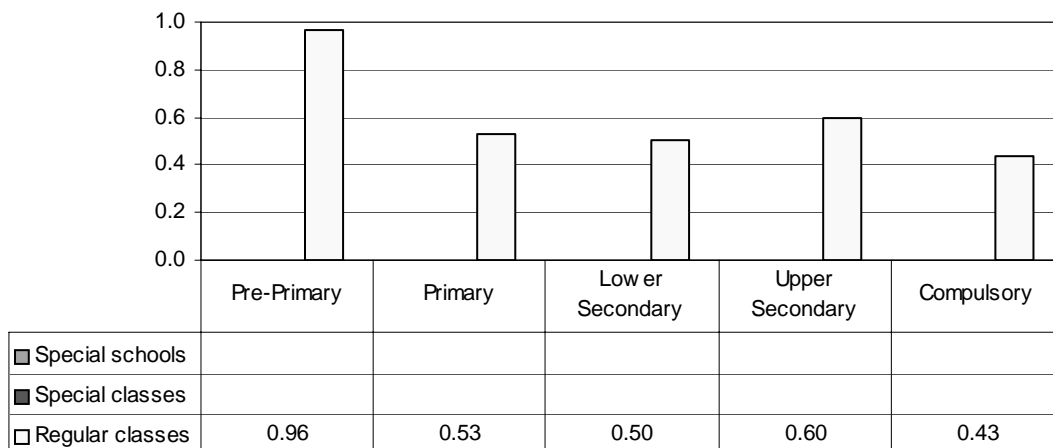


CANADA (SK)

Category 1 Cross-national Category A - Regulation 49c: “Trainable mentally retarded, that is when a pupil has: i) an intelligence quotient below 50 plus 5, as measured by an approved individual test; and ii) a significant deficit in adaptive behaviour, as measured by an approved individual test or confirmed by an observer who is, in the opinion of the minister, competent.” Regulation 49 is currently under review and the following definition is under consideration: “A pupil has a mental disability when an individual who is acceptable to the minister and who is qualified to conduct individual psychological assessments certifies that the pupil: a) scored at least three standard deviations below the mean on an individual standardised test of mental ability; and b) demonstrates a deficit in adaptive behaviour, as measured by an individual measure of adaptive behaviour.”

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

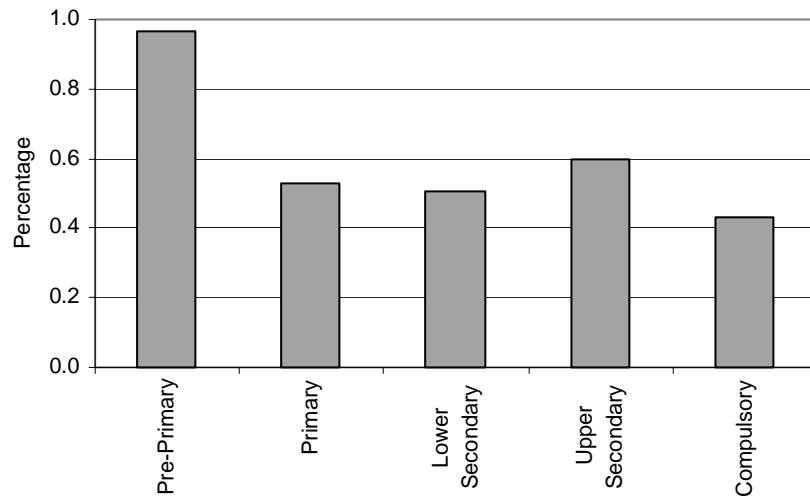


Note: Special schools and special classes data are missing.

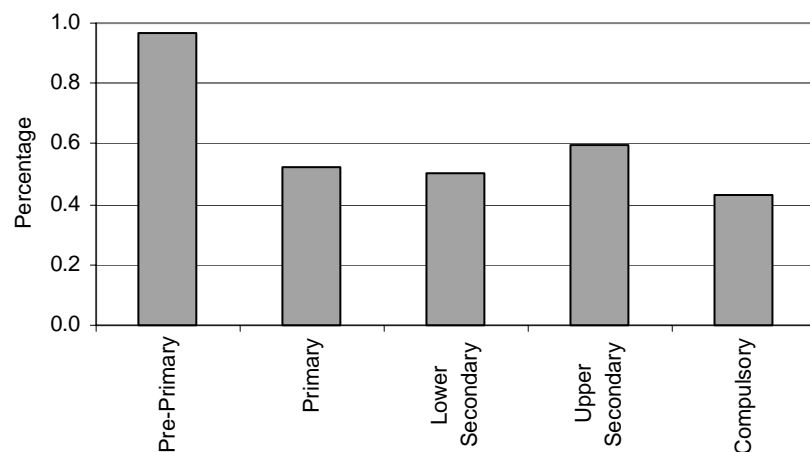
Special Schools – Category 1. Intellectual disabilities
MISSING

