

TITLE: COOPERATIVE EDUCATION AND EXPERIENTIAL LEARNING

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COMMITMENT TO INDIGENOUS RIGHTS, HUMAN RIGHTS, AND EQUITY

The Board recognizes its responsibility to ensure that this policy and associated procedures promote and protect Indigenous rights, human rights, and equity. The Board will strive to address and eliminate discrimination and structural and systemic barriers for students, staff, and community.

1.0 RATIONALE

To support Cooperative Education and other forms of Experiential Learning for Ottawa-Carleton District School Board secondary school students, in compliance with the Ontario Curriculum.

2.0 DEFINITIONS

Please refer to Appendix A for a full list of definitions of terms used in this policy.

3.0 POLICY GUIDING PRINCIPLES

- 3.1 ~~The Board supports Cooperative Education and other forms of Experiential Learning for its secondary students to enhance their school programs and to assist them in making career decisions.~~
- 3.2 The Board supports providing all students with opportunities to authentically connect learning with career-life planning.
- 3.3 To this end, the Board is committed to providing ~~school-work transition programs for students intending to enter the workforce directly after graduating from high school~~ student-driven Cooperative Education and Experiential Learning that align with student goals and interest in different pathways (workforce, college, university, and apprenticeship).
- 3.4 The Board believes in Cooperative Education and Experiential Learning that help students:
 - a) apply, extend, and refine skills and knowledge acquired in their school;

- b) apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being;
- c) create and implement a learning plan that meets their particular interests, goals, and needs; and
- d) connect their lived experiences to their learning; and
- e) guide and support their pathway goals.

3.5 The Board encourages partnerships between schools and employers to provide students with appropriate and relevant placements; including placements in non-traditional areas that supports underrepresented students.

4.0 SPECIFIC DIRECTIVES

- 4.1 ~~Following procedure 3.5 of the Ministry document, *Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000*, the Board shall conduct a program effectiveness survey every four years as part of the ongoing assessment of the delivery of Cooperative Education and work experience. This survey may be done in conjunction with other surveys required by the Ministry such as that required by the Ministry's *Choices into Action* document on guidance and career education.~~
- 4.2 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.
- 4.3 Schools shall ~~make certain that a proper screening process is in place~~ adhere to the screening process established by both the District and Ministry to ensure that:
- a) the employer is offering a safe, culturally responsive, and properly supervised placement that supports the physical, emotional, and social well-being for students;
 - b) the student is covered by the Board's liability insurance. The Board's liability insurance protects students, employers and Board District employees while students are engaged in such a cooperative work experience; and
 - c) Workplace Safety and Insurance Board (WSIB) coverage shall be completed and obtained for students prior to starting at the placement. Teachers shall follow WSIB and the OCDSB procedures when reporting accidents; and
 - d) the Ministry of Education Work Education Agreement Form shall be completed and signed by all parties prior to student placement. This form must shall be used for all students participating in Cooperative Education or work experience who are fourteen years of age or older.

- 4.4 Educators involved in Cooperative Education shall ensure, within available resources, 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)**. This may include the provision of additional professional or paraprofessional staff and the use of specialized equipment where necessary.
- 4.5 **Ongoing monitoring of the student's placement is necessary to ensure safety and compliance with Ontario Curriculum.**
- 4.6 **The school shall maintain control over the direction of all Cooperative Education learning activities even when students receive remuneration. The school shall oversee and provide direction on all learning matters in all forms of co-operative education including but not limited to in-person, virtual, part-time, full-time, paid, and unpaid experiences.**
- 4.7 **Although** the emphasis in Cooperative Education is placed on learning and is differentiated from part-time employment. **It is not expected that Cooperative Education students will receive hourly wages or a salary, paid work shall be supported if the placement is deemed an appropriate and meaningful learning experience. However, in some circumstances, students are permitted to receive an honorarium or expense allowance, as follows.**
- 4.8 In circumstances where students would bear a cost that is onerous or unaffordable, students are permitted to receive an honorarium or an expense allowance from their placement (e.g., cost of safety boots or helmet, lab coats, transportation).
- 4.9 **In exceptional circumstances (e.g., a specialized program such as a school to work transition program) students in specialized programs may receive remuneration.**
- 4.10 **In the case of Cooperative Education students registered as apprentices in trades recognized by the *Trades Qualification and Apprenticeship Act*, the student shall be paid apprenticeship wages by the employer as set out in that Act.**
- 4.11 The attendance policy for Cooperative Education programs **is the same as for all other school programs and activities.** should be flexible, adaptive, and reflective of the student learning needs, while adhering to District tracking and monitoring responsibilities.
- 4.12 The Director is authorized to establish and issue such procedures as may be necessary to implement and support this policy.

5.0 APPENDICES

Appendix A: Policy Definitions

6.0 REFERENCE DOCUMENTS

[*The Education Act, 2000*](#)

~~[*Trades Qualification and Apprenticeship Act, 1998*](#)~~

[*Policy/Program Memorandum No. 76A, Workplace Safety and Insurance Coverage for*](#)

[Students in Work Education Programs](#)

[Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000](#)

Choices into Action, Ministry of Education, 1999

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

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

OSBIE Risk Management Advisory C.3: [Cooperative Education/Work Experience Programs re WSIB](#)

OCDSB Policy [P.032.SCO: Safe Schools \(Managing Student Behaviour\)](#)

OCDSB Policy [P.098.CUR: Antiracism & Ethnocultural Equity and Inclusive Education](#)

OCDSB Procedure [PR.521.SCO: Safe Schools](#)

OCDSB Procedure [PR.618.CUR: Antiracism and Ethnocultural Equity](#)

OCDSB Procedure [PR.627.CUR: Cooperative Education and Experiential Learning](#)

APPENDIX A: POLICY DEFINITIONS

In this policy,

Board means the Board of Trustees.

Cooperative education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

District means the Ottawa-Carleton District School Board.

Experiential learning includes planned learning experiences that take place in the community, including job shadowing and job twinning, work experience and virtual work experience providing students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs.