

1.2 [MELS principles](#) The School Board endorses the following 6 lines of action proposed by the Ministry of Education, Sport and Leisure (MELS) in its Policy¹:

- Recognizing the importance of prevention and early intervention;
- Making the adaptation of educational services a priority for all those working with students with special needs;
- Placing the organization of educational services at the service of students with special needs, by basing it on the individual evaluation of their abilities and needs, by ensuring that these are provided in the most natural environment for the students, as close as possible to their place of residence, and by favouring the students' integration into regular classes;
- Creating a true educational community, starting with the child and the parents and continuing with outside partners and community organizations;
- Devoting particular attention to at-risk students;
- Developing methods for evaluating students' educational success in terms of knowledge, social development and qualifications, assessing the quality of services and reporting results.

1.3 [basic principles](#) In formulating the present Directive, the School Board is motivated by the following principles:

- a) education is of crucial importance to the growth and development of all children;
- b) education of students with special needs:
 - i. must be individualized since these children often have varying degrees of ability and educational achievement;
 - ii. requires a wide range of programs and services and the Board will work towards as wide a variety of delivery of services that its resources and personnel will permit.

This would include pedagogical counsellor support for both evaluation and follow-up; mother tongue special education services to identified students; second language special education services where possible; and special education technicians and attendants for certain handicapped students. The Board could also play a role with those students who need a full time special school, home or hospital instruction or residential placement;
- c) the Board must privileged the use appropriate linguistic diagnostic tools and techniques which have been developed for Inuit students. This is vital since Inuit students are part of a

¹ "Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties"

specific and unique linguistic group and cultural context, involving challenges in planning special education intervention.

Evaluation of students should be done in the students' mother tongue, and the tools and measures for identifying learning disabilities should be culturally appropriate and adapted to the students. Therefore, Inuit professionals must be involved in the development of the tools and interpretation of the results.

- 1.4 [Integration in regular classes](#) Students with special needs are integrated in regular classes or groups when it has been established on the basis of their evaluations that their integration would facilitate their learning and social development and would not impose excessive constraints or significantly undermine the rights of other students.

In the event that full integration in a regular class is not suitable for the specific needs of a student with special needs or imposes excessive constraints or significantly undermines the rights of other students, the Board may provide partial integration or other types of services, such as referral to special classes in a regular school, special programs, or specialized school.

- 1.5 [legal framework](#) This Directive is adopted by the School Board in accordance with applicable legislations and guidelines, and more particularly the following:

- The *Quebec Charter of Human Rights and Freedoms*, R.S.Q., c. C-12;
- The *Education Act for Cree, Inuit and Naskapi Native Persons*, R.S.Q., c. I-14;
- The *Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information*, R.S.Q., c. A-2.1;
- The *Youth Protection Act*, R.S.Q., c. P-34.1;
- The Civil Code of Quebec;
- The Collective Agreements in effect;
- "*Adapting Our Schools to the Needs of All Students, Policy on Special Education*"²;
- "*Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties*", MELS 2007.

² *Ministère de l'éducation, 1999*

2. Definitions

2.1 [definitions](#) In this Directive, the following words or expressions mean:

