:**  □ Applicable  □ Not Applicable

- List the hazardous substances that students will work with:

- Chemical substances are identified with a WHMIS supplier or workplace label?  □ yes  □ no

- Where are Material Safety Data Sheets kept?

**Mobile equipment hazards:**  
(i.e. forklift, tractor, automobile, etc.)

- Type of equipment the student will be using:

Please note: If students are permitted to drive ANY motorized vehicles (ATV, golf cart, tractor, etc.), the owner's automobile insurance is the primary coverage. The school board's insurance does not cover the student driving ANY vehicles.

**Mechanical machinery:**  □ Applicable  □ Not Applicable  
(i.e. CNC lathe, drill press, lifting devices, etc.)

- Type of equipment:

- Does the equipment the student will use have a safety guard?  □ yes  □ no  □ N/A

**Biological hazards:**  □ Applicable  □ Not Applicable  
(i.e. animal, human body fluids, infectious diseases, uncooked foods, etc.)

- Type of biological hazards:

- Is the student required to receive any immunization?  □ yes  □ no  □ N/A

If yes, check (✓) immunization required:  □ Hepatitis  □ Tuberculosis  □ Other _______________

If immunizations are required, it will be the responsibility of the student/parent to cover any costs.

Individual employers may require a drivers abstract, criminal record check, child welfare check and drug testing.

**Unusual conditions:**  □ Applicable  □ Not Applicable  
(i.e. working: at heights, in confined spaces, in a flammable or explosive environment, with extreme dust or other contaminants, on ladders, etc):

Other (specify):
PART D: WORKPLACE ENVIRONMENT

Aspen View Public Schools requires that students work in an environment that is free from discrimination, violence and expressions of hate.

The Board recognizes that some organizations may not have a harassment policy.

Does your organization have a formal harassment policy?  □ yes  □ no

If yes, will you be sharing this policy with the student?  □ yes  □ no

This safety plan has been reviewed by Off-campus Coordinator with the student  □ yes  __________

(Off-campus Coordinator Initials)

See the following websites for specific health and safety information:

https://safegen.ca/
https://www.youracsa.ca/
WORK AGREEMENT

Date: __________________________

BETWEEN

A. Name of Student: ____________________________________________
   (herein called “the student”)
   Address: ___________________________________________ Telephone: ______________________
   Postal Code: __________ Off-campus Coordinator: ______________________________

B. Name of Employer: ___________________________ Telephone: ______________________
   (herein called “the employer”)

C. Company Address: ____________________________________________

WHEREAS
1. The school board has approved an off-campus education program for students in its school pursuant to section 39 of the Education Act.
2. The employer and the student have agreed to participate in the said program on the terms and conditions herein set forth.

WITNESSETH

EFFECTIVE PERIOD AND HOURS

1. The parties agree the off-campus education employment contemplated in this agreement shall start on ____________________, 20___, and end on ______________________, 20____.

2. The student’s standard hours of work for this off-campus employment shall be no more than ____ hours per week, distributed as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Start Time</th>
<th>End time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
<td></td>
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<tr>
<td>Friday</td>
<td></td>
<td></td>
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<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
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<td></td>
</tr>
</tbody>
</table>

*Maximum Hours for students are set out on page 19 of the Alberta Education Off-campus Education Handbook (2019).

* Where a student is required to work outside of the recommended maximums, additional health and safety parameters must be outlined on the other side of this work 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 that the employer shall at all times permit the school authority or its representatives access to the employment site and the student.

5. Evaluation
   The employer shall, at the request of the school authority or its representatives, evaluate the student in the performance of their duties hereunder and report such evaluation on a form from time to time provided to the employer by the school authority.
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.

7. **Insurance**
   Pursuant to the *Workers’ Compensation Act* (W–15, R.S.A. 2000), 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.

