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ABSTRACT

This report presents the results of surveys of school jurisdictions, Early Childhood Services (ECS) private operators, and private school personnel across Alberta, Canada. The purpose of these surveys was to consolidate information on the relative incidence rates of students with special needs receiving education programs in Alberta. The report's four sections focus on: (1) analyses of results for exceptional students in the school jurisdictions from Grades 1 to 12; (2) reports on components of Early Childhood Services that provide for exceptional children; (3) exceptional students served in private schools; and (4) comparison of results from this 1991-92 survey to those of a 1988-89 survey conducted by Alberta Education. Findings include: 11.3 percent of the student population were identified as students with special needs; over 60 percent of students with special needs were served full-time in regular classrooms; ECS private operators reported a relative incidence rate of 14.1 percent children with special needs; and private schools, excluding those whose mandate is exclusively special education, identified 6.8 percent of their enrollment as students with special needs. Appendixes provide definitions, lists of participating schools, data on interagency services, and comments from respondents. (JDD)

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STUDENTS WITH CHALLENGING NEEDS

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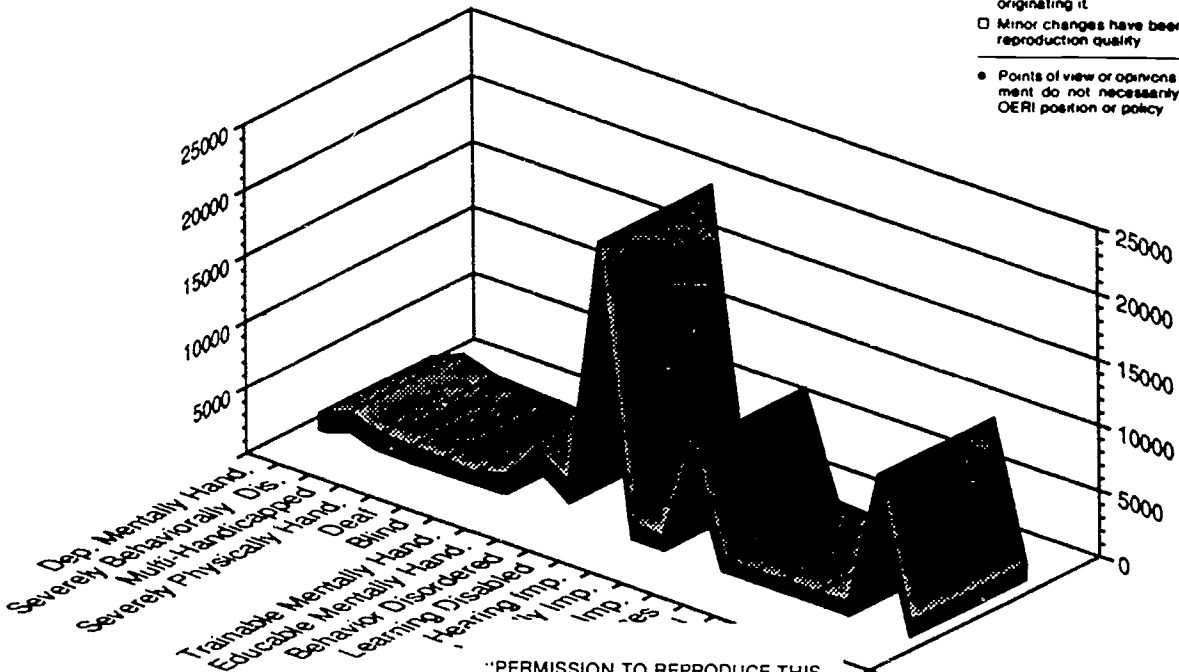
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Updated Facts and Figures**

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This document was prepared by the Alberta Education Response Centre under the direction of:

Harvey Finnestad, Director
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FORWARD

The terminology used in this document is based on traditional methods of classifying students with special needs. The terms are familiar to most special educators. However, we recognize that the system of classifying and grouping students according to traditional labels is often inappropriate. We hope that in the future we will be able to move to a non-categorical approach of identifying the special needs of students.

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EXECUTIVE SUMMARY

This report presents the results of surveys completed in 1991 by school jurisdictions, Early Childhood Services (ECS) private operators and private school personnel across the province. The purpose of these surveys was to consolidate information on the relative incidence rates of students with special needs receiving education programs in Alberta. Students with special needs are also referred to in this report as exceptional students. Children with special needs are also referred to as exceptional children.

Some of the more significant findings are as follows:

- 11.3% (51,711) of the provincial student population in Grades 1 to 12 were identified as students with special needs.
- The majority of students with special needs (60.2%) were served full-time in regular classrooms.
- More exceptional students were reported at the elementary level (13.8%) than at the junior (10.3%) or senior (6.7%) high school levels.
- The largest number of exceptional students identified were mildly or moderately handicapped (69.9%). Within this group, students with learning disabilities constitute the largest category (40.6%).
- School jurisdictions in Zones 3 and 6 served a higher percentage of exceptional students relative to the other provincial zones.
- School jurisdictions in Zone 3 reported the greatest number (381) of resident students accommodated elsewhere. Zone 3 also reported the largest number (363) of non-resident students served, whereas school jurisdictions in Zone 5 reported serving the fewest number (44) of non-resident students.
- The majority of ECS private operators (69%) reported programs and services for children with special needs.
- ECS private operators reported a relative incidence rate of 14.1% children with special needs.
- Private schools, excluding those whose mandate is exclusively special education, identified 6.8% of their enrolment as students with special needs.

INTRODUCTION

Providing schooling appropriate for the diverse needs of children is one of the greatest challenges facing educators today. Educating students who have exceptional needs can be particularly challenging for all involved. Parent(s)/guardian(s), teachers, school-based administrators, the superintendent of schools, the Board of Education and others such as school psychologists, speech and language specialists, and educational consultants must work together to develop and implement individual program plans (IPP's) to meet the educational needs of students. Alberta Education must be aware of the relative incidence rates of students with special needs to make informed decisions regarding funding and policy. Alberta educators must be aware of the changing numbers of reported students with special needs, because of the growing demands of providing a broad range of services. To face these challenges, up-to-date information must be available to all people involved in supporting education for exceptional students.

The purpose of this report was to consolidate and update information on the relative numbers of students in the province who are provided special education programs or services. As well, this report provides the numbers of exceptional students reported as served in differing educational settings. The information contained in this report was obtained from school jurisdictions, ECS private operators and private schools by means of three surveys conducted by the Alberta Education Response Centre in the fall of 1991. The surveys utilized were: the *School Jurisdiction Profile: Special Education*, the *Private School Profile: Special Education* and the *ECS Private Operators Profile: Special Education*. This report summarizes these survey results and provides a provincial perspective, utilizing charts and figures, on the status of exceptional students. Exceptional students are defined as "those students who require a different program or an adaptation or modification to the regular school program." (Alberta Education, Policy Manual, 1991, Document 02-02-01.)

Definitions used for the purpose of this survey are provided in Appendix A. Programs for all exceptional students ECS to Grade 12 included in this report are illustrated in Figure 1, page xiii. Exceptional students in Grades 1 to 12 include those who are educationally disabled and gifted and talented. As illustrated in Figure 1, exceptional students who are educationally disabled students are those who were identified as experiencing severely handicapping conditions such as dependent mentally handicapped, severely behaviorally disordered, multi-handicapped, severely physically handicapped (including neurological disorders) deaf, blind, and those identified as experiencing mildly/moderately handicapping conditions such as trainable mentally handicapped, educable mentally handicapped, behavior disordered, learning disabled, visually impaired (low vision), hearing impaired (hard-of-hearing), speech and language impaired.

