



## BOARD ADMINISTRATIVE PROCEDURE

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### 209 – Cooperative Education

DIRECTIONAL POLICY

## Nurturing & Protecting Catholic Education

#### **Title of Administrative Procedure:**

Cooperative Education

#### **Date Approved:**

December 2023

#### **Projected Review Date:**

December 2028

#### **Directional Policy Alignment:**

This Administrative Procedure aligns with the Nurturing & Protecting Catholic Education Directional Policy by ensuring an environment that is reflective of Catholic social teaching and positively contributes to the achievement and well-being of all students. This is achieved by providing secondary school students with Cooperative Education opportunities connected to communities outside of the school.

#### **Alignment with Multi-Year Strategic Plan:**

The Cooperative Education Administrative Procedure supports our mission to implement the most effective instructional and assessment practices to help ensure all students meet the Catholic School Graduate Expectations. This Administrative Procedure allows us to develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.

[CDSBEO Strategic Plan 2020-2025](#)

#### **Purpose**

- To support cooperative education and other forms of experiential learning for the Board's secondary students.

- To maintain and articulate the Catholic Graduate Expectations within our Cooperative Education program(s) and to encourage students to successfully demonstrate the Catholic Graduate Expectations throughout their Cooperative Education and/or Experiential Learning experience(s).

## **Guidelines and Procedures**

### **Guidelines:**

- The Board is committed to providing school-work transition programs for all students from all regions of the Board. Cooperative education can assist with the transition to work, for those wishing to enter the workforce, or an apprenticeship directly after graduation from high school. Cooperative education can also provide career clarification for those intending to further their education at college or university.
- The board encourages partnerships between schools and the community to provide students with appropriate placements.
- The Cooperative Education teacher must hold valid certification from the College of Teachers.
- Cooperative Education, work experience, and school-work transition programs shall be free from discrimination and harassment and shall provide all students with safe and secure environments to enable them to participate fully and responsibly in the educational experience.
- The emphasis in Cooperative Education is placed on learning and Cooperative Education is differentiated from part-time employment. It is not expected that Cooperative Education students will receive hourly wages or salary, but employers are free to remunerate if they choose to do so.
- The school maintains control over the direction of all Cooperative Education learning activities even when students receive wages.

### **Procedures:**

- The in-school component of the Cooperative Education program will reflect the Catholicity of our system and align with the Catholic Graduate Expectations.
- School supervisors are responsible for ensuring that students have the necessary educational background and maturity for experiential learning opportunities.
- Before students begin a community-connected experience, school supervisors must clearly state the attendance requirements.
- School supervisors must find and assess potential placements in accordance with the stipulations outlines in the *Cooperative Education, the Ontario Curriculum Grades 11 and 12, (2018), page 22*. The Placement Assessment Checklist in [Hour Republic](#) platform is to be used when assessing a placement.

- When the related course and cooperative education course are concurrent and a student withdraws from the related course, they must automatically be withdrawn from the cooperative education course.
- The following guidelines apply to the granting of credits when a student is Cooperative Education Linked to a Related Course (or Courses) concurrently with the related course:
  - If the student successfully completed the related course, but does not successfully complete the cooperative education course, credit is granted for the related course only.
  - If the student successfully completed the cooperative education course but does not successfully complete a related course taken concurrently, a credit(s) is granted from the cooperative education course only.
- A credit is granted in recognition of the successful completion of a cooperative education course from the Ontario curriculum that has been scheduled for a minimum of 110 hours, in accordance with the policy stated in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016*.
- All grade 11 and 12 cooperative education courses attempted or completed will be reported on the student's transcript as required by Ministry Policy document *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016*.
- Considerations for program planning in Cooperative Education: Educators involved in cooperative education must ensure the provision of any accommodations and modifications required to allow exceptional students to achieve their full potential, as described in their Individual Education Plans (IEPs).
  - The classroom component and the Student's Cooperative Education Placement Plan must meet the student's needs.
  - The employer and supervisor must be made aware of the student's area of exceptionality and any accommodation(s) described in a student's IEP.
- When summer cooperative education programs are offered, they will meet the same criteria as programs offered during the regular school year.
- School supervisors will provide effective management for the various forms of experiential learning, including placement coordination.
- In the event of a Strike or Lockout at either the student's school or the student's cooperative education site, the student will not attend the placement.
- In some circumstances, a school or board may allow a student to receive payment, provided that the requirements of the Cooperative Education course are met.
  - If a student in a cooperative education program is being paid a wage, the employer is responsible for the Workplace Safety and Insurance.
- Under the following circumstances, students registered in the apprenticeship program (OYAP) shall receive remuneration upon the recommendation from the placement supervisor:
  - Students are permitted to receive an expense allowance from their placement.

