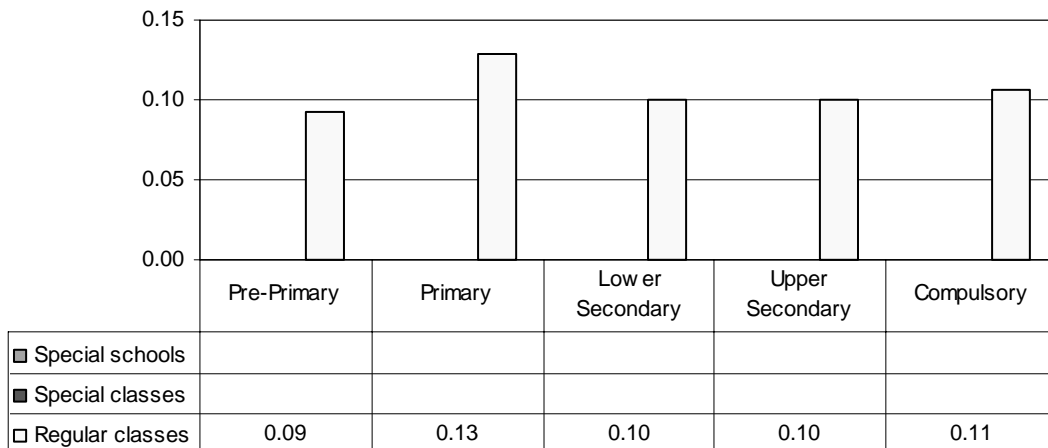


CANADA (AI.)

Category 1 Cross-national Category A - A student with a severe mental disability (Code 41) is one who: a) has severe delays in all or most areas of development; b) frequently has other disabilities including physical, sensory, medical and/or behavioural; c) requires constant assistance and/or supervision in all areas of functioning, including daily living skills, and may require assistive technology; d) should have a standardised assessment that indicates functioning in the severe to profound range (standardised score of 30+ or -5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and/or e) has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour Scale: Progress Assessment Chart, Vineland).

Proportion of students with severe mental disability by phases of education in special schools, special classes and regular classes

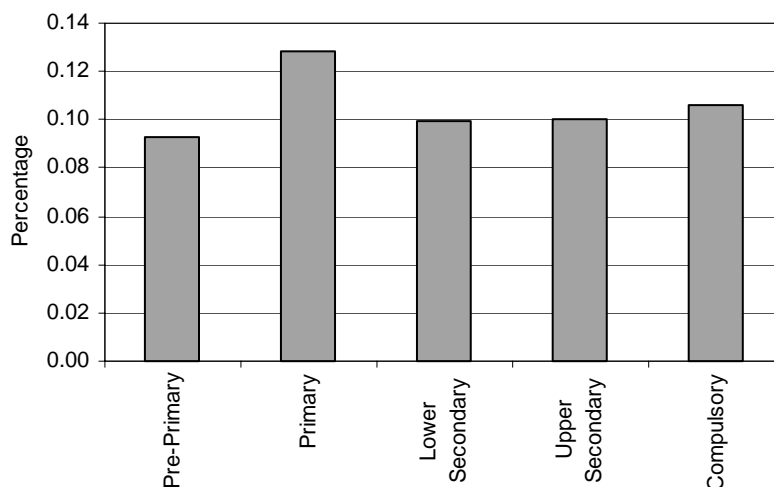


Note: Special schools data are missing.
Special classes data are not applicable.

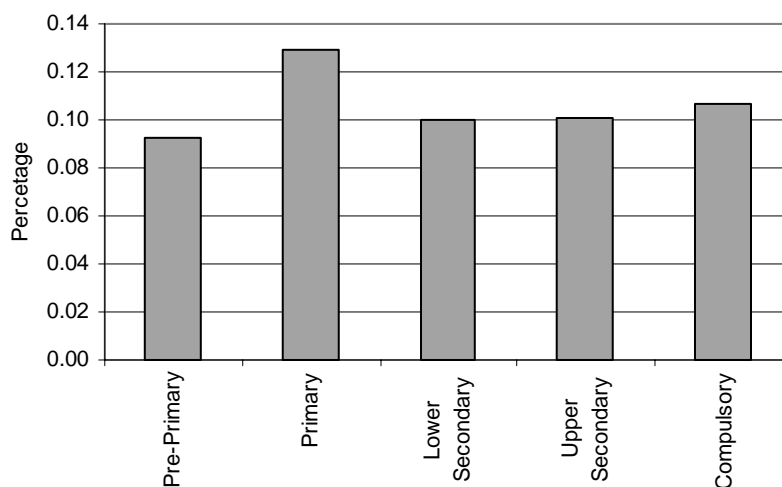
Special Schools – Category 1. Severe mental disability
MISSING

Special Classes – Category 1. Severe mental disability
NOT APPLICABLE

Regular Classes - Category 1. Total percentage of students with severe mental disability falling within the resources definition, by phase of education



Total - Category 1. Total percentage of students with severe mental disability falling within the resources definition

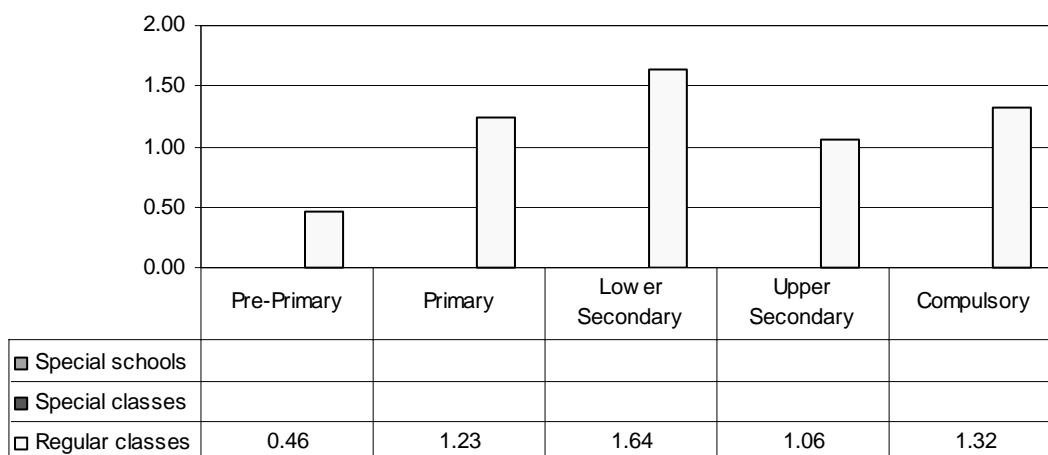


Note: Special schools data are missing.
Special classes data are not applicable.

Category 2 Cross-national Category B - A student with a severe emotional/behavioural disorder (Code 42) is one who: a) displays chronic, extreme, and pervasive behaviours that require close and constant adult supervision, high levels of structure and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the student and other students; b) has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression; c) displays self-stimulation, self-abusive or aphasic behaviour; or d) is dangerously aggressive, destructive and has violent and impulsive behaviours toward self and/or others such as Conduct Disorder. In the most extreme and pervasive instances, severe Oppositional Defiance Disorder may qualify. A clinical diagnosis within the last two years by a psychiatrist, chartered psychologist, or a developmental paediatrician is required in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The

effects of the disability on the student’s functioning in an educational setting should be described. An ongoing treatment plan/behavioural plan should be available and efforts be made to ensure that the student has access to appropriate mental health and therapeutic services. A clinical diagnosis of a behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses not sufficiently severe enough to qualify include attention deficit/hyperactivity disorder (AD/HD) and attention deficit disorder (ADD).

Proportion of students with severe emotional and/or behavioural disorder by phases of education in special schools, special classes and regular classes

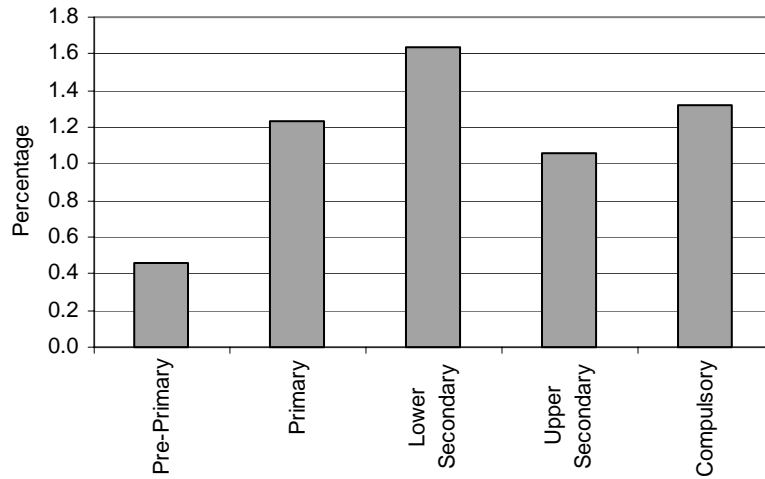


Note: Special schools data are missing.
Special classes data are not applicable.

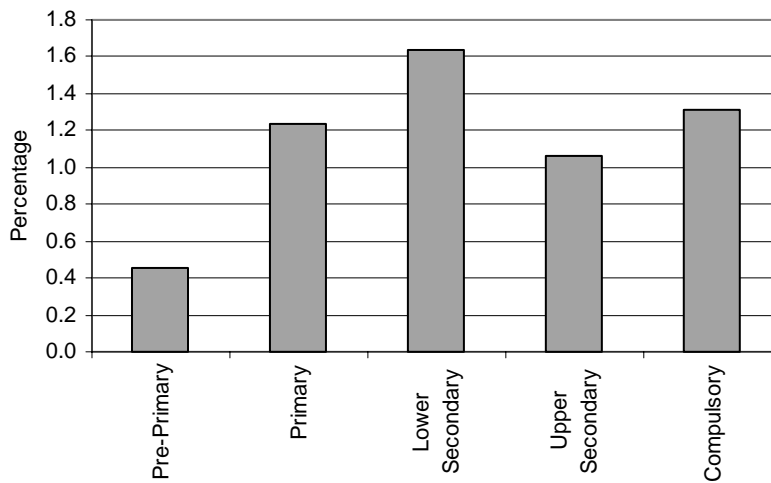
Special Schools – Category 2. Severe emotional/behavioural disability
MISSING

Special Classes – Category 2. Severe emotional/behavioural disability
NOT APPLICABLE

Regular Classes - Category 2. Total percentage of students with severe emotional and/or behavioural disorder falling within the resources definition, by phase of education



