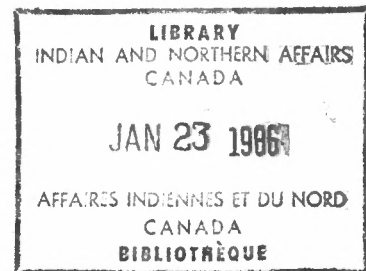


EDUCATIONAL SURVEY

REPORT



EDUCATIONAL SURVEY
REPORT

- Claire Kelly
- 1982

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1. Introduction

This report was undertaken on behalf of the Department of Indian Affairs as a preliminary attempt to identify and quantify the educational needs of disabled Indian school children. Research for this report was conducted through written survey and personal interviews held with selected education specialists. This research has attempted to document existing educational services presently being provided to disabled Indian students, as well as educational needs which have yet to be met. In order to fully assess the unique educational requirements of these children, an attempt has been made in this report to quantify the number of disabled children receiving education, and the number of such children with educational needs not yet addressed by DIAND.

For the purpose of this report a disabled Indian child is defined as an Indian child with any one of the following disabilities: mental retardation, mobility impairment, hearing disability, deafness, visual impairment, blindness, learning disability, and "other" conditions (including multiple disabilities, emotional and psychological problems, speech impediments, heart conditions and epilepsy). Although the term "learning disability" was not defined in the survey questionnaires, the standard educational definition for this category includes "those students who are presumed to be of average or better intelligence, but (who) demonstrate a deficit of three years or more in achievement and/or have clinical assessments indicating deficits in...neurological function".

For the purposes of quantifying the numbers of disabled Indian children attending school this report has considered only Indian children who are Indians as defined by the Indian Act and who live on reserve or attend school off-reserve in order to obtain education.

In carrying out the survey portion of this report a written questionnaire was prepared in October, 1982, for distribution to the eight DIAND regional offices. The survey questionnaires were to be distributed by

the regional offices for completion by all educational districts under regional jurisdiction. The questionnaires were divided into a total of nine sections with each section representing a separate aspect of the educational needs of disabled children (see Appendix III)

The survey of disabled Indian school children was specifically designed to include students attending federal, band, provincial public, and private educational institutions. Since there are at present no statistical records kept by DIAND on the numbers and types of disabled children receiving education, a consolidation of data on this subject has required each district office to identify, where possible, the total number of disabled children attending different schools in the district.

In carrying out the interview portion of this report, select interviews were conducted with DIAND and BAND educational professionals in British Columbia, Alberta, New Brunswick, Nova Scotia, and Prince Edward Island.

SUMMARY COMPARISON OF REGIONAL RETURNS

One of the first questions that arises in identifying the educational needs of disabled Indian children is to quantify the numbers of such children attending school, or of school age. In this regard the present survey has attempted to put together the first consolidated statistics on this subject. But in so doing, the survey was faced with a number of complications which were revealed through regional returns.

The first of these complications concerns the total number of disabled Indian children listed by region as attending school. (see: APPENDIX I). The national total listed for the survey is 447 disabled Indian children attending school. This figure is clearly not exhausted though, for a number of different reasons. In the first instance, it is based upon survey returns received from only Nova Scotia, Ontario, Manitoba, Saskatchewan, Alberta and two districts within the British Columbia Region. Not included in the above total are survey returns indicating the number of disabled Indian children attending school in New Brunswick, Prince Edward Island, Quebec, large portions of the British Columbia region, and all of the North West territories. Statistical returns from these regions were not available and as a result totals tabulated are only representative of four regions and the Nova Scotia District. Since a considerable number of Indian children attend school in New Brunswick, Prince Edward Island, Quebec, British Columbia, and the North West territories, it is certain that data received from these regions would have an upward effect upon statistical totals for the country.

In addition to the above qualifications on total numbers, the survey returns often provided statistical data for only disabled students attending specialized educational institutions that offer programs exclusively for handicapped children. As a result, disabled Indian children who may be attending provincial public schools as part of the general school population, or who may be regularly attending federal or band schools, are not necessarily included in the survey totals of 447 disabled Indian school children.

In analysing the various returns received from the regions it became apparent that in identifying educational institutions where disabled Indian children are in attendance, the district offices frequently failed to identify children in federal, band, or provincial public schools. This point is illustrated with particular clarity as a result of the Manitoba survey returns.

Manitoba reported a total of 182 disabled students attending school. This figure represents 40% of the total school aged population identified nationally and is three to four times higher than any other region reporting statistics (with the exception of the Ontario region). Manitoba's total figures are higher than other regions because the district offices in that Province surveyed individually every federal and band school in order to identify disabled students. Generally, the other regions reporting returns, considered only specialized schools for the disabled. Where federal and band schools were individually surveyed the total numbers increased substantially. As a result, the total number of disabled children attending school generally does not include all disabled Indian school children and in particular may not include those enrolled in regular federal, band or public school programs.

In terms of disability type the highest number of disabled Indian children attending school were reported in the learning disabled category. This category is generally defined by educationalists as including "those students who are presumed to be of average or better intelligence, but who demonstrate a deficit of three or more years in achievement and/or have clinical assessments indicating deficits in neurological function".

Out of a total reported school population of 447 disabled students, approximately 42%, or 190 children, were listed as "learning disabled". The survey returns did not contain data which could be used to explain or analyse this high incidence of learning disability amongst Indian school children. All the regions reporting statistical returns cited "learning disability" as the category with the most frequent incidence of disability. A number of possibilities exists which may account in whole or in part for this frequency. These possibilities can be listed as proposed hypotheses that they remain to be tested by field work in the area.

The following specific factors can be listed as having a possible bearing upon learning disabilities:

1. language and cultural differences,
2. differing assessment techniques and practices,
3. the incidence of fetal alcohol syndrome.

Apart from the above factors an indirect relationship appears to exist which may account in part for the high incidence of learning disability. Individual survey returns from the regions indicate that children with moderate or severe disabilities (i.e., mobility impairments, blindness) may be under-represented in the total disabled school age population. Where these children are in fact under-represented, as a result of being institutionalized or kept at home, the incidence of mild disability types, such as learning disabilities, would be proportionately higher.

Whatever the contributing factors are, the incidence of learning disability requires further research in order to identify and quantify the educational needs of this specific group.

The second disability type most frequently reported among Indian school children was mental retardation. Again, no further information is available from the survey returns to analyse or explain this finding. Interviews held in British Columbia with Band educational workers indicate that the incidence of fetal alcohol syndrome amongst Indian school children may be a significant factor contributing to the frequency of this disability type. In addition, the availability of proper educational assessments services, to diagnose and recommend for educational needs, may be a further factor contributing to the classification of an Indian child as mentally retarded. On this particular subject the British Columbia regional survey returns contain the comment that "youngsters experiencing acute learning difficulty in earlier grades are branded as mentally retarded and invariably end up in special education programs that are ill equipped to handle heterogeneous groups with a variety of psychological and learning problems".

Clearly the above findings indicate that further research needs to be done to establish the incidence of mental retardation amongst Indian school children. In particular research needs to be done to identify the contributing factors in this incidence, and the assessment methods used to identify mentally retarded children.

The total number of disabled Indian children listed as not attending school is 52. This figure is based upon survey returns received from Manitoba and Ontario. In particular, only the Sudbury district in Ontario specifically reported three students as not attending school. The remaining number, 49 children out of the total of 52 children, were from the Manitoba region. The Manitoba region is the only region that specifically attempted to survey all federal and band schools in the province in order to identify those disabled students who are not attending school. The reasons cited by both Manitoba and Ontario for the failure of disabled students to attend schools include: lack of accommodation in federal or band schools (including trained teachers and architectural facilities), psychological problems, severe mental retardation, and other unspecified reasons.

