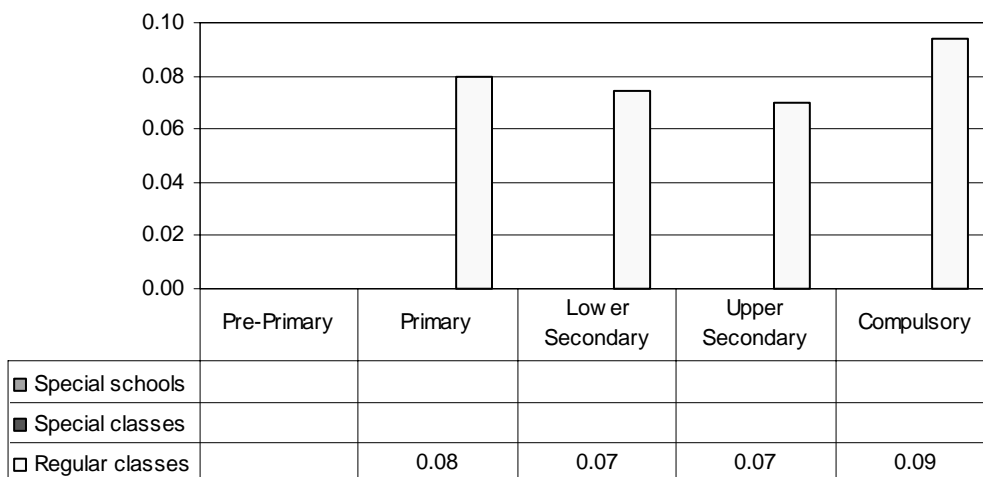


CANADA (BC)

Category 1 Cross-national Category A - Visual impairment includes the following categories: blind, legally blind, partially sighted, low vision and cortically visually impaired. A student with visual impairment is one whose visual acuity is not sufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage unless adaptations are made in the methods of presenting learning opportunities, the nature of the materials used and/or the learning environment. It is not intended to include students described as having visual perceptual difficulties unless they also have a vision loss as described below. To be eligible for supplemental funding as a visually-impaired student, the following conditions must be met: a current IEP describing a visual acuity of 6/21 (20/70) or less in the better eye after correction; a visual field of 20 degrees or less; any progressive eye disease with a prognosis of becoming one of the above in the next few years; or a visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her visual acuity is limited to 6/21 (20/70) or less.

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

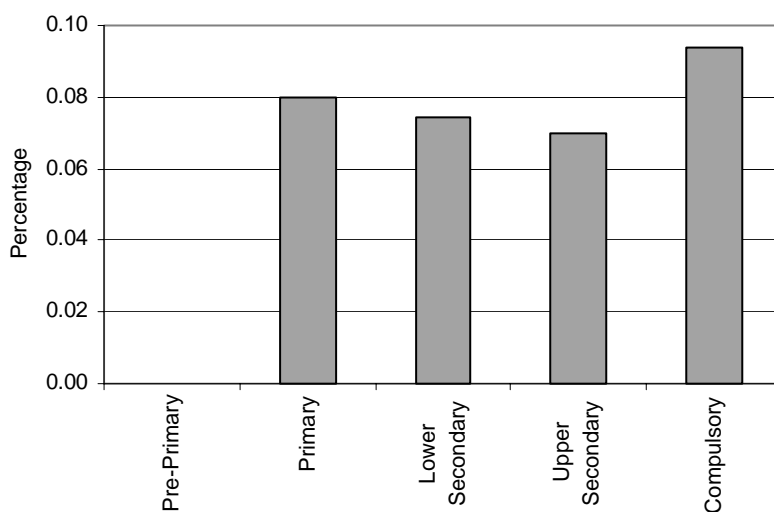


Note: Special schools data are not applicable.
 Special classes data are missing.
 Regular classes data in pre-primary education are missing.

Special Schools – Category 1. Visual impairments
 NOT APPLICABLE

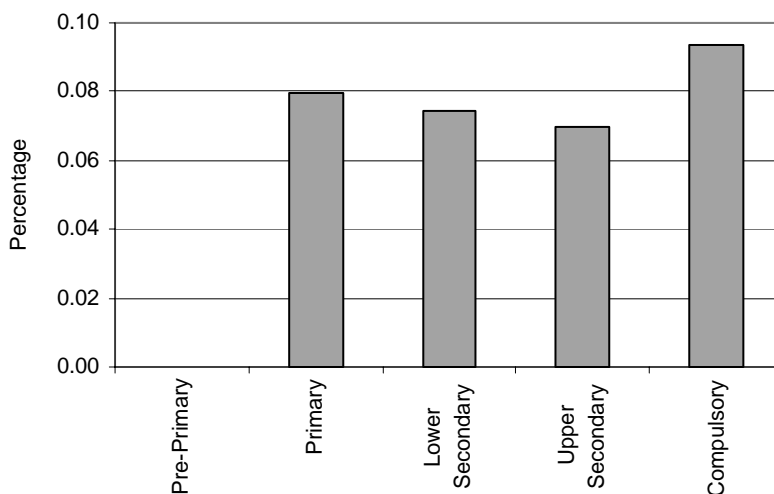
Special Classes – Category 1. Visual impairments
 MISSING

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



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

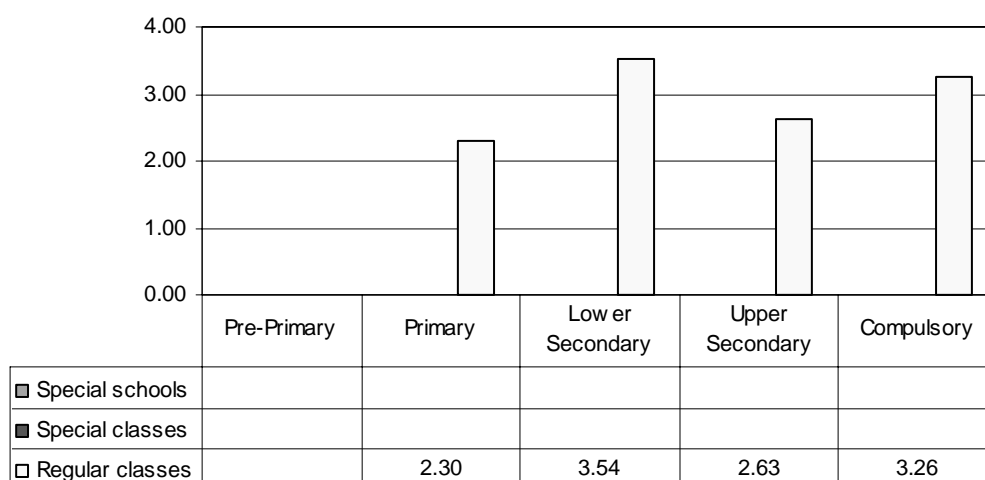
Total - Category 1. Total percentage of students with visual impairments falling within the resources definition



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

Category 2 Cross-national Category B - A group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities, which are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (*e.g.*, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (*e.g.*, cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences and may include conditions described as dyslexia, dyscalculia or dysgraphia, and students with Attention Deficit/Hyperactivity Disorder (AD/HD). To be eligible for supplemental funding for Severe Learning Disabilities, a student must also meet the following criteria: Severe difficulties in the acquisition of basic academic skills and/or school performance persist after classroom-based remedial interventions, curricular adaptations and learning assistance support. Persistent difficulties in the acquisition of pre-Academic skills such as recognition of letters and numbers in the early primary years; and/or persistent difficulties in the acquisition of reading, writing and/or arithmetic skills in the later primary years; and/or a discrepancy of two standard deviations between estimated learning potential and academic achievement as measured by norm-referenced instruments in Grades 3-12; and a significant weakness in one or more cognitive processes (*e.g.*, perception, memory, attention, receptive or expressive language abilities, visual-spatial abilities) relative to overall intellectual functioning, as measured by norm-referenced assessment instruments, which directly impact learning and school performance.

