

DIRECTIVE ON THE ORGANIZATION OF SERVICES FOR STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES

Department responsible : Complementary and Compassionate Services	Approved by : _____ Director general
Effective date : June 3, 2019	Amended :
References : ADM-10 / Protection of personal information and access to information	

Kativik Ilisarniliriniq (KI) is dedicated to support its schools in their efforts to educate students within a caring, safe and inclusive learning community. This Directive has been developed to enable KI's personnel to provide the highest quality service to students with handicaps, social maladjustments or learning difficulties so that each student may reach his maximum potential in acquiring the knowledge, the social skills and the qualifications to live a fulfilling and productive life.

1. GENERAL PRINCIPLES

1.1 [purpose](#) This Directive determines the guiding principles setting optimal conditions for *Success for All* for a wide range of learners in terms of knowledge, social development, and qualifications. It aims to establish optimal conditions for accommodating individual differences and identified special needs, while acknowledging that success can have different meanings for different students. This Directive applies essentially to students with Handicaps, Social Maladjustments or Learning Difficulties but references to students at risks are sometimes done for clarity purposes.

This Directive also enables to lay down parameters in order to better plan and organize the interventions of regional and local Complementary and Compassionate Services (evaluations, follow-ups, etc.).



1.2

[MEES principles](#) KI endorses the following six (6) lines of action proposed by the Ministère de l'Éducation et de l'Enseignement Supérieur (MEES) in its Directive¹:

- 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;
- The educational services for students with special needs is organized based 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, KI 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 KI will work towards as wide a variety of delivery of services that its resources and personnel will permit.

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



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. KI could also play a role with those students who need a full-time special school, home or hospital instruction or residential placement;

- c) KI must promote and support the use of appropriate linguistic diagnostic tools and techniques which have been developed for Inuit students. This is vital since Inuit students are part of a 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, KI 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 in accordance with applicable legislations and guidelines, and more particularly the following:

- The *Quebec Charter of Human Rights and Freedoms*, CQLR, c. C-12;
- The *Education Act for Cree, Inuit and Naskapi Native Persons*, CQLR, c. I-14;
- The *Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information*, CQLR, c. A-2.1;



- The *Youth Protection Act*, CQLR, 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*";
- "*Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties*", MELS 2007

2. DEFINITIONS

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

- 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;
- Director:** the Director of Complementary and Compassionate Services;
- Local Committee (Special Ed. Committee):** the Committee created at the local level to study and make recommendations on special ed. students;
- Complementary and Compassionate Services:** this service is responsible for students at risk and students with special needs;
- 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;
- MEES:** Ministère de l'Éducation et de l'Enseignement Supérieur;
- Modification:** type of exceptional measures named in a EIP 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) **SIS(or DASH):** Student Information Services (Digital Student Monitoring) containing the information related to any student (academic, etc.);
- m) **Student with special needs (EHDAA):** student with handicap(s), social maladjustment(s) or learning difficulty(ies) as defined by the criteria set by MEES and who has been formally identified by Complementary and Compassionate Services.