Clearly the approach taken by the Manitoba region in completing this survey has pointed out that an individual survey of all federal and band schools in the region will reveal students who, although of school age, are presently not attending school. In order to fully identify the educational needs of all disabled Indian children a further study needs to be undertaken of this particular group. Efforts particularly need to be made to quantify the number of disabled students not attending school in each region, and specific reasons for this lack of attendance should be noted. Apart from the fact that a certain percentage of disabled Indian children may be institutionalized in provincial health centers, further factors contributing to non-attendance may be the perceptions and attitudes of Indian parents to the educational needs of their disabled children, as well as the availability of day schools for the disabled as opposed to specialized residential centers.

Survey returns from the regions indicate that where disabled Indian children do attend school they generally attend provincial schools as opposed to federal or band schools. This is the case for all regions except Manitoba and the North West territories. In the case of Manitoba 89% of all disabled children were listed as attending federal or band schools, while educational survey returns from the North West territories were not received. The reason for this difference in survey returns between Manitoba and the other regions can best be explained by an understanding of the survey approach taken by the different districts. Manitoba surveyed individually all federal and band schools but not necessarily provincial schools while the other regions tended to survey specialized provincial schools and select band or federal schools. As a result of the two different approaches, the Manitoba returns reflect higher numbers of disabled students in federal or band schools.

The Manitoba findings are particularly interesting in view of the fact that most regions did not individually survey all federal or band schools. Had this been done in each district there is little reason to doubt that the total number of disabled children attending schools other than provincial schools would necessarily rise. In turn, the special education needs of the children attending federal or band schools would be quantified in terms of numbers and identified in terms of needs. These survey returns indicate that further work needs to be done to identify disabled Indian children attending federal and band schools.

Where disabled Indian children do attend provincial schools the survey returns reveal that residential accommodation in specialized provincial boarding schools is generally used for disabled children with moderate or severe disabilities. Included in this disability type are children with mobility impairments (i.e., children confined to wheelchairs), blindness, deafness, severe retardation. The Saskatchewan returns in particular indicate that the highest number of disabled Indian children attending school, attend provincial boarding or residential schools. Approximately 52% of all disabled Indian school children in Saskatchewan are listed as attending residential or boarding schools run by the province. These children receive seasonal transportation from DIAND in order to attend school, but due to geographic locations and the nature of the educational services required, these children do not travel to the reserve on a daily basis.

The Ontario survey returns for the Sudbury district comment that, so long as Indian parents are willing to allow their severely disabled children to travel and to live away from the reserve in large urban centers then these children will continue to receive education.

Since the subject of residential school accommodation for disabled Indian children was a sub issue on the survey, contained within the larger issue of transportation, it may be advisable for further research to be done to quantify the numbers of disabled Indian children receiving residential accommodation. In particular, it would be valuable to document the educational affect changes in culture and lifestyle may have upon these children when they leave the reserve.

Where disabled Indian children attend day schools, the survey returns indicate that 57% of these children receive daily transportation through DIAND for the purposes of attending school. The most common form of transportation services provided daily is through car service or regular school bus service. DIAND makes provision for transportation through ongoing, "informal" agreements between DIAND, the band, and the various school officials concerned. Although survey returns indicate that specialized transportation was available in specific cases (i.e., specially equipped vans), this was rare and clearly the exception in terms of transportation services for the mobility impaired child.

Certainly the mobility impaired are under-represented in this survey in terms of attendance at school and transportation services. Although regular school buses may be a satisfactory transportation mode for children with learning disabilities it is clearly not the case for mobility impaired children. Where the mobility impaired child is under-represented in terms of the total school population and where transportation services for these children are listed as regular school buses or cars the question arises as to whether the transportation mode available has a direct bearing upon the number of mobility impaired children attending school. Since mobility impaired children are uniquely handicapped in terms of their ability to move independently, and in terms of the geographic terrain found on most reserves, the entire issue of transportation is critical. Further research

needs to be done to determine why mobility impaired children appear so infrequently as a statistic and the total school age population, and in particular, what relationship transportation services have to the attendance of mobility impaired children in school.

Survey returns received from the different regions indicate that assessment methods, used to diagnose a disabled child's educational needs, vary greatly from province to province, and in turn, from school to school. In the Atlantic Region assessments are done entirely by provincial educational personnel. In Quebec, assessments and placements are done through a special provincial educational commission. In Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia, assessment methods vary between Health and Welfare assessments, Provincial school assessments, and assessments made by DIAND teachers. In each case it would appear that the teacher, whether federal, band or provincial, initially identifies disabilities such as learning disabilities, mild mental retardation, mild hearing or vision impairments. Once a teacher has made the initial identification the child is then referred for the appropriate assessment. In the case of federal or band schools, in particular, the Saskatchewan survey returns comment that these "schools experience difficulty differentiating between language disabled Indian children and learning disabled, therefore many are not properly identified for assessment referrals".

The importance of the early recognition of a disabled child's handicap cannot be understated. In the Atlantic region the supply of assessment services to the federal schools has been cited as "inadequate". In the New Brunswick returns in particular the explanation for this inadequacy has appeared that the provincial assessment professionals are overloaded with cases and consequently children attending provincial institutions are given priority in the assessment processes over children in federal schools. In view of these difficulties the federal or band schools in the Atlantic Region have lengthy waiting lists for children requiring educational assessments. In particular, the Eskasoni Band School, in Nova Scotia, cited, during interviews, as many as 200 disabled Indian children presently requiring assessment services.

Certainly improving the assessment process for handicapped students attending federal or band schools is crucial to improving the situation confronting the handicapped child. In view of the above survey results, it is important in implementing improvements for the disabled in on-reserve schools, that adequate assessment services and professionals be available to assist disabled children.

In addressing the general question of educational needs the survey materials reveal that the following federal or band schools specifically require immediate federal assistance in dealing with disabled Indian students:

1. Whycocomagh School, Nova Scotia, requires services for learning disabled students;
2. Eskasoni Band School, Cape Breton, requires professional assessment services for approximately 200 students;
3. St. Regis Reserve School, Ontario, requires resources to assist learning disabled students;
4. Wikwemikong Reserve School, Sudbury, Ontario, requires additional facilities to accommodate learning disabled students (in particular, three students are presently not attending school because there are no facilities);
5. Landsdowne House School, Nakina, Ontario, requires a special education classroom;
6. Ogoki Reserve School, Nakina, Ontario, requires a special education classroom;
7. Webequie Reserve School, Nakina, Ontario, requires a special education classroom;
8. Winisk Elementary School, James Bay, Ontario, requires special education services for assessing disabled students;
9. Jrnakogee School, Attawatiskat, Ontario, requires special education services for assessing disabled students;
10. St. Andrew's School, Kashechewan, Ontario, requires special education services for assessing disabled students;

11. St. Anne's School, Fort Albany, Ontario, requires special education services for assessing disabled students;
12. York Landing School, Manitoba, resources (both human and physical), are required to accomodate students now sent to residential schools in Winnepeg;
13. Tadoule Lake School, Manitoba, resources (both human and physical), are required to accomodate disabled students;
14. Tukatawagan School, Manitoba, requires trained personnel to teach disabled students are;
15. Shanattawa School, Manitoba;
16. God's Narrows, Manitoba; requires proper assessment services for disabled students and programs for mentally retarded students;
17. God's River, Manitoba;
18. Kitwancool School, British Columbia;
19. Kitsegulla School, British Columbia.

The above list indicates only schools specifically cited by the survey as requiring immediate federal assistance in dealing with the educational needs of disabled Indian children. In terms of the broader school picture, the Manitoba Indian School Association has commented that "90% of the Department of Indian Affairs, and Band controlled schools are not equipped to provide educational services to the disabled Indian child".

CONCLUSION AND RECOMMENDATIONS

In conclusion the following can be stated:

Further efforts need to be undertaken to obtain statistical data on the numbers of disabled Indian children attending school. In particular, an individual survey of all federal and band schools, as well as all provincial public and private schools must be considered before consolidated information is available on the total number of disabled Indian school children.

