



ADMINISTRATIVE PROCEDURE	
<i>Approval Date</i> 2016	<i>Replacing</i> All Previous procedures
<i>Review Date</i> 2021	<i>Page</i> 1 of 5
<i>Contact Person/Department</i> Superintendent of Secondary School Improvement and Student Success	<i>Identification</i> ES-5041

EXPERIENTIAL LEARNING

1.0 PURPOSE

Trillium Lakelands District School Board recognizes the value of a variety of learning opportunities for students in the 21st century. As such, the Board encourages and supports experiential learning because we believe it expands student opportunity, enhances student engagement and success, and cultivates and sustains bridges within the communities of TLDSB.

2.0 REFERENCES/RELATED DOCUMENTS

- 2.1 Ministry of Education - Cooperative Education and other forms of Experiential Learning Document, 2000
- 2.2 Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements, 2011
- 2.3 Pathways to Apprenticeship, Options for Secondary Students, 2014
- 2.4 Creating Pathways to Success, Program Requirements, Kindergarten to Grade 12, 2013

3.0 TERMS AND DEFINITIONS

- 3.1 Experiential Learning – A form of learning to enhance the classroom experience in ways directly related to the world or work, higher education, exposure to broader horizons or the re-engagement of students back into school. Forms include among others: Cooperative Education, OYAP, SHSM, and REAL.
- 3.2 OYAP – Ontario Youth Apprenticeship Program
- 3.3 SHSM – Specialist High Skills Major
- 3.4 REAL – Return, Earn, and Learn
- 3.5 SAL – Supervised Alternate Learning
- 3.6 SCWI – School College Work Initiative
- 3.7 WEA – Work Education Agreement

- 3.8 WSIB – Workplace Safety and Insurance Board
- 3.9 PPLP – Pre-Placement Learning Plan
- 3.10 PLAR – Prior Learning Assessment and Recognition
- 3.11 AETC – Alternate Education and Training Centre

4.0 ADMINISTRATIVE PROCEDURE

4.1 EXPERIENTIAL LEARNING PRINCIPLES

The Board supports the inclusion of Experiential Learning based on the belief that Experiential Learning will:

- 4.1.1 enhance the student's understanding of in-school related subjects by providing the opportunity to apply the knowledge and skills learned in the classroom;
- 4.1.2 develop life and employability skills;
- 4.1.3 provide an opportunity for the student to experience and explore potential career paths while still in school;
- 4.1.4 assist the student in analyzing and assessing personal interest, aptitudes, abilities, and values as they relate to different occupations;
- 4.1.5 facilitate student transition from school to suitable employment or to post-secondary learning;
- 4.1.6 provide opportunities for enriched learning experiences in the transition from school to life after high school;
- 4.1.7 provide the community with the opportunity to actively participate in the education of our students;
- 4.1.8 develop an awareness of health and safety standards and practices; and
- 4.1.9 provide students with learning experiences appropriate to their ages and abilities.

4.2 EXPERIENTIAL LEARNING – PROGRAM

All TLDSB schools offering experiential learning programming shall design, implement, monitor and evaluate those courses which are identified as being part of its Experiential Learning program, subject to the requirements outlined in Board policy and Ministry guidelines. There are four components of the Experiential Learning Cycle included in an educational program which includes an experiential learning component in the workplace, as follows:

- 4.2.1 preparation of students prior to the learning experience;

4.2.2 development of a pre-placement learning plan;

4.2.3 monitoring;

4.2.4 opportunities for reflection and integration.

4.3 EXPERIENTIAL LEARNING STUDENT PARTICIPATION – GENERAL

Student participation in experiential learning opportunities is the responsibility of the principal, with input from the school's staff subject to the following:

4.3.1 There shall be a consistent effort to encourage all students to explore non-traditional career options as well as strategies to encourage and support all students' participation in experiential learning activities regardless of race, ethnicity, faith, ability, time of year, or time of day.

4.3.2 Adult learners shall be encouraged to pursue experiential learning opportunities as an avenue to enriching their education and to providing transition to work, as well as an opportunity to complete their OSSD.