8. **Signatures:**

   __________________________________________    __________________________________________
                  Employer                              Student

   __________________________________________    __________________________________________
                  Off-campus Coordinator                Parent or Guardian of Student

**Additional Health and Safety Parameters for Students Working Beyond Recommended Hours**

a) The parties acknowledge and agree that the hours set out in subsection (b) are beyond the recommended maximums outlined in the Alberta Education *Off-campus Education Handbook (2019)* document. The board and employer represent and warrant that the following additional health and safety parameters are in place to effectively support the student:

   1. __________________________________________________________________________
   2. __________________________________________________________________________
   3. __________________________________________________________________________
   4. __________________________________________________________________________

b) Approval of Student Schedules Outside of Recommended Hours of Work

   Based on sufficient due diligence, the Off-campus Coordinator approves of the student working outside of the recommend hours of work:

   □ Approved □ Not Approved

   Off-campus Coordinator (please print full name): ______________________________________

   Date: ___________________________    Signed: ___________________________
COVID-19 INFORMATION

RELAUNCH PLAN – TEMPLATE

To open your service or setting to the public, it is recommended you complete a plan to reduce the risk of transmission of COVID-19 among the attendees of your location. This optional template can support you in creating your plan. It is recommended your plan be posted where the public can see it, such as in your location or on a public-facing website.

The template includes considerations to help guide you as you plan to open. This should be completed using Alberta’s COVID-19 General Relaunch Guidance, which provides general guidance applicable to all sectors; as well as sector-specific guidelines available on Alberta Biz Connect and any additional requirements of your business or sector association.

Distancing Measures

**Considerations**: How will you ensure people maintain 2 metres between each other? Do you need to maintain directional traffic flow? How would you limit congregating (e.g., in break rooms, communal spaces, rest areas, etc.)? How will you limit the overall number of people in your space? Refer to the Personal Protective Equipment (PPE) section to mitigate the risk of transmission when 2 metre distancing cannot be maintained.

Cleaning/Disinfection

**Considerations**: How will cleaning on high touch surfaces be maintained in your location (e.g., bathroom, chairs, doorknobs, break rooms)? How will you train and ensure workers or volunteers keep equipment clean? If you are a business, how will work surfaces, order screens, debit machines and cash registers be cleaned?

What cleaner are you using? What disinfectant are you using (do they have a DIN or NPN)? How long do you have to keep the disinfectant on the surface for it to be effective?
Screening for Symptoms

Considerations: How will you be aware of symptoms in staff, customers, congregants or volunteers, such as fever, sore throat, cough, runny nose or difficulty breathing? Have you provided education or communication of self-monitoring of symptoms? Have you identified a space where staff or volunteers can be separated from others if they develop symptoms? Have you considered what you would do if you see increased absenteeism due to illness or isolation requirements? Have you considered absenteeism policies that encourage staff members or volunteers to stay home when ill, in quarantine (self-isolation), or if they are taking care of children or someone who is ill? Are you maintaining a log of staff or volunteer attendance? What is your response plan for staff who come to work with symptoms?

Personal Protective Equipment (PPE)

Considerations: How will you promote PPE use (e.g., masks or gloves) when people are unable to be 2 metres apart? If 2 metres cannot be maintained and PPE is necessary, where would you obtain it? Have you considered installing physical barriers (e.g., acrylic plastic window or high-walled cubicle) to reduce exposure when 2-metre distancing is hard to maintain?

Responsibilities

Considerations: Who will be responsible for ensuring staff, customers, congregants and volunteers are following your precautions? Have you updated contact information for staff and volunteers so they can be notified in the event of a known exposure? What would your approach be if you had to manage a situation where there was apparent non-compliance with your plans/direction?
SIGNATURES FORM

Student:
I have read the *Off-campus Education Student Handbook* and agree to its terms as indicated by my signature below.

_____________________________________________     ________________________________
Student Signature                                      Date

Parent/Guardian:
I understand that my child, ___________________________, is enrolling in a Work Experience/RAP program, or taking part in another Work Place activity which will involve substantial time in the community. I am aware that immunization, tests, and/or precautions are advised/mandatory for certain placements as outlined in the attached pages. I understand that my child must adhere to the standards outlined in the *Off-campus Education Student Handbook*.

I understand that there may be inherent risks in any experiential learning opportunity in the community, and that Aspen View Public Schools and its staff cannot be held responsible or liable for any injury to a student, or property loss or damage which arises as a result of activities in the placement.

I give permission for my child to participate in any field trip related to the program.

In accordance with the *Alberta Freedom of Information and Protection of Privacy Act* and under the authority of the Alberta School Act, I hereby grant my consent to the use and publication of photographs, names, name of school attended, and achievements of my child as part of the program.

I understand that I am responsible for providing appropriate insurance if it is necessary for my child to drive from their work site.

_____________________________________________     ________________________________
Parent/Guardian Signature                             Date

Employer:
I have read the *Off-campus Education Student Handbook* and am aware of my responsibilities in having a Work Experience/RAP student or student on another Work Place activity in my workplace.

