

# *Employer Handbook*

## *Beaver Brae Secondary School Cooperative Education Program*



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## *Preface*

In many instances, students choose occupations with little or no first-hand experience in those careers. The Beaver Brae Secondary School Cooperative Education Program, in partnership with area employers, provides students with the opportunity to test drive a career while they can still afford to explore without waste of time or money. For some students, Co-op verifies their career choice; for others, it is a realization of the need to choose an alternate occupation or to upgrade skills in other subject areas.

In addition to career exploration, Co-op gradually initiates students to the different and sometimes intimidating environment of the world of work. Through Co-op, students are introduced to workplace diplomacy – a new set of rules which dictate acceptable and unacceptable interpersonal and work behavior. The students learn to interact in a variety of environments provided by their employers. Students practise the interpersonal skills necessary to keep a job.

Crucial to the success of a Co-op program are the partnerships between the school and business/industry and involves the participation of students, teachers, employers, and in most cases, employee supervisors. These partnerships may, for example, allow students to work with advanced technology that is not available in their school, or deal with problems that do not occur in the classroom. The experience of real working conditions can improve students' potential as future employees and can help them develop a positive attitude towards themselves, their education, and their career.

Co-op bridges the gap between school and work. The Co-op Program is on-the-job learning which can assist students to learn the skills, knowledge and attitudes that are necessary to gain entry into the job market.

## *Process to Place and Monitor Students*

1. Potential employer participants are contacted by Co-op teacher/monitor. Each semester, past employers are invited to continue participation in the Co-op Program.
2. Employer agrees to interview student for possible placement.
3. Student contacts, arranges, and attends interview.
4. Employer calls monitor to discuss next step.
5. Students participate in 20 hours of Co-op Orientation in school. Ministry of Education requires students to prepare for placement through in-class sessions that cover a variety of topics that include: young worker safety specific to their placement, communications skills, Co-op procedures, placement documents, Ontario Human Rights Code, Employment Standards Act, unions, and so forth.
6. Student completes placement forms and employer is asked to sign a Contract, and Work Education Agreement.
7. Job profile is prepared or reviewed using an overview format.
8. Student arrives for day one and begins placement.
9. Co-op monitor contacts/visits placement on average every two to three weeks.
10. Student brings evaluation form to workplace for supervisor to complete (November/April for mid-semester and January/June for semester end.)
11. Job profile is reviewed and updated.
12. Supervisor makes recommendations to Co-op.

## *Interviewing Cooperative Education Candidates*

Many students have limited experience with job interviews. Employers may be asked to interview more than one candidate for a particular placement position. To make it a valuable learning opportunity Co-op recommends the following:

- **REVIEW** the resume and cover letter the student brings.
- **ASK 8-10 QUESTIONS** about the student's interests, work experience, courses related to business, career goals, etc...
- **CONDUCT** the interview as if you were hiring an employee.
- **DISCUSS** company rules on dress/jewelry, etc...
- **CONTACT** the Co-op monitor following the interview to discuss the options.

## *Work Placement Areas*

**Students test or verify a career choice through placement in a wide variety of work environments, including:**

**appliance/equipment repair service  
business management/retail  
child care/education  
City of Kenora  
construction/building trades  
food service/hospitality  
health care/emergency service/enforcement  
mechanical small motor/auto/heavy duty  
media/communications  
personal/social services  
management of natural resources  
welding**

### ***Benefits to the Co-op Employer Include:***

1. Helping to instruct and prepare enthusiastic young workers for effective job performance.
2. May help to identify potential employees.
3. Reducing the cost to train employees.
4. Providing possible leads to part-time employment.
5. Providing a practical approach to learning patterned on current business and industry practices.
6. Providing a practical education and valuable public service.
7. Assisting students to gain a sense of career direction.
8. Teaching young adults about responsible citizenship.
9. Employers sharing directly in the education/training process.
10. Teaching students about a positive attitude towards productivity in the workplace.

### ***First Day on the Job***

Students are eager to be placed and to start work from the first day of the new semester. Many will be nervous because they are unfamiliar with the workplace. To assist the student as well as yourself, please consider including the following as part of your workplace orientation for the student.