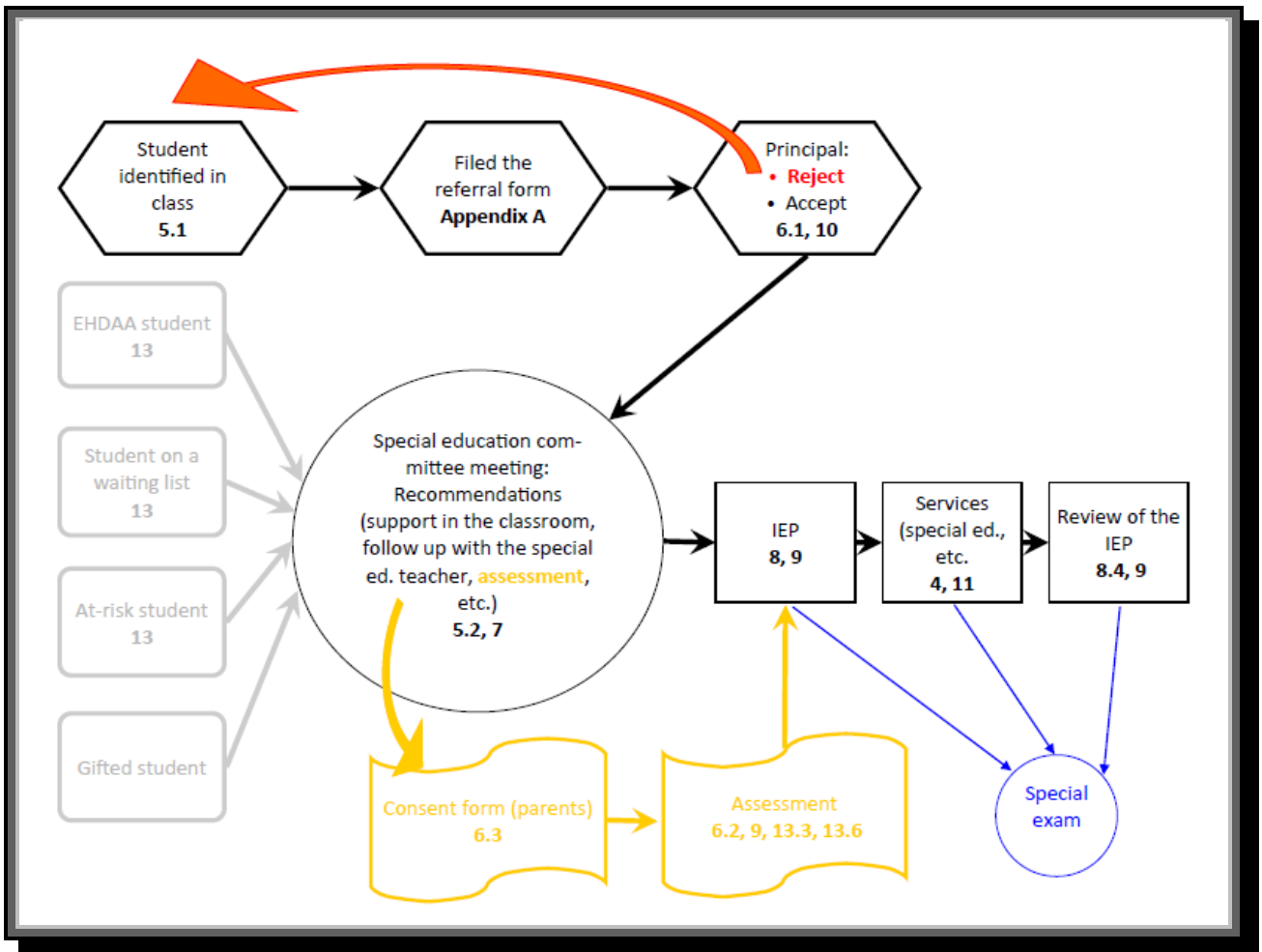
- a) **Adaptation:** type of measures usually named in a IEP involving changes in the learning situation and / or evaluation of a student with special needs; the level of difficulty of the tasks to be performed; the requirements and the criteria of evaluation of the targeted competencies are not changed;
- b) **Assistant Director:** the Assistant Director of Complementary Services;
- c) **Committee (Special Ed. Committee):** the Committee created at the local level to study and make recommendations on special ed. students;
- d) **Complementary Services:** within the Department of Education Services, this service is responsible for students at risk and students with special needs;
- e) **Individual Education Plan (IEP):** a written plan developed for a student with special needs which describes the educational goals, modifications, and/or adaptations for the student, evaluation timeline and the services that are to be provided;
- f) **MELS:** the Ministry of Sport and Leisure of Québec;
- g) **Modification :** type of exceptional measures named in a IEP involving changes in the nature of the learning situation of a student with special needs; the level of difficulty of the tasks to be performed, the requirements and the criteria of evaluation of the targeted competencies are changed;
- h) **parents:** mother or father of a student, legal guardian or foster parents of a student;
- i) **Principal:** school Principal or his delegate;
- j) **Professional:** psychologist, speech therapist, psycho-educator, social worker, etc.;
- k) **Special education counsellor:** the resource person at the regional level responsible to assist the schools in providing special education services;
- l) **SPI (or ISM):** Suivi Personnalisé Internet (Internet Student Monitoring) containing the information related to any student (academic, etc.);
- m) **Student with special needs (EHDA):** student with handicap(s), social maladjustment(s) or learning difficulty(ies) as defined by the criteria set by MELS and who has been formally identified by the School Board.

2.2

The definitions of the various disabilities, handicaps and social and emotional maladjustments are those found in the document Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties, MELS 2007.

3. Summary of Stages

The stages can be summarized as follows with a reference to the corresponding section of the present Directive.



4. Support Services for Students and Teachers

4.1 principle Support services for students and support services for teachers are interrelated. Those services are not mutually exclusive and certain student support services also constitute teacher support services, and vice versa.

[determination / resources](#) The support services which may be provided to a student or a teacher are allocated within the parameters of the financial resources available to the School Board and taking into consideration the best interests of the students and the teachers.

The support services which may be provided to a student or teacher are determined by the Principal, in accordance with the assessment of the student's needs, and in conformity with the collective agreement and school regulations in effect.

4.2 [prevention \(tertiary\)](#) Assistance or support services can also be provided to students who have not been identified as students with special needs, whether or not under an IEP. This can be for prevention purposes, where the students are experiencing difficulties that would make them vulnerable without early intervention in collaboration with Complementary Services.

5. Identification

The identification process is intended to detect the students who are likely to be considered as students with special needs so as to refer them as expeditiously as possible towards the services that they need.

5.1 [request from the teacher](#) When a teacher detects in his classroom a student who, in his opinion, shows persistent specific difficulties, he reports it to the Principal by indicating the problem(s) faced by the student and the various measures that the teacher has implemented. This approach is necessary in order to ask for support services or for the Committee to study the case.

In relation thereto, the teacher must complete the form provided in **Appendix A**.

5.2 [committee](#) When necessary, the Principal calls a meeting of the Committee as expeditiously as possible subsequently to a request made by the teacher.

6. Referral

6.1 The Principal is responsible for the process leading to identification of students with special needs, respecting MELS and School Board guidelines and in this regard, the Principal will:

- a) consult with the teacher and the Committee, whereupon he may request additional information;
- b) request additional assessment or consultation, as needed;
- c) following the referral, the Principal determines:
 - i) that there is no further need for intervention at this point, OR
 - ii) that further assessment is required, OR
 - iii) the IEP process will follow.

[preliminary decision](#)

- 6.2 [process](#) The steps which may lead to support measures are the following ones:
- a) the Principal calls a meeting of the Committee within 15 working days after the teacher's request, barring circumstances beyond control;
 - b) the Committee submits its recommendations to the teacher and, where appropriate, has the student evaluated;
 - c) further to an evaluation, Complementary Services determine the support services that they will offer the student and the teacher concerned;
 - d) in the event that the Committee agrees not to have the student evaluated, and the teacher notices persistent difficulties with the student, despite implementation of the Committee's recommendations, the teacher may submit a new request.
- 6.3 [consent from the parents](#) Consent from the parents should be obtained before any services can be provided to a student (assessment, follow-up, etc.). Before the specialists (from Complementary Services or external consultants) arrive in a given community, parental³ consent forms for assessment must be signed (see **Appendix B**).

7. Special Ed. Committee (the Committee)

- 7.1 [Committee / composition](#) The Special Education Committee is normally composed of the following persons, as decided by the Principal according to the needs:
- Principal or his delegated;
 - homeroom⁴ teacher (non-permanent member);
 - special ed. teacher;
 - student counsellor;
 - teacher training counsellor (when deemed appropriate);
 - any other school staff member upon invitation from the Principal.
- The student's parents may be invited to attend the Committee's meetings and to take part in the support measures; however, their absence does not prevent the Committee from functioning.
- 7.2 [Committee / mandate](#) Committee's mandate:
- a) to review each case submitted to it by the Principal in order to accept, reject and prioritize each request;

³ In exceptional circumstances, a student who is at least 14 years old may give this authorization in lieu of his parents.

⁴ When there is no homeroom teacher, this role maybe assumed by the teacher who is referring the case.

- b) when it deems it appropriate prior to proceeding with evaluations, makes recommendations to the teacher in order to solve the identified problem(s);
- c) to recommend that a student receive specialized education services.