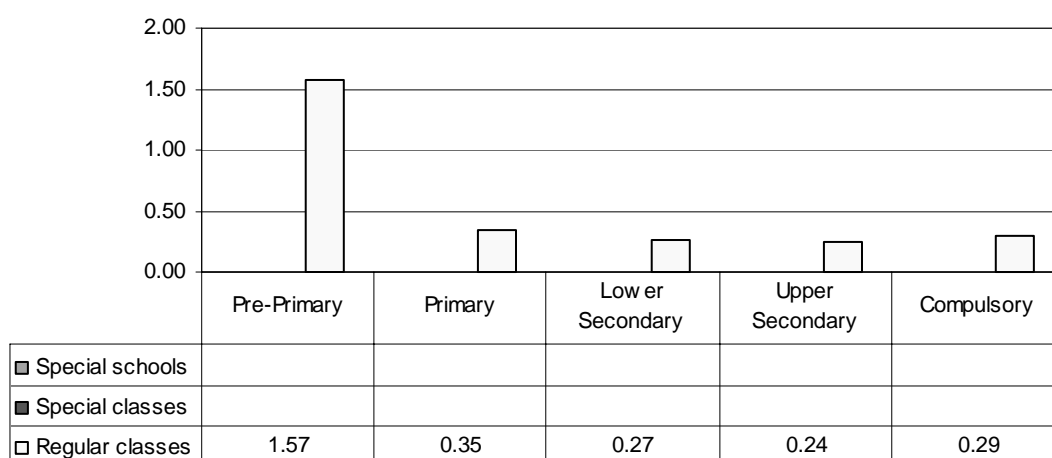
Total - Category 2. Total percentage of students with severe emotional and/or behavioural disorder falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 3 Cross-national Category A - A student (ECS to Grade 12) with a severe multiple disability (Code 43) is one who: a) has two or more non-associated moderate to severe mental and/or physical disabilities that, in combination, result in the student functioning at a severe to profound level; and b) requires special programmes, resources and/or therapeutic services. Students with a severe disability with a second disabling condition should be identified under the category of the primary severe disability. A student with a severe mental disability and another associated disability is not designated under this category, but is designated under severe emotional/behavioural disability. The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43: a) ADD/HD; b) learning disability; c) emotional behavioural disabilities; and d) speech and language related disabilities.

Proportion of students with severe multiple disability by phases of education in special schools, special classes and regular classes

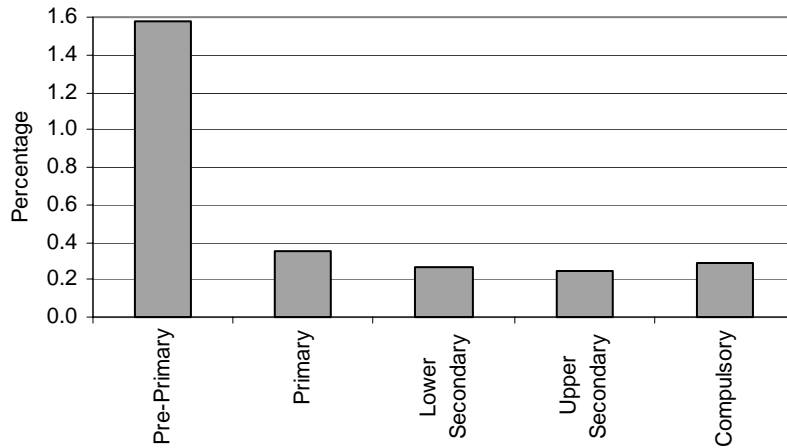


Note: Special schools data are missing.
Special classes data are not applicable.

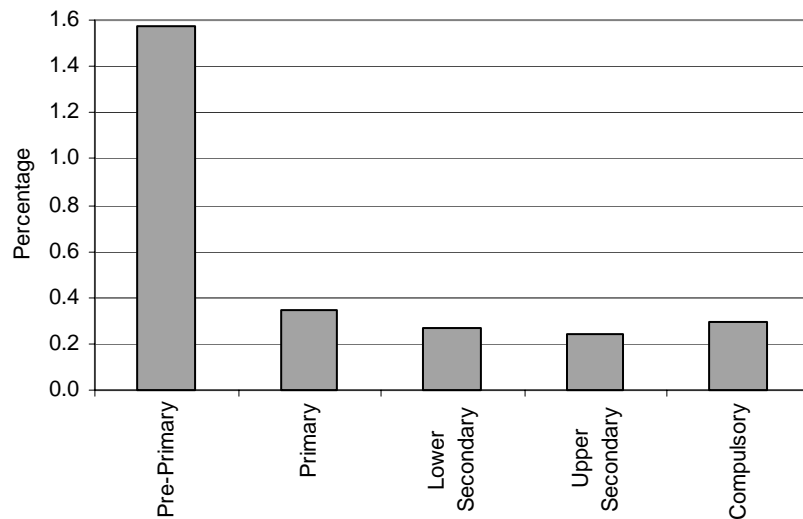
Special Schools – Category 3. Severe multiple disability
MISSING

Special Classes – Category 3. Severe multiple disability
NOT APPLICABLE

Regular Classes - Category 3. Total percentage of students with severe multiple disability falling within the resources definition, by phase of education



Total - Category 3. Total percentage of students with severe multiple disability falling within the resources definition

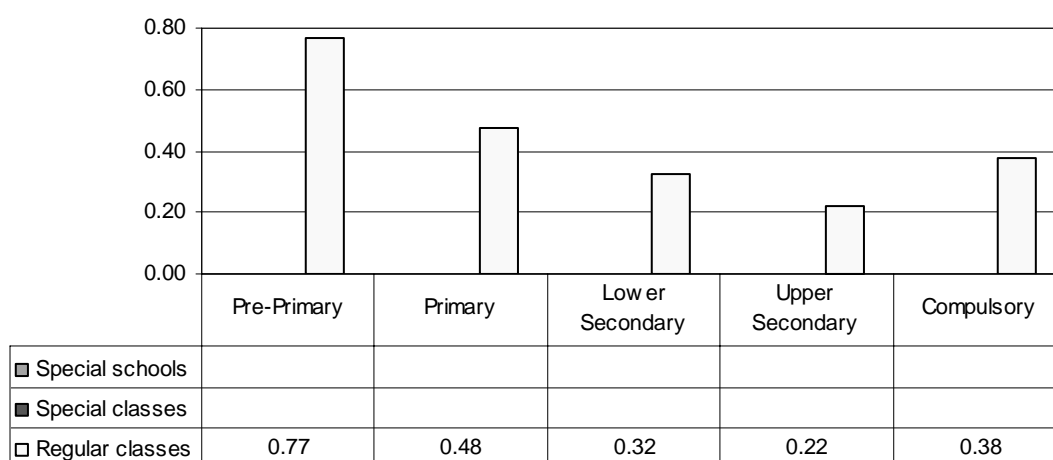


Note: Special schools data are missing.
Special classes data are not applicable.

Category 4 Cross-national Category A - A student with a severe physical, medical, or neurological disability (Code 44) is one who has a medical diagnosis of a physical disability, specific neurological disorder, or medical condition that creates a significant impact on the student's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment) and requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling. A student with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specialising in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient in order to qualify under this category. Eligibility is determined by the functioning level of the student with autism. In order for a diagnosis of autism to be made, the student needs to demonstrate difficulties in three broad areas: 1) social interaction;

2) communication; and 3) stereotyped pattern of behaviour (*i.e.*, hand flapping, body rocking, echolalia, insistence on sameness, and resistance to change). A student diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including Alcohol-Related Neurodevelopmental Disorder (ARND) is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist with specialised training, or medical professional specialising in developmental disorders is required. A clinical diagnosis of FAS/FAE is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with FAS/FAE. Students with severe FAS/FAE exhibit significant impairment in many of the following areas: a) social functioning; b) life skills; c) behaviour; d) learning; and e) attention and concentration resulting in the need for extensive intervention and support.

Proportion of students with severe physical or medical disability by phases of education in special schools, special classes and regular classes

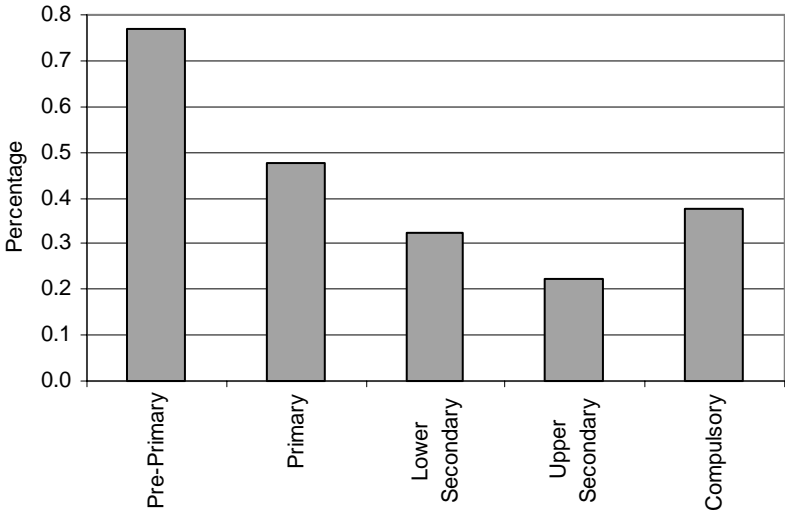


Note: Special schools data are missing.
Special classes data are not applicable.

