

# Options and Opportunities (O<sub>2</sub>): A Resource for Schools

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O<sub>2</sub> A Resource For Schools

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# Overview

## Introduction

Options and Opportunities, most often referred to as O<sub>2</sub>, is a program designed to help students work toward a career pathway in a context that responds to their learning needs. Students are supported with learning opportunities where they develop skills and make connections to the workplace, post-secondary institutions, and training programs that assist with transitioning to new environments beyond high school. Students enrolled in O<sub>2</sub> will develop the competencies and skills needed to prepare them for a lifetime of transitions and learning.

O<sub>2</sub> is a three (3) year high school program in which students learn together as a cohort in specific courses. These include Career Development 10, Community-Based Learning 11, and English 10 or Français 10. In addition, O<sub>2</sub> students are required to complete a minimum of three (3) co-operative education courses. While the co-op courses are not required to be cohorted, it has been established that O<sub>2</sub> students benefit from and learn best when supported in smaller class sizes. Specific details on class sizes can be found in the [Options and Opportunities \(O<sub>2</sub>\) Policy](#). It should also be noted that entry into O<sub>2</sub> happens only in the Grade 10 school year given the expectations of a commitment to a 3-year career exploration process.

## Foundations of O<sub>2</sub>

The O<sub>2</sub> program is unique to Nova Scotia public schools. It has been designed to provide teachers with flexibility to initiate community connections based on student interests and to develop authentic learning experiences within a safe and controlled learning environment. The effectiveness of learning in an authentic context, where the theoretical and practical outcomes and indicators can align through a variety of experiences, strengthens and reinforces learning for students.

An overview of what education and success will look like for O<sub>2</sub> students:

- All O<sub>2</sub> students will engage in learning through a broad range of community-based learning experiences to help support them in making intentional and meaningful decisions about post-secondary education and career pathways.
- All students can learn with enough time and practice, and equitable and responsive teaching.
- All O<sub>2</sub> students will engage with their learning through a focus on the development of competencies and skills and career exploration.
- The O<sub>2</sub> classroom should support equity and reflect the demographics of the school population ensuring that every student can see opportunity for success in this program.
- When learning happens through a community-based learning experience, a commitment to safety and a secure learning environment must be a priority. Provincial and RCE/CSAP policies must be followed. Refer to the [Community-Based Learning \(CBL\) Policy](#) for details.

## Program Expectations

### O<sub>2</sub> Learning

Students who complete high school through the O<sub>2</sub> program will be expected to demonstrate the following:

- Active engagement in their learning.
- Ability to articulate an education and career plan.
- A personal awareness of their skills and strengths.
- Development of the skills, knowledge, and attitudes required for success in the workplace.
- Ability to transition to work, a career path, or a post-secondary program
- Awareness and understanding of labour market information in Nova Scotia.
- Ability to identify a satisfying career within Nova Scotia.

These expectations are met through the O<sub>2</sub> program outcomes. The smaller class sizes and the learning environment created for O<sub>2</sub> students as part of the program design means that integrated experiential learning, and a strong connection to the community will be a cornerstone of learning for these students. O<sub>2</sub> students attend specific courses as a cohort. As a cohort they spend significant time together, resulting in strong relationships. As a cohort they support each other in their learning and in the development of leadership and teamwork skills. This type of supportive environment has proven to be effective in helping O<sub>2</sub> students be successful in school with their learning as well as in the workplace. It should also be noted that the full time equivalent (FTE) provided to support the delivery of this program, enables schools to create extra sections of classes with reduced enrolment to further reinforce O<sub>2</sub> student engagement and learning.

## The School's Commitment to O<sub>2</sub> Students

When schools deliver an Options and Opportunities program, they are making a commitment to students who:

- want to learn more about themselves;
- want to explore career options;
- can safely engage in independent activities and community-based learning;
- may want to re-engage with their learning through a focus on skill development and career exploration; and
- benefit from making connections between school and post-secondary and career pathways.

