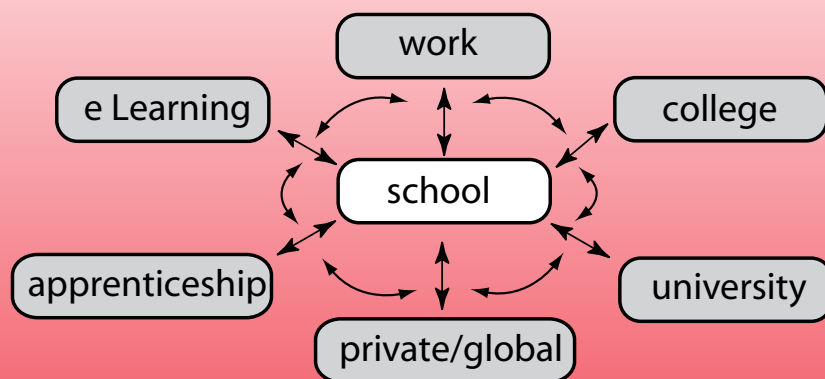
**DESTINATIONS: University / College**

Curriculum & Instructional Services



path-

to



opportunity.

School-Work Transitions Experiential Learning Opportunities


Pathways to Opportunity is a package of career choice information: The focus of this School-Work Transition information package is to ensure that students, parents and teachers are well informed about available educational opportunities.

Job Shadowing: one-on-one *observation* of a worker at a place of employment

Job Twinning: one-on-one *observation* of a cooperative education student at his or her placement

Work Experience / Virtual Work Experience: a planned learning opportunity, within a credit course, that provides short term work experiences, 1-4 weeks in duration

Cooperative Education: a planned learning experience, for which credits are earned, that integrates classroom theory with practical learning experiences in the workplace

Target Audiences	Parents	Elementary Students	Secondary Students	Teachers / Administration	Community
Awareness Strategies 	Email School Bulletins / Articles / Newsletters www.yrdsb.edu.on.ca Parent Councils Parent Night Displays	Career Fairs / Skilled Trade Fairs Mentors / Guest Speakers / Videos / Industry Tours www.class2careers.com YRDSB brochures / posters: Job Shadowing / Job Twinning Work Experience Co-op Experiential Learning Programs Pathways OYAP ICE School web sites Skills Canada-Elementary Day Transition Programs: use Co-op students from the community schools • Job Shadowing / Job Twinning Opportunities Promoting Skilled Trades and Technologies Grade 7 Initiative	Career Fairs / Skilled Trade Fairs School Calendars Guidance / Career Studies Class Visits - Gr. 10 www.yrdsb.edu.on.ca Mentors / Guest Speakers / Videos / Industry Tours www.class2careers.com School web sites YRDSB brochures / posters: Job Shadowing / Job Twinning Work Experience Co-op Experiential Learning Programs Pathways OYAP ICE Specialized Programs Skills Canada Secondary Day Transition Programs: • “Take Our Kids to Work” • Job Shadowing • Work Experience • Co-op Programs	Regional and school PD Curriculum Heads Associations Choices Into Action / School Plan Links to resources: www.bww.edu.on.ca www.tww.edu.on.ca www.yrdsb.edu.on.ca Cooperative Education monitoring visits Employer Appreciation Events “Take Your Teacher to Work” Events YRDSB brochures / posters: Job Shadowing / Job Twinning Work Experience Co-op Experiential Learning Programs Pathways OYAP ICE Additional Certification Programs	School Advisory Committees The Learning Partnership York South Simcoe Training and Adjustment Board Chambers of Commerce Rotary Clubs Boards of Trade YRDSB Communications and Public Affairs www.yrdsb.edu.on.ca News Articles Jump Start- Co-op Newsletter Employer Appreciation Events Additional Certification Programs

Tips for Parents and Students

Students

Know Yourself:

Take time to identify your skills, interests, strengths, and make time for the activities that you love to do.

- Try some of the interest inventories on the web.
- Learn about the skills that employers are seeking in today's job market.

What would you like to try?

- Don't focus too much on "what you want to be".
- Use your time in high school to explore a variety of career options.
- Ask family friends and neighbours what they do for a living.
- Check out the career exploration sites on the internet.
- Focus on jobs that match your strengths and passions.

