



INDIVIDUALIZED PATHS FOR LEARNING:
STUDENTS AGED 16 TO 18
LIFE SKILLS EDUCATION AND WORK SKILLS EDUCATION

ORGANIZATION AND ADMINISTRATION
OF PRACTICAL TRAINING IN
PROGRAMS LEADING TO AN ATTESTATION OF SKILLS

SUPPORT DOCUMENTS

Québec 

INTRODUCTION

The three documents contained in this folder are the result of an **experimental project** carried out in 1988-1989 by the **Commission scolaire catholique de Sherbrooke** under the **Direction de l'adaptation scolaire et des services complémentaires**. They reflect the orientations and the approach retained for individualized paths for learning in life skills education and work skills education for students aged 16 to 18, and are intended to provide school boards with the information required to organize and administer practical training within the framework of work skills education programs leading to an Attestation of Skills.

CODE	TITLE OF DOCUMENT	POSSIBLE USES
16-1543-01A	Cooperative Education	— Information on the service offered — Promotion of the service — Training of personnel
16-1543-02A	Proposal for a Policy on Practicums in Programs Leading to an Attestation of Skills	— Definition of roles and responsibilities, — Procedures for implementation
16-1543-03A	Administrative Instruments for Practicums in Programs Leading to an Attestation of Skills	— Preparation — Implementation and follow-up — Evaluation during and at the end of practicum

Some of the directives and forms in the third document (16-1543-03A) are already used in the milieu. They have been retained and adapted to meet the requirements of the programs leading to an Attestation of Skills.

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16-1543-01A

**INDIVIDUALIZED PATHS FOR LEARNING:
STUDENTS AGED 16 TO 18
LIFE SKILLS EDUCATION AND WORK SKILLS EDUCATION**

COOPERATIVE EDUCATION

1989

8990-874

NATURE OF THE SERVICE

Among the educational services offered to students with learning difficulties, the IPLs in life skills education and work skills education for students aged 16 to 18 constitute a specific and better adapted response to the needs of students who are incapable of undertaking or following the regular paths leading to a Secondary School Vocational Certificate (SSVC), a Secondary School Vocational Diploma (SSVD) or a Secondary School Diploma (SSD).

In view of the students' ages, the extent of their academic deficit and their school life, school boards are encouraged to propose a cooperative education project in which the students will alternate between receiving instruction in school and gaining practical work experience, as a way of facilitating their transition into adulthood and the world of work.

OBJECTIVES OF THE SERVICE

At the end of the two-year training program, the students will:

- Be aware of the demands of adulthood and the world of work.
- Have developed the habits required to be responsible citizens and workers.
- Have acquired the knowledge required to autonomously assume adult responsibilities and to enter the job market.
- Through practicums in different work environments, have mastered the basic skills required to carry out simple jobs, thus increasing their employability.

ELIGIBILITY

The service is offered only to students who will have reached 16 years of age by September 30 of their first year in this program.

These students are considerably behind in their schooling compared with young people of their age. Intellectual impairment or serious learning difficulties, usually accompanied by personal problems and a general lack of motivation is often the cause of this delay.

Since the students will be in their final year of compulsory schooling,¹ they **voluntarily** assume the responsibility to undertake this training program, in accordance with the conditions of the **contract** agreed upon with the school board.

PROGRAM CONTENT AND INSTRUCTIONAL APPROACH

General Education

The proposed activities are directly related to the objectives of the program. This section includes:

- Life Skills Education
(life in society and autonomy, physical environment, interpersonal and social relationships, rights and responsibilities, personal roles and goals)
- Introduction to the World of Work
(knowledge of the world of work, employers' expectations, the economy: production and consumption)

¹ The **Education Act**, effective December 23, 1988, states that a child shall attend school until the last day of the school calendar in the school year in which he attains 16 years of age... (Section 14).

Life Skills Education prepares the students to lead active lives and to function autonomously, while Introduction to the World of Work prepares them to find a job, to perform a job satisfactorily and to keep a job.

The **basic general education subjects**: mother tongue (English or French), second language, mathematics, religious or moral education, are taught through an integrated studies approach within the context of the Life Skills Education and Introduction to the World of Work programs.

Work Skills Education

This section provides for practical training periods in different **real work environments**. The practical training periods, or practicums are meaningful learning activities that will provide the students with the opportunity:

- To develop or to consolidate the behaviours required to be responsible adults and workers as learnt in Life Skills Education and Introduction to the World of Work.
- To perform tasks specific to a certain number of simple jobs which do not require technical preparation.
- To increase their employability.

Each practicum will enable the student trainee to become familiar with the tasks of a simple job. The definition of the tasks, activities, operations and special requirements of the job constitutes a **program leading to an Attestation of Skills**. Such a program provides the framework for the practicums, and furthers the attainment of the expected behaviours.

