

Acknowledgements

Mission

We are united in our purpose to inspire support all our learners to reach their full potential.

Belief

We believe that our students should be considered first as the basis for decision-making.

Each of the following made significant contributions to the production of this document:

Grand Erie District School Board
Grand Erie Training and Adjustment Board
Brantford Collegiate Institute
Cayuga Secondary School
Dunnville Secondary School
Grand Erie Learning Alternatives
Hagersville Secondary School
North Park Secondary School
Pauline Johnson Collegiate Vocational School
Tollgate Technological Skills Centre
Valley Heights Secondary School
Waterford District High School

Grand Erie District School Board Student Success Portfolio:

Greg Anderson - Superintendent
Andy Nesbitt - Principal Leader
Suzanne Cass - School to Work Officer
Laurie Tottle - Teacher Consultant
Monique Goold - Teacher Consultant
Murray MacDonald - Teacher Consultant

Reviewers:

Andy Nesbitt - Principal Leader Student Success
Gail Lovett - Principal Brantford Collegiate Institute
Jill Halyk - Executive Administrator Grand Erie Training and Adjustment Board

An Educator's Guide to the Student Transition Experience Program (STEP)

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Section A: Background

1. Rationale for Learning to 18 Initiative

The Student Transition Experience Program (STEP) is a Grand Erie District School Board (GEDSB) model for school-to-work program delivery developed in 2000-2001 in response to secondary school reform and to ensure student success for at-risk populations. Combining courses, experiential learning, additional certification training; targeting at-risk students; referral process; and creating a professional learning environment for STEP teachers are key to the model's implementation. STEP was initially piloted at two secondary schools with 24 students at the grade 10 level. Due to the program's success the GEDSB has allocated additional funding and resources to enhance the program and expand to other sites on a yearly basis.

Research indicates that approximately 50% of high school students will go directly to work as their first post-secondary destination. The world of work is rapidly changing, demanding a skilled and multi-talented labour pool. STEP ensures students entering the world of work directly from high school are valued and prepared to meet the challenges this post-secondary destination presents.

In respect of this landscape the Ontario Ministry of Education announced a call for proposals for Project Funding to Support Student Learning to 18 in November 2004. The criteria outlined that additional funding would be given to school boards to "scale up programs that are showing results in reducing number of students dropping out of secondary school, re-engaging youth who have left school without graduating, and providing successful school-to-work and school-to-apprenticeship programs." (MOE 2004, Project Funding to Support Student Learning to 18) STEP had expanded steadily since the initial pilot. More secondary schools were implementing the program and additional classes were added at existing sites. Teachers reported on the positive changing

"...the Ministry is committed to keeping all students engaged in learning."

(Project Funding to Support Learning to 18, 2004)

attitude and behaviour of students in STEP, increase in attendance, and successful outcomes such as employment. The STEP school-to-work and/or apprenticeship model was showing positive results and re-engaging students who were at-risk of dropping out, thus meeting the criteria under one of the categories, Program Pathways. The funding criteria also sought programs with broad applicability to other schools and school boards. The GEDSB is diverse both geographically and demographically with approx. 50% of our population in a small urban centre and the other 50% in rural locations, STEP has consciously evolved and expanded to ensure applicability in all settings.

Our initial goals for STEP during 2004-2005 were to increase the student population by 6% over the previous school year - 249 students to 264 - and further enhance the additional certification component previously piloted at one site. Discussions with industry partners highlighted the need to incorporate a more comprehensive health and safety and technical training plan for students on the school-to-work pathway. With the announcement of Project Funding to Support Student Learning to 18 GEDSB realized the potential for further expansion; the development of a more comprehensive additional certification continuum; creation of a student tracking and data analysis system; and opportunity to share the model with educators throughout the province.

2. Proven Practices and Strategies

STEP was conceived by a group of special education teachers concerned about the effects secondary school reform was having on students unable to meet the expectations of the new curriculum in an academic setting. One of the greatest concerns was the lack of programming available at the grade 10 level to support a pathway through to the workplace course type in grade 11. At the time, locally developed compulsory course types did not exist for grade 10 students. In our learning resource centres we worked with students struggling through the applied program and disengaging as success was not imminent.

“...they (teachers, parents, employers) basically thought we were people who didn’t care about school when we really did ... they just thought we were kids who were going to throw our lives away.”

(Leadership Symposium, “Framing the Issues”, Dr. Alan King, 2000)

In response, this group of concerned educators examined the Ontario Secondary Schools Grades 9 - 12: Program and Diploma Requirements 1999 (OSS) document for alternative programming solutions. Key to developing an alternative for our students was the need to ensure the program was credit bearing, viable, and would enable students to achieve a diploma if in a position to do so. Thus the document became our guide for creating the STEP model.

“School boards must provide school-work transition programs for students who wish to go directly to the work force. In some instances, specialized programs may begin in Grade 10.” (OSS 1999, Specialized Programs, p. 48)

Using the criteria outlined in OSS for school-work programs and combining a host of expertise from within our board the group mapped out a grade 10 packaged course program. Although curriculum training sessions at the time were encouraging teachers to look at the expectations first, then develop programs and strategies to ensure students were given the opportunity to practice and demonstrate the expectations, our group took a slightly different approach. We began with some questions:

- “What does at-risk mean?”
- “How do we identify the students?”
- “What do these students need to know?”
- “How can we re-engage these students?”
- “Which course(s) have expectations that align with these needs?”

Based on many consultations with special education teachers, system curriculum consultants and community employment services the STEP model was designed to include the following:

- Assessment of individual student strengths, skills and interests
- Pre-employment and Job Maintenance
- Workplace Health and Safety
- Experiential learning
- Essential Skill development
- Literacy and Numeracy for the Workplace

“School-to-Work programs build the infrastructure and the capacity of communities and industries to develop qualified workers.”

(National Employer Leadership Council)

- Work Ethics and Citizenship
- Package of courses - Career Studies, Civics, Learning Strategies

Target Population

Students will be referred based on one or more of the following indicators:

- On path to a certificate rather than a diploma
- Identified exceptional
- Experiencing significant learning difficulties
- English as a second language
- High absenteeism rate
- Struggling with social/emotional issues
- Limited by their level of literacy/numeracy
- Would have studied at the modified or basic level in the previous curriculum
- Performing significantly below the provincial standard, earning marks in the 50's and low 60's, and who do not have the foundations to be successful in the new curriculum
- Failing one or more of their core subjects in grade 9
- Leaving early

Our first STEP program ran semester two 2001. Students were recruited early in September based on achievement in their core grade 9 subjects. Two secondary schools piloted one class each. Career Studies, Civics and Learning Strategies (GLE 20) were packaged together to allow students to participate in short-term work experiences. Career Resource Centres, managed by St. Leonard's Community Services, interviewed each student to get a sense of individual skills and interests prior to employer recruitment. This ensured that the placements students would go to would be directly related to their interests, skills and abilities.

Since 2001, more secondary schools have implemented the STEP model, usually beginning with one class/grade then expanding to different grades.

(See Appendix A: 2003-2004 STEP Programs)

3. Program Goals

Overall, the GEDSB STEP initiative has sought to:

- Provide "a range of programs to assist students in meeting the curriculum expectations." (Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements, 1999, p.25)
- Develop a curriculum and delivery model for a school-to-work program for at-risk learners
- Investigate options/models for a variety of geographical areas and grades levels
- Establish a process for transition planning
- Share resources, teaching materials, ideas and best practices in a professional learning environment

Program goals were also determined for a variety of stakeholders. They are as follows:

For Students

- Renew interest in learning
- Increase self-esteem and self-efficacy
- Develop a positive attitude towards the future
- Establish career goals and a plan for the future
- Decrease absenteeism
- Improve retention
- Increase credit accumulation

For Employers

- Preview and train potential co-op students, apprentices, and/or employees
- Establish link with area school
- Provide meaningful learning at the workplace

For Teachers

- Establish a professional learning environment to share information, develop new ideas and relevant applications for the program

- Increase awareness of school-to-work programming including experiential learning
- Develop skills in the use of experiential learning as a learning strategy
- Foster community support in providing programming for students

For Schools

- Provide a program option for both certificate and diploma bound students on pathway to employment
- Establish and strengthen school-community links
- Increase opportunities for success for students identified at-risk
- Provide resources for implementation of programs for at-risk learners

For Board

- Improve student retention
- Enhance level of service provided to students
- Align with board operation plan
- Meet mandated program requirements under OSS

Section B: Getting Started

1. Creating a System Infrastructure

The STEP school-to-work model takes into consideration both school and system implementation. Key to STEP's success has been the system infrastructure set-up to support site-based implementation and to build the capacity within each school to develop and incorporate site-based solutions for their at-risk population. Although the model is easily replicated at the school level, the following will outline program components from a system perspective and make suggestions for school level replication.

System Support

Being aligned and coordinated by a system support body such as - Curriculum, Student Success or Special Services - opens the door to additional expertise, professional development opportunities, resources and advocacy. This is critical in the early stages of implementation. Initially GEDSB put STEP under the Curriculum and Career Education umbrella. With the onset of the provincial Student Success mandate, STEP was more appropriately aligned with this portfolio.

From a school perspective, designating a lead staff person and developing a STEP team of key people from within the school ie. Principal, Vice Principal, Special Services, Guidance, Cooperative Education, Student Success would be beneficial.