Special Classes – Category 1. Intellectual disabilities
MISSING

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



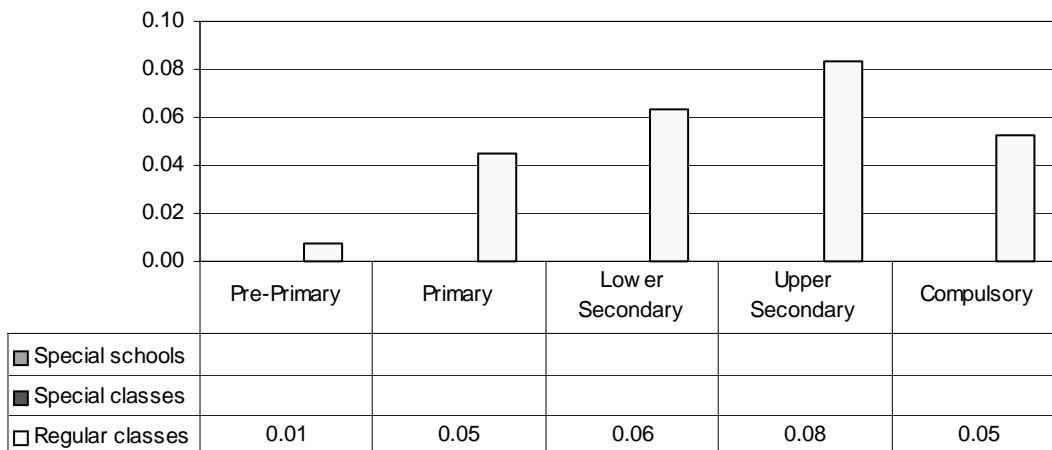
Total - Category 1. Total percentage of students with mental retardation falling within the resources definition



Note: Special schools and special classes data are missing.

Category 2 Cross-national Category A - Regulation 48a: “Visually impaired, that is when assessment by a certified practitioner acceptable to the minister affirms that visual acuity is 20/200 or less in the pupil’s better eye with proper correction or that the pupil’s field of vision is so limited that the widest diameter of the visual field subtends to an angle of 20 degrees or less.” Regulation 48 is under review and the following definition is under consideration: “A pupil has a visual disability if a duly-qualified medical practitioner certifies that the pupil: a) has a measured loss of central visual acuity that may vary from blindness to 20/70 or less in the better eye with correction; or b) has a field of vision no greater than 20 degrees at the widest diameter.”

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

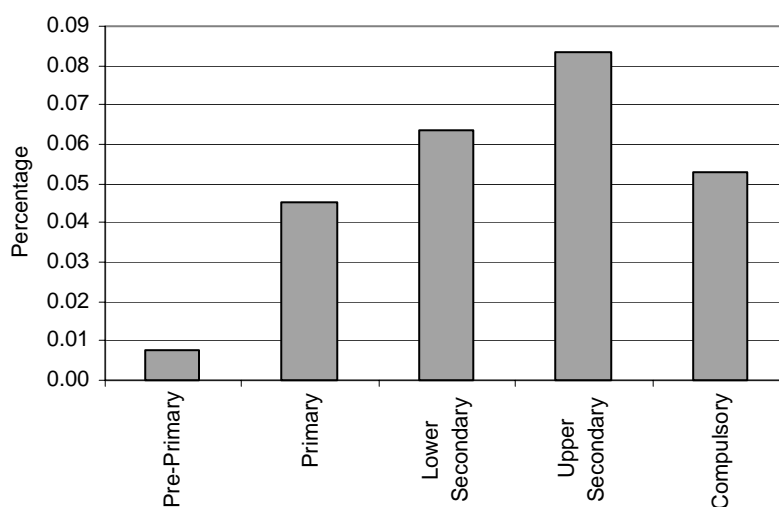


Note: Special schools and special classes data are missing.

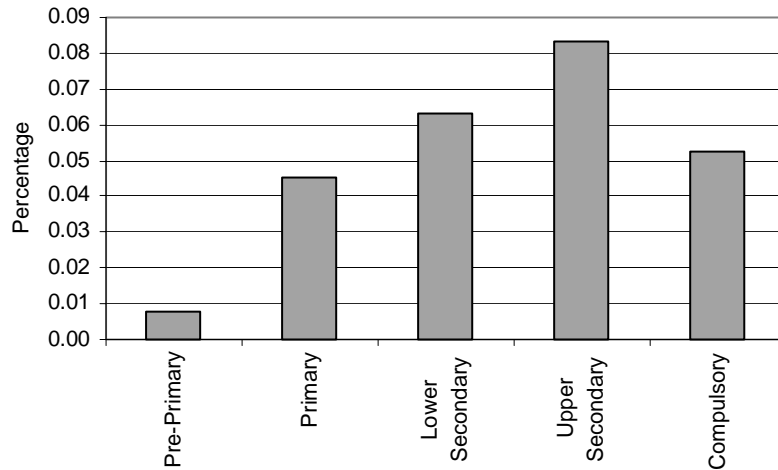
Special Schools – Category 2. Visual impairments
MISSING

Special Classes – Category 2. Visual impairments
MISSING

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



Total - Category 2. Total percentage of students with visual impairments falling within the resources definition



Note: Special schools and special classes data are missing.

Category 3 Cross-national Category B - Regulation 49g: “Socially, emotionally or behaviourally disabled, that is when a thorough diagnostic study by medical and educational personnel affirms that the pupil exhibits excessive, chronic deviant behaviour which adversely affects educational performance.”

