

Cooperative Education Fact Sheet

All Ontario cooperative education programs have specific requirements, which include the following.

Pre-course interview

The purpose of this initial interview with the student applicant is to ensure that:

- the student is ready to undertake learning in the workplace, and is taking, will be taking, or has taken a course that is related to the proposed cooperative education placement (where a student's readiness or commitment is not sufficiently evident, his or her acceptance into the cooperative education program may be postponed until the requirements are met);
- barriers to success in the workplace are identified, and appropriate supports can be put in place (e.g., assistive devices, job coaches);
- there is a placement that is appropriate to the student's goals and interests.

Establishment of the placement

Placements for students must be arranged by the school and must meet the following requirements:

- A placement must be assessed by a teacher before the student is assigned to it to ensure that the placement offers a positive learning environment in a safe workplace.
- It is not general practice for a cooperative education student to receive remuneration for work done in a placement, since the emphasis is on learning. However, provided that all the criteria for the cooperative education program are met, a board may permit a cooperative education student in a specialized program (e.g., a re-entry program) or in a particular placement (e.g., a unionized environment) to receive payment.
- A placement must have Workplace Safety and Insurance coverage through the ministry or the workplace (see Policy/Program Memorandum No. 76A, September 27, 2000).

Pre-placement instruction

A minimum of fifteen hours of instruction must be provided on:

- workplace health and safety (for resources, see www.livesafeworksmart.net and www.passporttosafety.com);
- employment law, unions, workplace ethics, human rights, and confidentiality.

Personalized placement learning plan (PPLP)

A PPLP must be developed for each student. It must be:

- based on expectations from the related course in the Ontario curriculum, the requirements for cooperative education, and industry-specific requirements;
- developed by the cooperative education teacher in partnership with the employer and student (where the cooperative education teacher is not qualified in the related subject or the student has an Individual Education Plan, the cooperative education teacher will consult with the appropriate subject or special education teacher).

Samples of PPLPs are available at www.edu.gov.on.ca.

Assessment and evaluation

A qualified teacher must assess and evaluate a student's progress in achieving the curriculum expectations and in meeting the requirements identified in the student's PPLP through regular workplace monitoring meetings (a minimum of three per credit). During workplace monitoring, the teacher will:

- observe student performance of workplace tasks, plan next steps, and troubleshoot problem situations;
- conduct formal evaluations with the student's supervisor.

Student achievement is also assessed through:

- written assignments, seminar presentations, reflective journals, and career portfolios;
- a culminating independent-study activity that links the student's cooperative education placement experience with the curriculum expectations of the related course;
- a minimum of two performance appraisals written by the placement supervisor.

Teachers are encouraged to ask employers to use the Ontario Skills Passport Work Plan to assess and record a student's demonstration of Essential Skills and work habits (see <http://skills.edu.gov.on.ca>).

In-school integration sessions

In-school sessions of a minimum of seven hours per credit provide students with opportunities to:

- analyse and share their workplace experience;
- relate the placement experience to the curriculum expectations;
- reinforce the job-skills theory acquired in the classroom and the skills, techniques, and principles learned and applied at the placement.

Students With Special Education Needs

How does cooperative education help students with special education needs?

By participating in cooperative education, students:

- acquire skills they will need to be successful in the workplace or in community living programs;
- gain life skills in an environment suited to their unique needs and abilities;
- practise skills and apply knowledge acquired in the classroom in an authentic workplace environment;
- develop confidence, self-esteem, and self-advocacy skills.

How do students with special education needs participate in cooperative education?

- Students may be integrated into a regular co-op program, with the provision of accommodations and support as stipulated in their Individual Education Plan (IEP) and transition plan.
- A specialized co-op program may be designed for students with special education needs. This type of program allows the cooperative education teacher to develop in-school classroom instruction and activities that are tailored to the specific needs of the students.

Placement considerations

When arranging placements for students with special education needs, cooperative education teachers should:

- ensure that the physical environment of the placement facility is appropriate (e.g., equipped with wheelchair ramps and accommodated washrooms);
- ensure that the placement can accommodate requirements identified in the student's IEP (e.g., to provide assistive technology);
- work with parents/guardians and/or students over the age of 18 to identify appropriate accommodations for a workplace setting;
- ensure that personnel at the placement site have been given proper instruction and preparation for working with and supporting a student with special education needs;
- devise a "safety plan" for emergency situations, in collaboration with the placement supervisor, the student, and the special education teacher (e.g., outlining an alternative to elevator use in a fire drill or actual fire in a multi-storey facility);
- ensure that appropriate health and safety training is provided at the placement site, and that the training is reviewed and updated to cover all new tasks assigned to the student during his or her time in the placement;
- ensure that the tasks listed in the student's Personalized Placement Learning Plan (PPLP) are appropriate for and consistent with the student's IEP and transition plan.

