



PORTLAND PUBLIC SCHOOLS GENERAL WORK EXPERIENCE PROGRAM GUIDELINES FOR EARNING PATHWAY ELECTIVE CREDIT

I. SCHOOL DISTRICT GUIDELINES – The Portland District recognizes that student involvement in work site situations can provide valuable educational experiences for students.

- (1) The GENERAL WORK EXPERIENCE PROGRAM is to be reserved for **Paid (Non Co-op)** work experience only.
- (2) The student must be enrolled in the high school and his/her proposed program shall not infringe upon regularly scheduled classes.
- (3) General Work Experiences **will not** be directly supervised by school personnel. All paid positions are covered by the employers liability and workers' compensation programs.
- (4) Between Off-Campus and Work Experience the combined total of credits cannot equal more than 6. A student cannot earn more than 1 credit from each program during the school year.
- (5) For each full unit credit a student shall be required to participate in a minimum 260 hours for a full credit and 130 hours for a half credit.
- (6) General Work Experience is for at-risk youth, seniors in danger of not graduating or other extenuating circumstances that would affect a student's overall progress in school. **Students must maintain a 2.0 GPA during each quarter they are receiving credit.**

II. GENERAL PROCEDURES FOR STUDENT PARTICIPATION

- (1) The interested student shall be responsible for developing a tentative proposal for a general work experience credit program in relation to a specific **paid** work-site situation. In developing the proposal the student will indicate the proposed place of the activity, the types of activities he/she will engage in, the tentative schedule for such activities and other factors, which the school may deem necessary. **Students may obtain the General Work Experience Program Student Application and Proposal form from their counselor.**
- (2) The student's counselor shall review the proposal and when the proposal is satisfactorily completed it shall receive tentative approval.

- (3) The student shall, in person, present the proposal to the organization/person supervising the general work experience to secure written approval for the proposal.
- (4) When the proposal is approved by the parent, the student's counselor and the school Vice-Principal, a copy of the proposal will be filed in the student's cumulative file. The counselor shall also provide the student with a **Supervisor's Report and Timesheets, which shall be completed and returned to the counselor one week prior to the end of the semester grading period.** It is the student's responsibility to assure that the supervisor's report and timesheets are returned and credit is granted.
- (5) Document mastery of the Career Related Learning Standards (CRLS) – Communication, Personal Management, Teamwork, and Problem Solving (forms attached). The student must submit documentation for each of the four (4) CRLS.
- Complete the ***Student Section*** of the documentation form.
 - Describe the activities, tasks or projects using complete sentences.
 - Describe how that activity or project demonstrated the CRLS you have selected.
 - Ask your supervisor to verify your participation by completing the ***Supervisor Section***.
 - Submit the completed forms to your counselor one week prior to the end of the semester grading period.



**Portland Public Schools
General Work Experience Program
Student Application and Proposal**

PPS Student ID: _____

Please Print Clearly:

Student Name _____ Birth Date _____ Graduation Date _____
 Address _____ City _____ State/Zip _____
 Telephone/Message Number _____ School _____
 Year 9 10 11 12 _____ Counselor _____

Student worker agrees to accept, and Parent/Guardian support, the following responsibilities:

1. Keep regular attendance both in school and on the job. Do not attend work any weekday when not also attending school, unless school authorities authorize the school absence.
2. Allow employer to give a written assessment of student's work performance to school/program.
3. Conform to the rules and regulations of the work site, and maintain confidentiality.
4. Arrange transportation to and from the work site. The school/program does not supervise youth to and from a work site. Only Tri-Met transportation is authorized. Parents are solely responsible for determining whether authorized transportation is used.

WORK EXPERIENCE

Job Title: _____

What work duties do you perform at your job? _____

Name of the company you work for: _____

Address _____ City _____ State/Zip _____

Print the full name of the person who will supervise your work: _____

Signature of the person who will supervise your work: _____

What date did you start this job? _____ What date did you end this job? _____

(Put N/A if still working)

What is your usual work schedule and how many hours do you work each week?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week

APPROVALS – I have read and understand the General Work Experience Program Guidelines and Student Application and Proposal:

Student Signature _____ Date _____

Parent Approval _____ Date _____

Counselor's Approval _____ Date _____

Vice-Principal's Approval _____ Date _____



**Portland Public Schools
General Work Experience Program
Supervisor's Report**

PPS Student ID: _____

Please Return by: _____

Please complete the following. Your objective appraisal of the student's performance will assist us in granting credit, counseling for future placement, and will provide a reference. Thank you.