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



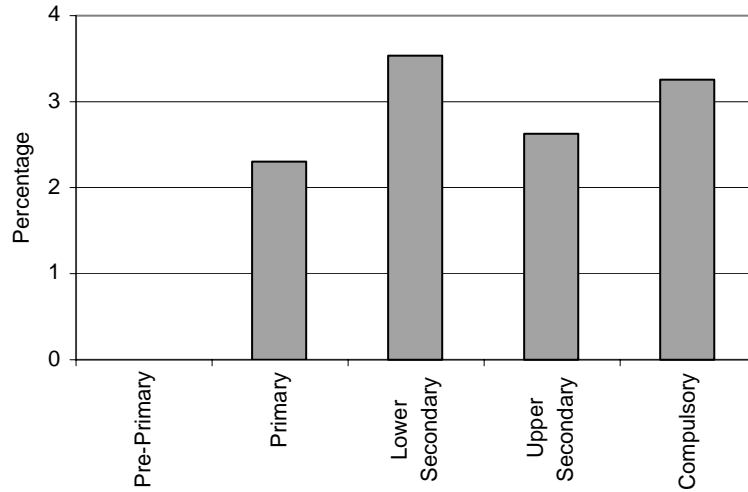
Note: Special schools data are not applicable.
 Special classes data are missing.
 Regular classes data in pre-primary education are missing.

Special Schools – Category 2. Specific learning disabilities
 NOT APPLICABLE

Special Classes – Category 2. Specific learning disabilities

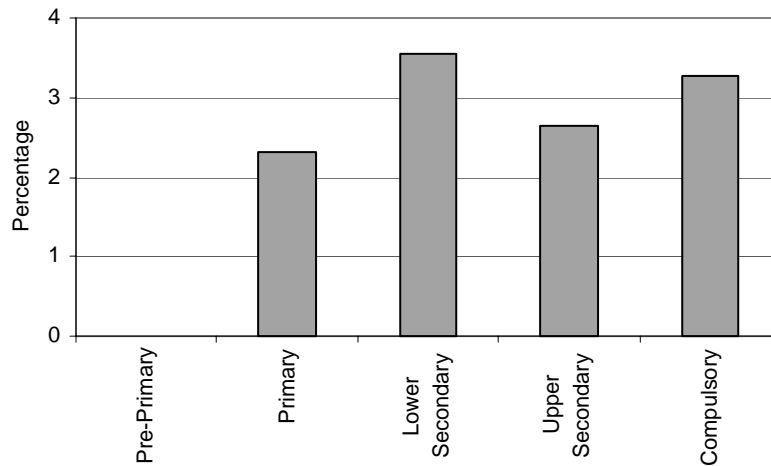
MISSING

Regular Classes - Category 2. Total percentage of students with specific learning disabilities falling within the resources definition, by phase of education



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

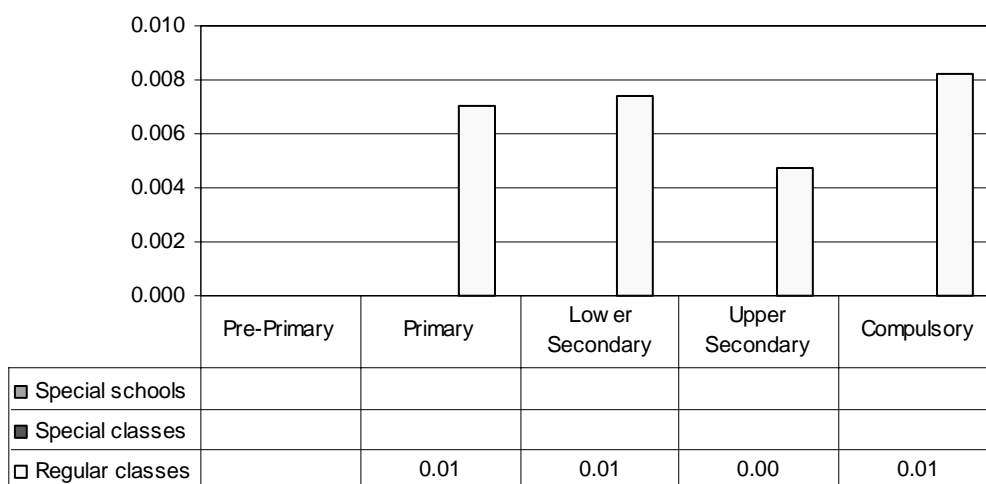
Total - Category 2. Total percentage of students with specific learning disabilities falling within the resources definition



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

Category 3 Cross-national Category A - A student with deafblindness has a degree of visual and auditory impairment which, when compounded, results in significant difficulties in developing communicative, educational, vocational, avocational and social skills. To be considered deafblind the student's vision and auditory impairments can range from partial sight to total blindness, and from moderate to profound hearing loss. Students who are identified and assessed as deafblind are eligible for supplemental funding as students with multiple disabilities when the following conditions are met: a current IEP must be in place; and direct, ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

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

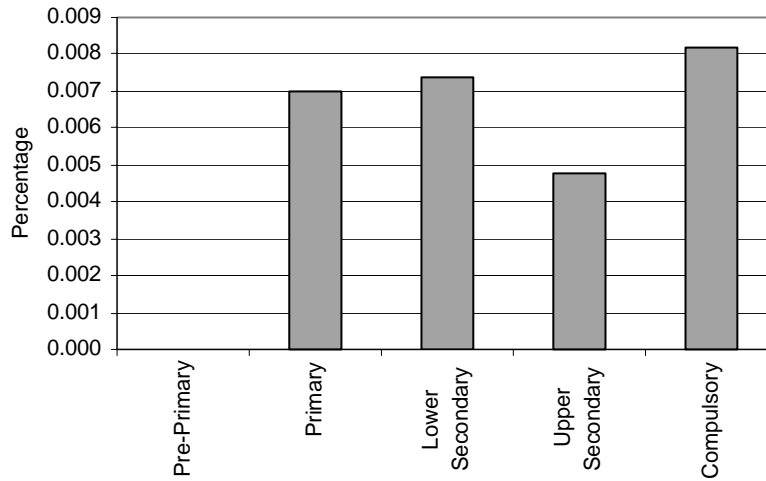


Note: Special schools data are not applicable.
 Special classes data are missing.
 Regular classes data in pre-primary education are missing.

Special Schools – Category 3. Deaf/blindness
 NOT APPLICABLE

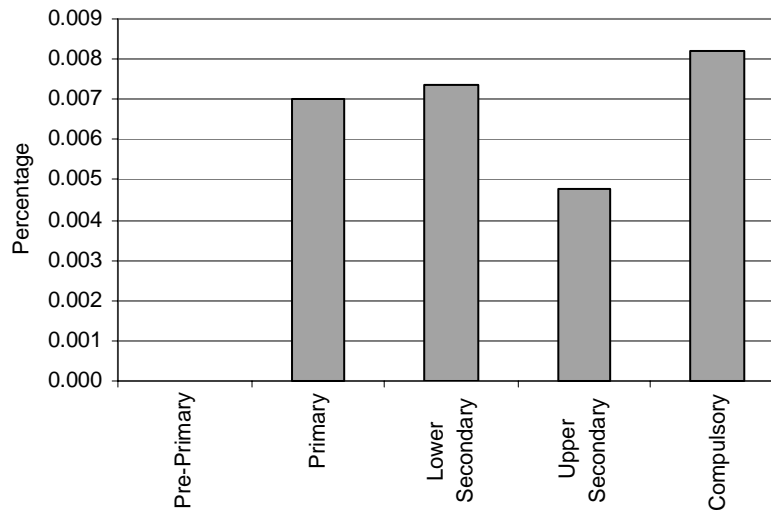
Special Classes – Category 3. Deaf/blindness
 MISSING

Regular Classes - Category 3. Total percentage of students with deaf/blindness falling within the resources definition, by phase of education



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

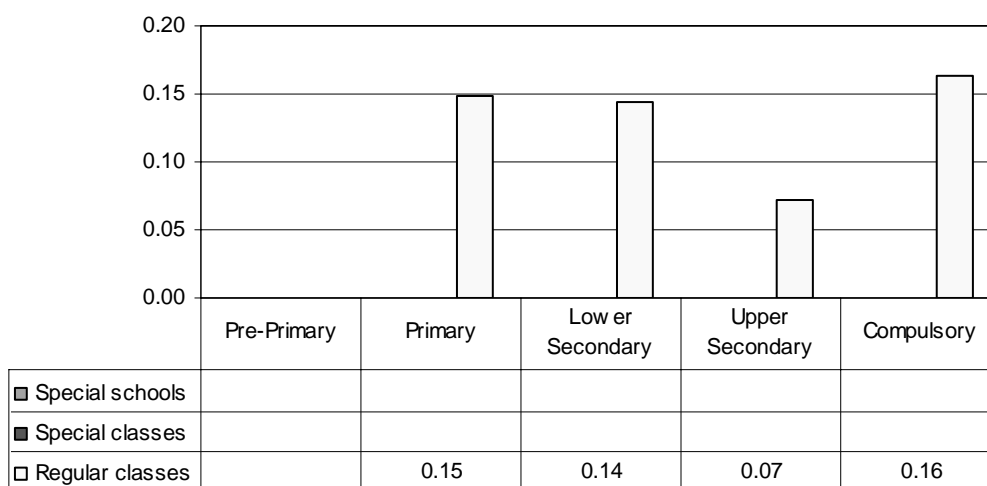
Total - Category 3. Total percentage of students with deaf/blindness falling within the resources definition