- o In exceptional circumstances, students in specialized programs may receive remuneration.
- o Cooperative education students registered as apprentices in trades recognized by the Ministry of Labour, Immigration, Training and Skill Development (Building Opportunities in Skilled Trades Act 2021) may be paid apprenticeship wages set out in the act.
- o [Skilled trades and apprenticeship system changes | ontario.ca](https://www.ontario.ca/skills)
- The Board will cooperate with the coterminous boards to ensure fair and equitable placement for all students within all boards.
- The Board will maintain direct links to the Ministry of Education and other boards in the region.

## **Responsibilities**

### **The Board of Trustees is responsible for:**

- Reviewing this Administrative Procedure to ensure its alignment with the Nurturing & Protecting Catholic Education Directional Policy.

### **The Director of Education is responsible for:**

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.

### **Superintendents of Schools and System Portfolios are responsible for:**

- Ensuring principals are consistent with the application of this Administrative Procedure.
- Supporting implementation of the Cooperative Education program(s) throughout their Secondary Schools to enhance their schools' programs.
- Ensuring that any employee for whom they have supervisory responsibility is aware of the requirements under this Administrative Procedure.

### **Principals and Vice-Principals are responsible for:**

- Providing resources to staff and students regarding the Co-Operative Education and Experiential Learning opportunities available in the school and in the community.
- Providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of this Administrative Procedure.
- Ensuring that each student is aware of and has access to Cooperative Education and experiential learning opportunities.
- Ensuring that Cooperative Education Teachers utilize the Board appointed [Hour Republic](#) platform to:

- o produce all forms (Work Education Agreement (WEA), the Ontario Youth Apprenticeship Program (OYAP), the Student Cooperative Education Plan (SCELP), Placement Assessment, Workplace Performance Appraisal, Placement Monitoring),
- o Providing Human Resources with WSIB Cooperative Education hour breakdown at the end of each school year for insurance purposes.

**Staff are responsible for:**

- Ensuring that they are providing Cooperative Education and other forms of experiential learning programs based on the curriculum expectations and implementation policy set out in *Cooperative Education, the Ontario Curriculum Grades 11 and 12, (2018)*.
- Supporting all students in their Cooperative Education and Experiential Learning opportunities.
- Ensuring that the cooperative education and other forms of experiential learning programs support the attainment of the students' Catholic Graduate Expectations.
- Supervising placement students through mandated in-person monitoring visits. The first face-to-face monitoring meeting must take place within the first two 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 one meeting must take place per week alternating between face-to-face meetings and remote via phone, text, email, or Teams. Cooperative Education Teachers should keep detailed notes of all cooperative visits and interactions with students and supervisors using the form available in the [Hour Republic](#) platform.
- Ensuring placement safety by completing a workplace assessment, in the [Hour Republic](#) platform, as outlined in the *Cooperative Education Curriculum document (pg.22)*. Cooperative Education Teachers are required to ensure that an assessment of every student's community placement has been completed prior to the start of the community component of the course. Even if a community placement has been assessed in the past, the placement must be reassessed.
- Ensuring each student receives standard Health and Safety Training, as well as training specific to the individual's cooperative education placement.
- Ensure that all students participating in skilled trade Cooperative Education placements complete OYAP participation forms using the [Hour Republic](#) platform. Completed forms must be submitted to the OYAP coordinator for entry in EIOS-APPR database and auditing purposes.
- Ensuring that all OYAP participants and registrants carry a copy of their OYAP placement card and additional ID at all times while at placement.
- Providing principals with WSIB Co-op hour breakdown at the end of each school year.
- Maintaining complete Coop student records for a period of seven years for auditing purposes in the [Hour Republic](#) Platform. Refer to the *Cooperative Education Curriculum*

*document (P.38)* for a complete list of required documents. OYAP registration forms should also be included.

