

WORK-ORIENTED TRAINING PATH

GUIDE TO ORGANIZING PRACTICUMS
IN THE WORKPLACE

WORKS SKILLS
AND
PREPARATION FOR A SEMISKILLED TRADE

Unrevised translation

For use exclusively by schools and universities

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The reference materials used to develop this guide can be found in the general bibliography of the Québec Education Program and the bibliographies specific to the Work Skills and Preparation for a Semiskilled Trade programs.

Introduction

Practicums in the workplace are an important component of the **Work-Oriented Training Path**. Although they are useful for every subject, they are more directly related to the Work Skills and Preparation for a Semiskilled Trade programs, of which they form an integral part.

This document provides references to help educators organize practicums in the workplace, taking into account the orientations of the Québec Education Program, students' needs and the socioeconomic community.

It provides guidelines for setting up the school organization to accommodate practicums, particularly with respect to the course schedule and the allocation and distribution of resources. It then addresses partnerships between the school and companies, from first contact with potential host companies up to and including formal agreements. Lastly, it focuses on the students, in particular on choosing a practicum consistent with their training plan, as well as a variety of measures intended to favour their integration and progress in the workplace. Appendix 1 summarizes the main aspects of the implementation of the Work-Oriented Training Path.

1. Setting Up the School Organization

1.1 Establishing the course schedule

The course schedule is key since it is based on decisions made in the students' interest and on a legal and regulatory framework. The Basic school regulation prescribes the amount of time to be allocated to each subject in Prework Training (PWT) and Training for a Semiskilled Trade (TST). It is also important to note that the unapportioned time reserved exclusively for general education is indicated for each year of the Prework Training option.

Different course schedules can be established to meet students' needs and the characteristics of the community. A schedule made up of 75-minute periods that is compatible with the company's weekly schedule would be ideal, although certain adjustments would have to be made during the year to ensure the participation of specialists working a different schedule. Setting aside time in the schedule throughout the year, either at the beginning or the end of the day, could help ensure the availability of the necessary specialists and facilities. The schedule should be revised a few times each year to take practicum requirements into account. It may also be necessary to exchange periods over the course of a day or a week to adjust the schedule to students' needs and special circumstances (e.g. pedagogical days, visits to companies).

The distribution of time for Work Skills (300 hours the second year and 600 hours the third) and Preparation for a Semiskilled Trade (375 hours) should be given special attention when establishing the course schedule. The prescribed time for these subjects, like that for Preparation for the Job Market, cannot be extended by borrowing from the unapportioned time set aside in the timetable.

In addition, given the nature of these programs, the time indicated in the timetable cannot be entirely devoted to practicums. It must be apportioned in such a way as to allow for regular classroom teaching time in alternation with the practicums in the workplace. For this reason, it is

suggested that one class period per week be scheduled during the practicums. The part of the program that takes place in the classroom enables students to reflect on and share what they have learned, introduces new learning and prepares them for their next foray into the job market. Each practicum enables them to apply the learning acquired in the classroom and to develop specific competencies.

Practicums may vary in duration depending on training needs and students' level of autonomy: shorter at first, they should increase gradually in duration toward the end of the program. However, they must adhere to a regular schedule, so that employers and students can plan their activities effectively. Some educational institutions plan practicum changes for the period surrounding the Christmas holidays. Decisions concerning the distribution of practicum periods in Prework Training must also take into account the fact that some students will go on to take training in a semiskilled trade. For these students, it would be advisable to allocate at least 375 hours of the 600 hours in the third year of the Work Skills program to Preparation for a Semiskilled Trade. Thus students will remain in the same Prework Training group for all subjects. To ensure the development of specific competencies, the amount of time spent in the workplace should represent at least 80 per cent of the time allocated to Work Skills and Preparation for a Semiskilled Trade.

Choices must also be made concerning the use of unapportioned time. This time may be used in different ways, depending on students' needs. For example, it can be used for enrichment or the application of knowledge in one or more general education subjects, or for an additional general education program.

Establishing the course schedule based on training imperatives will be more difficult the fewer students there are. In such cases, the educational institution may consider forming a class of students of different ages, in which case the unapportioned time will prove a useful resource. Appendix 2 contains suggested schedules for classes with students of different ages.

1.2 Allocating and distributing resources

As the course schedule begins taking shape, decisions must be made concerning the allocation and distribution of resources. Allocating amounts prescribed in the financing parameters, as well as the judicious use of clauses in the collective agreements, will help optimize services. Indeed, the quality of the training provided is predicated on the allocation of sufficient time for certain tasks, such as the support and supervision of students in the school, the recruitment of host companies, the supervision of practicums and support for workplace supervisors.

Some institutions allocate an average of 30 minutes per week per student for individual meetings during practicums, and an average of 50 minutes per month for meetings with the school and workplace supervisors. The number of student trainees, as well as the distance between the different workplaces, should be taken into account in scheduling these meetings. These activities may require more time at the beginning of the program. Thereafter, less time will be needed, but it will be necessary to schedule regular meetings throughout the year.

The allocation of resources depends on the availability of the cycle team, including complementary educational services staff. For example, a guidance counsellor could help recruit host companies. Similarly, during the practicum, a student could be supervised by one teacher or in turn by all the teachers in the cycle team. These decisions should be made based on the opportunities they offer for applying learning acquired in the workplace in every program,

in particular Work Skills and Preparation for a Semiskilled Trade. Assigning teachers and complementary educational services resources fosters integrated, complementary interventions and provides the support, supervision and stability young people need.

