

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 OR <input type="checkbox"/> 25-30% Indirect Services ONLY	
School Year Being Reported: September 2 <u>004</u> __ - June 2 <u>005</u> __	
Regional Managing Organization Name: First Nations Education Steering Committee	Regional Managing Organization Number: DIAND use only
Address #113 - 100 Park Royal South West Vancouver, BC V7T 1A2	Telephone: 604-925-6087
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	email: kellyk@fnesc.ca
Name of individual completing report Kelly Kitchen	Title Special Education Manager
Signature	Date July 23, 2005

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		
	126 out of 128 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	128
B. How many First Nations schools affiliated with this FNRMO submitted a 2004-2005 First Nation School Report on the Special Education Program?	126

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, 2004 nominal roll.	6405
2.	Number of students that were not listed on the Sept 30, 2004 nominal roll.	665
3.	Number of High Cost Special Needs Students*.	1449
(a) How many were listed on the Sept. 30, 2004 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 2004-2005 school year, and not in the 2003-2004 school year?		384
b) How many received special education services in both 2004-2005 and 2003-2004?		946
5.	High Cost Special Education Program Delivery:	
a) How many students from question 3 are in regular classrooms with no specialized/resource program?		388
b) How many students from question 3 are in regular classrooms with part-time specialized/ resource programs?		990
c) How many students from question 3 are in full-time specialized/ resource programs and do not attend regular classrooms?		149
STUDENT ASSESSMENTS FOR SPECIAL EDUCATION SERVICES		# of students
6.	How many students were referred for assessments during this school year?	1229
7.	Of these, how many students were actually assessed during this school year?	857
8.	How many students had an assessment on file prior to this school year?	949

9. How many students currently need to be completely reassessed for the High Cost SEP?	591
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?	1077
11. How many students were assessed but do not have an IEP?	258
12. Of the students in question 10, how many achieved::	
a) between 1 to 50% of their objectives as set out in their IEPs?	320
b) between 51% to 100% of their objectives as set out in their IEPs?	705
c) How many students did not meet any of their objectives as set out in their IEPs?	29

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? 126

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 61

 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

<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

School policies include:	
Referral process - 123	Allows for alternate placement - 51
Transition process - 104	Inclusion philosophy statement - 114
Evaluation process - 122	Early childhood screening process - 48
Guidelines for funding - 21	Assessment protocols - 122
IEP procedures - 123	Appeal process - 71
Process for integrating community services - 77	Professional development - 51
Identification process - 121	
Parental approval - 120	
Culturally appropriate - 118	
Program management - 54	

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)*.	Provincially Certified		para-professionals / teacher assistants*
	certified teachers	qualified special education teachers	
21. Number employed in schools	375	37	302
22. Number enrolled in special education certified training Specify certification program(s): _____ _____	24	n/a	22
23. Number certified as para-professionals/teachers assistants. Specify certification program(s): _____	n/a	n/a	68
24. Number engaged in at least one professional development activity (see Part D)	333	21	308
25. Number engaged in one-on-one activities with high cost special needs students.	110	28	211
26. Number engaged in high cost special student group activities (more than one child but not a whole class).	189	20	176
27. Number teaching a whole class of high cost special needs students.	39	7	15

Comments

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 60 Workshops 90 Conferences 83 University / College Courses 32
 Coaching / Mentoring 45 None 10 Other: 14 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	74	<input checked="" type="checkbox"/> University / College Courses	97
<input checked="" type="checkbox"/> Workshops	74	<input checked="" type="checkbox"/> Coaching / Mentoring	74
<input checked="" type="checkbox"/> Conferences	128	<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)
	assessment	intervention	ongoing	First Nation	RMO/ Tribal Council	Provincial School Board	
Special Education Teacher	48	53	58	50	5	10	12
Para-professional	21	53	78	66	5	8	6
Psychologist	34	11	9	15	5	6	20
Speech/Language/Pathologist	67	46	51	24	9	13	40
School Clinician	4	4	3	5	0	1	0
Psychiatrist	3	2	2	3	1	0	0
Physiotherapist	8	8	7	4	0	1	4
Professional Counseling	31	41	44	34	4	5	20
Occupational Therapist	15	12	11	6	0	1	10
Psychometrician	6	2	1	2	0	2	4
Dietician	9	13	14	13	1	0	4
Ophthalmologist /Optometrist	11	5	8	5	0	0	8
Medical Diagnostician	15	8	10	9	0	1	9
Assistive Devices (both initial assessment and, if purchased, maintenance)	9	11	12	4	0	2	9
Supported Technology	6	14	14	10	1	2	6
One-on-one full time support	16	25	51	33	1	3	11
Other	14	17	18	9	2	4	11