Programs leading to an Attestation of Skills are developed by school boards and are validated by employers who agree to host student trainees.

The programs provide the foundation for student-trainee supervision and employer cooperation and they facilitate periodic and final evaluations of the practicums.

DURATION AND ALLOCATION OF TIME

This is a two-year training program (1800 hours).

Approximately 600 hours is allocated to **general education** in the first year, and 300 hours in the second year.

Inversely, approximately 300 hours is allocated to **work skills education** in the first year, and 600 hours in the second year. Time is allocated in this manner so that the school board may be in a better position to diversify the practicums and offer students one practicum in a minimum of three different jobs.

RECOGNITION OF LEARNING

General Education: Recognition of Educational Achievement

During and at the end of the training program, the school board will provide the student with a summary of his/her progress in general education subjects, indicating where applicable, the number of credits granted.

Work Skills Education: Practicum Evaluation and Attestation of Skills

At the end of each practicum, the school will provide the student with a written evaluation focussing, in particular, on the behaviours observed during the practicum. Students who have successfully performed all the compulsory tasks, in accordance with the requirements of the program, may be awarded an Attestation of Skills.

ADDITIONAL INFORMATION

The following guidelines are also important to the implementation and administration of the practicums.

Supervision

The practicum coordinator will meet once a week with student trainees and their employers.

Follow-up Sessions

While doing their practical training, students will return to the school on a regular basis to discuss their practicum experiences in a group meeting, conducted by the practicum coordinator. These follow-up sessions will enable the teaching team to assess the development of the practicums. The strengths and weaknesses of each student trainee will be discussed and techniques for consolidating or developing skills essential to carrying out the practicums will be suggested to the students.

Remuneration

Student trainees will not receive a salary or wage.

Schedule

Student trainees will follow the host company's normal work schedule.

Insurance

School boards have civil liability insurance coverage. In addition, student trainees receive coverage, like regular workers, from the Commission de la santé et de la sécurité du travail (C.S.S.T.).

Meals

Student trainees will be responsible for their own meals.

Transportation and Duration of Practicums

To be determined.

JOB PROSPECTS

At the end of the two-year training program, students should be able to perform various simple jobs, such as:

- Delivery Person
- Janitor's Helper
- Livestock Attendant
- Mover's Helper
- Cleaner's Helper
- Cook's Helper
- Mother's Helper
- Grocery-Store Clerk
- Service-Station Attendant
- Maintenance Attendant
- Etc.

The students are trained to be **helpers** to skilled tradespersons. Training for skilled labour requires a more thorough comprehensive education than is provided by an IPL.

ROLE OF PARENTS OR GUARDIANS

Parents or guardians of students in life skills education and work skills education have an important role to play in the development of the young adult. They are called upon:

To agree to have the young adult undertake this training program and to understand all aspects of the program.

To cooperate with teachers and other members of the project team and to provide constant support.

To keep abreast of the young adult's progress in order to better help him/her carry out the training project.

To participate in the meetings organized by the teachers.

To respect the objectives of the school and to ensure their continuity (family environment).

16-1543-02A

**INDIVIDUALIZED PATHS FOR LEARNING:
STUDENTS AGED 16 TO 18
LIFE SKILLS EDUCATION AND WORK SKILLS EDUCATION**

**PROPOSAL FOR A POLICY ON PRACTICUMS IN
PROGRAMS LEADING TO AN ATTESTATION OF SKILLS**

1989

8990-874

FOREWORD

This document pertains specifically to students aged 16 to 18 enrolled in individualized paths for learning in life skills education and work skills education. The section on responsibilities takes into account the goal of this type of program: to enable students to become autonomous adults and responsible workers.

FOUNDATIONS

Education Act, effective December 23, 1988

Regulation respecting the basis of secondary school organization

The Organization of Preschool, Elementary School and Secondary School Educational Activities: Directives (published annually)

Individualized Paths for Learning for Students Aged 16 to 18: Life Skills Education and Work Skills Education, Planning Guide (16-1530A)

Act respecting industrial accidents and occupational diseases (Chapter A-3.001)

DEFINITIONS

Practicum

Period of practical training in a real work environment, aimed at enabling students to develop the knowledge and skills required to be responsible workers and autonomous adults. The practicum provides students with the opportunity to do a simple job.

Internal Practicum

Period of practical training in workshops of a school board, service or school. The internal practicum may be prerequisite to the external practicum, however, both are subject to the same conditions.

External Practicum

Period of practical training outside the school but within the school board region, in companies that agree to host student trainees enrolled in IPLs in life skills education and work skills education.

Student Trainee

Student enrolled in IPLs in life skills education and work skills education, and who is doing a practicum in the workplace as part of the cooperative education project.

Program Leading to an Attestation of Skills

Program, developed by a school board, which defines a simple job that serves as the learning content of the practicum.