Special Schools – Category 3. Social, emotional or behavioural disorder
MISSING

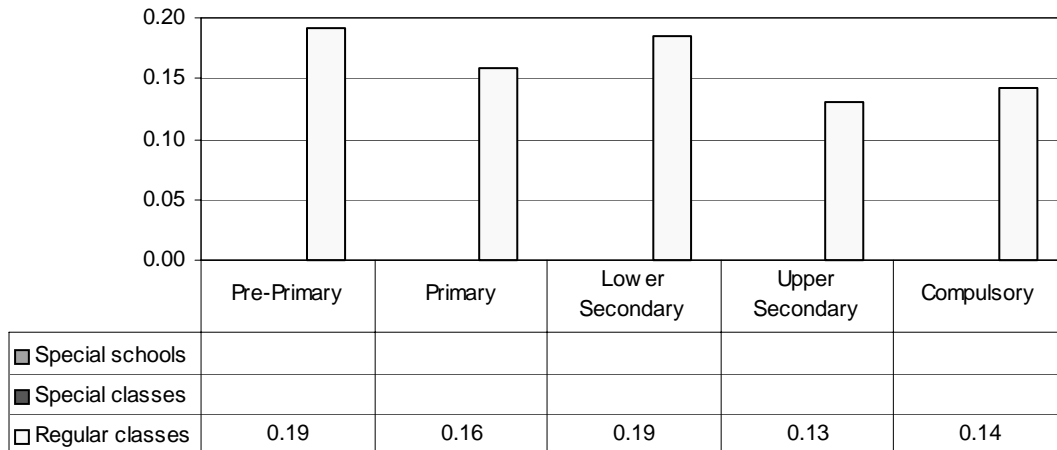
Special Classes – Category 3. Social, emotional or behavioural disorder
MISSING

Regular Classes – Category 3. Social, emotional or behavioural disorder
MISSING

Category 4 Cross-national Category A - Regulation 49e: “Orthopaedically disabled, that is when assessment by a duly-qualified medical practitioner certifies that the pupil’s physical limitations adversely affect his educational performance, seriously restrict his mobility within the school, seriously limit self-help activities or limit his use of conventional transportation to the extent that special education services are required.” Regulation 49 is currently under review and the following definition is under consideration: “A pupil has an orthopaedic disability when a duly qualified medical practitioner certifies that the pupil has an identified physical condition that: a) adversely affects the pupil’s educational performance; b) seriously restricts the pupil’s mobility within the school learning environment; c) seriously limits the pupil’s self-

help activities; d) limits the pupil's use of conventional transportation; or e) requires specialised technological aids.”

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

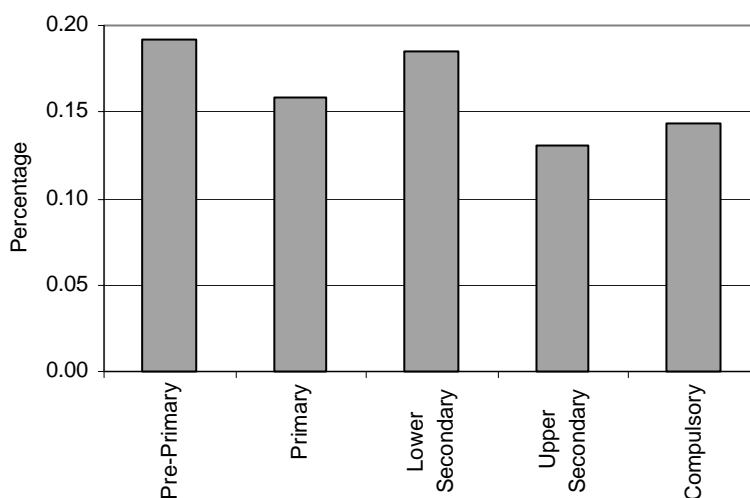


Note: Special schools and special classes data are missing.

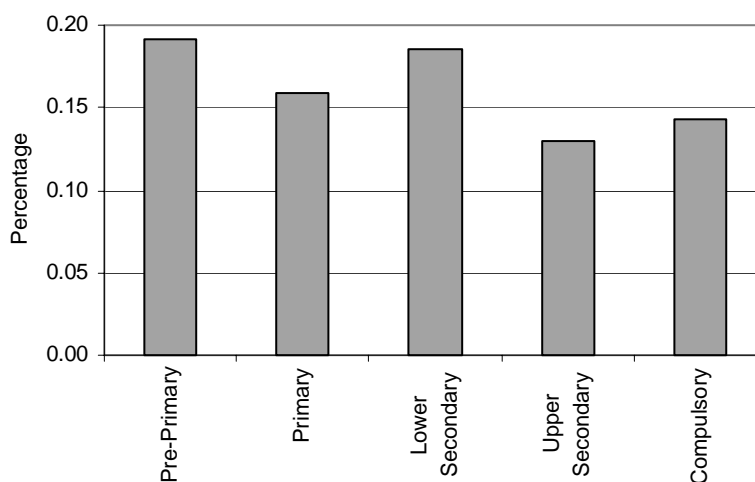
Special Schools – Category 4. Orthopaedic impairments
MISSING