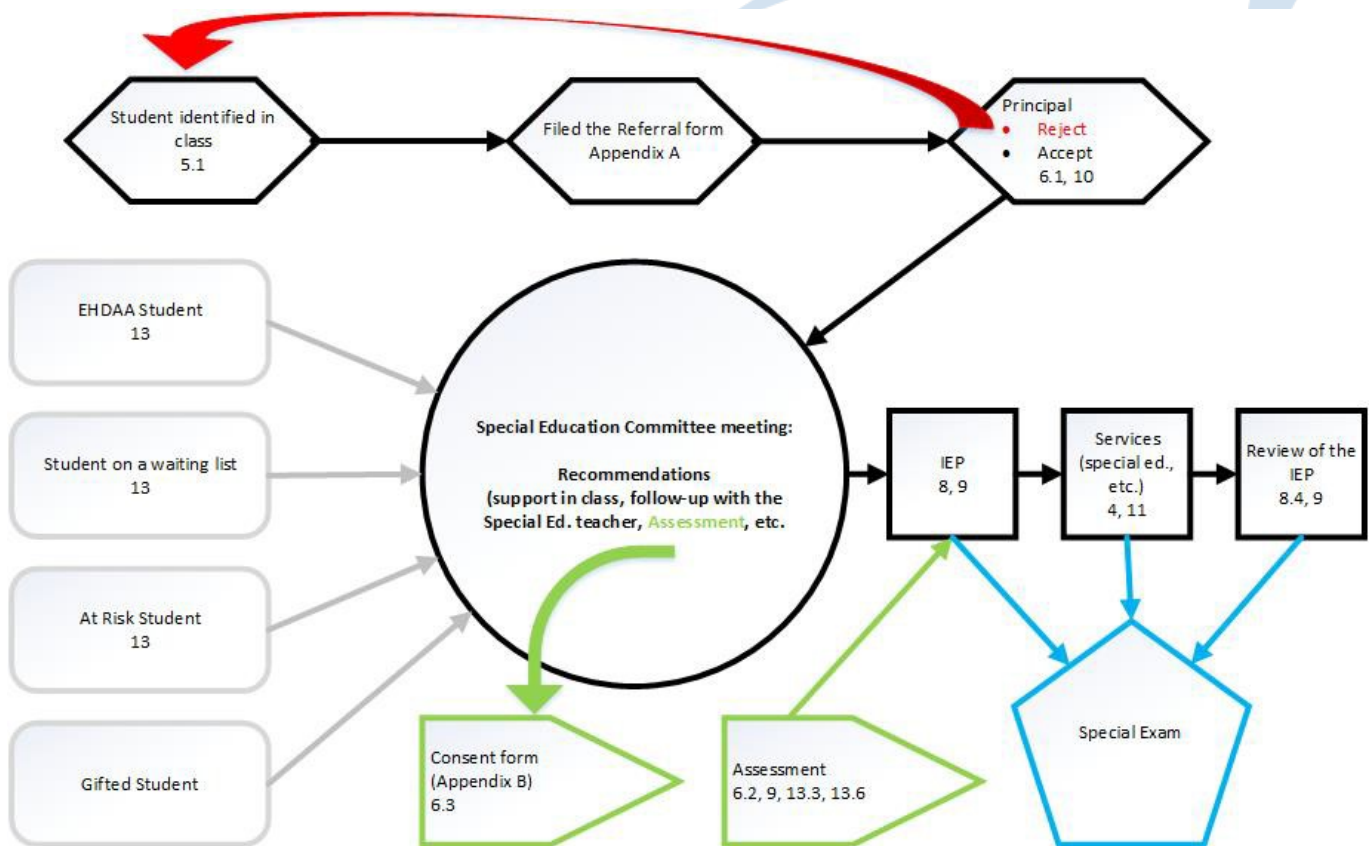
2.2

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/ressources](#) The support services which may be provided to a student or a teacher are allocated within the parameters of the financial resources available 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 and Compassionate 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 Local 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 Local Committee within 15 days of accepting the request (**Appendix A**) a from the teacher.

6. REFERRAL

- 6.1 [preliminary decision](#) The Principal is responsible for the process leading to identification of students with special needs, respecting MEES and KI 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.

6.2 [process](#) The steps which may lead to support measures are the following ones :

- a) The teacher completes the form **Appendix A** and submits it to the Principal for approval;
- b) Upon approval, the Principal calls a meeting of the Committee within 15 working days, barring circumstances beyond control;
- c) the Committee submits its recommendations to the teacher and, assists in the development of an IEP, and where appropriate, requests an assessment from Complementary and Compassionate Services by completing **Appendix B**;
- d) further to an evaluation, Complementary and Compassionate Services determine the support services that they will offer the student and the teacher concerned;
- e) 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 and Compassionate 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 LOCAL 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:

- a) Principal or his delegate;

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



- b) homeroom⁴ teacher (non-permanent member);
- c) special ed. Teacher (language of instruction);
- d) student counsellor or Student Support Professional;
- e) teacher training counsellor (when deemed appropriate);
- f) 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;
 - b) when it deems it appropriate prior to proceeding with evaluations, develops with the teacher an IEP 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 Director of Complementary and Compassionate 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.