Student Name _____

Business/Organization _____ Supervisor _____

Address _____ City/State/Zip _____

Telephone _____ School Term 1 2 3 4 Summer

Start Date _____ Termination Date _____

Report Period: From _____ To _____

JOB DUTIES (TASKS):

Please list all of the job duties the student did/does for your company.

Please provide an assessment of this student's work performance. Your assessment helps us determine the student's work-ready level of proficiency.

Place a check mark in the appropriate box that best describes the student's work performance.

KEY: 3=Exceeds Expectations 2=Meets Expectations 1= Needs Improvement

ATTENDANCE	3	2	1	INTERPERSONAL SKILLS	3	2	1
1. Follows company/employer attendance policy				1. Works well with others, shares workload			
2. Informs supervisor regarding absences				2. Accepts suggestions and constructive criticism			
3. Follows work schedule set by supervisor				3. Has appropriate communication/social skills			
ATTITUDES TOWARD JOB				QUALITY OF WORK	3	2	1
1. Uses time effectively				1. Understands and follows directions			
2. Looks for ways to improve				2. Demonstrates knowledge of job expectations			
3. Demonstrates interest and enthusiasm				3. Work is done correctly and in a timely manner			
4. Exercises respect for the work place				4. Demonstrates ability to solve work-related problems			
5. Understands and practices safety procedures				5. Uses care with equipment and materials			
6. Displays adaptability and flexibility							

OVERALL PERFORMANCE (Circle one) 3 2 1

If the student is no longer working, please enter termination date: _____

Current Hourly Rate of Pay _____ Number of Hours Worked Per Week _____

Review any new or additional duties assigned to student: _____

Supervisor Comments: _____

Supervisor's Signature _____ Date _____

Supervisor's Printed Name: _____ Title _____



**Portland Public Schools
General Work Experience Program
Student Timesheet**

PPS Student ID: _____

Please Print Clearly:

Student Name _____ School _____ Hire Date _____ Term Date _____

Company Name _____ Supervisor's Name _____

Instructions: Record the hours you work each day. You can earn a 1/4 credit each quarter, if you have worked 65 hours and have maintained a minimum 2.0 GPA for the quarter. For example, if you work 1st quarter and attain a 2.0 you will receive a quarter credit. However, if you only achieved a 1.75 GPA for the 2nd quarter, even though you have worked 65 hours, you will not receive credit for that quarter. You must submit your timesheets each quarter to your counselor, one week prior to the end of the semester grading period. Employers must sign the timesheet each quarter verifying hours worked. Based upon the number of verified hours, the counselor will award the credit. Keep your counselor aware of any changes or problems.

Record Your Hours Worked During The Quarter

Reporting Period Beginning Date ___/___/___
Reporting Period Ending Date ___/___/___

	Sun	Mon	Tues	Wed	Thurs	Friday	Saturday	Total Hours Worked
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								

Total Hours Worked For the Quarter _____

Supervisor's Signature _____ Date _____

Supervisor's Printed Name _____ Title _____

(No credit will be issued without supervisor's signature verification of hours worked.)