Check out Career Exploration Websites:

- www.careercruising.com
- www.mazemaster.on.ca
- www.jobfutures.ca
- www.skillswork.com
- www.careermatters.tv.o
- www.edu.gov.on.ca/eng/career

Apply for the Co-op Education Program at your school:

No matter what your post-secondary destination is, the opportunity to explore the world of work during high school will develop new employability skills, and provide potential networks for community service and job opportunities. These experiences may introduce you to the job of your life.

Build your skill sets:

- Employers are seeking new employees that have the following skills: literacy, numeracy, positive attitude, team work, critical thinking skills.
- Enhance these skills through school and work experiences.

Build your portfolio:

Develop a personal portfolio for the workplace, or for college / university applications. Include references from teachers, coaches, employers, and community leaders, and examples of your personal achievements.

Develop your money management skills:

Learn how to manage your allowance or job earnings over time. Put a portion of your earnings aside for long-term savings. Shop for bargains, and only buy when you can afford it.

Focus on the journey:

- Take time to explore and know yourself.
- Get involved in school activities that you enjoy.
- Test your capabilities.
- Discover your strengths and follow your heart.

Parents

Help your teen understand who they are:

- Take time to help your teenager understand what makes him / her tick.
- What are their interests? What are their strengths? What do they enjoy doing during their spare time?
- Praise them on their achievements and help them identify their skill sets.

Honour your teen's decisions:

- Teens should explore a variety of courses and experiences during high school.
- Be open-minded and support them in their decisions.
- Help them investigate opportunities that match their interests, abilities and passions.
- It's better to "try something on for size" now and avoid costly mistakes later.

Help your teen explore a variety of careers:

- Investigate career resources with your teenager.
- Surf the internet career exploration pages.
- Visit a youth employment centre.
- Introduce them to friends, neighbours and business contacts who have jobs that might be of interest.

Encourage your teen to apply for a Co-op Education Program:

Every secondary school in YRDSB offers a variety of Cooperative Education experiences that allow students to try out placements that interest them, while they earn related school credits. They can explore a wide variety of workplaces, develop valuable workplace skills, and showcase their experiences on their résumé and portfolio.

Help your teen develop good work skills:

- Develop maturity, responsibility and a positive attitude in your children.
- Encourage them to do their best on homework assignments, class attendance, and participation in school activities.

Help your teen build a personal portfolio:

Encourage your teens to save examples of their achievements in school, sports, community groups or at work. These resources could play an important role in future job or school interviews.

Provide advice on money management:

Set an example for your teens – allow them to earn money for jobs on the home front. Help them set up a bank account for savings and expenditures. Encourage them to save money for special purchases / events.

Recognize the importance of setting directions for the future by encouraging your teen to:

- Consider long-range planning options
- Research job opportunities

Remember – Pathways are changeable and flexible.

As interests, skills and aptitudes develop and mature, there will be many opportunities to re-chart your journey.

Specialized Programs:

School-Work Transition Programs: school and work-based education involving a combination of Job Shadowing / Work Experiences / Cooperative Education Programs

Ontario Youth Apprenticeship Program (OYAP): an opportunity for a student to meet diploma requirements while participating in an apprenticeship occupation through Co-op placements and related curriculum

International Cooperative Education Program (ICE): a credit-earning program in Ecuador

Alternate Education Program: programming for at-risk students

Summer Co-op Program: 1 - credit Co-op programs

Essential Skills:

Learning Skills: These generic skills are listed on the student's report card and are seen as essential skills for life: www.hrdc-drhc.gc.ca/essentialskills

Employability Skills: The Conference Board of Canada outlines the essential employability skills required to be a successful and productive member of the workplace: <http://www.conferenceboard.ca>

How to use this document: The examples and innovative ideas listed are not intended to be prescriptive

Pathway Planning

Important to know:

- how you learn best, your interests and aptitudes
- diploma requirements to graduate
- pre-requisites for courses
- admission requirements for post-secondary opportunities
- how to plan for experiential learning opportunities within your courses
- how best to prepare yourself for school-work

“Ultimately your interests and aptitudes will determine the path you will



“Recognizing your strengths, taking time to learn about yourself will result in a