_____________________________________________     ________________________________
Employer/Work Site Supervisor Signature                Date

School:

_____________________________________________     ________________________________
Principal/Off-campus Coordinator Signature              Date
STUDENT JOB PLACEMENT REFLECTION

Please describe your experience at your job placement as outlined below:

1. Explain where you worked and for whom:

2. Explain whether it was paid work or not:

3. Explain when you performed your work assignment (ex. Block 1-4, Period 1-8, after school, summer, etc.):

4. List the tasks for which you were responsible:

5. Describe the working conditions at this site:

6. Explain your relationship with other staff:

7. Describe the education required for various jobs at this site:

8. Explain the most important thing you learned in this job:

9. Describe the things you like the most and least about this job and give reasons for your choices:
   Most:

   Least:

10. Comment on the degree to which this job was a worthwhile learning experience and explain your decision:

11. Explain what role this job played in your career plan or your career investigation:

12. Other comments about the job placement:
EMPLOYER EVALUATION OF STUDENT

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<thead>
<tr>
<th>Student</th>
<th>Worksite</th>
<th>Date</th>
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Note to Employer:
Evaluate this student as you would a novice worker in your employ.
If the skill is not applicable to this job placement, initial in the N/A box.

A. Personal qualities and work habits

<table>
<thead>
<tr>
<th>Employability Skills</th>
<th>Excellent (Exceeds job requirements)</th>
<th>Proficient (Meets job requirements)</th>
<th>Adequate (Meets most job requirements)</th>
<th>Limited (Meets minimum job requirements)</th>
<th>Not Yet Demonstrated (Did not meet job requirements)</th>
<th>Not Applicable (N/A)</th>
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<tbody>
<tr>
<td>1 Quality of work</td>
<td>The student consistently has high quality work</td>
<td>The student usually has high quality work</td>
<td>The student sometimes has high quality work</td>
<td>The student rarely has high quality work</td>
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<td>2 Ability to work without supervision</td>
<td>The student consistently demonstrates the ability to work without supervision</td>
<td>The student usually demonstrates the ability to work without supervision</td>
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<td>3 Knowledge of job</td>
<td>The student consistently demonstrates knowledge of the job</td>
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<td>4 Cooperation</td>
<td>The student is consistently cooperative</td>
<td>The student is usually cooperative</td>
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<td>5 Attendance</td>
<td>The student consistently attends</td>
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<td>6 Punctual</td>
<td>The student is consistently punctual</td>
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<td>7 Ability to work well with others, cooperative, a team player</td>
<td>The student consistently works well with others</td>
<td>The student usually works well with others</td>
<td>The student sometimes works well with others</td>
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<td>8 Leadership</td>
<td>The student consistently demonstrates leadership</td>
<td>The student usually demonstrates leadership</td>
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<td>9 Support to superiors</td>
<td>The student consistently provides support to superiors</td>
<td>The student usually provides support to superiors</td>
<td>The student sometimes provides support to superiors</td>
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<td>10</td>
<td>Client / customer service</td>
<td>The student consistently provides quality client/customer service</td>
<td>The student usually provides quality client/customer service</td>
<td>The student sometimes provides quality client/customer service</td>
<td>The student rarely provides quality client/customer service</td>
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<td>11</td>
<td>Appropriate grooming and dress</td>
<td>The student is consistently appropriately groomed and dressed</td>
<td>The student is usually appropriately groomed and dressed</td>
<td>The student is sometimes appropriately groomed and dressed</td>
<td>The student is rarely appropriately groomed and dressed</td>
<td>The student is never appropriately groomed and dressed</td>
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<td>12</td>
<td>Verbal communication</td>
<td>The student communicates effectively with an engaging and confident tone</td>
<td>The student communicates clearly with a well-considered tone</td>
<td>The student communicates sufficiently with an appropriate tone</td>
<td>The student’s communication is incomplete and/or has an ineffective tone</td>
<td>The student will not communicate verbally</td>
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<tr>
<td>13</td>
<td>Written communication</td>
<td>The student’s writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics</td>
<td>The student’s writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics</td>
<td>The student’s writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics</td>
<td>The student’s writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics</td>
<td>The student will not communicate in writing</td>
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<td>14</td>
<td>Willingness to learn</td>
<td>The student consistently demonstrates a willingness to learn</td>
<td>The student usually demonstrates a willingness to learn</td>
<td>The student sometimes demonstrates a willingness to learn</td>
<td>The student rarely demonstrates a willingness to learn</td>
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<td>15</td>
<td>Self-confidence</td>
<td>The student consistently demonstrates self-confidence</td>
<td>The student usually demonstrates self-confidence</td>
<td>The student sometimes demonstrates self-confidence</td>
<td>The student rarely demonstrates self-confidence</td>
<td>The student never demonstrates self-confidence</td>
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<td>16</td>
<td>Ability to set and obtain goals</td>
<td>The student consistently sets goals and obtains them</td>
<td>The student usually sets goals and obtains them</td>
<td>The student sometimes sets goals and obtains them</td>
<td>The student rarely sets goals and obtains them</td>
<td>The student never sets goals</td>
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<td>17</td>
<td>Acceptance of responsibility</td>
<td>The student consistently accepts responsibility</td>
<td>The student usually accepts responsibility</td>
<td>The student sometimes accepts responsibility</td>
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<td>18</td>
<td>Accountability for actions</td>
<td>The student is consistently accountable for their actions</td>
<td>The student is usually accountable for their actions</td>
<td>The student is sometimes accountable for their actions</td>
<td>The student is rarely accountable for their actions</td>
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<td>19</td>
<td>Personal ethics (honesty, etc.)</td>
<td>The student consistently demonstrates personal ethics</td>
<td>The student usually demonstrates personal ethics</td>
<td>The student sometimes demonstrates personal ethics</td>
<td>The student rarely demonstrates personal ethics</td>
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<td>20</td>
<td>Initiative</td>
<td>The student consistently takes initiative</td>
<td>The student usually takes initiative</td>
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<td>21</td>
<td>Ability to think critically, reasoning ability, judgement</td>
<td>The student consistently demonstrates the ability to think critically</td>
<td>The student usually demonstrates the ability to think critically</td>
<td>The student sometimes demonstrates the ability to think critically</td>
<td>The student rarely demonstrates the ability to think critically</td>
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<td>22</td>
<td>Ability to organize</td>
<td>The student is consistently organized</td>
<td>The student is usually organized</td>
<td>The student is sometimes organized</td>
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<td>23</td>
<td>Effective technology use</td>
<td>The student consistently uses technology effectively</td>
<td>The student usually uses technology effectively</td>
<td>The student sometimes uses technology effectively</td>
<td>The student rarely uses technology effectively</td>
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Creativity

