

## Co-Operative Education, 2023

"I hear and I forget. I see and I remember. I do and I understand." – Confucius

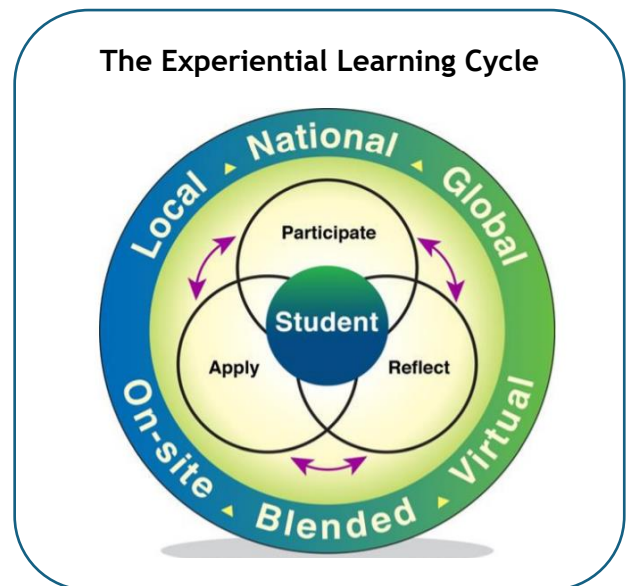
### BENEFITS AND GOALS OF COOPERATIVE EDUCATION

Cooperative education provides secondary school students with a wide range of rigorous learning opportunities connected to communities outside the school. It is designed to recognize and respond to the diversity of Ontario's student population, and it can engage all students. In cooperative education, students learn in safe, culturally responsive environments in the community, and they are actively involved in determining what they learn, how they learn, when and where they learn, and how they demonstrate their learning. Participation in cooperative education can lead to transformational change, engaging students in unique experiences that they will remember throughout their lives.

Cooperative education promotes the acquisition and refinement of skills, knowledge, and habits of mind that support education and career/life planning and fosters positive attitudes towards learning that help students become independent, lifelong learners.

Cooperative education contributes substantially to a comprehensive education and career/life planning culture by focusing on:

- Helping students acquire skills and knowledge related to the community experience.
- Providing opportunities for students to inquire and reflect on their experiences in order to gain a greater knowledge of themselves and their opportunities and a growing understanding of how they can shape their future.
- Providing personalized experiences to meet students' particular learning and motivational needs.



[The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018](#)

## COOPERATIVE EDUCATION: EXPECTATIONS

### Absenteeism

It is the responsibility of the cooperative education teacher to ensure students are attending their placement on a regular basis. Please submit absences to the secretary and randomly check regarding attendance. A teacher must not go more than 15 days without making contact. Students should call both the employer and the teacher when absent. **Please ask the employer to call should a student be absent.**

### Placement Timing

Cooperative Education can take place outside of the regular school day as long as the student is under direct supervision of the placement supervisor. Hours at placement must be reflected on the Work Education Agreement. Placement supervisor must have access to the cooperative education teachers (e.g., attendance, injury) at the times listed on the Work Education Agreement.

If the student is employed (i.e., paid coop), then the employer is responsible for providing Workplace Safety and Insurance Board coverage and reporting claims. The home school should have a supervision plan in place for students using the school as a base, before or after coop. If a student arrives by bus at the school for 8:00 am and the student's placement starts at 9:00 am, then there should be a plan in place for the hour the student does not have a placement. The responsibility will shift to parents if alternative transportation has been arranged.

### Student Records (pg. 38)

Below are the students records required. They must be kept on file for a minimum of 12 months. If there is a work-related injury or the student contracts a disease during the community component of the course, the school records should be kept a minimum of 7 years.

- Preplacement Assessment
- Work Education Agreement and addendum, if applicable
- Placement schedule, indicating the dates and times the student will be at the placement (for WSIA purposes)
- Cooperative Education Learning Plan
- Assessment and Evaluation Records
- A union memorandum of agreement, if applicable
- OYAP Participant Form (must be kept for a minimum of 7 years).

### Preplacement Assessments (pg. 22)

Preplacement assessments are required for each student. Even if the placement has been used in the past, another preplacement is required. "The goal of the assessment is to ensure that the students have a physically and emotionally safe and educationally meaningful experience." Cooperative education teachers must use professional judgement to assess the placement. If there is doubt, the teacher is encouraged to bring in a third party for consultation on equipment and safety practices (e.g., tech teacher, CDSBEO health and safety officer).