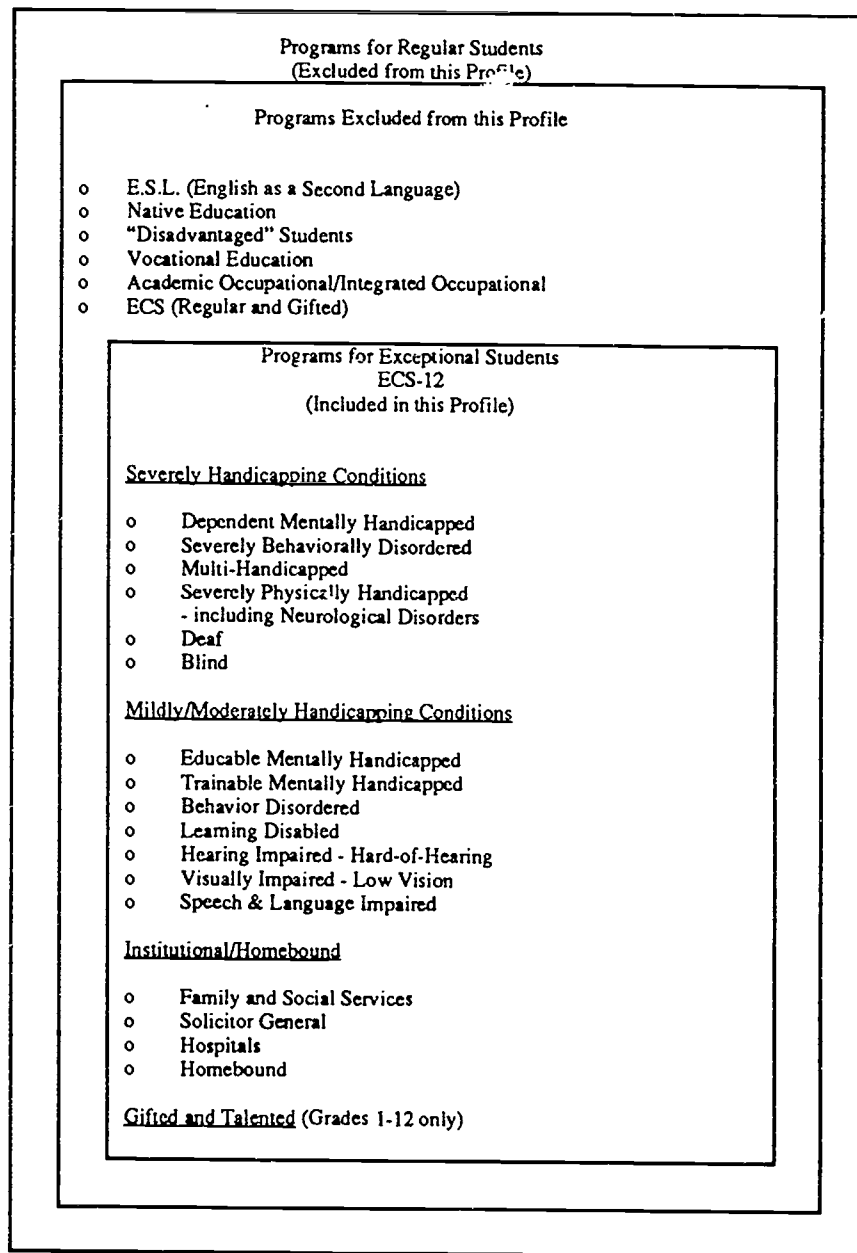
In addition to information relating to exceptional students in Grades 1 to 12, this report includes results for the components of Early Childhood Services (ECS) that provide for

exceptional children, (i.e., Program Unit Grants [PUG] for severely handicapped children) and special needs grants for the mildly/moderately handicapped. Also included are figures for institutionalized and homebound students and those disabled and institutionalized adult students on whose behalf Special Education Extension Grants are paid. (Refer to *School Grants Manual, 1991, part 2.14.*)

Programs for students **excluded** from this report are English as a Second Language (E.S.L.), Native education, gifted ECS children, socio-economically or culturally disadvantaged students, Vocational education, and Academic Occupational and Integrated Occupational Programs.

Figure 1

Exceptional Students in the School Context
Special Education Programs



Excerpted from *School Jurisdiction Profile: Special Education* (1991) pp. 1.

OVERVIEW

The facts and figures in this status report are divided into four sections:

- Section One presents the analyses of results for exceptional students in the school jurisdictions from Grades 1 to 12.
- Section Two reports on components of Early Childhood Services (ECS) that provide for exceptional children.
- Section Three discusses exceptional students served in private schools.
- Section Four compares the results from the 1991-92 survey to those of the 1988-89 survey, which was also conducted by Alberta Education.

**SECTION ONE
EXCEPTIONAL STUDENTS IN SCHOOL JURISDICTIONS,
GRADES 1 TO 12**

Introduction

The survey, *School Jurisdiction Profile: Special Education*, was completed in late 1991. The purpose of the survey was to consolidate and update province-wide information on the relative incidence of students with special needs and the settings in which these students were served. Ninety-six point six percent (96.6%) of the school jurisdictions responded to and completed the survey. A complete list of the participating school jurisdictions is located in Appendix B. The analyses of results were based upon completed returns from 143 school jurisdictions out of a possible 148. This represents 98.5% of Alberta students enrolled in Grades 1 to 12 inclusive. Total enrolment figures for the province were obtained from Alberta Education Information Services and based on the September 30, 1991 student count.

Figure 2 demonstrates the relative incidence rate of students with special needs in the province. The percentage of Alberta students in Grades 1 to 12 receiving special services in the 1991-92 school term was 11.3%. This percentage represents a total of 51,711 exceptional students (see Table 1, page 3).

Figure 2

**Students with Special Needs in Alberta School Jurisdictions
in Grades 1 to 12**

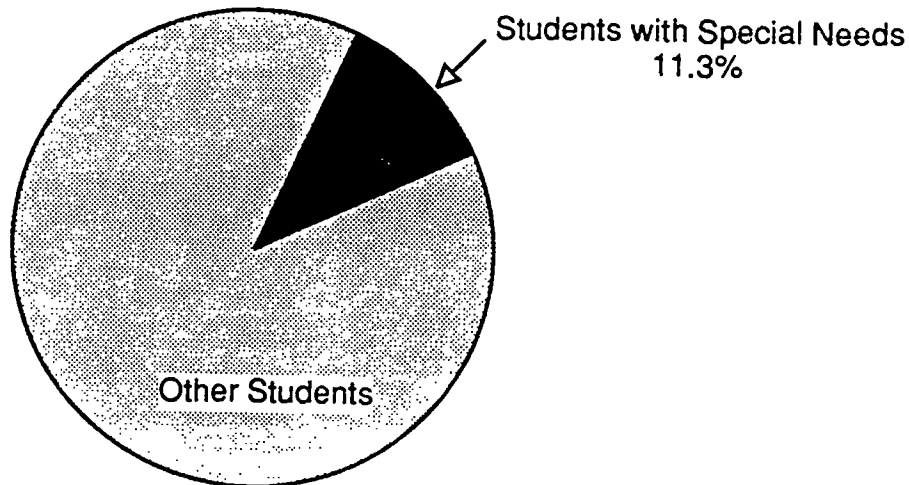


Table 1 is a compilation of the numbers and percentages of exceptional students in Grades 1 to 12 in the province as reported in the *School Jurisdiction Profile: Special Education*. The twenty specific categories of exceptionality are listed in the first column. Under the columns labelled "#" are the numbers of students reported by the responding jurisdictions at the elementary, junior high or senior high school level. Adjacent to each number is the percentage of enrolment reported by the jurisdictions at each particular school level. The Percentage of Exceptionalities indicated at the bottom of Table 1, provides the relative incidence rate at each school level. By comparing the percentage of exceptionalities across elementary, junior and senior high school levels, it is apparent that the majority of exceptional students were reported at the elementary school level and the percentage of exceptionalities decreased as the grade level increased.

*
Table 1
Numbers and Percentages of Alberta Students with Special Needs
in Grades 1 to 12

Exceptionalities	Elementary		Junior High		Senior High		Total (Gr. 1-12)	
	#	%	#	%	#	%	#	%
Severely Hand. Conditions								
Dependent Mentally Handicapped	314	0.13	91	0.08	102	0.09	507	0.11
Severely Behaviorally Disordered	754	0.31	479	0.45	214	0.19	1447	0.31
Multi-Handicapped	420	0.17	137	0.13	83	0.08	640	0.14
Severely Physically Handicapped	316	0.13	103	0.1	67	0.06	486	0.11
Deaf	217	0.09	56	0.05	67	0.06	340	0.07
Blind	106	0.04	38	0.04	27	0.02	171	0.04
Subtotal	2127	0.87	904	0.85	560	0.5	3591	0.78
Mildly/Moderately Hand. Cond.								
Trainable Mentally Handicapped	413	0.17	246	0.23	197	0.18	856	0.19
Educable Mentally Handicapped	2010	0.83	918	0.86	722	0.64	3650	0.79
Behavior Disordered	1010	0.42	690	0.64	131	0.12	1831	0.4
Learning Disabled	14212	5.9	4585	4.29	2208	1.97	21005	4.57
Hearing Imp./Hard-of-Hearing	351	0.15	124	0.12	68	0.06	543	0.12
Visually Imp./Low Vision	162	0.07	60	0.06	25	0.02	247	0.05
Speech & Language Impaired	7598	3.16	320	0.3	119	0.11	8037	1.75
Subtotal	25756	10.7	6943	6.5	3470	3.1	36169	7.87
Institutional/Homebound								
Social Services	41	0.02	121	0.11	26	0.02	188	0.04
Solicitor General	16	0.01	14	0.01	9	0.01	39	0.01
Hospitals	144	0.06	60	0.06	24	0.02	228	0.05
Homebound	31	0.01	22	0.02	73	0.07	126	0.03
Subtotal	232	0.1	217	0.2	132	0.12	581	0.13
Other								
Sp. Ed. Ext. Grants - Dis. Adults	3	0.001	2	0.002	225	0.2	230	0.05
(Specify)**	355	0.15	36	0.04	26	0.02	417	0.09
Subtotal	358	0.15	38	0.04	251	0.22	647	0.14
Gifted and Talented	4710	1.96	2937	2.75	3076	2.75	10723	2.33
Subtotal	4710	1.96	2937	2.75	3076	2.75	10723	2.33
Total Exceptional Students	33183		11039		7489		51711	
School Jurisdiction Enrolments	240723		106810		111837		459370	
Percentage of Exceptionalities		13.78		10.34		6.69		11.25

* # - Number of Students

% - Percent of Enrolment at that Level

** Includes students from resource room, young mothers' programs and programs for underachievers.

All the categories of exceptionalities from Table 1 can be grouped into five major categories as shown in Table 2 below. The total number (51,711) and the total percentage (11.25%) of reported exceptional students in Grades 1 to 12 are shown at the bottom of Table 2. The information from Table 2 is further illustrated in Figure 3, page 5.