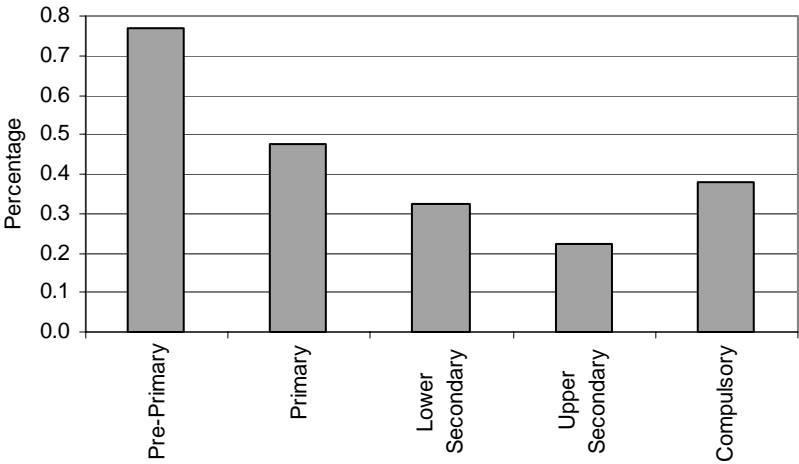
Special Schools – Category 4. Severe physical or medical disability
MISSING

Special Classes – Category 4. Severe physical or medical disability
NOT APPLICABLE

Regular Classes - Category 4. Total percentage of students with severe physical or medical disability falling within the resources definition, by phase of education



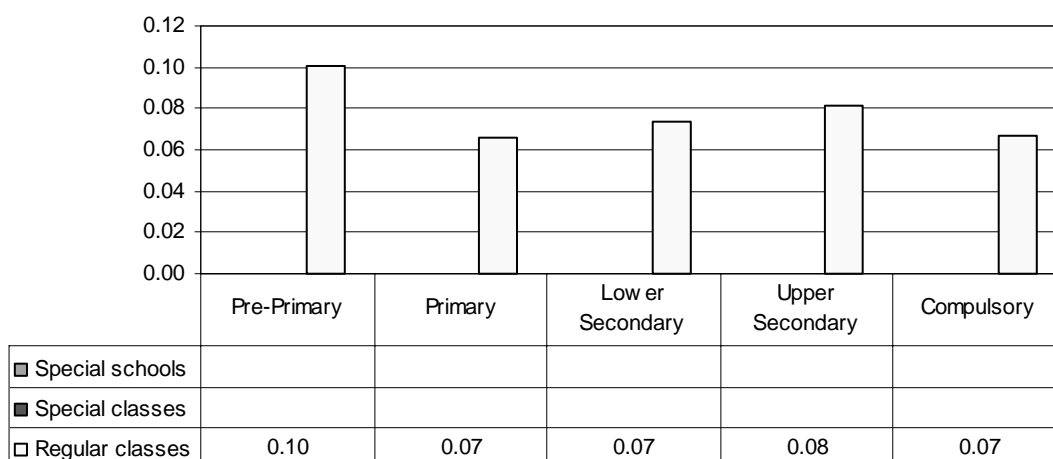
Total - Category 4. Total percentage of students with severe physical or medical disability falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 5 Cross-national Category A - A student with a profound hearing loss (Code 45) is one who: 1) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 Hz) that interferes with the use of oral language as the primary form of communication; or 2) has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and 3) requires extensive modifications and specialised educational supports; and 4) has a diagnosis by a clinical or educational audiologists. New approvals require an audiogram within the past three years.

Proportion of students with deafness by phases of education in special schools, special classes and regular classes

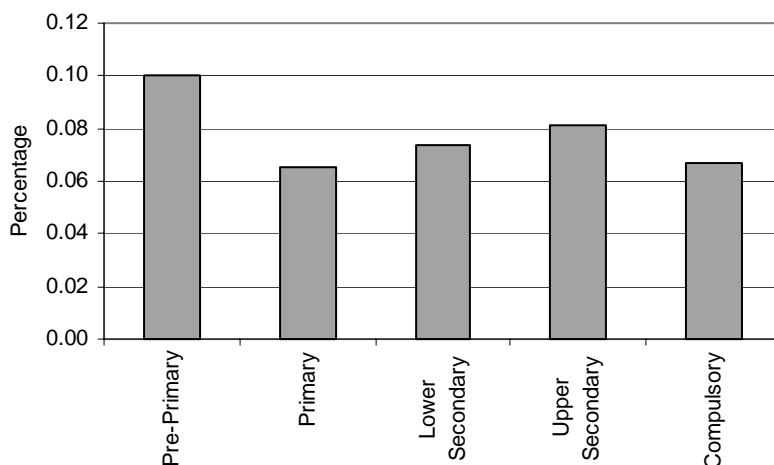


Note: Special schools data are missing.
Special classes data are not applicable.

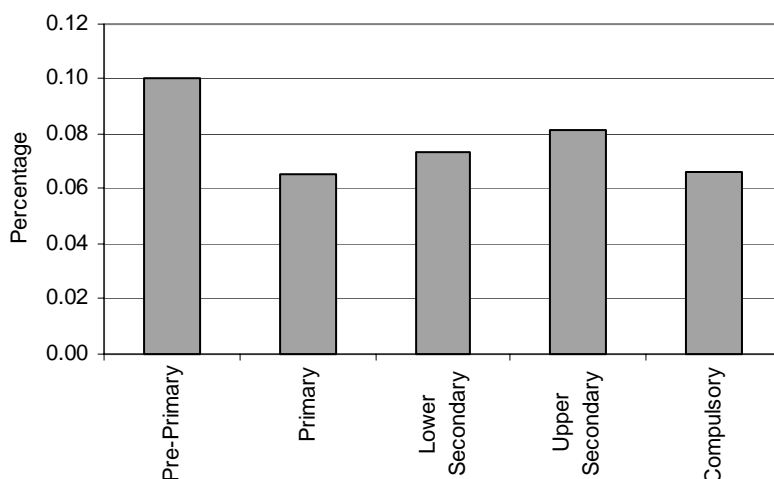
Special Schools – Category 5. Minor mental handicap
MISSING

Special Classes – Category 5. Minor mental handicap
NOT APPLICABLE

Regular Classes - Category 5. Total percentage of students with deafness falling within the resources definition, by phase of education



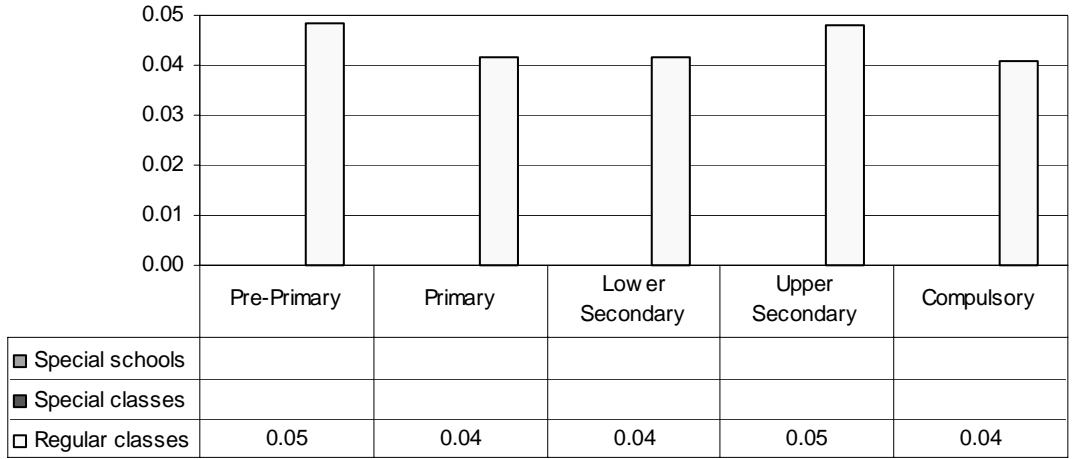
Total - Category 5. Total percentage of students with deafness falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 6 Cross-national Category A - A student with a severe visual impairment (Code 46) is one who: 1) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; 2) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees; and 3) has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning. Documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility. For those students who may be difficult to assess (*e.g.*, cortical blindness-developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility. NB: This definition also applies to blindness.

Proportion of students with blindness by phases of education in special schools, special classes and regular classes

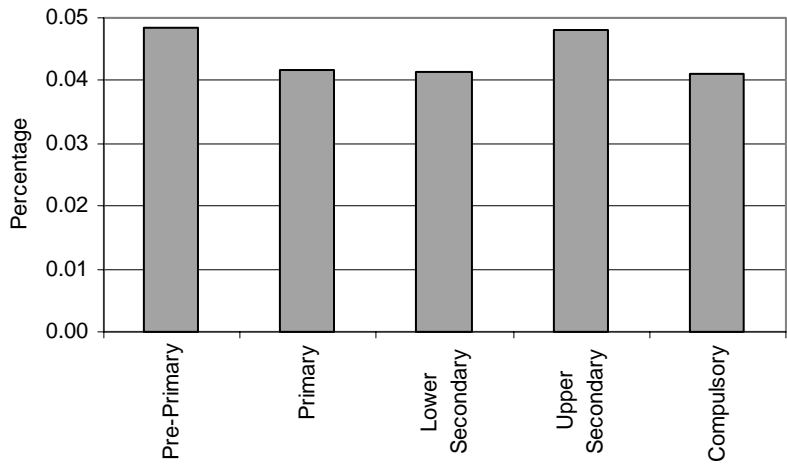


Note: Special schools data are missing.
Special classes data are not applicable.

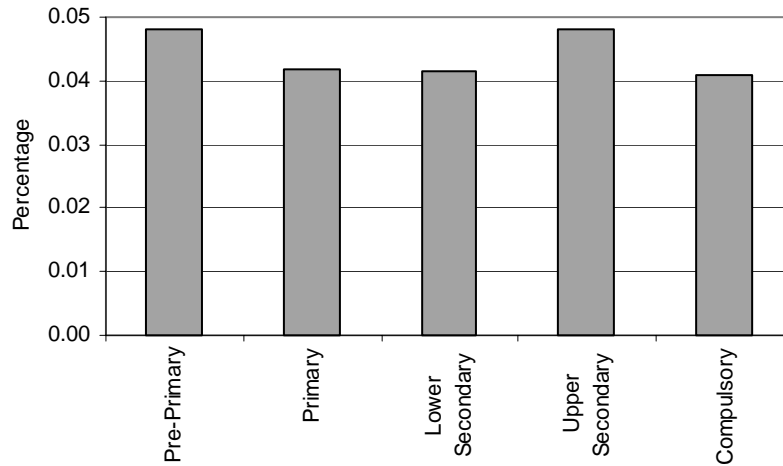
Special Schools – Category 6. Blindness
MISSING

Special Classes – Category 6. Blindness
NOT APPLICABLE

Regular Classes - Category 6. Total percentage of students with blindness falling within the resources definition, by phase of education