Professional Learning Community

Throughout the evolution of STEP, site-based teachers, educational assistants and administrators met regularly. The workshops included the following:

- System update
- Professional Development - topics such as, Experiential Learning as a Learning Strategy, Personalized Placement Learning Plans, Essential Skills and Related Resources, Strategies for Classroom Management, Employer Recruiting, Additional Certifications, Employment Services

- Sharing of information, resources and best practices
- Allocation of funding and budget
- Program evaluation
- Success Stories

Workshops were typically ½ day in length and held 4 - 5 times per year. Supply coverage and in some cases, new resources were covered through the GEDSB STEP budget. The structure of each workshop was determined by the system support lead through feedback from participants. Topics for professional development were based on a needs assessment of the skills and expertise of STEP teachers required to implement the site-based program. Schools not implementing STEP at the time were still invited to send representatives.

“Being the only STEP teacher at my school – it is important and valuable to meet with other teachers facing the same challenges both in and out of the classroom. I always leave with another great idea!”

(STEP Teacher, 2003)

STEP teachers consistently commented on the benefit of these sessions. The sessions allow for like-minded individuals facing similar issues in the classroom and school to feel support and encouragement. New teachers to the program felt mentored by veteran STEP teachers and were encouraged by the history of stories about student's gaining employment opportunities, getting into the Ontario Youth Apprenticeship Program or in one case - opening their own business.

At the school level, the STEP team would set up a meeting schedule, identify professional development needs, identify resources required, evaluate program, and share successes.

Resources and Funding

School-to-work classrooms are like any other and require a program budget to effectively implement and deliver the program. Some programs require additional resources and funding to adequately provide the necessary tools for program delivery, for example science labs, computer labs and technology facilities. School-to-work programs such as STEP require additional resources

to provide a range of adequate experiential learning activities. Transportation for students is always an issue and the challenges of this in a rural community are even greater.

In 2000-2001 STEP was allocated \$5000.00 for 24 students from the GEDSB Educational Change Fund. This is a project fund administered by a board committee designed to support special projects throughout the system. The budget included \$100.00 per student to support experiential learning activities such as, bus tickets, mileage for teacher monitors and field trips. Also included in the budget were funds for resource purchases, writing of promotional materials and guide, and program days for STEP teachers to plan and share resources. Since 2000-2001, the GEDSB has continually increased its allocation as the program expanded and professional development needs increased. Schools now receive site-based budgets for experiential learning activity transportation and resources. Site-based budgets are determined by the number of students enrolled in the program multiplied by \$70.00 per student (some exceptions apply). In addition to site-based budgets, special pilots, professional development and additional certification training are supported through the overall STEP budget under the Student Success portfolio. (See Appendix B: System STEP Budget)

At the school level, STEP may be allocated additional funding from the school budget or the department budget it is aligned with. Where system special project funding is available, school sites may apply for additional funding.

Communication

Since its conception, STEP has been promoted to various stakeholders within the school board and community. Yearly presentations to the Board of Directors and various system planning committees continually created an awareness of the needs of the target population and thus, necessity for programs such as STEP to be supported. Within the community, presentations to Chamber of

Commerce, the local Training and Adjustment Board and various employment service agencies garnered further support and created a network of partners throughout the Grand Erie region.

At the school level, the STEP lead and team could communicate at staff meetings to create an awareness within the school and foster support. Other stakeholders might include - parents, School Council, and local employers.

2. Site-Based Program Components

STEP Components

Successful STEP models enable students to complete secondary school diploma or certificate requirements en route to the post-secondary destination Work.

Common program elements include:

- Comprehensive career development program
- Development of workplace essential skills required for employment including literacy and numeracy
- Industry specific technical skill development and certification
- Focus on individual skills, interest and abilities
- Opportunity to develop interpersonal skills and work habits
- Experiential learning activities (See Appendix C: STEP Program Menu)
- Health and Safety training for the workplace

Staffing

Careful consideration needs to be given to the staffing of STEP. Teachers need to be selected for their commitment to programming to meet individual needs, ability to recruit employer/community support and willingness to engage in a professional learning network. Flexibility, creativity, resourcefulness, compassion and commitment to making a difference in the lives of others are hallmark trademarks of a STEP teacher.

“From the first few weeks, I have thoroughly enjoyed you, these courses and the way that we all interact and learned together. Quite honestly, in my twelve full-years of teaching, this semester has been my favourite.”

(Letter to STEP students, STEP teacher, 2003)

In addition to the teacher allocation, where possible, assigning an educational assistant to the program is the ideal. In many cases, our STEP sites benefited from an additional staff person in the classroom. Educational assistants provide the much needed one-to-one instruction, assist with monitoring workplaces and/or provide job coaching for students requiring modifications at the work site.

Timetabling

Scheduling for STEP is critical to effective delivery. No additional staffing is given to schools implementing the program. The program is credit bearing and generates it's own staff.

In STEP's early years, schedules were created before the student recruitment took place, thus sections had to be built into the timetable even though no students were enrolled. We used the philosophy "Build it and they will come." Two sections for every 15 - 18 potential students were allocated to the original program. (Please note: each STEP hybrid has different section requirements.) This did lead to challenges for smaller schools who might not have as many students opting for the program. It is important to go through the initial process of identifying potential candidates to determine approximate numbers. Once the target population and potential number of participants are identified the STEP model can be determined. For example, Locally Developed Compulsory course packaged with Learning Strategies.

Once the model is determined, consideration for best placement of the program is required. For example, the grade 10 program (Civics, Career Studies and Learning Strategies) is usually scheduled in the afternoon of the second semester in order to facilitate identification of students who would best benefit from the program in semester one. Offering the program in the afternoon also meant that core subjects would be timetabled in the morning which increased the probability of success for some students. On the other hand, the grade 9 program was best placed in the morning because the courses involved are core subjects.

A final consideration for the scheduling process is the strategic placement of Prep/On Call periods for the teachers involved in the program. If possible, these periods need to be scheduled back to back with the STEP class to facilitate the inclusion of field trips and other forms of experiential learning into the program.

Employer Recruitment

To deliver a variety of experiential learning activities community partners are required. From the beginning, the recruitment of partners, although time onerous in the beginning, has been an incredible asset to the uniqueness and credibility of each program. Recruiting employers and community partners to assist with program delivery is time consuming. However, as many STEP teachers have found the task gets easier each year as they develop a database of contacts to draw from. Throughout the process teachers are encouraged to be up front and honest about the students' abilities and the type of program the students' are in. Information and resources are shared with employers to offer suggestions for working with students that may have learning or behaviour disabilities. Employer's are chosen purposefully for their commitment to mentoring an at-risk youth, providing guidance, compassion, and safe learning environment.

Depending on the type of placement being recruited ie. Job Shadow, Industry Tour, work experience or cooperative education placement, procedures for experiential learning were followed as per the GEDSB Policy and Procedures for Cooperative Education and Other Forms of Experiential Learning and Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, Ministry of Education 2000.

Cooperative education and Ontario Youth Apprenticeship Program teachers, as well as, our Career Resource Centre staff have been a great support for STEP. These experts know the local labour market and have already well developed databases of employer contacts. It is important to communicate with these

“I think it is a great program for students. It prepares them for real life experiences and teaches them interaction skills with the public... It also gives the students a sneak peak into a profession ...”

(STEP Employer, Cayuga)

staff members and community partners before the recruitment of employers begins. This will significantly reduce the amount of leg-work required and ensure employers are not over recruited.

Community Partners

There are several local agencies and service providers that are experts in the area of job seeking, pre-employment and training. To enhance the curriculum component of STEP we worked in partnership with our local Career Resource Centres and utilized the expertise of their staff to deliver preparation for the workplace programming. Some of the workshops included: Personality Assessment, Resume Writing, Interview Preparation and Job Maintenance. In some cases, assistance with employer recruitment was provided. In addition to the skills required for job seeking, we partnered with a variety of Health and Safety associations to provide services and training for both staff and students. For instance, our local Safe Communities Committee utilizing industry volunteers delivered the Young Worker Awareness Program. Our local Construction Safety Association and Ontario Service Safety Association provided training and resources to teachers to create an awareness of sector certifications and options for students. In some cases, local schools partnered with Health units to assist with lowering the cost of the Safe Food Handling program.

Curriculum Development

As previously mentioned the STEP professional learning group meets regular to share ideas and information. Often resources used by one site are recommended to the group. In some cases, individual teachers develop curriculum units to better meet the needs of their students. In the past, Civic units designed with experiential learning components such as, field trip to the Mayor's office or a game on How a Bill is Passed have been shared with each site. Over the years, a plethora of activities and lessons have been gathered to better meet the needs of our STEP students. (See Appendix D: STEP Resources)

“STEP allowed me to get work experience in grade 10 which directed me to what I want to do after high school.”

(STEP student, Dunnville Secondary School)

Communication

Key to the ongoing support and success of STEP is the advocacy and promotion of the program within the school and community. Parents need to understand that STEP is a credible program and leads to a valued future for their children. School administration needs to understand that STEP staff and students require flexibility in timetabling, support to recruit employers and time for professional learning. Staff within secondary schools that offer STEP need to understand that class sizes will be smaller than the aggregate for regular courses. Community partners need to understand that supporting STEP is a benefit to them by ensuring that today's students have the necessary skills for tomorrow's workforce. Finally, STEP students need to understand that their interests, skills and knowledge are important, that their contributions are and will be valued, and that they are integral citizens of the community.