Table 2
Numbers and Percentages of Exceptional Students by Categories
in Grades 1 to 12

Categories	Numbers	Percentage
Severely Handicapping Conditions	3,591	0.78%
Mildly/Moderately Handicapping Conditions	36,169	7.87%
Institutional/Homebound	581	0.13%
Other	647	0.14%
Gifted and Talented	10,723	2.33%
Total	51,711	11.25%

Figure 3 provides a breakdown of the categories of exceptionalities in percentages, based on the total student population identified as exceptional by the responding school jurisdictions. As illustrated, 69.9% of the total number of exceptional students were reported in the Mildly/moderately handicapping category.

The mildly/moderately handicapped category and its seven handicapping conditions are shown in Figure 3A. The seven handicapping conditions included in the *School Jurisdiction Profile: Special Education* were: Trainable Mentally Handicapped, Educable Mentally Handicapped, Behavior Disordered, Learning Disabled, Hearing Impaired (Hard-of-Hearing), Visually Impaired (Low Vision), and Speech and Language Impaired. The relative incidence rates of these conditions are readily apparent. Based on the total number of exceptional students (51,711) recorded in Table 1, page 3 in the mildly/moderately Handicapping conditions category, the largest percent (40.6%) were reported as learning disabled. This percentage indicates that a total of 21,005 students

were reported by school jurisdictions as learning disabled. The second largest percentage (15.5%) of students reported in the mildly/moderately handicapping conditions category was students identified as Speech and Language Impaired. This percentage indicates that 8,037 students were reported as Speech and Language Impaired (see Table 1).

Figure 3

Categories of Exceptionalities in Grades 1 to 12

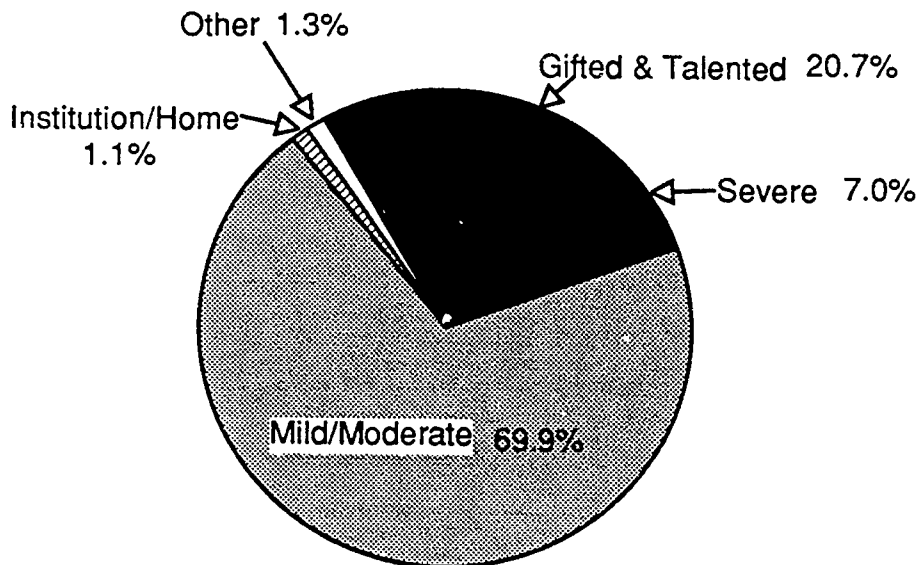
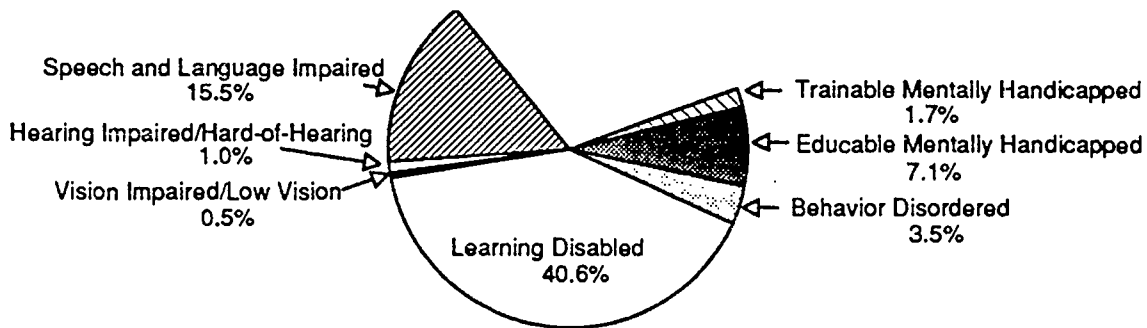


Figure 3A

Types of Mildly/Moderately Handicapping Conditions Included in the Portion Above



Comparison on the Basis of Educational Setting

Across the province, educational settings for students with special needs ranged from full-time regular classrooms to full-time special classes. School jurisdictions were asked to report the numbers of their students with special needs according to five educational settings or program delivery systems, (i.e., full-time regular class, partial integration, full-time special class, special class in special school, and institutional or homebound setting). Figure 4 illustrates that the majority of the students receiving special education programs or assistance were served full-time in the regular classroom. Table 3 (page 7) provides comprehensive information comparing category of exceptionality to educational settings for all the responding jurisdictions.

Figure 4

Educational Settings for Students with Special Needs in Alberta in Grades 1 to 12

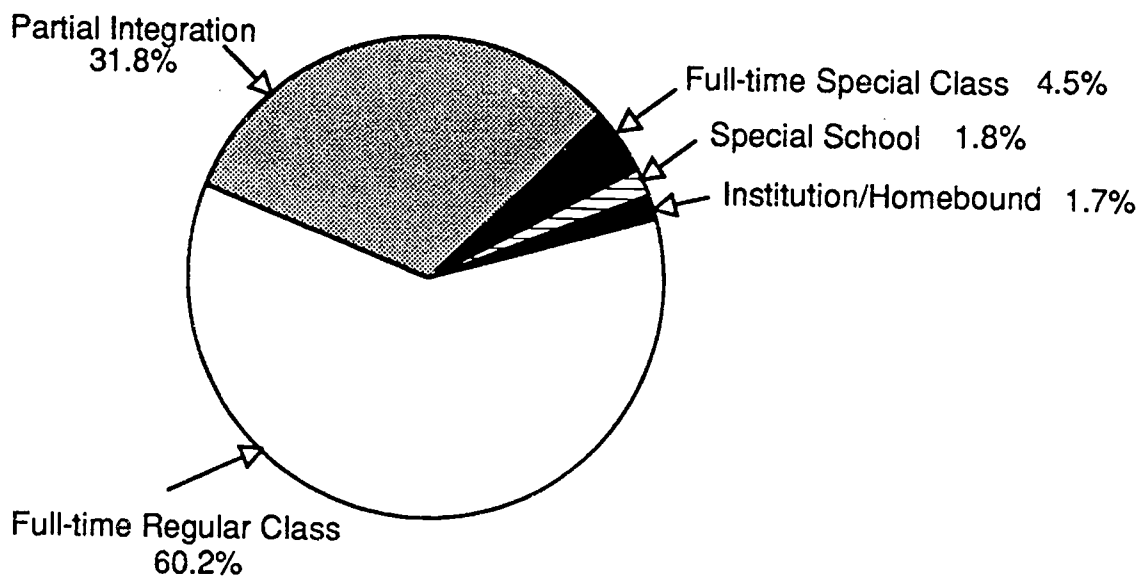


Table 3 Numbers of Exceptional Students in the Educational Settings in Grades 1 to 12