A detailed educational study needs to be carried out examining the incidence of "learning disability" and "mental retardation" amongst the Indian school age population. In particular, factors contributing to these disabilities must be examined in order to establish the relationship between these disabilities and the cultural and language circumstances of Indian school children.

Further study needs to be undertaken to identify the factors contributing to the non-attendance of moderately and severely disabled Indian children in the total school population. In particular, consideration must be given to the percentage of moderately or severely disabled children institutionalized in provincial health centers, attending residential schools for the disabled, or kept at home due to a lack of educational or transportation facilities. In this regard consideration must also be given to the perceptions and attitudes of Indian parents and Indian community leaders to the educational needs of their moderately or severely disabled children.

Assessment services for federal and band schools need to be improved to assist in the identification and school placement of disabled Indian children. In particular, assessment services and personnel are needed to deal with the large learning disabled and mildly retarded school population. ✓
The following reserve schools require immediate assessment services to assist in the placement and instruction of learning disabled students

1. Whycocomagh School, Nova Scotia
2. Eskasoni School, Nova Scotia
3. Winisk Elementary School, James Bay, Ontario
4. Jrnakogee School, Attawatiskat, Ontario
5. St. Andrew's School, Kashechewan, Ontario
6. St. Anne's School, Fort Albany, Ontario
7. God's Narrow's School, Manitoba

Special education classrooms, programs, and instructors are immediately required in federal and band schools to deal with the large learning disabled and mildly retarded disabled population. In particular, the following reserve schools require facilities to deal with these children:

1. Whycocomagh School, Nova Scotia
2. Eskasoni School, Nova Scotia
3. St. Regis School, Ontario
4. Wikwemikong School, Ontario
5. Landsdowne School, Nakina, Ontario
6. Webequie School, Nakina, Ontario
7. God's Narrows School, Manitoba

Architecturally accessible school facilities are required to accommodate mobility impaired children in reserve schools. In particular, the following reserve schools require immediate classroom facilities:

1. York Landing School, Manitoba
2. Tadoule School, Manitoba

APPENDICES

Appendix I
Consolidated Tabulation
of
Regional
Survey Returns

EDUCATIONAL SURVEY

(Survey Results Compared by Region)

1. Total number of disabled Indian children attending school (includes federal, band, provincial, or private schools).

Atlantic Quebec Ontario Manitoba Sask. Alberta B.C. Yukon

39	no statistics reported	107	182	63	38	18	no statistics reported
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TOTAL NUMBER: 447

2. Total number of disabled Indian children identified by disability type as attending school.

PROVINCE	Mentally retarded	Mobility impaired	Deaf or hearing impaired	Blind or vision	Learning disabled	OTHER
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Atlantic	14	1	6	x	18	x
Quebec	x	4	x	2	x	x
Ontario	29	2	12	6	37	20
Manitoba	18	11	14	8	95	36
Saskatchewan	16	18	24	x	x	5
Alberta	11	x	1	1	25	x
B.C.	1	x	x	x	17	x
Yukon	N/A					

TOTAL	89	36	57	17	192	61
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3. Total number of disabled Indian children not attending school.

Atlantic Quebec Ontario Manitoba Saskatchewan Alberta B.C. Yukon

X X 3 49 X X X X

TOTAL NUMBER: 52

4. Total number of disabled Indian children attending federal schools.

Atlantic Quebec Ontario Manitoba Saskatchewan Alberta B.C. Yukon

3 X 12 93 X X 5 X

TOTAL NUMBER: 113

5. Total number of disabled Indian children identified by disability types as attending federal schools.

PROVINCE	Mentally retarded	Mobility impaired	Deaf or hearing impaired	Blind or vision impaired	Learning disabled	OTHER
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Atlantic	x	x	x	x	3	x
Quebec	x	x	x	x	x	x
Ontario	x	x	x	x	12	x
Manitoba	13	10	9	4	42	15
Saskatchewan	x	x	x	x	x	x
Alberta	x	x	x	x	x	x
B.C.	x	x	x	x	5	x
Yukon	x	x	x	x	x	x
TOTAL	13	10	9	4	62	15

6. Total number of disabled Indian children attending band schools.

Atlantic Quebec Ontario Manitoba Sask. Alberta B.C. Yukon

8 x x 69 x x x x

TOTAL NUMBER: 77

7. Total number of disabled Indian children identified by disability type as attending band schools.

PROVINCE	Mentally retarded	Mobility impaired	Deaf or hearing impaired	Blind or vision impaired	Learning disabled	OTHER
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Atlantic	x	x	x	x	8	x
Manitoba	x	x	4	2	52	11
TOTAL	x	x	4	x	60	11

8. Total number of disabled Indian children identified by disability types as requiring residential accommodation to attend school.

PROVINCE	Mentally retarded	Mobility impaired	Deaf or hearing impaired	Blind or vision impaired	Learning disabled	OTHER
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Atlantic	1	1	x	x	x	x
Quebec	x	x	x	x	x	x
Ontario	2	1	8	4	x	x
Manitoba	6	1	1	2	1	11
Sask.	x	15	23	x	x	x
Alberta	x	x	x	x	x	x
B.C.	x	x	x	x	x	x
Yukon	x	x	x	x	x	x
TOTAL	9	18	32	6	1	11

9. Total number of disabled children identified by disability type as receiving educational services off-reserve.

PROVINCE	Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision	learning disabled	OTHER
Atlantic	5	x	6	x	15	x
Quebec	x	x	x	x	x	x
Ontario	29	2	12	17	26	20
Manitoba	6	1	1	2	1	13
Saskatchewan	16	18	24	x	x	5
Alberta	11	x	1	1	25	x
B.C.	1	x	x	x	12	x
Yukon	x	x	x	x	x	x
TOTAL	68	21	44	20	79	38

10. Total number of disabled Indian children receiving daily transportation for the purpose of attending school.

Atlantic	Quebec	Ontario	Manitoba	Sask.	Alberta	B.C.	Yukon
37	x	86	82	x	38	13	x
TOTAL NUMBER: <u>256</u>							

11. Federal schools listed as presently providing educational services to disabled Indian children.

NAME	LOCATION	DISABILITY SERVICED
Whycocomagh School	Nova Scotia	learning disabled
Pennox Island School	P.E.I.	learning disabled
Wiwemikong School	Ontario	learning disabled
Fisher River School	Manitoba	vision, mobility, learning impaired

<u>NAME</u>	<u>LOCATION</u>	<u>DISABILITY SERVICED</u>
Pine Creek School	Manitoba	learning disabled, epileptic
St. Martin's School	" "	
Cross Lake School	" "	learning disabled, retarded, speech impaired
Oxford House School	" "	hearing, vision impaired
Little Saskatchewan School	" "	learning disabled
Split Lake School	" "	retarded, mobility impaired
Wukatawagan	" "	vision impaired
Shanattawa	" "	speech impaired
God's Narrows	" "	retarded, hearing, vision, learning impaired
St. Theresa's Point	" "	hearing, mobility, learning disabled
God's River	" "	hearing, mobility, disabled
Wassartlip	B.C.	learning disabled

12. Band schools listed as presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>DISABILITY SERVICED</u>
Peguis School	Manitoba	hearing, learning disabled
Indian Springs	" "	hearing, vision impaired
Stedman (Fairford)	" "	hearing, vision impaired
Birdtail Sioux	" "	learning disabled
Anama Bay	" "	vision impaired
Grane River	" "	learning disabled
Ebb and Flow	" "	amputee
Blackhead	" "	learning disabled
Lake Manitoba	" "	learning disabled
Kish-ke-ne-qua	" "	learning disabled
Waskasoni	N.S.	learning disabled

Appendix II

Regional Tabulations
of
Survey Returns

EDUCATION SURVEY
RESULTS

PROVINCE Ontario
DISTRICT James Bay
DATE Nov. 10/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
x	1	1	x	2	x
TOTAL NUMBER 5					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no statistics provided					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no statistics provided					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no statistics provided					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	1	1	x	x	x
TOTAL NUMBER 2					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	1	1	x	3	x
TOTAL NUMBER 5					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
x	x	x	3	x	x
TOTAL NUMBER 3					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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No federal schools listed as providing educational services.