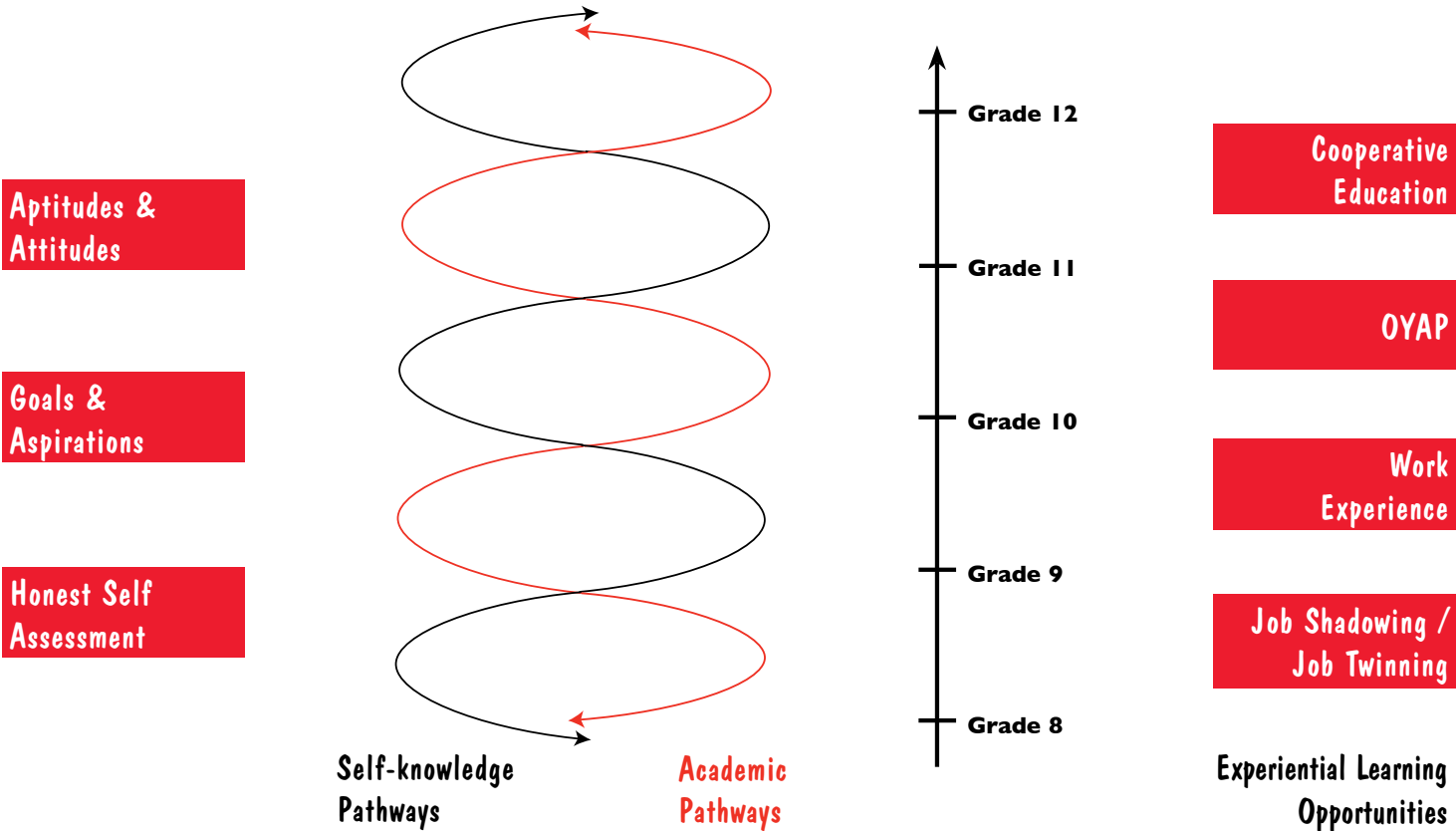
					6 credits 440 hours / 220 hours	6 credits 440 hrs + max 8 wks/220 hrs
					Co-op 1 Credit	Co-op 1 Credit
					Co-op 1 Credit	Co-op 1 Credit
					Co-op 1 Credit	Co-op 1 Credit
			3 credits 220 hrs/110 hrs	3 credits 220 hrs + max 4 wks/110 hrs	Co-op 1 Credit	Co-op 1 Credit
			Co-op 1 Credit	Co-op 1 Credit	Co-op 1 Credit	Co-op 1 Credit
			Co-op 1 Credit	Co-op 1 Credit	Curriculum Course 1 Credit	Work Experience
1 credit 1 day observation/ 110 hours	1 credit max 4 wks/ 110 hours	1 credit max 4 wks + 1 day observation /110 hours				Curriculum Course 1 Credit
Job Shadowing	Work Experience	Job Shadowing Work Experience		Work Experience	Curriculum Course 1 Credit	Work Experience
Curriculum Course 1 Credit	Curriculum Course 1 Credit	Curriculum Course 1 Credit	Curriculum Course 1 Credit	Curriculum Course 1 Credit		Curriculum Course 1 Credit