2. Establishing Partnerships With Companies

2.1 Recruiting and retaining host companies

Without a doubt, recruiting host companies is a delicate task, essential to the implementation of the Work-Oriented Training Path. Familiarity with the Work Skills and Preparation for a Semiskilled Trade programs, as well as with the directory of semiskilled trades, will help educational institutions find practicum positions that provide students with an opportunity to develop a variety of specific competencies.

Studying the local and regional job market, especially as concerns the current and foreseeable placement and staff turnover rates, can also help identify companies likely to take on trainees. Some community organizations, local employment centres for example, could also prove helpful.

An effective recruitment strategy involves a number of actions aimed at generating and sustaining employer interest in taking on trainees. A first step could be to hold awareness and information sessions on the collective responsibility for young people's personal and vocational development at meetings of employer associations. Various promotional tools, such as leaflets, newspaper articles and advertising campaigns explaining the aims and characteristics of the practicums associated with each program, as well as the related conditions, might also prove useful.

One of the most effective strategies is having a representative of the educational institution visit companies in the region. In addition to making personal contact with employers, the representative can present the programs offered in the Work-Oriented Training Path and explain the advantages of forming a partnership with a view to ensuring a continuous supply of trained workers. Moreover, by taking on trainees and helping to train a new generation of workers, the company is also given the chance to evaluate young workers and determine whether it is interested in hiring them.

On many occasions, appealing to employees' solidarity and generosity has proven to be an effective means of recruiting workplace supervisors. A small "Adopt a trainee" ad could be posted on the employee bulletin board.

Contacting students' parents is also a good way of recruiting new host companies. Small business owners often agree to take on the child of an acquaintance, giving the school an opportunity to forge a long-term partnership with the company.

Providing employers with information about their eligibility for certain financial assistance measures can encourage them to take on trainees. The tax Credit Refund for apprenticeships is one such measure. Information about this tax credit can be found on the following Web site: <http://inforoutefpt.org/creditimpot>. If the company is subject to the Act to promote workforce skills development and recongnition, expenses incurred as a result of taking on a trainee could be included in the 1 per cent of its payroll set aside for training. For further information, consult the Emploi-Québec Web site: <http://www.emploiquebec.net>.

Support for the employer is often mentioned as a major factor in maintaining partnerships with companies in work-study projects. That is why it is strongly recommended that a representative of the school meet with the workplace supervisor on a regular basis. Many educational institutions provide employers with a telephone number where they can obtain information or report absences.

The school representative's approach in dealing with the employer or workplace supervisor is also key to a solid school-company partnership. The workplace supervisor should feel that his or her technical expertise is valued and that he or she is playing an essential role.

Recognizing the contribution of companies and organizations to student training is also necessary for effectively recruiting and retaining employer partners. Simple things such as having students invite their employer to lunch at the school or send a thank-you note to their workplace supervisor have a positive effect on the quality of the student-employer relationship. Other, more formal, activities, such as appreciation nights attended by employers, parents and students, are recognized for their effectiveness in retaining the commitment of partner companies through recognition of their contribution. Students also benefit from these activities, since they lend legitimacy to their academic choices.

2.2 Drawing up a list of partner companies and organizations

A list of companies that meet students' training needs is essential in the Work-Oriented Training Path. It should include information about the size of the company, its fields of activity and the tasks trainees can perform there given the available facilities. It should also include the conditions under which certain trades are practised, in particular those related to health and safety, student supervision and the number of students the company can accommodate simultaneously or at different periods over the space of a week or a year.

After verifying the suitability of workplace conditions, with respect to possible learning related to the programs of study in the Work-Oriented Training Path as well as to the quality of supervision available, the educational institution decides whether it wants to include the company or organization on its list of practicum hosts.

Some school boards have implemented a mechanism for cooperation among the different schools, local employment agencies and other community organizations in search of host companies for practicums. They draw up a shared list and requests for practicum positions are filled based on the students' training plans, the availability of positions and company profiles. Since each partner has access to all the employers on the list, while the employers are protected from oversolicitation.

2.3 Drawing up and signing an agreement

Practicums help students develop the competencies prescribed in the Work Skills and Preparation for a Semiskilled Trade programs. Depending on the students' training plan, they can help students develop the competencies specific to one or more semiskilled trades, in keeping with their interests and capacities. For this reason, the school and the company need to determine the precise conditions for the practicum and set them down in an agreement. The agreement should also specify the obligations and responsibilities of each partner, as well as those of the student and the workplace personnel involved.

The personalized training plan for each student trainee may be appended to the agreement. The training plan specifies the objectives of the practicum and should be retained for purposes of applying for a tax credit. The agreement formalizes the students' commitment to their training and their parents' consent, if necessary. An example is provided in Appendix 3.

In some companies, an agreement may have to be reached with the union or an employer association. Such agreements should be negotiated jointly with the employer.

Before any of these agreements are drawn up, the educational institution and the company must clarify several matters, including the students' working conditions, their status with the Commission de la santé et de la sécurité du travail (CSST), and liability insurance. Students are not remunerated during the practicum. This is an important point. If a company were to pay a student trainee, he or she would be considered an employee and would have to be covered by its agreements with the CSST and fulfill the related obligations.

Since student trainees are not remunerated, the school board must ensure that they are covered by the CSST. It must register them by filling out the "Déclaration des stagiaires" form it receives each year if it has an active student trainee file at the CSST. A school board that does not have such a file may request one from the regional office of the CSST where it is registered as an employer. The school board must also fulfill the obligations associated with the registration of student trainees, including the payment of annual dues.

It is also important to reach an agreement with the employer on the measures to take to protect student trainees in the workplace and the procedure to follow in the event of an accident. In such a case, the student must have access to the CSST claim form for workers, available on the following Web site: <https://www.csst.qc.ca>. The responsibilities of each party with respect to these matters may be included in the agreement.