## The O<sub>2</sub> Classroom

An innovative, creative and flexible classroom plays a significant role in a student's O<sub>2</sub> experience. The makeup of the learning space as well as delivery within that space impacts how students become more confident in who they are as learners. An effective O<sub>2</sub> learning environment is one that establishes a tone where students feel

- connected to each other and their learning
- safe and comfortable in taking risks in their learning
- they can learn from failure
- their success is celebrated.

Every school community in Nova Scotia has a unique culture and as a result, every O<sub>2</sub> classroom and program will be unique. It is important for teachers to acknowledge the classroom and school culture and align classroom experience to the needs of their students.

The O<sub>2</sub> classroom is a place where every student deserves to belong (affirmed, validated, and nurtured) and where their voices and choices are valued and supported to help them achieve their goals. The O<sub>2</sub> classroom respects each student's cultural and linguistic identities, knowledge systems and lived experiences. In the O<sub>2</sub> classroom, all students are supported with resources and opportunities that enrich their learning. It is important to take the time to establish a warm, welcoming environment with high expectations for learning. Modelling of expected and respectful interactions is important for student success in this program.

Expectations for safety are established early and conversations about a culture of safety occur frequently. There are many opportunities for engagement and learning in the community which make the concept of safety an important one for all students. Student engagement outside of the classroom contributes to personal growth, development of skills and competencies, and an increase in safety awareness and self-confidence. This results in a deep connection and commitment to the program, classmates, their goal attainment, and the community.

## O<sub>2</sub> Graduation Requirements

In Nova Scotia, students require a minimum of 18 credits to graduate. Thirteen of these credits are compulsory while five may be electives. To be eligible for the O<sub>2</sub> certificate and to fulfill program requirements, students must successfully complete Career Development 10, Community-Based Learning 11, three Co-operative Education courses, and develop a career portfolio. Students receive O<sub>2</sub> certificates upon graduation and the O<sub>2</sub> designation appears on student transcripts. These certificates are delivered to Youth Pathways Consultants in each Region/ CSAP for distribution to schools.

## Student Engagement in an O<sub>2</sub> School

### What does success look, and sound like in an O<sub>2</sub> classroom?

The O<sub>2</sub> classroom can be a busy space where students are engaged in different types of experiences that speak to their interests and needs; ones that require them to collaborate and take on leadership roles within the classroom, school and community. Every O<sub>2</sub> classroom has access to resources that can support enrichment for self and career exploration through a broad range of opportunities that may include

Credentialing	Design Thinking Challenges	Field Trips
Guest Speakers (Mentors)	Job Shadows	Portfolio Development
Service Learning	Simulations & Workshops	Workplace Training

### Universal Design for Learning (UDL)

Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & expression
Stimulate motivation and sustained enthusiasm for learning in different ways.	Present information and content in different ways to support understanding.	Offer options and supports to all so everyone can create, learn and share.

Curriculum delivered through an experiential lens in the O<sub>2</sub> program aligns with the principles of Universal Design for Learning (UDL). UDL is a framework that can be applied to all aspects of the O<sub>2</sub> Program as it focuses on how students can be successful in their learning by providing them with access to meaningful and challenging learning experiences. These experiences support a solid foundation for learning and offer ways to gather evidence of learning through:

- **Engagement:** (The “Why of learning”) Students' experiences in O<sub>2</sub> should connect to their interests and provide them with opportunities to access information and understanding. The goal is to motivated students and create interest in learning
- **Representation:** (The “What of learning”) Students are exposed to information through experiences in more than one format.
- **Action/Expression:** (The “How of learning”) Students will all have their own takeaways from their learning and should have flexibility in expression/reflection of these experiences.

An O<sub>2</sub> classroom is a place where students' voices are heard, and students' are encouraged to value each other's contributions and support each other's learning. Community-based learning experiences should be driven by student interest. Given the student-centered approach and responsive nature of the O<sub>2</sub> classroom, it is important for teachers to be flexible in their delivery and ways students are engaged.