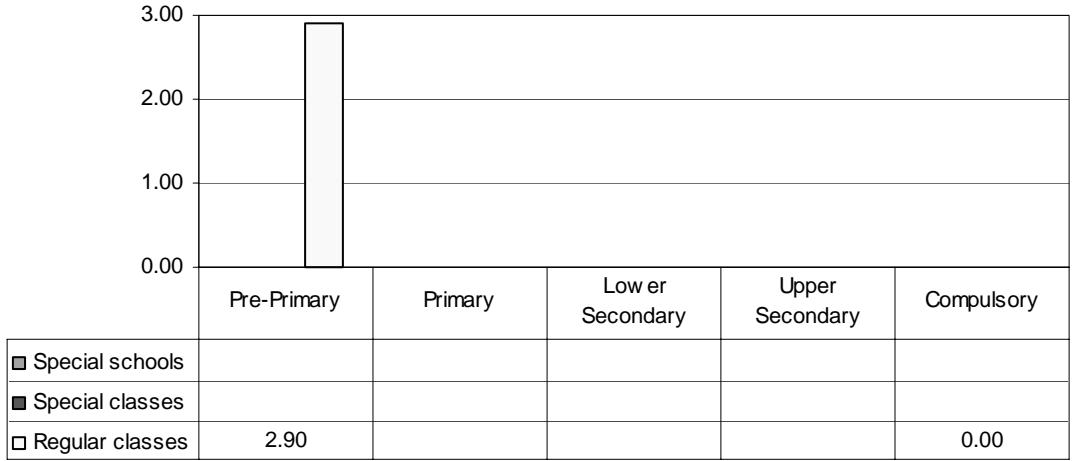
Total - Category 6. Total percentage of students with blindness falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 7 Cross-national Category A - A child with a severe communication disability (Code 47, ECS children only) has severe difficulty in communication with peers and/or adults because of a severe disability in expressive and/or receptive language and/or total language. This may include little, if any, expressive or receptive communication skills. In order to qualify for severe communication disability funding, the assessment results must be less than or equal to the first percentile. One subset score alone, such as sentence structure or word structure at or below the first percentile, does not qualify as a severe communication disability for funding purposes. If a child has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disability), then the child would be more appropriately identified as Severe Multiple Disability (Code 43). This applies only to eligible ECS children and does not apply for children in Grades 1-12. A severe phonological delay does not necessarily qualify as a severe communication disability. A current speech and language assessment report must be submitted with the application for funding. The speech language report should include a conclusion or summary statement that clearly indicates the level of communication disability (*i.e.*, mild, moderate, severe, or profound). Recommended assessment instruments would be phonological, such as the Hudson, rather than articulation tests. Documentation that clarifies the level of intelligibility and the impact of the speech language disorder on the child's ability to function in an education environment should also be included.

Proportion of students with severe communicational disorders by phases of education in special schools, special classes and regular classes

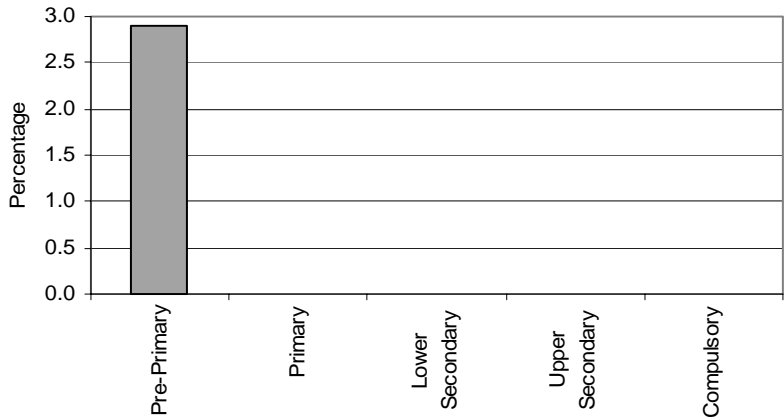


Note: Special schools data are missing.
 Special classes data are not applicable.
 Regular classes data in primary, lower secondary and upper secondary education are not applicable.

Special Classes – Category 7. Severe communications disorder
 MISSING

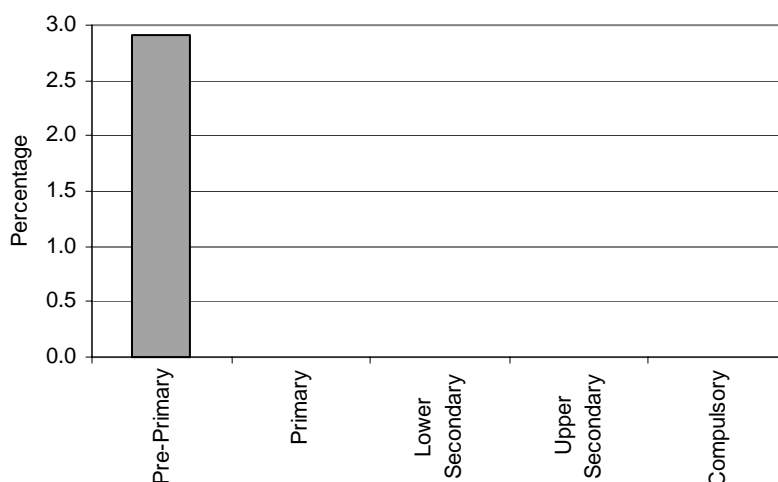
Special Classes – Category 7. Severe communications disorder
 NOT APPLICABLE

Regular Classes - Category 7. Total percentage of students with severe communicational disorders falling within the resources definition, by phase of education



Note: Regular classes data in primary, lower secondary and upper secondary education are not applicable.

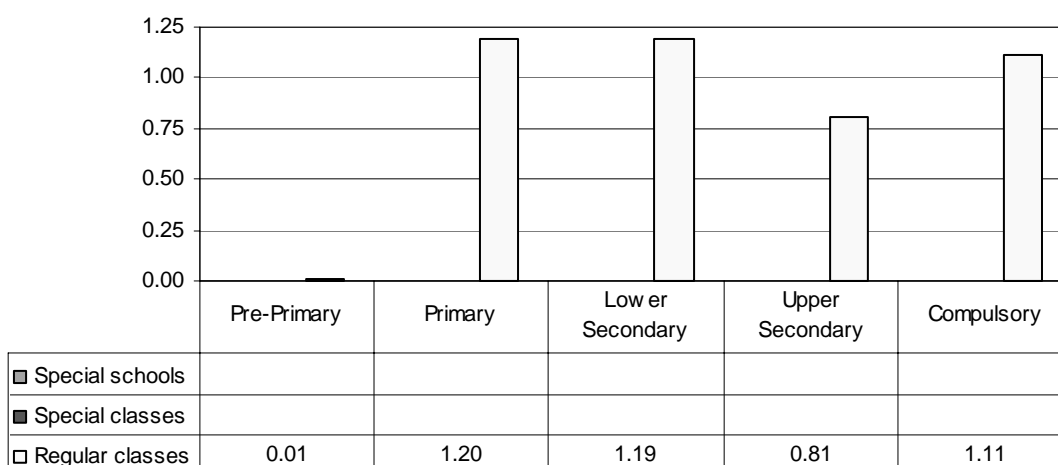
Total - Category 7. Total percentage of students with severe communicational disorders falling within the resources definition



Note: Special schools data are missing.
 Special classes data are not applicable.
 Regular classes data in primary, lower secondary and upper secondary education are not applicable.

Category 8 Cross-national Category A - A student with a mild mental disability (Code 51) is usually delayed in most academic subjects and social behaviours as compared to his or her own same-age peers. Any student designated as having a mild mental disability should have an IQ in the range of 50-75+ or -5 as measured on an individual intelligence test, have an adaptive behaviour score equivalent to the mildly delayed level on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour Scale; Progress Assessment Chart, Vineland) and exhibit developmental delays in social behaviours.

Proportion of students with mild mental disability by phases of education in special schools, special classes and regular classes

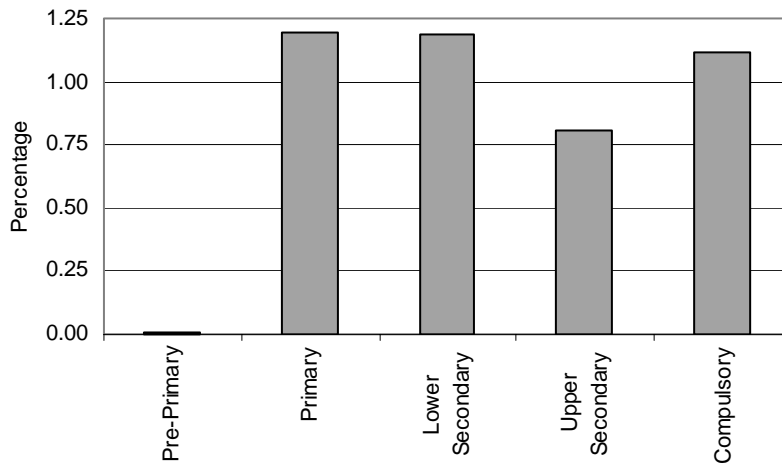


Note: Special schools data are missing.
 Special classes data are not applicable.

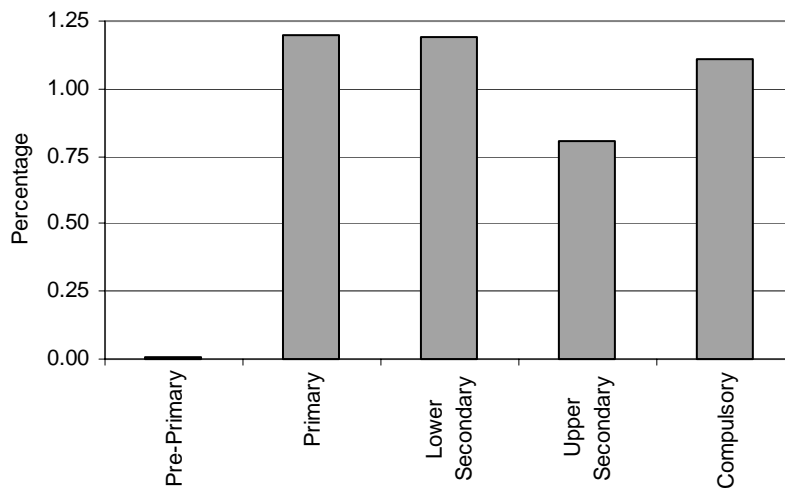
Special Schools – Category 8. Mild mental disability
MISSING

Special Classes – Category 8. Mild mental disability
NOT APPLICABLE

Regular Classes - Category 8. Total percentage of students with mild mental disability falling within the resources definition, by phase of education



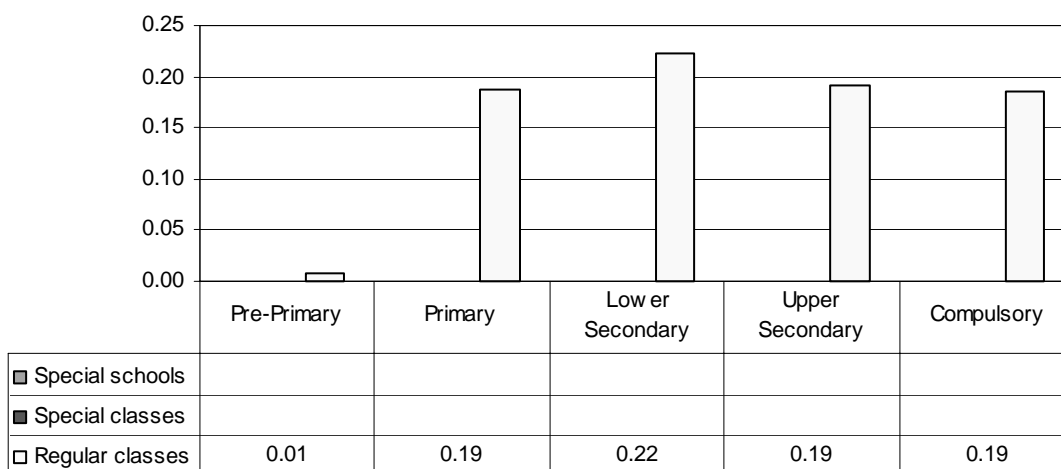
Total - Category 8. Total percentage of students with severe mild mental disability falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 9 Cross-national Category A - A student with a moderate mental disability (Code 52) requires significant modification to basic curriculum but is able to profit from instruction in living/vocational skills and may require functional literacy and numeracy skills. Any student who is designated as having a moderate mental disability should have an IQ in the range of approximately 30-50+ or -5 as measured on an individual intelligence test and have an adaptive behaviour score equivalent to the moderately delayed level on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour Scale; Progress Assessment Chart, Vineland).