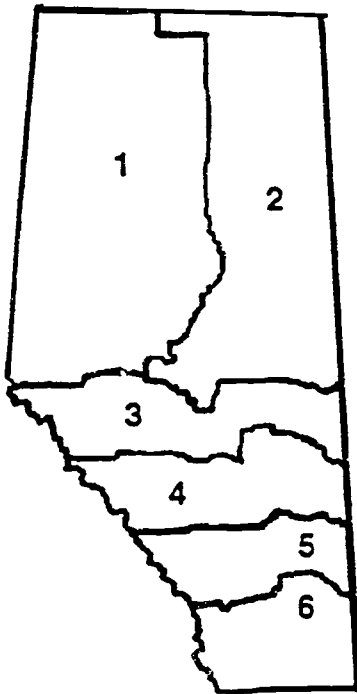
Exceptionalities	FT Regular Classes		Partial Integration		FT Special Classes		Special Schools		Instit./Homebound		Total					
	E*	J	E	J	E	J	E	J	E	J						
Severely Hand. Conditions																
Dependent Mentally Handicapped	41	2	5	97	51	18	143	32	57	28	4	20	5	2	507	
Severely Behaviorally Disordered	310	125	39	281	82	23	115	165	54	35	32	24	13	75	1447	
Multi-Handicapped	156	20	14	209	44	27	35	29	15	18	41	27	2	3	640	
Severely Physically Handicapped	198	52	43	70	25	19	8	6	1	5	3	4	35	17	486	
Deaf	160	28	33	46	9	12	0	4	3	11	14	18	0	1	340	
Blind	96	28	23	10	8	4	0	0	0	0	2	0	0	0	171	
Subtotal	961	255	157	713	219	103	301	236	130	97	96	93	55	98	3591	
Mildly/Moderately Hand. Cond.																
Trainable Mentally Handicapped	54	19	10	247	148	83	91	68	93	20	10	9	1	1	2	856
Educable Mentally Handicapped	446	177	98	1256	517	285	304	137	192	4	87	147	0	0	3650	
Behavior Disordered	839	468	93	128	115	28	22	58	0	20	48	10	1	1	1831	
Learning Disabled	7637	2201	754	6148	2112	1303	299	203	146	126	60	1	2	9	21005	
Hearing Imp./Hard-of-Hearing	267	101	52	80	22	15	4	0	0	0	0	0	0	1	543	
Visually Imp./Low Vision	154	56	22	8	3	2	0	1	1	0	0	0	0	0	247	
Speech & Language Impaired	7322	302	107	276	18	6	0	0	6	0	0	0	0	0	8037	
Subtotal	16719	3324	1136	8143	2935	1722	720	467	438	170	205	167	4	12	36169	
Institutional/Homebound																
Social Services	8	28	10	0	7	2	1	0	0	0	26	11	32	60	3	188
Solicitor General	6	9	0	0	0	0	0	0	0	0	0	0	0	16	8	39
Hospitals	2	0	0	3	0	0	0	4	13	0	7	6	141	47	5	228
Homebound	3	4	13	0	1	0	0	0	0	0	0	21	28	17	39	126
Subtotal	11	40	32	3	8	2	1	4	13	0	33	38	217	132	47	581
Other																
Sp. Ed. Ext. Grants - Dis. Adults	3	2	1	0	0	1	0	0	0	0	0	0	0	0	223	230
(Specify)**	9	0	0	331	21	0	15	0	0	0	15	26	0	0	0	417
Subtotal	12	2	1	331	21	1	15	0	0	0	15	26	0	0	223	647
Gifted and Talented	3433	2394	2637	1252	543	439	1	0	0	24	0	0	0	0	0	10723
Subtotal	3433	2394	2637	1252	543	439	1	0	0	24	0	0	0	0	0	10723
Provincial Total	21136	6015	3963	10442	3726	2267	1038	707	581	291	349	324	276	242	354	51711

* Level of School E - Elementary (Gr. 1-6) J - Junior High (Gr. 7-9) S - Senior High (Gr. 10-12)

** Includes students from resource room, young mothers' programs and programs for underachievers.

NOTE: Educational setting breakdowns for Edmonton S.D. #7 and Calgary S.D. #19 were extrapolated based on the provincial averages.

Students with Special Needs by Alberta Education Zone



School jurisdictions are organized geographically into educational zones designated by Alberta Education, as illustrated in the adjacent map. Appendix B provides a listing of the school jurisdictions participating in this survey according to the education zone. Table 12 in Appendix E is a compilation of student numbers and percentages in Grades 1 to 12 according to handicapping conditions and education zones. Because of the complexity of analyzing all this information, Tables 12A to 12E, in Appendix E were created to show the numbers of exceptional students served in the different educational settings by school zone.

Figure 5 illustrates a comparison of the various zones and their relative incidence rates. Figure 6 (page 9), shows the relative breakdown of the exceptionalities by education zone into five major categories.

Figure 5

Percentage of Students with Special Needs by Zone

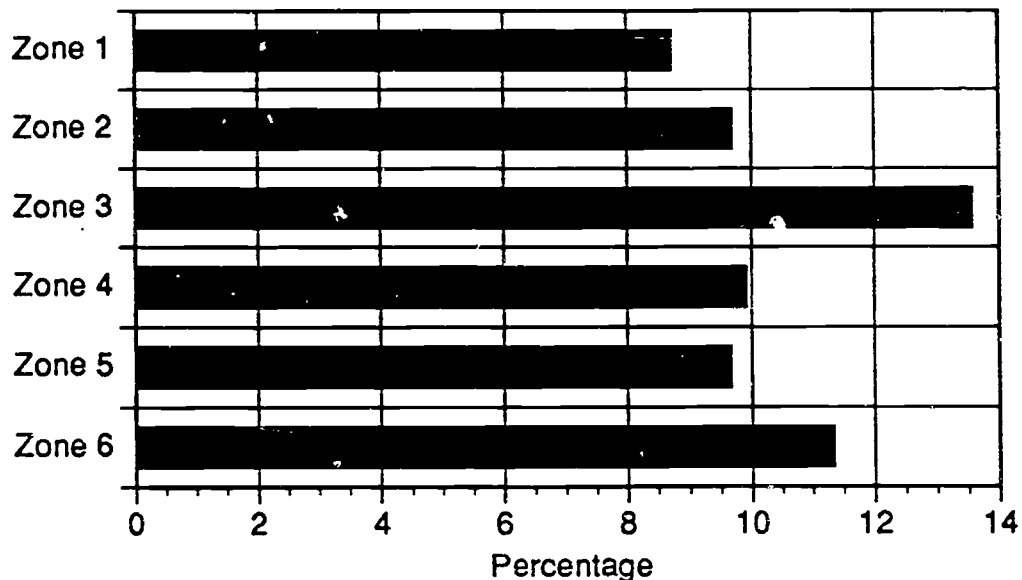
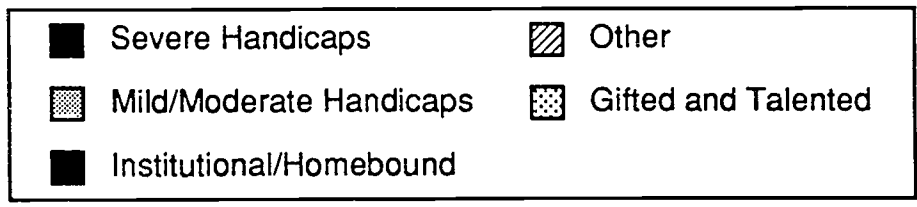
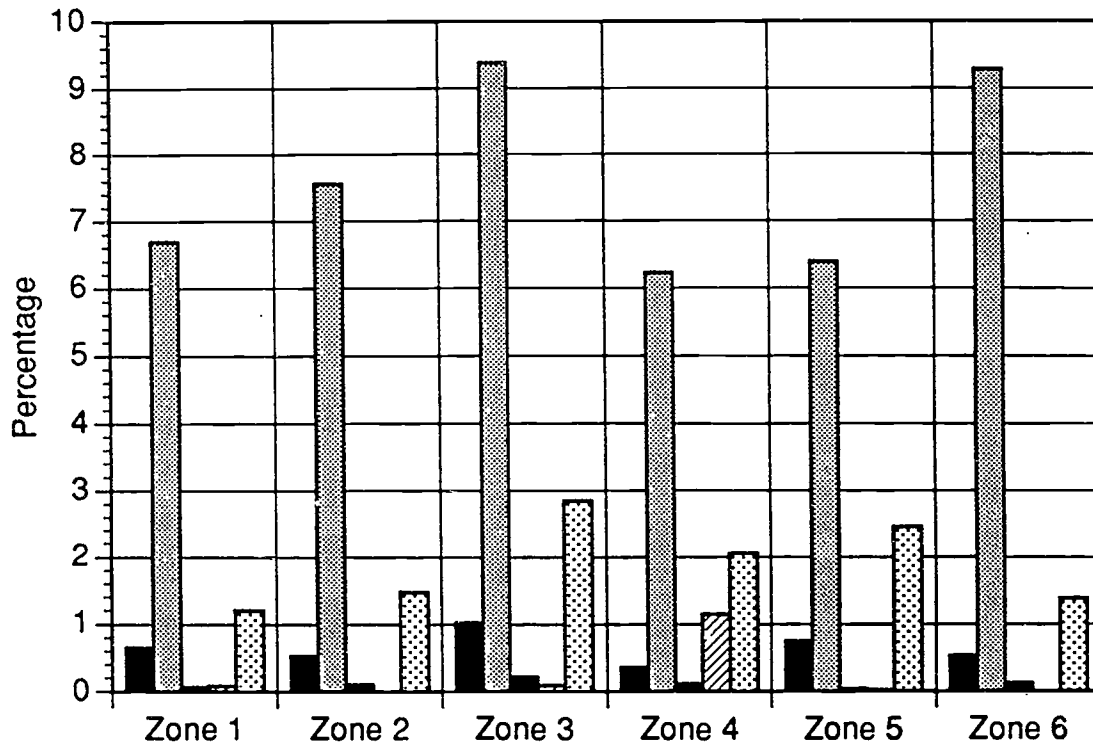