Through a student-centered approach the physical layout of the classroom space must be flexible and creative. The space, fixtures and materials should be set up to maximize the learning opportunities and the engagement of every student knowing that what works for one student may not work for the next. Teachers must also be mindful that what works one year may not work the next as student interests and needs change and evolve year. What does remain constant is that there are high expectations for student learning. This expectation is the hallmark of a successful O<sub>2</sub> program.

Refer to [UDL Guidelines](#) for more information.

## Teaching for Student Engagement

Instructional approaches should vary and be individualized in relation to students' needs, content and context. When considering opportunities for engaging students in their learning, O<sub>2</sub> students have demonstrated success in their learning through experience. Project-based learning, inquiry-based learning and community-based learning are what make the O<sub>2</sub> program unique and impactful for students, teachers, and the community.

Strong teaching practices that contribute to success for O<sub>2</sub> learners can include:

Active Learning	Anticipation Guides	Backward Design
Design Thinking	Differentiation of Instruction	Formative Assessment
Front Loading	Growth Mindset	Inquiry-Based Learning
Interactive learning	Meaningful, Timely Feedback	Portfolio Learning
Teacher/ Student conferencing	Technology Integration	Reflective Practice

## Digital Portfolio

O<sub>2</sub> students are required to document their growth and learning in O<sub>2</sub> using a digital portfolio. The digital portfolio will show evidence of skill development, critical thinking, problem solving, teamwork, citizenship, and goal setting over the three years in the O<sub>2</sub> Program. The portfolio is a reflection of the students' development of competencies that show they understand the importance of being lifelong learners and are prepared for work-life transitions.

The digital portfolio is a living document; students in O<sub>2</sub> should be prepared to update their portfolio with evidence of their learning and growth from any course and/or experience. Access to online tools including myBlueprint to support the development of the digital portfolio will be provided to students throughout their high school journey.

Students and teachers can co-construct initial criteria for assessment of the portfolio in Grade 10. This criteria may be adjusted based on opportunities for learning and student engagement throughout high school. The digital portfolio will highlight their learning throughout high school and can be accessed after students graduate for future use as long as it is accessed once a year by students.

## The O<sub>2</sub> Teacher

When finalizing assignments for the position of O<sub>2</sub> Lead Teacher or cohort subject teacher in the Options and Opportunities Program, the following attributes and experiences would be valuable:

- commitment to honouring and respecting cultural and linguistic identities and knowledge systems where students feel welcome, safe, and can strive to reach for academic excellence;
- willingness to create and support positive, accessible, and equitable learning environments and experiences;
- commitment to advisement and advocacy roles;
- demonstrated experience and commitment to a student-centred approach and individualized instruction based on students' strengths and challenges;

- willingness to build meaningful relationships with students, parents/guardians, families, and other members of the school community to collectively support students' well-being and achievement;
- demonstrated experience and commitment to cross curricular and integrated learning;
- organization, leadership, collaboration and communications skills that are essential to the effective delivery of the O<sub>2</sub> program;
- demonstrated experience with inquiry and project-based learning;
- ability to build and maintain strong relationships with community partners;
- demonstrated ability to be flexible in a fluid learning environment;
- commitment to team-based planning and delivery; and
- understanding of and commitment to experiential and community-based learning.

## Responsibilities of an O<sub>2</sub> Lead Teacher

Schools that have been designated as an O<sub>2</sub> school are required to have an O<sub>2</sub> Lead Teacher. Provincial directives for schools are to provide O<sub>2</sub> Lead teachers with one release block per semester in their teaching schedule to fulfill the responsibilities of the position; no other courses or students are to be assigned to teachers during this release block. One release block is equivalent to one regularly scheduled period each school day.

