

POLICY

It is the policy of the Upper Grand District School Board to support the provision and maintenance of Co-operative Education and other Experiential Learning programs at the secondary school level, in order that students may take full advantage of educational resources in the community, and acquire the knowledge, skills, attitudes, and values that will contribute to the success of their future vocational and academic pursuits, and career choices.

The Upper Grand District School Board offers School to Career programs which comply with the requirements of the Ministry document, *Cooperative Education and Other Forms of Experiential Learning Policies and Procedures for Ontario Secondary Schools, 2000*. The policies described in this document complement the provincial policies outlined in *Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999 (OSS)*; in *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*; and in the secondary curriculum policy documents.

Administrative Detail

1. It is the responsibility of the Superintendent of Program to administer this policy.
2. It is the responsibility of senior administration, school administrators, department leaders, and teachers to implement this policy.
3. It is the responsibility of the School to Career Resource Team, in conjunction with the appropriate Curriculum Leader, to co-ordinate the delivery of all Co-operative Education and Experiential Learning Programs. The School to Career Resource Team is also responsible for providing in-service and orientation to the policy and the School to Career Handbook.
4. This policy will be reviewed every three (3) years, or as required due to changes in relevant legislation and or regulations.
5. This policy is written in accordance with Ministry Policy/Program Memorandum No. 76A - Workplace Safety and Insurance Coverage for Students in Work Education and The Out-of-School Education Policy 508 of the Upper Grand District School Board.

A. GENERAL

All students must be given the opportunity to develop their full potential through participation in experiential learning opportunities. Adult learners are also encouraged to participate in experiential learning courses. Experiential learning opportunities include job shadowing, job twinning, work experience, virtual work experience, co-operative education, school to work programs, and Ontario Youth Apprenticeship Programs (OYAP).

B. CRITERIA**1. INITIATION OF NEW EXPERIENTIAL LEARNING COURSES**

- a) Any Teacher, Department Head, or Principal initiating a new Experiential Learning course or program, should contact and work with the School to Career Resource Team to ensure consistency with provincial and local guidelines. A Model for Planning School to Career Programs is available in the School to Career Handbook and will be useful to teachers in the design of new programs.
- b) The School to Career Resource Team can provide information regarding the feasibility of the proposed course, the resources needed for course implementation, and the availability of quality placements.

2. THE AWARDING AND REPORTING OF CREDITS

- a) Credit is awarded for the successful completion of a co-operative education course based on any credit course outlined in a curriculum policy document or on a ministry-approved locally developed course, in accordance with the policy stated in *OSS*, sections 6.1 and 6.2.2.1 and in *The Ontario Curriculum, Grades 9 - 12: Program Planning and Assessment, 2000*.
- b) Students must take their related course(s) concurrently with the co-operative education course, or have successfully completed the related course prior to being enrolled in the co-operative education course.

- c) There is no formal restriction on the total number of co-operative education credits that students may earn in secondary school. Half credits may be used when a co-operative education course is based on two related curriculum courses.
- d) The following guidelines apply to the awarding of credits when a student is taking a co-operative education course concurrently with a related course:
 - i) If the student is successful in the related course but unsuccessful in the co-operative education course, he or she is awarded credit for the related course only.
 - ii) If the student successfully completes the co-operative education course but is unsuccessful in the related course, he or she will not be granted co-operative education credits until the related course is successfully completed.
 - iii) In exceptional cases, a portion of the co-operative education credits can be awarded at the discretion of the Principal.
- e) The procedures for reporting student achievement are set out in the *Guide to the Provincial Report Card, Grades 9-12, 1999* and *The Ontario Student Transcript (OST) Manual, 1999*.
- f) The grades and credits earned for a co-operative education course and its related curriculum course or ministry-approved locally developed course must be recorded separately both on the report card and on the OST as follows:
 - i) The co-operative education course and the related course are listed as separate entries, using the name of the related course and its course code for both courses.
 - ii) The co-operative education course is identified by the inclusion of “(Co-op)” after the course name and, on the OST, by the notation “C” in the “Note” column.

- iii) In cases where the co-operative education course is based on more than one related course, the co-operative education course is recorded separately for each related course. In each case, the record includes the following: the name of the related course, followed by “(Co-op)”; the final grade for the course; and the portion of the total credit value of the course that is being assigned to the particular related course.