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



- 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 KI or another resource determined by KI, 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 KI.
- 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](#) **Appendix C.** 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 KI after having obtained the parents' consent to this transfer.
- This information is kept in two (2) separate cabinets, one for the files related to special education and the other one for the academic, etc.
- 9.2 [access](#) KI and its employees must respect the confidentiality and ethical considerations that are concomitant with access to student files. Those staff members identified by KI 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 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.

- 9.3 [student information system](#) Electronic Files including digital copies of all evaluations from professionals as outlined in 9.1 will be uploaded to the student files.

Levels of access will be established to assure confidentiality; as well as access (as per 9.2) to information for qualified professionals working with a given student.

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 KI;
 - 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. RESPONSABILITIES

- 12.1 [school board](#) KI 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.

KI 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 complementary and compassionate services Complementary and Compassionate 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 Complementary and Compassionate 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 and Compassionate 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 all information regarding any pertinent evaluation and intervention from parents that may have 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 KI 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 Local Spec. Ed. Committee 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, if there are any in place;
- 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 according to the rules and procedures;
- e) are expected to participate in meetings held for the development and evaluation of their child’s IEP.

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 and Compassionate Services team sends to the school administration the list of the students who were evaluated in the previous school year either by a Complementary and Compassionate 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.



Complementary and Compassionate 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 and Compassionate Services.

- 13.3 [before september 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 Director of Complementary and Compassionate 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.).

AT ANY TIME DURING THE SCHOOL YEAR

- 13.4 [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;
 - 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 and Compassionate Services. When an evaluation from a professional is missing in a file, the Principal could contact Complementary and Compassionate Services to obtain a copy.
- 13.5 [referral forms for assessment](#) 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 and Compassionate Services.

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



13.6 [principale](#) The Principal shall:

- a) for students registering in a cycle other than kindergarten in one of KI's 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 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 [responsability](#) Any person referred to in this Directive must abide to all its provisions and all managers of KI are responsible to ensure that all its provisions are applied and respected.

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



APPENDIX A - ANNEXE A - ᐃᑦᐱᑦᐱᑦ ᐱ

Internal Referral Form-Formulaire de recommandation interne-ᐃᐅᐱᑦᐱᑦ ᐅᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦ

Student's Name / Nom de l'élève / ᐃᑦᐱᑦ ᐱᑦᐱᑦ: _____

Date of Birth / Date de naissance / ᐃᑦᐱᑦ ᐃᑦᐱᑦ: _____

Grade, Homeroom Teacher / Année, enseignant titulaire / >ᑦᐱᑦ, ᐃᑦᐱᑦᐱᑦᐱᑦ : _____

PREVIOUS STEPS / ÉTAPES PRÉCÉDENTES / ᐱᑦᐱᑦᐱᑦ

	Have you ...	Est-ce ...	ᐱᑦᐱᑦᐱᑦ ...
1. <input type="checkbox"/>	had an observation done by resource teacher/compassionate coach?	qu'un enseignant ressource ou un responsable compatissant a procédé à une observation de l'élève?	ᑦᐱᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦ / ᑦᐱᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦᐱᑦ?
2. <input type="checkbox"/>	checked the files of the student?	que vous avez consulté le dossier de l'élève?	ᐃᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦᐱᑦ?
3. <input type="checkbox"/>	discussed with your colleagues? (Mentor, same level colleagues, head teacher, student's former teachers, specialists)	que vous en avez discuté avec vos collègues? (mentor, collègues de la même année, enseignant principal, anciens enseignants de l'élève, spécialistes)	ᐱᑦᐱᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ (ᐱᑦᐱᑦᐱᑦ, ᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦᐱᑦ, ᐃᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ, ᐃᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ)
4. <input type="checkbox"/>	verified if the student has a follow up with a special education teacher?	que vous avez vérifié si un enseignant en adaptation scolaire était chargé de faire un suivi avec l'élève?	ᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ?
5. <input type="checkbox"/>	Does the student have an Individualized Educations Plan (IEP)?	Existe-t-il un plan d'intervention individualisé (PII) pour l'élève?	ᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ?
6. <input type="checkbox"/>	verified if the student has a follow up with a psychosocial worker?	que vous avez vérifié si un spécialiste psychosocial était chargé de faire un suivi avec l'élève?	ᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ?
7. <input type="checkbox"/>	consulted the parents? (Please attach your communication tracking sheet with your referral)	que vous avez consulté les parents de l'élève? (Veuillez joindre un résumé de vos échanges avec votre recommandation.)	ᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ (ᐱᑦᐱᑦᐱᑦ ᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ ᐃᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦᐱᑦ)



Reason(s) why the referral was made/ Motifs à l'origine de la recommandation/ ᐅᓄᓂᓃᑎᑕᐸᐸᐸ ᐸᑕᑦᑎᓄᑦ:

<input type="checkbox"/> Academic / Scolaire / ᐸᑕᑦᑎᓄᑦ	<input type="checkbox"/> Psycho-social (Choose one or more)/ Psycho-social (faire plus d'un choix) / ᐸᐅᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ ᐸᑦᐸᑕᑦ ᐸᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ (ᐸᑕᐅᑦᑎᓄᑦᑎᓄᑦ ᐅᐸᑦᑎᓄᑦ)
<input type="checkbox"/> Behaviour in the Classroom/ Comportement en classe / ᑕᑎᑕᑦ ᐸᐅᐸᑦ ᐸᐅᑦᑎᓄᑦ	<input type="checkbox"/> A) Alcohol/Drug Use / Consommation d'alcool ou de drogue / ᐸᑦᐸᑕᑦᑎᓄᑦ/ᐸᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ
<input type="checkbox"/> Basic needs: fatigue, hunger, etc. / Besoins de base (fatigue, faim, etc.) /ᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ: ᐅᐸᑦᑎᓄᑦᑎᓄᑦ, ᑕᑦᑎᓄᑦᑎᓄᑦ, ᐸᑦᑎᓄᑦᑎᓄᑦ	<input type="checkbox"/> B) Relationships/ Relations /ᑎᑕᑦᑎᓄᑦᑎᓄᑦ
<input type="checkbox"/> Other(s) / Autre / ᐸᑦᑎᓄᑦᑎᓄᑦ	<input type="checkbox"/> C) Emotional Well-being/ Bien-être émotionnel / ᑕᑎᓄᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ ᑕᐸᑕᑦᑎᓄᑦᑎᓄᑦ
	<input type="checkbox"/> D) Truancy /Absentéisme / ᐸᑕᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ

Describe the situation with as much detail as possible / Décrire la situation en fournissant le plus de détails possible / ᑎᑦᑎᓄᑦᑎᓄᑦ ᐸᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ ᐸᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ:

Referral made by / Recommandation de/
ᐅᓄᓂᓃᑎ ᑎᓄᑕᑦᑎᓄᑦ: _____ ᐅᑕᑦᑎᓄᑦ: _____

Please give the referral to Principal. A follow up will be done as soon as possible. /
Veuillez remettre la recommandation au directeur d'école. Un suivi sera effectué dans les plus brefs
délais. / ᐅᓄᓂᓃᑎ ᐸᑕᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ ᐸᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ ᑎᓄᓄᓄᑦ. ᑕᑎᓄᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ ᑕᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ.

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2019 / ᐅᐸᑕᑦᑎᓄᑦᑎᓄᑦ ᐸᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ ᑕᑎᓄᑦᑎᓄᑦᑎᓄᑦ ᐸᑦᑎᓄᑦᑎᓄᑦᑎᓄᑦ