Employer

For the purposes of this document, an employer is any person or company that hosts student trainees. However, the **Act respecting industrial accidents and occupational diseases** designates as employers, the school board that administers the school organizing the non-remunerated practicum and the **company** in which the student is doing the non-remunerated practicum.

Follow-up Session

Group meeting, held regularly and conducted by the practicum coordinator, at which students in practicums discuss their practicum experiences. These follow-up sessions will enable the teaching team to assess the development of the practicums. The strengths and weaknesses of each student trainee are discussed and techniques for consolidating or developing skills essential to carrying out the practicums are suggested to the students.

PRINCIPLES

Practical training in programs leading to an Attestation of Skills is based on the following principles.

1. Student trainees are still students, that is, they have not yet finished their compulsory schooling.
2. Student trainees are full participants in the activities of the host company and should not be considered observers or visitors any more than regular or occasional employees. They must observe the same working conditions and requirements as regular employees.
3. General education received in school and practical training in a company must complement each other in order for students to develop their potential as responsible workers and autonomous adults.
4. General education teachers must attend the follow-up sessions in order to monitor the students' progress during and at the end of the practicums.
5. Student trainees must participate in evaluation activities during and at the end of the practicums.
6. The internal practicum is a means of assessing whether students are prepared for an external practicum.
7. Students are taught how to find places to do their practicums, and they must be capable of carrying out the entire process for their final practicum (2nd year).
8. Practicums are not remunerated.
9. Employers do not receive a subsidy for hosting student trainees.

OBJECTIVES

The objectives of practical training are as follows.

1. To enable the students to develop or to consolidate the behaviours required to be responsible workers and autonomous adults as learnt in Life Skills Education and Introduction to the World of Work.
2. To teach the students to perform the tasks of a certain number of simple jobs which do not require technical preparation.
3. To enable the students to progressively increase their employability.

CONDITIONS

1. Practicums are carried out in a real work environment.
2. Practicums are not remunerated.
3. Practicums are carried out in the territory served by the school board.
4. The simple job is defined beforehand in the program leading to an Attestation of Skills.
5. Each student is assigned to a regular employee of the company who will act as his/her advisor for the duration of the practicum.
6. Students will observe the conditions for carrying out the practicums agreed upon by the employer and the school board, that is, work schedule, interpersonal relationships, conduct, etc.
7. Students will receive continuous support from the school during their practicums, that is, regular visits from the practicum coordinator, follow-up sessions, etc.

8. At the end of each practicum, students will receive a written evaluation of the behaviours observed during the practicum, and an Attestation of Skills, if applicable.
9. School boards have civil liability insurance which covers the students.
10. Students doing non-remunerated practicums are automatically protected in the event of an accident under the **Act respecting industrial accidents and occupational diseases**, so long as they are registered with the Commission de la santé et de la sécurité.

RESPONSIBILITIES

Responsibilities of the School Board

1. To ensure practicums are administered in accordance with the requirements and objectives of IPLs in life skills education and work skills education.
2. To determine the nature and objectives of practicums in work skills education.
3. To authorize the amount of time to be allocated to practical training, in accordance with the Ministère's requirements.
4. To develop programs leading to an Attestation of Skills and to have them validated by various employers.
5. To plan, administer and assess information for students, employers and parents.
6. To plan, administer and assess procedures for approaching, following up and recognizing employers.

7. To compile and update a list of employers who will receive student trainees.
8. To establish and conclude agreements with unions, joint committees and employer associations, if necessary.
9. To define the methods for evaluating students doing practical training.
10. To ensure student trainees can safely get to and from the location of their practicums.
11. To meet the requirements of the Commission de la santé et de la sécurité de travail with respect to student trainees; that is, open a special file, provide a list of student trainees, pay the required contributions, determine procedures to follow in case of accidents.
12. To determine, with the employers, the measures to be taken to ensure the students' protection in the event of an accident.

Responsibilities of the School Administration

1. To organize and supervise practicums in accordance with the rules and procedures established by the school board.
2. To plan and to coordinate preparation, performance and evaluation activities for practicums.
3. To provide the school board with a list of students registered for practicums so that a special file may be opened with the Commission de la santé et de la sécurité de travail.

-
4. Prior to each practicum, to provide the school board with the following information: names of students, dates of practicums, names of companies, titles of the applicable programs leading to an Attestation of Skills, name of practicum coordinator and dates of follow-up sessions.
 5. In accordance with the goals of life skills education and work skills education, to ensure students are properly prepared for their practicums by having completed the basic general education subjects through the integrated studies approach. To evaluate the students' preparation.
 6. To ensure students are evaluated during and at the end of the practicums.
 7. To establish, with the parties concerned, the rules and procedures for supervising the practicums and to ensure they are observed.
 8. To meet regularly with parents, to ensure their cooperation in the young adult's training project, and to obtain their agreement to certain conditions, in writing if necessary.
 9. To contribute to the development of programs leading to an Attestation of Skills.