The O<sub>2</sub> lead teacher's role must be flexible to promote community-based learning and to respond to the needs of the students, families, teachers and school. Responsibilities associated with this position may include:

- serving as an advisor and advocate for O<sub>2</sub> students within the school and community;
- working with students to understand and support their abilities, identities, and unique strengths and challenges;
- managing student safety and completing required risk management processes when engaged in community-based learning activities;
- monitoring student progress frequently and providing timely interventions as required to support their success in learning and to fulfill expectations as laid out in the learning agreement;
- coordinating family information sessions and orientations;
- maintaining regular contact with families to inform them of student progress, planning learning opportunities in the community, and other information relevant to the program; this may be accomplished through newsletters, emails, notices, interviews, phone calls, etc.;
- coordinating O<sub>2</sub> team meetings that include an exchange of information related to student progress, interests, goals, and program opportunities;
- establishing a process for frequent meetings with O<sub>2</sub> students throughout their three years in high school to support their learning and planning for post high school;
- collaborating with the school O<sub>2</sub> team on the development and implementation of a timeline to implement meaningful learning experiences for students;
- identifying and planning opportunities for community engagement to support student learning such as field trips, guest speakers, tours, workshops etc.;
- planning for integrated projects that support the objectives of the program and aligning the costs of the planned project with the budget;
- budget planning and management which would include identification of resources for purchase, tracking of expenditures, advising on WorkIt Grant applications, and costing of community-based learning opportunities;
- maintaining student O<sub>2</sub> files including the completion of all required forms and notices needed to engage in community-based learning activities;

- liaising with administration and school counsellors on matters related to O<sub>2</sub> students and the program;
- advising on the scheduling process to ensure course delivery and scheduling aligns with the O<sub>2</sub> policy;
- promotion of the O<sub>2</sub> program, which would include leading information sessions for all Grade 9 students, staff, and families;
- leading a school team in the selection process for the O<sub>2</sub> program, this should include support staff.
- promoting community-based learning with teachers and community partners;
- providing all school staff with information on the O<sub>2</sub> program (promotion of program, student success, etc.);
- facilitating student progress through the milestones required for an assured seat at NSCC;
- assisting co-operative education teachers where needed; in many O<sub>2</sub> schools the O<sub>2</sub> Lead Teacher also delivers co-op to the students; and
- serving as the school contact and working /communicating with Youth Pathways Consultants.

## Records Management

O<sub>2</sub> teachers are required to set up and maintain files for students in the O<sub>2</sub> Program. The information contained in these files relate to entrance into the program and other information that supports community learning experiences for insurance purposes. The information contained in the O<sub>2</sub> file must be retained in a secure space for a period of six years from completion of the program or from the date when the student left the program. Interview records and application forms for students who were not accepted into the O<sub>2</sub> Program must be retained for one full academic year following the date of application. Specific forms and information to be contained in an O<sub>2</sub> student file include:

### Required Documents\*

- acceptance letter;
- completed O<sub>2</sub> application form;
- completed O<sub>2</sub> interview record;
- documents related to transition from program;
- Image/Media Release form and;
- signed Learning Agreement/ other student contracts.
- Risk Assessment for Independent Student-Learning Activities documentation must be kept on file for one year.

Other types of documents that may be included in a student's file but would be considered optional could include:

- awards and recognition/ completion certificates;
- course credit checks or graduation plan;
- copies of communication with families (e.g., information related to community-based learning experiences);  
or
- job shadow documentation.

\*These files must be accessible to administration and Youth Pathways Consultants.

# Entering or Exiting the O<sub>2</sub> Program

## Intake Processes

The intake process should include conversations with the students, families, community, grade 9 teachers, school administrators, counsellors, student planning team, and support staff workers to ensure all students have equitable access to the O<sub>2</sub> program. The process should conclude no later than May. This provides sufficient time and opportunity for effective planning, communication, and implementation. Many schools align intake with course selection timelines.

It is essential that intake is an equitable process. As indicated in the [Inclusive Education Policy](#) schools are as part of ensuring inclusive education required to focus on equity by supporting success for students who have been marginalized, racialized, under-represented and under-served. This requires building relationships with students, support workers, and communities so they can see themselves reflected in the O<sub>2</sub> program. A guiding principle in the O<sub>2</sub> policy is that the program should reflect the demographics of the school.