Special Classes – Category 4. Orthopaedic impairments
MISSING

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



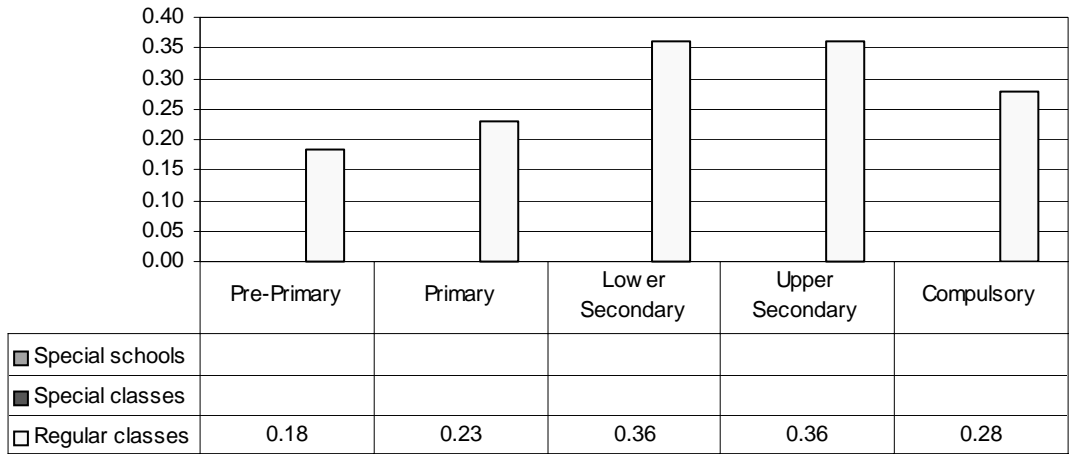
Total - Category 4. Total percentage of students with orthopedic impairments falling within the resources definition



Note: Special schools and special classes data are missing.

Category 5 Cross-national Category A - Regulation 49f: “Chronically health impaired, that is when assessment by a duly-qualified medical practitioner certifies that the pupil’s physical health: 1) does not permit school attendance and that hospital or home placement is required for at least three months; or 2) adversely affects his educational performance at school to the extent that ongoing special education services are required.” Regulation 49 is currently under review and the following definition is under consideration: “A pupil has a chronic medical condition if, following assessment, a duly-qualified practitioner certifies that a) the pupil requires medical procedures, excluding the administration of medication, to ensure the health and safety of the pupil while in school; or b) that the pupil’s attendance will be limited due to ongoing medical interventions; or c) that the pupil’s school attendance will be limited because the condition adversely affects the pupil’s health; or d) the pupil’s educational performance will be adversely affected by his/her medical condition.”

Proportion of students who are chronically ill by phases of education in special schools, special classes and regular classes

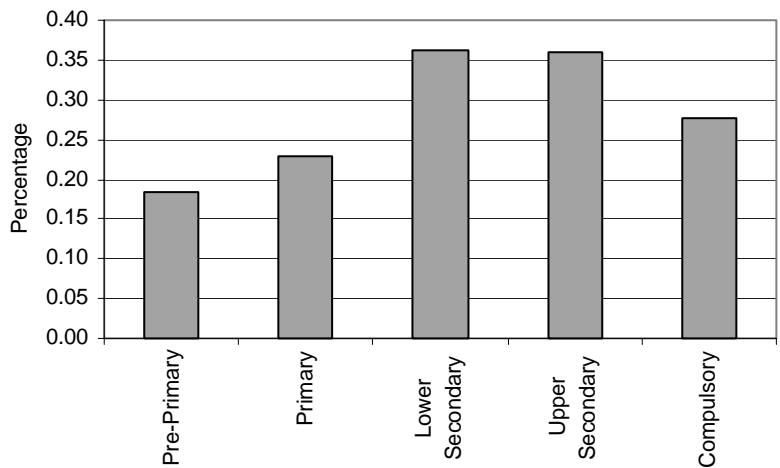


Note: Special schools and special classes data are missing.

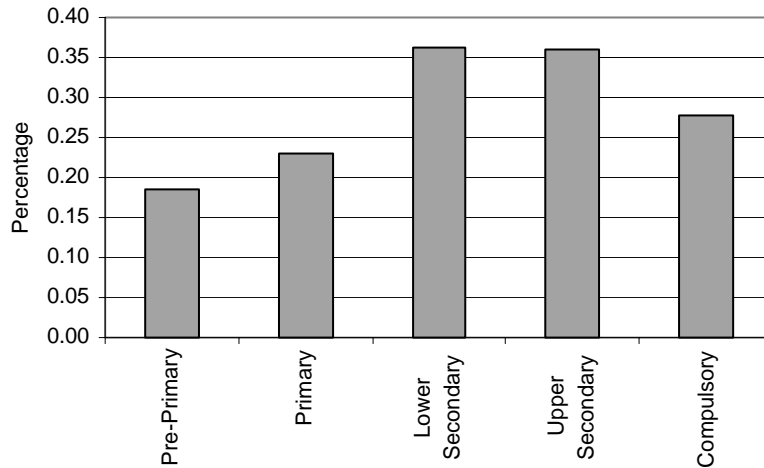
Special Classes – Category 5. Chronically ill
MISSING

Special Classes – Category 5. Chronically ill
MISSING

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



Total - Category 5. Total percentage of chronically ill students falling within the resources definition



Note: Special schools and special classes data are missing.