Proportion of students with moderate mental disability by phases of education in special schools, special classes and regular classes

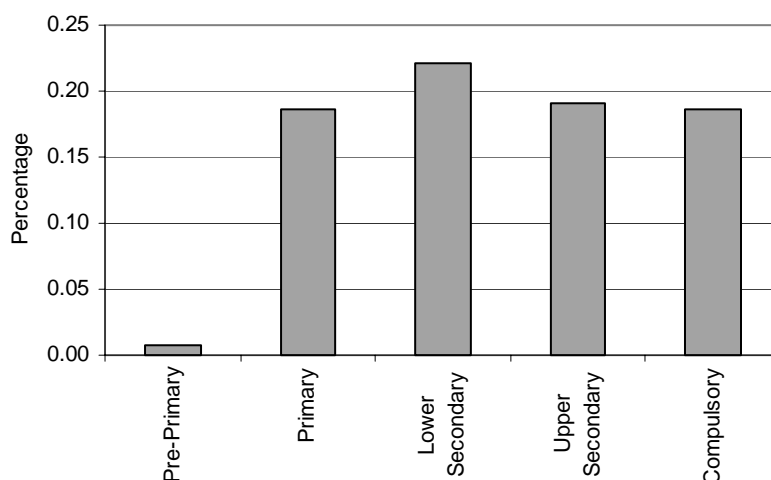


Note: Special schools data are missing.
Special classes data are not applicable.

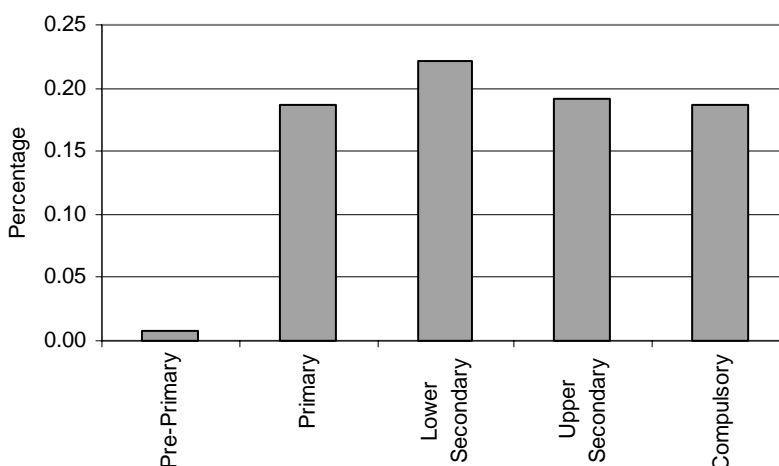
Special Schools – Category 9. Moderate mental disability
MISSING

Special Classes – Category 9. Moderate mental disability
NOT APPLICABLE

Regular Classes - Category 9. Total percentage of students with moderate mental disability falling within the resources definition, by phase of education



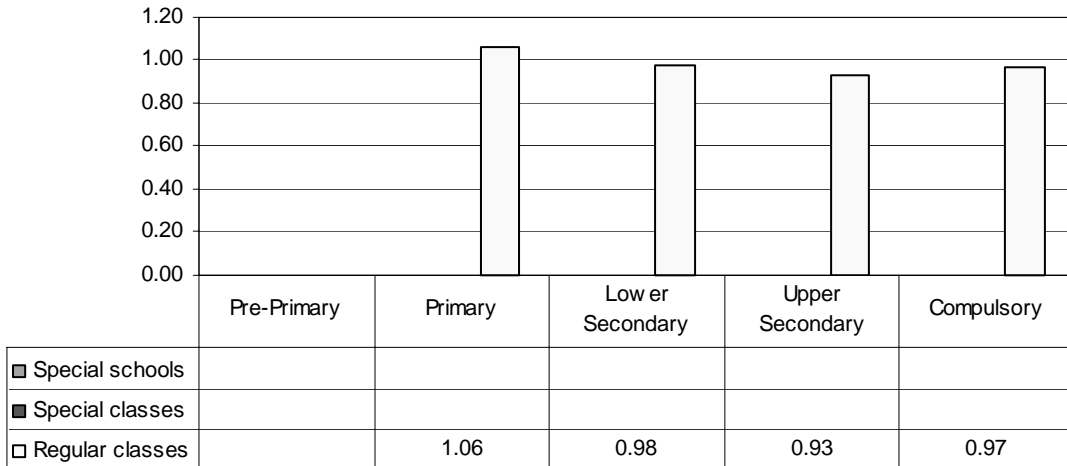
Total - Category 9. Total percentage of students with moderate mental disability falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 10 Cross-national Category B - Students with a mild/moderate emotional/behavioural disability (Code 53) exhibit chronic and pervasive behaviours that are so maladaptive that they interfere with the learning and safety of the student and other students. Behaviour disabilities are characterised by a number of observable maladaptive behaviours: 1) an inability to establish or maintain satisfactory relationships with peers or adults; 2) a general mood of unhappiness or depression; 3) continued difficulty in coping with the learning situation in spite of remedial intervention; 4) physical symptoms or fears associated with personal or school problems; 5) difficulties in accepting the realities of personal responsibility and accountability; and 6) physical violence toward other persons and/or physical destructiveness toward the environment.

Proportion of students with mild/moderate emotional and/or behavioural disorder by phases of education in special schools, special classes and regular classes

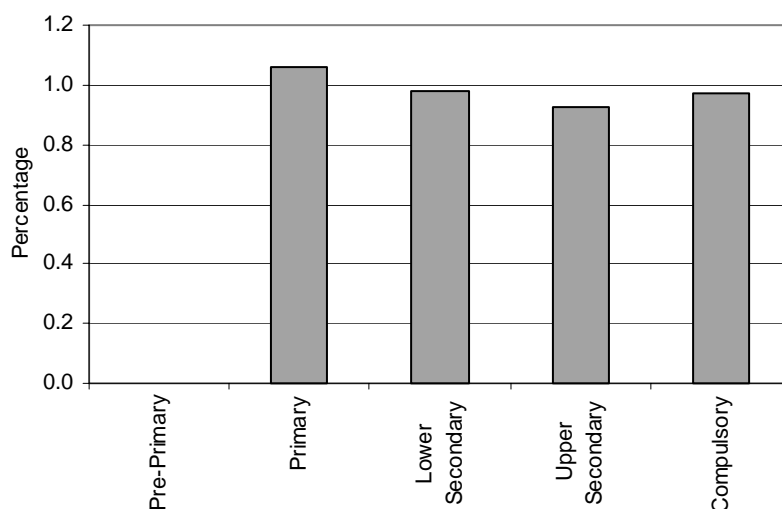


Note: Special schools data are missing.
 Special classes data are not applicable.
 Regular classes data in pre-primary education are missing.

Special Schools – Category 10. Mild/moderate emotional/behavioural disability
 MISSING

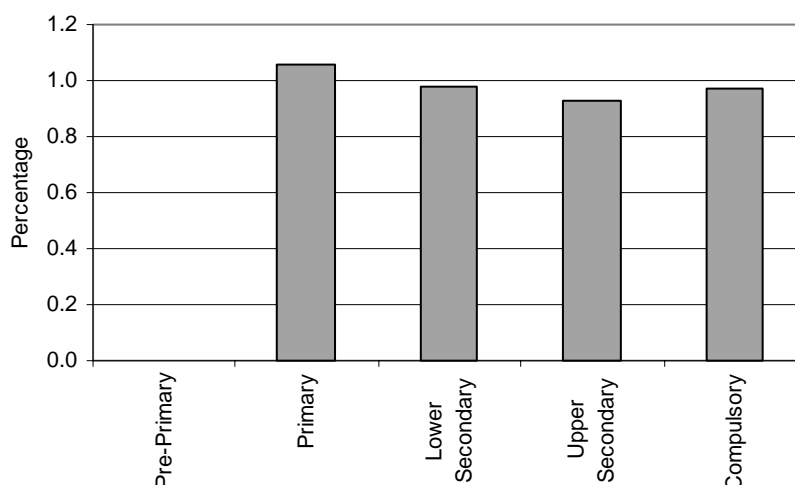
Special Classes – Category 10. Mild/moderate emotional/behavioural disability
 NOT APPLICABLE

Regular Classes - Category 10. Total percentage of students with mild/moderate emotional and/or behavioural disorder falling within the resources definition, by phase of education



Note: Regular classes data in pre-primary education are missing

Total - Category 10. Total percentage of students with mild/moderate emotional and/or behavioural disorder falling within the resources definition

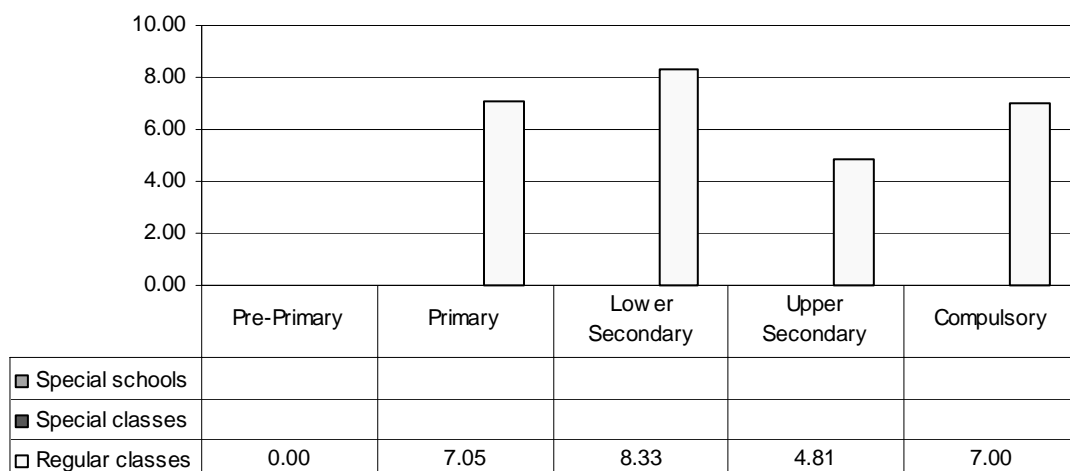


Note: Special schools data are missing.
Special classes data are not applicable.
Regular classes data in pre-primary education are missing

Category 11 Cross-national Category B - Students with a mild/moderate learning disability (Code 54) usually have average or above average intelligence but have specific learning disabilities that interfere with normal academic learning. Learning disabilities is a generic term that refers to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, co-ordination, communicating, reading, writing, spelling, calculation, social competence and emotional maturation. Learning disabilities are intrinsic to the individual and may affect learning and behaviour in any individual, including those with potentially average or above average intelligence. Learning disabilities are not due primarily to visual, hearing or motor handicaps, to mental

retardation, emotional disturbance or environmental disadvantage, although they may occur concurrently with any of these. Learning disabilities may arise from genetic variations, biochemical factors, events in the pre- to peri-natal period, or any other subsequent events resulting in neurological impairment.

