

19. For those that have a Special Education Policy in place:	
1. How many were developed by the band school?	49
2. How many were developed by the INAC regional office?	0
3. How many were developed by the province?	5
4. How many were developed with an aboriginal organization: FNESC	68
5. How many were developed by another entity? (specify entity) _____	5

20. Does the FNRMO policy include/ support (check all that apply)	
<input checked="" type="checkbox"/> a referral process	<input checked="" type="checkbox"/> an identification process
<input checked="" type="checkbox"/> early childhood screening process	<input type="checkbox"/> process for integrating community services
<input checked="" type="checkbox"/> an inclusion philosophy statement	<input checked="" type="checkbox"/> transition process ¹
<input checked="" type="checkbox"/> parental approval	<input type="checkbox"/> assessment protocols ²
<input checked="" type="checkbox"/> individual education plan procedures	<input checked="" type="checkbox"/> allow for alternate placement
<input checked="" type="checkbox"/> evaluation process	<input checked="" type="checkbox"/> culturally appropriate
<input checked="" type="checkbox"/> appeal process	<input type="checkbox"/> guidelines for funding
<input type="checkbox"/> professional development training	<input checked="" type="checkbox"/> program management (monitoring evaluation)

Comments

Part C: SCHOOL STAFF - number of all teaching staff, para-professionals and teachers assistants that provide services to high cost special needs students (moderate to severe)*.

21. In total, how many teaching staff are employed in this school and working with high cost special needs children?	777
22. How many teaching staff from question 17 are qualified special education teachers ³ ?	69
23. How many teaching staff from question 17 are provincially certified teachers but are not qualified special education teachers?	344
24. How many teaching staff from question 17 are certified as para-professionals ⁴ or teacher assistants. Specify certification program(s): _____	22
25. How many teaching staff from question 17 are uncertified para-professionals, teacher assistants or other (specify other) _____	342
26. In total, how many teaching staff are enrolled in special education certified training?. Specify certification program(s): _____	33
27. How teaching staff from question 18 are provincially certified teachers?	413
28. How many teaching staff from question 18 are para-professionals, teacher assistant or other (specify other) _____	364
29. In total, how many teaching staff are engaged in at least one professional development activity (see Part D)?	628
30. How many teaching staff are engaged in one-on-one activities with high cost special needs students?	374
31. How many teaching staff are engaged in high cost special student group activities (more than one child but not a whole class)?	398
32. How many teaching staff are teaching a whole class of high cost special needs students.	69

1. **Transition** – The process of continuity of student programs and services as the student passes through the educational system.
 2. **Assessment Protocols** - For the purpose of identifying High Cost Special Needs Students
 3. For the Ontario region, a qualified special education teacher means someone who has one OR all of the following: Special Education Part 1, Special Education Part 2, Special Education Specialist.
 4. Para-professionals – Support staff such as speech aides, inclusion facilitators, tutor escorts, Elders, etc.

Part D: SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT

33. What special education professional development, and special education program support activities were made available to teaching staff this year by the schools?

9 In-school training **64** 9 Workshops⁹⁴ 9 Conferences⁸⁷ 9 University / College Courses²¹
 9 Coaching / Mentoring⁴⁶ 9 None **4** 9 Other: **5**

34. If applicable, what professional development and program support services did the FNRMO make available to schools?

	# of schools that participated		# of schools that participated
<input checked="" type="checkbox"/> In-school training	50	<input checked="" type="checkbox"/> University / College Courses	35
<input checked="" type="checkbox"/> Workshops	50	<input checked="" type="checkbox"/> Coaching / Mentoring	50
<input checked="" type="checkbox"/> Conferences	131	~ Other (specify): _____	
~ None	N/A		

