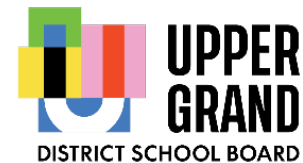


Cooperative Education Procedures Manual 605-A



Category:	Program
Administered by:	Appropriate Superintendent (Secondary)
First adopted:	June 2003
Revision history:	October 2012, June 2019
Next review:	2023-24 school year

1. General

All students in secondary schools must be given the opportunity to develop their full potential through participation in work experience learning opportunities. Adult learners are also encouraged to participate in work experience programs. The work experience may be part of any course and consist of a minimum of a half-day (job shadowing, job twinning) up to a full term with credits earned through cooperative education.

2. Definitions

Work Experience may be a component of the following programs:

- Cooperative Education
- Locally-developed Student Success Programs (such as Dual Credit, Co-op Recall, Re-Engagement, School Within a Factory (SWAF), Continuing Education and Retention Programs)
- Ontario Youth Apprenticeship Program (OYAP)
- School Community Work Transition Program (SCWTP)
- Specialist High Skills Major (SHSM)
- Supervised Alternative Learning (SAL)
- Ontario curriculum courses that offer work experience (such as job shadowing, job twinning)

Cooperative Education Linked to a Related Course (or Courses) is the designated course on which the cooperative education is based and to which the cooperative education credit or credits are linked.

Creating Opportunities through Co-op is a cooperative education course that is not linked to a related course, and for which either 1 credit or 2 credits may be granted. This course cannot be used as a linked course.

Student's Cooperative Education Learning Plan is a framework for purposeful learning in the cooperative education course, developed by the student in collaboration with the teacher and the placement supervisor.

Student's Work Experience Learning Plan is a framework for student learning through the work experience, and is based on the curriculum expectations of the course within which the work experience occurs.

3. Cooperative Education Credits – Criteria, Awarding, Reporting

- 3.1 Credit is awarded for the successful completion of a cooperative education course in accordance with the policy stated in Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2016, and in the Growing Success Assessment, Evaluation, and Reporting in Ontario Schools First Edition, Covering Grades 1 to 12, 2010. Credits are based on meeting the Ontario Curriculum Grades 11 and 12; Cooperative Education 2018 document, where the credit value has been established prior to the start of the course.
- 3.2 A cooperative education course can be used to meet the requirements as a compulsory course to a maximum of two credits for earning an Ontario Secondary School Diploma (OSSD).
- 3.3 There is no formal restriction on the total number of cooperative education credits that students may earn to attain the optional credit requirements for their OSSD.
- 3.4 For students in a Cooperative Education Linked to a Related Course (or Courses):
 - 3.4.1 Students must take their related course(s) concurrently with the cooperative education course, or have successfully completed the

related course prior to being enrolled in **the** cooperative education course.

3.4.2 Students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full or half credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

3.4.2.1 A maximum of two cooperative education credits may be attached to each of the 0.5 credit Careers and Civics courses.

3.4.3 The following guidelines apply to the awarding of credits when a student is taking a cooperative education course concurrently with a related course.

3.4.3.1 If the student is successful in the related course but unsuccessful in the cooperative education course, they are awarded credit for the related course only.

3.4.3.2 If the student successfully completes the cooperative education course but is unsuccessful in the related course, they will be granted cooperative education credits as long as the student is enrolled in the related course.

3.5 For students in the Creating Opportunities for Co-op course:

3.5.1 The course may be scheduled as a one-credit or two-credit course with the credit value established prior to the start of the course.

3.5.2 The Creating Opportunities cooperative education course may appear only once on a transcript.

3.6 In exceptional cases, a portion of the cooperative education credits can be awarded at the discretion of the principal.

4. Allocation of Teachers and Timetabling

4.1 When allocating and timetabling staff, principals should take into account the need to incorporate in the timetables of cooperative education

teachers blocks of time that will enable them to meet with students to plan the co-op opportunity, to secure community placements, to conduct assessments of the placement, and to assess student achievement at the workplace.

5. Ministry of Education Work Education Agreement Form and Upper Grand District School Board Work Education Consent Form

- 5.1 For students who are fourteen years of age or older and who are participating in work experience learning programs involving more than one day at the workplace, a Ministry of Education Work Education Agreement Form and the Upper Grand District School Board Work Education Consent Form must be completed to ensure workplace safety and insurance coverage.
- 5.2 The Work Education Agreement Form and the Work Education Consent Form **required** by the board shall be signed by all parties prior to student placement. Failure to do so will result in the immediate removal of the student from the worksite.
- 5.3 Students must meet the minimum age requirements for being in and working at an Ontario workplace as set out in the Occupational Health & Safety Act, R.S.O. 1990.