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

Category 4 Cross-national Category A - A student with dependent needs is completely dependent on others for meeting all major daily living needs. She/he will require assistance at all times for feeding, dressing, toileting, mobility and personal hygiene. Without such assistance and personal care support, attendance at school would not be possible. Many students may also require health care as defined in the Inter-Ministerial Protocols. The estimated prevalence among school-age students requiring this very intense level of service is 0.07% of the student population. Some students are born with conditions or disabilities that make them dependent, while others acquire conditions or disabilities. For some students, increasing independence as they learn and grow is a reasonable expectation. For other students, decreasing independence may occur due to degenerative conditions or terminal illness (see other multiple disability category: deaf/blind).

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

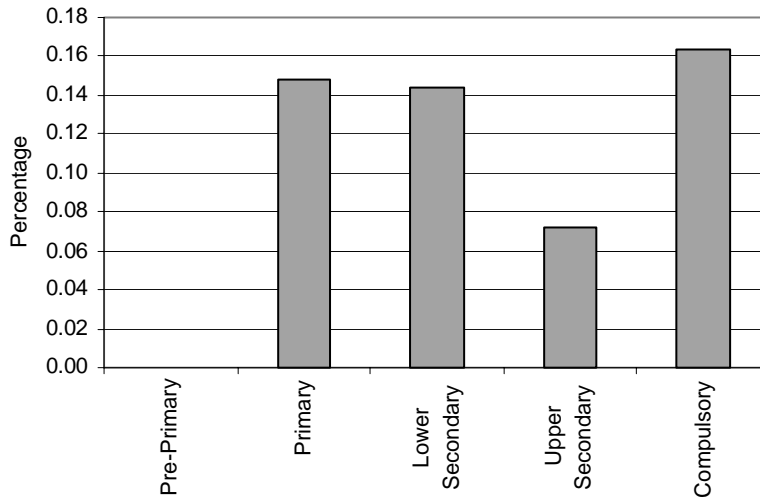


Note: Special schools data are not applicable.
 Special classes data are missing.
 Regular classes data in pre-primary education are missing.

Special Schools – Category 4. Multiple disabilities
 NOT APPLICABLE

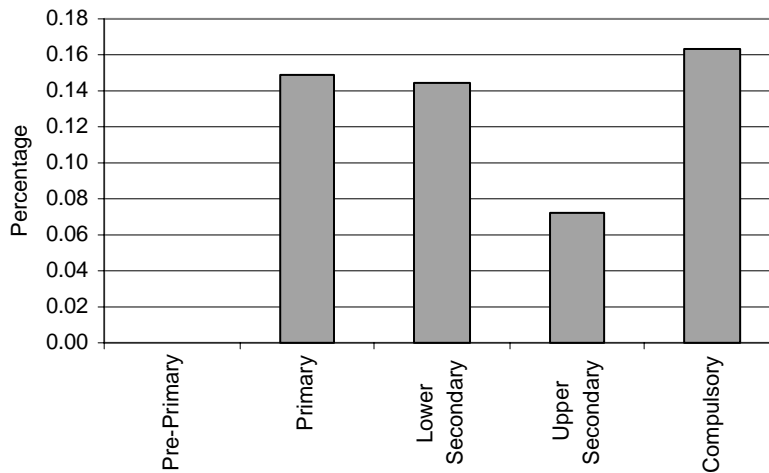
Special Classes – Category 4. Multiple disabilities
 MISSING

Regular Classes - Category 4. Total percentage of students with multiple disabilities falling within the resources definition, by phase of education



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

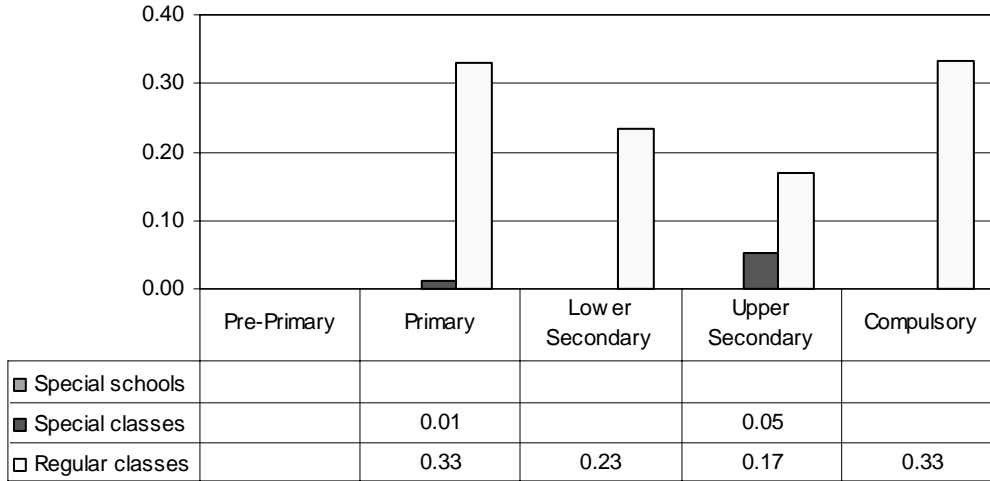
Total - Category 4. Total percentage of students with multiple disabilities falling within the resources definition



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

Category 5 Cross-national Category A - For educational purposes, a student considered to be deaf or hard of hearing is one who has a medically-diagnosed hearing loss which results in such a substantial educational difficulty that he/she requires direct services on a regular, frequent and ongoing basis by a qualified teacher of the deaf and hard of hearing. Students with a diagnosis of central auditory processing dysfunction are not traditionally served by teachers of the deaf and hard of hearing unless there is an additional diagnosis of peripheral hearing loss. To be eligible for supplemental funding as a deaf or hard of hearing student, the following conditions must be met: a medical diagnosis of hearing loss has been made; and a current IEP must be in place; and the student must be receiving special education services that are directly related to the student's hearing loss on a regular, frequent and on-going basis from a qualified teacher of the deaf and hard of hearing.

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

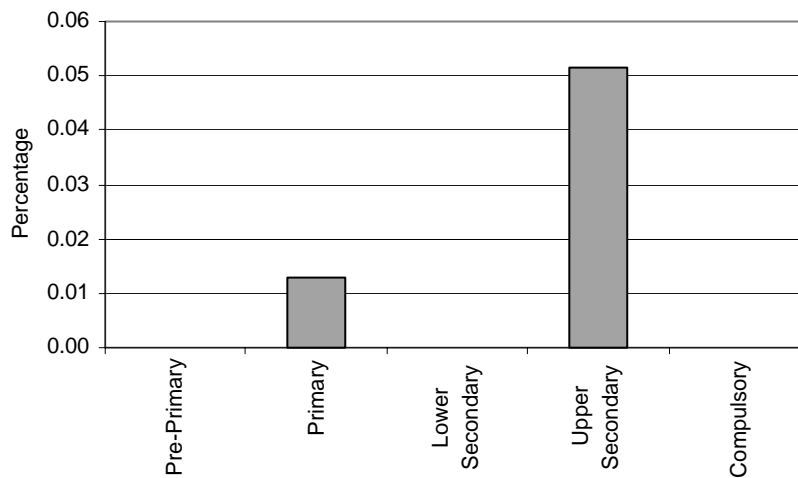


Note: Special schools data are not applicable.
 Special classes data in pre-primary education are included in primary data.
 Special classes data in lower secondary education are included in upper secondary data.
 Special classes data in compulsory education are missing.
 Regular classes data in pre-primary education are missing.