## **Progress Indicators**

- CDSBEO secondary schools are using cooperative education and other forms of experiential learning programs for students to explore career opportunities on all pathways.
- All cooperative education and other forms of experiential learning programs provide students with the opportunity to participate in a learning experience connected to the community; reflect on the experience in order to derive meaning from it; and apply their learning to influence their decisions and actions in various aspects of their lives.
- All cooperative education and other forms of experiential learning programs are developed according to this Administrative Procedure.

## **Definitions**

- Creating Opportunities through Coop (DCO3O): is a planned community-connected learning experience, for which credits are earned, that enables students to develop skills, knowledge, and habits of mind that will strengthen their inquiry, decision-making, and leadership skills.
- Experiential Learning: includes planned learning experiences that take place in the community, including job shadowing and job twinning, work experience, and virtual work experience. Experiential learning provides students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs through participation, reflection, and application.
- Work Experience: is a planned learning opportunity, within any credit course, which provides students with relatively short-term work experience, usually one- or two-weeks' duration and not exceeding four weeks. Credits cannot be granted for work experience alone.
- Job Shadowing: involves the pairing of a student with a worker in a specific occupation for one-on-one observation by the student.
- Job Twinning: involves the pairing of a student with a cooperative education student for one-on-one observation of the cooperative education student at their placement.
- Virtual Work Experience: is a simulated, rather than actual, work experience within any credit course. It would involve a short-term, subject-related work placement which is experienced virtually through the use of communication technologies.
- The Ontario Youth Apprenticeship Program (OYAP): is a specialized program that enables students to earn credits towards their Ontario Secondary School Diploma (OSSD) by taking a cooperative education course for which the community component is an

apprenticeship trade. Students who are registered as apprentices by having a Registered Training Agreement (RTA) can apply to participate in specialized apprenticeship training programs offered at partnering colleges, or training delivery agents (TDA).

- Student's Cooperative Education Learning Plan (SCELP): is a framework co-constructed by the student, cooperative education teacher, and placement supervisor, in developing their learning plan, students create and reflect on their learning goals, plan how they will achieve the goals, and devise success criteria to help them to monitor their progress.
- The Work Education Agreement: is a standard Ministry of Education form that must be signed before a student starts working at a placement to ensure coverage under the Workplace Safety and Insurance Act.
- The Placement: is the physical location of a cooperative education student's learning. This could be with an individual, a commercial enterprise, or an agency. It is usually outside the student's school site. There is always an on-site supervisor.
- Related Course: is the designated course on which the Cooperative Education course is based and to which the Cooperative Education credit(s) are linked.
- The Placement Assessment: is the required process by which the school supervisor ensures that the students will have a physically and emotionally safe experience (Appendix B).
- School-Work Transition Programs: are specialized programs which prepare students for employment or self-employment directly from high school. They combine in-school learning and experiential learning through job shadowing, work experience, and cooperative education.

## Related Documents

- Appendix A – [Placement of Co-Operative Education Students Form](#)
- Appendix B - [Designing for Success](#)
- Appendix C - [The Least you Should Know, Cooperative Education](#)

## References

- [Hour Republic \(Log Sheets, WEA, OYAP, SCELP, etc.\)](#)
- [The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018](#)
- [Ontario Schools: Kindergarten to Grade 12 Policy and Program Requirements, 2016](#)
- [Ontario Cooperative Education Association \(OCEA\)](#)