Sample School-Work learning opportunities that can be built into any curriculum course increasing in intensity from Grade 9-12, sequential in nature, maximizing the experiential component

		5 credits 220 hrs + max 12 wks +1 day observation / 330 hrs				5 credits 220 co-op hrs + 220 hrs practice and refinement + 4 wks max work experience/ 110 hours
	5 credits 220 hours/330 hours	Co-op 1 Credit			9 credits 660 hrs + max 12 wks/330 hrs	Co-op 1 Credit
	Co-op 1 Credit	Co-op 1 Credit		9 Credits 660 hours/330 hours	Co-op 6 Credit	Co-op 1 Credit
3 credits 220 hrs + max 4 wks + 1 day observation / 110 hrs	Co-op 1 Credit	Co-op 1 Credit		Co-op 6 Credit	Work Experience	Co-op 1 Credit
Co-op 1 Credit	Curriculum Course 1 Credit	Work Experience		Curriculum Course 1 Credit	Curriculum Course 1 Credit	Practice and Refinement 1 additional credit in Tech Course
Co-op 1 Credit	Curriculum Course 1 Credit	Curriculum Course 1 Credit		Curriculum Course 1 Credit	Work Experience	Practice and Refinement 1 additional credit in Tech Course
Job Shadowing Work Experience	Interdisciplinary Studies 1 Credit	Job Shadowing Work Experience		Interdisciplinary Studies 1 Credit	Curriculum Course 1 Credit	Work Experience
Interdisciplinary Studies 1 Credit		Interdisciplinary Studies 1 Credit		Work Experience	Tech Curriculum Course 1 Credit	Tech Curriculum Course 1 Credit

Sample School-Work learning opportunities that can be built upon
Interdisciplinary Study courses and Multiple Technology credits

Post-Secondary Destinations – Workplace, College, University, Apprenticeship
Pathways are changeable and flexible as you move towards your destination of choice.



Job Shadowing / Job Twinning

Definition: one half to one day OBSERVATION at the workplace

Need to Know	Innovative Approaches	Considerations	Available Resources
<p>This is an OBSERVATION experience that can be part of any curriculum course offered at any grade level</p> <p>Required Components:</p> <ul style="list-style-type: none">There are age restrictions on certain work placements (minimum age requirement legislation)School permission forms (YRDSB field trip procedures)Schools/Parents/Guardians ensure the selection of appropriate placements in safe work environments	<p>Transition from Elementary to Secondary Schools:</p> <ul style="list-style-type: none">Grade 7/8 students Job Twin with Co-op students or Job Shadow with community partners <p>Secondary / Whole School Approach:</p> <ul style="list-style-type: none">Use the “Take Our Kids to Work” initiative and imbed it into the Grade 9 curriculum (Grade 9, period 2 class will do a three day careers unit with the “Take our Kids to Work”, Job Shadowing opportunity) <p>Departmental Approach:</p> <ul style="list-style-type: none">Make it part of a sequential learning	<p>Building for Success:</p> <ul style="list-style-type: none">Ensure the selection of appropriate placements in safe work environmentsEstablish program expectations with the school/student/ placementEstablish program management, building support to ensure student successBuild in student reflection by developing directed observation activitiesBuild upon the course expectationsIntegrate the development of Student Learning Skills and Employability Skills into the course expectations (Conference Board of Canada)	<p>Ministry Documents:</p> <p><i>Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999</i></p> <p><i>Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000</i></p> <p><i>Choices Into Action - Guidance and Career Education for Ontario Elementary and Secondary Schools, 1999</i></p> <p><i>The Ontario Curriculum Documents, Grades 9-10, 1999</i></p> <p><i>The Ontario Curriculum Documents</i></p>