CREDIT: Earned Not Earned / Reason: _____

Counselor's Signature _____ Date _____

Counselor's Printed Name _____

January 2005 - Career-Related Learning Standards Scoring Guide

	PERSONAL MANAGEMENT	PROBLEM SOLVING	COMMUNICATION	TEAMWORK	EMPLOYMENT FOUNDATIONS	CAREER DEVELOPMENT	OVERALL SCORE
	Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.	Apply decision-making and problem-solving techniques in school, community, and/or workplace.	Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.	Demonstrate effective teamwork in school, community, and/or workplace.	Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Demonstrate career development skills in planning for post-high school experiences.	
3 ABOVE STANDARD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 MEETS STANDARD	<ul style="list-style-type: none"> Identifies tasks and initiates a plan of action to complete tasks. Completes tasks on time and meets established standards of quality. Takes responsibility for actions and anticipates consequences. Maintains regular attendance and is on time. Interacts appropriately with others. 	<ul style="list-style-type: none"> Accurately identifies problems. Locates information that leads to solutions. Identifies and evaluates alternative solutions. Selects a solution and a course of action. Plans and carries out a course of action. Assesses results. 	<ul style="list-style-type: none"> Communication (e.g., written, oral, visual) is clear, accurate, organized, and appropriate to audience. Uses traditional and technological methods to locate and convey information. Uses technical and instructional materials for information and to carry out a task. Listens attentively and summarizes key elements of verbal and non-verbal communication. Gives and receives feedback in a positive manner. 	<ul style="list-style-type: none"> Identifies and assumes roles within a team. Works productively with others (e.g., negotiates, compromises, builds consensus, shares decision making, sets goals, manages conflict). 	<ul style="list-style-type: none"> Applies academic and technical knowledge and skills in a career context. Selects, applies, and maintains tools and technologies appropriate for the workplace. Identifies parts of an organization or system and how work moves through an organization or system. Describes how changes in the workplace affect individuals and a work organization or system. Follows safety, regulatory, and/or ethical practices in the work environment. Demonstrates appearance and hygiene appropriate for the workplace. 	<ul style="list-style-type: none"> Assesses personal knowledge and skills related to education and career goals. Shows evidence of post-high school planning (e.g., researches careers and educational options, develops a plan to achieve goals). Evaluates education and career goals to determine if they should change. Utilizes job-seeking skills (e.g., writing resumes, completing applications, participating in interviews). 	<ul style="list-style-type: none"> Evidence in the collection is adequate and demonstrates overall proficiency across all Career-Related Learning Standards.
1 BELOW STANDARD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Below standard means that the evidence meets sufficiency criteria, but is weak, incomplete, inappropriate, or limited in some way.						
0 Insufficient Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note where evidence is found:							

Portland Public Schools Pathways

Career Related Learning Standard – Evidence of Mastery

Student Name: _____ Student ID Number: _____ Date: _____

Teamwork

(Demonstrate effective teamwork in school, community, and/or workplace)

Activity/Project: _____ Date Completed: _____ Supervisor: _____

Student Section:

1. Describe the activity or project showing teamwork: _____

2. Describe how your work on this activity or project shows teamwork. Write three (3) to four (4) sentences explaining how you used the elements of teamwork you checked in the box to the right. (Continue on back if necessary.)

Check off the elements of teamwork you have demonstrated.

Have you:

- ☐ Demonstrated respect and flexibility in team situations?
☐ Worked effectively as a member of a team?
☐ Demonstrated skills that improved team effectiveness – for example compromise, consensus building, conflict management and goal setting?

Supervisor Section:

1. Do you verify the student listed above completed this activity/project to satisfaction? ☐ Yes ☐ No

2. Did the student demonstrate the elements of teamwork as described in the box above? ☐ Yes ☐ No

3. Comments: _____

Supervising Adult Signature

Date

PPS Verification:

This student:

- ☐ Exceeds
☐ Meets
☐ Does Not Meet
☐ Insufficient Evidence

the Career Related Learning Standard for Teamwork.

- ❖ Exceeds: Evidence is thorough, in-depth, insightful, or exceptional in some way.
❖ Meets: Evidence is sufficient.
❖ Does Not Meet: Evidence is weak, inappropriate or limited in some way.
❖ Insufficient Evidence: Documentation is incomplete.

Career Pathways Advisor

Date

Portland Public Schools Pathways

Career Related Learning Standard – Evidence of Mastery

Student Name: _____ Student ID Number: _____ Date: _____

Personal Management

(Exhibit appropriate work ethic and behaviors in school and community)

Activity/Project: _____ Date Completed: _____ Supervisor: _____

Student Section:

1. Describe the activity or project showing personal management: _____

2. Describe how your work on this activity or project shows personal management. Write three (3) to four (4) sentences explaining how you used the elements of personal management you checked in the box to the right. (Continue on back if necessary.)

