



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

**SD71 Career Department
Handbook of Procedures
2026-2027**

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Overview

Career Education in British Columbia is designed to help students develop the knowledge, skills, and confidence to successfully transition from school to post-secondary education, training, or the workforce. The Ministry of Education and Child Care framework emphasizes experiential learning and career-life planning from kindergarten through grade 12. In the early years, students explore personal interests and community roles; in middle school/middle years, they begin connecting learning to real-world contexts; and in high school, they complete Career-Life Education and Career-Life Connections courses, including a Capstone project and at least 30 hours of career exploration.

Career-Life Education (CLE 10) introduces students to career planning, financial literacy, and goal setting, helping them understand the connection between personal interests and future opportunities. In Career-Life Connections (CLC 12), students deepen this learning by completing a Capstone project, which showcases their growth, achievements, and plans for life after graduation. Additionally, students must complete a minimum of 30 hours of career exploration, which can include work experience, volunteering, or other approved activities. These requirements ensure that every graduate has engaged in meaningful reflection and practical experiences that prepare them for the transition beyond high school.

Within SD71, we offer a wide range of programs that help students explore career pathways and develop real world skills. Students can participate in Work Experience (12A & B) and Youth Work in Trades, both of which provide hands-on learning and apprenticeship opportunities. Our dual credit programs, developed in partnership with North Island College, Camosun College and Vancouver Island University, allow students to earn high school and post-secondary credits at the same time.

The Sampler programs give students practical experience and industry certifications through one of three trade sampler options, Construction, Transportation, or Metal. Youth Train in Trades supports students in completing Level 1/Foundation training for a variety of trades offered at partner post-secondary institutions.

Additional district initiatives including Skills Canada competitions, career fairs/events, and industry speaker series expose students to numerous career pathways. Together, these programs help students explore their interests, build practical skills, and earn credentials that prepare them for employment or further education.

These initiatives align with the Ministry of Education and Child Care's vision of developing educated citizens and SD71's commitment to preparing students for diverse futures through experiential, personalized learning. By engaging students in real-world contexts and fostering connections with industry, we ensure that learners graduate with the confidence and competencies needed to thrive in a rapidly changing world.

General Guidelines

Career preparation programs are important learning opportunities for students as they transition from secondary schools to the world of work. Career preparation programs include Sampler programs, dual credit courses and programs, Work Experience courses and Youth Work in Trades courses including secondary school apprenticeships and are governed by the Work Experience ministerial order 237/11.

Conduct

Students participating in Career Education Programs are expected to adhere to the SD71 Code of Conduct (<https://www.comoxvalleyschools.ca/gp-vanier-secondary/wp-content/uploads/sites/29/2022/02/Code-of-Conduct.pdf>). The Code of Conduct is intended to put forth the expectations of student behaviour, school rules and The Comox Valley School's Board policies.

Placements

Development of placement sites for Work Experience, Youth Train in Trades, Youth Explore Trades Sampler, and Youth Work in Trades is the joint responsibility of district and school-based staff.

Monitoring and Supervision

Monitoring of students in dual credit courses/programs and/or work placements is a shared responsibility between the home school and the District Career Education office. Acceptable examples of monitoring can include but are not limited to:

- Phone calls
- In-person check-ins
- Digital communications/check-ins (i.e. text messages, emails, web forms etc.)
- Consultation and communication with post-secondary partners
- When appropriate, concerns regarding specific work placement sites or programs should be reported in writing to the Lead Teacher of Career Programs and the student's home school Principal.

Evaluation

All Career Education Programs will be evaluated by an SD71 teacher.

Participation

See individual program areas for specific guidelines regarding student participation.

Work Experience 12

Work Experience 12A and B (WEX) are Ministry-authorized elective courses that provide students with authentic workplace learning opportunities. Each course is worth four elective-credits toward graduation and includes both in-school instruction and time spent in a real work environment. In-school components cover workplace orientation, safety training, and curriculum requirements. The ministry provides a comprehensive [Work Experience Program Guide](#) that is periodically updated.