- ✓ Tour of facility
- ✓ Introduction to supervisor(s) and staff
- ✓ Description of the job and duties
- ✓ Review of safety procedures, cautions, exits, first aid
- ✓ Discussion of confidentiality, attendance, attitude
- ✓ Relevant policies and regulations

## *Assessing Your Student*

The Co-op student will be bringing an evaluation form to the workplace two times during the semester. For first semester the students will provide evaluation forms in November and January. For second semester the evaluation forms will be provided in April and June. This is timed to coincide with mid and final reporting periods in the school.

The supervisor is asked to use a number score in the evaluation form. In scoring the student, please consider the student's ability, your expectations of an employee, and the industry or business standard. (*A sample Employer's Evaluation of Student form is attached.*)

Students may lack experience in workplace evaluation and so can benefit by the supervisor taking time to review the evaluation form with the student before it is returned to the school. This is especially important at mid semester as it gives the student the opportunity to see what areas of improvement can be made. Sufficient time remains in the semester for the student to develop in those areas.

### *Beaver Brae Secondary School Cooperative Education Program Employer's Assessment of Student*

**Workplace:** \_\_\_\_\_ **Workplace Supervisor:** \_\_\_\_\_

**Student:** \_\_\_\_\_ **Co-op Monitor:** \_\_\_\_\_

**Please circle the number that best describes the student's ability/performance. Place a check mark in the column if the characteristic is not applicable to this placement.**

<b>Characteristics</b>	<b>Poor</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Outstanding</b>	<b>N/A</b>
<b><u>Thinking</u></b>						
Ability to Learn	1 2 3 4 5 Slow to catch on	6 7 8 9 Requires more than average instruction	10 11 12 13 Grasps instructions with average ability	14 15 16 17 Usually quick to understand and learn	18 19 20 Exceptionally keen and alert	
Cooperation	1 2 3 4 5 Discourteous and unable to work with others	6 7 8 9 Not always willing to accept advice or help from others	10 11 12 13 Generally gets along with everyone	14 15 16 17 Very polite, accepts and gives advice and help	18 19 20 Inspiring to others with loyalty and enthusiasm	
Handling of Criticism	1 2 3 4 5 Unable to accept constructive criticism	6 7 8 9 Can sometimes handle constructive criticism	10 11 12 13 Accepts criticism reservedly	14 15 16 17 Shows a positive response to constructive criticism	18 19 20 Responds well and incorporates suggestions	
<b><u>Application</u></b>						
Initiative	1 2 3 4 5 Puts forth no effort	6 7 8 9 Puts forth little	10 11 12 13 Usually makes an	14 15 16 17 strives hard to	18 19 20 Sets high goals	

	to achieve	effort to achieve	effort to achieve	achieve on own	and has high desire to achieve	
Quality of Work	1 2 3 4 5 Careless, makes recurrent errors	6 7 8 9 Makes frequent errors	10 11 12 13 Usually accurate. Makes only average number of mistakes.	14 15 16 17 Requires little supervision. Is usually exact and precise.	18 19 20 Requires absolute min. of supervision. Work is very accurate.	
Quantity of Work	1 2 3 4 5 Does not meet minimum requirements	6 7 8 9 Does just enough to get by	10 11 12 13 Volume of work is satisfactory	14 15 16 17 Very industrious. Does more than required.	18 19 20 Superior work production record	
Health/Physical Fitness	1 2 3 4 5 Tires easily and is very slow	6 7 8 9 Frequently tires and is slow	10 11 12 13 Meets physical and job energy requirements	14 15 16 17 Energetic, seldom tires	18 19 20 Superior work production record	
Safety	1 2 3 4 5 Has no concern for others or equipment. Careless and accident prone.	6 7 8 9 Some tendency to be careless and untidy	10 11 12 13 Ordinarily works safely. Observes most rules and regulations.	14 15 16 17 Quite conscientious about good work habits and shop regulations	18 19 20 Very neat and orderly. Observes all regulations and safe work habits.	
Attendance	1 2 3 4 5 Often absent without good excuses and/or frequently late for work	6 7 8 9 Lax in attendance and/or reporting absenteeism	10 11 12 13 Usually present and on time	14 15 16 17 Very prompt, regular in attendance	18 19 20 Always regular and prompt	
Readiness	1 2 3 4 5 Immature, lacks confidence	6 7 8 9 Has difficulty adapting to work station	10 11 12 13 Good maturity and self-confidence	14 15 16 17 Self-confident, able to adapt readily	18 19 20 Employs mature judgement and composure under stress.	
Ability to Communicate	1 2 3 4 5 Non-communicator	6 7 8 9 Seldom communicates	10 11 12 13 Communicates only when necessary	14 15 16 17 Has communication skills and uses them	18 19 20 Exceptional communicator	
<b><u>Knowledge</u></b>						
Attitude	1 2 3 4 5 Surly, negative	6 7 8 9 Tries hard, but has difficulty being positive	10 11 12 13 Reasonably good attitude	14 15 16 17 Almost always upbeat and positive	18 19 20 Always positive and inspires same in others	
Appearance/Grooming	1 2 3 4 5 Unacceptable appearance/grooming	6 7 8 9 Only occasionally acceptable	10 11 12 13 Usually clean and tidy	14 15 16 17 Very good	18 19 20 An example to others	