Unpaid trainees are usually covered by the school board's liability insurance for any damage to equipment or materials resulting from an error or omission on their part. It is important that the school board be covered by the appropriate insurance policies.

3. Providing the Student Trainee With the Necessary Support

3.1 Organizing a practicum in keeping with the student's training plan

The choice of practicum is based on the student's training plan. The directory of semiskilled trades and the bank of practicums available in the region are essential tools for making the appropriate choice.

In Work Skills practicums in the Work-Oriented Training Path, students are given the opportunity to develop a variety of specific competencies applicable to different sectors of activity. For example, in administration, commerce and computer technology, they could develop the specific competency that enables them to tidy up the work area and put away merchandise, a competency associated with the semiskilled trade *film developer*. Then, in another practicum in the food services and tourism sector, they could develop the competency that enables them to handle food and other merchandise, associated with the semiskilled trade *butcher's helper*.

Thus students have a greater chance of developing an interest in a given sector and of deciding to focus on more competencies in that sector in a subsequent practicum. For example, they

might decide to develop a set of simple competencies inherent in the trades *butcher's helper*, *fish clerk* and *fruit and vegetable store clerk*, all trades in the food services and tourism sector.

Although the Prework Training option includes simple competencies related to different trades, there is nothing preventing a student from developing more complex competencies. However, the investment required of the student should not compromise his or her achievement of the requirements of the Work Skills program, which must be successfully completed for the certification of studies. In addition, the students' interests must be monitored so that, during their practicum, they can choose and develop specific competencies that will enable them to begin learning a semiskilled trade in the third year of the program.

In Training for a Semiskilled Trade, students are encouraged to do a practicum that will enable them to develop all of the mandatory specific competencies associated with their chosen semiskilled trade. Depending on the company or organization, the student may also be able to develop other, optional competencies. Given the duration of the program (one year), it is recommended that students complete their practicum in a single workplace. However, if a company is unable to help a student develop a mandatory specific competency, the student must be allowed to continue his or her practicum in another company.

The two options in the Work-Oriented Training Path favour customized practicums outside the school in a company where students can work with experienced employees. This type of practicum should be available to most students since those in Prework Training will have already taken Introduction to the World of Work.

In exceptional circumstances, depending on a student's particular needs, he or she may have to do a practicum in the school. In such a case, the student can work in one or more departments of the school or school board, which would then play the role of employer, provided the student is able to develop the specific competencies set out in the directory of semiskilled trades. In this situation, a school or school board employee would act as workplace supervisor.

3.2 Helping students find the right practicum position

Students must get as much as they can out of their practicums. Consequently, the educational institution should seek the practicum position best suited to each student's abilities, needs and interests.

There are different ways of helping students find the right practicum position. Methods may vary depending on the student's degree of autonomy and his or her work experience. They must provide the conditions the students need to benefit from a positive job search experience. At the beginning of the program, the educational institution could be responsible for finding the right practicum positions for its students. Then, students could be encouraged to respond to job offers and participate in hiring interviews.

Whichever method is used, it is recommended that the school representative meet with the workplace supervisor before the practicum begins in order to discuss the student's training plan, his or her particular characteristics and needs, and the most effective strategies for ensuring his or her adaptation and learning. A student may have so many difficulties that he or she needs to be accompanied by a complementary educational services resource. In such a case, the employer must understand the role of the resource person from the school and agree to allow him or her to help the student carry out the assigned tasks.

Introducing the student trainee to the employer or workplace supervisor is a delicate task requiring careful preparation. It is an ideal opportunity to lay the foundation for the relationship of trust on which the entire practicum depends. Accompanied by the school supervisor, the student will be invited to introduce himself or herself positively to the workplace supervisor, mentioning his or her strengths, as well as his or her need for training in the workplace. This finalizes the part of the formal agreement concerning the student's individualized workplace training plan.

The school supervisor is responsible for ensuring that the terms of the agreement are understood, accepted and applied by the parties involved. As needed, he or she must help the student understand the objectives, requirements and conditions associated with the practicum. In addition, he or she must make sure that the student is aware of certain practical information about the work schedule, means of transportation, meals, clothing and equipment. This information can make a big difference in how the student adapts to the workplace. The supervisor must also ensure that the student is familiar with workplace health and safety regulations.

3.3 Supervising the student in the workplace

Supervision in the workplace is intended to help students develop the competencies set out in the Work Skills and Preparation for a Semiskilled Trade programs. Although students receive special support during practicums from their workplace supervisor, the school supervisor still has an important role to play.

Discussions in the workplace between the school supervisor and the student may focus on the student's progress. They are an opportunity to point out achievements and possible applications, identify difficulties encountered and come up with solutions. Lastly, they enable students to discuss their integration into the workplace, the resources available and the supervision received.

The workplace supervisor plays an important role in ensuring the student's progress during the practicum period. The worker assigned to the student should provide him or her with assistance at both the technical and interpersonal levels.

This worker provides technical support by sharing his or her expertise in the trade. His or her ability to serve as a model, to guide the student in the performance of tasks and to explain the reasons behind each action will help the student get beyond mere automatisms and acquire behaviours that will enable him or her to initiate a continuing training process and to carry out his or her career plan.

Learning and evolving in the workplace would be difficult without quality interpersonal guidance. The workplace supervisor is responsible for greeting the student, helping him or her become familiar with the company culture and facilitating his or her social integration. He or she is a reassuring point of reference who is always there and on whom the student can count to validate his or her perceptions and actions. Understanding of the student's situation, the workplace supervisor is in a perfect position to observe the student and provide support adapted to his or her needs. The supervisor should be aware of the extent of his or her influence, which is likely to be considerable for the young person, who probably has no prior workplace experience. Appendix 4 contains a list of strategic actions for the workplace supervisor.