Comments

Part E: PROFESSIONAL SERVICES PROVIDED

35. Identify (/) the Professional Services being provided now to high cost special needs students.				Identify (/) the Employer(s) for each Professional			Other Employer (specify)
Type of Services	assessment ¹	intervention ²	ongoing ³	First Nation	FNRMO/ Tribal Council	Provincial School Board	
Special Education Teacher							
Para-professional	Due to upcoming changes in the reporting form and discussions with the working group as to the reporting burden on First Nations schools, and the fact that this						
Psychologist	section to date has not been aggregated in the final INAC Summary Report.						
Speech/Language/Pathologist	schools were not asked to complete this section this year.						
School Clinician							
Psychiatrist							
Physiotherapist							
Professional Counseling							
Occupational Therapist							
Psychometrician							
Dietician							
Ophthalmologist /Optometrist							
Medical Diagnostician							
Assistive Devices ⁴ (both initial assessment and, if purchased, maintenance)							
Supported Technology							
One-on-one full time support							
Other							

1. Assessment refers to the process of identifying high cost special needs students.
 2. Intervention refers to helping develop student's program, but not a resource or regular member at the school; and
 3. On-going refers to part of regular high cost program
 4. Assistive devices/Supported technology – These are assistive technologies (reading, writing, and communication tools) to ensure students' access to educational programs. Some examples include: augmentative and alternative communication tools, access software for blind students, communication software such as Boardmaker, computer mouse emulators, etc.

PART G: PARENT / CAREGIVERS INVOLVEMENT - (those that were provided with this opportunity) The level of involvement of parents and care givers needs to be assessed to ensure that best practices are established. Further comments are welcome at the back of this form.

38. Number of First Nations schools that have made efforts to make parents/caregivers aware and informed of their Special Education Policy and services available to their children in the schools and community agencies?	115
39. Number of First Nations schools that have provided parents/care givers with written documentation about Special Education policy and services available to their children?	94
40. Number of First Nations schools whose parents/care givers are involved in the development, implementation and evaluation of the IEP for their children and provided with a copy of assessment reports?	105
41. Number of First Nations schools that require parents/caregivers to authorize in writing any assessments/IEP's and transmission of information to other involved agencies?	107
42. Number of First Nations schools whos parents/care givers are involved in pre- and post-assessment consultation with professionals and in providing feedback to the school administration about their level of satisfaction with the progress of IEPs ?	95

Comments

SECTION H: HIGH COST SPECIAL EDUCATION NEEDS NOT MET FOR STUDENTS IDENTIFIED AS HIGH COST SPECIAL NEEDS - INAC continues to request from Treasury Board increased funding to provide services to special needs children that are at least equivalent to that provided by provincial education authorities. Data is required to support this request.

43. How many communities/schools were able to provide appropriate services for all students identified as High Cost Special Needs Students?	18
44. How many communities/schools were not able to provide appropriate services for all students identified as High Cost Special Needs Students?	109

For those that were not able to provide appropriate services, a Needs Not Met form (page ?) is to be filled out to identify all students affected and is to be kept at schools. Please aggregate the information collected on these form in order to respond to the questions below.

45. How many identified students did not have any of their high cost special needs met?	231
46. How many identified students had their high cost special needs partially met?	983

47. Of the student identified in questions 40. and 41., how many:			
A) were assessed by a specialist	692	D) received a medical diagnosis	107
B) were assessed by staff	556	E) have had no assessment	140
C) were assessed through teacher observation/ screening	676	F) other _____	47

48. Of the student identified in questions 40. and 41., how many require the services of a:			
A) Special Education Teacher	743	I) Para-professional	464
B) Psychologist	190	J) Speech/Language/Pathologist	653
C) Physiotherapist	80	K) Professional Counseling	365
D) Occupational Therapist	202	L) Psychometrician	54
E) Dietician	108	M) Ophthalmologist/Optomtrist	181
F) Medical Diagnostician	114	N) Assistive Devices	38
G) Supported Technology	129	O) Other (specify)	156
H) One-on-one full time support	175		