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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No Band schools listed as providing educational services.

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Moose Factory Public School		3 learning disabled
Sir James Whitney School		1 deaf/hearing impaired
Bloorview Children's Hospital		1 mobility impaired

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i) The formal tuition agreement, dated February, 1980, which involves the education of all children, is applied to disabled children. The agreement is operated between the Moose Factory Island District School Board and the Moose Factory Band. Disabled students are included under the agreement at the regular tuition billing. The tuition paid for disabled children goes towards special and regular educational services provided by the Moose Factory Board.

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

(i) In September 1973 there was set-up an informal agreement or arrangement to provide special education, transportation, and room and board for 1 deaf student from the following reserve: Kashechewan.

(ii) In August 1979 there was set up an informal agreement or arrangement for the transportation to a residential/provincial school for mobility impaired student from the following reserve: Koshechewan. This education arrangement allowed for the student to travel with an escort to the Hospital for the purposes of receiving education.

12. cont...
In addition the student was provided room and board at the institution and parents were allowed to visit,

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

Assessments for all children at Federal schools are done by Health and Welfare Assessment personnel. In the case of children attending reserve secondary schools the provincial assessment personnel undertake this responsibility.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

Educational services for the disabled are presently needed at the following federal schools: Wimsik Elementary School in Wimsik, Ontario, Jrmakogee at Attawatiskat, Ontario, St. Andrew's School at Jashechewan, Ontario, St. Ann's School at Fort Alberny. These federal schools presently have no personnel or facilities who are assessing disabled or handicapped students. As a result the schools must rely on the assessment provided by Health and Welfare or provincial medical personnel.

EDUCATION SURVEY
RESULTS

PROVINCE Manitoba
DISTRICT _____
DATE November 22/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
13	11	14	8	95	36
TOTAL NUMBER 182					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
6	x	3	x	25	15
TOTAL NUMBER 49					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
13	10	9	4	42	15
TOTAL NUMBER 93					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
--	--	4	2	52	11
TOTAL NUMBER 69					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
6	1	1	2	1	11
TOTAL NUMBER 22					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
6	1	1	2	1	13
TOTAL NUMBER 22					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
72	1				9
TOTAL NUMBER 92					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Fisher River School	Manitoba	1 vision impaired 4 mobility impaired 2 learning disabled
Pine Creek School		2 learning disabled 1 epileptic
St. Martin's		1 hearing impaired
Cross Lake School		6 learning disabled 1 retarded 3 hearing impaired 4 speech problems 2 heart problems 1 epileptic
Oxford House School		2 hearing impaired 1 vision impaired 1 mobility impaired
Little Saskatchewan School		1 learning disabled 1 epileptic
Split Lake School		3 retarded 1 mobility impaired 3 learning disabled
Pukatawagan		1 vision impaired
Shanattawa		1 speech problems
Guards Narrows		1 retarded 1 hearing impaired 1 visual impaired 2 learning disabled
St. Theresa's Point		1 emotionally disturbed 4 retarded 1 hearing impaired 2 mobility impaired 25 learning disabled

8. cont.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
God's River	Manitoba	1 hearing impaired 2 mobility impaired 1 learning disabled 1 hyperactive
Pine Creek		1 speech problems 4 alcohol syndrome

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Peguis School Indian Springs (Swan Lake)	Manitoba	10 (disability not specified) 1 hearing impaired 2 learning disabled
Stedman (Earford)		3 hearing impaired 1 visually impaired 7 learning disabled
Birdtail Sioux Anama Bay		1 visually impaired 6 learning disabled
Crane River		1 amputee
Ebb and Flow		1 learning disabled
Jackhead		12 learning disabled
Lake Manitoba		3 learning disabled
Kish-ke-me-qu		21 learning disabled

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
School for the Deaf	Manitoba	deaf
Kinsman Pre-school		mobility impaired
Deerwood School		physically impaired
Grant Park School		physically impaired
Borden Bell School		physically impaired
Mulvey School		hearing impaired
Greenwood School		deaf
East River School		deaf
Thrathmillan		hearing impaired
Prince Charles		physically disabled
Palson School		physically disabled
Oakbank School		mentally retarded
Dalhousie School		mentally retarded
Springfield Heights School for the Deaf		deaf
Kirkfield Park		mobility impaired
John MacDonald		deaf

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

1. A contractual agreement exists for the Manitoba School for the Deaf.
2. DIAND and/or the bands have some tuition agreements with provincial schools which have special education classes.
3. Agreements exist between all school divisions for transportation of special education students from one school division to another. Some of the students boarded by DIAND have access to this service.
4. In many cases informal, but written, agreement exists with boarding parents to transport children.
5. There is an agreement for a child in Transcona to receive day care services every day after school for Life Skills.
6. There is an arrangement with the St. Vital YMCA for swimming instruction for a blind child.
7. An informal agreement exists with Educational Student Services in St. James for the assessment of children. For students placed directly in the St. James School Division, this service is provided free of charge. The service is also used for placement of students in other metropolitan areas because of the priority treatment given by St. James School Division to DIAND placements.
8. In East Kildonan, seven children are attending a Life Skills program after school twice a week. We have an arrangement with the taxi company for transportation.
9. Two visually impaired children are receiving assistance from the CNIB in the use of technical aids, without charge. DIAND may purchase the aids or, if they are necessary in the life of the child, they are purchased by Indian Health Services.
10. There is an agreement with the Manitoba Association for Children with Learning Disabilities (Kinsmen) for assessment. This organization also provides educational materials for handicapped children.
11. Two agreements exist with the Society for Crippled Children and Adults, one for physical aids and the other for employment skills, assessment and training.
12. Assessments also are carried out by the Childrens' Hospital Developmental Clinic.

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

See #11

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

See #11

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

York Landing School - disabled students must attend school in Winnipeg as there are no resources (human or physical) to accomodate the disabled at this school.

Tadoule Lake School - this school also does not have the resources (human or physical) to handle disabled children.

Tukatawagan - disabled children cannot attend this school due to a lack of trained personnel and facilities.

Shanattawa - "Due to limited resources and handling these types of children we do encourage attendance at school but our ability to really help this children is limited."

God's Narrows - regular classroom teachers and the resource specialists provide as much individual help as possible for disabled students but proper or updated assessments need to be conducted and there is a complete lack of programming to deal with retarded students.

God's River - educational facilities do not offer special programs for the disabled but disabilities are generally not severe enough to prevent functioning within the classroom environment. Those students who require special education facilities and/or instructions receive whatever additional time the regular classroom teacher can provide.

The following are comments made by the Manitoba Indian Education Association: "90% of the Department of Indian Affairs and Band controlled schools are not equipped to provide educational services to the disabled Indian child".

"Children are presently being provided (educational) services on an ad-hoc basis and no assessment has been carried out by Indian Affairs.

Services for the disabled are provided because of medical services (Health and Welfare) or, the Band has asked for."

"There are no educational agreements specifically for disabled native persons except for native students attending special schools, such as schools for the deaf".

EDUCATION SURVEY
RESULTS

PROVINCE Saskatchewan

DISTRICT

DATE Nov. 29/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
16	18	24			5
TOTAL NUMBER 63					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER no statistics provided					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER no statistics provided					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER no statistics provided					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
	15	23			
TOTAL NUMBER 38					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
16	18	24			5
TOTAL NUMBER 63					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
The survey results were not structured so as to indicate the total number of disabled Indian children receiving daily transportation. Survey results indicated that the transportation is provided for disabled children for the use of cars or regular school buses or alternatively special school buses and taxi or city buses.					
TOTAL NUMBER					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
The survey results do not indicate federal schools providing educational services for the disabled.		

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
The survey results do not indicate band schools providing educational services for the disabled.		