A student may require special support in the workplace. In such a case, the workplace supervisor retains his or her role as mentor and trainer. Depending on the mandate set out in the individualized training plan, complementary educational services staff may provide learning or behavioural support by helping the student with the technical or social skills required to carry out the tasks demonstrated by the workplace supervisor.

Student support and supervision relies on close collaboration between school and company personnel. Monthly meetings between the school and workplace supervisors make it possible to monitor the quality of learning activities in the workplace and their conformity with the Québec Education Program, as well as the practicum itself.

3.4 Gathering information about the learning acquired in the workplace

Although the company is a partner in the development of certain competencies, responsibility for evaluation lies with the teacher in charge of the Work Skills or Preparation for a Semiskilled Trade program. It is up to the teacher to make the workplace supervisor aware of the observable indicators that best demonstrate the student's development of the program competencies and to provide him or her with the necessary recording tools.

Meetings with the workplace supervisor are an opportunity to gather sufficient objective and pertinent information so that the teacher can make an informed judgment about the student's level of competency development. This information is then shared with the student in order to evaluate his or her performance and help him or her gain a better understanding of the quality of his or her achievements. This feedback session, in which the student is an active participant, also enables him or her to recognize his or her strengths and needs, as well as the steps necessary to achieve success.

Conclusion

Organizing practicums in the workplace in the Work-Oriented Training Path is a multi-step process involving a number of partners in an open and dynamic context.

While the recommendations in this guide may prove useful, each educational institution should do an in-depth analysis of its students' needs and the resources in the community that can help provide quality training.

Appendix 1 – Main Aspects of the Implementation of the Work-Oriented Training Path

Organizational PLANNING	<ul style="list-style-type: none"> ✓ Establishing the course schedule ✓ Allocating and distributing resources ✓ Recruiting and retaining host companies ✓ Drawing up a list of partner companies and organizations ✓ Drawing up and signing an agreement ✓ Organizing a practicum in keeping with the student's training plan ✓ Helping students find the right practicum position ✓ Supervising the student in the workplace ✓ Gathering information about the learning acquired in the workplace
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Planning the approach in Work Skills and Preparation for a Semiskilled Trade	<p>In class</p> <ul style="list-style-type: none"> ✓ Helping students anticipate their needs (e.g. transportation, clothing, meals) ✓ Helping students identify the targeted competencies and attitudes and behaviours to be developed during the practicum ✓ Preparing the students for each practicum
	<p>In the workplace</p> <ul style="list-style-type: none"> ✓ Greeting the student ✓ Providing support and supervision ✓ Observing the student in the workplace to provide the teacher with information for evaluation purposes (workplace supervisor)
	<p>In class</p> <ul style="list-style-type: none"> ✓ Reviewing the student's experiences and learning in the workplace ✓ Sharing and transferring learning ✓ Identifying required learning in general education ✓ Providing special help for persistent difficulties and adjusting the training process

Appendix 2 – Suggested Course Schedule for a Group With Students of Different Ages

This appendix contains two course schedules for small communities, making it possible to group students together using unapportioned general education hours. The first is for the three years of the Prework Training option. The second groups together students in Training for a Semiskilled Trade (TST) and Prework Training (PWT). While this type of grouping is not ideal, it may be necessary in a very small community.

In each case, the course schedule is organized around a 10-day cycle, in order to conform as much as possible to the company's schedule (five days). It includes 75-minute periods distributed, as much as possible, along a diagonal. The allocation of the number of periods to each subject is based on the time prescribed in the Basic school regulation.

At the beginning of the year and in the weeks surrounding the Christmas holidays, more periods are offered in general education and in Preparation for the Job Market, given the time allocated subsequently to the Work Skills and Preparation for a Semiskilled Trade programs and the related practicums.

The prescribed hours for the Work Skills and Preparation for a Semiskilled Trade programs are distributed so as to allocate full and consecutive days in the workplace, while ensuring at least one period of classroom instruction each week.

It is important to note that the practicums in Prework Training are of variable duration depending on the time of the year, and enable students in the third year of the program to opt for the 375-hour Preparation for a Semiskilled Trade program.

The practicums in Training for a Semiskilled Trade and in the third year of the Prework Training option end in June. This is intended to increase students' chances of remaining in the workplace at the end of the program.

Course schedules must take into account the availability of second language and physical education and health teachers. As much as possible, these courses should occupy the same position in the course schedule, at the beginning or the end of the day, throughout the year.

The schedule should also take into account the availability of the gym and the technology laboratory if the Introduction to the World of Work projects selected require the use of a dust collector.

Sample schedule for a PWT class with students of different ages

Phase 1: 2 x 10 days (four 75-minute periods)

Day 1				Day 2				Day 3				Day 4				Day 5				
Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	
1	ELA	ELA	ELA		FLS	FLS	⊕		ASP	ASP	ASP		FLS	FLS	⊕		⊕	⊕	⊕	
2	GHC	GHC	GHC		TSE	⊕	⊕		PJM	PJM	PJM		ASP	ASP	ASP		TSE	⊕	⊕	
3	PJM	PJM	PJM		M	M	M		GHC	GHC	GHC		TSE	⊕	⊕		ASP	ASP	ASP	
4	IWW	WS	WS		ASP	ASP	ASP		TSE	⊕	⊕		PEH	PEH	⊕		PEH	PEH	⊕	
Day 6				Day 7				Day 8				Day 9				Day 10				
Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	
1	M	M	M		FLS	FLS	⊕		ASP	ASP	ASP		FLS	FLS	⊕		⊕	⊕	⊕	
2	GHC	GHC	GHC		TSE	⊕	⊕		PJM	PJM	PJM		ASP	ASP	ASP		TSE	⊕	⊕	
3	PJM	PJM	PJM		ELA	ELA	ELA		GHC	GHC	GHC		TSE	⊕	⊕		ASP	ASP	ASP	
4	IWW	WS	WS		ASP	ASP	ASP		TSE	⊕	⊕		PEH	PEH	⊕		PEH	PEH	⊕	