<ul style="list-style-type: none">Build models for success that will lead these students into meaningful post-secondary destinations while meeting standards for excellenceIdentify Pathways that build upon the strengths and successes of the studentUnderstand the workplace opportunities within each PathwayProvide on-site, individualized supportIncrease supports for basic numeracy and literacy skillsCommitment for continuous teacher PD and supportBuild additional in-school opportunities to learn essential life / employability skillsBuild sequential experiential learning opportunities	<ul style="list-style-type: none">Build real-life experiences into the classroomExplore career opportunities related to the curriculum (guest speakers, videos, field trips, career project, information interviews, labour market information) <p>Develop Interdisciplinary Courses and/or Multiple Credit Technology Programs combined with School-Work Transition Programs</p> <ul style="list-style-type: none">Build employability skills, résumés and portfoliosImbed with additional certification programs <p>Specialized Programs:</p> <ul style="list-style-type: none">Essential ProgramsAlternate Education ProgramsSchool-Work Transition Programs	<p>Equity in programming regardless of post-secondary destinations:</p> <ul style="list-style-type: none">review how your school community recognizes student achievements regardless of their post-secondary destinationsnumber of workplace courses offerednumber of School-Work Transition Programs <p>Imbed Additional Certification Programs into curriculum programs</p> <ul style="list-style-type: none">Service ExcellenceSmart ServeFirst Aid - CPRWHMISOntario Skills Passport <p>Scheduling:</p> <ul style="list-style-type: none">consider partial creditsconsider timetabling outside of the structure of a regular semesterlook at mastery over a longer period of timeencourage enhanced 5th year programming opportunities that intensify and extend the School-Work Transition	<p>YRDSB Resources:</p> <ul style="list-style-type: none">Community Based Education DepartmentJob Shadowing / Job Twinning BrochureWork Experience / Virtual Work Experience BrochureCooperative Education BrochureExperiential Learning Programs BrochurePathways to Opportunity Resource PackageIn-class visit by Co-op teacher <p>Community Resources:</p> <ul style="list-style-type: none">Career assessmentFamily counsellingMentoringJob search (Youth ERC's)TrainingNumeracy Skills Exercises www.towes.orgwww.class2careers.com
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Pathways for At-Risk Students

Definition: Students who, for a variety of reasons (intellectually and/or emotionally) are not engaged in the curriculum, are At- Risk of leaving school without achieving their OSSD and are inadequately prepared for the world of work. Some may be “identified”

Need to Know	Innovative Approaches	Considerations	Available Resources
<p>Who are these students?</p> <ul style="list-style-type: none">Elementary students who are performing at level one, or below grade level expectationsSecondary students who would previously have studied at the modified or basic levelSecondary students who are performing significantly below the provincial standard, earning marks in the 50's and low 60's and who do not have the foundation to be successful in the new curriculumStudents who are disengaged with very poor attendance <p>Pathway Considerations:</p> <ul style="list-style-type: none">Develop individualized Pathways for studentsBuild flexibility, understanding that Pathways are not fixed and will change as students mature	<p>Build sequential steps for the students:</p> <ul style="list-style-type: none">Develop a class environment where self awareness of interests, aptitudes, values are enhancedBuild essential skills, learning skills, employability skills into classroom activitiesProvide Job Twinning with Co-op students, or Job Shadowing opportunities within the communityConsider mentoring with a family member or Co-op studentProvide an initial Work Experience opportunity in schoolEnhance the learning by extending the Work Experience into the communityWork towards a successful Co-op placementExpand the Co-op programming in the	<p>Foundations Required:</p> <ul style="list-style-type: none">Inclusive School cultureResource allocationSchool teams <p>Student Identification:</p> <ul style="list-style-type: none">Early identification at the Grade 6-7-8 level through Board generated data <p>Building Awareness:</p> <ul style="list-style-type: none">Work with family of schools to communicate the viable Pathways available to studentsBuild parent, student and teacher awareness, at the school level, (elementary/secondary) of the post-secondary opportunities available through:<div>Work Apprenticeship College University</div>Understand and promote the importance and opportunities of workplace destination coursesWork with community partners to garner support for School-Work Transitions	<p>Ministry Documents:</p> <p><i>Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools 2000</i></p> <p><i>Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999</i></p> <p><i>Choices Into Action - Guidance and Career Education for Ontario Elementary and Secondary Schools, 1999</i></p> <p><i>The Ontario Curriculum Documents Grades 9-10, 1999</i></p> <p><i>The Ontario Curriculum Documents Grades 11-12, 2000</i></p> <p>Live Safe! Work Smart! Safety Binders</p> <p>Lion's Quest- Skills for Action Program Resource</p> <p>Ontario Skills Passport</p>