Special Schools – Category 5. Hearing impairments

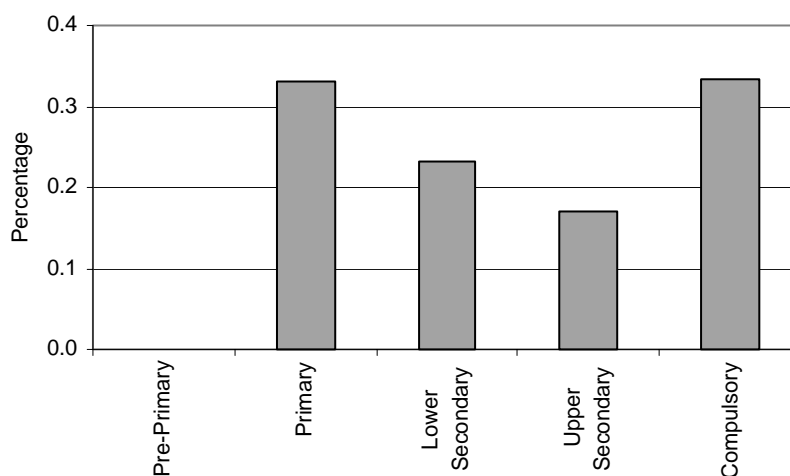
NOT APPLICABLE

Special Classes - Category 5. Total percentage of students with hearing impairments falling within the resources definition, by phase of education



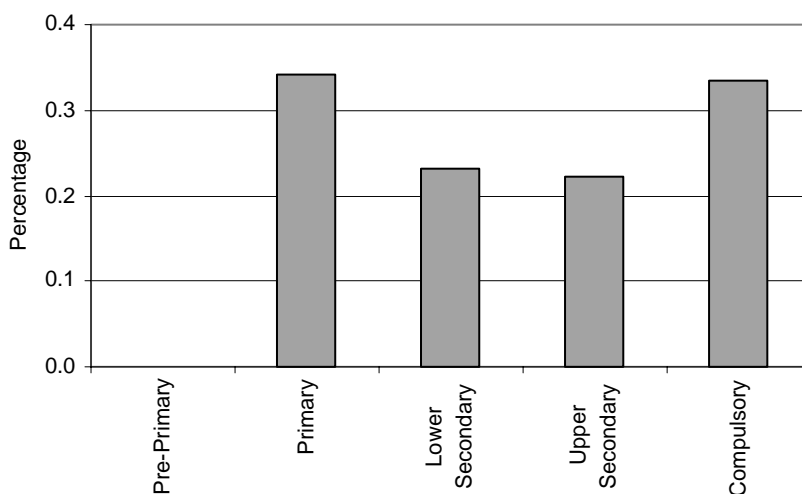
Note: Special classes data in pre-primary education are included in primary data.
 Special classes data in lower secondary education are included in upper secondary data.
 Special classes data in compulsory education are missing.

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



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

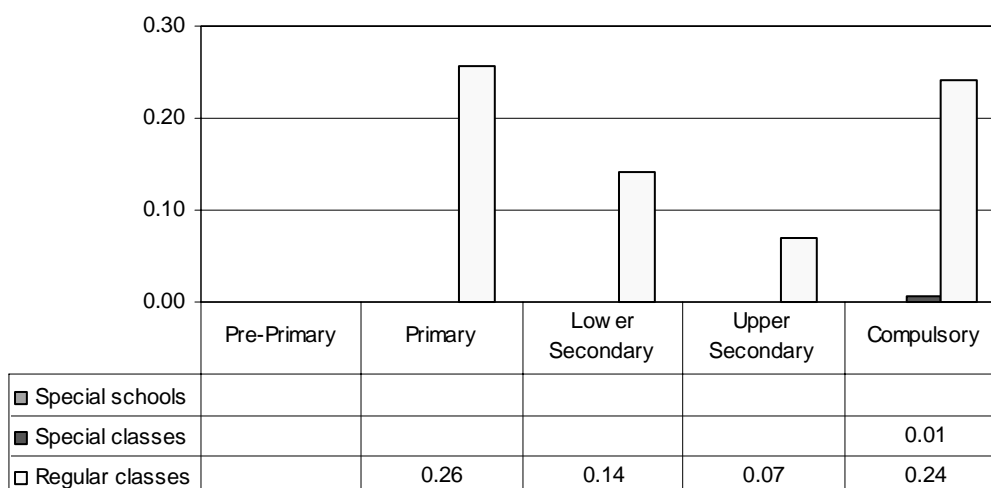
Total - Category 5. Total percentage of students with hearing impairments falling within the resources definition



Note: Special schools data are not applicable.
 Special classes data in pre-primary education are included in primary data.
 Special classes data in lower secondary education are included in upper secondary data.
 Special classes data in compulsory education are missing.
 Regular classes data in pre-primary education are missing.

Category 6 Cross-national Category A - The syndrome of autism is a condition characterised by a marked disorder of communication and a severe disturbance of intellectual, emotional and behavioural development. It is a syndrome defined and diagnosed through the observation of behaviours. The syndrome is caused by an underlying physical dysfunction within the brain or central nervous system, the exact nature of which is, as yet, unknown. The Ministry of Education uses the definition of autism as defined by the American Psychiatric Association: a student with autism exhibits impairment in: reciprocal social interaction; verbal and non-verbal communication; imaginative activity; and restrictive, repetitive and stereotyped patterns of behaviour, interest and activities. To be eligible for supplemental funding, the following conditions must be met: a diagnosis of autism must have been made by appropriately-qualified professionals; and a current IEP must be in place; and the student must be receiving additional special education services directly related to the autism on an ongoing and frequent basis. Reduction in class size is not by itself sufficient to meet the definition.

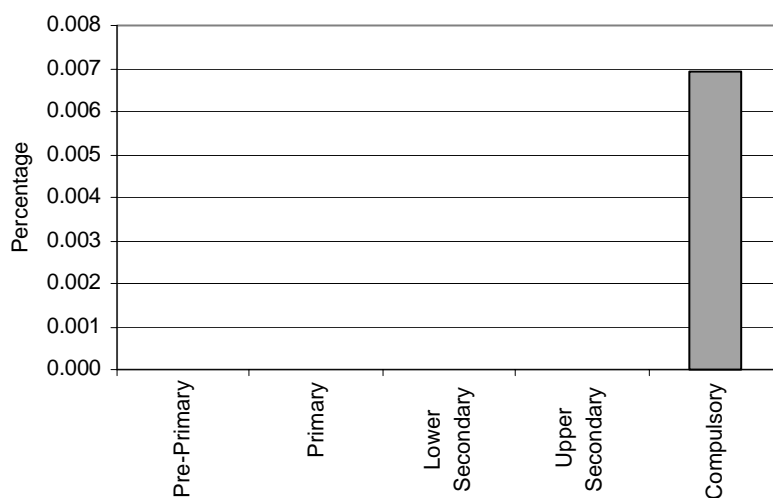
Proportion of students with autism by phases of education in special schools, special classes and regular classes



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

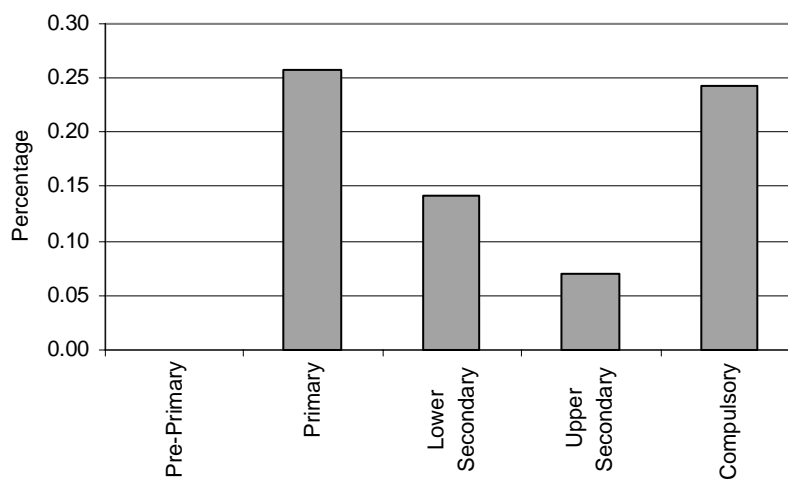
Special Schools – Category 6. Autism
 NOT APPLICABLE

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



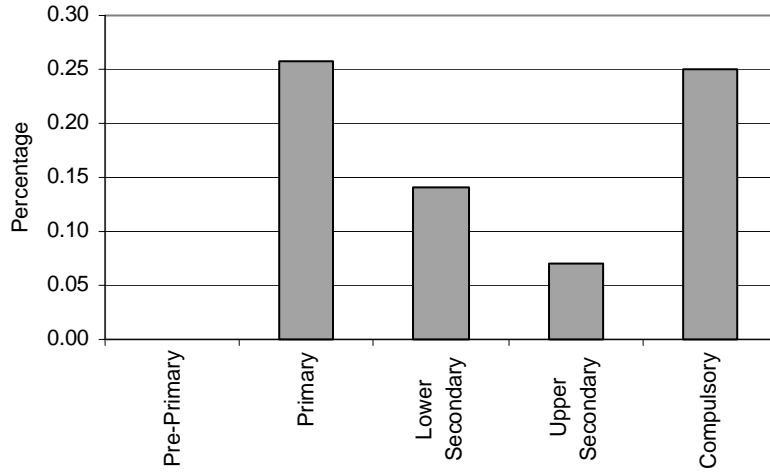
Note: Special classes data in pre-primary, primary, lower secondary and upper secondary education are missing.