Proportion of students with learning disability by phases of education in special schools, special classes and regular classes

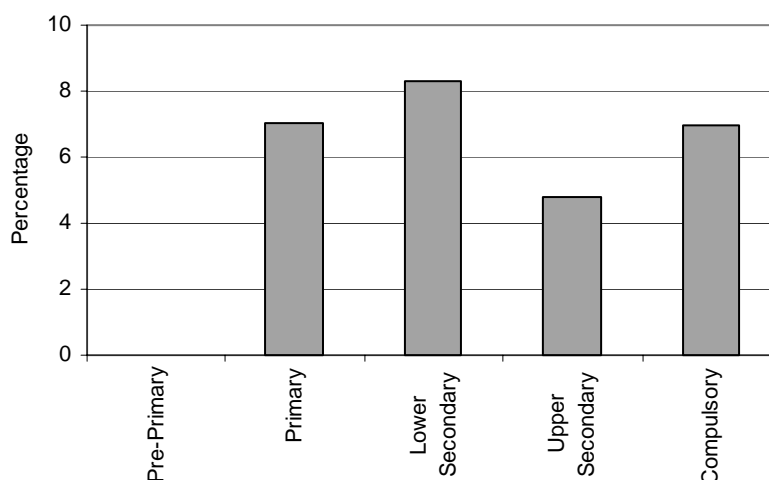


Note: Special schools data are missing.
Special classes data are not applicable.

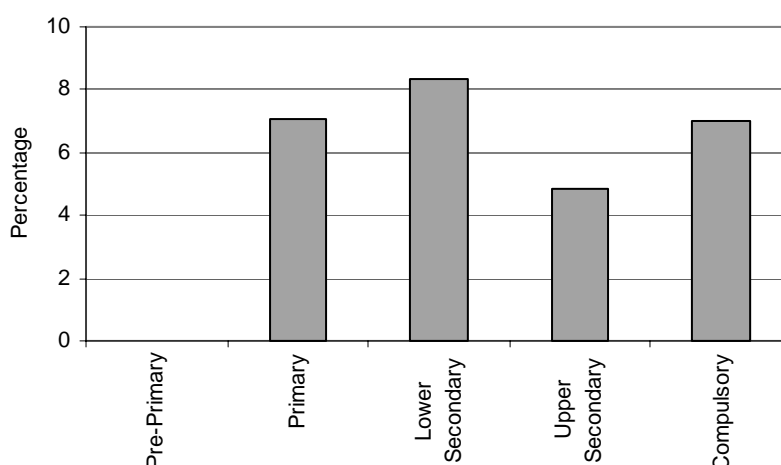
Special Schools – Category 11. Learning disability
MISSING

Special Classes – Category 11. Learning disability
NOT APPLICABLE

Regular Classes - Category 11. Total percentage of students with learning disability falling within the resources definition, by phase of education



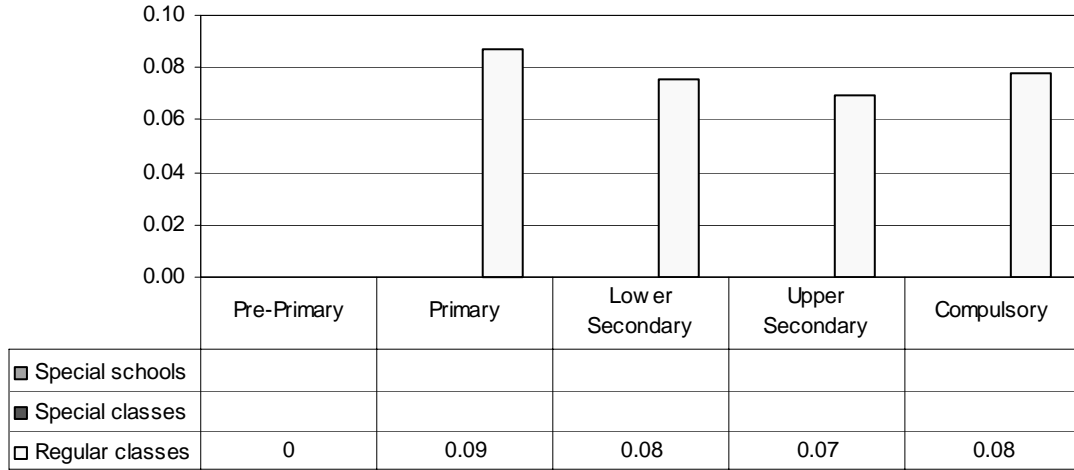
Total - Category 11. Total percentage of students with learning disability falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 12 Cross-national Category A - A student with a mild/moderate hearing disability (Code 55) is one whose hearing condition affects speech and language development and interferes with the ability to learn. A student with a mild (26 to 40 decibels) to moderate (41 to 70 decibels) hearing disability will have an average hearing loss of 26 to 70 decibels unaided in the better ear over the normal range of speech. The normal range of speech is between 500 Hz and 4 000 Hz.

Proportion of students with mild/moderate hearing disability by phases of education in special schools, special classes and regular classes

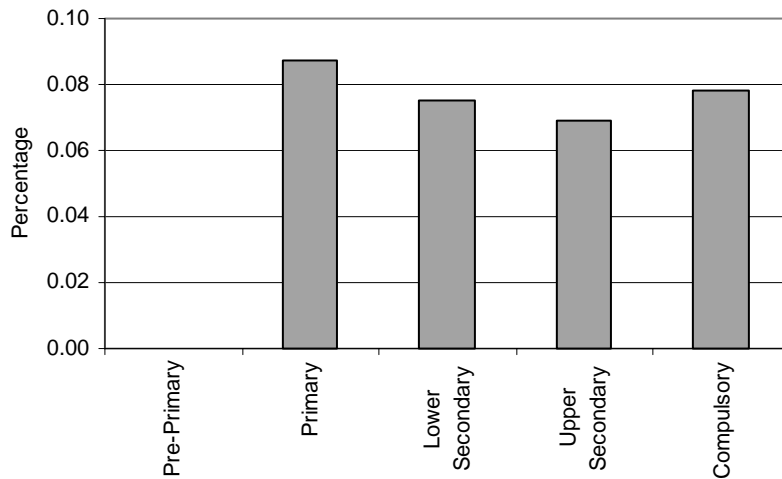


Note: Special schools data are missing.
Special classes data are not applicable.

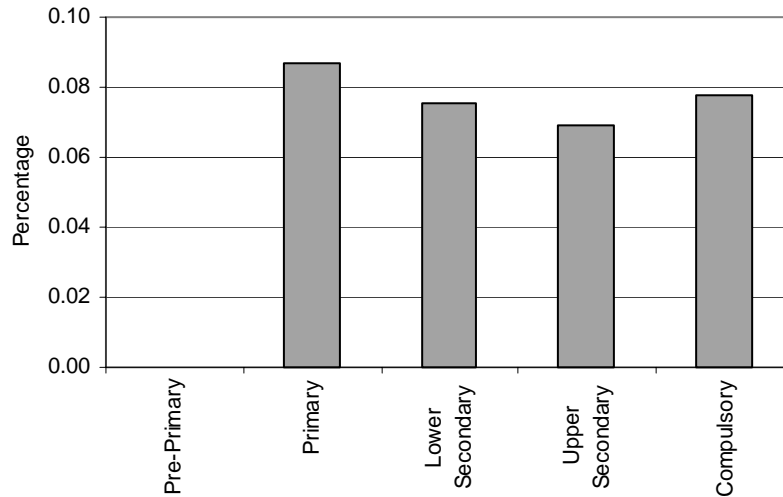
Special Schools – Category 12. Mild/Moderate hearing disability
MISSING

Special Classes – Category 12. Mild/Moderate hearing disability
NOT APPLICABLE

Regular Classes - Category 12. Total percentage of students with mild/moderate hearing disability falling within the resources definition, by phase of education



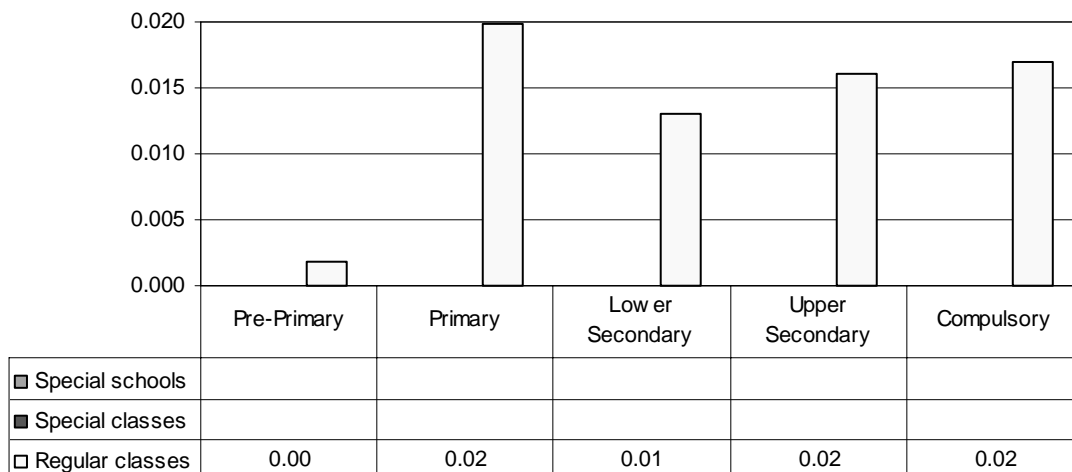
Total - Category 12. Total percentage of students with mild/moderate hearing disability falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 13 Cross-national Category A - A student with a mild/moderate visual disability (Code 56) is one whose vision is so limited that it interferes with the student's ability to learn or the student requires modification of the learning environment to be able to learn. A student who is designated as having limited vision should have a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction and/or a reduced field of vision.