3. ALLOCATION OF TEACHERS AND TIMETABLING

- a. When allocating and timetabling staff, Principals should take into account the need to incorporate in the timetables of co-operative education teachers blocks of time that will enable them to secure placements and to conduct assessments of student achievement at the workplace.
- b. The co-operative education teacher who is assigned to deliver a co-operative education course (classroom and placement component) cannot be assigned to another class or duty during the same time period.
- c. For special needs co-operative education classes, the number of students should not exceed 12.
- d. Teachers who are appointed to positions of responsibility in co-operative education should possess or be required to obtain specialist qualifications in the field.

4. PROGRAM EFFECTIVENESS SURVEY

Students, employers, and parents will be given an opportunity to evaluate the delivery and effectiveness of co-operative education and other forms of experiential learning, including placement and related classroom activities every three (3) to four (4) years. This is done in the schools, organized by the Principals. It may be conducted as part of other Board-wide surveys.

**5. WORK EDUCATION AGREEMENT FORM AND WORK
EDUCATION CONSENT FORM**

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.

6. REMUNERATION

It is essential that in co-operative education and other forms of experiential learning, emphasis be placed on learning and differentiated from part-time jobs. For this reason it is not advisable for co-operative education students (except registered OYAP students) to receive hourly wages or a salary for their time spent at the placement. Their reward takes the form of understanding acquired, skills learned, working habits developed, experience gained and credits earned.

7. WORKPLACE SAFETY AND INSURANCE

As outlined in Ministry Policy/Program Memorandum No.76A - Workplace Safety and Insurance Coverage for Students in Work Education Programs, it is important to ensure that:

- a) both students and employers understand the purpose of Workplace Safety and Insurance;
- b) all sections of the agreement and consent forms are completed prior to the commencement of on-site work experience;
- c) forms are distributed as indicated to the school, Board, training organization, students/parents, and
- d) that all parties are thoroughly aware of procedures in the event of student injuries.

**8. TRANSFER OF CO-OP/OYAP EDUCATION STUDENTS FROM
SCHOOL TO SCHOOL**

If students wish to take a Co-op/OYAP program not offered in their home school, then the Principals of both the receiving and home schools should resolve any

financial and staffing considerations that incur as a result of the transfer of students between schools.

9. **PERSONALIZED PLACEMENT LEARNING PLANS**

- a) Students earning co-operative education credits shall have a Personalized Placement Learning Plan (PPLP) that identifies the overall and specific curriculum expectations of the related course, that describes the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement.
- b) When a student is earning co-operative education credits related to more than one course, the PPLP shall include the learning expectations that relate to each course.
- c) The PPLP 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.
- d) The PPLP shall be developed within the first three (3) weeks of the placement.

10. **RECRUITING AND SHARING PLACEMENTS**

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

11. **PLACEMENT ASSESSMENT**

a) **RESPONSIBILITIES**

Principals assume overall responsibility for ensuring student's health and safety in all experiential 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, prior to placing students.

b) PROCEDURES

- i) Teachers shall assess all placements prior to placing students in any experiential learning program exceeding one day.
- ii) Teachers shall adhere to the Guidelines for Placement Assessment found in the School to Career Handbook.

12. HEALTH AND SAFETY INSTRUCTION

- a) Students involved in experiential learning programs shall receive instruction on health and safety in the workplace during pre-placement lessons.
- b) Both the teachers and placement supervisors shall ensure that all students with special needs are thoroughly familiar with and able to implement all the safety precautions that may be required at the placement
- c) Teachers shall also verify any necessary workplace accommodations to ensure each student's safety.
- d) Teachers of students in the Ontario Youth Apprenticeship Program (OYAP) shall ensure that students are provided with trade-specific health and safety training.
- e) If a co-operative 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 placement and follow the steps outlined in the School to Career Handbook.
- f) The student through the Health and Safety Training shall be taught the importance of reporting unsafe working conditions.

13. 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.

PROGRAM

**CO-OPERATIVE EDUCATION
AND OTHER FORMS OF
EXPERIENTIAL LEARNING
PROCEDURES MANUAL**

605-A

14. SCHOOL TO CAREER HANDBOOK

Staff should review this Handbook on a regular basis to ensure consistency and quality in the delivery of programs.