Figure 6

Relative Incidence Rates in the Education Zones



Resident and Non-Resident Exceptional Students

Table 4 displays the reported number of resident and non-resident exceptional students in each education zone. School jurisdictions in Zone 3 reported the greatest number of resident students accommodated elsewhere. However, it is also the zone where the largest number of non-resident students were reported served. Zone 2 reported the lowest number of resident students being accommodated elsewhere and Zone 5 reported serving the fewest number of non-resident students.

Table 4
Reported Numbers of Resident and Non-Resident
Exceptional Students Served by Zone

Education Zone	Resident Students * Accommodated Elsewhere	Non-Resident Students** Served by Jurisdictions
Zone 1	273	187
Zone 2	61	360
Zone 3	381	363
Zone 4	184	141
Zone 5	322	44
Zone 6	92	101
Provincial Total	1313	1196

* Resident students are those directed to be educated outside of the home school jurisdiction by tuition agreement.

** Non-Resident students are those from outside the system who are educated under tuition agreements.

Reported Numbers of Staff Serving Students with Special Needs

School jurisdictions were asked to report the full-time equivalent (FTE) numbers of teachers and teacher assistants employed to serve students with special needs. School authorities from several jurisdictions expressed some difficulty in supplying these numbers because a breakdown of time allotments by teachers was not available.

Table 5 presents the reported numbers of FTE teachers and teacher assistants in Grades 1 to 12, grouped according to zones.

Table 5
Reported Numbers of Special Education Staff
Employed in Jurisdictions by Zone
in Grades 1 to 12

Education Zone	Teachers*			Teacher Assistants*		
	E**	J	S	E	J	S
Zone 1	93.98	33.80	8.10	171.56	37.67	12.86
Zone 2	83.03	35.43	17.12	142.87	28.66	16.02
Zone 3	266.52	145.10	48.74	359.63	112.37	58.37
Zone 4	74.71	28.01	13.45	111.05	20.75	11.65
Zone 5	585.93	201.22	64.80	174.16	71.78	20.83
Zone 6	133.51	38.40	27.38	163.06	68.14	17.85
Total	1237.68	481.96	179.59	1122.33	339.37	137.58

* FTE - Full-Time Equivalent

** Level of School (E - Elementary J - Junior High S - Senior High)

Support Services for Students with Special Needs in Grades 1 to 12

Services and programs for exceptional students in schools rely on substantial numbers of support staff in addition to the teaching staff. School authorities were asked to submit numbers of support staff they employed on a FTE basis and other personnel contracted for services. Table 6 indicates the provincial totals (for Grades 1 to 12) of the responses from the 143 participating jurisdictions.

Table 6
Reported Numbers of Support Staff Employed
Full-Time or Contracted for Services by
Responding Jurisdictions for
Grades 1 to 12

Type of Support Staff	No. Permanently Employed *	Other Personnel *	Total
1. Psychologist	80.1	25.1	105.2
2. Social Worker	28.4	11.4	39.8
3. Reading Consultant	39.1	2.3	41.4
4. Occupational Therapist	15.1	11.5	26.6
5. Speech Therapist	36.5	45.8	82.3
6. Interpreter for Deaf	26.5	4.8	31.3
7. School Counsellor	635.9	13.5	649.4
8. Itinerant (specify) **	40.7	2.2	42.9
9. Sp. Ed. Consultant	79.1	10.9	90.0
10. Tutor	21.3	2.0	23.3
11. Other ***	90.0	15.6	105.6
Total	1092.7	145.1	1237.8

* FTE - Full-Time Equivalent

** Includes gifted education, special home schooling, special education coordinators, hearing and vision specialists, behavior modification specialists and classroom support.

*** Includes Home/School Liaison workers, physiotherapists, supervisors, Child/Youth workers, consultants for the sensory impaired, Special Needs coordinators and special assistants.

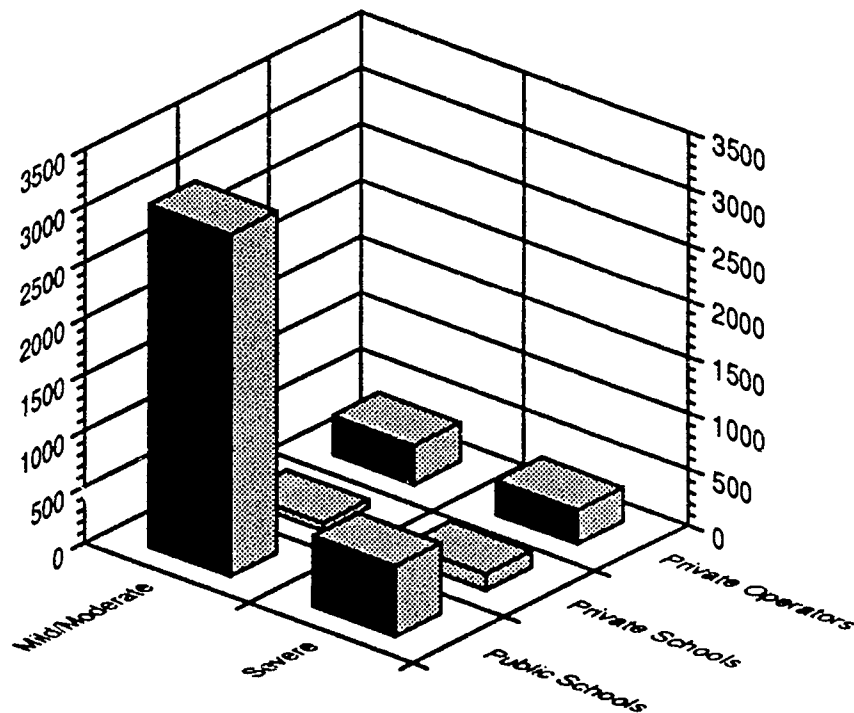
**SECTION TWO
EARLY CHILDHOOD SERVICES (ECS)
CHILDREN WITH EXCEPTIONAL NEEDS**

Introduction

Young children with exceptional needs in the province are served in ECS centres operated by school jurisdictions, private schools or ECS private operators. Grants are provided to ECS operators, both public and private, for children aged 2 1/2 years to 5 1/2 years, who are either mildly/moderately handicapped or severely handicapped. Definitions for these two categories of handicapping conditions are found in Appendix A.

Figure 7 illustrates that the mildly/moderately category is the largest handicapping condition reported at the ECS level from both the public school jurisdictions and the private operators. This comprehensive graph providing the reported total number of children with mildly/moderately and severely handicapping conditions receiving services was obtained by combining the numbers obtained on the three surveys: *School Jurisdiction Profile: Special Education*, *ECS Private Operators Profile: Special Education* and the *Private School Profile: Special Education*.

**Figure 7
Number of Children Served in ECS Centres in Alberta**



ECS in Centres in School Jurisdictions

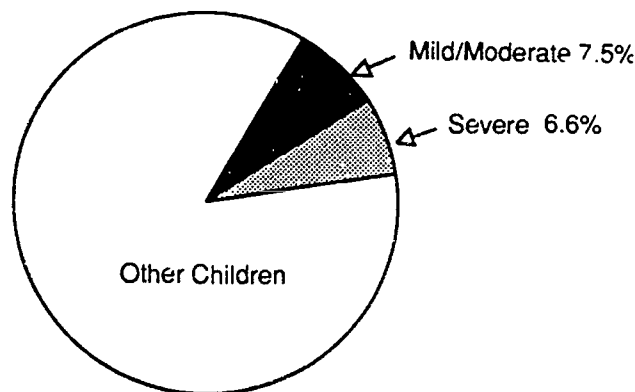
Most ECS children with special needs are served in the centres provided by school jurisdictions, as illustrated in Figure 7. The survey results for these centres were based upon a school jurisdiction return rate of 96.6%. This return rate represents 143 participating school jurisdictions and 34,929 ECS children served in these jurisdictions. (Participating school jurisdictions are listed by Zone in Appendix B.) Based on the total number of children reported from responding school jurisdictions, 8.7% or 3043 children reported in the mildly/moderately handicapping conditions category and 1.8% or 630 children in the severely handicapping conditions category received special assistance or services. Combining the percentages from these two categories, the overall incidence rate for exceptional children at the ECS level in school jurisdictions is 10.5%.