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



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

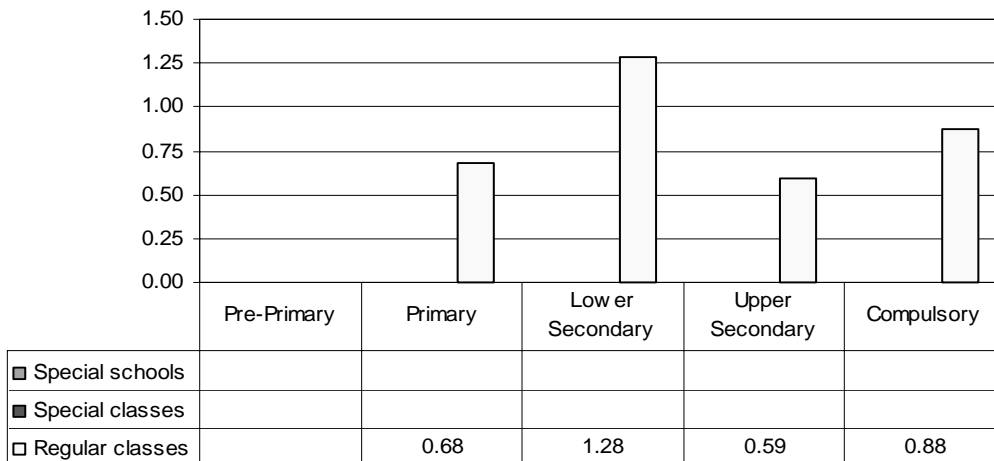
Total - Category 6. Total percentage of students with autism falling within the resources definition



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

Category 7 Cross-national Category B - A student is considered to have a mild intellectual disability if intellectual functioning is -2.01 to -3.00 standard deviations below the norm on an individually administered Level C assessment instrument of intellectual functioning, and there is delayed adaptive behaviour and functioning of similar degree. While individual needs will differ, many students with mild intellectual disabilities may require specific instruction for the acquisition of gross and fine motor skills; communication skills; assistance with development of social skills, including personal independence, social responsibility and life skills; as well as with reasoning skills, memory, problem solving and conceptualising skills.

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



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

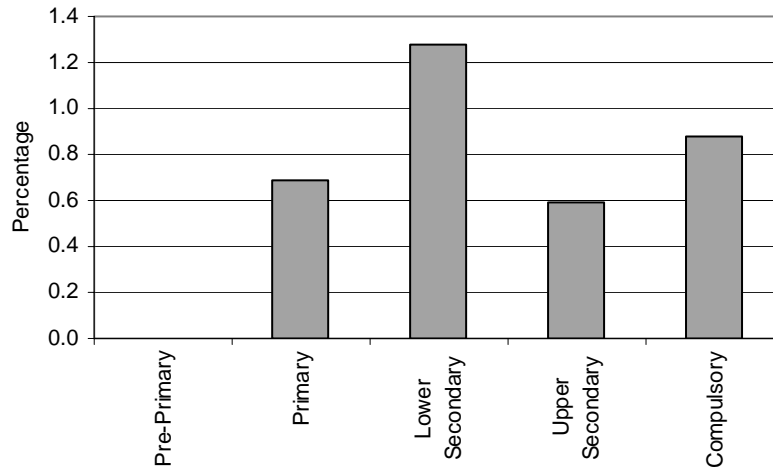
Special Schools – Category 7. Mild intellectual disability

NOT APPLICABLE

Special Classes – Category 7. Mild intellectual disability

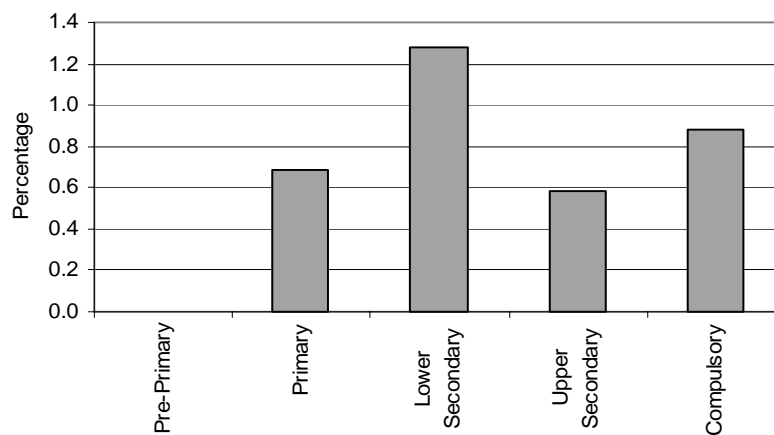
MISSING

Regular Classes - Category 7. Total percentage of students with mild intellectual disability falling within the resources definition, by phase of education



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

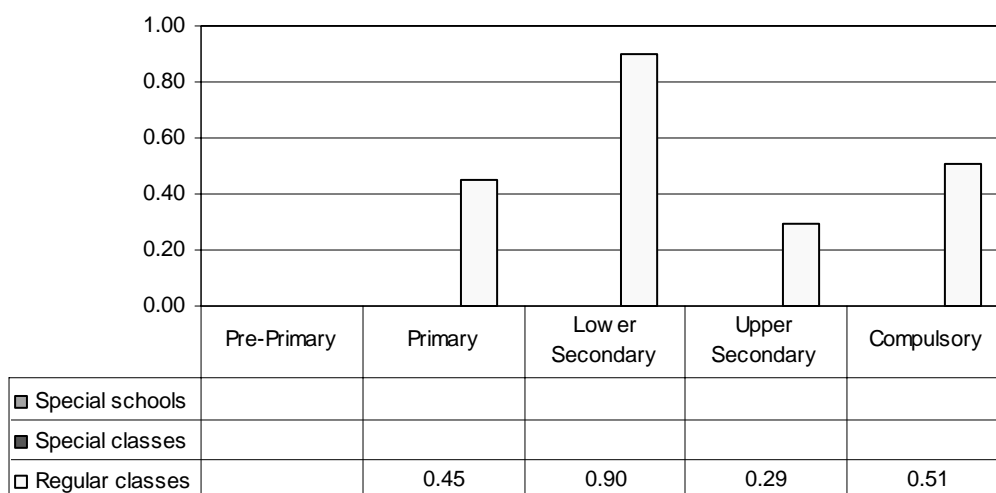
Total - Category 7. Total percentage of students with mild intellectual disability falling within the resources definition



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

Category 8 Cross-national Category A - A student is considered to have a moderate to severe/profound intellectual disability if intellectual functioning is greater than three standard deviations below the norm on an individually administered Level C assessment instrument of intellectual functioning, and there is delayed adaptive behaviour and functioning of similar degree. As individuals and as a group, these students have particular learning characteristics. They require support in the development of communication skills, cognitive skills, fine and gross motor skills, self-care, life skills and socialisation skills. Generally, a student with this level of intellectual functioning is also significantly delayed in social-emotional development. There may also be accompanying sensory, physical and health disabilities. Specific instruction is needed for many or all life skills activities.