- Schools ensure that employers, parents and students understand their roles and responsibilities
- The job readiness and maturity level of students must be taken into consideration
- Policies & Procedures as per *Cooperative Education and Other Forms of Experiential Learning for Ontario Secondary Schools, 2000*



- Grade 9** – “Take our Kids to Work”
- Grade 10** – As an opportunity in a specific course or departmental program. It may be a whole class experience, group assignment or individual assignments
- Grade 11:** As part of an Interdisciplinary Studies course
- Individual Course Approach:**
- Have selected students Job Twin with the Cooperative Education students (i.e. ESL, At Risk, students from feeder schools)
 - Within the same course you may have a sequential learning opportunity with:

Job Shadowing /
Job Twinning
Work Experience in the school
Work Experience outside of the school
 - Connect with meaningful service learning opportunities to provide students with links for their community involvement

- Link with Community Partners
 - Garner the support of parents
 - Make meaningful links to local labour market demands.
- Scheduling:**
- Students may require travel time to and from the placements
 - Type of Job Shadowing / Job Twinning may dictate the time of day or semester in which the course would be offered
 - May be part of a class assignment that is completed outside of class time.

- Live Safe! Work Smart! Safety Binders
- Placement Assessment Guide
- The Learning Partnership “Take Our Kids to Work” www.tlp.on.ca
- YRDSB Resources:**
- Community Based Education Department
 - YRDSB Cooperative Education and Other Forms of Experiential Learning Handbook, Policies and Procedures, 2000
 - Job Shadowing and Job Twinning Brochure
 - Pathways to Opportunity Resource Package
 - YRDSB Co-op Planner
 - www.yrdsb.edu.on.ca
- Community Resources:**
- Volunteer Bureaus
 - YorkLink
 - The Purple Pages
 - Helpmate

Cooperative Education Program

Definition: a credit-earning program that integrates classroom theory with learning experiences at the workplace

Need to Know	Innovative Approaches	Considerations	Available Resources
<p>Program must be credit-earning:</p> <ul style="list-style-type: none">1 credit per 110-hour course to a maximum of 2 credits per 110 hour related course <p>Required Components:</p> <ul style="list-style-type: none">Co-op credits must be the practice and refinement of the related course expectationsPolicies and Procedures as per <i>Cooperative Education and Other Forms of Experiential Learning for Ontario Secondary Schools, 2000</i>Personalized Placement Learning Plan (PPLP)Pre-placement orientationStudent is monitored by the Cooperative Education teacherIntegrates classroom and workplace learningInvolves reflective	<p>Subject-related Co-op</p> <p>1 – credit 2 – credit 4 – credit</p> <ul style="list-style-type: none">Part of the student's School-Work Transition ProgramJob Shadowing Work Experience Co-op ProgramAs the delivery tool for the Ontario Youth Apprenticeship Program (OYAP) <p>As part of an Interdisciplinary Course:</p> <ul style="list-style-type: none">A maximum of 2 Co-op credits can be delivered with each related course being offered in an Interdisciplinary Studies packageA 5 - credit Interdisciplinary Studies Program could be	<p>Building for Success:</p> <ul style="list-style-type: none">Need to look at the appropriate pathways for individual studentsTeacher time needs to be allotted for pre-placement assessmentsOpportunities for all students to gain experiential learning regardless of post-secondary destinationTeacher time for student applications and interviewsBuild community partnerships <p>Scheduling:</p> <ul style="list-style-type: none">Students must take the related course prior to or concurrent with the semester in which the Co-op is being deliveredPreferences for morning or afternoon placement need to be consideredCo-op teacher must also be the monitoring teacherTravel time for students to and from the placement	<p>Ministry Documents:</p> <p><i>Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999</i></p> <p><i>Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000</i></p> <p><i>Choices Into Action - Guidance and Career Education for Ontario Elementary and Secondary Schools, 1999</i></p> <p><i>The Ontario Curriculum Documents Grades 9-10, 1999</i></p> <p><i>The Ontario Curriculum Documents Grades 11-12, 2000</i></p> <p>Live Safe I Work Smart! Safety Binders</p> <p>Placement Assessment Guide</p> <p>Workplace Safety and Insurance Coverage for Students in Work Education Programs, Policy/Program Memorandum No. 76A</p>