Purpose and Benefits

WEX courses allow students to participate in, observe, and learn about workplace tasks and responsibilities related to various careers. These experiences help students prepare for life after graduation whether entering the workforce, pursuing further education, or exploring other opportunities. Work experience also provides a valuable reference point for students to review and refine their career-life goals.

School Responsibilities

Schools must ensure that WEX courses are available to interested students and delivered according to provincial policy and operational standards. This includes verifying placements, providing safety instruction, and maintaining Ministry compliant student files. School Career teams and WEX teachers will annually review the ever-evolving Work Experience Program Guide.

Credits and Graduation Requirements

- Each course is 4 credits.
- Meets the Applied Design, Skills and Technologies (ADST) graduation requirement.
- Accepted for both the Dogwood Diploma and Adult Graduation Diploma.
- Can fulfil CLC 30-hour requirements when appropriate.

Teachers/Staff

Prior to Starting a Work Experience Placement

(Accumulation of hours cannot begin until all steps are completed)

- Provide an in-school Work-Site Safety Orientation.
- Ensure a Work Site Placement Agreement/Training Plan is completed and signed by the:
 - Employer
 - SD71 staff
 - Student
 - Parent/Guardian

- Confirm WorkSafeBC coverage for students.
- Ensure the following documents are completed and filed for review/audit purposes and maintained in student files:
 - Work Experience Placement Agreement/Training Plan
 - Verification of WorkSafeBC coverage
 - Student Safety Orientation
 - On-site Safety Orientation
 - In-School Orientation Package
 - Resume/Cover letter
 - Time log
 - Self-Reflection
 - Employer Feedback Form

During a Work Experience Placement

- Monitor placements through in-person communication, site visits, phone, text, email, digital check-ins or other digital means.
- Document communication and monitoring with workplace supervisors and/or students.
- Maintain student files with all documentation for periodic district review.
- Students shall not be marked absent while attending of-campus work experience.

After a Placement

- An SD71 teacher will evaluate the student according to WEX curricular standards.

Accident and Injury Reporting Procedure

Unpaid Work Experience 12A/B Placements

It is essential that every workplace accident, no matter how minor, be followed up and a WorkSafeBC report filed. This ensures that injuries that initially appear minor, but that are potentially serious, are still subject to WorkSafeBC coverage.

It is the school's responsibility to inform participating students and worksite supervisors about the procedure for reporting injuries suffered by students on Ministry-authorized, unpaid Work Experience placements. Ensure that you **immediately inform the district Career Education Office and school-based administration of any student workplace injury.**

The procedures below are to be followed in the case of a workplace accident or injury:

1. The student must report any injury to the workplace supervisor and WEX teacher as soon as possible.
2. If appropriate, the worksite carries out on-site first aid. If necessary, the worksite supervisor transports the student to a physician or hospital and indicates to the physician or hospital staff that the injury resulted from a workplace accident.
3. In accordance with the Workers Compensation Act (s. 54), a WorkSafeBC Employer's Report of Injury or Occupational Disease (Form 7) must be submitted to a regional WorkSafeBC office within three days of the date of the injury.

Note: The school district or independent school authority must be listed as the student's employer on all WorkSafeBC forms, and the student's occupation must be listed as "Work Experience 12 student" so that the claim will be assigned to the provincial government rather than the school district or independent school authority.

4. When completing Form 7:
 - a. The "WorkSafeBC account number" for ministry-authorized Work Experience students is 4000.
 - b. The "classification unit number" is 841102.
 - c. Leave the "type of business" and "operating location number" cells blank, along with the "employer payroll contact" cells.
 - d. List the "worker's occupation" as "Work Experience student" and check the "temporary" and "student" boxes in the Worker Information section.
5. For a student injured on a school-approved, unpaid work experience placement at a standard worksite, a copy of the Employer's Report of Injury or Occupational Exposure (Form 7) and a copy of the student's Work Experience Placement Agreement Form (see Appendix D) are required to be submitted to the Ministry of Education and Child Care.

Note: Claims will only be covered for students who have a signed Work Experience Placement Agreement Form for the times and dates of work placements where the injury occurred.