7.3 [meeting](#) The Committee should as much as possible meet twice a month throughout the year in order to keep abreast of special education issues.

7.4 [report](#) During the last week of April, each Committee submits a report to the Assistant Director of Complementary Services (referrals and interventions made, follow-ups made by the special ed. teachers, any special request to identify their needs, etc.).

8. Individualized Education Plan (IEP)

8.1 [nature](#) The IEP is a tool for the planning and co-ordination of the measures (modification or adaptation) intended to respond to the special needs of a student. It is based on the specific needs of the student, determined through the assessment or observations from the behaviour technician, parents, etc.

8.2 [mandatory](#) The Principal must ensure that there is an IEP for each student with special needs.

8.3 [EIP meeting](#) When an IEP is necessary, the Principal convenes a meeting with the concerned members of the Committee and any other stakeholders who will have to implement the measures. Usually, the IEP is ready at the end of the meeting if people had a chance to have the documents before.

Discussions can be held, if appropriate, with professionals from the School Board or another resource determined by the Board, in regard to the measures to be taken to help the student who was evaluated;

The student's parents and the student may be invited to that meeting and to take part in the support measures, but their absence does not prevent the meeting from taking place.

8.4 [IEP / evaluation and review](#) The Principal ensures the IEP is evaluated and revised on a regular basis and remains in effect until the identified need is satisfied, or the concerned student is no longer under the jurisdiction of the Board.

It is recommended that the initial meeting and writing of the EIP be completed by October 7 of each school year. The second meeting (including evaluation and rewriting of objectives, whenever necessary) should be held by January 30th.

- 8.5 [IEP content](#) The IEP shall contain the information as found in the form in **Appendix C.**

9. Files and Confidentiality

- 9.1 [copies](#) A hard copy of all students' file (IEP, behavior, student councillors' long term clients, Special Ed.) is kept by the Principal in the same secure drawing cabinet.

A copy of all evaluations from professionals (Tulattavik hospital, Inuulitsivik hospital, etc.) shall be sent to KSB after having obtained the parents' consent to this transfer.

This information is kept in 2 separate cabinets, one for the files related to special education and the other one for the academic, etc.

- 9.2 [access](#) The Board and its employees must respect the confidentiality and ethical considerations that are concomitant with access to student files. Those staff members identified by the Board to the "Commission d'accès à l'information du Québec" may have access to these student files. Within the school, they include administrators, teachers, technicians, and other professionals and secretaries who work directly with the student.

When working with students with special needs and their families, there is an obligation on the part of all employees and resources of the Board to share information judiciously, with a view to protecting the privacy of the student and his family. In addition, members of professional orders (e.g. Ordre des psychologues du Québec, etc.), are obligated to adhere to their respective Codes of Ethics as they pertain to the issue of confidentiality.

10. Measures / interventions

- 10.1 [priority list](#) A priority list of students who need services from external resources is established by the Principal after consultation with the Committee.

11. Integration and Regrouping

- 11.1 [regrouping / conditions](#) Before proceeding with integration of a student with special needs, the Principal, in collaboration with others involved with the student, shall ensure, in as much as possible, that:

- a) an IEP has been developed in accordance with the policies, procedures and regulations of the Board;
- b) all parties concerned (teachers, professionals, parents and student) have been invited to consult the plan and are informed about their various roles and responsibilities.

12. Responsibilities

12.1 [school board](#) The School Board is responsible for ensuring that, within the applicable legislation and budget, the present Directive is implemented respecting the unique nature of each school and its student population.

The School Board will:

- a) ensure the distribution, shared understanding and application of the Directive within its schools;
- b) allocate annually in a fair and equitable manner the human and financial resources within its means to support special education students;
- c) when deemed necessary, initiate a review of the Directive.

12.2 [education services](#) The department of Education Services will, through its Complementary Services, strive to ensure the following :

- a) provide pedagogical support and training to school personnel for identified areas related to special education;
- b) assist with the planning and organization of appropriate services for students with identified needs;
- c) support and promote the IEP process among school teams by assisting with the identification, evaluation and follow-up of students with special needs;
- d) approve the programs to be given in the schools that are not already part of the curriculum.