Check off the elements of personal management you have demonstrated.

Have you:

- Identified tasks that need to be done and gone on to complete those tasks?
- Interacted appropriately with others (teachers, community people, peers)?
- Maintained regular attendance and been on time?

Supervisor Section:

1. Do you verify the student listed above completed this activity/project to satisfaction? Yes No

2. Did the student demonstrate the elements of personal management as described in the box above? Yes No

3. Comments: _____

Supervising Adult Signature

Date

PPS Verification:

This student:

- Exceeds
- Meets
- Does Not Meet
- Insufficient Evidence

the Career Related Learning Standard for Personal Management..

- ❖ **Exceeds:** Evidence is through, in-depth, insightful, or exceptional in some way.
- ❖ **Meets:** Evidence is sufficient.
- ❖ **Does Not Meet:** Evidence is weak, inappropriate or limited in some way.
- ❖ **Insufficient Evidence:** Documentation is incomplete.

Career Pathways Advisor

Date

Portland Public Schools Pathways

Career Related Learning Standard – Evidence of Mastery

Student Name: _____ Student ID Number: _____ Date: _____

Problem Solving

(Apply problem solving and decision making techniques in school and community)

Activity/Project: _____ Date Completed: _____ Supervisor: _____

Student Section:	Check off the elements of <i>problem solving</i> you have demonstrated.
1. Describe the activity or project showing <i>problem solving</i> : _____ _____ _____	Have you: <input type="checkbox"/> Identified problems or issues? <input type="checkbox"/> Used problem solving and decision making skills to identify alternatives and develop solutions? <input type="checkbox"/> Develop a plan to implement the solutions?
2. Describe how your work on this activity or project shows <i>problem solving</i> . Write three (3) to four (4) sentences explaining how you used the elements of <i>problem solving</i> you checked in the box to the right. (Continue on back if necessary.) _____ _____ _____ _____	

Supervisor Section:	
1. Do you verify the student listed above completed this activity/project to satisfaction?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Did the student demonstrate the elements of <i>problem solving</i> as described in the box above?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Comments: _____ _____	
_____	_____
Supervising Adult Signature	Date

PPS Verification:	
This student:	❖ Exceeds: Evidence is through, in-depth, insightful, or exceptional in some way.
<input type="checkbox"/> Exceeds	❖ Meets: Evidence is sufficient.
<input type="checkbox"/> Meets	❖ Does Not Meet: Evidence is weak, inappropriate or limited in some way.
<input type="checkbox"/> Does Not Meet	❖ Insufficient Evidence: Documentation is incomplete.
<input type="checkbox"/> Insufficient Evidence	
the Career Related Learning Standard for <i>Problem Solving</i>.	
_____	_____
Career Pathways Advisor	Date

Career Related Learning Standard – Evidence of Mastery

Student Name: _____ Student ID Number: _____ Date: _____

Communication

(Demonstrate effective speaking, listening, written and non-verbal skills)

Activity/Project: _____ Date Completed: _____ Supervisor: _____

Student Section:

1. Describe the activity or project showing *communication*: _____

2. Describe how your work on this activity or project shows *communication*. Write three (3) to four (4) sentences explaining how you used the elements of communication you checked in the box to the right. (Continue on back if necessary.)

Check off the elements of communication you have demonstrated.
 Have you:

Spoken clearly, listened attentively and/or written clearly and accurately?

Given and received feedback in a positive manner?

Read technical or instructional or professional materials/journals for information?

Supervisor Section:

1. Do you verify the student listed above completed this activity/project to satisfaction? Yes No

2. Did the student demonstrate the elements of *communication* as described in the box above? Yes No

3. Comments: _____

 Supervising Adult Signature Date

PPS Verification:

This student:

Exceeds

Meets

Does Not Meet

Insufficient Evidence

the Career Related Learning Standard for *Communication*.

❖ **Exceeds:** Evidence is thorough, in-depth, insightful, or exceptional in some way.

❖ **Meets:** Evidence is sufficient.

❖ **Does Not Meet:** Evidence is weak, inappropriate or limited in some way.

❖ **Insufficient Evidence:** Documentation is incomplete.

 Career Pathways Advisor Date