Responsibilities of the Practicum Coordinator

1. To inform the students about the objectives, requirements and conditions of the practicums.
2. To help in preparing the students to meet the demands of their practical training by meeting regularly with the general education teachers.

3. Prior to the practicums, to introduce the student trainees to the employers and to agree upon mutual expectations and special requirements.
4. To carry out the rules and procedures, established by the school administration, for supervising the practicums: regular visits, communication with the parties concerned, follow-up sessions, evaluation, use of appropriate forms.
5. To find practicums for the students, and to prepare the students, during the second year of the program, to find their final practicum themselves.
6. To make sure the content of programs leading to an Attestation of Skills is covered in the practicums.
7. To evaluate the students during and at the end of the practicums, in accordance with the conditions established by the school board.
8. To prepare and conduct follow-up sessions with respect to the practicums.
9. To inform the student trainees of the measures to be taken in the event of an accident and to provide the appropriate forms.

Responsibilities of General Education Teachers

1. In keeping with the objectives of general education programs, to ensure the preparation and follow-up of students with respect to practical training.
2. To help prepare, conduct the follow-up sessions and to make any necessary assessments or adjustments.

Responsibilities of Employers

1. To participate in the training and evaluation of the student trainees, in accordance with the goals of life skills education and work skills education, and to sign an agreement to this effect.
2. To organize the student trainees' work in accordance with the content of the program leading to an Attestation of Skills.
3. To meet regularly with the practicum coordinator and to allow him/her to visit the company, in accordance with the rules and procedures, established by the school, for supervising the practicums.
4. To assign a regular employee to act as advisor to the student trainee for the duration of his/her practicum.
5. To help the student trainees integrate into the workplace.
6. To observe the conditions agreed upon with the school board for ensuring the student trainees' protection in the event of an accident and to enable them to fully benefit from the services of the Commission de la santé et de la sécurité de travail.

Responsibilities of Student Trainees

1. To agree to undertake non-remunerated practical training and to sign an agreement to this effect.
2. To behave appropriately and to uphold the reputation of the school.
3. To communicate with the practicum coordinator should a problem arise.

4. To inform the principal and the practicum coordinator in the event of an accident by completing and returning the appropriate forms as soon as possible.
5. To participate in evaluation activities during and at the end of the practicums, in accordance with the conditions and requirements of the school.

Responsibilities of Parents

1. To agree to have the young adult do practical training in real work environments as part of his/her education, and to sign an agreement to this effect.
2. To respect the objectives of the school and to ensure their continuity (family environment).
3. To cooperate with teachers and other members of the project team and to grant them constant support.

16-1543-03A

**INDIVIDUALIZED PATHS FOR LEARNING:
STUDENTS AGED 16 TO 18
LIFE SKILLS EDUCATION AND WORK SKILLS EDUCATION**

**ADMINISTRATIVE INSTRUMENTS FOR PRACTICUMS IN
PROGRAMS LEADING TO AN ATTESTATION OF SKILLS**

1989

8990-874

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INDIVIDUALIZED PATHS FOR LEARNING: STUDENTS AGED 16 TO 18
LIFE SKILLS EDUCATION AND WORK SKILLS EDUCATION
ADMINISTRATIVE INSTRUMENTS FOR PRACTICUMS

DOCUMENT	OBJECTIVES	ADMINISTRATOR	RECIPIENT
Student Information	To facilitate and to improve communication when necessary.	Practicum Coordinator	Students, Parent/Guardian
List of Student Trainees	To recognize and to identify students in practicums and the practicum locations.	Practicum Coordinator	School Administrator, Practicum Coordinator
List of Student Trainees (C.S.S.T.)	To open a special file with the C.S.S.T., so that students may be protected in case of accident.	School Administrator, Practicum Coordinator	School Board
Consent of Parent or Guardian	To obtain parents' cooperation in the training project.	School Administrator	Parent/Guardian
Contract	To establish the obligations and responsibilities of the parties involved in the cooperative education project.	Practicum Coordinator	Employer, School Administrator, School Board, Practicum Coordinator
Letter to Unions and Joint Committees Notifying Them of Student Trainees in the Workplace	To facilitate the integration of student trainees in certain workplaces.	School Board via Practicum Coordinator	Unions, Joint Committees
Internal or External Practicum: Self-evaluation	To enable students to evaluate their personal development. To enable students to share their experiences. (Formative evaluation)	Teachers, Practicum Coordinator	Student Trainee

INDIVIDUALIZED PATHS FOR LEARNING: STUDENTS AGED 16 TO 18
LIFE SKILLS EDUCATION AND WORK SKILLS EDUCATION
ADMINISTRATIVE INSTRUMENTS FOR PRACTICUMS