* Practicum ⊕ Unapportioned time

ASP: Autonomy and Social Participation
 PJM: Preparation for the Job Market
 WS: Work Skills
 M: Mathematics

ELA: English Language Arts
 FLS: Français langue seconde
 TSE: Technological and Scientific Experimentation

PEH: Physical Education and Health
 GHC: Geography, History and Citizenship Education
 IWW: Introduction to the World of Work

Sample schedule for a PWT class with students of different ages

Phase 2: 4 x 10 days (four 75-minute periods)

Day 1				Day 2				Day 3				Day 4				Day 5				
Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	
1	ELA	ELA	ELA		FLS	FLS	*		ASP	ASP	*		M	*	*		IWW	*	*	
2	GHC	GHC	GHC		ELA	ELA	*		ASP	ASP	*		TSE	*	*		IWW	*	*	
3	PJM	PJM	PJM		M	M	*		ELA	ELA	*		IWW	*	*		M	*	*	
4	IWW	WS	WS		PEH	PEH	*		M	M	*		ELA	*	*		TSE	*	*	

Day 6				Day 7				Day 8				Day 9				Day 10				
Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	
1	M	M	M		FLS	FLS	*		ASP	ASP	*		ELA	*	*		IWW	*	*	
2	GHC	GHC	GHC		M	M	*		ASP	ASP	*		TSE	*	*		IWW	*	*	
3	PJM	PJM	PJM		ELA	ELA	*		M	M	*		IWW	*	*		ELA	*	*	
4	IWW	WS	WS		PEH	PEH	*		ELA	ELA	*		M	*	*		TSE	*	*	

* Practicum



Unapportioned time

ASP: Autonomy and Social Participation
 PJM: Preparation for the Job Market
 WS: Work Skills
 M: Mathematics

ELA: English Language Arts
 FLS: Français langue seconde
 TSE: Technological and Scientific Experimentation

PEH: Physical Education and Health
 GHC: Geography, History and Citizenship Education
 IWW: Introduction to the World of Work

Sample schedule for a PWT class with students of different ages

Phase 3a: 1 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA		FLS	FLS	ELA		M	M	M		IWW	PJM	*		IWW	PJM	*	
2	GHC	GHC	GHC		ELA	ELA	ELA		ASP	ASP	ASP		TSE	⊗	*		TSE	⊗	*	
3	PJM	PJM	PJM		M	M	M		ASP	ASP	ASP		⊗	⊗	*		⊗	⊗	*	
4	IWW	WS	WS		PEH	PEH	M		ELA	ELA	ELA		⊗	⊗	*		⊗	⊗	*	

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M		FLS	FLS	PJM		ELA	ELA	ELA		IWW	PJM	*		IWW	PJM	*	
2	GHC	GHC	GHC		M	M	M		M	M	M		TSE	⊗	*		TSE	⊗	*	
3	PJM	PJM	PJM		ELA	ELA	ELA		M	M	M		⊗	⊗	*		⊗	⊗	*	
4	IWW	WS	WS		PEH	PEH	PJM		ELA	ELA	ELA		⊗	⊗	*		⊗	⊗	*	

* Practicum ⊗ Unapportioned time

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 WS: Work Skills
 M: Mathematics

ELA: English Language Arts
 FLS: Français langue seconde
 TSE: Technological and Scientific Experimentation

PEH: Physical Education and Health
 GHC: Geography, History and Citizenship Education
 IWW: Introduction to the World of Work

Sample schedule for a PWT class with students of different ages

Phase 3b: 1 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M		FLS	FLS	M		ASP	ASP	ASP		ELA	ELA	ELA		TSE	*	*	
2	GHC	GHC	GHC		ASP	ASP	ASP		ASP	ASP	ASP		ASP	ASP	ASP		TSE	*	*	
3	PJM	PJM	PJM		ELA	ELA	ELA		M	M	M		ASP	ASP	ASP		IWW	*	*	
4	IWW	WS	WS		PEH	PEH	PJM		ELA	ELA	ELA		M	M	M		IWW	*	*	

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA		FLS	FLS	PJM		M	M	M		TSE	*	*		IWW	*	*	
2	GHC	GHC	GHC		ELA	ELA	ELA		ASP	ASP	ASP		TSE	*	*		IWW	*	*	
3	PJM	PJM	PJM		M	M	M		ELA	ELA	ELA		⊗	*	*		⊗	*	*	
4	IWW	WS	WS		PEH	PEH	ELA		M	M	M		⊗	*	*		⊗	*	*	

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Sample schedule for a PWT class with students of different ages

Phase 4: 4 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA		FLS	FLS	⚙️		PJM	PJM	*		M	*	*		IWW	*	*	
2	GHC	GHC	GHC		ELA	ELA	ELA		M	M	*		TSE	*	*		IWW	*	*	
3	PJM	PJM	PJM		M	M	M		ELA	ELA	*		IWW	*	*		TSE	*	*	
4	IWW	WS	WS		ASP	ASP	ASP		PEH	PEH	*		ELA	*	*		M	*	*	