Category 6 Cross-national Category B - Regulation 49d: “In Division 1 to 4 and is severely learning disabled, that is when assessment by a qualified personnel acceptable to the minister affirms that: 1) the pupil has an intelligence quotient of 85 or higher, as measured by an approved individual test; 2) there is a significant discrepancy, one standard deviation or greater, between aptitude and achievement; and 3) the pupil’s average rate of progress in the skills subjects, including reading, is not greater than half that of average pupils as measured by an approved individual test.”

Special Schools – Category 6. Learning disabilities
MISSING

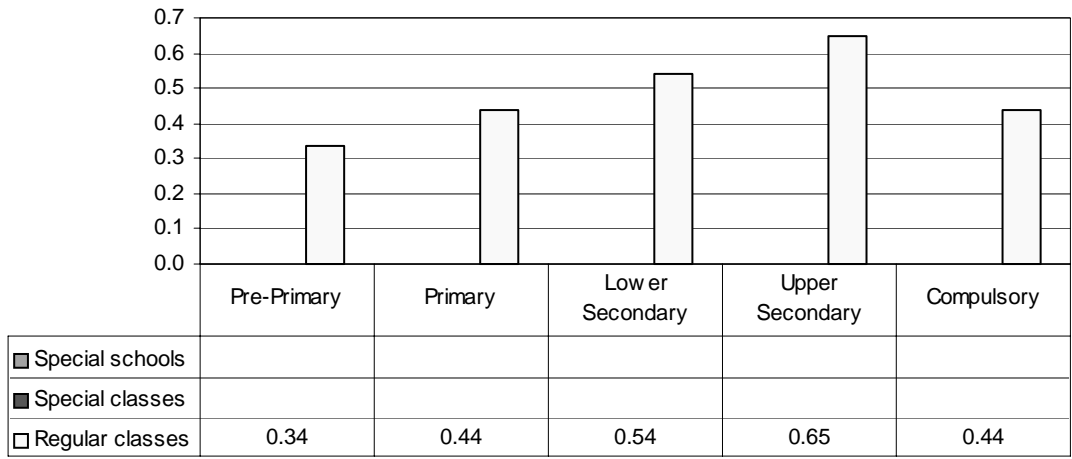
Special Classes – Category 6. Learning disabilities
MISSING

Regular Classes – Category 6. Learning disabilities
MISSING

Category 7 Cross-national Category A - Regulation 49h: “Severely multiply disabled, that is when medical and psychological assessment acceptable to the minister affirms that the pupil has severe concomitant disabilities of the types described in clauses a to g.” Regulation 49 is under review and the following definition is under consideration: “A pupil has a multiple disability when an assessment by an individual,

acceptable to the minister, confirms that the pupil has concomitant recognised disabilities of the types described in this section.”

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

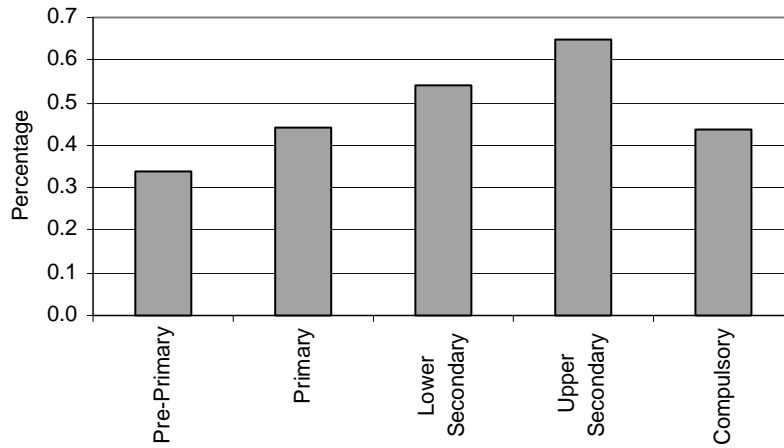


Note: Special schools and special classes data are missing.

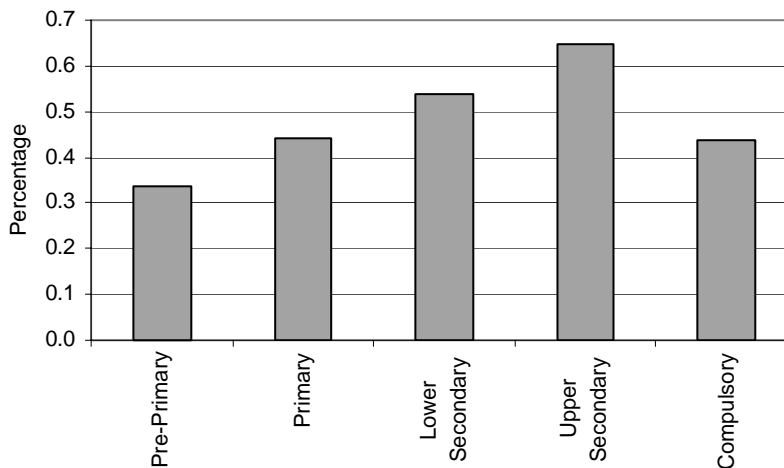
Special Schools – Category 7. Multiple disabilities
MISSING