ECS Private Operators

ECS Private operators participating in this survey are listed in Appendix D. The *ECS Private Operators Profile: Special Education* was mailed to 186 private operators in the province. Of these, 138 responded. An additional 34 private operators contacted by telephone stated that they did not have any special needs children or programs during the 1991-92 school year. The overall response rate was 92.5%. Based on the results of this survey, about 60% of the ECS private operators reported serving children with special needs.

Figure 8 illustrates the relative incidence rates of children who received assistance or services in the mildly/moderately and severely handicapping conditions categories from private early childhood centres. A total of 649 children or 14.1% of all children enrolled in private ECS centres received special education.

Figure 8
Children with Special Needs in Private ECS Centres



Support Services for Students with Special Needs, ECS Private Operators

In addition to the teaching staff, services and programs for exceptional students in schools rely on substantial numbers of support staff. ECS Private Operators were asked to submit numbers of support staff employed on a full-time equivalent (FTE) basis and other personnel contracted for services. Table 7 indicates the provincial totals of the responses from the 138 participating ECS Private Operators.

Table 7
Reported Numbers of Support Staff Employed
Full-Time by ECS Private Operators

Type of Support Staff	No. Permanently Employed *	Total
1. Psychologist	0.9	0.9
2. Social Worker	4.5	4.5
3. Reading Consultant	0.0	0.0
4. Occupational Therapist	8.6	8.6
5. Speech Therapist	22.3	22.3
6. Interpreter for Deaf	4.0	4.0
7. School Counsellor	0.0	0.0
8. Itinerant (specify) **	0.0	0.0
9. Sp. Ed. Consultant	9.0	9.0
10. Tutor	1.0	1.0
11. Other ***	14.8	14.8
Total	65.1	65.1

* FTE - Full-Time Equivalent

** Includes gifted education, special home schooling, special education coordinators, hearing and vision specialist, behavior modification specialists and classroom support.

*** Includes Home/School Liaison workers, physiotherapists, supervisors, Child/Youth workers, consultants for the sensory impaired, Special Needs coordinators and special assistants.

ECS in Private Schools

Centres Dedicated to Special Education

Only 21 of the participating private schools reported serving ECS special needs children. Of these, the following five centres operate exclusively for children with special needs:

Elves Memorial Child Development Centre
Horizon School
Heritage School
Renfrew Early Childhood Services School
Robin Hood School

The above schools served a total of 185 exceptional children or 87% of the reported number of exceptional children in ECS centres operated in private schools in Alberta in 1991-92. The breakdown, according to categories, is 133 children with severely handicapping conditions and 52 with mildly/moderately handicapping conditions.

Centres Not Dedicated to Special Education

Few children with special needs were served in private schools that have not been specifically established for such a purpose. Only 16 other private schools reported serving exceptional children in their centres. These schools serve 28 children, 15 with mildly/moderately handicapping conditions and 13 with severely handicapping conditions. These private schools not dedicated to children with special needs serve less than 0.3% of all children enrolled in ECS in the province.

**SECTION THREE
EXCEPTIONAL STUDENTS IN PRIVATE SCHOOLS,
GRADES 1 TO 12**

Introduction

The participating private schools that responded to the *Private School Profile: Special Education* are listed in Appendix D. Private Schools can be divided into two groups: those dedicated exclusively to students with special needs and those serving a varied student population. The response rate was 90.5% from registered and approved private schools in Alberta. This figure represents 86.4% of the total student enrolment in private schools.

Private Schools Dedicated to Students with Special Needs

Eleven private schools operate exclusively for students with special needs. These are listed as follows:

- Alberta Bosco Homes
- Calgary Academy
- Cremona Koinonia Christian School
- Edmonton Academy
- Elves Memorial Child Development Centre
- Foothills Academy Society
- Heritage School
- Horizon School
- Parkland School
- Renfrew Early Childhood Services School
- Robin Hood School

Student numbers reported by these private schools are shown in Table 8 (page 18). A total of 640 students with special needs were served in these eleven schools. Students in the mildly/moderately handicapped category constitute the largest number (434) of students served across all three levels of schooling (Elementary, Junior High, Senior High). Within the severely handicapped category, dependent mentally handicapped elementary school-aged children (79) form the largest reported group of students served.

Table 8
Student Numbers in Private Schools
Dedicated to Students with Special Needs
in Grades 1 to 12

Exceptionalities	Special School			Institutional/Homebound			Total
	Elem.	Jr. High	Sr. High	Elem.	Jr. High	Sr. High	
Severely Hand. Conditions							
Dependent Mentally Handicapped	79	15	28	0	0	0	122
Severely Behaviorally Disordered	40	1	0	2	15	0	58
Multi-Handicapped	13	4	1	0	0	0	18
Severely Physically Handicapped	4	0	0	0	0	0	4
Deaf	0	0	0	0	0	0	0
Blind	0	0	0	0	0	0	0
Subtotal	136	20	29	2	15	0	202
Mildly/Moderately Hand. Cond.							
Trainable Mentally Handicapped	8	10	21	0	0	0	39
Educable Mentally Handicapped	6	1	2	0	0	0	9
Behavior Disordered	8	12	6	2	8	4	40
Learning Disabled	103	97	107	1	3	0	311
Hearing Impaired/Hard-of-Hearing	0	0	0	0	0	0	0
Visually Impaired/Low Vision	0	0	1	0	0	0	1
Speech & Language Impaired	19	8	7	0	0	0	34
Subtotal	144	128	144	3	11	4	434
Institutional/Homebound							
Social Services	0	0	0	0	0	0	0
Solicitor General	0	0	0	0	0	0	0
Hospitals	0	0	0	0	0	0	0
Homebound	2	0	0	0	0	0	2
Subtotal	2	0	0	0	0	0	2
Other							
Sp. Ed. Ext. Grants - Dis. Adults	0	0	0	0	0	0	0
(Specify)	1	0	0	0	0	0	1
Subtotal	1	0	0	0	0	0	1
Gifted and Talented	1	0	0	0	0	0	1
Subtotal	1	0	0	0	0	0	1
Total	284	148	173	5	26	4	640

Private Schools Not Dedicated to Students with Special Needs

The second group of private schools are those serving a varied student population. Sixty of these private schools responded to the *Private School Profile: Special Education*. Forty-three reported that they were not presently serving any students requiring special programs or assistance. The other seventeen private schools not dedicated to students with special needs reported serving a small special education population. Figure 9 illustrates this percentage of students (6.8%) receiving special education in private schools not exclusively dedicated to exceptional students.

Figure 9

Students Receiving Special Education in Private Schools Not Dedicated to Serving Students with Special Needs in Grades 1 to 12

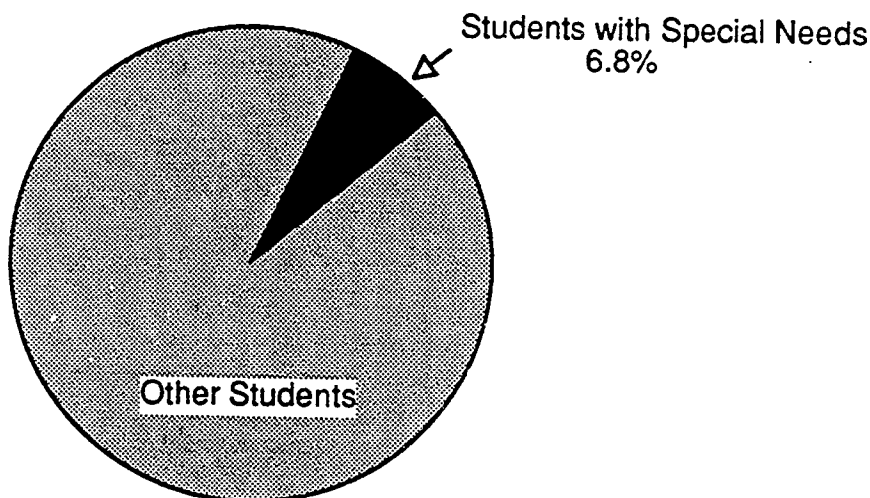


Table 9 details the survey results from the 60 private schools not dedicated to students with special needs. The number of students reported for each category of special needs and educational setting is outlined for Grades 1 to 12. This group of private schools reported that more students were served in full-time regular classes than in any other educational setting. Students identified as either learning disabled or gifted and talented constituted the largest groups receiving programs and services in the private schools not dedicated to serving students with special needs. (Note that the fourth educational setting "Special Schools," is not included. All the numbers for this educational setting are included in Table 8 Student Numbers in Private Schools Dedicated to Students With Special Needs in Grades 1 to 12 [page 18].)