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
School for the Deaf	Saskatchewan	23 deaf/hearing impaired
Children's Rehab School		15 mobility impaired
John Dolan		13 mentally retarded
Stoon City School		2 mentally retarded
Radius School		1 deaf
McNab House		1 speech impaired
McNeil Clinic		3 speech impaired
T.A. Kinsmen School		1 mentally retarded
University Hospital School		1 speech impaired

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

There are no formal written agreements in existence in Saskatchewan dealing
(i) specifically with the educational needs of disabled children.

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

Informal arrangements exist with the Department for providing educational residential accommodation where a disabled child must travel away from reserve for an extended period of time. They receive special education. There are at present 39 students in Sask. in this category. In addition informal arrangements exist to provide daily transportation for disabled students as well as for therapeutic course programs.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

Survey results indicate that assessments to determine special education needs of disabled students are conducted jointly through the assessment personnel of Health and Welfare, Indian Affairs, Provincial School Boards when a student is attending Provincial school, and Private agencies where a student is attending a Private school.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

Many agencies are involved with providing services to the handicapped. There is a lack of coordination between these agencies and therefore, it is very difficult to establish the number of disabled children receiving special education.

Diagnostic services are limited, so access to the institutions is limited. For example, a deaf, physically handicapped child has virtually no access to medical, psychological or psychiatric treatment since no professionals are trained in the use of sign language. This means that an interpreter is required which of course, interferes with diagnosis, and treatment, and confidentiality.

Adequate transportation for disabled children from reserve to diagnostic or treatment facilities is difficult because of a lack of available conveyances, i.e., ambulances, special buses, etc. Lack of financial resources may also be a limiting factor.

There is a need to develop in reserve populations a more "Educated" attitude to the rights and needs of handicapped children. At present this attitude may err on the side of over or under protection.

There is a lack of coordination between Federal/Provincial agencies resulting in incomplete access to diagnosticians, psychologists.

Joint schools experience difficulty differentiating between language disabled Indian children and learning disabled, therefore many are not properly identified for referral.

Speech therapists (limited in number) are available mainly in urban centres. Parents are sometimes reluctant to bring the child to the therapist regularly (effectiveness of treatment is often dependant on regular therapy). Also the language may present a barrier to prevental practicing of exercises with the child at home.

There is a great need in some reserves for various types of counselling which may prevent various disabilities caused by mal nutrition, alcoholism, drug abuse,

14. cont...

accidents, environmental conditions, etc. There is little coordination between educational agencies, Indian Affairs, and Indian Health in this regard. We see this need as one of the most vital - and it is one of the most neglected, recognized and fragmented perhaps because this factor falls in the "gaps" between the various agencies.

EDUCATION SURVEY
RESULTS

PROVINCE British Columbia
DISTRICT Gilksan-Carrier
DATE Nov. 26/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
x	x	x	x	5	x
TOTAL NUMBER 5					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	5	x
TOTAL NUMBER 5					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
x	x	x	x	x	x
TOTAL NUMBER no information provided					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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No information provided

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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no information provided

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Northern Training Center	B.C.	3 learning disabled
Telkwa School	B.C.	2 learning disabled

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i) No formal agreements

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

No information provided

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

Assessments are done by Health and Welfare for children with learning disabilities. No assessment processes were indicated for provincial schools listed above.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

Two schools providing educational services to Indian children are presently listed as requiring educational services to disabled children. These schools are: Kitwancool school, and Kitsegulla school. Both schools presently needed services for disabled children.

EDUCATION SURVEY
RESULTS

PROVINCE British Columbia

DISTRICT Nanaimo 974

DATE Nov. 16/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
1	x	x	x	12	x
TOTAL NUMBER 13					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	5	x
TOTAL NUMBER 5					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
1	x	x	x	7	x
TOTAL NUMBER 8					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
11	x	2	x	x	x
TOTAL NUMBER 13					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Tsartlip Day School	B.C.	5 learning disabled

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
No band school listed as providing service		

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Mount Newton	P.C.	1 mentally retarded
Port Renfrew Elementary		3 learning disabled
Wickinnish Elementary		3 learning disabled

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

There are no formal departmental agreements presently in place in this District.

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

<u>DATE</u>	<u>TYPE OF SERVICE</u>	<u>LEARNING DISABILITY</u>	<u>RESERVE</u>
April 1/82 to March 31/83 Contribution agreement	Learning assistance on one to one basis in school environ- ment.	1	Tsawout (Saanich Peninsula)
April 1/79 to March 31/83 Contribution agreement	Learning assistance on one to one basis in school environ- ment.	3	Pacheenaht Port Renfrew
October/81 to June/82 Partial assistance	Learning remediation select group of children in Tsartlip Day school.	5	Tsartlip Pauquachin Bands
April 1/81 to March 31/83	Learning remediation/ assistance on one to one basis in school environment.	3	Clayoquot
July 1/82 to June 30/83 Private agreement	Learning remediation/ assistance on one to one basis halfdays at home.	1	Songhees

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

Federal school use Health and Welfare assessments. Other schools (i.e., provincial) use school board assessments.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

There is an identification difficulty primarily because numbers are small and target group spread over a large area - eight provincial school districts on Vancouver Island. As disabled education in B.C. does not have the prominence accorded to it in other Provinces, there is a tendency to lose sight of this need. Youngsters are shuffled around from one school to another and invariably get short-changed in the process. Youngsters experiencing acute learning difficulties in earlier grades are branded as mentally retarded and invariably end up in special education programs that are ill-equipped to handle heterogeneous groups with a variety of psychological and learning problems.

EDUCATION SURVEY RESULTS

PROVINCE British Columbia

DISTRICT (1)North coast and Northwest (unknown) (2) Campbell River

DATE No survey results provided

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
TOTAL NUMBER					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
TOTAL NUMBER					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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10. Provincial schools presently providing educational services for disabled Indian children.

NAME

LOCATION

NUMBER AND TYPE OF
DISABILITY SERVICED

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i)

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

EDUCATION SURVEY RESULTS

PROVINCE Alberta
DISTRICT _____
DATE Nov. 10/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
11	x	1	1	25	
TOTAL NUMBER 38					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no survey results provided					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no information provided					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
11	x	1	1	25	x
TOTAL NUMBER 38					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
38	x	x	x	x	x
TOTAL NUMBER 38					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Survey results do not indicate federal schools presently providing educational services.		

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Survey results do not indicate band schools presently providing educational services.		

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Lynn Laurean school	Wetaskiwin, Alberta	2 mentally retarded
Lynn Hope School	St. Paul, Alberta	2 mentally retarded
Dorothy Gooder School	Lethbridge, Alberta	3 mentally retarded
St. Kevins	Edmonton, Alberta	1 mentally retarded
Waverley	Edmonton, Alberta	1 blind
Queen Elizabeth	Calgary	1 deaf
St. Augustine	Calgary	2 learning disabled
St. Mathews	Calgary	2 learning disabled
Don Boscoe	Calgary	1 learning disabled
Wetaskiwin Composite Highschool	Wetaskiwin, Alberta	1 learning disabled
Northwood Elementary	Wetaskiwin	3 learning disabled
C.B. McMurdo Elementary	Wetaskiwin	1 learning disabled
Assumption School	Fort Vermilion	10 learning disabled
High Level School	Fort Vermilion	5 learning disabled
Parkland	Red Deer, Alberta	1 mentally retarded
Dr. R.R. Cairns	Minburn, Alberta	1 mentally retarded
Holden	Beaver, Alberta	1 mentally retarded

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i) Formal written tuition education agreements presently exist with all of the above named provincial schools. Although these agreements do not specifically deal with educational services for the disabled included within the terms are provisions broad enough to be interpreted as to allow for special classes or special tutoring for disabled students. As a result disabled students are dealt with under the above seventeen listed provincial programs.