Special Classes – Category 7. Multiple disabilities
MISSING

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



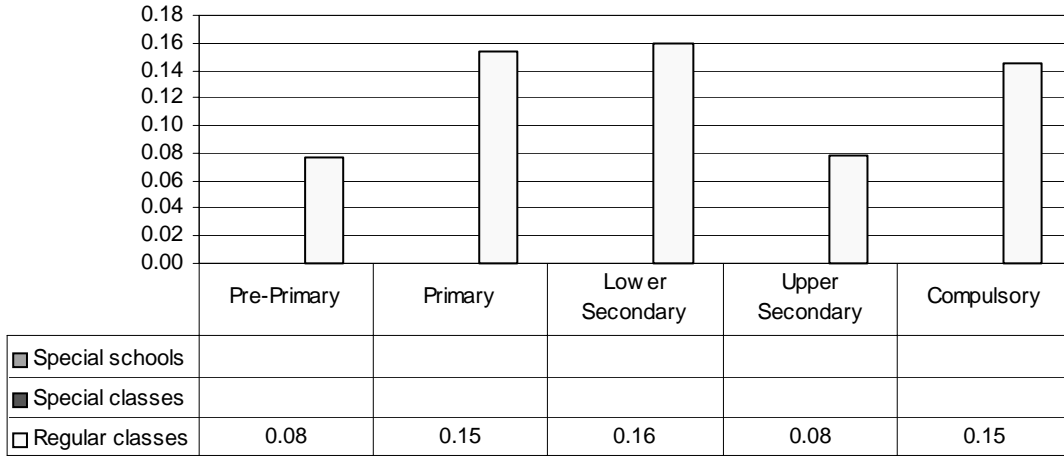
Total - Category 7. Total percentage of students with multiple disabilities falling within the resources definition



Note: Special schools and special classes data are missing.

Category 8 Cross-national Category A - Regulation 49b: “Hearing impaired, that is when audiological assessment by a provincial assessment service acceptable to the minister affirms that the pupil’s decibel loss in the speech range is greater than 34 decibels in both ears.” Regulation 49 is under review and the following is under consideration: “A pupil is deaf or hearing impaired when an audiological assessment by a qualified person acceptable to the minister certifies that the pupil has: a) a hearing loss in which the unaided average of the three most severe of the following frequencies, 250, 500, 1 000, 2 000, 4 000 mH is greater than 34 decibels in the better ear; or b) a unilateral loss in which the unaided difference between the affected and unaffected ear is 50 decibels or more and there is a significant delay in speech or language development.”

Proportion of students who are deaf or hard of hearing by phases of education in special schools, special classes and regular classes

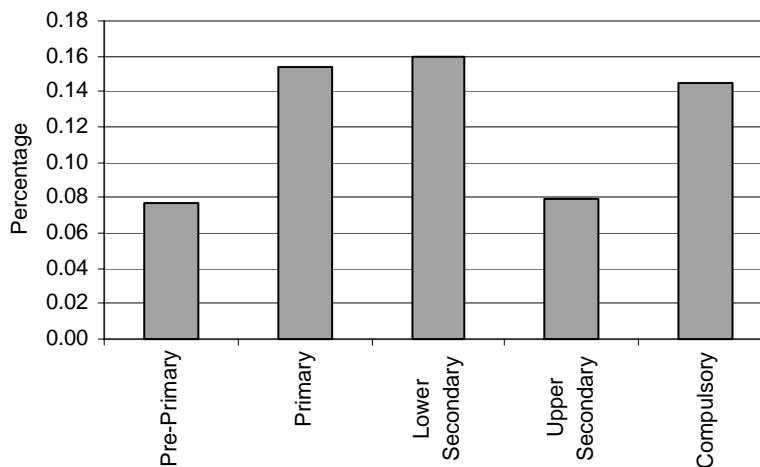


Note: Special schools and special classes data are missing.

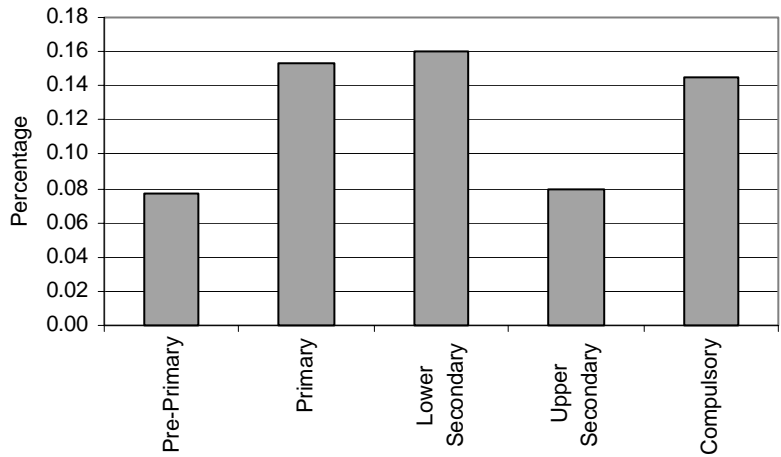
Special Schools – Category 8. Deaf or hard of hearing
MISSING

