

# First Nation Regional Managing Organization (FNRMO) Annual Report on the Special Education Program (SEP)\*

**INSTRUCTIONS:**

1. Due July 30 each year.
2. To be completed by an Education Representative.
3. Questions and Comments this form can be provided at the end of this report.
4. Glossary: Any term marked with a \* will be defined in the glossary on page 12.
5. NOTE: All students who are receiving programs and services under the Interim Special Education Program(SEP) \* must be identified as High Cost Special Needs Students \* on the Nominal Roll. Funding for Low-Cost Special Education services is not part of the SEP and must not be included here.

Please check the type of services being reported: <input type="checkbox"/> 100% Direct & Indirect Services <b>OR</b> <input type="checkbox"/> 25-30% Indirect Services ONLY	
School Year Being Reported: September 2 <u>003</u> __ - June 2 <u>004</u> __	
Regional Managing Organization Name: <b>First Nations Education Steering Committee</b>	Regional Managing Organization Number: DIAND use only
Address <b>#113 - 100 Park Royal South          West Vancouver, BC          V7T 1A2</b>	Telephone: <b>604-925-6087</b>
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	email: <b>kellyk@fnesc.ca</b>
Name of individual completing report <b>Kelly Kitchen</b>	Title <b>Special Education Manager</b>
Signature	Date <b>July 23, 2004</b>

Which First Nations (FNs) were affiliated with this organization (FNRMO) during the school year being reported?

Band #	First Nation Name	Band #	First Nation Name
	197 First Nations		
	127 First Nations schools		

**INFORMATION ON PROGRAMMING IN SCHOOLS**

A. How many of the below are being served through this regional organization?

Provincial public schools	
Provincial private schools	
First Nations schools	127
B. How many First Nations schools affiliated with this FNRMO submitted a 2002-2003 First Nation School Report on the Special Education Program?	123

**PART A: AGGREGATE STUDENT INFORMATION - In 2005 INAC will be returning to Cabinet to request increased funding to provide services to special needs children that are at least equivalent to that provided by provincial education authorities. The data below is required to support this request.**

BASIC NOMINAL ROLL DATA - in order to assess the funding required, the number of high cost special education students must be identified.		# of students
1.	Number of students listed on the Sept. 30, 2003 nominal roll.	6566
2.	Number of students that were <b>not</b> listed on the Sept 30, 2003 nominal roll.	704
3.	Number of High Cost Special Needs Students*.	1200
(a) How many were listed on the Sept. 30, 2003 nominal roll as requiring these services? _____		
(b) How many were not listed on the nominal roll? _____		
4.	Of the number of High Cost Special Needs Students identified in question 3:	
	a) How many received special education services for the 2003-2004 school year, and <b>not</b> in the 2002-2003 school year?	460
	b) How many received special education services in both 2003-2004 and 2002-2003?	659
5.	High Cost Special Education Program Delivery:	
	a) How many students from question 3 are in regular classrooms with no specialized/resource program?	339
	b) How many students from question 3 are in regular classrooms with part-time specialized/ resource programs?	678
	c) How many students from question 3 are in full-time specialized/ resource programs and do not attend regular classrooms?	111
STUDENT ASSESSMENTS FOR SPECIAL EDUCATION SERVICES		# of students
6.	How many students were <b>referred</b> for assessments during this school year?	1033
7.	Of these, how many students were actually assessed during this school year?	522
8.	How many students had an assessment on file prior to this school year?	808

9. How many students currently need to be completely reassessed for the High Cost SEP?	588
INDIVIDUAL EDUCATION PLANS (IEP)* - it is recognized that assessing a high cost special education student's progress is difficult. However, it must be demonstrated that funding for these students does result in satisfactory progress towards achievement of their fullest potential. Provide additional comments below and, if necessary, at the back of this form, if the questions below do not adequately describe this.	
10. How many high cost special needs students* have an IEP and received special education services during this school year?	769
11. How many students were assessed but do not have an IEP?	294
12. Of the students in question 10, how many achieved::	
a) between 1 to 50% of their objectives as set out in their IEPs?	349
b) between 51% to 100% of their objectives as set out in their IEPs?	454
c) How many students did not meet any of their objectives as set out in their IEPs?	67

**Comments**


**Part B: SPECIAL EDUCATION POLICY INFORMATION - To effectively administer a special education program, a policy must be in place to ensure that a child's needs are being addressed. It is recognized that schools will require time to establish such a policy, however, progress on this must be measured in order to assess funding requirements. Further comments to describe progress are welcome.**

13. Does this organization have a formal written Special Education Policy? Yes  No

14. If yes, how was it developed (check all that apply)?  
 FNRMO                       INAC regional office                       provincially  
 Aboriginal Organization (specify) \_\_\_\_\_  Other (specify) \_\_\_\_\_