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M		ELA	ELA	ELA		FLS	FLS	*		IWW	*	*		IWW	*	*	
2	GHC	GHC	GHC		M	M	M		ELA	ELA	*		TSE	*	*		IWW	*	*	
3	ASP	ASP	ASP		ASP	ASP	ASP		M	M	*		ELA	*	*		TSE	*	*	
4	IWW	WS	WS		ASP	ASP	ASP		PEH	PEH	*		M	*	*		ELA	*	*	

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Sample schedule for a PWT class with students of different ages

Phase 5: 4 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA		FLS	FLS	*		ASP	ASP	*		M	*	*		IWW	*	*	
2	GHC	GHC	GHC		ELA	ELA	*		M	M	*		TSE	*	*		IWW	*	*	
3	PJM	PJM	PJM		M	M	*		ELA	ELA	*		IWW	*	*		TSE	*	*	
4	IWW	WS	WS		ASP	ASP	*		PEH	PEH	*		ELA	*	*		M	*	*	

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M		ELA	ELA	*		FLS	FLS	*		IWW	*	*		IWW	*	*	
2	GHC	GHC	GHC		M	M	*		ELA	ELA	*		TSE	*	*		IWW	*	*	
3	PJM	PJM	PJM		ASP	ASP	*		M	M	*		ELA	*	*		TSE	*	*	
4	IWW	WS	WS		ASP	ASP	*		PEH	PEH	*		M	*	*		ELA	*	*	

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Sample schedule for a PWT class with students of different ages

Phase 6: 2 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA		FLS	FLS	*		⊕	PJM	*		TSE	PJM	*		IWW	PJM	*	
2	GHC	GHC	GHC		ASP	ASP	*		ELA	⊕	*		TSE	PJM	*		⊕	PJM	*	
3	PJM	PJM	PJM		M	M	*		⊕	PJM	*		ASP	ASP	*		⊕	PJM	*	
4	IWW	WS	WS		⊕	PJM	*		PEH	PEH	*		⊕	⊕	*		M	PJM	*	

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M		⊕	PJM	*		FLS	FLS	*		TSE	PJM	*		IWW	PJM	*	
2	GHC	GHC	GHC		ASP	ASP	*		M	⊕	*		TSE	PJM	*		⊕	PJM	*	
3	PJM	PJM	PJM		ELA	ELA	*		⊕	PJM	*		ASP	ASP	*		⊕	PJM	*	
4	IWW	WS	WS		⊕	PJM	*		PEH	PEH	*		⊕	⊕	*		ELA	PJM	*	

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 IWW: Introduction to the World of Work

Sample schedule for a joint PWT and TST class with students of different ages Phase 1: 2 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	GHC	GHC	GHC	FLS	FLS	FLS	⊗	FLS	ASP	ASP	ASP	FLS	FLS	FLS	⊗	FLS	⊗	⊗	⊗	FLS
2	ELA	ELA	ELA	ELA	TSE	⊗	⊗	ELA	PJM	PJM	PJM	PJM	ASP	ASP	ASP	PJM	TSE	⊗	⊗	M
3	PJM	PJM	PJM	PJM	M	M	M	M	GHC	GHC	GHC	ELA	TSE	⊗	⊗	M	ASP	ASP	ASP	ELA
4	IWW	WS	WS	PST	ASP	ASP	ASP	M	TSE	⊗	⊗	M	PEH	PEH	⊗	ELA	PEH	PEH	⊗	WS
	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	GHC	GHC	GHC	FLS	FLS	FLS	⊗	FLS	ASP	ASP	ASP	FLS	FLS	FLS	⊗	FLS	⊗	⊗	⊗	FLS
2	M	M	M	M	TSE	⊗	⊗	ELA	PJM	PJM	PJM	PJM	ASP	ASP	ASP	PJM	TSE	⊗	⊗	M
3	PJM	PJM	PJM	PJM	ELA	ELA	ELA	ELA	GHC	GHC	GHC	M	TSE	⊗	⊗	ELA	ASP	ASP	ASP	ELA
4	IWW	WS	WS	PST	ASP	ASP	ASP	M	TSE	⊗	⊗	ELA	PEH	PEH	⊗	M	PEH	PEH	⊗	WS

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PEH: Physical Education and Health
 GHC: Geography, History and Citizenship Education
 IWW: Introduction to the World of Work

Sample schedule for a joint PWT and TST class with students of different ages

Phase 2: 4 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA	ELA	FLS	FLS	*	FLS	ASP	ASP	*	FLS	M	*	*	*	IWW	*	*	*
2	GHC	GHC	GHC	M	ELA	ELA	*	ELA	ASP	ASP	*	ELA	TSE	*	*	*	IWW	*	*	*
3	PJM	PJM	PJM	PJM	M	M	*	M	ELA	ELA	*	ELA	IWW	*	*	*	M	*	*	*
4	IWW	WS	WS	PST	PEH	PEH	*	ELA	M	M	*	M	ELA	*	*	*	TSE	*	*	*

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M	M	FLS	FLS	*	FLS	ASP	ASP	*	FLS	ELA	*	*	*	IWW	*	*	*
2	GHC	GHC	GHC	ELA	M	M	*	M	ASP	ASP	*	ELA	TSE	*	*	*	IWW	*	*	*
3	PJM	PJM	PJM	PJM	ELA	ELA	*	ELA	M	M	*	M	IWW	*	*	*	ELA	*	*	*
4	IWW	WS	WS	PST	PEH	PEH	*	ELA	ELA	ELA	*	ELA	M	*	*	*	TSE	*	*	*

* Practicum



Unapportioned time

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 GHC: Geography, History and Citizenship Education
 IWW: Introduction to the World of Work

