

# **PORTLAND PUBLIC SCHOOLS OFF CAMPUS EXPERIENCE PROGRAM GUIDELINES FOR EARNING PATHWAY ELECTIVE CREDIT**

**I. SCHOOL DISTRICT GUIDELINES** – The Portland District recognizes that student involvement in worthwhile activities related to business enterprises, community agencies, government and private organizations do provide valuable educational experiences for students.

- (1) The OFF-CAMPUS PROGRAM is to be reserved for **Non-Paid** experiences only.
- (2) The student must be enrolled in the high school and his/her proposed program shall not infringe upon regularly scheduled classes.
- (3) Off-Campus experiences **will not** be directly supervised by school personnel. Students will be covered by District Liability or Worker's Compensation. The District Liability/Workers' Comp form must be turned in to Risk Management 5 days prior to start of experience.
- (4) The number of Off-Campus credits a student can earn is limited to no more than 6 credits in their high school career. 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 130 hours for a full credit and 65 hours for a half credit.
- (6) Most off-campus learning programs are reserved for the junior and senior years; however, there may be appropriate experiences available to ninth and tenth grade students as well.

## **II. GENERAL PROCEDURES FOR STUDENT PARTICIPATION**

- (1) The interested student shall be responsible for developing a tentative proposal for an off-campus credit program in relation to a specific setting. In developing the proposal the student will indicate the proposed place of the activity, the types of activities he/she will engage in, the expected learning outcomes, the tentative schedule for such activities and other factors, which the school may deem necessary. **Students may obtain the Off-Campus Learning 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 off-campus experience, negotiate any modification in the proposal and obtain written approval by the person in that organization who is designated to be his/her supervisor.
- (4) When the proposal is approved by the parent, the off-campus organization, the student's counselor and the school Vice-Principal, a copy shall 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 is returned and credit is granted.



**Portland Public Schools  
Off-Campus Learning Program  
Student Application and Proposal**

PPS Student ID:

\_\_\_\_\_



**Portland Public Schools  
Off-Campus Learning Program  
Supervisor's Report**

PPS Student ID: _____
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**Please Return by:** \_\_\_\_\_ **Return to:** \_\_\_\_\_

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.

**Please Print Clearly:**

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 \_\_\_\_\_

Describe activities student was involved in : \_\_\_\_\_

List skills and knowledge student gained: \_\_\_\_\_

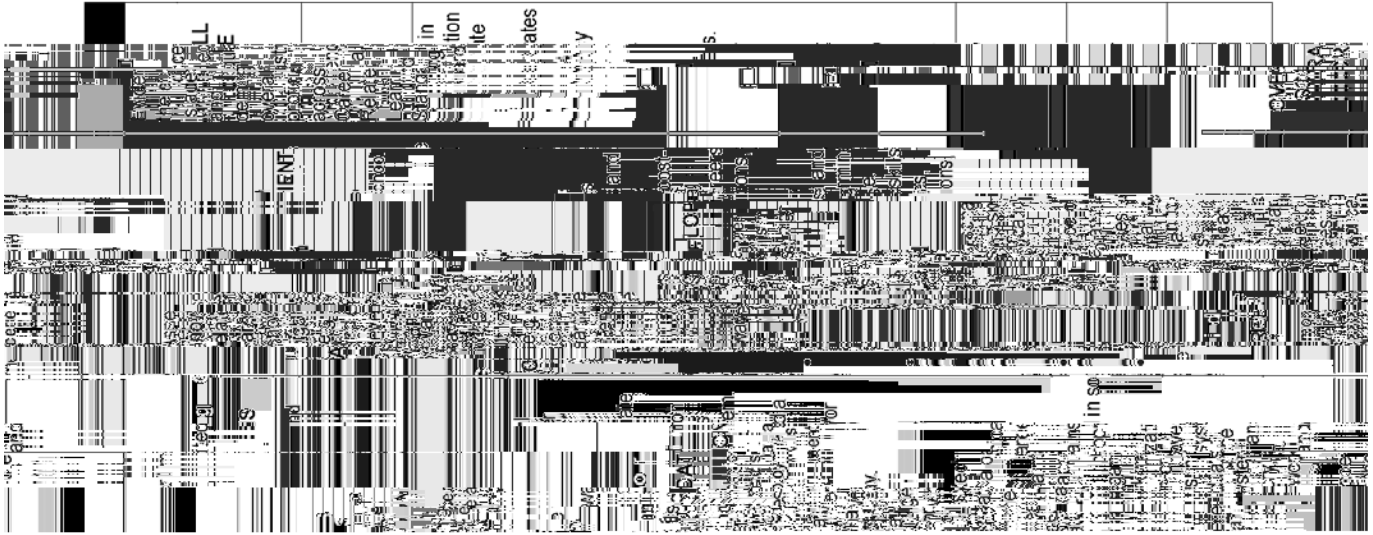
Excellent    Above Average    Average    Below Average

**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 1/2 credit each semester, if you have participated for 65 hours. You must participate for 130 hours to earn a full credit. You must submit your timesheets each quarter to your counselor, one week prior to the end of the semester grading period. Supervisors must sign the timesheet each quarter verifying hours of participatm



**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

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..

- <sup>3</sup> **Exceeds:** Evidence is through, in-depth, insightful, or exceptional in some way.
- <sup>3</sup> **Meets:** Evidence is sufficient.
- <sup>3</sup> **Does Not Meet:** Evidence is weak, inappropriate or limited in some way.
- <sup>3</sup> **Insufficient Evidence:** Documentation is incomplete.

Career Pathways Advisor

Date



Portland Public Schools Pathways

Career Related Learning Standard – Evidence of Mastery

Student Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Supervisor: \_\_\_\_\_

**Student Section:**

1. Describe the activity or project showing *problem solving*: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Check off the elements of *problem solving* you have demonstrated.**

Have you:

- Identified problems or issues?
- Used problem solving and decision making skills to identify alternatives and develop solutions?
- Develop a plan to implement the solutions?

**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 *problem solving* 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 *Problem Solving*.**

- <sup>3</sup> **Exceeds:** Evidence is through, in-depth, insightful, or exceptional in some way.
- <sup>3</sup> **Meets:** Evidence is sufficient.
- <sup>3</sup> **Does Not Meet:** Evidence is weak, inappropriate or limited in some way.
- <sup>3</sup> **Insufficient Evidence:** Documentation is incomplete.

\_\_\_\_\_  
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*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_