In the event that students have concerns about their placement (e.g., safety issues, unreasonable requests from supervisor), students must be made aware of the process to follow to bring these concerns to the attention of the Cooperative Education teacher.

[Ontario Youth Apprenticeship Program \(pg. 69\)](#)

At the beginning of the semester, Dan Lortie, OYAP coordinator, will be in touch requesting the coop placements for each student as well as OYAP forms.

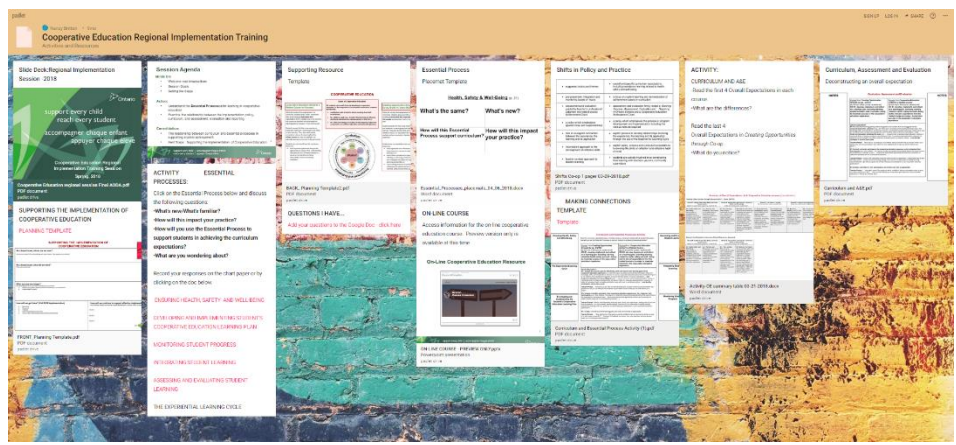
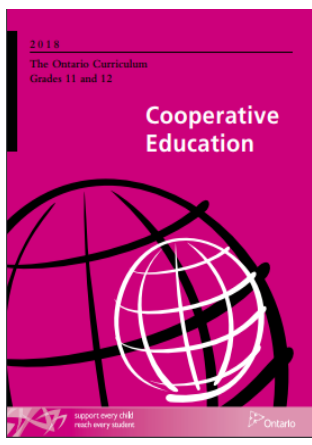
[Monitoring Students \(pg. 28\)](#)

The first face-to-face monitoring meeting must take place within the first three weeks of placement. The meeting must include the cooperative education teacher, the placement supervisor and the student. It can be done in person or via videoconferencing, but it cannot be audio/text only. After the initial meeting, a minimum of two meetings must take place per month. One of these meetings must be like the first face-to-face meeting. The other one may be via phone, text or email. Cooperative education teachers should keep detailed notes of all cooperative visits and interactions with students and supervisors. Remember, a teacher must go no more than 15 days without making contact.

[Granting Credits \(pg. 46\)](#)

At the beginning of the cooperative education course, the number of credits for each student must be declared. Each credit should be designed to be 110 hours in length. If a student exceeds the number of hours, an additional credit cannot be granted. In addition, if a student has a two-credit coop course, then s/he may either achieve both credits or no credits.

**MINISTRY RESOURCES**



[The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018](#)  
[Cooperative Education Regional Implementation Training, 2018](#)

## STUDENT CHECKLIST FOR COOPERATIVE EDUCATION

### Before your placement

- Work Education Agreement (WEA) – Complete and signed prior to your placement (Hour Republic).
- OYAP Participant Forms, if applicable – Submit if you are in a trades' placement (Hour Republic).
- Specialist High Skills Major Students – Ensure the course link works for your SHSM.
- Create a portfolio in myBlueprint. Recommended for Culminating Task(s).
- Start your Cooperative Education Learning Plan.
- Meet with your supervisor and/or cooperative education teacher.
- Complete all required pre-placement assignments and training.
- Ensure you have the date for the next time you are back at school for an integration day.

