



**Chilliwack  
School District**  
CAREER EDUCATION

# Career-Life Transitions Program

SD33 INCLUSIVE EDUCATION





## Career-Life Transitions Program

### Overview

The primary goal of the Career-Life Transitions program is to provide training and guidance for our students with diverse abilities, while they develop valuable career life skills that will contribute directly to their transition pathway from Secondary School education to the Adult working world in their communities.

### Goals & Learning Outcomes

- Development of skills related to personal living and employability, as outlined in the CBIEP
- Career awareness and exploration
- Self-exploration and assessment
- Job readiness/understanding of the workplace
- Supported work experience
- Assist students to transition from secondary school to work, college and/or other adult life options
- Connection to Community partners
- Encourage a well-balanced lifestyle
- Portfolio Showcase through My Blueprint (transition to adult hood)

### Program Structure

The Career-Life program is comprised of three components:

1. In School instruction
  - Job readiness skill development (including school-based work experience)
  - Choice Electives
2. Community volunteer/Customized Employment Placement
3. Developing opportunities/connections for students and families to access post-graduation

The in-school component includes lessons and opportunities to practice self-awareness, responsible decision-making, workplace etiquette, safety, and interview skills. Students will also be involved in setting personal goals and career exploration activities.

Students will be accompanied in their work experience placements by a specially-trained Education Assistant, who will provide instruction as needed, monitor skill-development, and help build independence. Over time, E.A. supports may be faded. The Work Experience Facilitator will work with students, parent/guardians, school team, employer, and Education Assistants to ensure a successful placement.



## Career-Life Transitions Program Outline Grade 9-10

### Career Exploration Objectives:

*Students will build knowledge and skills in areas including:*

- Safety in the workplace
- Job search strategies
- My Blueprint portfolio creation (work examples, resume and cover letter etc.)
- School based work experience placements
- Course exploration

### Transition Objectives:

*Students will:*

- Develop skills to be effective self-advocates
- Familiarize themselves with local transportation and travel, which includes supervised and planned bus training
- Digital Literacy
- Balanced lifestyle choices, healthy relationships

### Social/Emotional Objectives:

*Students will also be:*

- Practicing reading body language and social cues
- Respecting personal space
- Understanding and identifying emotions
- Practicing conflict resolution strategies
- Practicing anger Management and mindfulness
- Developing effective interpersonal skills
- Understand workplace etiquette

### Independent Living and Personal Objectives:

*Students will practice:*

- Goal setting skills
- Assessing their own strengths and stretches
- Cooking and nutritional planning
- Budgeting





## Career-Life Transitions Program Outline Grade 11-12

### Career Exploration Objectives:

*Students will build knowledge and skills in areas including:*

- Safety in the workplace (WorkSafe BC)
- Job search strategies
- Resume and Cover Letter Building,
- Job interviews
- Participate in Work and Volunteer experience within Community
- My Blueprint Portfolio updates

### Transition Objectives:

*Students will:*

- Develop skills to be effective self-advocates
- Develop knowledge around community support organizations
- Familiarize themselves with local transportation and travel, which includes supervised and planned bus training
- Digital Literacy
- Balanced lifestyle choices, healthy relationships

### Social/Emotional Objectives:

*Students will also be:*

- Practicing reading body language and social cues
- Respecting personal space
- Understanding and identifying emotions
- Practicing conflict resolution strategies
- Practicing anger Management and mindfulness
- Developing effective interpersonal skills

### Independent Living and Personal Objectives:

*Students will practice:*

- Goal setting skills
- Assessing their own strengths and stretches
- Cooking and nutritional planning
- Budgeting & financial planning





## What is the role of the Work Experience Facilitator?

- To provide inclusive, community-based work experience opportunities for grade 11, 12, students with diverse abilities
- Support ongoing E.A. training, and source curriculum material to meet program needs
- To cultivate reciprocal relationships between Employer, School District, and Student Families
- Explain the benefits and student support provided by Career-Life program to employers including addressing employers individualized needs
- Build a network of inclusive employers in the Chilliwack area
- Act as a Liaison between members of the students support network (i.e., families, support employee placement staff, Resource Teachers)
- To work in partnership with transition and employment services, community partner groups (e.g. Chilliwack Society for Community Living, WorkBC), inclusive employer networks and school teams to bridge student transitions from secondary school to adult life.

## What is the role of the Education Assistant in Inclusive Work Experience?

- Represent students as an asset to the community organization or business
- Assist student with understanding the social, cultural, and behavioral aspects of the workplace
- To support adaptations on the job site when necessary, and gradually fade supports upon student mastery of required job skills
- Advocate for and role model “Quality of life outcome” on behalf of student:
  - Community presence
  - Choice
  - Competence
  - Respect
  - Inclusion
- Maintain ongoing communication with the Case Manager/Inclusive Education Teacher during program attendance, and immediately communicate any issues to allow Facilitator to correspond with Employer

## What is the role of the Case Manager/Inclusive Education Teacher?

- Work with student to develop foundation employment skills, including interview coaching and role-playing activities
- Assist students with identifying personal interests (utilizing in class activities & My Blueprint surveys)
- Ability to identify the students’ skills and talents to facilitate an appropriate placement and negotiate customized jobs based on these skills and talents
- Assist with Portfolio creation utilizing “MyBlueprint”
- Identify and facilitate the necessary supports and documentation for the student to be safe and successful with completing assigned tasks on the job



## What is the Role of the Employer?

- Provide students with on-the-job training, orientation & supervision
- Ensure that students are following safe operating procedures and know how to complete tasks correctly.
- Understand accessibility needs of students and work with the E.A. and/or Work Experience Facilitator to provide reasonable accommodations for success
- Maintain open communication with Student & support people (i.e., E.A., Work Experience Facilitator, employee trainers)
- Career-Life program paperwork:
  - Placement Agreement form
  - Sign off on Site Safety Agreement with student
  - Complete Employer Feedback form at the end of the placement

## What is the Role of the Parent or Guardian?

- To become informed about the goals of the Career-Life program and related activities
- To maintain verbal and written communication with Resource Teachers, including notification of a student's absence
- To promptly sign and return documents such as the Career-Life Student application form and the Work Experience standard or nonstandard worksite agreements
- To provide on-going support for the students by helping them to be prepared for work (e.g., dress, grooming, snack or money, punctuality, transportation, etc.)
- Participate in setting CBIEP Goals that are responsive to what student wants to accomplish in the Career-Life Program
- Questions or concerns about placements should be directed to the Inclusive Education teachers, who will communicate with the Work Experience Facilitator and employer if necessary. Any parent visits to the work site must be pre-arranged through the Work Experience Facilitator.