12.3 [schools](#) With the support of department of Education Services, the schools will namely strive to ensure the following for students with special needs:

- a) develop their autonomy, creativity and a sense of responsibility and belonging;
- b) promote shared responsibility for their educational progress and success;
- c) involve and assist parents in the educational development of their child;
- d) involve and assist students in their educational development;
- e) recognize differences in learning styles and respond to those differences using appropriate and comprehensive strategies for teaching and learning;
- f) submit for approval to Complementary Services any special program to be given in their schools that are not already part of the curriculum;

- g) provide adaptive facilities to accommodate students with special needs and instructional material to facilitate their learning;
- h) ensure regular and effective communications between home and school, and with representatives of the various organizations implicated;
- i) utilize and involve community and regional resources to assist with the educational progress of students, helping them to overcome challenges they may face.

12.4 [principal](#) The Principal will namely:

- a) provide teachers with relevant information on students with special needs;
- b) request of the parents the information regarding any pertinent evaluation and intervention that has been made prior to a student with identified special needs starting school;
- c) lead case studies of students who have been referred, consider the information and recommendations submitted, and coordinate the work of the Committee in addressing the needs of the student;
- d) make appropriate decisions concerning the identification and evaluation of a student in accordance with School Board requirements. Reasons for the decisions must be provided to teachers, when appropriate;
- e) meet the parents to provide them with the information when an individual evaluation of their child by professionals is required and get the appropriate consent form from them;
- f) ensure that confidentiality is respected by all personnel in his school.

12.5 [teachers](#) Teachers have primary responsibility for children in their care, therefore they have namely the following roles and responsibilities:

- a) select the methods of instruction corresponding to the requirements and objectives for each student entrusted to their care;
- b) continually and periodically assess the needs and achievement of the objectives of each student entrusted to their care, implement relevant measures (modification or adaptation);
- c) observe and document perceived needs of a student under their care and must cite difficulties experienced by the student as they occur, including contact with the child's parents;
- d) work with students in a preventive and proactive way and adapt their teaching methods accordingly;
- e) participate in case reviews by the school team and contribute

essential information (description of the difficulties observed and the interventions tried; elements from the student's academic and confidential files; prior communications with the parents; contact with professionals and outside agencies where applicable, etc.);

- f) give appropriate guidance and support to Attendants in their classroom;
- g) concerning the Special Education Technician:
 - give him appropriate guidance and support regarding the implementation of educational program;
 - provide him pertinent pedagogical material to be adapted and implemented by the Special Ed. Technician
- h) in accordance with the collective agreement, teachers shall participate in the development and assessment of the student's IEP should such plan be deemed necessary.

12.5.1 *homeroom teacher* The homeroom teacher being the primary person responsible for a student, he shall in addition to the above responsibilities, participate in the study, evaluation, intervention, etc. necessary for the said student.

12.5.2 *special ed. teacher* The special education teacher works with students under their responsibilities who require special intervention and adaptive measures and,

- a) in collaboration with the other professionals, finds the strategies, and apply the recommendations made for these students and ensure they are well documented;
- b) can work in collaboration with the teacher to facilitate academic progress of the child in the classroom;
- c) makes recommendations regarding the purchase of specialized material.

12.6 student Students can contribute towards their own success and must play an active role in their learning. In this respect, students:

- a) must collaborate in the evaluation of their abilities and needs; as well as to the measures that have been implemented;
- b) are expected to participate in meetings concerning their IEP when appropriate;
- c) have the right to advocate for their needs, and to be informed of the objectives related to their needs as defined in their IEP.

12.7 parents Parents have the primary responsibility for their children and have an important role to play in their child's education and therefore they:

- a) should notify the Principal of any special need that could affect their child's progress in school and that might require special services;

- b) should inform the Principal of the special services their child has received from a partner organization (i.e. health and social services; re-adaptive centers, etc.) to enable the coordination and/or alignment of services offered to the child;
- c) have the right to be informed of the results of the evaluation of their child;
- d) have the right to access their child's confidential file maintained at the School Board according to the rules and procedures;
- e) are expected to participate in meetings held for the development and evaluation of their child's IEP.