3. Demographics and School Size

The Grand Erie District School Board is a medium sized board in southwestern Ontario. It encompasses an area of 4,067 sq. kilometres, including the City of Brantford, County of Brant, Haldimand County and Norfolk County. The area's population is approximately 223,000. The secondary school population is approximately 10, 500. There are 15 secondary schools ranging in size from approximately 300 - 1400 students. Five secondary schools have over 1000 students. Of the 15 secondary schools, 10 ran at least one STEP class during the 2004-2005 school year. The smallest school had a student population of approximately 450 students.

As previously stated, the GEDSB STEP model has evolved to meet the needs of a variety of settings. In the past, sector specific school-to-work programs had been implemented but were limited in their ability to be replicated in schools with smaller populations and less community resources nearby. Once

STEP was introduced as a school-to-work model that focussed on generic employability and essential skills that are required in a variety of work settings both urban and rural and that it could be localized depending on the community resources available - more schools adopted the practice and STEP expanded yearly.

4. Participant Roles and Responsibilities

As previously stated, the GEDSB STEP model includes staff at all levels. The following will outline the roles and responsibilities at each level.

Board of Directors: (Trustees, Director or Education, Superintendents)

- Implement school-work programs as per OSS mandate
- Provide direction and support for STEP
- Provide additional resources and funding
- Allocate system support
- Align with board strategic plan

System Support: (Curriculum, Special Services or Student Success)

- Communicate with various stakeholders and advocate support
- Collect data, track STEP population and evaluate program
- Provide professional development for STEP teachers
- Support site-based programs through resources, problem-solving

Secondary Schools: (Administration, Guidance, Cooperative Education, STEP teachers, Student Success)

- Design and implement STEP model to meet population needs
- Promote program to stakeholders - parents, community partners, staff
- Refer and recruit students for program
- Evaluate program effectiveness yearly
- Provide data for system analysis and tracking

Classroom: (Teachers, Educational Assistants)

- Implement program components
- Develop curriculum
- Coordinate experiential learning activities
- Manage site-based budget
- Recruit employers and community partners to assist with program delivery
- Participate in professional learning
- Assess/monitor students achievement
- Promote program to students and parents
- Communicate to school stakeholders
- Evaluate program effectiveness regularly

Community Partners: (Employers, Employment Service Agencies)

- Provide placements for experiential learning activities such as - work experience, cooperative education, job shadow, industry tour
- Coordinate with school to develop training programs relevant to local labour market needs
- Communicate with school student progress
- Enhance classroom experience through guest speaking, special workshops

Section C:

Learning to 18 Initiative Overview

1. 2004-2005 STEP Enhancement and Expansion

Originally the GEDSB Student Success portfolio planned for a 6% growth in STEP student participation for the 2004-2005 school year. In addition to the per pupil funding for STEP, additional funds were planned to enhance STEP with the expansion of additional certification delivery.

Throughout the fall of 2004, the GEDSB system support lead met with community groups focussed on the local labour market needs, such as the Grand Erie Training and Adjustment Board. Some of the issues and information from discussions included the following:

- Food Manufacturing is an emerging sector in the Grand Erie area
- Industrial Manufacturing is requiring highly skilled tradespeople and will face a shortage within the next 5 years
- Residential and Commercial Construction are booming and require a variety of labourers and skilled trades people
- Health sector remains a major employer
- Industry specific training would increase potential candidates chances of receiving an interview and being hired

As the discussions progressed it was apparent that STEP could be the vehicle to these industries by further developing and integrating additional certifications into the program ie. Workplace Hazardous Material Information System, Personal Protective Equipment, Fall Protect, Safe Food Handling.

In November, the Ontario Ministry of Education announced the potential for additional funding to Support Student Success Learning to 18. The GEDSB entered a partnership with the Grand Erie Training and Adjustment Board to

“The certification classes were consistently full, with waiting lists. The pass rate for students was over 90%. Comments from students indicated these courses were specifically related to their needs and assisted them gaining full or part time-employment.”

(Principal Grand Erie Learning Alternatives, Suzanne Tschudia, 2004)

submit a proposal for STEP. The proposal outlined the goal to double the student participation, imbed additional certification training into each program and develop promotional materials designed to inform students of the preferred pathway to local sectors.

2. Student Participation 2004-2005

The GEDSB set a target under the Learning to 18 initiative of expanding STEP to 11 of 15 secondary schools from 9 of 15 the previous year and grow from 16 programs to 19 programs. See [Figure A](#) below for results.

Figure A
STEP Expansion

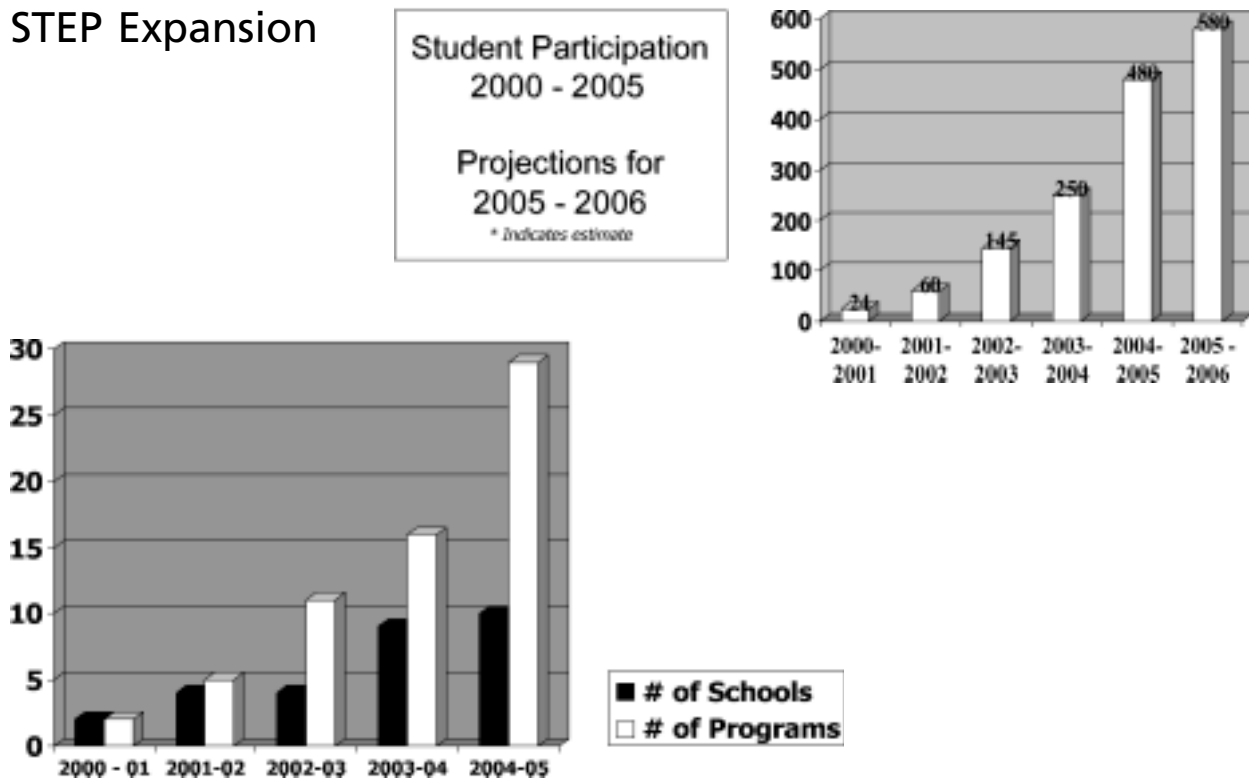


Figure A – Additional Data

2003 – 2004 **9 Secondary Schools – 16 Programs**

SCHOOL	Grade 9	Grade 10	Grade 11	Grade 12
B.C.I.		1		
CAYUGA S.S.		1		
DELHI D.S.S.				
DUNNVILLE S.S.		1		
G.E.L.A.		2		
HAGERSVILLE S.S.				
MCKINNON PARK S.S.		1		
NORTH PARK C.V.S.		1	1	
PARIS D.H.S.				
PAULINE JOHNSON C.V.S.	1	1		
PORT DOVER C.S.				
SIMCOE C.S.				
SPRUCEDALE SCHOOL				
TOLLGATE TECH.		1	1	
VALLEY HEIGHTS S.S.				
WATERFORD D.H.S.		2	2	
TOTALS:	1 Program	11 Programs	4 Programs	

2004 – 2005 **10 Secondary Schools – 29 Programs**

SCHOOL	Grade 9	Grade 10	Grade 11	Grade 12
B.C.I.	1	2	2	1
CAYUGA S.S.	1	1		
DELHI D.S.S.				
DUNNVILLE S.S.		1		
G.E.L.A.		3		1
HAGERSVILLE S.S.	1			
MCKINNON PARK S.S.				
NORTH PARK C.V.S.	1	1	1	1
PARIS D.H.S.				
PAULINE JOHNSON C.V.S.	1	1		
PORT DOVER C.S.				
SIMCOE C.S.				
SPRUCEDALE SCHOOL				
TOLLGATE TECH.		1	1	1
VALLEY HEIGHTS S.S.		1		1
WATERFORD D.H.S.		2	2	
TOTALS:	5 Programs	13 Programs	6 Programs	5 Programs

3. Project Funding

The GEDSB Student Success initiative continued to provide additional funding for the original expansion target of 6% in student participation. Funding to Support Learning to 18 allowed for the following enhancement:

- Hire project manager
- Develop operation plan and implement
- Provide training and resources to expand additional certification model
- Train site-based staff to deliver health and safety and industry specific certifications
- Design tool to collect data and track students for two years
- Work with industry focus groups to identify training needs
- Revise promotional material and design local sector preferred pathway material
- Develop and publish STEP package for sharing provincially

Please see Appendix E: STEP Learning to 18 Operation Plan.