Table 9
Student Numbers in Private Schools Not Dedicated to Students
with Special Needs in Grades 1 to 12

Exceptionalities	FT Regular Classes			Partial Integration			FT Special Classes			Special Schools			Instit./Homebound			Total
	E*	J	S	E	J	S	E	J	S	E	J	S	E	J	S	
Exceptionalities																
Severely Hand. Conditions																
Dependent Mentally Handicapped	0	0	0	8	4	2	0	0	5	1	1	5	1	1	0	28
Severely Behaviorally Disordered	14	5	0	8	3	1	0	1	0	7	2	0	0	0	0	41
Multi-Handicapped	7	1	1	7	3	0	0	0	0	0	1	1	0	0	0	21
Severely Physically Handicapped	7	3	2	8	1	1	0	1	0	0	0	0	1	0	0	24
Deaf	4	1	2	2	1	0	0	0	0	0	1	0	0	1	0	12
Blind	4	1	2	2	1	0	0	0	0	0	0	0	0	0	0	10
Subtotal	36	11	7	35	13	4	0	2	5	8	5	6	2	2	0	136
Mildly/Moderately Hand. Cond.																
Trainable Mentally Handicapped	6	3	3	29	18	5	14	8	1	0	0	0	0	0	0	87
Educable Mentally Handicapped	51	18	15	79	29	23	47	18	27	1	0	0	0	0	0	308
Behavior Disordered	35	0	2	19	12	3	0	4	0	0	0	0	1	1	0	77
Learning Disabled	529	157	27	585	143	85	5	4	0	0	0	0	0	0	0	1535
Hearing Imp./Hard-of-Hearing	9	2	3	0	0	0	1	0	0	0	0	0	0	0	0	15
Visually Imp./Low Vision	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Speech & Language Impaired	208	1	1	81	0	0	0	0	0	0	0	0	0	0	0	291
Subtotal	843	184	51	793	202	116	67	34	28	1	0	0	1	1	0	2321
Institutional/Homebound																
Social Services	1	0	1	0	0	0	0	0	0	0	2	0	0	23	0	27
Solicitor General	0	0	0	0	0	0	0	0	0	0	0	0	0	16	0	16
Hospitals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homebound	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Subtotal	1	0	1	0	0	0	0	0	0	0	2	0	1	39	1	45
Other																
Sp. Ed. Ex. Grants - Dis. Adults (Specify) **	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	78
Subtotal	2	0	0	309	0	0	0	0	0	0	15	26	0	0	0	352
Gifted and Talented																
Subtotal	397	175	171	21	21	0	0	0	0	0	15	26	0	0	0	764
Subtotal	397	175	171	21	21	0	0	0	0	0	0	0	0	0	0	764
Total	1279	370	230	1158	215	120	67	36	33	9	22	32	4	42	79	3696

* Level of School E - Elementary (Grades 1-6) J - Junior High (Grades 7-9) S - Senior High (Grades 10-12)
 ** Includes students from resource rooms, young mothers' programs and programs for underachievers

Support Services for Students with Special Needs, Private Schools

Services and programs for exceptional students in schools rely on substantial numbers of support staff in addition to the teaching staff. Private school authorities were asked to submit numbers of support staff they employed on a FTE basis and other personnel contracted for services. Table 10 indicates the provincial totals of the responses from the participating private schools.

Table 10
Reported Numbers of Support Staff Employed
Full-Time or Contracted for Services
by Private Schools

Type of Support Staff	No. Permanently Employed *	Other Personnel *	Total
1. Psychologist	5.6	5.0	10.6
2. Social Worker	3.8	0.0	3.8
3. Reading Consultant	3.3	4.3	7.6
4. Occupational Therapist	1.6	2.0	3.6
5. Speech Therapist	6.8	11.2	18.0
6. Interpreter for Deaf	4.3	0.0	4.3
7. School Counsellor	5.5	0.2	5.7
8. Itinerant (specify) **	0.0	0.0	0.0
9. Sp. Ed. Consultant	7.3	2.8	10.1
10. Tutor	4.2	5.0	9.2
11. Other ***	7.1	9.9	17.0
Total	49.5	40.4	89.9

* FTE - Full-Time Equivalent

** Includes gifted education, special home schooling, special education coordinators, hearing and vision specialists, behavior modification specialists and classroom support.

*** Includes Home/School Liaison workers, physiotherapists, supervisors, Child/Youth workers, consultants for the sensory impaired, Special Needs coordinators and special assistants.

SECTION FOUR COMPARISON OF 1988-89 AND 1991-92 SURVEYS

Introduction

The special education profiles used for these surveys (the *School Jurisdiction Profile: Special Education*, the *Private School Profile: Special Education* and the *ECS Private Operators: Special Education*) were originally designed by the Alberta Education Response Centre in 1988. These profiles were used to determine the relative incidence rates of students with special needs in the province. The set of profiles for the first survey were sent out during the 1988-89 school term. A revised set of profiles were used for the second survey to gather information during the 1991-92 school term. A comparison of the information gathered from these two surveys is provided in this section.

Return Rate

The higher return rate in 1991-92 for all three types of special education profiles contribute to results that should not only be more comprehensive but more accurate and reliable. Return rates in 1988-89 were 77.1% for jurisdictions, 34.4% for ECS private operators and 30% for private schools. For the 1991-92 surveys, the corresponding return rates were 96.6%, 92.5% and 90.5%.

Relative Incidence Rates for *School Jurisdiction Profile: Special Education*

- The percentage of special education in the province increased from 9.7% in 1988-89 to 11.3% in the 1991-92 school term. (See Figure 10, page 24.)
- A higher proportion of the exceptional student population were students with mildly/moderately handicapping conditions. There was an increase in this population from 65.1% in 1988-89 to 69.9% in 1991-92. (See Figure 11, page 24.)
- There was also an increase in the number of severely handicapped students. In 1991-92 they constituted 7.0% of the exceptional students population, up from 6.0% in 1988-89. (See Figure 11, page 24.)
- In 1991-92, the jurisdictions in Zone 3 and 6 served a higher percentage of exceptional students than in other zones. In 1988-89, Zones 1 and 6 served the highest proportion of students with special needs.

Figure 10

Comparison of Relative Incidence Rates by Year

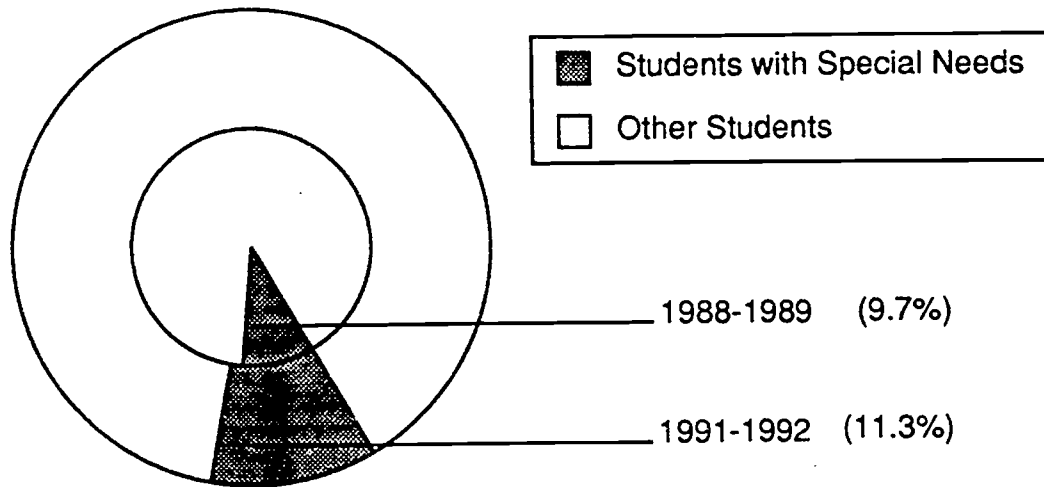
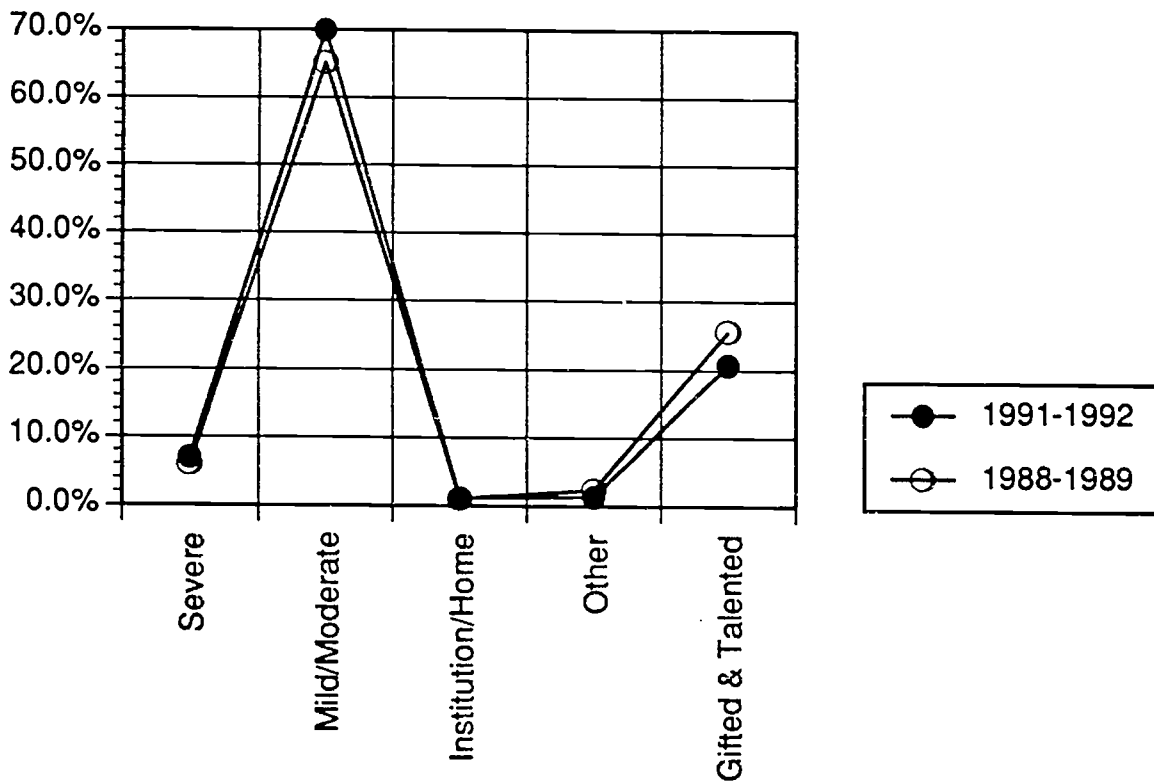