Proportion of students with mild/moderate visual disability by phases of education in special schools, special classes and regular classes

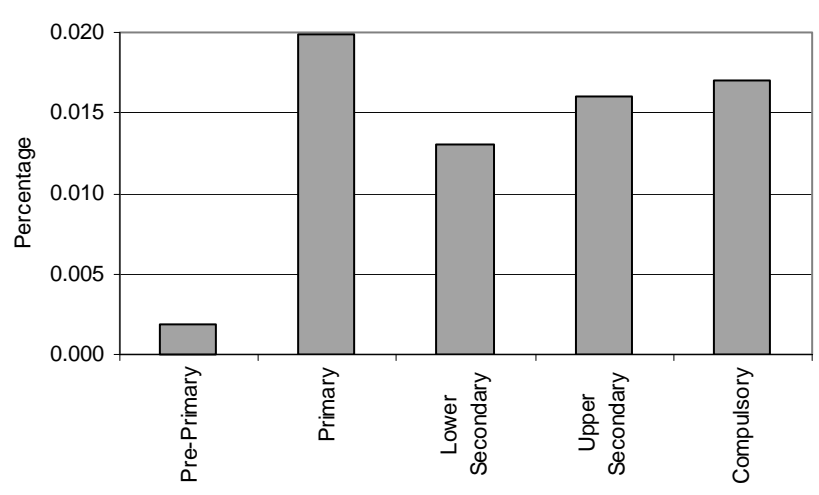


Note: Special schools data are missing.
Special classes data are not applicable.

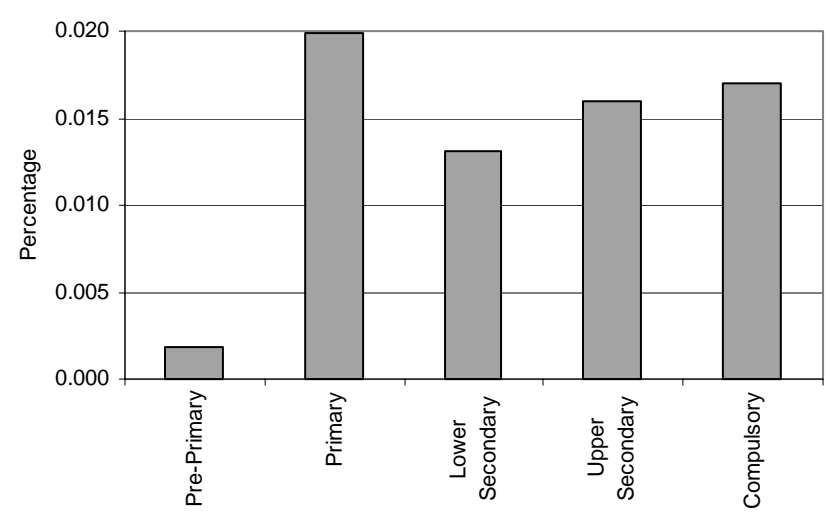
Special Schools – Category 13. Mild/moderate visual disability
MISSING

Special Classes – Category 13. Mild/moderate visual disability
NOT APPLICABLE

Regular Classes - Category 13. Total percentage of students with mild/moderate visual disability falling within the resources definition, by phase of education



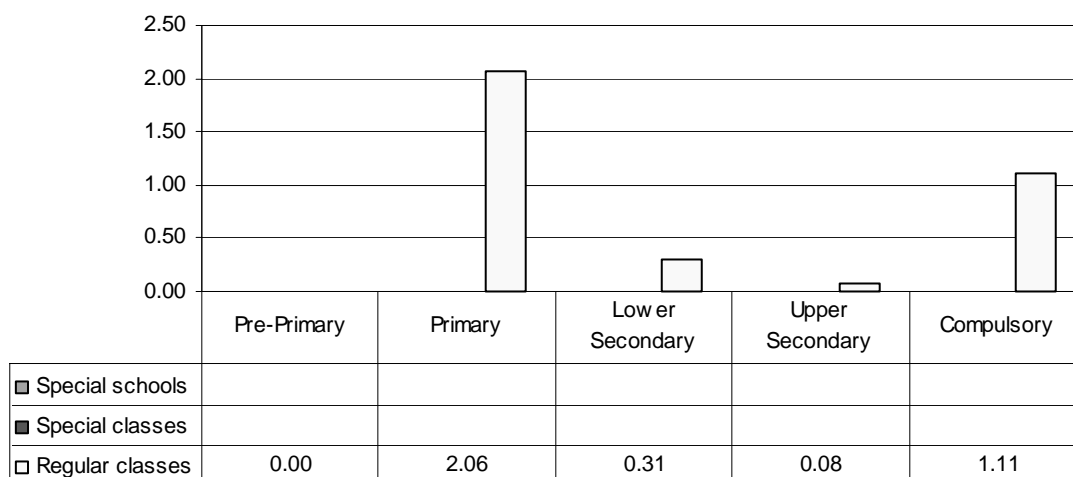
Total - Category 13. Total percentage of students with mild/moderate visual disability falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 14 Cross-national Category A - A student with a mild/moderate communications disability (Code 57) has significant difficulty in communicating with peers and adults because of a disability in expressive and/or receptive language and/or disabilities in speech including articulation, voice and fluency.

Proportion of students with mild/moderate communications disability by phases of education in special schools, special classes and regular classes

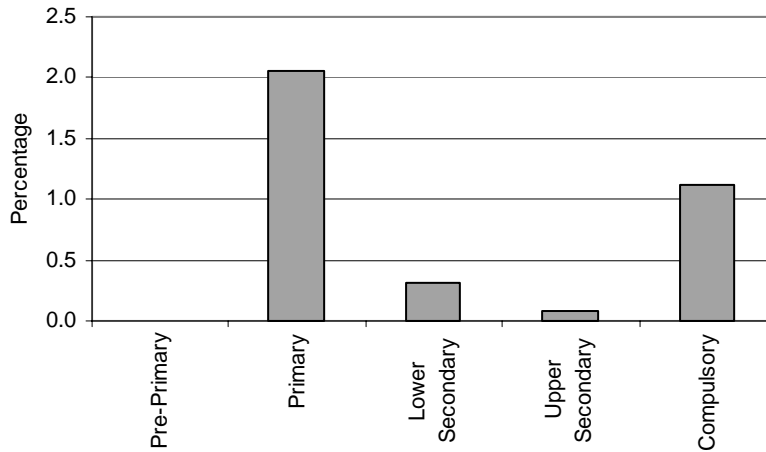


Note: Special schools data are missing.
Special classes data are not applicable.

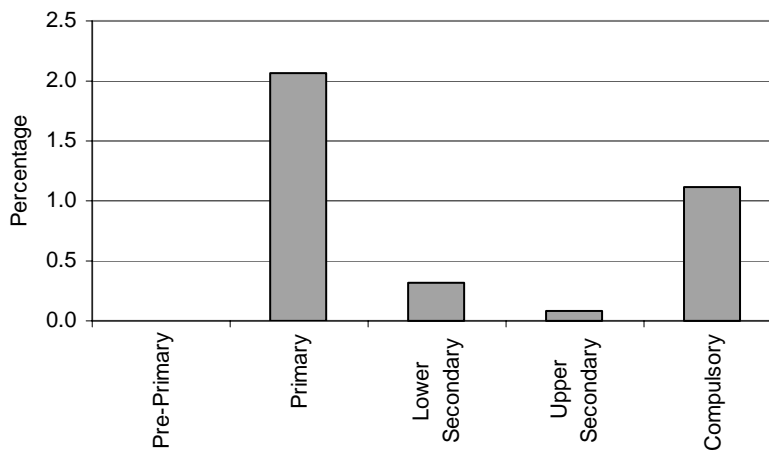
Special Schools – Category 14. Mild/moderate communication disability
NOT APPLICABLE

Special Classes – Category 14. Mild/moderate communication disability
NOT APPLICABLE

Regular Classes - Category 14. Total percentage of students with mild/moderate communications disability falling within the resources definition, by phase of education



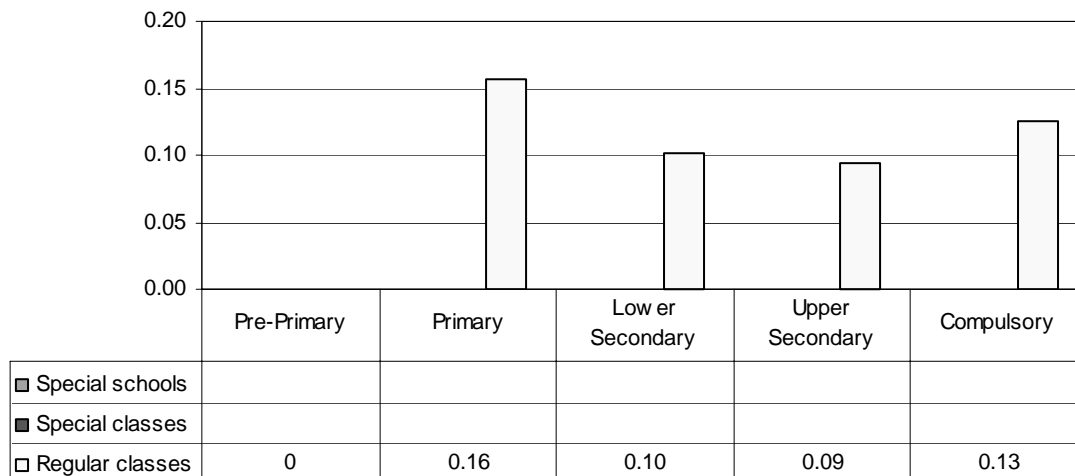
Total - Category 14. Total percentage of students with mild/moderate communications disability falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 15 Cross-national Category A - A student with a mild to moderate physical or medical disability (Code 58) is one whose physical, neurological, or medical condition interferes with the ability to learn or who requires a modification of the learning environment in order to learn. The existence of a physical disability or medical condition, in and of itself, is not sufficient for the student to be designated under this category; the condition must impact upon the student’s schooling.