<ul style="list-style-type: none">Work Education Agreement FormSchool permission forms (Letter of Intent)Schools/Parents/Guardians ensure the selection of appropriate placements in safe work environmentsSchools ensure that employers, parents and students understand their roles and responsibilitiesThe job readiness and maturity level of students must be taken into considerationTeacher / Student must work from a Personalized Placement Learning Plan (PPLP)Policies and Procedures as per <i>Cooperative Education and Other Forms of Experiential Learning for Ontario Secondary Schools, 2000</i>	<ul style="list-style-type: none">Develop Specialized Programs for At-Risk students where the Work Experience is part of their School-Work Transition Program.Connect with meaningful service learning opportunities to provide students with links for their community involvementEstablish Interdisciplinary Studies courses with a School-Work Transition Program (see models) <p>Individual Course Approach:</p> <ul style="list-style-type: none">For Senior level courses have a Work Experience as part of the major assignmentLeadership and Peer Support Programs can be linked to the curriculum with a Work Experience componentReal-life applications to curriculum related projects with the support of community partners	<ul style="list-style-type: none">Link with Community PartnersGarner the support of the parentsMake meaningful links to local labour market demands <p>Scheduling:</p> <ul style="list-style-type: none">Students may require travel time to and from the placementsType of Work Experience may dictate the time of day or semester when course should be offeredMay be part of a class assignment that is completed outside of class timeMay be for blocks of time, or select periods in the week, or select days of the weekMay be a whole class experience or group assignments, or individual student assignments within a class	<p>Placement Assessment Guide</p> <p>Workplace Safety and Insurance Coverage for Students in Work Education Programs, Policy/Program Memorandum No. 76A</p> <p>YRDSB Resources:</p> <ul style="list-style-type: none">Community Based Education DepartmentYRDSB Cooperative Education and Other Forms of Experiential Learning Handbook, Policies and Procedures 2000Work Experience / Virtual Work Experience BrochurePathways to Opportunity Resource PackageYRDSB Co-op Plannerwww.yrdsb.edu.on.ca <p>Community Resources:</p> <ul style="list-style-type: none">www.class2careers.com
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Work Experience

Definition: planned learning opportunities, within a credit course, that provide short-term work experiences, 1 – 4 weeks in duration

Need to Know	Innovative Approaches	Considerations	Available Resources
<p>Work Experience / Virtual Work Experience can be part of any curriculum course</p> <p>Timetabling Options:</p> <ul style="list-style-type: none">• 1 period a day, 1 day a week for the full term• blocks of time, 1 period a day, four days a week for four weeks• can be virtual in nature• can be an in-school Work Experience <p>Required Components:</p> <ul style="list-style-type: none">• Student must be a minimum of 14 years of age.• There are some age restrictions in certain work placements (minimum age requirement legislation)	<p>Whole School Approach:</p> <ul style="list-style-type: none">• Build a Work Experience component into all Grade 10 Career Studies classes or Civics classes <p>Departmental Approach:</p> <ul style="list-style-type: none">• Build Work Experience into their programs as part of a School-Work Transition plan for their courses• Establish Multiple Tech Programs with a School-Work Transition Program (see models) <p>Packaged Co-op Programs</p> <ul style="list-style-type: none">• Intensify the “hands on” learning by offering 1 -credit in a related course with a 4 - week Work Experience plus a	<p>Building for Success:</p> <ul style="list-style-type: none">• Ensure the selection of appropriate placements in safe work environments• Establish program expectations with school / student / placement• Establish program management, build support to ensure student success• Build in student reflection by developing directed observation activities• Build upon the course expectations through the Personalized Placement Learning Plan• Integrate the development of Student Learning Skills and Employability Skills into the course expectations (Conference Board of Canada)	<p>Ministry Documents:</p> <p><i>Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999</i></p> <p><i>Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000</i></p> <p><i>Choices Into Action - Guidance and Career Education for Ontario Elementary and Secondary Schools, 1999</i></p> <p><i>The Ontario Curriculum Documents Grades 9-10, 1999</i></p> <p><i>The Ontario Curriculum Documents Grades 11-12, 2000</i></p> <p>Live Safe! Work Smart! Safety Binders</p>

- Involves student assessment & evaluation
- Involves safety training
- Completion of WSIB Work Education Agreement
- Involves student readiness assessment



As part of a Multiple Credit Technology Program:

- 2 Co-op credits can be linked to a 3 credit Multiple credit Technology program for a total of 5 credits
- The practice and refinement components of the technology curriculum can be delivered at the Co-op placement (as Work Experience)