6. Workplace Safety and Insurance (WSIB)

For workplace safety and insurance coverage for students in work education programs, it is important to ensure that:

- 6.1 all students are covered by WSIB either through the Ministry of Education or the employer
- 6.2 both students and employers understand the purpose of workplace safety and insurance
- 6.2 all sections of the Work Education Agreement Form and the Work Education Consent Form are completed prior to the commencement of on-site work experience

- 6.3 forms are distributed as indicated to the school, board, training organization, students/parents
- 6.4 all parties are aware of procedures in the event of student injuries

7. Remuneration

- 7.1 In cooperative education and other forms of work experience learning, emphasis must be placed on learning and cooperative education must be differentiated from part-time jobs. It is not general practice for cooperative education students to receive hourly wages or a salary for their time spent at the placement. The reward takes the form of understanding acquired, skills learned, working habits developed, experience gained and credits earned.
- 7.2 Students who are registered as apprentices in the Ontario Youth Apprenticeship Program (OYAP), students in re-engagement programs, supervised alternative learning, and locally developed student success programs may receive wages.

8. Transportation

- 8.1 Students are responsible for their transportation to and from the work placement.
- 8.2. The Ontario School Boards' Insurance Exchange (OSBIE) does not provide any insurance coverage for students travelling to and from their work placement, nor does the Workplace Safety and Insurance Board (WSIB).

9. Student's Cooperative Education Learning Plans

- 9.1 Students earning cooperative education credits shall have a learning plan in which students create and reflect on their learning goals, plan how to achieve their goals, and devise success criteria to help them monitor their progress.
- 9.2 If operating a vehicle is part of the co-op experience, this requirement must be stated in the learning plan. It is the responsibility of the co-op placement to ensure that students are qualified and trained in the operation of these vehicles.

- 9.3 When a student is earning cooperative education credits related to more than one course, student goals shall include the learning expectations that relate to each course.
- 9.4 The learning plan of a student participating in the Ontario Youth Apprenticeship Program (OYAP) shall be developed to complement, or shall be based on, the skills outlined in the training standards for the appropriate trade and its training program.
- 9.5 Development of the student's learning plan is a dynamic process requiring ongoing participation by the student, with collaboration of the cooperative education teacher and placement supervisor over the course of the scheduled cooperative education course.

10. Student's Work Experience Learning Plan (SWELP)

- 10.1 Students participating in a work experience of longer than one day will have a SWELP.
- 10.2 The SWELP will be developed in collaboration with the student and supervisor at the work experience placement.

11. Recruiting and Sharing Placements

Teachers shall follow the guidelines found in the School to Career Handbook for the recruiting and sharing of placements.

12. Placement Assessment

- 12.1 Principals assume overall responsibility for ensuring students' safety in all co-op learning programs. Teachers are responsible for assessing placements for learning potential and health and safety, including placements owned and operated by students' families. Principals shall ensure that teachers have sufficient time to complete these assessments.
- 12.2 Teachers shall assess all placements in any work experience or cooperative education learning program exceeding one day.
- 12.3 Teachers shall follow the Guidelines for Placement Assessment found in the School to Career Handbook.

13. Health and Safety Instruction

- 13.1 Students involved in any work experience or cooperative education learning programs shall receive instruction from Strand A (Preparing for the Experience: Health and Safety, Well-being, and Initial Requirements) of the cooperative education course curriculum.
- 13.2 Both the teachers and placement supervisors shall ensure that all students with special needs are thoroughly familiar with and able to implement all the required safety precautions. Any necessary workplace accommodation requirements must be met.
- 13.3 If a cooperative education teacher becomes aware of a health or safety hazard at any time during a work placement, the teacher shall remove the student from the hazardous situation and follow the steps outlined in the School to Career Handbook.
- 13.4 Teachers shall ensure that students, through the Health and Safety training, understand their rights and responsibilities to report unsafe working conditions, refuse unsafe work, and participate in health and safety at the workplace.

14. Strikes and Lockouts

In the event of a strike or lockout at the placement, the student shall immediately be withdrawn; students are not to participate in strike-related activities.