15. Did First Nations schools have input into the policy? Yes  No

16. Do First Nations schools served by this organization have a copy of the policy? Yes  No

17. If this organization **does not** have have a formal written Special Education Policy, how will this policy be developed (check all that apply)?  
 FNRMO                       INAC regional office                       provincially  
 with an Aboriginal Organization (please specify) \_\_\_\_\_  Other (specify) \_\_\_\_\_

18. How many First Nations schools have a formal written Special Education Policy in place? 123

19. For those that have a Special Education Policy in place:

    1. How many were developed by the band school? 51

    2. How many were developed by the INAC regional office?

    3. How many were developed by the province?

    4. How many were developed with an aboriginal organization: FNESC/FNSA 58

    5. How many were developed by another entity? (specify entity) school district 14

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
<input checked="" type="checkbox"/> parental approval	<input type="checkbox"/> assessment protocols



**Part D: SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT**

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

In-school training 56     Workshops 103     Conferences 91     University / College Courses 31  
 Coaching / Mentoring 40     None     Other: 13 unspecified \_\_\_\_\_

29. 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	44	<input checked="" type="checkbox"/> University / College Courses	78
<input checked="" type="checkbox"/> Workshops	80	<input checked="" type="checkbox"/> Coaching / Mentoring	35
<input checked="" type="checkbox"/> Conferences	127	<input checked="" type="checkbox"/> Other (specify): _____	
<input type="checkbox"/> None	N/A	speaker series _____	10

**Comments**

**Part E: PROFESSIONAL SERVICES PROVIDED**

30. Check (√) the Professional Services being provided now to high cost special needs students.				Check (√) who is the Employer(s) of the Professionals			Other Employer (specify)
Type of Services	assessment	intervention	ongoing	First Nation	RMO/ Tribal Council	Provincial School Board	
Special Education Teacher	39	45	42	47	12	4	3
Para-professional	25	52	71	71		6	6
Psychologist	29	10	11	21	8	4	12
Speech/Language/Pathologist	59	47	48	26	10	16	26
School Clinician	1	3	4	4	1		2
Psychiatrist	3	4	3	0	1		6
Physiotherapist	8	6	3	6		3	4
Professional Counseling	24	34	43	41	6	1	15
Occupational Therapist	11	11	7	5		1	8
Psychometrician	5			1	1	3	
Dietician	5	11	13	9	1	1	8
Ophthalmologist /Optometrist	14	5	7	3	2	1	9
Medical Diagnostician	17	9	10	6	1	0	17
Assistive Devices (both initial assessment and, if purchased, maintenance)	5	7	10	7	2	2	2
Supported Technology	6	11	24	20	1	3	4
One-on-one full time support	12	21	35	38	4		5
Other	10	14	17	11	2	5	7

Comments

**PART F: OTHER AGENCIES - In order to be effective, Special Education requires established links with other community programs and services.**

31. What other agencies and programs do the schools collaborate with to provide support and service to high-cost special needs students and their families?			# of Schools receiving services
Child and Family Services	In the community <input type="checkbox"/> 72	Outside community <input type="checkbox"/> 47	
Social Services	In the community <input type="checkbox"/> 73	Outside community <input type="checkbox"/> 41	
Health Services	In the community <input type="checkbox"/> 101	Outside community <input type="checkbox"/> 48	
Social Assistance	In the community <input type="checkbox"/> 66	Outside community <input type="checkbox"/> 17	
Day Care	In the community <input type="checkbox"/> 57	Outside community <input type="checkbox"/> 9	
Head Start	In the community <input type="checkbox"/> 59	Outside community <input type="checkbox"/> 4	
First Nations Organizations ( <i>please list</i> )			
	In the community <input type="checkbox"/> 56	Outside community <input type="checkbox"/> 8	
	In the community <input type="checkbox"/>	Outside community <input type="checkbox"/>	
Provincial Education Ministries	In the community <input type="checkbox"/> 13	Outside community <input type="checkbox"/> 41	
Support / Advocacy Organizations*	In the community <input type="checkbox"/>	Outside community <input type="checkbox"/>	
Interagency organizations	In the community <input type="checkbox"/> 32	Outside community <input type="checkbox"/> 28	
Other ( <i>please specify</i> )	In the community <input type="checkbox"/> 12	Outside community <input type="checkbox"/> 14	

32. What links has this organization established with related organizations, please check all that apply

Organization	First Nation	Provincial	National
Health Organizations	X		
Ministries of Education		X	
School Boards	X		
Child and Family Service Agencies			
Post Secondary Institutions	X	X	
Advocacy Groups		X	
Other (please specify)			

Comments

**PART G: PARENT / CAREGIVERS INVOLVEMENT - 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.**

33. 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?	104
34. Number of First Nations schools that have provided parents / care givers with written documentation about Special Education policy and services available to their children?	80
35. 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?	96
36. 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?	97
37. 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 ?	92

**Comments**

**SECTION H: HIGH COST NEEDS NOT MET - In 2005 INAC will be returning to Cabinet to request 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. The *Needs Not Met* form used to report on the aggregated data below is not to be included in the submission to INAC.**

38. How many communities/schools were able to provide appropriate services for all High Cost Special Needs Students?	8
39. How many communities/schools were not able to provide appropriate services for all High Cost Special Needs Students?	306

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.

