

REENTRY AND/OR CONTINUED ENGAGEMENT: NEEDS EVALUATION TOOL (CONTINUED)

| GUIDING QUESTIONS | DETAILS |
|---|---------|
| STUDENT ENGAGEMENT | |
| SOCIAL | |
| <ul style="list-style-type: none">• Does the student have close friends at school?• Is the student experiencing bullying?• Has there been a change to the student's involvement level in extracurricular activities? | |
| EMOTIONAL | |
| <ul style="list-style-type: none">• Is there anything in the student's past that might interfere with their ability to learn?• Does the student have a positive home life experience?• Is there a significant adult in the student's life?• Has there been significant changes in the student's mood or engagement? | |
| INTELLECTUAL AND ACADEMIC | |
| <ul style="list-style-type: none">• Is chronic absenteeism interfering with school success?• Has the student missed more than 10% of instructional days (18 days) or nine days by halfway through the year?• Does course material provide enough (or too much) rigour and challenge?• Is there a potential need for academic accommodations, modifications or personalization? | |
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**REENTRY AND/OR CONTINUED ENGAGEMENT: NEEDS EVALUATION TOOL
(CONTINUED)****GUIDING QUESTIONS****DETAILS**

SUCCESSFUL TRANSITIONS

- If the student is returning from a treatment, inpatient or other community program, what information can be shared or gained to support a successful transition?
- What is the best way to communicate with the parents or guardians to support them in the student's school return?

GUIDING QUESTIONS**DETAILS**

COLLABORATIVE PARTNERSHIPS

- Has the teaching team come together to share observations, experiences and current strategies related to the student?
- Has the student been brought forward to the school resource team?
- Can the student's needs be supported within the school system? Are there school-based resources that might help to support the student?
- What community services might the student need?
- Are there community or school based supports the student is already accessing? If so, is there communication between the support systems and the school?
- What community resources are available to support the student? Who in our school authority is most appropriate to offer guidance?