6. Injury forms should be emailed to the Ministry of Education and Child Care at:
educ.skills@gov.bc.ca

7. In accordance with Board of Education or Independent School Authority records retention policy, the student's Work Experience Placement Agreement Form and the Employer's Report of Injury or Occupational Disease (Form 7) should be kept on file.

Youth Explore Trade Sampler

Overview

The Trades Sampler programs are a one semester trade sampler designed to provide students with hands-on experience across multiple trade areas. The Sampler programs are delivered at two SD71 secondary sites: Construction (Vanier), Metal Exploration (Mark R Isfeld), and Transportation (Vanier) and instructors are SD71 teachers following the Skilled Trades BC process and policies.

Students earn high school credits and complete approximately 100 hours of industry related work experience.

Key Features

- Hands-on training in multiple trades including mechanical, carpentry, metal, electrical, small engine automotive, and plumbing.
- Delivered at SD71 secondary schools.
- Students earn high school credits.
- Includes industry-related work experience, supporting employability and potential apprenticeship entry.
- Provides multiple industry certifications to ensure worksite readiness.

Student Eligibility & Selection

To ensure successful participation, students must meet expectations outlined by the SD71 instructor:

- Enrolled in grade 10–12 within SD71.
- Demonstrate commitment, maturity, strong attendance, and the ability to work independently and collaboratively through an application and interview process.
- Show genuine interest in pursuing pathways in the skilled trades.
- Can transport themselves to the school and work site.

Record Keeping

Record keeping is a shared responsibility of the home school, District Career Education office, and programing school.

School site files include:

- Completed Sampler program application
- Student Transition Plan
- Work experience documentation as per district requirements found in this guide.

District Career Education office maintains:

- Program rosters and enrollment lists.
- Certification tracking data.
- Program budgets

Assessment & Reporting

- Students receive assessment based on hands-on competencies, safety practices, workplace readiness, employability skills, and completion of industry certifications.
- Reporting is completed by an SD71 teacher

Youth Train in Trades

Overview

[Youth Train in Trades](#) (YTT) allows students to begin their technical training for a skilled trade while still in high school. Students can earn up to 48 credits toward graduation and complete the first level of their trade certification through partnerships with post-secondary institutions and SkilledTradesBC-approved training providers.

Key Features:

- Hands-on technical training in high-demand trades.
- Delivered at partner post-secondary institutions or district facilities.
- Students gain both secondary school credits and industry-recognized credentials.

Student Eligibility & Selection

Participation in YTT requires careful planning to ensure students meet all BC Graduation Program requirements. Career Education staff work with students to:

- Align YTT courses with their graduation plan.
- Ensure prerequisites (literacy and numeracy) are met.
- Coordinate schedules between high school and post-secondary training.
- Support transition plans for post-secondary and employment.

Application & Onboarding Process

- Students research the chosen trade, and participate in orientations/interviews and application submissions.
- Required documentation includes post-secondary application form signed by student, guardian, and district YTT contact—retained for audits.
- Must be school-aged (≤ 19 years) and actively enrolled in high school at program start.
- Selection criteria may include demonstrated interest in trades, maturity for post-secondary environments, school attendance, work experience, and caregiver support.
- Applicants must complete the SkilledTradesBC YTT registration form, and meet academic pre-requisites (literacy, numeracy).

Monitoring

Monitoring of Youth Train in Trades students is a shared responsibility between the home school and the District Career Education office. Acceptable examples of monitoring can include but are not limited to:

- Phone calls
- In-person check-ins
- Consultation and communication with post-secondary partners
- Digital communications/check-ins (i.e. text messages, emails, web forms etc.)

- When appropriate, concerns should be reported in writing to the District Lead Careers Teacher.

Student Attendance

Students enrolled in Youth Train in Trades courses are expected to attend all scheduled classes. School staff will make every reasonable effort to maintain communication regarding attendance through multiple channels, including email, QR Code checks, and in-person contact. Updates of student progress will be conducted and communicated through the NIC Instructors and Associate Dean of Trades to the SD71 Lead teacher and home school trades teacher.