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## *Frequently Asked Employer Questions and Answers*

### **CAN STUDENTS BE PAID?**

No, students do not receive a salary or wages during the hours designated by the \*Workers Education Agreement, as this is an educational program in which students earn credits toward their Ontario Secondary School Diploma. Students who are offered paid part-time employment (outside of their Co-op hours) would have to be covered under the Employer's Worker's Compensation Agreement.

### **WHAT WOULD THE WORK SCHEDULE BE LIKE?**

Students participate in a two-week orientation at the school to prepare them for the program. The balance of the semester is spent at the work placement. (Until January or June) On selected pre-scheduled days, students return to class for group activities and discussion.

### **WHAT ARE THE HOURS AT WORK?**

<b>Number of Credits</b>	<b>Orientation</b>	<b>In-class sessions</b>	<b>Placement</b>	<b>Total Hours</b>
2-credit course	15-20 hours	14 hours	186-191 hours minimum	220 hours

Students would therefore need to spend at least 3 hours, either in the morning or afternoon for a 2 credit Co-op.

### **CAN STUDENTS TAKE CO-OP ALL DAY?**

Yes, this would qualify them for 4 credits. Some placements prefer having students all day to enable field work.

### **WHAT IF A STUDENT REACHES THE MINIMUM NUMBER OF HOURS BEFORE THE END OF THE SEMESTER?**

The student and employer will sign a contract at the outset of the placement stating the hours of work and the period of employment. The end of the semester (January or June) marks the end of the placement and most students will exceed the total.

## **WHAT IS THE WORK EDUCATION AGREEMENT?**

*\*This agreement outlines all pertinent details relating to the cooperative education placement (nature and duration of the training program, hours of work, etc...) and ensures that students are covered by Workers Compensation, where applicable.*

## **WHO PROVIDES TRANSPORTATION?**

Students are responsible for transportation to and from their placements. School Board contracted transportation may be used in some cases.

## **WHERE CAN THE STUDENT WORK?**

Over 100 employers in the local area participate in the Co-op program. The selection of the placement is based on matching a student's interests/skills with the appropriate training experience available. **Employers will interview a student before they may be considered for the placement.** If the interview goes well and both the student and the employer agree that the placement is suitable for the student, then the employer signs the documents to formalize the arrangement.

## **WHAT IF A STUDENT DOES NOT LIKE THEIR PLACEMENT?**

It can happen. However, with close monitoring and open communication involving the student, the employer, and the Co-op teacher, students rarely change placements.

## **ARE THE STUDENTS COVERED UNDER W.C.B.?**

Yes, the Ministry of Education pays the premium and the students are therefore considered employees of the Ministry of Education. Claims will be handled in the usual manner. A student is required to have a Work Education Extension Agreement signed if they work outside of the agreed upon hours in order to extend their Worker's Compensation Coverage. **Please note that students are not covered to drive employers' vehicles.** This insurance coverage would have to be provided by the employer on their company or personal vehicle insurance policy.