Sample schedule for a joint PWT and TST class with students of different ages Phase 3a: 1 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA	ELA	FLS	FLS	M	FLS	M	M	M	M	⊗	⊗	*	FLS	IWW	PJM	*	*
2	GHC	GHC	GHC	M	ELA	ELA	ELA	ELA	ASP	ASP	ASP	M	⊗	⊗	*	ELA	TSE	⊗	*	*
3	PJM	PJM	PJM	PJM	M	M	M	M	ASP	ASP	ASP	ELA	IWW	PJM	*	M	⊗	⊗	*	*
4	IWW	WS	WS	PST	PEH	PEH	ELA	ELA	ELA	ELA	ELA	ELA	TSE	⊗	*	M	⊗	⊗	*	*

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M	M	FLS	FLS	PJM	FLS	ELA	ELA	ELA	ELA	⊗	⊗	*	FLS	IWW	PJM	*	ELA
2	GHC	GHC	GHC	ELA	M	M	M	M	M	M	M	M	⊗	⊗	*	ELA	TSE	⊗	*	M
3	PJM	PJM	PJM	PJM	ELA	ELA	ELA	ELA	M	M	M	M	IWW	PJM	*	PJM	⊗	⊗	*	ELA
4	IWW	WS	WS	PST	PEH	PEH	PJM	PJM	ELA	ELA	ELA	ELA	TSE	⊗	*	M	⊗	⊗	*	M

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 GHC: Geography, History and Citizenship Education
 IWW: Introduction to the World of Work

Sample schedule for a joint PWT and TST class with students of different ages Phase 4: 4 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA	ELA	FLS	FLS	⊕	FLS	ASP	ASP	*	FLS	M	*	*	*	IWW	*	*	*
2	GHC	GHC	GHC	M	ELA	ELA	ELA	ELA	M	M	*	M	TSE	*	*	*	IWW	*	*	*
3	PJM	PJM	PJM	PJM	M	M	M	M	ELA	ELA	*	ELA	IWW	*	*	*	TSE	*	*	*
4	IWW	WS	WS	PST	PJM	PJM	ASP	PJM	PEH	PEH	*	ELA	ELA	*	*	*	M	*	*	*

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M	M	ASP	ASP	ASP	FLS	FLS	FLS	*	FLS	IWW	*	*	*	IWW	*	*	*
2	GHC	GHC	GHC	ELA	ASP	ASP	ASP	ELA	ELA	ELA	*	ELA	TSE	*	*	*	IWW	*	*	*
3	ASP	ASP	ASP	ELA	M	M	M	M	M	M	*	M	ELA	*	*	*	TSE	*	*	*
4	IWW	WS	WS	PST	ELA	ELA	ELA	ELA	PEH	PEH	*	ELA	M	*	*	*	ELA	*	*	*

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Sample schedule for a joint PWT and TST class with students of different ages

Phase 5: 4 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA	ELA	FLS	FLS	*	FLS	ASP	ASP	*	FLS	M	*	*	*	IWW	*	*	*
2	GHC	GHC	GHC	M	ELA	ELA	*	ELA	M	M	*	M	TSE	*	*	*	IWW	*	*	*
3	PJM	PJM	PJM	PJM	M	M	*	M	ELA	ELA	*	ELA	IWW	*	*	*	TSE	*	*	*
4	IWW	WS	WS	PST	ASP	ASP	*	PJM	PEH	PEH	*	ELA	ELA	*	*	*	M	*	*	*

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M	M	ASP	ASP	*	FLS	FLS	FLS	*	FLS	IWW	*	*	*	IWW	*	*	*
2	GHC	GHC	GHC	ELA	ASP	ASP	*	PJM	ELA	ELA	*	ELA	TSE	*	*	*	IWW	*	*	*
3	PJM	PJM	PJM	PJM	M	M	*	M	M	M	*	M	ELA	*	*	*	TSE	*	*	*
4	IWW	WS	WS	PST	ELA	ELA	*	ELA	PEH	PEH	*	ELA	M	*	*	*	ELA	*	*	*

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Sample schedule for a joint PWT and TST class with students of different ages

Phase 6: 2 x 10 days (four 75-minute periods)

	Day 1				Day 2				Day 3				Day 4				Day 5			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	ELA	ELA	ELA	ELA	FLS	FLS	*	FLS	⊕	PJM	*	*	TSE	PJM	*	*	IWW	PJM	*	*
2	GHC	GHC	GHC	ELA	⊕	PJM	*	PJM	ELA	⊕	*	*	TSE	PJM	*	*	⊕	PJM	*	*
3	PJM	PJM	PJM	PJM	M	M	*	M	ASP	ASP	*	*	ASP	ASP	*	*	⊕	PJM	*	*
4	IWW	WS	WS	PST	⊕	PJM	*	PJM	PEH	PEH	*	*	⊕	⊕	*	*	M	PJM	*	*

	Day 6				Day 7				Day 8				Day 9				Day 10			
	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS	Yr 1	Yr 2	Yr 3	SS
1	M	M	M	M	FLS	FLS	*	FLS	⊕	PJM	*	*	TSE	PJM	*	*	IWW	PJM	*	*
2	GHC	GHC	GHC	ELA	M	⊕	*	M	ASP	ASP	*	*	TSE	PJM	*	*	⊕	PJM	*	*
3	PJM	PJM	PJM	PJM	⊕	PJM	*	PJM	ELA	ELA	*	*	ASP	ASP	*	*	⊕	PJM	*	*
4	IWW	WS	WS	PST	PEH	PEH	*	ELA	⊕	PJM	*	*	⊕	⊕	*	*	ELA	PJM	*	*

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Appendix 3 – Sample Agreement

AGREEMENT
ON THE ORGANIZATION OF PRACTICUMS
IN THE WORK-ORIENTED TRAINING PATH

Pework Training

Training for a Semiskilled Trade

Trade: _____

AGREEMENT

BETWEEN the school board: _____
(name of school board)

represented by: _____
(name of school board representative)

hereinafter referred to as the SCHOOL BOARD,

AND the company: _____
(name of company)

represented by: _____
(name of company representative)

hereinafter referred to as the COMPANY,

AND the student: _____
(name of student)

hereinafter referred to as the STUDENT.