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

There are informal arrangements between Indian Affairs and Indian Health Services to provide special education and active treatment hospitals and rehabilitation centers for the disabled. These are handled on a case-by-case basis with the usual result that health services assume most costs except transportation to and from schools. Education division of Indian Affairs is often provided this resource for school-aged students between the ages of 6-18 years of age.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

Survey results indicate that the provincial school board assessment people are responsible for conducting a final assessment of a disabled child needs prior to the admission of the child into an education program.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

Survey results state that specific schools for educational services are presently needed and not being provided to disabled or handicapped native persons are unknown.

EDUCATION SURVEY
RESULTS

PROVINCE Ontario
DISTRICT London
DATE Nov. 17/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
3	X	X	2	1	X
TOTAL NUMBER 6					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics reported					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics reported					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics reported					

5. TOTAL NUMBER of disabled Indian children requiring residential accommodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics reported					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
3	X	X	2	1	X
TOTAL NUMBER 6					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
1	X	2	2	X	X
TOTAL NUMBER 5					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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No federal schools presently providing educational services.

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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No Band schools presently providing educational services.

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
University of Western Ontario Speech Clinic	London	
Robarts School	London	2 blind/visually impaired
Tweedsmere School	London	1 mentally retarded
Mary Jane School	London	1 mentally retarded
James Valley Children's	London	1 mentally retarded

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i) There are no formal written education agreements, specifically dealing with disabled Indian children.

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

There are 4 informal agreements or arrangements in existence which date from Sept. 82 to June 82. These arrangements are ongoing arrangements made each year and provide for tuition arrangements and transportation for 5 of the 6 disabled children. These informal arrangements apply to the following reserves: Oneida, Monce, Walpole.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

The assessment procedures were not specified in the survey results in relation to each school. The survey results indicated that 3 different methods of assessment were used; Health and Welfare assessments, Indian Affairs assessments, and Provincial School Board assessments.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

The survey results did not provide a statement on the educational needs for disabled Indian children.

EDUCATION SURVEY
RESULTS

PROVINCE Ontario
DISTRICT Nakina
DATE Nov. 8/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
5	X	1	1	X	X
TOTAL NUMBER 7					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics provided					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no statistics provided					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no statistics provided					

5. TOTAL NUMBER of disabled Indian children requiring residential accommodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	1	1	X	X
TOTAL NUMBER 2					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
5	X	1	1	X	X
TOTAL NUMBER 7					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
5	X	X	X	X	X
TOTAL NUMBER 5					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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No federal schools listed as providing educational services.

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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No Band schools listed as providing educational services.

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Hopehaven School		5 mentally retarded
Ontario Provincial School for the Blind and Deaf		1 blind/1 deaf

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i) 1973 formal written tuition agreement with the Geraldton Public School Board for 5 students to attend the Hopehaven School.

(ii) A 1977 formal agreement between Constance Lake and Indian Affairs for 2 students to attend the Ontario School for the deaf and blind.

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.
No informal agreements or arrangements listed.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

The assessment procedure used for the Hopehaven School is through school board assessment personnel. The assessment for the Ontario Provincial School for the Blind and Deaf is through private assessment personnel employed by the school. The Fort Hope school has assessment through Indian Affairs Assessment personnel.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

Educational needs identified as follows: special education class on 3 reserves. The reserves involved were; Webequie, Ogoki, and Lansdownehouse. For each of these reserves there is required 1 special education class per school. In addition a secondary school remedial and vocational program is required for the Geraldton School and at Hearst.

EDUCATION SURVEY RESULTS

PROVINCE Ontario
DISTRICT Prantford
DATE Nov. 8/32

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
2	1	4	X	2	X
TOTAL NUMBER 10					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics provided					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics provided					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics provided					

5. TOTAL NUMBER of disabled Indian children requiring residential accommodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	1	X	X	X
TOTAL NUMBER 1					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
2	1	4	X	3	X
TOTAL NUMBER 10					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
X	X	2	4	X	2
TOTAL NUMBER 8					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
No federal schools listed as providing educational services.		

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
No Band schools listed as providing educational services.		

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Ross McDonald School		2 blind/visually impaired
J.P. Roberts		4 deaf/hearing impaired
Halldinand		2 mentally retarded
Jane Laycock		1 learning disabled
Andrew Donaldson		2 learning disabled
North Park School		1 mobility impaired

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i) In 1975 a formal written agreement was entered into between the Halldinand Board of Education and the Department of Indian Affairs. This is a general tuition agreement which did not deal specifically with disabled children but referred to special services or special classes. It is under this agreement that services for the disabled has been allowed and the Board has been given discretion in providing services.

(ii) In 1976 a formal agreement was entered into between the Brantford city Board of Education and the Department of Indian Affairs. This agreement allowed for the education of 2 mentally retarded students from the Six Nations reserve and the New Credit reserve. In addition, 3 mobility impaired students were provided for under this agreement. These mobility impaired students were from the Six Nations reserve and the New Credit reserve.

(iii)

12. Informal agreements or arrangements presently in operation, with IIA dealing with the education of disabled Indian children.

- (i) An informal arrangements presently exists with the Ross McDonald School whereby the blind students from the Six Nations reserve and the New Credit reserve attend at the school.
- (ii) An informal agreement presently exists with the J.P. Roberts School for the Deaf whereby 4 deaf students from Brantford can attend at this school.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

Assessment for the J.R. Roberts School for the Deaf is done by Health and Welfare Assessment personnel. Assessments for the McDonald School are done by Health and Welfare personnel. Assessments for the Maldinand School which provides educational services for the mentally retarded, are done by Health and Welfare Assessment personnel, Indian Affairs Assessment personnel, and the School Board Assessment personnel. In addition, assessments for the Laycock School and the Donaldson School are also done jointly by Health and Welfare, Indian Affairs and the School Board. The North Park School, providing educational services for the mobility impaired, receive assessments through Health and Welfare only.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

The survey questionnaire indicates that "our student needs are met at the present time".

EDUCATION SURVEY
RESULTS

PROVINCE Ontario
DISTRICT Sudbury
DATE Nov. 24/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
13	X	2	2	28	5
TOTAL NUMBER 50					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER 3 not attending school due to a lack of educational facilities					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	12	x
TOTAL NUMBER 12					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no statistics reported					

5. TOTAL NUMBER of disabled Indian children requiring residential accommodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
2	x	1	2	x	x
TOTAL NUMBER 5					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
13	x	2	2	16	5
TOTAL NUMBER 38					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
27	x	x	10	x	8
TOTAL NUMBER 45					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Wabunung	Wikwemikong	12 learning disabled

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
No Band schools reported as providing educational services for disabled Indian children.		

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Birchwood School	Webbwood	2 learning disabled
Chapleau	Chapleau	1 learning disabled
Gatchell Senior	Sudbury	3 mentally retarded
Massey Public	Massey	4 *other disabilities
St. Mary's Separate	Sault-St-Marie	1 learning disabled
Etien Brulé School	" "	1 learning disabled
King George	" "	1 learning disabled
St. Mark's	" "	1 learning disabled
Anna MacCrea	" "	1 learning disabled
F.H. Clerque	" "	1 learning disabled
Franklin school	" "	1 mentally retarded
Woody McPhee	" "	1 mentally retarded
Our Lady of	Sturgeon Falls	5 learning disabled
St. Francis	Sudbury	1 learning disabled
Chase C. McLean	Gore Bay	1 learning disabled
Flower of Hope	Gore Bay	7 mentally retarded
Wembley Public	Sudbury	1 deaf/hearing impaired
W. Ross McDonald	Brantford	2 blind/visually impaired
Sir James Whitney	Belleville	1 deaf/hearing impaired
West Nippising Development Center	not stated	1 mentally retarded
Our Lady of Lourdes	Sault-St-Marie	1 *other disabilities

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

- (i) A formal agreement exists, dated 1978, between the Sault-St-Marie Separate School Board, the Department of Indian Affairs, and the Garden River Band for the provision of educational services. This is a general tuition agreement.
- (ii) A formal agreement exists, dated 1980, between the Manitoulin Board of Education and the Indians of Sheguandah, Sheshegwaning, Sucker Creek, Wiawemikong, West Bay. This agreement is a general tuition agreement but includes a provision to provide services for the mentally retarded at the Flower of Hope School.
- (iii) A formal written agreement exists, dated 1982, between the Sudbury Board of Education and the Department of Indian Affairs. This agreement includes a provision dealing with the special education classes. Hearing impaired students and the trainable mentally retarded are dealt with under this agreement.
- (iv) A formal written agreement exists, dated 1971, between the Espanola Board of Education and the Department of Indian Affairs. This agreement is a joint school agreement to assist in the cost of building Birchwood School at Webbwood for the trainable retarded students from Spanish River Band and other Bands in the Sudbury District.