DOCUMENT	OBJECTIVES	ADMINISTRATOR	RECIPIENT
Observation Checklist: Behaviours during Practicum	To determine, <u>during</u> the practicum, the attitudes and behaviours that constitute the basic skills to be consolidated or developed. (Formative evaluation)	Advising Employee, Teacher, Practicum Coordinator	Student Trainee
Summary of Observation Checklists	To determine, <u>at the end of</u> the practicum, the attitudes and behaviours that constitute the basic skills to be consolidated or developed. (Summative evaluation)	Practicum Coordinator	Student Trainee
Thank You Letter	To express appreciation to the employers for their social commitment.	Practicum Coordinator	Employer
Recognition of Service toward Education	To express tangible recognition of employers' participation in the training of students in IPLs in life skills education and work skills education for students aged 16 to 18.	School Board	Employer
Student Trainee's Booklet	Booklet containing all information directly concerning the student on the period of practical training in the workplace.	Practicum Coordinator	Student Trainee, Parent/Guardian, School Administrator, Employer

STUDENT INFORMATION

19 — TO 19 —

I hereby authorize the school board to use the following information.

Signature of Parent/Guardian

Name of Student: _____
Surname First Name

Date of Birth: _____ Age on September 30: _____

Address: _____

_____ Postal Code: _____

Telephone: _____

Social Insurance No.: _____ Height: _____

Health Insurance No.: _____ Weight: _____

In case of emergency, telephone: _____

	Father	Mother	Both Parents	Foster Home
Living with:	☐	☐	☐	☐

Name of Father: _____ Deceased? _____
Surname First Name

Name of Mother: _____ Deceased? _____
Surname First Name

No. of children in family: _____ Birth Order: _____

Name of foster family (if foster home): _____

Was student enrolled in the same school board last year? (Y/N) _____

If not, which school board? _____

LIST OF STUDENT TRAINEES

School: _____ Practicum Coordinator: _____

NAME OF STUDENT	NAME AND ADDRESS OF HOST COMPANY	TELEPHONE	NAME OF ADVISING EMPLOYEE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

LIST OF STUDENT TRAINEES (C.S.S.T.)

School: _____ Practicum Coordinator: _____

NAME OF STUDENT	NAME AND ADDRESS OF HOST COMPANY	TELEPHONE	DATE OF PRACTICUM	
			From	To
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

CONSENT OF PARENTS OR GUARDIAN

We, the parents/guardian of _____,
having read and understood the terms and conditions of the IPLs in life
skills education and work skills education for students aged 16 to 18
offered at the _____ School, agree
that he/she shall do practical training in a real work environment, as an
integral part of his/her education.

We agree to address any questions concerning the practical training
periods to the Practicum Coordinator, and not to the Employer hosting the
student trainee.

1

Date

Signature of Parents/Guardian

CONTRACT

IT IS AGREED THAT:

- 1a. The Act respecting industrial accidents and occupational diseases (c. A-3.001, s. 10) shall automatically protect students doing a non-remunerated practicum under the auspices of an educational institution.
 - 1b. Under the provisions of the Act, any student doing a non-remunerated practicum in a company shall be covered in the event of an accident by the Commission de la santé et de la sécurité du travail du Québec. In respect of this Act (sections 7, 8, 9, 16), the employer shall declare, within 14 working days, any accident suffered by the student trainee in his company. The school board's file with the C.S.S.T. is # _____.
 - 1c. The educational institution shall pay the required contributions for the protection provided under this Act.
 - 1d. The employer hosting a student trainee shall immediately report any accident to the practicum coordinator who, in turn, shall inform the person in charge of the school board's file with the C.S.S.T.
 - 1e. The school board recommends that each student have personal accident insurance coverage when doing a practicum, especially in domestic services.
 2. The company or organization shall not pay a salary for work done by the student trainee.
 3. The hours of the work day shall be determined by the parties concerned (the school and the company).
 4. Student trainees shall agree to observe the regulations in effect at the host company.
 5. Student trainees shall NOT in any way serve as substitutes for regular employees, but shall work WITH an employee (advisor) in order to perfect their training.
 6. The presence of student trainees shall not be prejudicial to the employees of the host company.
 7. The practicum coordinator shall meet beforehand, if necessary, with the union representative to agree upon the conditions of the contract.
 8. The tasks, activities and operations agreed upon by the contractual parties shall be observed.
 9. The practicum coordinator shall be authorized to visit the host company regularly to discuss the learning content of the practicum with the student trainee and the advising employee. These discussions will enable him/her to make any necessary adjustments that may improve the carrying out of the practicums.
 10. The employer and the advising employee shall agree to evaluate student trainees and to complete the observation checklists in accordance with the conditions agreed upon with the practicum coordinator.
 11. After any evaluation, and upon reaching an agreement, the school or the company shall reserve the right to terminate a student trainee's practicum.
- _____
Signature of the Principal
- _____
Signature of the Employer
- _____
Signature of the Practicum Coordinator
- Dated: _____

**LETTER TO UNIONS AND JOINT COMMITTEES
NOTIFYING THEM OF STUDENT TRAINEES IN THE WORKPLACE**

Dear Sir/Madam:

This is to inform you that students enrolled in IPLs in life skills education and work skills education for students aged 16 to 18 at schools of the _____ school board will be doing practicums in companies that have agreed to host student trainees.

