

Session 1 | 12 PM-1 PM

1. *Question:* How do you plan and evaluate for a diverse group of students with wide-ranging needs (PWT), specifically in the general education subjects, when some of the subject content seems so out of reach.

Response:

In Prework Training

- Intended for students who have not achieved objectives of the elementary level program of studies for language of instruction and mathematics.
- None of the content is prescribed.
- Students progress at their own pace (based on their IEP).
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The results recorded in section 2 of the report card prescribed by the Basic school regulation must be expressed as a letter grade using the following rating scale:

A	The student meets the requirements set for him/her very well.
B	The student meets the requirements set for him/her.
C	The student partially meets the requirements set for him/her.
D	The student does not meet the requirements set for him/her.

A pass mark in a given subject corresponds to a score of A or B.

- General Education:** Most of the competencies targeted are the same as those in the QEP for elementary education and Secondary Cycle One, but with greater emphasis on their concrete application in situations in everyday life.
- Practical training:** Simulated or real-life situations to develop skills in the Directory of Semiskilled Trades and develop students' employability skills.

Therefore, given the wide range of abilities and needs within this group, all we can do is assess where the student is at and try to move them forward based on their own abilities and needs.

- A good place to start would be to look at a tool like the [Developmental Spelling Continuum](#) from [Inclusive Schools Network](#).
- The [Fountas and Pinnell Literacy Continuum: A Tool for Assessment Planning, and Teaching](#) is a fantastic literacy resource and worthwhile investment.

2. *Question:* Who is responsible for evaluation of the work placement?

Answer: An excerpt from the [WOTP Guide for Administrators](#) p.25:



Evaluation

- The school is responsible for evaluating students' level of competency development.
- The school should ensure an exchange of information with the workplace.
- The evaluation of student learning is a team task; the practicum supervisor and workplace supervisor contribute to the evaluation process, but that it is the teacher's legal responsibility to evaluate student competency for the purposes of reporting and certification.
- Students should be evaluated regularly and progressively to adjust their approach as needed.

The [Evaluation Tool Kit](#) is a great resource designed to streamline and facilitate the exchange of information and the overall evaluation process for teachers.

3. *Question:* What happens in the case of students who are currently attending school via the “virtual campus” and/or do not have access to a work placement? How is that reported on and will these students receive certification?

Response:

Certification

At the moment, the Basic School Regulation has NOT been amended, and there is no clear and definitive answer from the MEQ regarding this question.

The following information has been issued:

Stages effectués en entreprise

212. Est-ce que les élèves en PFAE pourront faire des stages à l'externe cette année?

Les élèves inscrits au Parcours de formation axée sur l'emploi (PFAE) pourront compléter leur formation pratique selon les paramètres habituels à condition :

- que l'employeur ait procédé à l'identification des risques de transmission de la COVID-19 dans son milieu de travail ou de stage et ait mis en place des mesures visant à diminuer et à contrôler les risques de contamination;
- que les mesures de prévention soient appliquées : exclusion des personnes symptomatiques des lieux de travail, distanciation physique, hygiène des mains, étiquette respiratoire ainsi que maintien de mesures d'hygiène avec le matériel, les outils, les équipements et les surfaces fréquemment touchés;
- que le milieu de stage applique le guide de la CNESST s'appliquant à son domaine d'emploi : <https://www.cnesst.gouv.qc.ca/salle-de-presse/covid-19/Documents/DC100-2152-Guide-Scolaire.pdf>

Source: MINISTÈRE DE L'ÉDUCATION COVID-19 : FOIRE AUX QUESTIONS, 27 NOVEMBRE 2020

The following was also sent out via email from Sébastien Guy, Coordonnateur – Formation générale des jeunes, Direction de la sanction des études, Ministère de l'Éducation du Québec (MEQ) on 15 December 2020:

“Pour obtenir leur certificat, les élèves doivent obligatoirement faire la partie des stages. Les stages ne peuvent pas être remplacés par de l'enseignement à distance.

Il faudra trouver un moyen pour leur permettre de compléter leur stage. Peut-être qu'au printemps la situation pourra permettre la réalisation du stage.

La situation problématique concernant les stages pour ces élèves fait déjà partie de nos préoccupations. Nous sommes en attente de décision concernant ces élèves.”

Reporting

Work Skills

Competency 1: *Develops specific competencies associated with one or more semiskilled trades* (NR)

Preparation for a Semiskilled Trade

Competency 1: *Develops the specific competencies associated with a semiskilled trade* (NR)

However, Competency 2: *Adopts attitudes and behaviours required in the workplace* (same in both PWT and TST), could be assessed and evaluated in a classroom context.

Here is a [link](#) to a presentation that was done at WOTP Mentoring in 2017 called "Incorporating Attitudes and Behaviours into the Classroom." There is also a [report behaviours template](#) and an [example](#).

Session 2 | 3 PM-4 PM

1. *Question:* What should we do in cases where work placements are very limited due factors outside of student and school control (e.g. lack of employers willing to take on students because of COVID, parents hesitant to send child(ren)out into the community)?

Response:

A very similar question was asked and answered in the [MEQ, Q & A, October 7, 2020](#)
“If it is not possible to find an employer for a student’s practical training or if a student’s parents refuse to allow them to work in a business due to the pandemic, what should that student do on the days where practical training is normally planned?”

Practical training within the school can be organized, provided the teacher is able to evaluate the student on the competencies to acquire.”

Given the evaluation criteria for PWT and TST, this would be easier to implement for PWT. However, this would be more difficult to do with TST students, but not impossible! It would depend on the semiskilled trade the student has chosen.

Other topics that were briefly touched upon:

- Student motivation.
 - [Student Motivation - An Overlooked Piece of School Reform](#)
- Derogation for students who “age out” of WOTP and can not be certified due to above mentioned reasons.
 - Article 14 of the *Education Act*.
<http://www.legisquebec.gouv.qc.ca/en/showdoc/cr/l-13.3,%20r.%208>