12. Informal agreements or arrangements presently in operation, with DIA dealing with the education of disabled Indian children.

- (i) An informal agreement or arrangement exists for providing educational services to the learning disabled through the Chapleau Board of Education.
- (ii) An informal arrangement exists with the Espanola Board to provide educational services for persons other than retarded persons at Birchwood. As a result, 4 students with learning disabilities attend.
- (iii) An informal arrangement exists with the Sault-St-Marie Board of Education to provide educational services for students other than students who are mentally retarded. Included in this arrangement are 4 learning disabled students and 2 mentally retarded students not attending the Birchwood School.
- (iv) An informal arrangement exists with the Nipissing Board of Education to provide Educational services for students other than those of the Birchwood School. Included in this arrangement are 5 learning disabled students.
- (v) An informal arrangement exists with the Sudbury Roman Catholic School Board to provide educational services for those students not attending Birchwood. Included in this arrangement is 1 learning disabled student.
- (vi) An informal arrangement exists with the Spanish River Band to students who are blind to the Brantford School for the Blind. The cost for sending these students is approximately \$17,000 per child per year, plus the cost of air transportation. At present 2 students are receiving education under this arrangement.
- (vii) An informal arrangement exists with the Nipissing School Board for the transportation costs to West Nipissing Development Centre for 1 mentally retarded student.
- (viii) An informal arrangement exists with the White Fish Lake Band to send 1 student who is hearing impaired to the Sir James Whitney School for the Deaf. Assessment services used to identify the needs of disabled children are provided through provincial assessment personnel when the child is attending a provincial school, either a provincial private or a provincial public school. Where a child is attending a Federal School then a DIAND assessment process is used.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

At present 3 students from the Wikwemikong Band cannot be accommodated in a regular school program and facilities at the Sudbury General Hospital are filled to capacity. (The Sudbury General Hospital can only accommodate 15 disabled students at a time). Until other facilities are identified these children must remain at home. As a result these children are at present not receiving educational services due to a lack of educational facilities.

EDUCATION SURVEY RESULTS

PROVINCE Ontario
DISTRICT Peterborough
DATE November 8/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
6	X	4	1	3	15
TOTAL NUMBER 29					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER - DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no statistics available					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x
TOTAL NUMBER no statistics available					

5. TOTAL NUMBER of disabled Indian children requiring residential accommodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	4	1	X	3
TOTAL NUMBER 8					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
6	X	4	9	3	15
TOTAL NUMBER 29					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
10	x	x	10	x	x
TOTAL NUMBER 20					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
No federal schools listed as providing educational services.		

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
No Band schools listed as providing educational services.		

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Kinsmen's School for the Retarded	Cornwall	3 mentally retarded
Central Public School	Cornwall	3 behavior problems
Eastfront Public School	Cornwall	1 behavior problem
Vanier Secondary School	Cornwall	26 occupational life skills
Sir James Whitney School for Deaf	Belleville	4 deaf/hearing impaired
W. Ross MacDonald School for Blind	Brantford	1 blind/visually impaired
William R. Kirk School for Retarded	Belleville	1 mentally retarded
Quinty Secondary School	Belleville	1 occupational therapy training
Kinner School for Trainably Retarded	Peterborough	1 mentally retarded
Ridpath Public School	Lakefield	1 occupational therapy
Lakefield District School	Lakefield	2 occupational therapy
Bethany Hill High	Bethany	1 behavior problem
Lakefield College	Lakefield	1 dyslexia
Courtice Public School	Courtice	1 mentally retarded

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

No formal written agreements identified.

(i)

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.
There were 5 informal agreements or arrangements identified as providing transportation and tuition for disabled children living on the following reserves; St. Regis, Pyemdinga, Golden Lake, Curve Lake, Scugog.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

Assessments currently used for those students attending the provincial schools named above are a joint assessment initially provided by Health and Welfare Assessment personnel with placement and follow-up by the School Board Assessment personnel. In the case of the Sir James Whitney School for the Deaf in Belleville, the assessments are joint assessments between Health and Welfare and Assessment personnel from the school. In the case of W. Ross MacDonald School for the blind the assessments are joint assessments between Health and Welfare personnel and the Assessment personnel at the school. In the case of the Quinty Secondary School located in Belleville, the assessments involve Health and Welfare personnel teacher assessments by Indian Affairs, teacher and School Board Assessments by the Provincial School Board Assessment personnel with the final assessment by the Assessment personnel of the Kingston General Hospital. In the case of Lakefield College located in Lakefield, Ontario, the assessments are done by the Sick Children's Hospital in Toronto through a private assessment personnel at the Clinic. In the case of Bethany Hills Highschool, located in Bethany, Ontario, the assessments are done by a private clinic..

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

As long as parents are willing to have students attend the Sir James Whitney School for the deaf and the W. Ross MacDonald School for the Blind in Belleville, most other needs can probably be met in cooperation with local and private schools.

It appears that some additional resources may be required to assist learning disabled children in St. Regis Reserve Indian day schools. Additional screening will be required before we can identify the exact number of learning disabled students.

EDUCATION SURVEY RESULTS

PROVINCE Quebec
DISTRICT _____
DATE Dec. 8/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
/	4	x	2	x	x

TOTAL NUMBER No statistics reported on total number of disabled students since education for these students is handled by a special provincial commission, and these students are not educated in federal, band or public provincial schools.

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
x	x	x	x	x	x

TOTAL NUMBER no statistics reported

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics reported					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics reported					

5. TOTAL NUMBER of disabled Indian children requiring residential accommodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics reported					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics reported					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
X	X	X	X	X	X
TOTAL NUMBER no statistics reported					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
<p>Under the law in Quebec education for disabled children is to be provided by agreement with a special provincial commission. By law this commission is obligated to give instruction services to disabled children through special services or special schools. As a result of this law federal schools do not presently have disabled children attending these schools. Disabled Native children refer to the special services of the provincial commission or to the special schools of the commission. At present there are 6 disabled Native students attending special schools operated by the provincial commission.</p>		

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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See the response stated in #8.

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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See the response as stated in #8.

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i) See the response indicated in #8.

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

See the response indicated in #8.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

At present assessments in Quebec are generally done by Health and Welfare except when the child has a learning disability. When a child has a learning disability the assessments and recommendations for educational instruction are done by social workers on the reserve or by other specialists such as psychologists, psychiatrists.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

At present the needs of disabled Native children for education are not fully known as the education of these children is presently being handled by a provincial commission.

EDUCATION SURVEY RESULTS

PROVINCE New Brunswick

DISTRICT _____

DATE Dec. 7/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
✓	×	×	×	×	×
TOTAL NUMBER no statistics available					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
×	×	×	×	×	×
TOTAL NUMBER no statistics available					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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Three on-reserve schools have been since 1975 and are satisfactory when considering mobility of the physically impaired. A new school is under construction on the fourth reserve. Two reserves in the Fredericton area have all the facilities, one being adequate, while the other, which houses a nursery and kindergarten program, is outdated and inadequate. The school children on the larger reserve in New Brunswick are housed in temporary accomodation as a result of the fire. These conditions are poor.

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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No Band schools were listed in the survey questionnaire returns indicating a Band school providing educational services for disabled Indian children.