The intake process involves meetings and presentations for all grade 9 students, staff, and family representatives wherever possible. Students and their families are required to submit an application for the [O<sub>2</sub> Program](#). All students who apply will be interviewed for admission into the program. An interview process is then scheduled and may include family representatives or support staff. A person familiar with the student may share a recommendation to the O<sub>2</sub> lead. This can be done via email, letter, phone call, etc. Establish a two-to-three-person panel for all interviews; flexibility is essential in the interview process as this format may not work for all students. To make the process inclusive and equitable, support staff should be engaged in the interview process and panel. ([interview rubric](#))

Students who are accepted into O<sub>2</sub> are required to complete a [Learning Agreement](#). This document represents the commitment the student is prepared to make to the program and its goals. The Learning Agreement is signed by both the student and their family.

A potential timeline for O<sub>2</sub> recruitment and intake can be found in the [linked document](#).

## Other Recommendations Related to Student Intake

- All students who apply will be provided with interview questions and expectations at a minimum of 5 days prior to the interview
- Work with grade 9 staff to ensure every student has an adult to support the interview preparation.
- Ensure all stakeholders (students, school staff, support workers, families and community) have access to information related to the O<sub>2</sub> program and the application/intake process.
- Meet with grade 9 (teachers, school counsellors, student support workers, and administrators) to discuss the format and process for classroom presentations as well as a promotion plan for the program and parent night.
- Meet with high school administration and school counsellors to provide feedback and an overview of the selection process.
- Determine waitlist criteria in consultation with the high school administration team.
- Review the commitment level of the O<sub>2</sub> program with students and families wherever possible to ensure everyone understands what the program is intended to achieve and the expectations.
- Review student information for all students to ensure informed decisions are being made during the selection process; this is also necessary when assuring appropriate supports and strategies are in place for incoming students.
- Attendance is a factor that can be discussed with a student when considering them as a candidate for the O<sub>2</sub> program but should not be a sole determinant.

## Exiting the O<sub>2</sub> Program

Students may not complete the three-year O<sub>2</sub> program for a number of reasons that may include the following:

- the student and family have determined they wish to pursue other school options for learning;
- through career exploration students may identify the need to enroll in courses that do not allow them to meet all O<sub>2</sub> program requirements;
- the student and family or the school may decide the O<sub>2</sub> program is no longer an appropriate fit for the student. The school team will work with the student and family in a planning process to ensure any student who withdraws from the program has the supports needed for success in their learning; and
- any student who exits the program must have their O<sub>2</sub> designation removed from the student profile in PowerSchool and documentation related to exit must be included in the student file.

Where a student has not fulfilled the expectations of the O<sub>2</sub> Learning Agreement, steps must be taken to provide the student with opportunities for success before the student may be withdrawn. Schools need to develop a process and actions must be documented and may include:

- informal/ formal conversations with the student, family and teacher;
- formal conversations between members of the O<sub>2</sub> team and a school administrator that includes an evaluation of circumstances and needs to ensure all supports are available and accessible for students;
- formal meeting with the student, family and school; and
- development of a probationary agreement that clearly outlines strategies, supports and expectations for improvement, commitment and growth by the student.

A student should be provided with sufficient time to demonstrate their commitment to learning and the program prior to a recommendation for withdrawal from the program. This period of time is to be agreed upon by the student, family and school. Strategies, supports and expectations must be documented and formalized and include regular review intervals. Where improvement does not occur in the agreed upon period and as noted at the review intervals a student can be withdrawn from the program. Supports need to be put in place to transition students to appropriate courses. The O<sub>2</sub> Lead Teacher must keep the family and administration apprised of progress at the review intervals as identified in the probationary agreement.

Where a student is removed from the program, the O<sub>2</sub> Lead Teacher is responsible for informing the student and family in writing; a copy of this letter must be kept in the student file for six years from the end of that school year.