4. Professional Development

In addition to the regularly scheduled ½ professional learning sessions the GEDSB ran three full day sessions to provide training and resources on Discovering the World of Work, Navigating the Workplace, Additional Certifications for Health, Food Manufacturing, Construction and Industrial Manufacturing sectors.

All schools participated with approximately 50 teachers per session. Please see Appendix F: STEP Training Agendas.

Training on GLD/GLN encouraged schools to integrate these courses into STEP packaging. The courses are a natural fit for the program components outlined previously.

Training on additional certifications was set-up so that teachers would hear first from employers in respective sectors such as Construction, then be introduced to some of the additional certifications and training related to the sector. In addition, teachers were given an overview of training and local contacts.

Please see Appendix G: STEP Summary of Training Comments.

5. Preferred Pathways for Students Partnership

To highlight the sectors the training and resources were supporting, promotional materials outlining the recommended pathways for students were designed and published. The Local Sector Preferred Pathway promotion samples for Residential Construction, Commercial Construction, Food Sector, Health Sector, and Industrial Manufacturing can be found after the appendices. They are the result of several consultations with employers, community services and local training institutions. Early on it was determined to keep the design generic enough so that the promotion could be used in a variety of settings with different target audiences. However, our priority was to promote the pathways to students thus the idea to create dividers for student binders as opposed to brochures was seen as more practical and long-lasting. The GEDSB will be distributing dividers to all grade 8 students in September.

6. Resources

Under the Learning to 18 Initiative a series of resources have been developed.

They are as follows:

- STEP Brochure - Appendix H
- GEDSB Additional Certification Guide - Appendix I
- STEP Continuum - Appendix J
- Tracking Mechanism - Appendix K
- Local Sector Preferred Pathways - Found after Appendices

“Lots of valuable information and ideas to implement into STEP, excellent speakers and inspiring personal stories, great resources.”

(Training participant, May 2005)

“Our interaction and partnership with the Grand Erie District School Board ... has been an incredible benefit to our company and many of our new apprentices.”

(Steven Nienhuis, Stelco 2005)

Section D: Looking Back and Moving Forward

1. Indicators of Success

Our primary indicators of success include: Credit Accumulation, Student Retention, Certification Achievement, Experiential Learning Participation, Post-secondary Training, Attendance. A base line has been established for the 2004-2005 school year and tracking of individual students will commence for a two year period. Where possible data is being compared to the previous school year. *See Appendix L: 2004-2005 STEP Data Summary.*

2. Short-term/Long-term Results

Under the Learning to 18 Initiative a series of resources have been developed. They are as follows:

Short-term

For Students:

- Increased number of students participating in STEP
- Increased number of students participating in experiential learning activities
- Decreased absenteeism

For Teachers:

- Increased awareness of industry specific needs and training options for students
- Increased awareness of target population needs

For Board:

- Increased programming options for school-to-work population
- Met OSS mandate requirements for school-to-work programs
- Aligned with board strategic plan

Long-term

For Students:

- Increased number of students participating in STEP
- Increased number of students achieving additional certifications
- Increased number of students participating in experiential learning activities
- Improved credit accumulation for students participating in STEP
- Improved outcomes for students participating in STEP

For Teachers:

- Integration of additional certification resources and training
- Increased awareness of target population needs
- Implemented strategies to meet individual needs of target population

For Board:

- Increased programming options for school-to-work population
- Increased number of GLD/GLN sections
- Met OSS mandate requirements for school-to-work programs

3. Anecdotal

The following will share with you some of the statements, stories and thoughts collected from teachers, parents, students and community members since 2001.

What we have learned as step teachers

"Think outside the box."

"STEP teachers/assistants are a support network."

"Students develop personally and academically."

"Every child has a story."

"Personal touch equals success."

What we have learned about our students

STEP students are:

- Resourceful
- Un-harnessed potential
- Forthright
- Frank
- Funny
- Eager when engaged
- Hands-on

What we have learned about programming for at-risk students

"Developing a rapport with students is critical."

"Firm but fair approach with students is essential."

"STEP requires administration's support."

"Work experience is key to buy-in for students."

"Class size needs to be smaller than average."

"Teachers need to be enthusiastic about working with this population."

"More than one staff person per classroom is ideal."

"Students must be recruited - they have to be open to trying something different."

"Public relations is critical to sustain program."

"Additional funding to reduce barriers for students."

STEP Stories:

Parent on Son in STEP

The mother commented that she was impressed with the responsibilities her son had taken on. She noticed his desire to go to work each morning without complaining. She also liked that her son was benefiting from the male role models at his work placement. Most of all, the parent appreciated the frequent teacher contact.

Parent to STEP teacher

"Thanks for the year of understanding and helping see (my child) through the year. That's the best year he has had in a school environment since grade 2."

Parent to STEP teacher

Mother stated that her son has never been so excited about going to school.

Employer to STEP teacher on student

"The program was wonderful for the student, she started off shy and required a great deal of guidance. In just a few months she if confident, smiling, offers suggestions to others, and has even been offered a part-time job."

Employer to STEP teacher after in-class presentation

After a career talk to a STEP class, the employer stated that he had never seen such an enthusiastic and keen group of students. He was very impressed with their behaviour and attitude.

Teacher about STEP student

One of my students did not miss one day at his work placement except for an emergency appendectomy. Even then he still went to his placement to take his pictures for the photo journal projects. Initially, he was hard to convince that this program would be good for him. Now, he looks forward to STEP 11.

Teacher about STEP student

One of my students came to the program nervous and having problems making friends in elementary school. Initially she sat by herself talking to no one. By the end of the program she gained so much confidence that she started motivating her peers and encouraging them. She also started giving testimonials about how both the program and the work placement experience helped her gain confidence and success.

Teacher about STEP student

At the start of this year I had a student who did not make eye contact or speak with peers/teachers. By the end of the year the student was able to converse in small groups with peers, raise hand to ask questions and have eye contact with teachers.

4. Challenges

As educators are aware, there is no "cookie cutter" approach to developing programs that guarantee success. Thus programs need to continually evolve and change to meet the needs presented at any given time. The GEDSB STEP model will continue to modify and evolve as needs are presented. This in itself will be the greatest challenge.

In addition to this, funding and communication will remain on-going concerns. The STEP initiative has demonstrated on a yearly basis that given adequate resources both financial and human, the needs of at-risk students can be met. The GEDSB is committed to ensuring the program continues to thrive and grow so that more students may benefit. The benefits of investing additional funding into the program far outweigh the alternative. Presently, GEDSB will continue to support the program through Student Success and are hopeful that this type of funding will continue. Secondly, with the number of stakeholders requiring an understanding of this issue and what it means to a community to support such programs is certainly challenging. It is important for the system and schools to ensure educators, community members, parents, students and industry are collaborative in seeking and finding solutions for this population of students. The first step in doing so, is understanding the needs of the at-risk student population. It will take all members of the community in order to truly make a lasting and enduring difference for this group of youth. Years of stereotyping our "drop-outs" and inequity of programming are difficult to combat. The key is and will be communication - clear, precise and meaningful.

5. Next Steps for STEP

As previously stated, the GEDSB will continue to enhance and expand our STEP model. For the 2005-2006 school year we will:

- Implement STEP at 3 new secondary schools raising the total from 10 out of 15 to 13 out of 15;
- Maintain additional funding through Student Success;
- Work towards ensuring schools have a complete program pathway plan for school-work population;
- Investigate and plan for two or three new industry focus groups;
- Integrate Annual Education Pathway Planner, including Exit Planning.

On a final note, for years people asked what is STEP? Ultimately, STEP is a model for building programs for at-risk students. Underlying the model is the belief that all students given the opportunity to develop their interests, skills and abilities through "real" and "authentic" experiences will lead to positive outcomes.

For additional information about the Student Transition Experience Program (STEP) please contact Suzanne Cass, Grand Erie District School Board School to Work Officer at casssuz@fc.gedsb.net or 519 754-1606 ext. 239.

Appendix A:

STEP 2004 - 2005 Programs

Site	Program Grade/Description	
BCI	Grade 9	GLE 10 Includes: Field Trips, Guest Speakers
	Grade 10	GLC/CHV 20 and GLS/E Includes: Work Experience, Industry Certifications, Field Trips, Life Skills
	Grade 11	CGT3E Includes: Industry Certifications, Work Experience, Field Trips, Guest Speakers
	Grade 12	CGT4E Includes: Industry Certifications, Work Experience, Field Trips, Guest Speakers
CSS	Grade 9	GLE 10 Includes: Field Trips, Guest Speakers, Life Skills, Industry Certifications, PLATO
	Grade 10	GLE 20 Includes: Credit Recovery and Pre-Coop/ Employment with work experience, PLATO
DSS	Grade 10	GLC 20/CHV 20 and GLE 20 Includes: Work experience 3 ½ days per week
HSS	Grade 9	ENG/SNC/MAT 14 and CGC 1P Includes: Guest speakers, industry tours, community service work experience
NPCS	Grade 10	GLE 10/ENG 1L Includes: Guest speakers, industry tours
	Grade 11	GLE 30 with GLE 30C (coop)
	Grade 12	GLE 40 with GLE 40C (coop)
PJCVS	Grade 9	ENG 1P/GLS 10 Includes: Work Experience
	Grade 10	GLC/CHV 20 GLS/E 20 Includes: Work Experience