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Adult workshop	Dalhousie	1 mentally retarded
Special Class	Neguag, N.B.	1 learning disabled

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

- (i) In order to provide educational services for the Indian population, the province of N.B. and the federal government have negotiated a 2-year provincial agreement which was signed on the September 12, 1975. Participation by Indian representatives is mandatory. Within the Agreement, Article 13 refers to special placement and would be the only article applicable to disabled or handicapped children. Article 13 states, "An Indian child may enroll in any Public School within the Province which has the facilities and staff to accomodate them." This agreement has expired and is presently being re-negotiated. In summary, if any Indian child is handicapped and if the services are available, the province will provide such services. The above Article 13 in the federal-provincial agreement is interpreted to allow disabled native children access to special education schools or to special education programs operated by the provincial government. If an Indian child is handicapped and if provincial education services are available, the province will provide these services to the disabled child under Article 13 of the Agreement.
- (ii) In addition to the above Agreement, disabled Indian children in N.B. also receive education under the 1982 amendment to the Auxillary Classes Act. Under this provincial statute a shift has been made in the administrative responsibility for special educational services to disabled children. Formally, private agencies in the province administered responsibility for special or auxillary classes for the disabled. As of 1982 they are now administered in New Brunswick by the provincial government. As a result, mild and moderate disabilities are handled by auxillary classes within the individual provincial school district, and each individual school board deals with the administration and education of these children. Disabled Native children are included within these classes. In the case of severely disabled children (i.e., the profoundly deaf, the totally blind, those with severe neurological impairments) these children are administered by the "Atlantic province's Special Education Authority". This agency is cost-shared by the four Atlantic provinces and provides a centre for the deaf at Amherst, N.S. and for the blind at Halifax.

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

Reserves in New Brunswick are distributed throughout the province with some located in isolated areas. There are 790 children on reserve schools with 426 children in grade 3 or less. Reserve schools are dependent for assessment on provincial programs, provided through school districts and/or mental health clinics. The supply of assessment services to the reserve schools is inadequate, the reason being that the provincial assessor's case-loads are already too extreme.

The importance of early recognition of a disabled child's handicap cannot be understated, and as there are 426 children enrolled in reserve schools as compared to only 132 in provincial schools in grades 3 or less, improvement of the assessment of handicaps for the Indian children attending a reserve school is crucial to improving the situation confronting the handicapped Indian child.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

In general, severe handicaps (i.e., blindness, deafness, impairment of mobility, special impairment, and mental retardation) are recognized and dealt with for Indian children. However, learning disabilities and lesser degrees of other handicaps previously mentioned are not adequately managed. Before considering implementing improvements for the on-reserves systems, the existing problems must be recognized and assessments must be made.

EDUCATION SURVEY
RESULTS

PROVINCE Nova Scotia
DISTRICT Atlantic Region
DATE Dec. 9/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
14	1	6	no info. given	18	no info. given
TOTAL NUMBER 39					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER - no information given					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER ~ DISABILITIES
X	X	X	X	3	X
TOTAL NUMBER 3					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	8	X
TOTAL NUMBER 8					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
1	1	X	X	X	X
TOTAL NUMBER 2					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
5	X	6	X	15	X
TOTAL NUMBER 26					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
15	X	21	X	X	X
TOTAL NUMBER 37					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Whycocomagh school	N.S.	3 learning disabled

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Eskasoni	N.S.	8 learning disabled and mentally retarded

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Archh	N.S.	6 deaf/hearing impaired
Bonnie Liaf	N.S.	2 mentally retarded
N.S. Training Center	N.S.	3 mentally retarded
Cape Breton School Board	C.B.	1 mentally retarded & 1 mobility impaired
Colchester	N.S.	12 learning disabled
Richmond	N.S.	3 learning disabled

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i) The 1981 Tuition Agreement with the Atlantic Resource Center for the hearing handicapped (Archh), between the Dept. of Indian Affairs and the Archh school, provides for instruction and residential care for the hearing impaired. Included within the school population of the Archh school are 6 deaf or hearing impaired native students.

(ii) The 1980 Private Agreement between Wagmatcook Band and Bonnie Lia Farm (a private institution), for the instruction and residential school care for physically handicapped children and trainable adults. A total of 2 mentally retarded native children from the Wagmatcook Band are attending at this private institution.

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

- (i) An ongoing informal arrangement for the daily and seasonal transportation of mentally retarded students at the following reserves, Whycomagh, Membertou, Truro, and Chapel Island Reserve.
- (ii) An ongoing informal arrangement for the daily and seasonal transportation for deaf students at the following reserves, Chapel Island, Membertou, and Eskasoni.
- (iii) An ongoing informal arrangement for the daily and seasonal transportation for mobility impaired students at the Eskasoni Reserve.
- (iv) An ongoing informal arrangement for the tutoring and special education needs of deaf students at the following reserves, Membertou, Shubenacadia, Whycomagh, and Chapel Island Reserve.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

Assessments for all schools providing educational services for the disabled are done through provincial school board assessment personnel in conjunction with the I.W.K. hospital for children. The federal school and Whycocomagh, and the Band school at Eskasoni both receive assessments for their mentally retarded and learning disabled students through the provincial school board assessment personnel.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

- (i) Services are required for the learning disabled students in the Whycocomagh Federal School.
- (ii) All Federal and Band operated schools require services of a speech therapist.

EDUCATION SURVEY
RESULTS

PROVINCE Prince Edward Island
DISTRICT _____
DATE Dec. 15/82

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
X	X	X	X	X	X
TOTAL NUMBER no statistics available					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Lennox Island	PFI	- not stated in survey results

9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
No band schools were listed as providing educational services for disabled Indian children.		

10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
Westile	PEI	- not provided in survey results

11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i) There are no formal agreements specifically dealing with educational needs of disabled Indian children. An inter-provincial ongoing agreement is in effect since 1981 for the instruction and residential care of blind and deaf students. This agreement services the following reserves; Abegweit, Lennox Island.

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

(i) An ongoing, informal agreement exists for the daily transportation, tutoring or special education of disabled Native children, but no statistics were provided in the survey results on the number of children receiving assistance under these informal arrangements.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

No information provided

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.

No information provided

Appendix III

Model Survey

Questionnaire

EDUCATION SURVEY
RESULTS

PROVINCE _____
DISTRICT _____
DATE _____

1. TOTAL NUMBERS* of disabled Indian children attending school (includes Federal, Band, specialized provincial, and private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled*	OTHER DISABILITIES*
TOTAL NUMBER					

2. TOTAL NUMBER* of disabled Indian children not attending school (Federal, Band, including provincial or private schools).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

3. TOTAL NUMBER of disabled Indian children attending federal schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

4. TOTAL NUMBER of disabled Indian children attending band schools.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

5. TOTAL NUMBER of disabled Indian children requiring residential accomodation to attend school (includes Federal, Band, special provincial or private school).

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

6. TOTAL NUMBER of disabled Indian children receiving education services off-reserve.

Mentally retarded	Mobility impaired	deaf or hearing impaired	blind or vision impaired	learning disabled	OTHER DISABILITIES
TOTAL NUMBER					

7. TOTAL NUMBER of disabled Indian children receiving daily transportation for the purposes of attending school.

regular school bus	Special bus	car	van	taxi	other
TOTAL NUMBER					

8. Federal schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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9. Band schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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10. Provincial schools presently providing educational services for disabled Indian children.

<u>NAME</u>	<u>LOCATION</u>	<u>NUMBER AND TYPE OF DISABILITY SERVICED</u>
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11. Formal, written educational agreements presently in existence including or involving disabled Indian children.

(i)

(ii)

(iii)

12. Informal agreements or arrangements presently in operation, with INA dealing with the education of disabled Indian children.

13. Assessment procedures currently used in identifying the educational needs and disabilities of Indian children.

14. Educational needs currently not being dealt with for disabled Indian children. RECOMMENDATIONS.