4.3.3 Experiential learning opportunities shall reflect learner needs and community opportunities and can be offered at any grade or in any stream.

4.3.4 The expectations for student behaviour while involved in experiential learning shall be consistent with the school code of conduct.

4.3.5 Student participation specific to Cooperative Education shall be as follows:

a) Under normal circumstances, Cooperative Education shall be offered to students in the senior division (Grades 11 and 12);

b) A student enrolled in Cooperative Education shall also be enrolled in an in-school course such that the Cooperative Education component is deemed to be appropriate either concurrently or within the previous school year;

c) Where at all possible, educators will be careful to not tie Cooperative Education placements to grade 9, 10 credits. This will ensure that students can fully participate in future PLAR opportunities.

4.4 EXPERIENTIAL LEARNING – SCHOOL RESPONSIBILITIES – GENERAL

4.4.1 Each Cooperative placement program will have a component of safety awareness and training that shall be completed prior to student starting placement.

4.4.2 Teachers offering experiential learning opportunities under the supervision of the principal will identify and/or approve job sites, identify and select student candidates, and place, monitor and evaluate the students in the program.

- 4.4.3 Principals shall ensure a range of experiential learning opportunities including those appropriate for all students where available.
- 4.4.4 Principals will encourage teachers planning experiential learning opportunities to collaborate with Student Success Teams and subject area teachers in the identification and placement of students.
- 4.4.5 If more than one school shares a geographic location, staff shall work cooperatively, by sharing placements.
- 4.4.6 In the case of a labour dispute at the student's placement, the student must report to his or her cooperative education teacher.
- 4.4.7 School responsibilities specific to Cooperative Education:
 - a) The teachers of Cooperative Education shall prepare a detailed PPLP.
 - b) The employer shall make the final decision concerning the acceptance of the student candidate for employment at the place of business.
 - c) A student's work agreement may stipulate additional hours thereby resulting in the earning of more than the minimum number of hours. Nevertheless, it is expected that the student shall remain in the placement during the regular length of school year or semester. Any exceptions are with the approval of the principal.

4.5 EXPERIENTIAL LEARNING – STUDENT RESPONSIBILITIES - GENERAL

- 4.5.1 Workplace requirements such as personal safety equipment and uniforms are the responsibility of the student, but in special circumstances to overcome barriers to participation, assistance may be provided. The extent of the assistance deemed necessary shall be determined by the school principal.
- 4.5.2 Regular student attendance is an expectation by the school and participating employers. A student shall be expected to make up any missed time at the placement, at a time that is mutually agreeable to the employer and the student, at the discretion of the supervising teacher.

4.6 TERMINATION OF STUDENT PLACEMENT IN CO-OPERATIVE EDUCATION

If a student's placement is terminated, it is the responsibility of the Co-operative Education teacher, in consultation with the principal, to determine the path forward. This path may include an alternate placement or under exceptional circumstances the student may be removed from cooperative education.

4.7 REMUNERATION FOR STUDENTS

4.7.1 In regular day school settings, students shall not normally receive financial remuneration while participating in Experiential Learning programs.

4.7.2 Under the Alternative setting (AETC, SAL, Night School, Summer School) students may be considered for paid cooperative education experiences.

4.8 TRANSPORTATION TO STUDENT EXPERIENTIAL LEARNING SITE

Normally, students are responsible for their own transportation. However, in certain cases, assistance in defraying a student's costs of transportation to and from a job site may be provided. Each situation will be judged on the basis of its own merit, and the extent of the assistance shall be determined by the school principal.

4.9 LIABILITY INSURANCE

The Board, through its insurance provider(s) provides insurance coverage for staff, students and employers, participating in Experiential Learning activities. Insurance coverage required by the Ministry of Education for specific activities and programs is provided. All students who are registered as participants in the Co-operative Education and Work Experience Programs administered by the Board are covered by the Workplace Safety and Insurance Board (WSIB). Students placed in teacher assistant positions in a classroom are an exception as they are covered by the Board's liability insurance