

Welcome

Intro text welcoming people to the survey, telling them who is doing the survey and why and telling them of the surveys for the other stakeholders.

Press press next to to continue

* 1. In which region of Manitoba does your son/daughter/child attend child care or school?

- Winnipeg
- Other urban
- Rural
- Northern/remote
- On reserve
- Other (please specify)

* 2. Is your child

- Male
- Female
- Other

* 3. Please describe your child's disability? (check off as many as apply)

- Intellectual disability
- Autism Spectrum Disorder - severe/level 2 or 3/non-verbal
- Autism Spectrum Disorder - higher functional level/level 1 or 2/verbal
- Fetal Alcohol Spectrum Disorder - severe
- Fetal Alcohol Spectrum Disorder - higher functioning
- Physical disability (e.g. cerebral palsy, muscular dystrophy, etc.)
- Blind or visually impaired
- Deaf or hard of hearing
- Mental health condition (e.g. schizophrenia, anxiety, obsessive compulsive disorder, etc.)
- Learning disability (e.g. dyslexia, Attention Deficit Disorder, etc.)
- Health condition (e.g. seizure disorder, cystic fibrosis, etc.)

Other (please specify)

* 4. Are you or your child connected to Child and Family Services

- Yes, awaiting services
- Yes, receiving services
- No

* 5. Are you or your child connected to Children's disAbility Services (for children/youth up to age 17)?

- Yes, awaiting services
- Yes, receiving services
- No

* 6. What is your child's current grade level?

- Early Childhood Education
- Nursery/Kindergarten to Grade 8
- Grade 9 to High School Graduation
- Post-Secondary

* 7. Where does your child receive services?

- Child Care Centre
- Private Home Day Care
- Other (please specify)

* 8. Are you aware of the Protocol for Early Childhood Transition to School for Children with Additional Support Needs?

- Yes
- No

* 9. Is the protocol used when planning for your child's transition into elementary school?

- Yes
- No
- Don't know

* 10. Do you feel the protocol is being used effectively?

- Not at all effectively
- Somewhat effectively
- Effectively
- Very effectively
- Extremely effectively

* 11. Where does your child attend school?

- Neighbourhood school
- Other public school
- Private school
- Home school

* 12. Where does your child spend most of the school day?

- In the regular classroom
- In a special classroom/program for students with disabilities
- Outside of the school in an alternate learning environment

* 13. Do you know if there is an Individual Education Plan (IEP) in place for your child?

- Yes, but I have not been involved with its development
- Yes, I have been involved with its development
- No
- Don't know

* 14. How effective do you think it is in guiding your child's education?

- Not at all effective
- Somewhat effective
- Effective
- Very effective
- Extremely effective

Grade 9 to High School Graduation

* 15. Where does your child attend school?

- Neighbourhood school
- Other public school
- Private school
- Home school

* 16. Where does your child spend most of the school day?

- In the regular classroom
- In a special classroom/program for students with disabilities
- Outside of the school in an alternate learning environment

* 17. Do you know if there is an Individual Education Plan (IEP) in place for your child?

- Yes, but I have not been involved with its development
- Yes, I have been involved with its development
- No
- Don't know

* 18. How effective do you think it is in guiding your child's education?

- Not at all effective
- Somewhat effective
- Effective
- Very effective
- Extremely effective

* 19. Are you aware of the Bridging to Adulthood protocol used to guide the transition from school to the community for students with special needs?

- Yes
- No

* 20. Have you been involved as part of this protocol in the planning for your son/daughter's future leading up to graduation and beyond (post-secondary education and/or employment)?

Yes

No

21. How effective do you think this protocol and process is?

Not at all effective

Somewhat effective

Effective

Very effective

Extremely effective

Post-Secondary

* 22. Is your son/daughter connected to Community Living disAbility Services (for adults age 18 and over with an intellectual disability)?

Yes, awaiting services

Yes, being supported by program

No

* 23. What kind of post-secondary program is your son/daughter attending?

College

University

Vocational school (Manitoba Institute for Trades and Technology, etc.)

Adult literacy or adult learning program

* 24. Is your son/daughter connected to Student Accessibility Services or a similar department at their school or institution?