As a Packaged Co-op Program:

- Designing Your Future
2 credit package or
3 credit package with a
Work Experience option

- The practice and refinement of the Multiple Tech Program can take place at the workplace as a Work Experience



YRDSB Resources:

- Community Based Education Department
- YRDSB Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures Handbook 2000
- www.yrdsb.edu.on.ca/community.based.education
- Cooperative Education Brochure
- Experiential Learning Programs Brochure
- Pathways to Opportunity Resource Package
- YRDSB Co-op Planner


Community Resources:

- www.class2careers.com

Ontario Youth Apprenticeship Program (OYAP)

Definition: a student in a Cooperative Education Program in a skilled trade placement is identified as an OYAP student

Need to Know	Innovative Approaches	Considerations	Available Resources
<p>Required Components:</p> <ul style="list-style-type: none">Students must be 16 years of ageStudents must have 16 credits and working towards the completion of their OSSDStudents must demonstrate competencies in Math, English and ScienceCo-op program application formsThe job readiness and maturity level of students must be taken into considerationSchools/Parents/Guardians ensure the selection of appropriate placements in safe work environmentsSchools ensure that employers, parents and students understand their roles and responsibilities	<p>Building Program Pathways: (without Technology Courses)</p> <ul style="list-style-type: none">Where no related technology curriculum course exists, students may link to the related Math, English, Science course or other appropriate skill-related coursesBuild sequential learning opportunities in appropriate coursesJob ShadowingWork ExperienceCo-op 2 creditsCo-op 4 creditsAccess night school Technology creditsApply to Multiple Credit Programs in Regional Schools	<p>Building for Success:</p> <ul style="list-style-type: none">Consider labour market needs and trendsKnow Apprenticeship PathwaysUnderstand the importance and opportunities of workplace courses for many of the skilled tradesImbed additional certification programs into the Curriculum program:<ul style="list-style-type: none">Service ExcellenceSmart ServeFirst Aid - CPRDrive CleanOntario Skills PassportWHMIS	<p>Ministry Documents:</p> <p>Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999</p> <p>Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000</p> <p>Choices Into Action - Guidance and Career Education for Ontario Elementary and Secondary Schools, 1999</p> <p>The Ontario Curriculum Documents Grades 9-10, 1999</p> <p>The Ontario Curriculum Documents Grades 11-12, 2000</p> <p>MTCU Training Standards for the Skilled Trades</p>

<ul style="list-style-type: none">Industry-specific Safety TrainingPolicies and Procedures as per <i>Cooperative Education and Other Forms of Experiential Learning for Ontario Secondary Schools, 2000</i> 	<p>Building Program Pathways (with Technology Courses)</p> <ul style="list-style-type: none">Develop Multiple Credit Technology Programs enhanced with:<ul style="list-style-type: none">Job ShadowingWork ExperienceCo-op ProgramsUse technology credits as part of an Interdisciplinary Studies ProgramConsider becoming a Board regional provider of Multiple Technology ProgramsWork with Community Partners to secure Basic Level I training for studentsImbed additional certification programs as a component of the School-Work Transition Program	<p>Building Awareness:</p> <ul style="list-style-type: none">Help identify students with aptitudes for the skilled tradesCommunity of schools work together to communicate the viable pathways for students pursuing the Apprenticeship DestinationBuild parent and teacher awareness, at the elementary and secondary school level, of the career opportunities available through apprenticeshipUnderstand the differences between OYAP, college apprenticeship programs, and mainstream apprenticeship programsYRDSB Grade 10 Humber College Summer Technology ProgramYRDSB - Grade 7 Promoting Skilled Trades and Technology Initiative	<p>Apprenticeship Subject Pathways - Ministry of Education/Ministry of Training, Colleges and Universities</p> <p>Live Safe! Work Smart! Safety Binders</p> <p>Placement Assessment Guide</p> <p>Workplace Safety and Insurance Coverage for Students in Work Education Programs, Policy/Program Memorandum No. 76A</p> <p>YRDSB Resources:</p> <ul style="list-style-type: none">YRDSB Cooperative Education and Other Forms of Experiential Learning Handbook, Policies and Procedures 2000www.yrdsb.edu.on.ca/oyapYRDSB OYAP Resource BinderOYAP pamphlets/flyersPathways to Opportunity Resource PackageYRDSB Co-op Planner
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