Special Classes – Category 8. Deaf or hard of hearing
MISSING

Regular Classes - Category 8. Total percentage of deaf or hard of hearing students falling within the resources definition, by phase of education



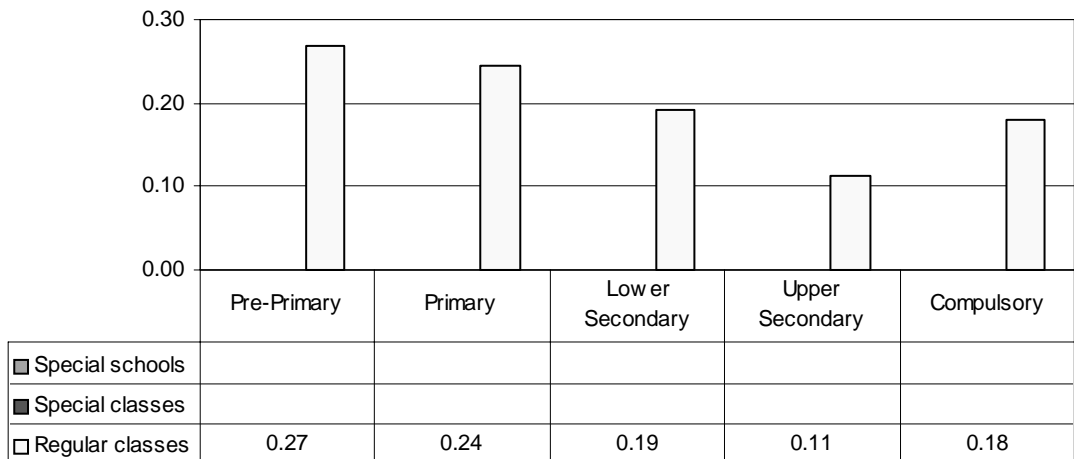
Total - Category 8. Total percentage of deaf or hard of hearing students falling within the resources definition



Note: Special schools and special classes data are missing.

Category 9 Cross-national Category A - Students with autism spectrum disorder are typically classified as “severely multiple disabled.” However, a current resource published for Saskatchewan teachers presents this definition: [Teaching Students With Autism: A Guide for Teachers (1999) Saskatchewan Education, Special Education Unit (ISBN 1 894116 56 9); available at http://www.sasked.gov.sk.ca/curr_inst/speced]. “Autism is a pervasive developmental disorder which is characterised by impairments in communication and social interaction, and restricted, repetitive stereotypic patterns of behaviour, interests and activities (American Psychiatric Association (APA), 1994). It is a complex neurological disorder that affects the functioning of the brain.”

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

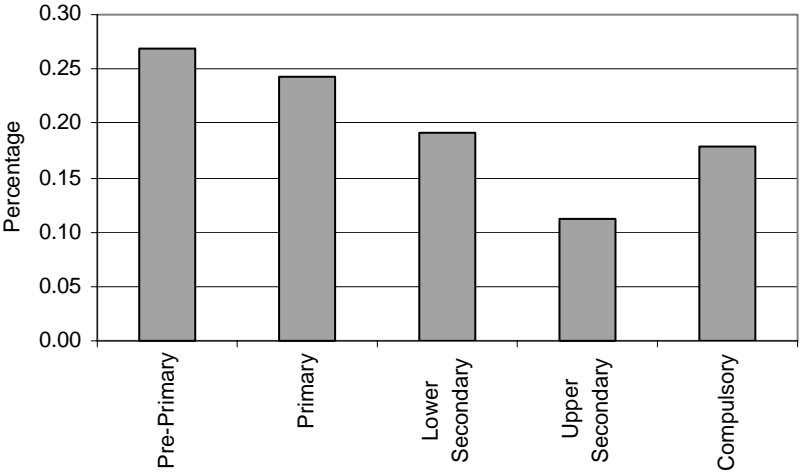


Note: Special schools and special classes data are missing.

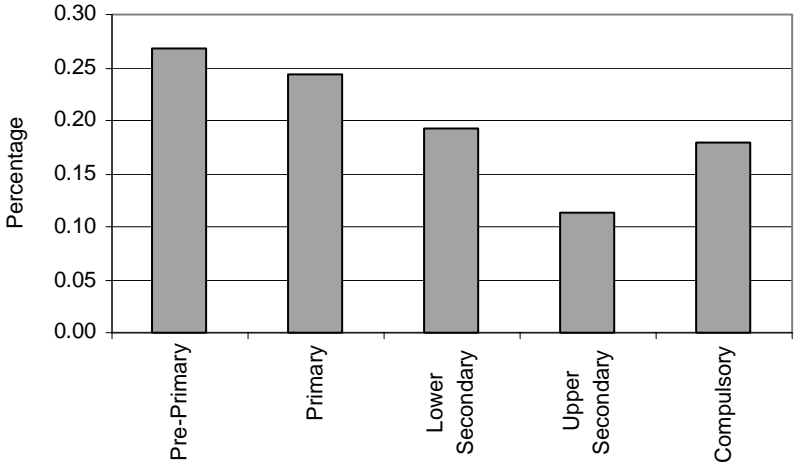
Special Schools – Category 9. Autism
MISSING