Proportion of students with moderate to severe/profound intellectual disabilities by phases of education in special schools, special classes and regular classes

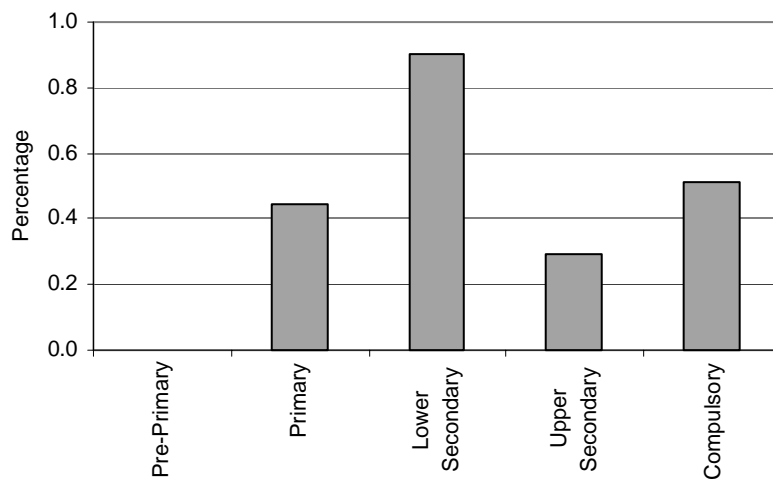


Note: Special schools data are not applicable.
 Special classes data are missing.
 Regular classes data in pre-primary education are missing.

Special Schools – Category 8. Moderate to severe/profound intellectual disabilities
 NOT APPLICABLE

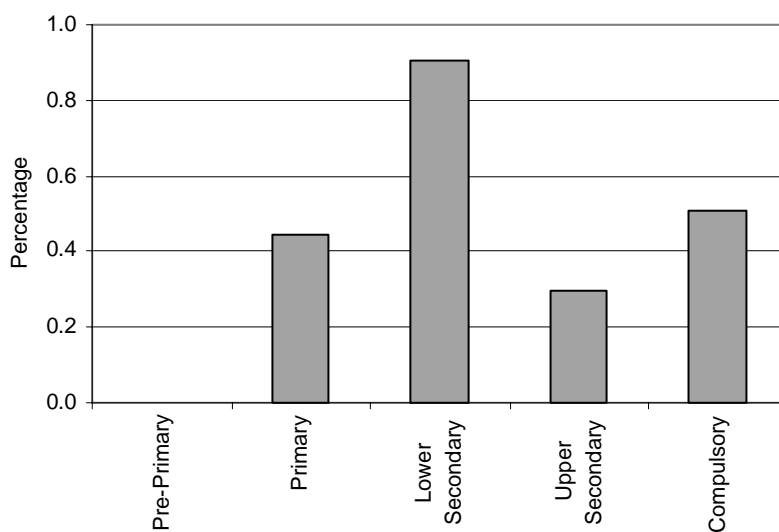
Special Classes – Category 8. Moderate to severe/profound intellectual disabilities
 MISSING

Regular Classes - Category 8. Total percentage of students with moderate to severe/profound intellectual disabilities falling within the resources definition, by phase of education



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

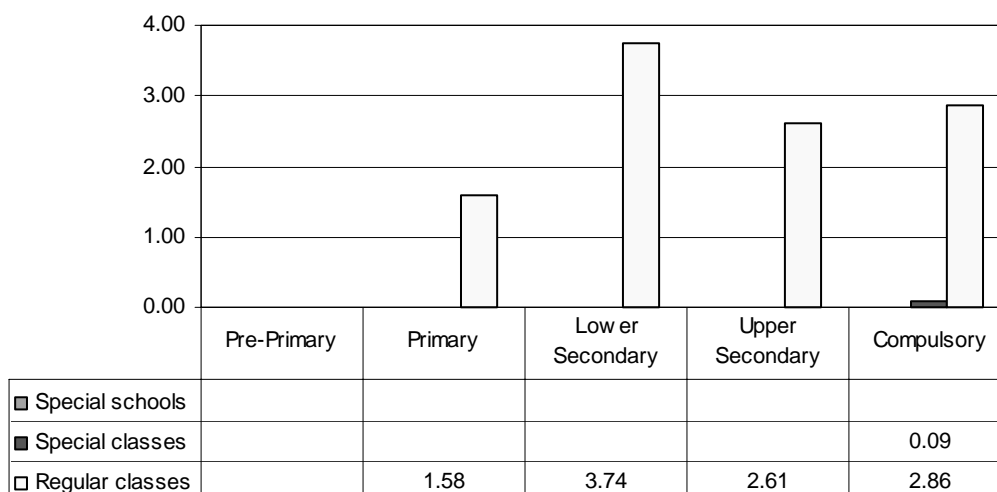
Total - Category 8. Total percentage of students with moderate to severe/profound intellectual disabilities falling within the resources definition



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

Category 9 Cross-national Category B - Students with mild/moderate behavioural difficulties demonstrate one or more of the following: behaviours such as aggression (of a physical, emotional or sexual nature) and/or hyperactivity; negative or undesirable internalised psychological states such as anxiety, stress-related disorders, and depression; behaviours related to social problems such as delinquency, substance abuse, child abuse or neglect; and/or behaviours related to other disabling conditions, such as thought disorders or neurological or physiological conditions; and the frequency or severity of the above behaviours have a very disruptive effect on the classroom learning environment, social relations or personal adjustment; and they demonstrate the above behaviour(s) over an extended period of time, in more than one setting and with more than one person (teachers, peers); and they have not responded to support/interventions provided through usual classroom management strategies. Rehabilitation programs are jointly funded by the Ministry of Social Services and the Ministry of Education. Students can be included in the rehabilitation funding category when, through the assessment process, it has been determined that they meet all of the criteria for students with moderate behaviour disorders, there is funding for the program from the Ministry of Social Services, and a current IEP is in place.

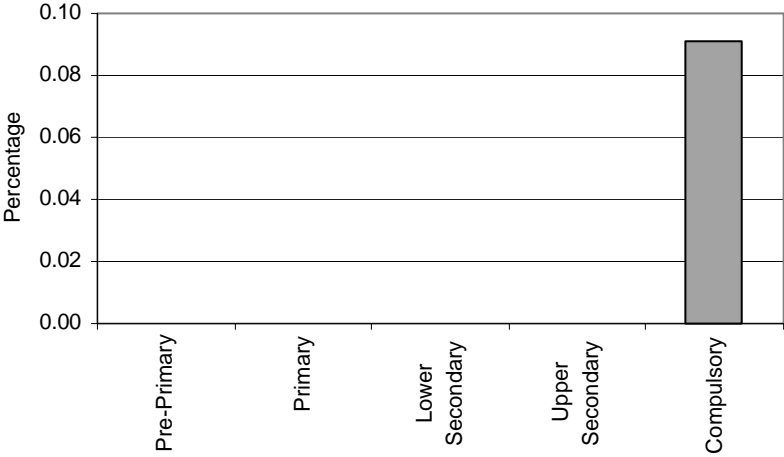
Proportion of students with behaviour disorders including rehabilitation programmes by phases of education in special schools, special classes and regular classes



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

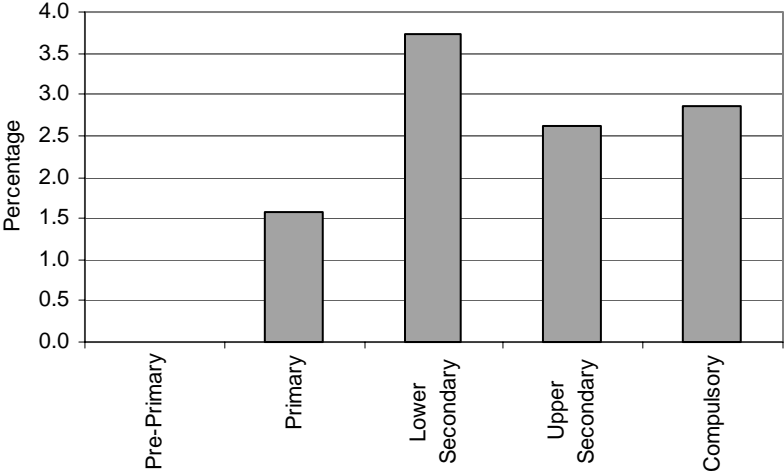
Special Schools – Category 9. Mild to moderate behaviour disorders, including rehabilitation programmes
 NOT APPLICABLE