Site	Program Grade/Description	
TTSC	Grade 9	*Strive - 6 credits, 2 non-credit life skill/career and literacy/numeracy courses Includes: Job Shadowing, Life Skill Workshops, Job Finding Skills, Social Skills, Community Awareness
	Grade 10	ENG 2L/Eng 14 GLC/CHV 20 Includes: Work Experience, Vocational Skills, Social Skills
	Grade 11	ENG 3E/HIP 3E Includes: Work Experience, Vocational Skills, Social Skills
	Grade 12	4 Period Coop to Employment
VHS	Grade 10	GLE 20 Includes: Vocational Skills, Industry Tours
	Grade 12	MEL 4E1, ENG 4E Includes: 4 coop credits
WDHS	Grade 9	ENG/SNC/MAT 14 + GLS/E Includes: Job Shadowing
	Grade 10	GLC 20/CHV 20 and GLS/E Credit Recovery Includes: Work Experience
	Grade 11	Compulsory + Technology Education Includes: 4 credits coop
	Grade 12	Compulsory + Technology Education Includes: 4 credits coop
GELA	Grade 9	ENG/SNC/MAT 14 + GLS/E Includes: Job Shadowing
	Grade 10	GLC 20/CHV 20 and GLS/E Credit Recovery Includes: Work Experience
	Grade 11	Compulsory + Technology Education Includes: 4 credits coop

Appendix B: STEP System Budget Projected Costs

Projected Costs Sample

Student Transition Experience Program 2003–2004

Note: There are to be no staffing costs.

Staff Development (include number of people) Secondary Inservice 14 x 4 x \$100.00	\$5600.00
Other Costs (be specific) Student Support 247 students x \$70.00 Resources ie. health and safety certifications	\$17,290.00 \$1500.00
TOTAL COSTS	\$24,390.00

Appendix C:

STEP Program Menu

Grade	Courses	Experiential Learning Samples	Scheduling Options
9	LDCCs	Job shadow Industry Tours Personal Life Management programs ie. Leadership Training	½ day package
	LDCC with GLS/E 10	Job shadow Industry Tours Personal Life Management programs ie. Leadership Training	½ day package
	GLS/E	Job shadow Industry Tours Personal Life Management programs ie. Leadership Training	one credit
10	LDCCs	Job Shadow/Twinning Industry Tours Health/Safety Training ie. YWAP, CPR/First Aid, WHIMIS Work Experience Personal Life Management Programs	½ day package
	LDCC with GLE 20	Job Shadow/Twinning Industry Tours Health/Safety Training ie. YWAP, CPR/First Aid, WHIMIS Work Experience Personal Life Management Programs	½ day package
	GLD 20 with CHV/GLC and/or Open	Job Shadow/Twinning Industry Tours Health/Safety Training ie. YWAP, CPR/First Aid, WHIMIS Work Experience Personal Life Management Programs	½ day package
11/12	GLE 30 or GLS/E 40 with Coop	Health/Safety Training Industry Certification Training Cooperative Education/OYAP Placement Exit Plan Employment or Post-secondary training	3 credits or 4 credits
	Workplace Course ie. CGT3E	Work Experience Health/Safety Training Industry Certification Job Shadow Exit Plan	1 credit
	GLN 40 with Coop and/or Workplace/Open Courses	Health/Safety Training Industry Certification Training Cooperative Education/OYAP Placement Exit Plan Employment or Post-secondary training	3 credits or 4 credits or 5 credits
	Coop with Packaged Workplace/Open courses	Health/Safety Training Industry Certification Training Cooperative Education/OYAP Placement Exit Plan Employment or Post-secondary training	4 - 8 credits

Appendix D: STEP Resources

Student Transition Experience Program Resources and Support Documents

Suggested Resources:

“Live Safe! Work Smart” Grade 9 – 12: Health and Safety Resources for Ontario Secondary School Teachers (www.livesafeworksmart.net)

“Make Your Move” A Curriculum Resource Document for the Compulsory Grade 10 Career Studies Course (GLC 20): The Skilled Professions and the Apprenticeship Training Process (Toronto Catholic District School Board, 2000)

“Taking Charge: It’s My Future” video. (Public version contact Toronto District School Board 1-416-397-2595 or Catholic version contact Toronto Catholic District School Board 1-416-222-8282)

“Young Worker Awareness: Things You’d Better Know ... to work smart, work safe” video. (Ontario Workplace Safety & Insurance Board 2001, 1-800-663-6639)

Destination 2020: Youth Edition (www.careerccc.org)

Step into the World of Workplace Learning: A Collection of Authentic Workplace Materials (Nelson Thomson Learning, ISBN: 0-17-608571-8)

Support Documents:

“Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools”. (Ontario Ministry of Education, 1999)

“Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools”. (Ontario Ministry of Education, 2000)

“Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements”.(Ontario Ministry of Education, 1999)

Appendix E:

STEP Operating Plan Learning to 18

STEP Operating Plan Learning to 18 2004-2005

Activity	Outcome	Timeline	Outcome
Set-Up Executive Committee	<ul style="list-style-type: none"> Establish committee comprised of GEDSB School to Work Officer, Grand Erie Training and Adjustment Board School to Work Facilitator, Employment Service Agencies, Industry Representatives, and Health and Safety Representatives 	January 05	<ul style="list-style-type: none"> Committee established representing GEDSB, employment services, local labour market and health and safety representatives Consult on program development Participate in training
Hire Project Manager	<ul style="list-style-type: none"> Develop job description for Project Manager, advertise, interview, hire 	January – February 05	<ul style="list-style-type: none"> Teacher consultant hired Met with all sites and administration Met with community partners Facilitates training Provides support for sites to implement resources and additional certifications
Program Development	<ul style="list-style-type: none"> Marketing/Promotion – establish sub-committee of STEP teachers to preview existing materials, design and publish new STEP brochure for students, parents, employers Certification Continuum – collect information on existing programs from community partners, research new programs for target sectors, design and publish guide for teachers and continuum Training Model – in collaboration with community partners from four sectors plan and implement training program to introduce STEP teachers to additional certification guide, continuum and resources, include GLD/GLN Evaluation, Data and Tracking – meet with board IT to determine best practice for collecting data, design template for STEP sites, collect data from sites, revise tool as needed 	February 05 – April 05	<ul style="list-style-type: none"> Brochure designed and published Additional Certification Guide designed and published Continuum outlined on STEP continuum Confirmed resources, trainers and employers for teacher training session Met with IT established process and designed template Assisted sites with completion
Staff Training	<ul style="list-style-type: none"> Training for Certification delivery 	May 05	<ul style="list-style-type: none"> Facilitated training three days for 50 teachers, administrators
Authentic Certification Implementation	<ul style="list-style-type: none"> STEP sites train students for authentic certifications 	On-going	<ul style="list-style-type: none"> Implemented certification training at STEP sites
Package Program Model	<ul style="list-style-type: none"> Develop and publish package for sharing model provincially 	July 05	<ul style="list-style-type: none"> Educator's Guide to STEP completed
Research and Evaluation	<ul style="list-style-type: none"> Tracking and data collection tool developed Evaluation strategy developed/implemented 	June 05 – July 05	<ul style="list-style-type: none"> Collected data Revised template Analyze data for program evaluation

Appendix F: STEP Training Agendas

Industrial Certifications and Health & Safety Programs

May 5, 2005 Agenda

08:45 - 09:00 Registration and Refreshments
 09:00 - 09:15 Welcome and Introduction
 09:15 - 09:45 Keynote Speaker
 09:45 - 10:30 Health Service Sector
 10:30 - 10:45 Break
 10:45 - 11:45 Health/Safety in Health Service Sector
 11:45 - 12:30 Lunch
 12:30 - 01:00 CPR/First Aid
 01:00 - 01:30 Construction Sector - Residential
 01:30 - 02:30 Health/Safety in Construction Sector
 02:30 - 02:45 Break
 02:45 - 03:15 Personal Protection Equipment
 03:15 - 03:45 Group Discussion

May 6, 2005 Agenda

08:45 - 09:00 Registration and Refreshments
 09:00 - 09:15 Welcome and Introductions
 09:15 - 10:30 Ontario Safety Service Association
 10:30 - 10:45 Break
 10:45 - 11:45 Implementation/Planning/Resources
 11:45 - 12:30 Lunch
 12:30 - 01:00 Manufacturing - Industrial
 01:00 - 01:30 Manufacturing - Food
 01:30 - 02:30 Manufacturing Sector
 02:30 - 02:45 Break
 02:45 - 03:45 Implementation Planning

Implementing School to Work Programs Discovering the World of Work and Navigating the Workplace

Agenda

08:45 - 09:00 Registrations and Refreshments
 09:00 - 09:15 Welcome and Background
 09:15 - 10:15 Course Expectations
 10:15 - 10:30 Break
 10:30 - 11:15 Course Profiles
 11:15 - 11:45 Experiential Learning Implementation
 11:45 - 12:30 Lunch
 12:30 - 01:30 Resources
 01:30 - 02:15 Ontario Skills Passport - Essential Skills
 02:15 - 02:30 Break
 02:30 - 03:30 Planning for Implementation
 03:30 - 03:45 Summary and Evaluation

Appendix G:

STEP Summary of Training Comments

Industrial Certifications and Health & Safety Training

1. What did you like about this training?

- informative, full of authentic ideas, enjoyed real people from outside education land
- really good info
- spending time with other teachers, getting information on various certifications, receiving numerous resources on Health and Safety Training
- varied approach, hearing from different sectors was excellent, provision of the various certifications available and how we can get them
- location/surroundings, informal, resource/materials (current, appropriate) sharing ideas, departments, opinions, facts, board wide
- excellent speakers – articulate and informative, practical
- well planned and laid out, wide variety of topics, a lot of resources to take back with us
- received good resource materials, practical ideas for in class implementation (coop, step, GLC20 etc.)
- you have encouraged us to include people from different departments in the school, they too can then see the possibilities & need for Health & Safety awareness and planning a pathway
- speakers, particularly Jeff Wilcox & Steve Shaw OSSA, food, resources – tangibles to take and use
- good speakers, good resources, good pacing
- great resources provided, practical & useful, first aid show should go on the road
- food was great, like the hands-on aspect utilized by many presenters
- lots of variety, facility/lunch
- good useable adaptable resources, some good speakers, good contacts for future use, good planning activities
- great resources, good speakers

- lots of useful resources, ready to implement as is (time saver), current industry info, address a difficult clientele of kids in our schools who need the help
- lots of usable resources, useful information, guest speakers were knowledgeable, interesting
- fantastic, usable resources, variety & pace of guest speakers was god, overheads welcomed and will be used for Careers courses
- interesting pieces of information & statistics to take back to school and adapt to the classroom.(especially with literacy)
- the importance for kids to understand health and safety at home, part-time jobs and when in the workforce
- various training materials, methods of covering materials with students, various presenters
- the knowledgeable people from other industries with “real life” experiences
- contacts for resources, resources to use right away in the classes
- I liked trying on different types of safety equipment that is required to do some jobs. It makes you aware what it is really like to work in hazardous places
- lots of valuable information and ideas to implement into STEP Program, excellent speakers were inspiring in their “personal” stories, great resources to take with us
- meeting people who can be a resource and/or guest speaker, receiving resources, the table listing certifications & cost, dialogue and the guest speakers
- good, it was especially good for teachers that did not have a trade background
- good variety of areas presented, lots of resources provided
- getting together with other teachers to share stories and compare notes, receiving the excellent resource materials, listening to industry representatives who voice their concerns
- lots of resources available, the presentations were great
- can use the resources in my class, Tech/Co-op/OYAP
- informative, nice to get the experts out
- people from industry sharing experiences, made aware of even more hazards

2. What could we have done to improve upon the training?

- more hands on demonstrations, more activities in order to move around
- try to avoid repetition of some of the generic
- more certification/industrial based facts, provide more statistics ie % of dropouts, % of university/college grads
- nothing, great day, practical and humourous – ... should take their “show” on the road
- more time spent on topics with time to discuss and fill in the blanks on topics not familiar with
- more time to plan the pathway for implementing, it is the beginning
- include employers & have more round table about what employers are looking for in students – what certifications, training
- this was largely about safety, we’d like more industry certification
- more sectors
- perhaps shorten it to 1 ½ days max
- shorter breaks, condensed to one day
- curriculum documents would have helped address other courses these resources can be use for. (Family Studies, Tech, Science etc.), fewer repetitive speakers
- don’t show the videos, seemed like filler
- more direction given to implementation and planning
- insist upon more brainstorming in small groups, force/coerce/ask us in the audience to get more involved somehow rather than just watching and listening
- more information about how and where to direct students into co-ops, OYAP and into the workforce ie., contacts, requirements, information etc., what students need to be a good candidate for a job or apprenticeship
- speakers one day/tours second day with discussions at the site. (we love field trips too!)
- start earlier, shorten the breaks end earlier
- brainstorm ideas, worked as a group on what should be offered in subjects & grade levels to develop consistency in board ideas for delivering & informing staffs

- well done, good variety
- interactive activities with representatives from other schools to get us up and moving around, especially after lunch
- had a back up person for the cancellation of the Health Services speaker
- for coop teachers , more contacts for placements and more resources that schools can afford – more resources to standardize teaching across the board
- information re: automotive (safety etc..) and transportation
- have the seminar early in the school year, the rest was great!
- put packages of training materials together for specific trades areas including health & safety, employee expectations along with approx. cost
- touched on agriculture, perhaps the chemical training certificate
- agriculture industry

3. What did you learn from this experience?

- safety is an industry unto itself, lots of jobs exist & are changing in Grand Erie as the 403 pays more dividends (location)
- a lot of stuff common out there we just need time to get it
- various industrial certifications available
- the resources from Ontario Safety Services Commission were appreciated and will be used next year in GLN 40 for sure
- Industry is looking for workers, we have workers – need access to : training, apprenticeships & changing attitudes
- fill in the blanks on finding resources and bring it together, work with other teachers & departments on some of these ideas
- just how important Health & Safety is for our youth and by extension our future, we need to prepare students in many varied areas safety is a top priority in all sectors
- awareness of training importance, commonalties with Health & Safety in sectors
- lots
- tons
- a great deal about health & safety and the many resources (people & materials) we can easily access

- awareness vs certification, contact info/resources
- types of resources available to public
- like chart with contact #'s for certifications, learned where/who to contact for certifications
- up to date industry requirements and info
- I have lots of work to do but lots to share
- quite beneficially, I learned that there is a wealth of supportive material available to us and perhaps as importantly, there are many effective guest speakers to convey the safety message to students
- important tips and available information regarding health and safety and workplace info, awareness of potential dangers and need for common sense to live long and prosperous lives
- awareness programs, issues and health & safety
- how little students really know
- Health and Safety can be taught in all subject areas, great ideas for presentation of materials
- going to work daily can be a dangerous thing for many workers – especially for young workers
- the names of future contacts/speakers, many people out there who care about safety, courses available to further my own education
- that there is a general concern about placing students in construction OYAP, we need to have more dialogue with employers in formats like this
- we need more people in the construction sector to jump on board to help students in coop and OYAP, no point in saying they need more people in trade yet not willing to train them
- there is a lot of certification available
- the complexity and comprehensiveness of the legislation regarding health and safety, reinforcement of the fact that we are all responsible for health & safety
- more training on the forms and information need to be included in them would be appropriate, some of us don't really know our responsibilities
- health & safety needs a higher level of commitment from all parties, teachers/students/supervisors/employers
- received some great resources and contacts
- keep preaching safety

4. Please suggest other ways in which we can support schools with implementation of industrial certification and health & safety training programs:

- finances for relevant certifications, how do we organize classes to offer these certifications
- provide real world contacts/opportunities for apprentice training, develop a wood shop at GELA, provide full apprenticeship gr. 9
- provide the opportunity to train teachers to deliver these certificate programs
- when someone is trained to certified others (ie first aid) we need to know this so we can access them
- do this again, more people from industry, run it twice a year
- keep communicating
- Winter/summer Great Outdoors resource would be extremely valuable, workbooks for Dare to Care Programs: Restaurant & Food, Vehicle Sales & Service, Retail & Wholesale
- lobby gov't or industry to greatly decrease cost of various certifications so will be more feasible for students
- offer certification programs for teachers to take and then be able to implement
- agriculture sector
- agriculture farming focus would be great for this region
- needs to be money from by the province and board to fund programs to help students set up successful pathways
- more teachers, trainers and resources
- transportation Tech, Agriculture, Lifting training, Crane Training, Emergency training, possible future topics
- increase discussion time
- students are great speakers, show how it can help them get job, keep a job, keep your health, body parts, life, quality of life
- need checklists, next year farming
- having people with experience and expertise come into school and train students and give them first hand look at hazards from the industrial side
- in-services on system wide shortened days

- continue investigating other sectors, provide info on accessing money
- more affordable training, work books and visual material, more training sessions
- of course, more money for some of the more expensive certifications ie., forklift
- train teachers for certification skills matching the demo graphs of the industry neighbours around the school, create lines of credit bearing subjects for certified teachers to train students
- lots of possible presenters that are in our area, list of who can certify students and availability, pkg of forms need for Co-op, WE, etc., training on filling out these forms correctly, we need a session on teacher's liability if student gets hurt, what are the necessary forms, where do we get them, who gets copies, what is our personal liability, should we have an orientation session for potential employers on the expectations for them in our experimental learning programs so that they know what is expected of them, should we identify employers ahead of time and send them a pkg of information prior to them signing on as providers of workplace experiential learning, should our STEP programs have the students job shadow for a few days prior to employment, need transportation, health & safety and horticulture, health and safety delivered to appropriate people
- release persons in school to become certified in areas, pay for supply teacher, pay for certification courses, expectation these trained people can now train and certify others
- helping staff get certified as instructors and save costs
- keep making us aware of teaching materials and experts available to our schools

Appendix H:

GEDSB Additional Certification Guide

Overview of Industry Certifications and Workplace Health/Safety Programs

Generic

Title of Program	Description	Local Contacts	Length/Cost**
First Aid/Cardio-Pulmonary Resuscitation (CPR)	<p>Both the Canadian Red Cross and St. John Ambulance offer a variety of First Aid CPR courses of varying complexity and time requirements.</p> <p>For more specific information, contact your local agency.</p> <p>Re-certification is required at specific intervals.</p> <p>Standard First Aid Students: Geared to meet industry, business and government requirements. The course covers emergency scene management, treating for shock, unconsciousness or fainting and/or severe bleeding and performing artificial respiration on an adult.</p> <p>CPR Basic Rescuer: One and two person CPR, artificial respiration and choking techniques for adult, child and infant emergencies.</p> <p>Standard First Aid Plus CPR: Combination of the two courses above.</p>	<p>Canadian Red Cross 25 William St. Brantford, ON N3T 3K3 (519) 753-4189</p> <p>St. John's Ambulance 49 Dalkeith Dr. Unit 1 Brantford, ON N3P 1M1 (519) 752-9252</p> <p>Fanshawe College (Simcoe) (519) 426-8260 ext. 225</p> <p>www.sja.ca</p> <p>www.redcross.ca</p>	<p>3–13 hours long (plus an exam) depending on the service agency.</p> <p>Costs vary depending on the complexity of the course.</p> <p>Costs may range from \$40.00 to \$125.00 per person.</p> <hr/> <p>\$299.00 per person</p> <hr/> <p>\$325.00 per person</p>