## Scheduling of O<sub>2</sub> Students

### O<sub>2</sub> Class Sizes

Entry to O<sub>2</sub> is available only at the grade 10 level. Students will not be accepted into an O<sub>2</sub> program after completion of grade 10 ([Refer to O<sub>2</sub> Policy](#)). The grade 10 cohort is a maximum of 20 students; permission must be obtained in writing from RCE/CSAP Youth Pathways consultants to exceed this cap. The Youth Pathways consultant must inform EECD. This class size aligns with the agreement for assured seats at the Nova Scotia Community College (NSCC).

The smaller class size is intended to support students with individualized attention that focuses on student needs, interests and education and career goals. This environment allows for effective delivery of support, communication and opportunities to implement innovative strategies that can address learning needs.

## Teacher and Course Scheduling

Factors to consider related to O<sub>2</sub> scheduling and the use of FTE to support this program:

- For schools to deliver the O<sub>2</sub> Program, advanced approval must be obtained from the Department of Education and Early Childhood Development. Youth Pathways Consultants can obtain advanced approvals for schools.
- Courses delivered within the O<sub>2</sub> Program are to be scheduled within the regular school timetable.
- The O<sub>2</sub> Lead teacher is required to teach at least one of the Grade 10 required career-based courses (Career Development 10 or Community-Based Learning 11). It is recommended that this teacher continue to teach at least one course for these students in Grades 11 and 12.
- In schools where a teacher other than the O<sub>2</sub> Lead teacher teaches Co-operative Education to the O<sub>2</sub> students, the school is encouraged to provide the co-op teacher with a minimum of one release block (from O<sub>2</sub> FTE provided to the school) to support and supervise the students throughout their co-op placements.
- Career Development 10 is a prerequisite for Community-Based Learning 11 and should be offered in the first semester of the grade 10 year. Community-Based Learning 11 is recommended to be delivered in semester 2 of grade 10.
- Schools may enrol non-O<sub>2</sub> students in Co-operative Education courses with O<sub>2</sub> students; targeted funding has been provided to support O<sub>2</sub> students learning in smaller, more flexible class environments. The co-op classes must comprise a minimum of 50% O<sub>2</sub> students with a maximum enrolment of 25 students.
- Students should be scheduled in co-op throughout Grade 11 and 12; it is recommended that the first co-op credit be scheduled first semester grade 11, a second credit be scheduled second semester Grade 11 and the third credit can be in either first or second semester of Grade 12. To allow students the time to make informed education and career decisions it is not recommended to schedule multiple co-op credits in grade 12, especially in second semester. This can impact completion of high school graduation, O<sub>2</sub> program requirements and post-secondary entrance requirements.
- Staffing is provided to offer additional sections of courses to O<sub>2</sub> students that best support student success; these classes must comprise a minimum of 50% O<sub>2</sub> students with a maximum enrolment of 25 students.

## The O<sub>2</sub> Team

A collaborative approach between teachers, school counsellors, administration, and other personnel in the school will contribute to the success of the O<sub>2</sub> student and the program. Two or more teachers should share teaching responsibilities for the O<sub>2</sub> students. This presents opportunities to engage students in cross curricular learning and implement strategies that will infuse career exploration in daily learning. Through instructional teaming, there is greater opportunity to support the flexible design and delivery of the program.

The O<sub>2</sub> team may look different in every school and should meet regularly to review student progress, to plan opportunities for learning with community partners and to collectively support students' well-being and achievement.

## O<sub>2</sub> Partners

### Celebrating Student Learning and Community Partnerships

Celebrating milestones and student accomplishments is an important part of the O<sub>2</sub> culture and classroom; it helps validate student learning and success as well as promote the program. Parent nights, classroom milestones and community acknowledgement are just a few of the ways an O<sub>2</sub> class can celebrate accomplishments of a class, group or individuals.

Leadership is an important part of growth for an O<sub>2</sub> student. Providing opportunities for students to develop and demonstrate their talents in a leadership forum is a hallmark of the O<sub>2</sub> classroom. O<sub>2</sub> students are great school ambassadors, community advocates and student leaders when they are given the opportunity and guidance.