40. How many of these students' needs were partially met?	749
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41. Of the student identified as not having their needs met, how many:			
A) were assessed by a specialist	336	D) received a medical diagnosis	119
B) were assessed by staff	508	E) have had no assessment	249
C) were assessed through teacher observation/ screening	761	F) other _____	88

42. Of the student identified as not having their high cost special needs met, how many require the services of a:			
A) Special Education Teacher	706	I) Para-professional	463
B) Psychologist	268	J) Speech/Language/Pathologist	284
C) Physiotherapist	40	K) Professional Counseling	355
D) Occupational Therapist	56	L) Psychometrician	54

E) Dietician	128	M) Ophthalmologist/Optomtrist	69
F) Medical Diagnostician	162	N) Assistive Devices	38
G) Supported Technology	143	O) Other (specify)	137
H) One-on-one full time support	350		

43. Reason(s) for lack of service	Approximate Cost
<input type="checkbox"/> Funding for hiring staff (e.g. TA's, teachers, etc.) 85	\$4,808,837
<input type="checkbox"/> Funding from capital (e.g. wheelchair ramp or other modification(s) on building(s) to accommodate special needs students) 15	\$ 230,900
<input type="checkbox"/> Transportation 23	\$366,000
<input type="checkbox"/> Programs 54	\$ 685,100
<input type="checkbox"/> Professional Development 68	\$ 574,000
<input type="checkbox"/> Other 38	\$400,400

**Comments**

**PART I: SERVICES PROVIDED BY FNRMO**

What type of information services did your organization provide to the schools that it serves?

Types of Information Services	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	# of Schools that received information services
44. Publications on specific issues (i.e. FAS/E)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
45. Resource/ Help phone line	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	127 had access (580 calls)
46. Newsletters	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	127
47. Web-site or email support networks	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	127 had access
48. Regional conferences	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	127
49. Other ( please specify) conference calls/phone support	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	127

**SUPPORT SERVICES PROVIDED BY THE FNRMO TO THE SCHOOLS IT SERVES**

50. What type of *assessment support services* did your organization provide?

Staff	# of assessments conducted	# of schools that received assessment services	# of assessments that were provided follow-up support
Educational Psychologists	71	21	71
Speech and Language Specialists	56	16	56
Special Education Consultants	18		
Other (please specify) consultant	IEP's - 56	19	

51. What type of <i>administrative support services</i> did your organization provide?	# of schools that received services
Common purchase of resources (e.g. books, assessment tools, software) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	48
School staff recruitment Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	





Special Education Program  
GLOSSARY OF TERMS

SEP – Interim Special Education Program for High Cost Needs Students

Definition: Students eligible for funding under the SEP are those whose special education needs cannot be met within the resources intended for the general student population. Broadly speaking, special education needs of students fall within a continuum of mild to moderate, moderate to severe and severe to profound. Special needs that are at the lower end of this continuum are expected to be addressed within the resources intended for the general student population; only special education needs that are more costly to address (generally ranging from moderate to profound) are eligible for funding under the SEP.

High Cost Special Needs Students – by regional definition

Total number of students in the school funded by First Nations/INAC on Nominal Roll – All on reserve students whose special education services are funded under this contribution authority must be included or be eligible for inclusion on INAC's Nominal Roll-Student Registry Data Base. *Please refer to Application Criteria of the SEP Program Guidelines for further details.*

Assessment – for the purpose of identifying High Cost Special Needs Students

Inclusion – Philosophy of schools should accommodate all children regardless of their physical, emotional, intellectual, linguistic, cultural or other conditions. Alternate placement may be considered when it is in the best interest of the child.

Individual Education Plan (IEP) – also referred to as IPP, PPP, IEPP and JLP.

Networking – Sharing of information with colleagues, agencies and other organizations.

Para-professionals – Support staff such as speech aides, inclusion facilitators, tutor escorts, Elders, etc.

Transition – The process of continuity of student programs and services as the student passes through the educational system.

Identification process – the process involved in which student's needs are identified.

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.

Needs not met - See attached template

Support / Advocacy Organizations\*