



PROCEDURE

PR-007

EXPERIENTIAL LEARNING PROGRAMS

Superintendent Responsible: Superintendent of Program K-12 (Teaching & Learning)	Initial Effective Date: 2021/03/29
Last Updated: 2023/06/16	Next Review Date: 2027/04/20

Purpose

To outline the expectations for Grand Erie District School Board (Grand Erie) student participation in experiential learning programs.

Guiding Principles

Every effort shall be made to ensure that no student is denied access to an experiential learning program on the basis of personal financial constraint. Open and ongoing communication between all experiential learning employees in schools is encouraged. Communication shall include sharing of community placements within the system to ensure equitable access to limited opportunities. (E.g., Police, Hospital).

1.0 Program Administration

Central co-ordination of the overall experiential learning program shall ensure consistency in dealing with employers and the community. Experiential learning teachers fall into two categories. Co-operative learning teachers grant credits while experiential learning teachers are involved with experiences such as job twinning, job shadowing, and community engagement experiences. Each school shall have a co-operative education (co-op) teacher to represent the school in matters pertaining to experiential learning programs.

1.1 School Board Representative

The representative for Business Services for Grand Erie is the Superintendent of Business and Treasurer. Where indicated in the Experiential Learning Programs Manual, business forms should be forwarded to the Office of the Superintendent of Business.

1.2 Community Partnerships

Grand Erie encourages ongoing efforts to promote dialogue with other partners involved in Cooperative Education (e.g., Conestoga, Fanshawe and Mohawk colleges, Laurier University, Brant Haldimand-Norfolk Catholic District School Board, District School Board of Niagara and W. Ross Macdonald School). To encourage information sharing and feedback with employers, schools will invite employers to participate in program evaluations, workshops and sharing sessions.

1.3 Ministry Data Collection

The Ministry of Education requires the following data from school boards annually:

- The total number of hours, during the school year (September 1-August 31), for which the Ministry has supplied Workplace Insurance coverage. This amount is to be compiled from the cumulative totals on students' log sheets. It is important that the hours reported are the actual hours during which a student was at a training placement. The number of hours must be tracked in the Co-op Writer software and the Training Station Hours forms are to be printed off, signed by the teacher and principal, at the end of each semester including summer school. The forms are to be housed in a secure location at the school for a minimum of six years for audit purposes.

- The total number of hours, during the school year, for which training organizations have supplied Workplace Insurance coverage.
- The names of the students for whom reports were filed with the Workplace Safety Insurance Board, the dates of injury, and the assigned claim numbers

2.0 Program Implementation

The Experiential Learning Program Manual is where system plans/processes, resource documents/manuals, software such as Co-op Writer, and/or forms are approved with the requirement that all schools are to access and use them as required.

The student's learning plan outlines the course of study for the placement component and is the basis for assessment and evaluation. Experiential Learning students must have learning plans that identify the overall and specific curriculum expectations that describe the knowledge and skills the student will apply and further develop at the placement. The employer's expectations and the placement specific expectations of the classroom component of the course must also be included on the learning plan.

The Cooperative Education and Experiential Learning teachers must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families if the placement is over three days and the student is performing tasks.

3.0 Health and Safety

- Each secondary school shall have a written procedure to resolve safety and/or health hazards at the work placement
- Adherence to procedures for reporting student injuries is required

4.0 Workplace Safety and Insurance Board (WSIB)

Before a student is placed with an employer, the student's teacher should determine whether the student will be covered by the employer.

If students do receive wages when participating in work education or experiential learning programs, the placement employer is considered to be the employer under the *Workplace Safety and Insurance Act* (WSIA), and is responsible for providing WSIA coverage. A Work Education Agreement (WEA) form must be completed for these students, and school boards must indicate in the appropriate section of the form that the employer, not the ministry, is providing the WSIA coverage

4.1 Obtaining WSIB Coverage

As per *Bill 18, Stronger Workplaces for a Stronger Economy Act, 2014*, in order to ensure Workplace Insurance coverage, a Work Education Agreement must be completed and signed by the parties concerned before the student begins the placement at the training station. Forms are required for each student in a Cooperative Education, Supervised Alternative Learning (SAL), Ontario Youth Apprenticeship Program (OYAP), or work experience.

Further information regarding Workplace Insurance coverage for students and reporting procedures and claims can be found in PPM 76A. *Workplace Safety and Insurance Coverage for Students in Work Education Programs*.

Reference(s):

- [Bill 18, Stronger Workplaces for a Stronger Economy Act, 2014](#)
- [Workplace Safety and Insurance Act, 1997](#)
- Workplace Safety and Insurance Coverage for students in Work Education Programs PPM76A