These practicums will enable the students:

To develop or to consolidate the behaviours required to be responsible workers and autonomous adults, which are the objectives of the Life Skills Education and the Introduction to the World of Work programs;

To perform the tasks of a certain number of simple jobs which do not require technical preparation;

To progressively increase their employability.

It is agreed that student trainees shall not in any way serve as substitutes for regular employees, but shall work with an employee (advisor) in order to perfect their training.

A list of students doing practicums and the names of the respective companies is attached hereto.

Should you require additional information, do not hesitate to contact us.

Yours truly,

Practicum Coordinator

School

Telephone

LIST OF STUDENT TRAINEES
(Unions and Joint Committees)

NAME OF STUDENT	NAME AND ADDRESS OF HOST COMPANY
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Practicum Coordinator

School

INTERNAL OR EXTERNAL PRACTICUM

SELF-EVALUATION

Name of student trainee: _____

Name of company: _____

Name of advisor: _____

Job: _____

Work hours: _____ to _____

Dates of practicum: _____ to _____

Date of self-evaluation: _____

1. Did you have transportation problems getting to and from the workplace?

2. Did your employer or the advising employee introduce you to other staff members?

3. Did anyone show you around the company?

4. Did the assigned tasks correspond to the agreement concluded with the employer at the beginning of the practicum?

5. Did you like doing the job? Explain.

6. Did you get along well with your advising employee?

7. Did you like the working climate of the workplace?

8. Were you satisfied with your relationships with the other employees?

9. Did you take your coffee break in the same place as the other employees?

10. Did you make friends with other people during coffee breaks and/or at lunch time?

11. Were you given clear explanations about the work to be done?

12. Did you ever perform a task without first discussing it with your boss?

(Y/N) _____. If yes, which task(s)? _____

Was the boss annoyed or did he/she approve of your actions? Explain.

13. Is there anything that you feel you should improve to make you a better worker? What?

14. What knowledge or skills learned in school have been the most useful?

15. What knowledge or skills did you lack the most for performing your job?

16. What point(s) will you pay particular attention to, until the next meeting?

17. For which of these points would you require immediate assistance?

OBSERVATION CHECKLIST: BEHAVIOURS DURING PRACTICUM

Name of Student Trainee: _____ Name of Evaluator: _____

Date: _____

BEHAVIOUR	ABOVE AVERAGE	AVERAGE	ACCEPTABLE	IMPROVEMENT NEEDED	TO BE DEVELOPED
PUNCTUALITY	Always on time ☐	Sometimes late, with valid reason ☐	Sometimes late, without valid reason ☐	Often late, without valid reason ☐	Very often late, without valid reason ☐
ATTENDANCE	Never absent ☐	Rarely absent, informs employer ☐	Occasionally absent, informs employer ☐	Occasionally absent, does not inform employer ☐	Often absent, does not inform employer ☐
SOCIABILITY	Excels in establishing relationships ☐	Gets along well with all the workers ☐	Is friendly with some of the workers ☐	Has some difficulty with human relations ☐	Very distant and reserved ☐
CLEANLINESS OF WORK CLOTHES	Clothes very neat, very clean ☐	Clothes neat and clean ☐	Clothes acceptable, takes some care ☐	Clothes neglected, a bit unkempt ☐	Clothes very neglected, untidy, dirty ☐
ABILITY TO FOLLOW INSTRUCTIONS	Listens to instructions, discusses constructively ☐	Listens to instructions, readily carries them out ☐	Seems to listen to instructions, but asks for supervision ☐	Often tends to criticize instructions, they have to be repeated ☐	Does not listen to instructions, does whatever he/she wants ☐

OBSERVATION CHECKLIST: BEHAVIOURS DURING PRACTICUM (contd)

Name of Student Trainee: _____

BEHAVIOUR	ABOVE AVERAGE	AVERAGE	ACCEPTABLE	IMPROVEMENT NEEDED	TO BE DEVELOPED
QUALITY OF WORK	Always careful and accurate, almost no supervision	Mostly careful and accurate, some supervision	Usually accurate, few mistakes	Lack of application, work is more or less acceptable	Many mistakes, quality of work is unacceptable
MOTIVATION TO WORK	Very much interested in the work	Quite interested in the work	Interested in some specific tasks	Barely interested, does work because he/she has to	Completely disinterested in the work
PHYSICAL APTITUDES	Very energetic, never tired	Rarely tired	Has physical aptitudes required for job	Often tired	Tires quickly, weak, of delicate constitution
PRODUCTIVITY	Excellent production, very active	Above average pro- duction, industrious	Satisfactory production, within time limits	Minimum required pro- duction, often wastes time	Below minimum produc- tion, usually wastes time
RHYTHM OF WORK	Excellent, conscientious and industrious	Regular, accomplishes all the tasks assigned	A bit slow, must be urged at times	Unsustained, distracted, needs strict supervision	Extremely irregular, easily distracted, makes no effort

SUMMARY OF OBSERVATION CHECKLISTS

Name of Student Trainee: _____ Job: _____

Name of Evaluator: _____

BEHAVIOUR	WEEKS					REMARKS
	1	2	3	4	5	
PUNCTUALITY						
ATTENDANCE						
SOCIABILITY						
CLEANLINESS OF WORK CLOTHES						
ABILITY TO FOLLOW INSTRUCTIONS						
QUALITY OF WORK						
MOTIVATION TO WORK						
PHYSICAL APTITUDES						
PRODUCTIVITY						
RHYTHM OF WORK						

EVALUATION OF
BEHAVIOUR

A: Above average
B: Average

C: Acceptable
D: Improvement needed

E: To be developed

_____, 19 ____

Dear Sir/Madam:

On behalf of the _____ school board and the _____ school, I would like to express my appreciation to you and your company for your significant social commitment in providing practical training to our students.

Practical training is an integral part of the IPLs in life skills education and work skills education for students aged 16 to 18. It exposes the students to the realities of the working world and gives them the much needed opportunity to develop the knowledge and skills required to be responsible workers and autonomous adults.

Our students have greatly benefitted from this service and we look forward to your continued participation and support.

Yours sincerely,

Practicum Coordinator

IN RECOGNITION OF SERVICE
TOWARD EDUCATION

THE _____ SCHOOL BOARD

duly recognizes the important contribution to education made by

in providing practical training to students enrolled in IPLs in life skills education and work skills education for students aged 16 to 18.

The _____ school board hereby expresses its appreciation to the company for its participation and support.

Dated this _____ day of _____, 19 ____.

Seal of
School Board

Director General

**INDIVIDUALIZED PATHS FOR LEARNING:
STUDENTS AGED 16 TO 18
LIFE SKILLS EDUCATION AND WORK SKILLS EDUCATION**

**STUDENT TRAINEE'S BOOKLET
PRACTICAL TRAINING**

GENERAL INFORMATION

Name of Student Trainee: _____
Surname First Name

Date of Birth: _____ Age on September 30, 19 : _____

Address: _____

_____ Postal Code: _____

Telephone: _____

Social Insurance No.: _____

Health Insurance No.: _____

In case of emergency, telephone: _____

Name of Father/Mother/Guardian: _____

Name of Company: _____

Name of Employer: _____

Name of Advising Employee: _____

Address of Company:

company seal or
business card

Telephone: _____

Job: _____

Dates of Practicum: _____ to _____

Work Hours: _____ to _____

Practicum Coordinator: _____

Telephone: Office: _____ Home: _____

CONTRACT

IT IS AGREED THAT:

- 1a. The Act respecting industrial accidents and occupational diseases (c. A-3.001, s. 10) shall automatically protect students doing a non-remunerated practicum under the auspices of an educational institution.
- 1b. Under the provisions of the Act, any student doing a non-remunerated practicum in a company shall be covered in the event of an accident by the Commission de la santé et de la sécurité du travail du Québec. In respect of this Act (sections 7, 8, 9, 16), the employer shall declare, within 14 working days, any accident suffered by the student trainee in his company. The school board's file with the C.S.S.T. is # _____.
- 1c. The educational institution shall pay the required contributions for the protection provided under this Act.
- 1d. The employer hosting a student trainee shall immediately report any accident to the practicum coordinator who, in turn, shall inform the person in charge of the school board's file with the C.S.S.T.
- 1e. The school board recommends that each student have personal accident insurance coverage when doing a practicum, especially in domestic services.
2. The company or organization shall not pay a salary for work done by the student trainee.
3. The hours of the work day shall be determined by the parties concerned (the school and the company).
4. Student trainees shall agree to observe the regulations in effect at the host company.
5. Student trainees shall NOT in any way serve as substitutes for regular employees, but shall work WITH an employee (advisor) in order to perfect their training.
6. The presence of student trainees shall not be prejudicial to the employees of the host company.
7. The practicum coordinator shall meet beforehand, if necessary, with the union representative to agree upon the conditions of the contract.
8. The tasks, activities and operations agreed upon by the contractual parties shall be observed.
9. The practicum coordinator shall be authorized to visit the host company regularly to discuss the learning content of the practicum with the student trainee and the advising employee. These discussions will enable him/her to make any necessary adjustments that may improve the carrying out of the practicums.
10. The employer and the advising employee shall agree to evaluate student trainees and to complete the observation checklists in accordance with the conditions agreed upon with the practicum coordinator.
11. After any evaluation, and upon reaching an agreement, the school or the company shall reserve the right to terminate a student trainee's practicum.

Signature of the Principal

Signature of the Employer

Signature of the Practicum Coordinator

Dated: _____

STUDENT TRAINEE'S AGREEMENT

I, _____, hereby agree:

To follow the work schedule agreed upon with the employer and the practicum coordinator;

To inform the practicum coordinator and the employer, as soon as possible, of any absence, accident at work, or any other problem that may arise during the practicum;

Not to request, either directly or indirectly, a salary or any other compensation for work done during the practicum;

To complete the practicum, as required;

To request additional explanations when in doubt, in order to avoid costly errors;

To observe any regulation, policy and/or security measure concerning the tasks assigned;

To respect other people's possessions and to take only my own belongings from the property.

Date

Student Trainee

Company

Employer

School

Practicum Coordinator

DESCRIPTION OF TASKS TO BE CARRIED OUT BY STUDENT TRAINEE *

Name of Student: _____ Year: _____ to _____

Permanent Code (MEQ): _____ School: _____

Job: _____

DUTIES

Task 1: _____

Task 2: _____

Task 3: _____

Task 4: _____

Task 5: _____

Task 6: _____

Task 7: _____

Task 8: _____

Task 9: _____

* See Program leading to an Attestation of Skills

EVALUATION OF TASKS

Name of Student: _____ Year: _____ to _____

Permanent Code (MEQ): _____ School: _____

Job: _____

Dates of Practicum: _____ to _____

TASK	EVALUATION	REMARKS
1		
2		
3		
4		
5		
6		
7		
8		
9		

Evaluation Scale: A: In accordance with program requirements
 N: Not in accordance with program requirements

Practicum Coordinator

Date

OBSERVATION CHECKLIST: BEHAVIOURS DURING PRACTICUM

Name of Student Trainee: _____ Name of Evaluator: _____

Date: _____

BEHAVIOUR	ABOVE AVERAGE	AVERAGE	ACCEPTABLE	IMPROVEMENT NEEDED	TO BE DEVELOPED
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ABILITY TO FOLLOW INSTRUCTIONS	Listens to instructions, discusses constructively	Listens to instructions, readily carries them out	Seems to listen to instructions, but asks for supervision	Often tends to criticize instructions, they have to be repeated	Does not listen to instructions, does whatever he/she wants

OBSERVATION CHECKLIST: BEHAVIOURS DURING PRACTICUM (contd)

Name of student trainee: _____

BEHAVIOUR	ABOVE AVERAGE	AVERAGE	ACCEPTABLE	IMPROVEMENT NEEDED	TO BE DEVELOPED
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MOTIVATION TO WORK	Very much interested in the work	Quite interested in the work	Interested in some specific tasks	Barely interested, does work because he/she has to	Completely disinterested in the work
PHYSICAL APTITUDES	Very energetic, never tired	Rarely tired	Has physical aptitudes required for job	Often tired	Tires quickly, weak, of delicate constitution
PRODUCTIVITY	Excellent production, very active	Above average production, industrious	Satisfactory production, within time limits	Minimum required production, often wastes time	Below minimum production, usually wastes time
RHYTHM OF WORK	Excellent, conscientious and industrious	Regular, accomplishes all the tasks assigned	A bit slow, must be urged at times	Unsustained, distracted, needs strict supervision	Extremely irregular, easily distracted, makes no effort

SUMMARY OF OBSERVATION CHECKLISTS

Name of Student Trainee: _____ Job: _____

Name of Evaluator: _____

BEHAVIOUR	WEEKS					REMARKS
	1	2	3	4	5	
PUNCTUALITY						
ATTENDANCE						
SOCIABILITY						
CLEANLINESS OF WORK CLOTHES						
ABILITY TO FOLLOW INSTRUCTIONS						
QUALITY OF WORK						
MOTIVATION TO WORK						
PHYSICAL APTITUDES						
PRODUCTIVITY						
RHYTHM OF WORK						

EVALUATION OF
BEHAVIOUR

A: Above average
B: Average

C: Acceptable
D: Improvement needed

E: To be developed

ATTESTATION OF SKILLS DECISION

Name of Student Trainee: _____

Permanent Code (MEQ): _____ Year: _____ to _____

School: _____

Job: _____

Dates of Practicum: _____ to _____

Based on the **Summary of Observation Checklists** and the **Evaluation of Tasks**, the student shall be awarded an **Attestation of Skills**.

Yes

☐

No

☐

Advising Employee

Practicum Coordinator

Date



Gouvernement du Québec
Ministère
de l'Éducation

16-1543A
3990-874