

KNOWLEDGE AND EMPLOYABILITY COURSES

Background

Livingstone Range School Division supports the provision of Knowledge and Employability (K&E) Courses at junior and senior high school levels (Grades 8-12).

“The courses provide students with opportunities to experience success and become well-prepared for employment, further post-secondary studies, engaged citizenship, and life-long learning.” K&E Handbook (2013) Pg 2

Clarifying Principles

“Knowledge and Employability courses assist students in

- transitioning from school to the workplace and community
 - preparing for ethical citizenship
 - gaining recognition, respect, and value from employers
 - attaining access to continuing education opportunities”
- K&E Handbook (2013) Pg 2

Procedures

The following process will be utilized by the school administration (or designate) within Livingstone Range School Division to identify and enroll students in one or more Knowledge and Employability courses.

1. Prior to recommending a student for knowledge and employability courses, the classroom teacher(s) will analyze summative and formative assessments to identify student patterns of strengths and needs. Efficacy of strategies, accommodations, and an accessible level of programming utilized to support the student will be reviewed.
2. Teacher(s) will consult with the learning support team to determine:
 - Additional strategies to support student achievement.
 - Need for further assessment to address unanswered questions
3. The student will be referred to the school learning support team including the career practitioner for a file review to determine if the student would be a candidate for K&E course(s) or programming utilizing enrollment criteria from Alberta Education as per the table from Knowledge and Employability Courses Handbook (2013), p.3(b1).

Knowledge and Employability courses are designed for students who	Enrolment criteria is based on
<ul style="list-style-type: none"> • have expresses goals that include succeeding in school to become better prepared for the workplace • achieve success through experiential learning activities that <ul style="list-style-type: none"> – Require focus on reading, writing, mathematical literacy, and employability skills in occupational contexts – Provide practical applications and connections to the home, community, and workplace • have demonstrated and/or expressed a desire to enter the workplace after completing a Certificate of High School Achievement rather than achieving an Alberta High School Diploma 	<ul style="list-style-type: none"> • the highest level of academic success in a variety of recorder and documented classroom assessments • age – the student is a minimum of 12 years 6 months upon enrolment • consultation with the student, the student’s parents/guardians, teachers, career practitioner, and other staff to <ul style="list-style-type: none"> – discuss the philosophy, purpose, goals, and nature of the courses – discuss attainable transition to secondary, post-secondary, and workplace opportunities – create a plan that clearly states the student’s goals AND maps and tracks courses needed to achieve those goals – obtain annual written consent of the student and if the student is under the age of 18 years, and not an independent student, consent from the parent or guardian

4. Organize a meeting to collaborate with the student, parents/guardians, teachers, career practitioners and learning support team. Assessment data and course enrollment recommendations will be discussed as well as the students’ potential suitability for K&E programming. Consent will be obtained if the student is to be enrolled in K&E courses. A K&E learning plan will be completed with the student learning team that *clearly states the student’s goals and maps and tracks courses needed to achieve those goals (p.3)*. (see *K&E Handbook (2013) Appendix C - Sample Learning Plan*)
5. Course suitability will be reviewed at least once a year with the student, parents/guardians, career practitioners and learning support team. Student successes and struggles will be documented and future programming needs collaboratively determined. Annual parental written consent will be provided to continue K&E programming.

PLACEMENT OF STUDENTS IN KNOWLEDGE AND EMPLOYABILITY COURSES
 (Adapted from Knowledge and Employability Courses Handbook: Appendix G, 2013, p.37)

<p>Learner Achievement Performance and Assessment</p>	<p>Students may</p> <ul style="list-style-type: none"> • have a history of low academic achievement; e.g., have a grade level achievement 2–3 years or more below their peers in core subject areas as evidenced in such records as standardized testing, classroom assessment, analysis of student work, rating scales, checklists, earlier Individualized Program Plans, and or achievement test results in grades 6 and 9
<p>The Learning Environment</p>	<p>Students may respond positively to</p> <ul style="list-style-type: none"> • clear and guided instruction • learning by doing (concrete, experiential learning opportunities) • instruction that is connected to everyday, work-related problems and/or personal experiences to which the student can relate • individualized reading development strategies to increase the student's level of literacy • frequent and constructive feedback and incremental indications of success • relevant and meaningful connections to the community to enhance the transition from the school to the workplace • guidance in developing personal management, study skills, and social and emotional strategies • a safe, caring, and nurturing environment with clearly articulated boundaries and limitations
<p>English Language Learners</p>	<p>Students identified with ELL needs may register in a Knowledge and Employability course if the course meets their individual needs.</p>
<p>Students with Special Education Needs</p>	<p>Students with special education needs will require an Individualized Program Plan (IPP) and appropriate classroom accommodations; e.g., extra time, educational technologies, or modified assignments.</p>

REFERENCES:

Section 11,18,22,31,32,33,52,53,196,197,222 Education Act,
 Knowledge and Employability Courses Handbook, Revised 2013
 LRSD Administrative Procedure 302

January 2020

Forms:

[K and E Part 1 – Initial Course Enrolment Consideration Form](#)

[K and E Part 2 – Learning Support Team Consultation Form](#)

[K and E Part 3 – Informed Consent Form](#)



Part 1 K&E | Initial Course Enrolment Consideration

Teacher to complete form prior to School Support Team Meeting			
Student Information			
Student Legal Name			
Current Grade		Age	
Current School		Referring Teacher	
Subjec Area(s)			
Academic Learning Needs Include a broad range of assessments that highlight both current and past achievement. Use specific descriptors.			
<ul style="list-style-type: none"> ▪ ▪ ▪ 			
What has been done to address the above learning needs? Outline classroom and school supports provided.			
<ul style="list-style-type: none"> ▪ ▪ ▪ 			
Effectiveness of Supports and Strategies attempted – Outline student ability (as demonstrated through response to personalized instruction)			
<ul style="list-style-type: none"> ▪ ▪ ▪ 			
Learning Support Team: Coaching for Classroom Strategies			
Learning Support Team Meeting Date: _____ Learning Support Team reccomendations for further classroom strategies:			
<input type="checkbox"/> I have talked with the student about their learning needs. <input type="checkbox"/> I have communicated with the parents about the student's learning needs. <input type="checkbox"/> I have reviewed related information (IPP, cumulative record, student profile, etc.) <input type="checkbox"/> I have consulted with the Learning Support Team seeking additional classroom strategies. <input type="checkbox"/> I feel this student needs to be considered for K&E programming.			
_____ Signature			



Part 2 K&E | Learning Support Team Consultation Form

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Student Identification		
Student Legal Name		
Current Grade		Age
Student Test Information (include diagnostic, large scale, specialized, etc.)		
Type / Test	Notable Finding	Date
Factors that may impact academic achievement in this subject area		
<input type="checkbox"/> reading level	<input type="checkbox"/> mental health	Provide relevant information and impact (if any) on academic achievement.
<input type="checkbox"/> behavioural	<input type="checkbox"/> physical and/or medical	
<input type="checkbox"/> emotional	<input type="checkbox"/> attendance	
<input type="checkbox"/> social	<input type="checkbox"/> numerous school transitions	
<input type="checkbox"/> language acquisition	<input type="checkbox"/> other	
Academic Achievement - collect data from parent, student, teachers		Student Goals - Input from parents, student, teachers
How might a K&E course meet the learning need(s) outlined in this subject area		Career choice and credentials need
Additional Comments (strengths, interests, attitudes, school involvement)		
<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ 		



Part 3 K&E | Informed Consent Form



Dear Parent/Guardian,

School Year: _____

A meeting between (parent & student)_____ and

school team _____

occurred on _____ to clearly outline, discuss and obtain consent for the enrolment of your child in one or more Knowledge and Employable course(s).

As part of Livingstone Range School Division's commitment to the personalization of learning, a number of different courses are available to meet the individual learning needs and goals of students. Knowledge and Employability (K&E) courses Grade 8-12 are one such option. This informed consent is one part of a thoughtful enrolment decision-making process for enrolling your child in a K&E course for the current school year.

We recognize the parent/guardian plays an important role in shaping the way their child views learning. The parent/guardian perspective is essential in informing sound course enrolment decisions. Students are most likely to experience success when the parent(s)/guardian(s) and the school learning team collaborate to support learning.

Junior high students who take K&E courses may transition successfully to senior high diploma level courses.

Senior high students who continue in K&E courses earn a certificate of achievement rather than a high school diploma.

To enrol in one or more K&E courses, the following criteria must be met:

1. The student is a minimum age of 12 years 6 months upon enrolment.
2. The student, their parent(s)/guardian(s), career practitioner(s) and the learning support team have determined together that K&E course enrolment aligns with the student's learning needs at this time.
3. The student, their parent(s)/guardian(s) and learning support team have worked together to create a learning plan that outlines student goals and course selection needed to achieve these goals. The student learning plan should be reviewed and revised on a regular basis.
4. Annual informed written consent of the student, and if the student is under the age of 18 years and not an independent student, consent of the parent(s)/guardian(s).

I have had an opportunity to read and/or discuss the following:

- My child's unique strengths, goals and learning needs.
- The philosophy, goals and nature of the K&E course(s).
- Attainable transitions between courses.
- Eligibility and requirements for a Certificate of High School Achievement and/or an Alberta High School Diploma.
- Strategies/Supports to support my child in being successful.

If my child is taking K&E courses in senior high school, I am aware that:

- Upon graduation a certificate will be awarded rather than a diploma.
- 80 credits are needed to graduate with a certificate.

The recommended K&E course(s): (list below)

YES, this(these) course choice(s) is(are) most appropriate at this time in meeting my child's learning needs and goals.

○ **Comments:**

NO, this(these) course choice(s) is(are) not appropriate at this time for meeting my child's learning needs and goals.

○ **Comments:**

Student Name: _____ Signature: _____

Parent/Guardian Name(s): _____

Signature (s): _____

Date: _____

Principal/Designate Name: _____ Signature: _____

Date: _____