In consideration of their respective obligations, the parties agree to the following:

1. The School Board shall:

- 1.1. provide the Student, for the duration of this agreement, with the educational services associated with the program of which the practicum is a part;
- 1.2. appoint a school supervisor, whose contact information appears on page 6 of this agreement (Information Sheet), responsible for monitoring the Student's learning during the practicum. Should the Student be absent from the workplace on a practicum day, the school supervisor shall be notified within a reasonable timeframe;
- 1.3. reach an agreement with the Company on the Student's daily and weekly schedule for the training to take place in the workplace;
- 1.4. register the Student with the Commission de la santé et de la sécurité du travail (CSST) and provide the Company with proof of civil liability insurance;
- 1.5. intervene as soon as possible in the case of unforeseen circumstances.

2. The Company shall:

- 2.1. take the Student on for the duration of the practicum in order to enable him or her to develop the competencies set out in the Student's Practicum Training Plan;
- 2.2. appoint a workplace supervisor, whose contact information appears on the Information Sheet appended to this agreement, who shall be responsible for the Student in the workplace for the duration of the practicum and assist him or her in acquiring the necessary learning;
- 2.3. allow the school supervisor access to the site of the practicum in order to discuss the practicum and the Student's learning with the Student and the workplace supervisor, with a view to making the necessary adjustments and monitoring the Student's progress;
- 2.4. organize the practicum in such a way that the Student assists regular Company personnel in the safe performance of tasks related to his or her learning;
- 2.5. reach an agreement with the School Board on the Student's daily and weekly schedule for the training to take place in the workplace.

3. The Student shall:

- 3.1. participate actively in the practicum and complete the Prework Training or Training for a Semiskilled Trade option in which he or she is enrolled;
- 3.2. comply with the work schedule as agreed upon by the School Board and the Company;
- 3.3. notify the workplace and school supervisors of any absence or problem that might arise during the practicum;
- 3.4. observe the regulations in effect in the Company;
- 3.5. adopt a respectful attitude toward colleagues, supervisors and any other person encountered during his or her training.

4. Final provisions

- 4.1. During the practicum in the workplace, the Student shall be covered by the provisions of the *Act respecting industrial accidents and occupational diseases*.
- 4.2. In agreement with the School Board, the Company may put an end to the Student's practicum under exceptional circumstances or in the case of injurious behaviour on the part of the Student. The Student shall be informed of the decision by the School Board.
- 4.3. The School Board, the Company and the Student shall comply with the rules of ethics concerning the confidentiality of information about the Company and the participants in the project.

STUDENT'S PRACTICUM TRAINING PLAN

1. Description of the practicum

Conditions:

Duration (hours): _____

Days: _____ Work schedule: _____

Start: _____ End: _____

2. Program

Work Skills, Prework Training

Preparation for a Semiskilled Trade Trade: _____

3. Competencies to be developed

C-1

C-2

Specific competencies and tasks

SC-1 _____

SC-2 _____

SC-3 _____

IN WITNESS WHEREOF, the parties have signed:

SCHOOL BOARD

(name of School Board)

(name and title of School Board representative)

(signature of School Board representative)

Date: _____

COMPANY

(name of Company)

(name and title of Company representative)

(signature of Company representative)

Date: _____

STUDENT

(name of Student)

(Student's signature)

Date: _____

PARENTS' CONSENT

(signature of father, mother or legal guardian)

Date: _____

INFORMATION SHEET

SCHOOL BOARD		
Name:		
Address:		
City:	Postal code:	
Representative:	Tel.:	
SCHOOL		
Name:	Principal:	
Address:		
City:	Postal code:	
School supervisor:	Tel.:	
COMPANY		
Name:		
Address:		
City:	Postal code:	
Representative:	Tel.:	
Workplace supervisor:		
STUDENT		
Name:		
Address:		
City:	Postal code:	
Permanent code:	Social Insurance No.:	
Name and address of father:		
	Postal code:	Tel.:
Name and address of mother:		
	Postal code:	Tel.:
Name and address of legal guardian:		
	Postal code:	Tel.:

Appendix 4 – Strategic Actions for the Workplace Supervisor

Create an atmosphere conducive to learning

- Become familiar with the student's training plan and needs.
- Set the student up at his or her workstation.
- Greet the student and help him or her become familiar with the company culture.
- Help the student make the necessary connections between his or her training objectives and work-related activities.
- Clarify expectations, requirements and the limitations of the practicum.

Provide the student with support

- Ensure the student's safety and make sure he or she follows health and safety rules.
- Suggest appropriate learning situations in the context of the company's production activities.
- Give clear instructions.
- Demonstrate and explain the tasks to be performed and the steps involved.
- Provide the student with guidance in performing his or her tasks.
- Gradually assign more difficult tasks.
- Give the student time to solve problems and reflect on his or her actions.
- Encourage initiative by listening to new ideas and allowing the student to make mistakes.
- Indicate the connections between the proposed tasks and the student's training plan.
- Collaborate with the school supervisor.

Participate in the recognition of the student's progress and needs

- Observe the student in the performance of work-related tasks.
- Participate in regular feedback discussions with the student in order to help him or her improve his or her performance and build his or her self-confidence.
- Emphasize achievements.
- Share observations with the school supervisor.