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"/> 50	
Social Services	In the community <input type="checkbox"/> 75	Outside community <input type="checkbox"/> 35	
Health Services	In the community <input type="checkbox"/> 100	Outside community <input type="checkbox"/> 41	
Social Assistance	In the community <input type="checkbox"/> 63	Outside community <input type="checkbox"/> 10	
Day Care	In the community <input type="checkbox"/> 69	Outside community <input type="checkbox"/> 3	
Head Start	In the community <input type="checkbox"/> 68	Outside community <input type="checkbox"/> 5	
First Nations Organizations (<i>please list</i>)			
	In the community <input type="checkbox"/>	Outside community <input type="checkbox"/>	
	In the community <input type="checkbox"/>	Outside community <input type="checkbox"/>	
Provincial Education Ministries	In the community <input type="checkbox"/> 12	Outside community <input type="checkbox"/> 36	
Support / Advocacy Organizations*	In the community <input type="checkbox"/>	Outside community <input type="checkbox"/>	
Interagency organizations	In the community <input type="checkbox"/> 30	Outside community <input type="checkbox"/> 28	
Other (<i>please specify</i>) <u>traditional advisors</u>	In the community <input type="checkbox"/> 54	Outside community <input type="checkbox"/> 3	

32. What links has this organization established with related organizations, please check all that apply			
Organization	First Nation	Provincial	National
Health Organizations	X	X	X
Ministries of Education		X	
School Boards	X	X	
Child and Family Service Agencies	X	X	
Post Secondary Institutions	X	X	
Advocacy Groups	X	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?	108
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?	85
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?	105
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 ?	97

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?	7
39. How many communities/schools were not able to provide appropriate services for all High Cost Special Needs Students?	119

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?	1201
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41. Of the student identified as not having their needs met, how many:			
A) were assessed by a specialist	601	D) received a medical diagnosis	84
B) were assessed by staff	379	E) have had no assessment	134
C) were assessed through teacher observation/ screening	538	F) other _____	49

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	465	I) Para-professional	304
B) Psychologist	175	J) Speech/Language/Pathologist	245
C) Physiotherapist	37	K) Professional Counseling	231
D) Occupational Therapist	120	L) Psychometrician	47

E) Dietician	72	M) Ophthalmologist/Optomtrist	314
F) Medical Diagnostician	178	N) Assistive Devices	55
G) Supported Technology	81	O) Other (specify)	212
H) One-on-one full time support	175		

43. Reason(s) for lack of service	Approximate Cost
<input type="checkbox"/> Funding for hiring staff (e.g. TA's, teachers, etc.)	\$3,867,655
<input type="checkbox"/> Funding from capital (e.g. wheelchair ramp or other modification(s) on building(s) to accommodate special needs students)	\$ 361,500
<input type="checkbox"/> Transportation	\$206,250
<input type="checkbox"/> Programs	\$1,049,860
<input type="checkbox"/> Professional Development	\$ 790,500
<input type="checkbox"/> Other _____	\$496,560

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		# of Schools that received information services
44. Publications on specific issues (i.e. FAS/E)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	128
45. Resource/ Help phone line	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	128 had access (391 calls)
46. Newsletters	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	128
47. Web-site or email support networks	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	128 had access
48. Regional conferences	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	128
49. Other (please specify) conference calls/phone support	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	128

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	78	23	78
Speech and Language Specialists	185	34	185
Special Education Consultants	18	7	18
Other (please specify) consultant	IEP's - 47	12	47

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"/> 128
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*