Programming considerations

Cooperative education teachers planning co-op programs for students with special education needs should:

- provide additional classroom time and assistance for students, if needed, to help them prepare for the workplace;
- incorporate opportunities to practise social and workplace skills into classroom activities;
- incorporate transportation training into preplacement activities to prepare students for travel to and from their co-op placements;
- ensure that the student's transportation to the placement site has been arranged, in accordance with requirements identified in the student's IEP and transition plan.

Resources

- Health and safety: www.passporttosafety.com; *Live Safe! Work Smart! Resources for Teachers of Students with Special Learning Needs*, www.livesafeworksmart.net
- *The Individual Education Plan (IEP): A Resource Guide, 2004*. www.edu.gov.on.ca
- *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs, 2007*. www.edu.gov.on.ca
- *Special Delivery: Helpful Hints for Students with Special Needs, Parents/Guardians, Teachers and Employers*. www.class2careers.com/special_delivery.html

For co-op program requirements, see the Cooperative Education Fact Sheet at www.edu.gov.on.ca/extra/eng/ppm/factsheet.html.

Les élèves ayant des besoins particuliers

Comment l'éducation coopérative profite-t-elle aux élèves ayant des besoins particuliers?

Grâce à l'éducation coopérative, les élèves :

- acquièrent les compétences essentielles dont ils ont besoin pour réussir dans un milieu de travail ou un programme d'intégration communautaire;
- développent des compétences relatives à la vie autonome dans un milieu qui convient à leurs besoins et à leurs habiletés;
- mettent en pratique les compétences et les connaissances acquises en classe dans un véritable milieu de travail;
- développent leur confiance, leur estime de soi et leur autonomie sociale.

Comment les élèves ayant des besoins particuliers prennent-ils part à l'éducation coopérative?

- Ils peuvent s'intégrer à un programme d'éducation coopérative régulier grâce aux adaptations et aux services d'appui prévus dans leur Plan d'enseignement individualisé (PEI) et leur plan de transition.
- Un programme d'éducation coopérative peut être conçu spécialement pour les élèves ayant des besoins particuliers. Le personnel enseignant de l'éducation coopérative peut ainsi prévoir un enseignement en classe et des activités qui correspondent aux besoins spécifiques de ces élèves.

Stages

En organisant les stages à l'intention des élèves ayant des besoins particuliers, les enseignants d'éducation coopérative doivent :

- s'assurer que les lieux de stage peuvent accueillir des élèves ayant des besoins particuliers (p. ex., lieu disposant d'une rampe d'accès pour fauteuil roulant et de toilettes adaptées);
- s'assurer que les lieux de stage satisfont aux exigences indiquées dans le PEI des élèves (p. ex., technologie d'assistance);
- déterminer, de concert avec les parents, les tuteurs ou avec les élèves eux-mêmes (dans le cas des élèves âgés de plus de 18 ans), les adaptations nécessaires sur les lieux de stage;
- s'assurer que le personnel du lieu de stage est bien préparé pour encadrer et appuyer des élèves ayant des besoins particuliers;
- élaborer, en collaboration avec les superviseurs de stage, les élèves et le personnel enseignant travaillant avec les élèves ayant des besoins particuliers, un plan pour les situations d'urgence (p. ex., prévoir une solution de rechange à l'ascenseur en cas d'exercice d'évacuation ou d'incendie dans un immeuble à plusieurs étages);
- s'assurer qu'une formation adéquate en santé et sécurité est offerte sur les lieux de stage et est revue et mise à jour périodiquement pour y inclure toutes les nouvelles tâches confiées aux élèves durant le stage;
- s'assurer que les tâches énumérées dans le Plan d'apprentissage personnalisé (PAP) sont appropriées et correspondent au PEI et au plan de transition de l'élève.

Programmes

En planifiant des programmes à l'intention d'élèves ayant des besoins particuliers, les enseignants d'éducation coopérative doivent :

- prévoir, au besoin, du temps et de l'aide supplémentaires en classe pour que les élèves puissent se préparer à leur stage en milieu de travail;
- intégrer aux activités de classe des occasions de mettre en pratique les aptitudes sociales et celles liées au milieu de travail;
- intégrer une formation sur les déplacements dans les activités préparatoires au stage afin de préparer les élèves à se rendre à leur stage et d'en revenir;
- s'assurer que les arrangements concernant le transport des élèves à leurs lieux de stage sont faits et correspondent bien aux exigences de leur PEI et leur plan de transition.

Ressources

- Santé et sécurité : www.passporttosafety.com/francais; *Travailleur avisé, travailleur en santé! Ressources pour les enseignants dont les élèves présentent des besoins d'apprentissage particuliers* : www.livesafeworksmart.net/french
- *Plan d'enseignement individualisé (PEI) – Guide 2004* : www.edu.gov.on.ca
- *Cheminer en harmonie – Guide de prévention et de résolution de conflits concernant les programmes et services offerts aux élèves ayant des besoins particuliers, 2004* : www.edu.gov.on.ca

Consultez le document *Renseignements sur l'éducation coopérative* à www.edu.gov.on.ca/extra/fre/ppm/factsheet.html pour connaître les exigences des programmes d'éducation coopérative.