12.8 [special ed. technician](#) When a student is identified as a Severe handicapped student, a Special Ed. Technician may be assigned to him depending on the severity and of the resources available. The Special Ed. Technician namely:

- a) shares certain responsibilities with the teacher however, the later remains ultimately responsible for the student;
- b) is assigned to a particular student, not to the school or the class. This means if a student is no longer in need of such intense support, the support could be diminished or concluded;
- c) helps the child integrate into the class to the appropriate degree;
- d) when working one-on-one, the instructional activities are adapted for the student and provided by the teacher.

***For further information,
please refer to the corresponding job description***

12.9 [attendant](#) The attendant works with special needs students, generally within the classroom. He works with the support and direction of the teacher. The attendant namely:

- a) works closely with the teacher, special education teacher and Principal;
- b) works in the classroom with the child, helping him to respond to the teacher's assignment and ensures the child is focusing on the task.

***For further information,
please refer to the corresponding job description***

12.10 [behavior technician](#) The behavior technician works with special needs students and namely:

- a) monitors the hallways;
- b) intervenes when a student is in need;
- c) keeps in writing the information related to any intervention (why there was an intervention, describe the situation, the actions taken, etc.).

13. On-going files (Information / gathering, updates, etc.)

- 13.1 [identification](#) The identification process is first intended to detect among the students attending the school, those who have already been evaluated and who have duly been identified as students with special needs.

Beginning of the School Year

- 13.2 [first week of school/ complementary services](#) During the first week of school, the Complementary Services team sends to the school administration the list of the students who were evaluated in the previous school year either by a Complementary Services professional (psychologist, social worker, etc.), or an external resource. The team also sends the list of the students for whom a request was received but not completed during the previous school year.

[code](#) Complementary Services are also responsible for attributing the “at-risk” rating or typology to the students who were evaluated the previous school year but the school administration is responsible for verifying this information in the ISM file of each student concerned. The student could have been evaluated by a different organization (CLSC psychologist, Youth Protection responder, medical or psychiatric team outside the territory, etc.) and this information might therefore not be known to Complementary Services.

- 13.3 [before Sept. 30/ school administration](#) Before September 30, the Principal shall:
- a) update the list of all the students who attend the school, the list of “at-risk” students as well as the list of students with special needs, and then send this information to the Assistant Director of Complementary Services. The legal name⁵ and the date of birth of each student are required, as an identifier;
 - b) send the information regarding the status of each student with special needs to the relevant teachers (“at-risk” students, “coded” students, students on a waiting list for an evaluation, etc.).

- 13.4 [before November 7/ teacher](#) Before November 7, the teacher shall perform screening procedures for kindergarten and grade registrations and send the completed tests to Complementary Services.

At any time during the school year

- 13.5 [teacher](#) The homeroom teacher shall:
- a) look into the student’s specific assistance file (IEP, prior evaluations, behaviour report, adapted intervention plan, etc.) and adapt his teaching based on this information;

⁵ Considering that in certain cases, the name used to designate the student is different from his « legal name »

- b) in the event that no element is found in the student's file, notify the school administration, and the latter will check with Complementary Services. When an evaluation from a professional is missing in a file, the Principal could contact Complementary Services to obtain a copy.

13.6 Cases can be referred throughout the school year. However, at the beginning of April, teachers should complete referral forms for assessment of any student they think would need assessment during the following school year. The list of students must be sent to Complementary Services.

13.7 The Principal shall:

- a) for students registering in a cycle other than kindergarten in one of KSB schools for the first time, request the student's academic and special ed. files, in order to determine whether appropriate services can be provided in the school;
- b) by April ask teachers to complete referral forms for assessment of any children they believe would need assessment during the following school year

14. Joint Advisory Committee at the Board Level

Excerpt from the Teachers' collective agreement / clause 8-10.04

Joint Advisory Committee at the Board Level for at-risk students and students with handicaps, social maladjustments or learning disabilities

- A) For the duration of the collective agreement, the Board and the union shall set up a Joint Advisory Committee for at-risk students and students with handicaps, social maladjustments or learning disabilities.

The objective of the Joint Advisory Committee is to set up the necessary means to support the progression and quality of the interventions at all levels for at-risk students and students with handicaps, social maladjustments or learning disabilities while respecting the Inuit culture and language. It also seeks to reach a mutual understanding of the constraints experienced by all persons involved in the intervention efforts and to share their progress with the students concerned.