Record Keeping

Record keeping for students in a Train in Trades program is a shared responsibility between the student's home school, the District Career Education office and the partner post-secondary institution.

- Hard copy student files are maintained at the enrolling school site and include the following documents:
 - Post-secondary application (including proof of citizenship and/or permits as required)
 - School transcript or diploma verification
 - Transition Plan
 - Developed with the student and reviewed annually
 - SkilledTradesBC [Youth Train in Trades Registration Form](#)
 - Acceptance letter or registration documentation from the post-secondary institution
 - Confirmation of acceptance into the program
 - Payment Invoice/proof of payment
 - Final report card from the partnering post-secondary institution
 - Evidence of monitoring
- The district office maintains the following documentation to support Youth Train in Trades:
 - MOUs with partnering post-secondary institutions, reviewed annually
 - Student schedules
 - Evidence of monitoring and communication to support student attendance and progress

Assessment & Reporting

- Students follow standard Level 1 assessment criteria and competency requirements; grades provided by the Technical Training Provider (TTP).
- Results must be submitted to SkilledTradesBC within 15 days of course completion; school districts retrieve results to issue dual credit.
- Reporting of marks will be completed by an SD71 teacher.

Youth Work in Trades

Youth Work in Trades (WRK 11A/B and 12A/B) is a Ministry authorized program that allows secondary students to begin a formal apprenticeship while earning high school credit. Students gain paid work-based training under the supervision of a qualified tradesperson, while accumulating hours toward their provincially recognized trade certification. The program combines on-the-job training with curriculum focused on workplace skills, safety, employability, and industry expectations.

Program Overview

Youth Work in Trades consists of four courses—WRK 11A, WRK 11B, WRK 12A, and WRK 12B, each worth 4 credits for a total of 16 credits. Students earn credit by completing 120 hours of documented work-based training per course, supervised by a tradesperson. The program blends apprenticeship training, reflective learning, and trade specific competencies aligned with SkilledTradesBC requirements.

Purpose and Benefits

Youth Work in Trades helps students:

- Begin apprenticeship training while still in high school.
- Earn graduation credits while working in a paid trade position.
- Build job readiness skills and competencies required in the trades.
- Accumulate industry recognized training hours toward Level 1 technical training and Red Seal pathway.
- Students gain a meaningful head start on their post-secondary trades training while connecting classroom learning to authentic trade work.

YWT Responsibilities

Schools and the District Career Education Team must ensure Youth Work in Trades is delivered according to provincial and SkilledTradesBC program standards included in the [Youth Work in Trades Program Guide](#). This guide should be reviewed annually for program updates.

Teacher/Staff Responsibilities

Prior to placement teachers/staff must:

- Follow hidden apprentice guidelines from the program guide
- Ensure WorkSafeBC coverage is in place for the student
- Complete and file:
 - [Youth Apprentice and Sponsor Registration Form](#) and register in DCMS
 - Trade specific Training Plan(s)
 - Worksite orientation and safety documentation
 - Confirmation of Work Site Safety Orientation form that also includes confirmation of paid work.

- Ensure the student understands workplace safety, expectations, and trade specific practices.

During a placement staff should:

- Monitor placements through in-person communication, site visits, phone, text, email, digital check-ins or other digital means.
- Document communication and updates.
- Ensure training tasks align with trade competencies and program requirements.
- Support student progress and address workplace concerns promptly.
- Assist employers entering Work-Based Training Hours into the portal.

After a Placement

- Evaluate the student according to WRK curricular standards.
- Review documented hours in SkilledTradesBC for apprenticeship credit.
- An SD71 teacher will formally report on each course.

Eligibility

Students must:

- Be 16–19 years old
- Be employed in a SkilledTradesBC recognized trade
- Have WorkSafeBC covered paid employment
- Be registered as an apprentice

Youth Work in Trades Scholarship / Award

Students may qualify for a \$1000 award or scholarship, depending on the year they entered the program, by:

- Completing all four WRK courses.
- Maintaining a C+ average in Grade 12 courses.
- Graduating with a Dogwood Diploma or Adult Dogwood.
- Reporting 900+ apprenticeship hours to SkilledTradesBC by the specified annual deadline.
- Apply through the online form once eligible during the application window.