Special Classes – Category 9. Autism
MISSING

Regular Classes - Category 9. Total percentage of autistic students falling within the resources definition, by phase of education



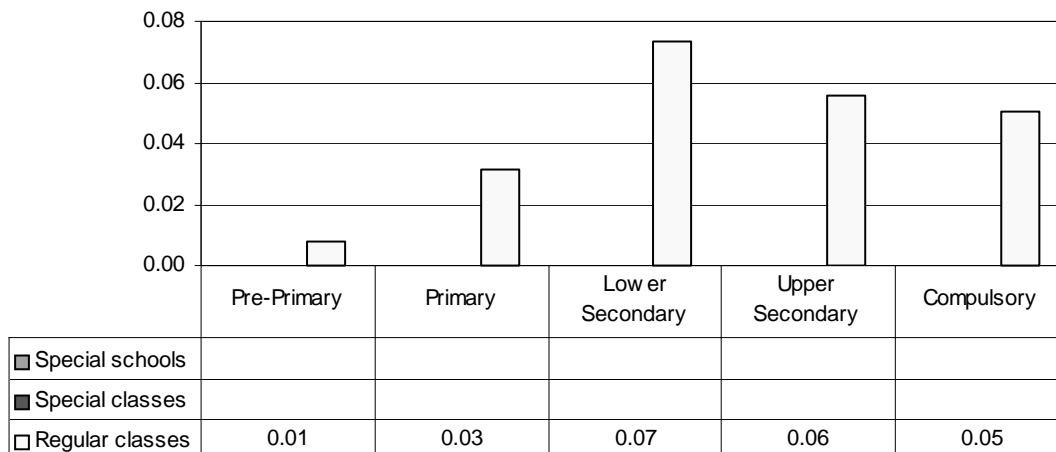
Total - Category 9. Total percentage of autistic students falling within the resources definition



Note: Special schools and special classes data are missing.

Category 10 Cross-national Category A - Students with acquired brain injury are not classified separately. Depending on the degree of disability, they are accounted for in either “chronically health impaired” or “severely multiple disabled” classifications.

Proportion of students with traumatic brain injury by phases of education in special schools, special classes and regular classes

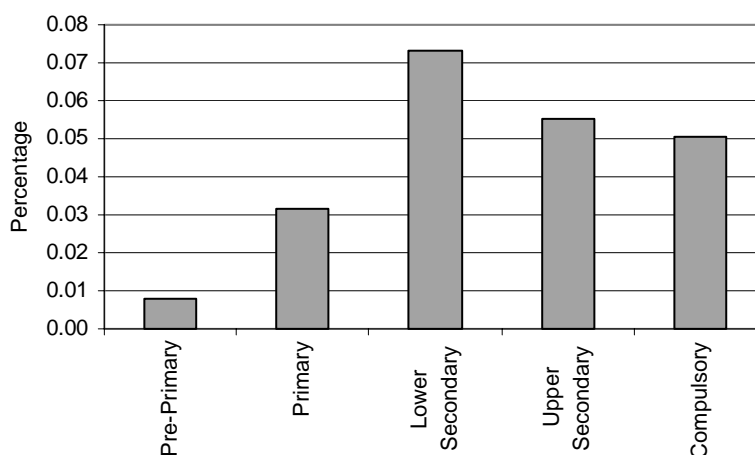


Note: Special schools and special classes data are missing.

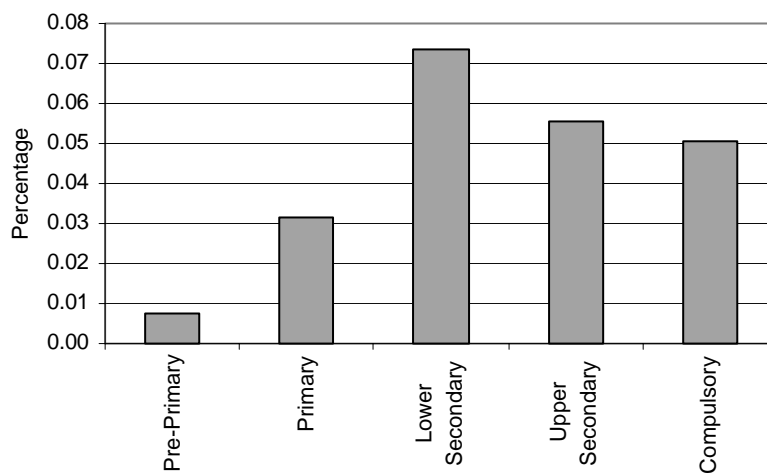
Special Schools – Category 10. Traumatic brain injury
MISSING

Special Classes – Category 10. Traumatic brain injury
MISSING

Regular Classes - Category 10. Total percentage of students with traumatic brain injury falling within the resources definition, by phase of education



Total - Category 10. Total percentage of students with traumatic brain injury falling within the resources definition



Note: Special schools and special classes data are missing.