The Joint Advisory Committee shall meet at least 3 times during the school year and shall include 4 Board representatives, 2 teachers, one (1) professional and one (1) member of the support staff. The teacher representatives to the Committee referred to at this clause shall be appointed by the Union no later than October 1. The first of these meetings shall be held at a date agreed between the parties, but not before November 1. At the choice of the Board, these meetings may be held by video-conference. Any other rules of operation will be decided by the Committee.

- B) For the purposes of the Joint Advisory Committee's proceedings, the Board shall forward the necessary documents for consultation as expeditiously as possible prior to a meeting.

C) Mandate of the Joint Advisory Committee

The Board shall consult the Committee on the following subjects:

- 1) during the planning period for the next school year, the allocation of available resources dedicated to students with handicaps, social maladjustments or learning disabilities between the Board and the schools;
 - 2) the development and revision of the Board's policy concerning the organization of educational services to students with handicaps, social maladjustments or learning disabilities;
 - 3) the terms and conditions for integration and support services as well the terms and conditions for grouping in specialized classes;
 - 4) the implementation of the Board's policy, in particular on the models of service organization;
 - 5) the forms required by the policy;
- D) When required, the Committee may make recommendations on any matters listed in paragraph C) of this clause, which shall have been adopted by the majority.
- E) When the Board does not retain a majority recommendation from the Committee, it shall indicate in writing its reasons to the Committee members.

15. Application of this Directive

15.1 [previous provisions](#) The present Directive replaces all other directives of the Board pertaining to this subject, while respecting the policies adopted by the Council of Commissioners where applicable. If such policies are adopted, the provisions of these policies will be integrated into this Directive for the benefit of the reader.

15.2 [responsibility](#) Any person referred to in this Directive must abide to all its provisions and all managers of the School Board are responsible to ensure that all its provisions are applied and respected.

The Assistant Director of Complementary Services is the person responsible for providing support in the interpretation of this Directive and to ensure its revision when necessary.

Appendix A



Referral form – Complementary services

Child's last name:	
Child's first name:	
Date of birth:	
File ID:	
Teacher's name:	
Name of parents-tutors:	
Home telephone number:	
Reference date:	

1- The school administration contacted the child's parents-tutors to inform them about the situation (issue, interventions implemented to date, child's referral to Complementary services' professionals, etc.):

Yes No

2- Referral severity level (such as determined by the special education committee):

a) LOW

b) AVERAGE

c) HIGH

3- How long has the situation been going on?

Check-complete all the elements that apply to the child

Services available in your community-school	
Social worker affiliated with the CLSC present in the school	
- Number of days per week of presence in the school	
Social worker at the CLSC	
Student counsellor	
Behaviour technician	
School nurse	
- Number of days per week of presence in the school	
Other:	

Check-complete all the elements that apply to the child

1-Difficulties and needs related to behaviours	
Aggressiveness, disobedience, crisis, bullies others, difficulty in emotinal regulation, etc.	
Chronic absenteeism	
Suicidal ideations, symptoms of depression, sadness, etc.	
Bullying victim, social isolation, difficulty in making friends, etc.	
Problematic dating relationship	
Anxiety, difficulty in managing the unexpected or routine changes, hypervigilance, etc.	
Sexual behaviours problems	
Difficulty in staying put, attention difficulty, impulsiveness, etc.	