Special Classes - Category 9. Total percentage of students with behaviour disorders including rehabilitation programmes falling within the resources definition, by phase of education



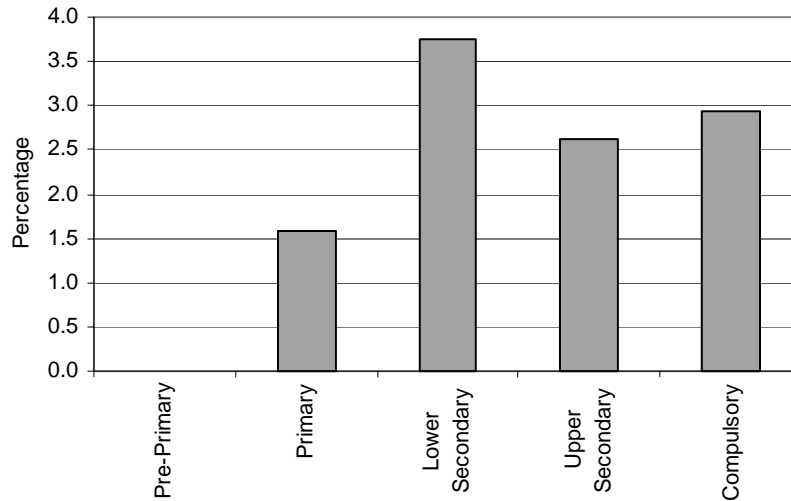
Note: Special classes data in pre-primary, primary, lower secondary and upper secondary education are missing.

Regular Classes - Category 9. Total percentage of students with behaviour disorders including rehabilitation programmes falling within the resources definition, by phase of education



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

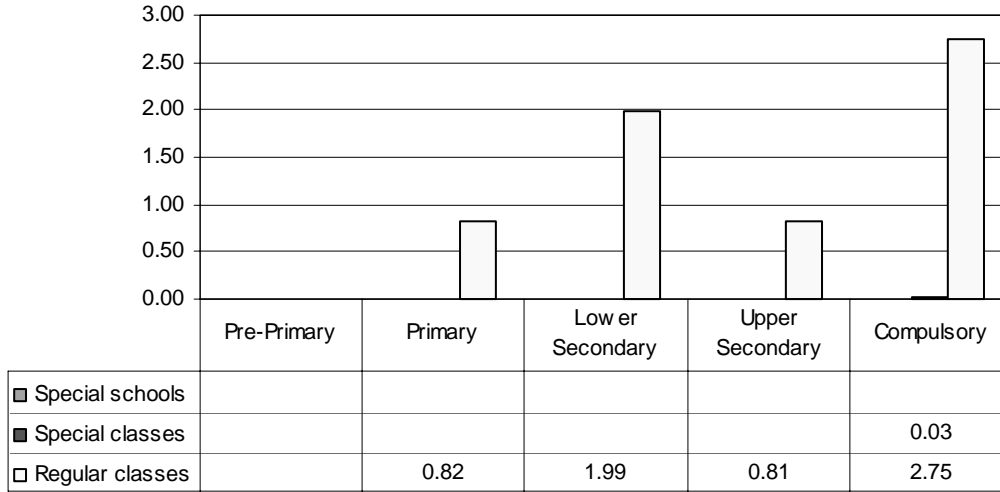
Total - Category 9. Total percentage of students with behaviour disorders including rehabilitation programmes falling within the resources definition



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

Category 10 Cross-national Category A - Students with severe behaviour disorders who are eligible to be claimed in this funding category are those who exhibit: either antisocial, extremely disruptive behaviour in the school environment and in most other environments, consistently/persistently over time; or severe mental health conditions which manifest themselves in profound withdrawal or other internalising behaviours. These students generally have histories of profound problems, and present as very vulnerable, fragile students who are seriously “at risk” in classroom situations without extensive support. These students must also exhibit behaviours which are serious enough to be known to school and school district personnel and other community agencies and to warrant intensive interventions by other community agencies beyond the school; and a serious risk to themselves or others, and/or with behaviours that significantly interfere with their academic progress and that of other students; and beyond the normal capacity of the school to manage. Students in this category should be recognised as those most in need from a community perspective, and should have access to intensive, co-ordinated school/community intervention. These interventions should be based on co-ordinated, inter-ministerial assessment planning and intervention processes which are required to manage and maintain the students in school and in their community. Students are eligible in this funding category only if the school district can demonstrate that it is incurring extraordinary costs related to delivering the students’ educational programmes. Reduction in class size is not by itself a sufficient service to meet the definition.

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

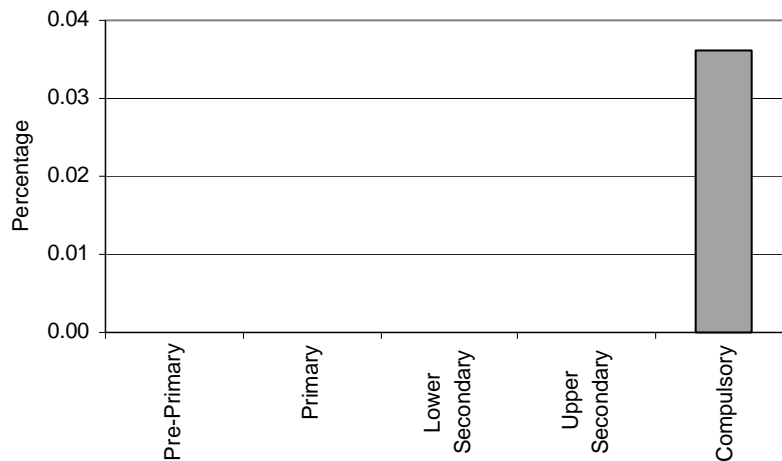


Note: Special schools data are not applicable.
 Special classes data in pre-primary, primary, lower secondary and upper secondary education are missing.
 Regular classes data in pre-primary education are missing.

Special Schools – Category 10. Severe behaviour disorders

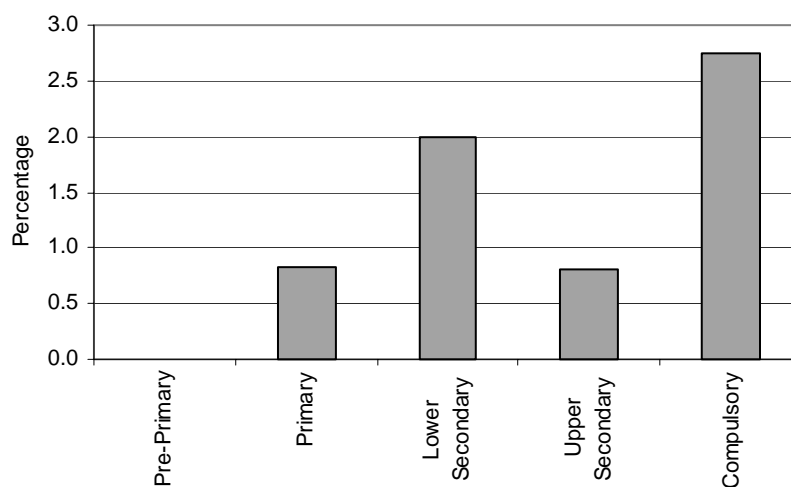
NOT APPLICABLE

Special Classes - Category 10. Total percentage of students with severe behaviour disorders falling within the resources definition, by phase of education



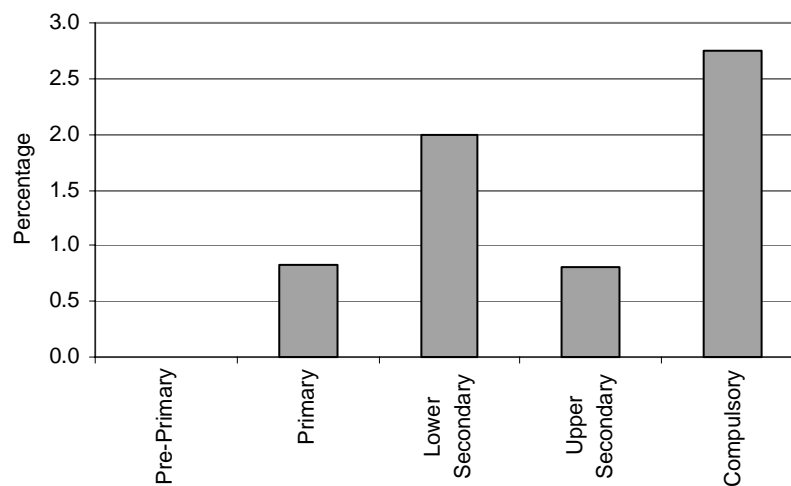
Note: Special classes data in pre-primary, primary, lower secondary and upper secondary education are missing.