| The student is consistently creative and able to use it to benefit the workplace |
| The student is usually creative and uses it to contribute to the workplace |
| The student is sometimes creative and it could be of benefit to the workplace |
| The student is rarely creative |
| The student is never creative |

Performs tasks safely

| The student consistently performs tasks safely |
| The student usually performs tasks safely |
| The student sometimes performs tasks safely |
| The student rarely performs tasks safely |
| The student never performs tasks safely |

Other (specify)

Other (specify)

Overall Rating

| Excellent (Exceeds job requirements) | 5 |
| Proficient (Meets job requirements) | 4 |
| Adequate (Meets most job requirements) | 3 |
| Limited (Meets minimum job requirements) | 2 |
| Not Yet Demonstrated (Did not meet job requirements) | 1 |

Mark Calculation: Total marks \( \times \) 100 = \___________\% 

(Total possible is reduced by 5 for each N/A and increased by 5 for any added “Other” categories.)

B. Overall evaluation of student’s work performance

☐ 1 – Did not meet job requirements
☐ 2 – Meets minimum job requirements
☐ 3 – Meets most job requirements
☐ 4 – Meets job requirements
☐ 5 – Exceeds job requirements

C. Comments

Observed strengths:

Suggested improvements:
D. **General comments**

Has the employer discussed this report with the student?  □ yes  □ no

Has the Off-campus Coordinator discussed this report with the student?  □ yes  □ no

______________________________    ______________________________  ________________
Supervisor (please print)                                            Signature                                 Date
WORK EXPERIENCE MONTHLY TIME SHEET

Name: _______________________________  Month/Year: _______________________________

Employer: _______________________________  Position: _______________________________

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<tr>
<th>Date</th>
<th>Weekday</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours / Minutes</th>
<th>Accumulated Hours</th>
<th>Employer’s Signature</th>
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