Means implemented	
1. The child's desk has been moved to a strategic place (ex. near the teacher, far from the door, etc.)	
2. The child is paired with other children who have adequate behaviours (ex. Island of desks)	
3. The general classroom rules as well as the consequences resulting from non-compliance with the rules are posted and quite visible in the classroom; the consequences are applied systematically when necessary	
4. In the classroom, the child may move in compliance with certain rules (ex. permission to stand up in order to answer questions, sending the child to deliver a "message" at the secretariat when he/she starts being restless, etc.)	
5. The student counsellor meets with the child and-or offers him-her a follow-	
6. School administration met with the child	
7. The teacher contacts the parents on a regular basis	
8. The teacher called or met with the parents	
9. The school administration called or met with the parents	
10. A letter was sent to the parents	
11. The child is followed by an attendant in the classroom	
12. The child is followed by an attendant outside the classroom (recess, trip, etc.)	
13. The child enjoys the support of a special education technician	
14. The teacher works in collaboration with the attendant and-or the special education technician	
15. A reinforcement system is in place to motivate the child	
16. Remedial consequences known beforehand by the child are applied consistently when the child does not comply with the school rules	
17. The child is suspended internally when he-she does not comply with the school rules	
18. The child is suspended externally (sent back home) when he-she does not comply with the school rules	
19. The child is escorted to the behaviour technician's office when he-she is in crisis and then reintegrates his-her classroom when he-she is quiet	
20. A individualized educational plan (IEP) has been made to coordinate the interventions implemented in order to help the child	
Other:	

Check-complete all the elements that apply to the

1- Difficulties and needs related to learning	
ORAL AND-OR WRITTEN LANGUAGE	
Difficulty in understanding Inuktitut	
Difficulty in expressing oneself in Inuktitut	
Insufficient vocabulary level	
Difficulty in writing sentences-words in Inuktitut	
Difficulty in reading sentences-words in Inuktitut	
Difficulty in associating phonemes with graphemes in Inuktitut	
Difficulty in understanding the second language (English or French)	
Difficulty in expressing oneself in the second language (English or French)	
Insufficient vocabulary level in the second language (English or French)	
Difficulty in writing sentences-words in the second language (English or French)	
Difficulty in reading sentences-words in the second language (English or French)	
Difficulty in associating phonemes with graphemes in the second language (English or French)	
How long has the child been learning the second language?	
Pronunciation-articulation difficulty	
MATHEMATICS	
Difficulty in learning-writing numbers	
Counting difficulty	
Calculating difficulty (addition, subtraction, division, multiplication)	
Difficulty in doing problem solving operations	

Means	
How would you situate the child with respect to the other children in your classroom: lagging a lot behind, lagging behind, average, advanced, etc.?	
1. The proposed school activities are adjusted at the academic level and the child's level	
2. The quantity of work requested is diminished (ex. ask the child to complete 2 mathematics problems instead of 5, etc.)	
3. The instructions are adapted (ex. the instructions are illustrated, the children in the classroom work in teams of 2 and in each team there is a 'secretary' who is responsible for writing down the instructions for his-her partner, etc	
4. The child is followed or referred to the special education teacher	
5. An assigned person takes notes in class for the child	
6. The child enjoys the services of a tutor	
7. The child uses a computer equipped with text writing software	
8. The child does catching up activities after classes with a teacher	
9. A Individualized Educational Plan (IEP) has been made to coordinate the interventions implemented in order to help the child	
Others:	

2- Other information regarding the child with specific needs	
Fine motor skill difficulty (ex. Holding one's pen, handling utensils, etc.)	
Gross motor skill difficulty (ex. running, going up or down the stairs, etc	
The child has already had his vision tested	
The child must wear glasses	
The child has already had a hearing test	
The child must wear a hearing aid or an assistive listening system must be used in class	
The child is sensitive to noises	
Others:	

3- Situation of the family of the child with specific needs

The family collaborates with the school and-or recognizes the child's difficulties	
The family is hardly involved in the child's school life and-or is hardly reactive to the interventions proposed by the school	
The family presents important difficulties (ex. negligence, violence, consumption, etc.)	
The child currently lives in a foster family or group	
The child's situation has been reported to Youth Protection	
Other :	

4- Comments

--

Appendix B



Parental authorization form – Complementary services

ᑕᑕᑦᑲᑕᑕᑕᑕᑕᑕᑕᑕ ᐱᑕᑦᑲᑕᑕᑕᑕᑕᑕᑕ ᑦᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ — ᐱᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ

Formulaire d'autorisation parentale – Complementary Services

A. Name of authorized person / ᐱᑕᑦᑲᑕᑕᑕᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕ / Nom de la personne autorisée :

B. Authorized person' relationship with the child / ᐱᑕᑦᑲᑕᑕᑕᑕᑕᑕᑕᑕ ᐱᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ /
Lien de la personne autorisée avec l'enfant :

C. Date / ᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ / Date : _____

