



**TITLE: COOPERATIVE EDUCATION AND EXPERIENTIAL LEARNING**

**Date Authorized: 26 April 2002**

**Last Revised: 24 June 2024**

**Last Reviewed: 24 June 2024**

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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.

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**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 GUIDING PRINCIPLES**

- 3.1 The Board supports providing all students with equitable opportunities to authentically connect learning with career-life planning, with intentional consideration for historically underserved and marginalized students.
- 3.2 To this end, the Board is committed to providing student-driven Cooperative Education and Experiential Learning that align with student goals and interest in different pathways (workforce, college, university, apprenticeship, and entrepreneurship).
- 3.3 The Board is committed to removing barriers to participation of underrepresented students in Cooperative Education and Experiential Learning.
- 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) see themselves in their learning more by connecting their lived experiences to their learning and their pathway goals;
  - e) engage with land-based learning; and
  - f) 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 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.
- 4.2 Outreach strategies for engaging underrepresented students shall include:
- a) targeted communication strategies;
  - b) collaboration with community organizations;
  - c) inclusive promotional materials; and
  - d) offering a diversity of community placements in a wide array of community settings.
- 4.3 Schools shall adhere to the screening process established by both the District and Ministry to ensure the employer is offering a safe, culturally responsive, and properly supervised placement that supports the physical, emotional, and social well-being for students.
- 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 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, paid work shall be supported if the placement is deemed an appropriate and meaningful learning experience.
- 4.8 Costs for required safety equipment or uniforms will not serve as a barrier to student participation in a co-operative education experience.
- 4.9 The expectations for attendance for Cooperative Education programs should be flexible, adaptive, and reflective of student's learning needs, while adhering to District tracking and monitoring responsibilities.
- 4.10 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](#)

Policy/Program Memorandum No. 76A, [Workplace Safety and Insurance Coverage for Students in Work Education Programs](#)

*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: 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.