** Course costs for students are offered at a significantly reduced rate.

Generic

Title of Program	Description	Local Contacts	Length/Cost**
Workplace Hazardous Material Information System (WHMIS)	<p>This program is a generic overview of WHMIS. (Employers must provide additional training tailored to the specific materials at the worksite)</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Legislative requirements • Responsibilities of workplace parties • Information delivery • Worker education and training • Occupational health • Recognition, assessment and control options <p>CSAO will issue wallet cards to participants who successfully complete the performance reviews and attend the entire session.</p> <p>This program educates students in general information such as how WHMIS works and the hazards of controlled products. This includes the content of the label and MSDS, as well as the purpose, significance (why a product is called a corrosive, for example), location and modes of identification such as colour, numbers, and abbreviations.</p> <p>The WHMIS workshop includes:</p> <ul style="list-style-type: none"> • Introduction to the theory and purpose of Workplace • Hazardous Material Information System legislation • Overview of WHMIS symbols • Explanation of WHMIS labels and workplace labels • Example of Material Safety Data Sheets • Discussion of Employer employee responsibilities <p>Creates an awareness only.</p>	<p>Construction Safety Association of Ontario www.csa.o.org 1-800-781-2726</p> <p>Local Training Consultant L. McInness (519) 442-7707</p> <p>Fanshawe College (Simcoe) (519) 426-8260 ext. 255</p> <p>Path Employment Services 205 Forest Street Dunnville, ON N1A 3G5</p> <p>Contact the Career Resource Centre at your local high school.</p> <p>Contact: Brenda Silverthorne (905) 774-7284</p>	<p>5 hours @ \$150.00 per person</p> <p>3 hours @\$45.00 per person</p> <p>Free</p> <p>2 hours @ \$150.00 per class (students 10-15)</p>
Young Worker Awareness Program (YWAP)	<p>“ 7 Things You’d Better Know About Workplace Safety”</p> <p>The workshop conveys health and safety information to young workers entering the workforce for the first time so that they will be aware of their rights and responsibilities, as well as those of their employers. It helps students to identify potential workplace hazards and to know which questions to ask when they enter the workplace. The goal of the program is the prevention of workplace injuries and illness.</p>	<p>Contact the Career Resource Centre at your local high school.</p> <p>www.youngworker.ca</p>	Free
Passport to Safety	<p>Passport to safety is a national health and safety awareness program that aims to revolutionize thinking among youth by supporting and encouraging training required to eliminate needless workplace injuries and deaths. Passport transcript holders possess basic knowledge to help say no to unsafe work, insist on job-specific training and exercise their rights and responsibilities at work.</p>	www.passporttosafety.com	Teachers must register to access free PIN #s for student usage.

Construction

Title of Program	Description	Local Contacts	Length/Cost**
Construction Health & Safety - Basics	<p>Upon completion of this program, participants will be able to recognize and identify the basic requirements for health and safety on construction sites – including both equipment and procedures. Modules include:</p> <ul style="list-style-type: none"> • Health and safety hazards • Personal protective equipment • Electrical hazards • Housekeeping • Access structures • Back care and material handling 	<p>Construction Safety Association of Ontario www.csao.org 1-800-781-2726</p> <p>Local training consultant L. McInness (519) 442-7707</p>	<p>Workbook - Free for Home Study</p> <p>2 day Train the Trainer @ \$450.00 per person</p>
Construction Health and Safety	<p>An introduction to the Occupational Health and Safety Act, the basic rules and regulations of being on a construction site. Topics include: Protective equipment, fall protection, asbestos hazards, confined spaces, WHMIS, Importance of Certification, Right to Refuse, and 4 Major Causes of Accidents.</p>	<p>Path Employment Services 205 Forest Street Dunnville, ON N1A 3G5</p> <p>Contact: Brenda Silverthorne (905) 774-7284</p>	<p>2 hours @ \$150.00 per class (students 10-15)</p>
Confined Spaces	<p>Upon completion, participants will be able to identify confined spaces and demonstrate knowledge of legislative requirements and general procedures for confined space entry. Topics include:</p> <ul style="list-style-type: none"> • Definition of confined spaces • Hazards related to confined spaces • Types of dangerous atmospheres • Legal requirements • Assessment and control options • Monitoring strategies • Entry permits and procedures <p>CSAO will issue a wallet card to successful participants.</p>	<p>Construction Safety Association of Ontario www.csao.org 1-800-781-2726</p> <p>Local training consultant L. McInness (519) 442-7707</p>	<p>4 hours @ \$75.00 per person</p>
Ladders and Scaffolds	<p>Upon completion, participants will be able to locate and explain the regulations concerning ladders and scaffolds, and know how to select and use the equipment. Topics include:</p> <ul style="list-style-type: none"> • Legal requirements • Causes of accidents and incidents • Use, care, and maintenance of equipment • Inspection • Safety features and safe handling 	<p>Construction Safety Association of Ontario www.csao.org 1-800-781-2726</p> <p>Local training consultant L. McInness (519) 442-7707</p>	<p>½ day @ \$75.00 per person</p>
Hoisting and Rigging – Basic	<p>Upon completion, participants will be able to demonstrate a basic knowledge of principles relating to safe hoisting and rigging practices in the construction industry. Modules Include:</p> <ul style="list-style-type: none"> • Hoisting and rigging hazards • Fibre rope, knots, and hitches • Hardware, wire rope, and slings • Rigging tools and devices • Hazard awareness in crane operations <p>Full attendance is mandatory. The passing grade to qualify for a certificate is 100% for hand signals, 80% for knots, and 80% for the performance review. Participants must bring their own calculator.</p>	<p>Construction Safety Association of Ontario www.csao.org 1-800-781-2726</p> <p>Local training consultant L. McInness (519) 442-7707</p>	<p>2 Days (16 hours) @ \$300.00 per person</p>

Service

Title of Program	Description	Local Contacts	Length/Cost**
Smart Serve	Smart Serve trains servers to: <ul style="list-style-type: none"> • Know their responsibilities and obligations under the law • Develop proactive approaches to preventing alcohol-related problems • Recognize the signs of intoxication • Implement intervention strategies for aggressive customers Successful candidates receive a wallet size certificate and lapel pin.	Contact the Career Resource Centre at your local school. Fanshawe College (Simcoe) (519) 426-8260 ext. 255 www.smartserve.ca (416) 695-8737	3 hours @ \$20.00 - \$25.00 per person \$52.00 per person
Safe Food Handlers	Program covers: <ul style="list-style-type: none"> • Provincial Regulations/Municipal By-Laws • Disease information and danger • Cleanliness/sanitation • Legal consequences 	Health Units Haldimand/Norfolk (519) 426-6170 ext. 245 Brantford (519) 753-4937	3 sessions @ \$40.00 per person
Cash Register Training	Program offers both actual usage and theoretical concepts of the cash register. Workshop sessions cover cash register design, taxation, reading/balancing machines, department identification and security features.	SC Service Port Dover (519) 583-1550 Contact: Ed Atkinson	Half day @ \$75.00 per class (students 15-20)
Communicating with the Elderly	Preparing students entering into training or co-op in the Health Field working with the Elderly. Two courses are offered. WHAT IS NORMAL AGING? This interactive session uses virtual aging techniques to help students develop sensitivity to our elderly population and the challenges they face.		2 hours @ \$150.00 per class (students 5-10)
Communicating with the Elderly (cont'd)	WHAT'S WRONG WITH GRANDMA? Through movies, discussion and sharing experiences, students will learn about dementia and how it might affect communication and relationships with elderly. Course covers changes in behaviour as symptoms of dementia increase, how to create supportive environments, tips to cue memory, and ideas to make visiting a meaningful, intergenerational experience.	Path Employment Services 205 Forest Street Dunnville, ON N1A 3G5 Contact: Brenda Silverthorne (905) 774-7284	2 hours @ \$150.00 per class (students 5-10)

Food Manufacturing Sector

Title of Program	Description	Local Contacts	Length/Cost**
Good Manufacturing Processes (GMP)	Course topics include: <ul style="list-style-type: none"> • Personal Practices • Hand Washing • Clothing/Footwear/Headwear • Storage – Clothing/Equipment • Injuries and Wounds • Evidence of Illness • Access and Traffic Patterns • Chemical Use and Chemicals Used, • During Operation 	Career Link 1 Market Street Brantford, ON (519) 759-1412 Suzanne Cass casssuz@fc.gedsb.net	3 hours - Cost to be determined Participant workbooks 10 @ \$199.00 Resource to create awareness “video” Employee Hygiene Practices Student booklets \$6.00 per person
Hazardous Analysis Critical Control Points (HACCP)	Course topics include: <ul style="list-style-type: none"> • What is HACCP? • Components of a HACCP System • HACCP Principles • Types of food Hazards Controlled by HACCP • Why is HACCP Necessary? • Use of HACCP for manufacture of Scale Food and Your Role in HACCP 	Career Link 1 Market Street Brantford, ON (519) 759-1412 Suzanne Cass casssuz@fc.gedsb.net	3 hours - Cost to be determined Resource to create awareness “video” Inside HACCP: Principles, Practices & Results Student booklets \$6.00 per person

The following is a list of related curriculum expectations:

Guidance and Career Education

Discovering the Workplace: Grade 10, Open (GLD20)

Developing Workplace Essential Skills

By the end of this course, students will:

- ES4.01 - assess their use of selected workplace essential skills, using feedback from others (e.g., peers, teachers, supervisors);
- ES4.02 - demonstrate the ability to plan for the development of the workplace essential skills that they require to complete specific tasks in school and in the community;
- ES4.03 - document their development of selected workplace essential skills, including evidence of development of these skills from their *Ontario Skills Passport*.