Proportion of students with mild/moderate physical or medical disability by phases of education in special schools, special classes and regular classes

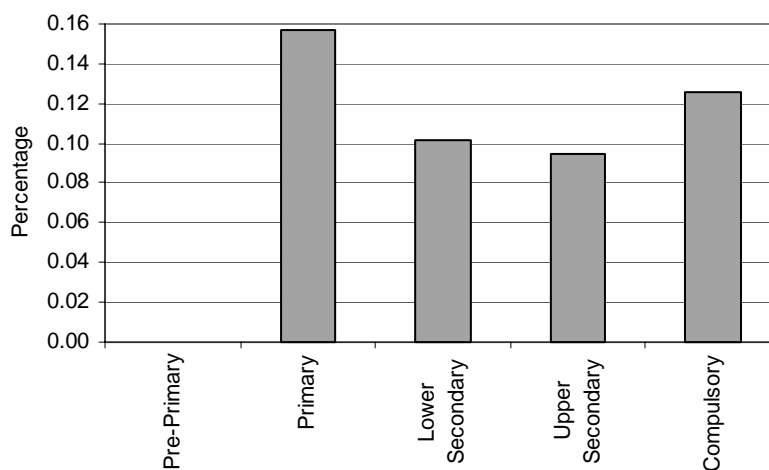


Note: Special schools data are missing.
Special classes data are not applicable.

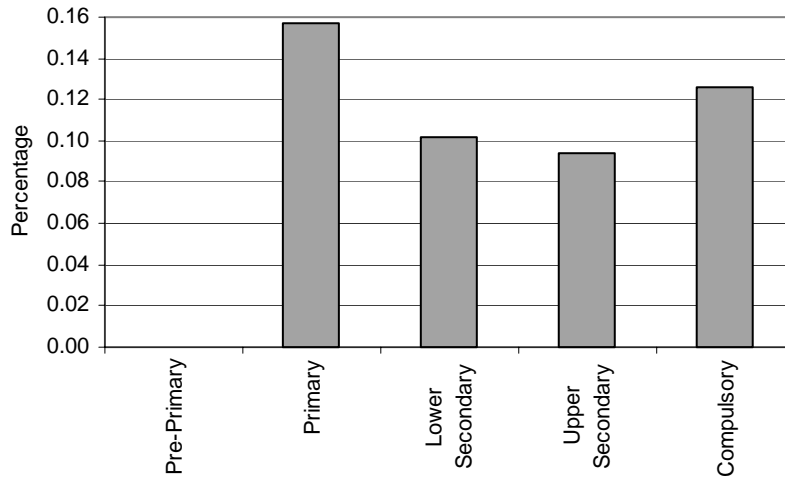
Special Schools – Category 15. Mild/moderate physical/medical disability
MISSING

Special Classes – Category 15. Mild/moderate physical/medical disability
NOT APPLICABLE

Regular Classes - Category 15. Total percentage of students with mild/moderate physical or medical disability falling within the resources definition, by phase of education



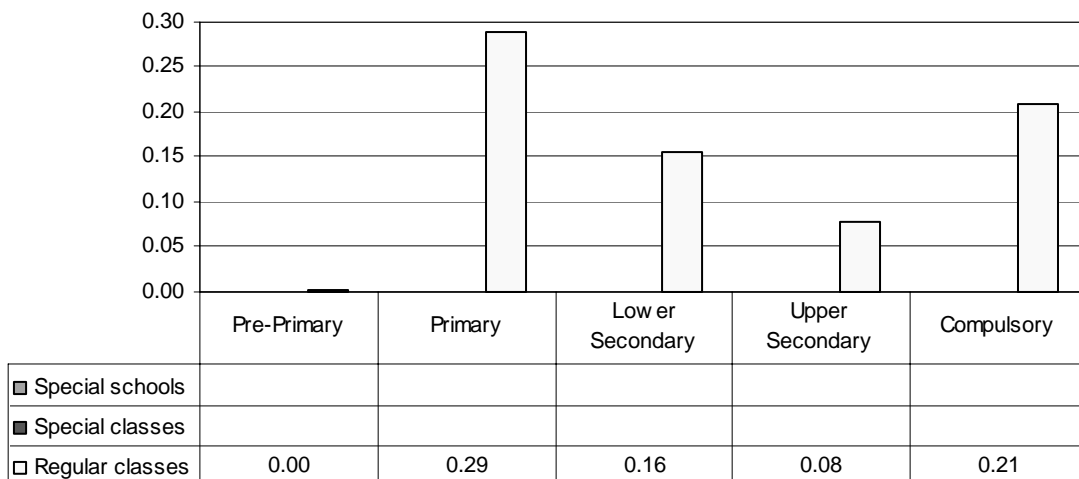
Total - Category 15. Total percentage of students with mild/moderate physical or medical disability falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 16 Cross-national Category A - A student with a mild to moderate multiple disability (Code 59) has two or more non-associated mild to moderate disabilities that have a significant impact upon his or her ability to learn. Some disabling conditions are closely associated and so would not be designated under this category. For example, students with hearing disabilities frequently have communication disabilities and students with mental disabilities almost always have both academic and communication disabilities.

Proportion of students with mild/moderate multiple disability by phases of education in special schools, special classes and regular classes

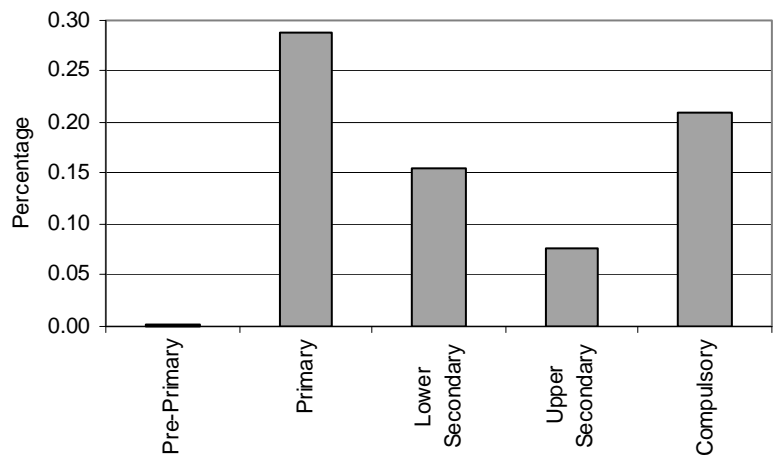


Note: Special schools data are missing.
Special classes data are not applicable.

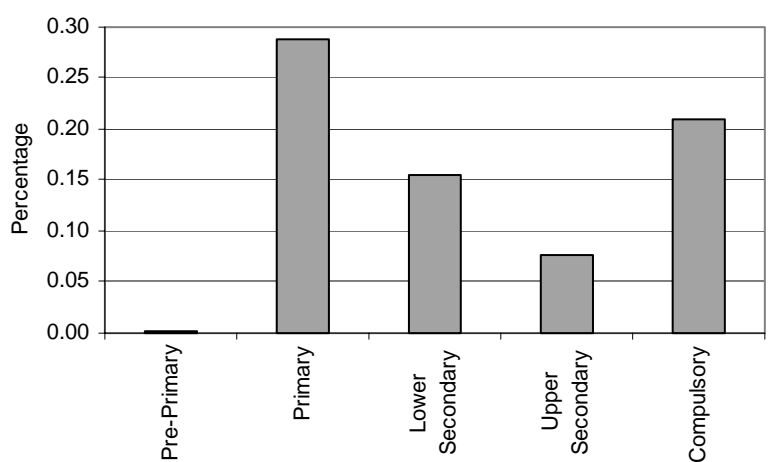
Special Schools – Category 16. Mild/moderate multiple disability
MISSING

Special Classes – Category 16. Mild/moderate multiple disability
NOT APPLICABLE

Regular Classes - Category 16. Total percentage of students with mild/moderate multiple disability falling within the resources definition, by phase of education



Total - Category 16. Total percentage of students with mild/moderate multiple disability falling within the resources definition



Note: Special schools data are missing.
Special classes data are not applicable.

Category 17 Cross-national Category B - A student in Grade 1-12 who is gifted and talented (Code 80) is one who, by virtue of outstanding ability, is capable of exceptional performance. This is a student who requires differentiated provisions and/or programmes beyond the regular school programme to realise his or her contribution to self and society. A student capable of exceptional performance is one who demonstrates achievement and/or potential ability in one of several areas: 1) General intellectual ability. A student possessing general intellectual ability is consistently superior to the other students in the school to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school programme. Usually, this is the student who has a large storehouse of information about a wide variety of topics. The ability to abstract, generalise and use high level thinking skills is common in this type of student. 2) Specific academic aptitude. A student possessing a specific academic aptitude is the student who, in a specific subject area, is consistently superior to the aptitudes of the other students in the school to the extent that the student needs and can profit from speciallyplanned educational services beyond those normally provided by the regular school programme. Generally, this is the student who has an inordinate strength in a specific area, such as mathematical reasoning. 3) Creative or productive thinking. A student who thinks creatively or productively is one who consistently engages in divergent thinking that results in unconventional responses to conventional tasks, to the extent that the student needs and can profit from speciallyplanned educational services beyond those normally provided by the regular school programme. Generally, this is the student who is unwilling to accept authoritarian pronouncements without critical examination. 4) Leadership ability. A student possessing leadership ability is one who not only assumes leadership roles, but also is accepted by others as a leader, to the extent that the student needs and can benefit from speciallyplanned educational services beyond those normally provided by the regular school programme. Generally, this is the student who can be counted upon to carry out responsibilities and adapts readily to new situations. 5) Visual and performing arts. A student possessing visual and performing arts ability is one who consistently creates outstanding aesthetic productions in graphic areas, sculpture, music, drama, or dance, to the extent that this student needs and can benefit from speciallyplanned educational activities beyond those normally provided in the regular school programme. 6) Psychomotor ability. A student possessing psychomotor ability is one who consistently displays mechanical skills or athletic ability so superior to that of other students in the school that the student needs and can profit from speciallyplanned educational services beyond those normally provided by the regular school programme. Generally, this is the student with good control of body movement and excellent hand-eye co-ordination.

Special Schools – Category 17. Gifted and Talented

CATEGORY NOT TAKEN INTO ACCOUNT IN THIS STUDY

Special Classes – Category 17. Gifted and Talented

CATEGORY NOT TAKEN INTO ACCOUNT IN THIS STUDY

**Regular Classes – Category 17. Gifted and
Talented**

CATEGORY NOT TAKEN INTO ACCOUNT IN
THIS STUDY