Regular Classes - Category 10. Total percentage of students with severe behaviour disorders 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 severe behaviour disorders falling within the resources definition



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

Category 11 Cross-national Category B - A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning. These students must be appropriately identified and be receiving an additional special educational service on a regular and ongoing basis to be eligible for special education funding in this category. Current funding allows for up to 2% of total student enrolment for supplemental funding in this category if supplemental services are provided to identified students on a regular basis and a current Individual Education Plan is in place. Reduction in class size is not by itself a sufficient service to meet the definition.

Special Schools – Category 11. Gifted

NOT APPLICABLE

Special Classes – Category 11. Gifted

NOT APPLICABLE

Regular Classes – Category 11. Gifted

NOT APPLICABLE

Category 12 Cross-national Category B - Learning assistance services are school-based, non-categorical resource services designed to support classroom teachers and their students who have mild to moderate difficulties in learning and adjustment.

Special Schools – Category 12. Learning assistance

NOT APPLICABLE

Special Classes – Category 12. Learning assistance

MISSING

Regular Classes – Category 12. Learning assistance

MISSING

Category 13 Cross-national Category C - Learning another language and new cultural norms, adjusting to a different social and physical setting, or overcoming homesickness or trauma can affect a student's school adjustment and learning. These factors, when combined with a disability or an impairment, can significantly undermine school achievement. Assessing and planning for students with special needs becomes more complex when language, cultural or migration factors are involved. Except for cases of obvious disability (*e.g.*, profound intellectual disability, physical or sensory disability), teachers should fully consider cultural, linguistic and/or experiential factors that can affect learning before assuming the presence of a disability or impairment. Consideration should be given to prior educational experience, and the student should be allowed sufficient time for second-language learning and social adjustment. Students may need additional support for language development, and academic upgrading (*e.g.*, math), or assistance with social integration, without necessarily presenting a disability.

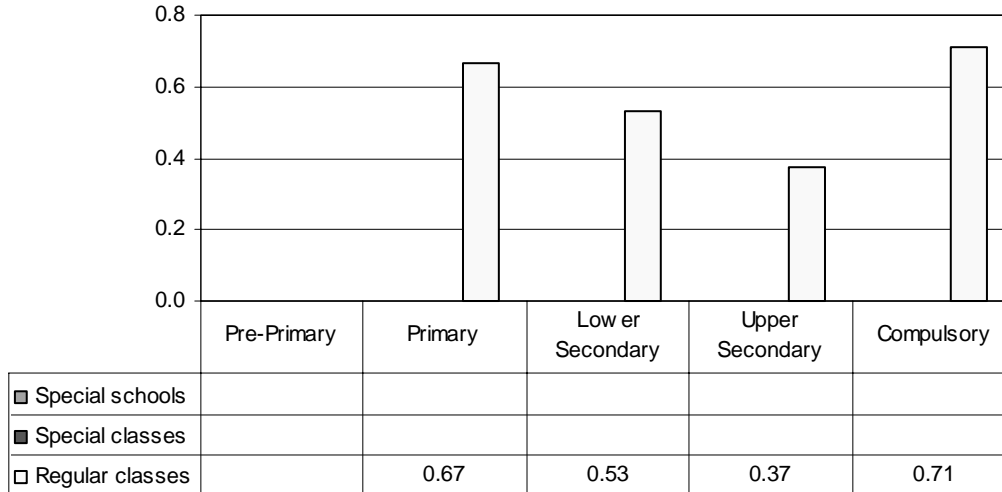
<p>Special Schools – Category 13. English as a second language</p> <p>NOT APPLICABLE</p>

<p>Special Classes – Category 13. English as a second language</p> <p>MISSING</p>
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<p>Regular Classes – Category 13. English as a second language</p> <p>MISSING</p>
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Category 14 Cross-national Category A - A student is considered to have a physical disability or chronic health impairment based on the need for special educational services due to one or more of the following: nervous system impairment; musculoskeletal condition; and/or chronic health impairment. Medical diagnosis, by itself, does not determine the special educational services required by students with physical disabilities or chronic health impairments. Students are only eligible for funding in this category if their education is adversely affected by their physical disabilities or chronic health impairments. To be eligible for supplemental funding for a student in this category, the following conditions must be met: the student must meet one or more of the above criteria; and a current IEP must be in place; and direct, ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (*e.g.*, learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

Proportion of students with physical disabilities or chronic health impairment by phases of education in special schools, special classes and regular classes

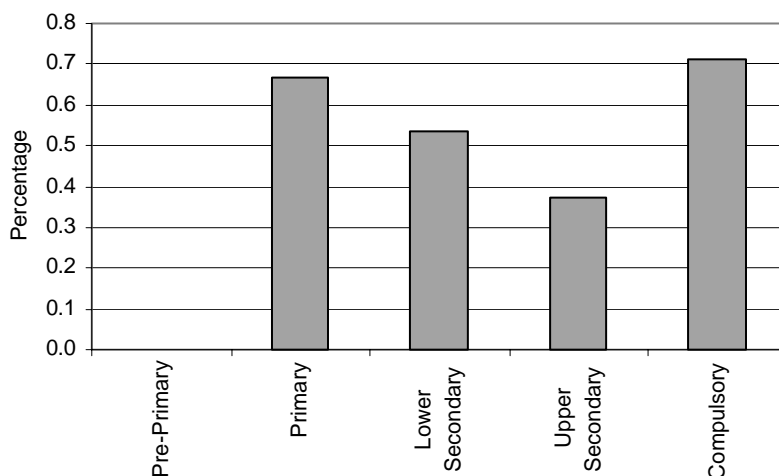


Note: Special schools data are not applicable.
 Special classes data are missing.
 Regular classes data in pre-primary education are missing.

Special Schools – Category 14. Physical disabilities or chronic health impairments
 NOT APPLICABLE

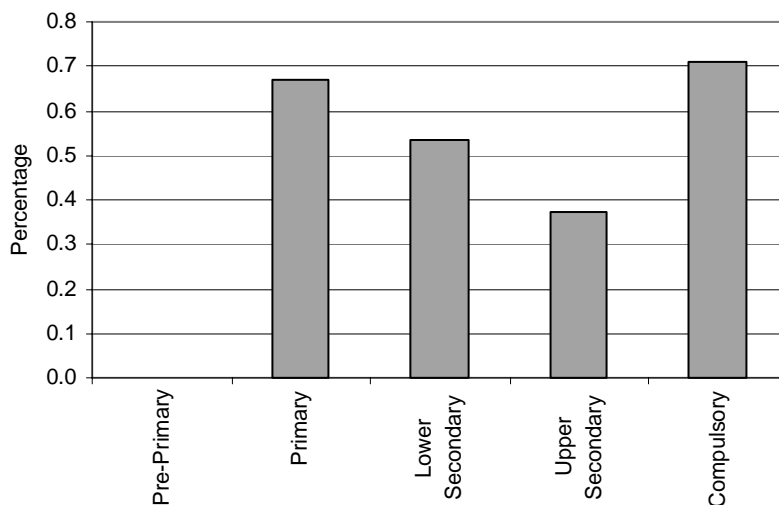
Special Classes – Category 14. Physical disabilities or chronic health impairments
 MISSING

Regular Classes - Category 14. Total percentage of students with physical disabilities or chronic health impairment falling within the resources definition, by phase of education



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

Total - Category 14. Total percentage of students with physical disabilities or chronic health impairment falling within the resources definition



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

Category 15 Cross-national Category C - Students who self-report that they are of Aboriginal ancestry are eligible for an Aboriginal Language and Culture Programme that leads to knowledge, understanding and fluency in a student’s heritage language and culture; including support services to assist such as home-school co-ordination, elder peer community counselling; or aboriginal tutorial assistance. This support is in addition to any special education or learning assistance.

**Special Schools – Category 15. Aboriginal
education program**

NOT APPLICABLE

**Special Classes – Category 15. Aboriginal
education program**

NOT APPLICABLE

**Regular Classes – Category 15. Aboriginal
education program**

NOT APPLICABLE