Strand: Exploration of Opportunities**Overall Expectations**

By the end of this course, students will:

EOV.04 - Identify, explain, and follow health and safety policies and procedures in school and in workplace settings.

Specific Expectations**Researching Information**

By the end of this course, students will:

EO1.03 - Describe, through investigation, learning opportunities (e.g., cooperative education, Ontario Youth Apprenticeship Program, school courses, industry certification, first-aid training) that are related to their education and career goals, using resources in the school (e.g., guidance counsellors, teachers, the Internet) and in the community (e.g., career centres, local businesses, employment and community support agencies).

Understanding the Workplace

By the end of this course, students will:

EO3.02 - explain workers' rights (e.g., right to refuse unsafe work, right to accommodation) and responsibilities (e.g., accident reporting), and identify federal and provincial legislation in which they are described (e.g., *Hazardous Products Act*, *Ontario Human Rights Act*).

Strand: Preparation for Transitions and Change**Overall Expectations**

By the end of this course, students will:

PTV.03 - apply job-search strategies and tools to find or create opportunities for work and for learning about work.

Searching for Work

By the end of this course, students will:

PT3.04 - document evidence of the knowledge and skills (including workplace essential skills) that they have acquired in school, the community, or the workplace, using the *Ontario Skills Passport* and other tracking tools.

Navigating the Workplace: Grade 12, Open (GLN40)

Strand: Exploration of Opportunities

Overall Expectations

By the end of this course, students will:

- EOV.03 - demonstrate an understanding of the nature of work and of workplace expectations and issues;
- EOV.04 - identify, explain, and follow health and safety policies and procedures in school and in the workplace.

Understanding the Workplace

By the end of this course, students will:

- EO3.02 - explain workers' rights (e.g., right to refuse unsafe work, right to reasonable accommodation) and responsibilities (e.g., accident reporting), and identify federal and provincial legislation in which they are described (e.g., *Hazardous Products Act*, *Ontario Human Rights Act*).

Demonstrating Health and Safety Awareness

By the end of this course, students will:

- EO4.01 - identify potential health and safety hazards in a workplace setting;
- EO4.02 - describe safety practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, ergonomic considerations, workplace accessibility) in a workplace setting;
- EO4.03 - explain and follow health and safety policies (e.g., proper handling of tools and equipment, use of personal protective equipment) and procedures (e.g., fire drill, evacuation, equipment lockouts) in a workplace setting;
- EO4.04 - describe procedures for reporting accidents and unsafe practices, and explain why they are necessary in the workplace.

Searching for Work

By the end of this course, students will:

- PT3.02 - document evidence of the knowledge and skills (including workplace essential skills) that they have acquired in the workplace or through volunteering, using the *Ontario Skills Passport* and other tracking tools.

Career Studies: Grade 10, Open (GLC20)

Exploration of Opportunities: Identifying Trends and Opportunities

By the end of this course, students will:

- demonstrate understanding of how to maintain safety in the workplace and identify employees' and employers' rights and responsibilities;
- demonstrate understanding of selected fields of work (e.g., telecommunications, finance, construction), including emerging trends, sample occupations, and ways that high school students can prepare for those fields.

Cooperative Education and Other Forms of Experiential Learning

2.3.1.2 Health and Safety

As part of the pre-placement orientation, students involved in cooperative education and work experience must receive instruction on health and safety in the workplace. To ensure the physical safety and personal well-being of students, teachers must ensure that students demonstrate the following prior to placement:

- an understanding of workplace health and safety rules
- the appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors
- an understanding of the need for personal protective equipment, including goggles, gloves, boots, and aprons
- an understanding of the Occupational Health and Safety Act
- the correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information Systems (WHMIS) training program
- an understanding of the coverage provided by the Workplace Safety and Insurance Act
- the procedures for reporting accidents
- the procedures for reporting unsafe practices

Both teachers and placement supervisors must ensure that all students with special needs are thoroughly familiar with and able to implement all the safety precautions that may be required at the placement. They must also ensure that any necessary workplace accommodations to ensure students' safety are in place.

Students in the Ontario Youth Apprenticeship Program must be provided with trade-specific health and safety training.

If a cooperative education teacher becomes aware of a health or safety hazard at any time during a work placement (e.g., through information supplied by a student), the teacher must discuss the hazardous situation with the placement supervisor, the head of the organizational unit in which the credits are being awarded, and the principal. The hazardous situation must be resolved before the student can return to the placement.

Board staff should be aware of their responsibility and potential liability in terms of students' health and safety. Any teachers and non-teaching personnel responsible for recruiting and securing placements must assess the health and safety environment of the potential placements and recommend only those placements with acceptable standards.

Appendix I: STEP Continuum Sample

Year 1	Year 2	Year 3	Year 4
(c) ENG 1L	GLD 20	GLE 30 or GWL 30	GLN 40
(c) MAT 1L	(c) CHV 20/GLC 20	Cooperative Education	Cooperative Education
(c) SNC 1L	(c) English	Cooperative Education	Cooperative Education
(c) Geography	(c) Math	(c) English	Cooperative Education
(c) Physical Education	(c) Science	(c) Math	(c) English
(c) The Arts	(c) History	(c) Parenting	Math
Integrated Technologies	(c) Technological Design	Technological Design	Technological Design
(c) Intro to Business	(c) Physical Education	Manufacturing Technology	Manufacturing Technology
Additional Certifications: See "Generic" of GEDSB Additional Certification Guide		Additional Certifications: See sector specific programs of GEDSB Additional Certification Guide	

 Indicates Packaged Courses to deliver school - work components

(c) Indicates Compulsory Credit

 (c) Indicates Additional Compulsory Credit

 (c) Indicates Compulsory Credit Substitution

Appendix J

STEP Tracking Mechanism

STEP Tracking Template and Data Collection Sample			
School Name	Program Description (Include grade and courses)	Experiential Learning Activities Please indicate the # ie. Tour 3	
Teacher Contact		ACTIVITY	#
		Guest Speaker	
		Industry Tour	
		Job Shadow	
		Job Twinning	
		Short Term Work Experience	
		Long Term Work Experience	
		Other (Please be specific)	

Anecdotal: Please record comments, success stories and other pertinent information under each of the headings below.	
Student	
Parent	
Employer	
Teacher	

Feel free to attach additional information if space provided is not enough.

School: Teacher Contact:	Courses (List credits achieved in STEP package)	Additional Certifications	Educational Pathway for Student			
			Outcome	05-06	06-07	07-08
Student Name: OEN: # of absents: # of lates:	†GLD 20 †GLC 20 †CHV 20	† CPR/First Aid † Passport to Safety † WHMIS † Smart Serve † Safe Food Handlers † Young Workers Awareness Program † Basics of Fall Protection † Personality Dimensions † Other:	Credit Recovery			
			STEP 10			
			STEP 11			
			STEP 12			
			Coop			
			OYAP			
			Employment			
			Post-Secondary Training (Apprenticeship, College, other)			
			Other			
			Student Name: OEN: # of absents: # of lates:	†GLD 20 †GLC 20 †CHV 20	† CPR/First Aid † Passport to Safety † WHMIS † Smart Serve † Safe Food Handlers † Young Workers Awareness Program † Basics of Fall Protection † Personality Dimensions † Other:	Credit Recovery
STEP 10						
STEP 11						
STEP 12						
Coop						
OYAP						
Employment						
Post-Secondary Training (Apprenticeship, College, other)						
Other						

Appendix K

2004-2005 STEP Data Summary

2004 – 2005 STEP Data Summary			
Indicator	Expected Results	Tracking Period	2004-2005 Baseline
Number of Students	<ul style="list-style-type: none"> Increased number of students participating in STEP 	2004 - 2007	480 students participated 395 in credit bearing program
Credit Achievement	<ul style="list-style-type: none"> Increased credit accumulation by students involved in program grade 10 - 12 compared to previous school year 	2004 - 2007	1016 attempted 852 achieved
Student Retention	<ul style="list-style-type: none"> Increased student retention at schools with STEP 	2005 - 2007	90% of the students enrolled in STEP were retained
Certification Achievement	<ul style="list-style-type: none"> Increased number of STEP students obtaining industry certifications and health/safety training 	2004 - 2007	75% of attempted certifications were achieved 703 certifications/programs completed
Experiential Learning	<ul style="list-style-type: none"> Increased number of students participating in experiential learning 	2004 - 2007	480 students participated in experiential learning activities
Post-Secondary Training	<ul style="list-style-type: none"> Increased number of STEP students participating in post-secondary education/training 	2004 - 2007	71 students gained employment 21 entered post-secondary training
Attendance	<ul style="list-style-type: none"> Decrease in absentee rate of STEP students compared to previous school year/semester 	2004 - 2007	N/A