### During your placement

- Attend Placement – If there are concerns or injuries, please be in touch immediately with your cooperative education teacher.
- Contact your teacher and your supervisor if you are ill or have an appointment. Ensure your supervisor is aware of Christmas, March Break, Integration Days and PA Days.
- Complete and submit Log Sheets as assigned.
- If you have sustained an injury at your placement, contact your cooperative education teacher immediately.
- Schedule face-to-face or virtual meetings with your cooperative education teacher. Note: Your second meeting will either be face-to-face or an email.
- Update your portfolio on myBlueprint as needed.
- Make not of your next integration day.
- If it is a snow day, please let the cooperative education teacher and your supervisor know if you are or not attending.

### After your placement

- Schedule a time for your cooperative education teacher to evaluate you as part of your culminating task.
- Organize and prepare your portfolio for evaluation (culminating tasks).
- Ensure the following documentation has been submitted to your cooperative education teacher:
  - Cooperative Education Learning Plan
  - Log Sheets
  - myBlueprint Portfolio

## TEACHER CHECKLIST FOR COOPERATIVE EDUCATION

### August/January

- Conduct Preplacement Assessments prior to the student's first placement day.
- Get class list and transcripts.
- Interview each of the students to ensure the work experience is realistic for them. Is there a linkable course?
- Prepare pre-placement assignments and book special training dates (i.e., Working at Heights).
- Select course links and credit values.

### September/February

- Work Education Agreement (WEA) – Students must not be on placement until WEA is submitted with all signatures (Hour Republic).
- OYAP Participant Forms, if applicable (Hour Republic).
- Identify students whose coop placement is a requirement for Specialist High Skills Major.
- Have students create a Portfolio in their myBlueprint account. It can be used as part of their culminating task (you can work closely with the Civics/Careers teacher to ensure students begin working on it in Gr. 10).
- Start the Cooperative Education Learning Plan with students (Hour Republic).
- First face-to-face placement visit (can be in person or virtual) – must be within the first three weeks of placement; document notes of meeting. Check to ensure that the placement for the student is going well.
- Phone calls for attendance purposes; verify attendance with supervisor and attendance secretary.
- Verify log sheet and track hours (Hour Republic).
- File within three days any workplace accidents using Form 7 – “Employer’s Report of an Accidental Injury or Industrial Disease”.
- Contact supervisors after the first few weeks of placement to ensure the placement is going smoothly.
- Create a visiting schedule. Share this schedule with the office so they are aware when you will/won’t be in the building.
- Submit mileage claims for your visit(s).
- Schedule in-school sessions (integration days). These are required once per month. These days are great opportunities to make use of the coop portfolio in myBlueprint.
- Email supervisors if it’s a snow day. Ask them to let you know if the student is present.
- Send out first employer evaluation.

### October/March

- Follow-up face-to-face meeting; document notes.
- Second follow-up (face-to-face is not required); document notes.
- Phone calls for attendance purposes; verify attendance with supervisor and attendance secretary.
- Verify log sheet and track hours (Hour Republic).
- Submit mileage claims for your visit(s).

### November/April

- Follow-up face-to-face meeting; document notes.
- Second follow-up (face-to-face is not required); document notes.
- Phone calls for attendance purposes; verify attendance with supervisor and attendance secretary.
- Verify log sheet and track hours (Hour Republic).
- Send out second employer evaluation.
- Dual Credit Level 1 applications for Spring.
- Submit mileage claims for your visit(s).

### December/May

- Follow-up face-to-face meeting; document notes.
- Second follow-up (face-to-face is not required); document notes.
- Phone calls for attendance purposes; verify attendance with supervisor and attendance secretary.
- Verify log sheet and track hours (Hour Republic).
- Dual Credit Level 1 applications for Fall of next year.
- Submit mileage claims for your visit(s).
- Inform students of culminating task and set dates for culminating task visit.

### January/June

- Follow-up face-to-face meeting; document notes.
- Second follow-up (face-to-face is not required); document notes.
- Phone calls for attendance purposes; verify attendance with supervisor and attendance secretary.
- Verify log sheet and track hours (Hour Republic).
- Send out last employer evaluation.
- Submit mileage claims for your visit(s).
- Students submit/present culminating.
- Send total hour record to Principal for insurance purposes.
- Record total number of hours on WEA and place a copy in the student's OSR.
- Ensure student files are complete and kept for a minimum of 1 year to a max of 7 years (see pg. 38).