When celebrating success, recognition should be given to the role of community partners in student engagement and learning. O<sub>2</sub> Schools may wish to consider inviting partners to events at schools where they can be recognized with a certificate and through a formal thank you from students and school administration. This is another opportunity for students to share the learning that happened with a community partner and for students to showcase their growth and ways they were able to apply their learning, develop skills and explore careers.

### Nova Scotia Community College (NSCC)

Students in the O<sub>2</sub> program who wish to apply for an assured seat at NSCC must meet all deadlines established by NSCC. These dates and requirements for the assured seat may be subject to change each year. Changes will be communicated to Regions/ CSAP through Youth Pathways Consultants. It is recommended that deadlines and entrance requirements be shared with all O<sub>2</sub> families every year in September. Late applications, confirmation of acceptances and payment of fees will result in loss of assured seats for O<sub>2</sub> students.

#### Risk Management: General Overview

Risk management is an essential component when planning and implementing a CBL experience for students.

- Schools are required to follow the [Community-Based Learning policy](#).
- Teachers/schools are required to obtain informed consent before participating in any CBL experience, field trips/activities. Informed consent includes completing required RCE/CSAP forms as well as the Risk Assessment for Independent Student-Learning Activities in the Community if required.
- Risk Assessment and informed consent forms must be securely kept in the school for 1 year.
- **School principals should always be aware of any CBL experiences.** Teachers must engage students in safety awareness before participating in CBL experiences

It is important to engage in pre/during and post preparation for any CBL experience Please see [Community-Based Learning Resource](#).

### The Role of the School Insurance Program (SIP) in CBL

*The School Insurance Program is a not-for-profit organization that manages all aspects of property and casualty-related insurance for the Regional Centres for Education of Nova Scotia, Conseil scolaire acadien provincial (CSAP), and the Nova Scotia Community College (NSCC) <https://sip.ca/about-us/>.*

Public schools in Nova Scotia are insured through the Nova Scotia School Insurance Exchange, informally known as School Insurance Program, or SIP. SIP provides administration, risk management, loss control, risk financing and claims management services to all schools, regions and boards in the province.

Most full-time students enrolled in NS public schools are automatically insured through SIP. The plan covers accidents while the student is:

- On school premises,
- At a workplace or other community placement for educational purposes,
- Participating in a school activity, including travel directly to and from the school, placement of activity.

Students are covered for student accident insurance while on approved CBL experiences. There are restrictions under the SIP policies in instances such as students travelling on water or in the air. Under SIP policies, students may not transport each other to any school related experience and may not operate licensed employer vehicles. There may be other instances where there are restrictions. Schools must refer each situation to SIP to determine whether adequate coverage is in place. Refer to school administration or your YPC for access to SIP and further details related to community-based learning.

All RCE/CSAP insurance policies must be followed. It is a principal's responsibility that all paperwork and policies are followed for every CBL experience.

*These files must be accessible to administration and Youth Pathways Consultants.*

### **Transportation:**

The transportation of all students to and from extra and co-curricular activities is regulated by the Nova Scotia Utility and Review Board. All RCEs/CSAP must comply with the Motor Carrier Act (Nova Scotia 1998) regarding transportation for students. SIP fulfills the requirements of the Regions/CSAP obligations under the Motor Carrier Act as long as all regulations are followed. O<sub>2</sub> Lead teachers must refer to the [CBL Policy](#) as well as RCE/CSAP policy when planning activities outside of school.

### **Reporting Incidents or Accidents**

If an incident or accident occurs during a CBL activity, the teacher responsible should immediately refer to administration to determine the process for reporting.

# APPENDIX

## Available Resources

- [O<sub>2</sub> Policy](#)
- [CBL Policy](#)
- [CBL Resource](#)
- [O<sub>2</sub> Student Application](#)
- [Interview Record](#)
- [Learning Agreement](#)
- [Sample Timeline](#)
- [Inclusive Education Policy](#)