- Yes
- No
- Don't know

* 25. How satisfied are you with the level of service provided by this department?

- Not at all satisfied
- Somewhat satisfied
- Satisfied
- Very Satisfied
- Extremely satisfied

Below, you will find a series of school/school division supports and services that may be provided to your son/daughter. Please indicate whether the support is needed and/or made available to him/her.

* 26. Access to Resource Teacher/Guidance Counsellor

- Needed but not available
- Needed and available
- Not needed

* 27. Psychologist/Social Worker

- Needed but not available
- Needed and available
- Not needed

* 28. Educational Assistant

- Needed but not available
- Needed and available
- Not needed

* 29. Speech Language Therapy

- Needed but not available
- Needed and available
- Not needed

* 30. Occupational Therapy

- Needed but not available
- Needed and available
- Not needed

* 31. Physiotherapy

- Needed but not available
- Needed and available
- Not needed

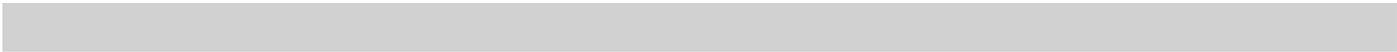
32. Please tell us about any other supports and services either needed by your son/daughter and if these are available to them.

33. Please check the following if your child has experienced them in the last three years?

- Bullying
- Suspension
- Expulsion
- Social exclusion

* 34. Please check off any of the barriers your child experiences in the educational system:

- Transportation barriers (i.e. inadequate transportation limiting the ability to attend programming e.g. lack of wheelchair accessible busses for field trips, etc.)
- Physical/structural barriers (i.e. things in the natural or manmade environments that prevent or block your movement (moving around in the environment) or access e.g. steps, curbs, narrow doorways, lighting, sound, etc.)
- Information/communication barriers (i.e. commonly experienced by those who have disabilities that affect hearing, vision, speaking, reading, writing, and or understanding and who use different ways to communicate e.g. use of only spoken instructions for those who have auditory processing difficulties, use of only visual schedules for those with visual processing disorders, etc.)
- Policy barriers (i.e. these are frequently related to a lack of awareness or enforcement of existing laws and regulations that require programs and activities be accessible to those with disabilities e.g. lack of development of an individual education plan for students with special needs, lack of use of transition protocols from childcare to school, or from school to the community, etc.)
- Programmatic barriers (i.e. including things like the limited availability of programming as a result of inconvenient scheduling; a lack of accessible equipment, insufficient time set aside for assessments and planning, little or no communication with parents and/or students, teacher knowledge and understanding of disabilities, etc.)
- Social barriers (i.e. these could include teasing, bullying, lack of peer to peer relationships, lack of training in appropriate language, behaviour, etc.)
- Attitudinal barriers (i.e. attitudes of other people carry regarding people with disabilities. These may be the result of ignorance, fear, misunderstanding or hate. These attitudes keep people from appreciating and experiencing the full potential a person with a disability can achieve)
- None of the above



* 35. Can you tell us more about the barriers you have checked off and the challenges they create?

- Yes
- No



Please expand upon the challenges faced by students with disabilities in any of the listed areas below.

36. Transportation Barriers

37. Physical/Structural Barriers

38. Information and/or Communication Barriers

39. Policy Barriers

40. Programmatic Barriers

41. Social Barriers

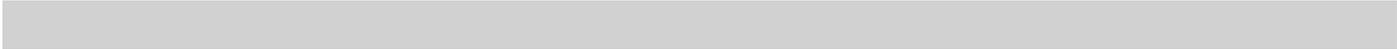
42. Attitudinal Barriers



43. Please tell us about any other barriers in the education system that you or your son/daughter faces due to their disability.

44. Please provide a recommendation for the single most important change that can be made to ensure that your son/daughter has equitable access to quality education in Manitoba.

Please press "Next" to complete the survey



Thank you for completing this survey

Your responses have been received.

If you haven't done so already, please consider signing on in support of the letter to Minister Scott Fielding requesting that the Province develop and enforce an accessible education standard in Manitoba. Just click [here](#).

45. Please provide us with your name and email address if you would like to receive updates related to the results of this survey and developments the call for an accessible education standard.

First name

Last name

Email address