## **WHO MONITORS THE STUDENTS?**

The Co-op teacher/monitor will maintain contact with the job station supervisor and visit the job station on a 2 to 3 week basis. This may be more frequently if the job station is new to the Co-op Program. The job station supervisor may contact the teacher/monitor by phone at any time.

## **WILL STUDENTS HAVE THEIR OWN TOOLS AND PERSONAL PROTECTIVE EQUIPMENT?**

Beaver Brae will supply students with the required tools and personal protective equipment on a contract basis. For example, a student may require the tools for a first year electrical apprentice in order to work with an electrician. These situations are addressed on a case-by-case basis and the school will make every effort possible to provide students with the required tools of the trade.

## *Roles and Responsibilities*

### **Summary of Placement Responsibilities**

1. Provide a safe training environment.
2. Provide orientation and workplace health and safety training.
3. Assign a supervisor to oversee the daily training of the student, to evaluate the student, to act as a liaison between workplace and school, and to sign weekly work reports.
4. Provide meaningful learning experiences that will encourage personal growth and develop career goals.
5. Assist in developing a training plan for each student so expectations are clear.
6. Enter into a Work Education Agreement with the student, parent and Board of Education.
7. Contact the Co-op teacher/monitor if there is a concern or student injury.
8. Share your expertise with students.
9. Help students function as an integral part of a team.
10. Provide students with constructive feedback.

### **Summary of Student Responsibilities**

1. Comply with all placement rules as to dress, safety codes, work schedule and policies.
2. Work in a courteous, responsible, and business-like manner and show appropriate initiative.
3. Report to placement punctually each day.
4. Notify (in advance) the placement and Co-op office personally when unable to report to work.
5. Submit weekly time sheets to the Co-op office with a supervisor's signature.

6. Submit assignments as required.
7. Participate in the development of a personalized placement learning plan.
8. Work safely and advise placement supervisor of unsafe conditions.
9. Maintain the confidentiality of the work place.
10. Work with teachers and supervisors to ensure that problems are dealt with immediately.

## *What is OYAP?*

The Ontario Youth Apprenticeship Program (OYAP) is a Cooperative Education Program that enables students to learn a skilled trade while completing the requirements for the Ontario Secondary School Diploma. (O.S.S.D.)

This is accomplished through Apprenticeship which is a partnership involving a student who wants to learn a skilled trade, an employer who provides the training, the Ministry of Training, Colleges, and Universities (MTCU) – Training Division and your local School Board.

## *OYAP Program Requirements*

### **Students must:**

- ✓ be 16 years of age minimum;
- ✓ have completed a minimum of 16 credits;
- ✓ obtain all the compulsory credits towards the O.S.S.D.;
- ✓ demonstrate a high level of interest or aptitude for skills training;
- ✓ earn Cooperative Education credits through OYAP work experience;
- ✓ agree to follow related courses designed especially for the OYAP student in Grades 11 and 12.

## *Keeping the Door Open*

Students earn credits towards an O.S.S.D. while hours worked on the job are applied to journeyperson certification. Those who find they are not suited to the trades can return to a regular school program after one semester with no penalty.

For more information contact your local Co-op Coordinator or Guidance Department at 468-6401.

## *Concluding Remarks*

The Co-op Program actively seeks new work sites to meet the demands of increasing and changing student needs. Many new placements have become available through employers “talking Co-op” to others. This exposure in the business and industry community is valuable to the program. We are pleased to follow up on any inquiries about participation in Co-op.

We are very appreciative to those employers who participate in the Beaver Brae Secondary School’s Cooperative Education Program. We value your partnership and the responsibilities you have taken on by providing a student with a placement. With your help, ideas, and perspectives, Co-op continues to improve and develop to meet the changing needs of business and industry as well as those of education.

It is hoped that you have found this handbook of the Beaver Brae Secondary School’s Cooperative Education Program to be informative and useful, and that you will consider or continue to participate in the program in the future. If you have any questions, please contact Tracey Bichon, Roy Iriam, or Paul Fregeau at 468-6401.