Dual Credit

Dual credit courses and programs allow high school students to earn post-secondary credits while completing their high school education. In SD71, dual credit courses and programs are offered in-person at the partnering post-secondary campus, and online (synchronous or asynchronous).

These courses offer dual benefits:

- Post-secondary credit toward a college or university program.
- Grade 12 elective credit that counts toward high school graduation requirements.

Dual credit courses and programs are offered with partner post-secondary institutions and are governed by the following ministerial documents:

- [Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies](#) (enables schools to recognize post-secondary learning with credit at the high school level).
- [Recognition of Post-Secondary Transition Programs for Funding Purposes](#) (enables schools to access regular per-course funding to better support dual credit students).

Eligibility for Dual Credit

- Students are school-aged (under 19) and in Grade 11 or 12.
- Dual credit begins before the end of Grade 12 year (prior to June 30).
- Courses must be recognized by BCCAT, a SkilledTradesBC certified Youth Program or offered in French through Educacentre.
- Each selected course must:
 - Appear in the student's post-secondary transition plan.
 - Align with the planned credential or the student's intended occupation.

Enrollment

To support enrollment in a dual credit course or program:

- Students receive appropriate preparative instruction for of-campus experiences and dual credit opportunities.
- Required forms and authorizations are completed and processed.
- Registration and ancillary fees are paid by the student.

Withdrawal

Every effort will be made to support student learning and prevent withdrawal from a dual credit course or program. Prior to any withdrawal, consultation with the SD71 Career Education team, guardians, and the school counsellor is required. In addition, direct communication with the post-secondary institution and the District Career Education team must occur in order to process the withdrawal. All steps must be

documented to ensure accurate reporting and compliance with district and post-secondary requirements.

Record Keeping

Record keeping for students in a dual credit course or program is a shared responsibility between the student's home school, the District Career Education office, and the partner post-secondary institution.

- The home school site will maintain hard copy student files which include the following documents:
 - Post-secondary application (including proof of citizenship and/or permits as required)
 - School transcript or diploma verification
 - Transition Plan
 - Developed with the student and reviewed annually.
 - Proof that course is aligned with the planned credential or the student's intended occupation.
 - Acceptance letter/registration documentation from the post-secondary institution.
 - Evidence of communication with parents/guardians.
- The district office maintains the following documentation to support dual credit courses and programs:
 - MOUs with partner post-secondary institutions, reviewed annually.
 - Payment invoice/proof of payment.
 - Claims lists.
 - Final report card from the partner post-secondary institution.
 - Rosters of students taking cohort, on-campus or online classes.
 - Evidence of monitoring.
 - Confirmation of acceptance into the course/program.
 - Evidence of monitoring and communication to support student attendance and progress.

Monitoring

Monitoring of students in dual credit courses/programs is a shared responsibility between the home school and the District Career Education office. Acceptable examples of monitoring can include but are not limited to:

- Phone calls
- In-person check-ins
- Consultation and communication with post-secondary partners
- Digital communications/check-ins (i.e. text messages, emails, web forms etc.)
- When appropriate, concerns regarding student progress should be reported in writing to the Careers Lead Teacher.

Student Attendance

Students enrolled in dual credit courses are expected to attend all scheduled classes. In the event of an absence students/parents/guardians/caregivers must notify their home school immediately. School staff will make every reasonable effort to maintain communication regarding attendance through multiple channels, including email, phone calls, text messages, QR Code check ins, and in-person contact. Evidence of attendance will be documented and maintained at the Lead Teachers site for accountability and reporting purposes.

Reporting

An SD71 teacher shall be responsible for reporting student achievement in post-secondary institute (PSI) courses. These reports will be provided according to the regular Learning Update schedule established by the school in which the student is enrolled. A PSI report/transcript will be provided for each student by the partner post-secondary institution at the conclusion of the course/program. These reports can be used to support dual credit course reporting at the secondary school level.