Figure 11

Comparison of Percentages in the Categories by Year



Comments

While no information was available on the actual numbers of exceptional students in the various delivery systems in 1988-89, the trend in program delivery systems during the 1991-92 school year was to serve the needs of exceptional students in regular classrooms. Across the province, the majority of the students receiving special education programming or services were served full-time in the regular classroom (see Table 3, page 7).

Table 11 consists of the bottom three rows of Table 1 (page 3) for both the 1988-89 and 1991-92 surveys relating to the *School Jurisdiction Profile: Special Education*. Numbers and percentages are included to provide the relative incidence rates at the various school levels to compare the information for the two survey periods. An increase in percentage and numbers of special education students served in the 1991-92 school year is evident at all levels of schooling.

Table 11
A Comparison by Year of Exceptional Student
Numbers and Percentages at the Various School Levels in Grades 1 to 12

1988-89	Elementary (1-6)	Junior High (7-9)	Senior High (10-12)	Total
Total Number of Exceptional Students	23,981	8,998	3,748	36,727
Total School Jurisdiction Enrolments *	197,886	89,823	92,565	380,274
Percentage of Exceptional Students	(12.1)	(10.0)	(4.1)	(9.7)

1991-92	Elementary (1-6)	Junior High (7-9)	Senior High (10-12)	Total
Total Number of Exceptional Students	33,183	11,039	7,489	51,711
Total School Jurisdiction Enrolments *	240,723	106,810	111,837	459,370
Percentage of Exceptional Students	(13.8)	(10.3)	(6.7)	(11.3)

* Enrolment numbers for responding jurisdictions only

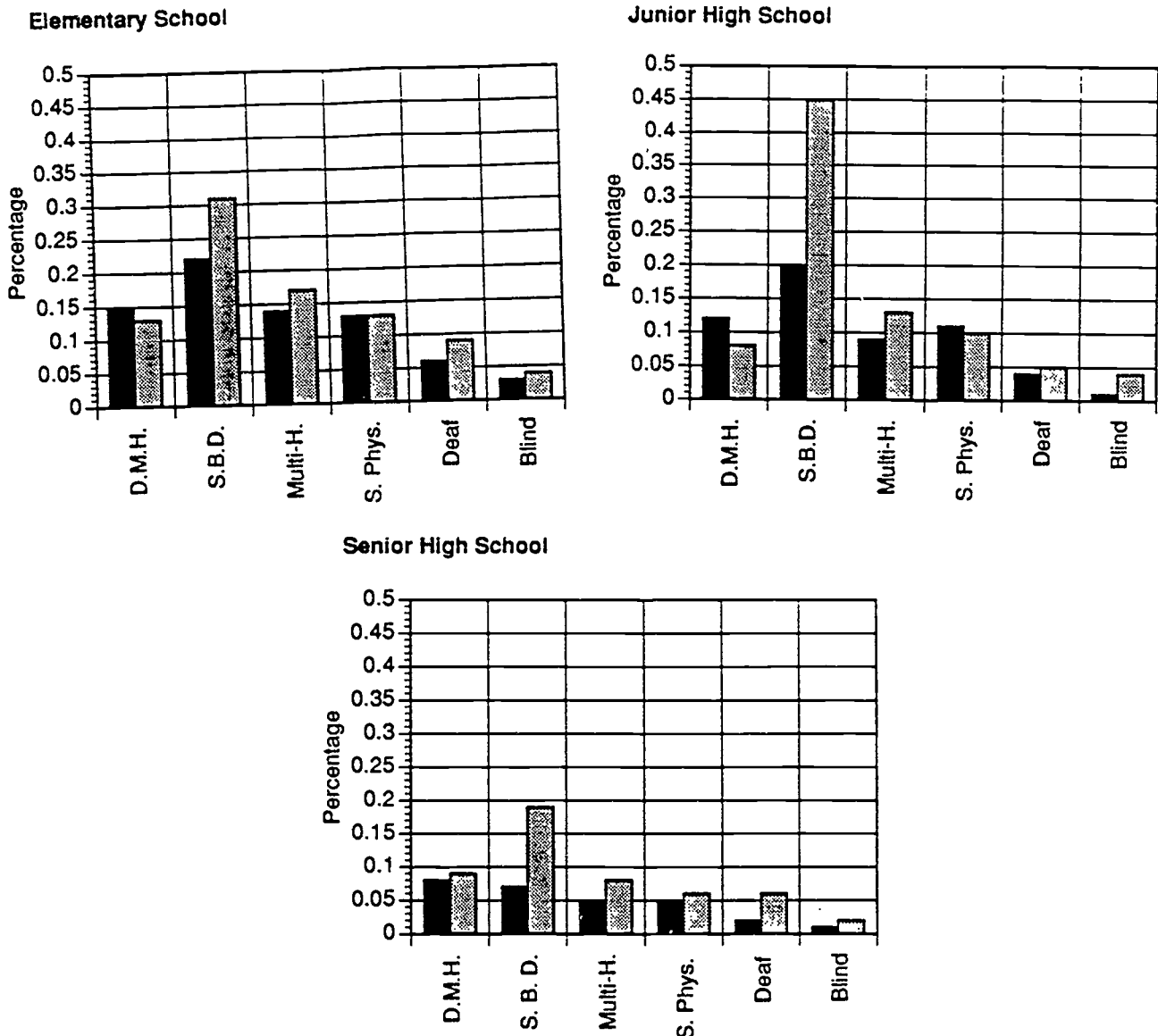
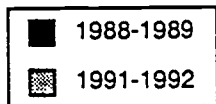
Table 11 illustrates the increase in the proportion of elementary school-aged students receiving special education services and programs from 12.1% in 1988-89 to 13.8% in 1991-92. This increase is in keeping with the overall increase in the incidence rate of exceptional students. There has been a significant increase of exceptional students reported at the senior high school level, which has not been matched at the junior high school level. At the junior high school level proportions have remained relatively constant at 10% in 1988-89 and 10.3% in 1991-92.

Twice as many exceptional students in senior high school were identified in the 1991-92 survey (7,489) compared to the 1988-89 survey (3,748), although the school population of the senior high level increased by about only 20% in that same time period. These student numbers reflect an incidence rate increase from 4.1% in 1988-89 to 6.7% in 1991-92. The categories of exceptionalities most affected at the senior high level were the severely behavior disordered in the severely handicapped group and the learning disabled in the mildly/moderately handicapped group. (Refer to Table 1, page 3, for 1991-92 survey figures.)

Several possible explanations for the increase in the senior high school incidence rate during the 1991-92 school year are being examined. Many educators point to a concentrated effort to keep high school students in school until graduation. Students who were reported served at the junior high level in the 1988-89 study may have stayed in school and been reported at the senior high level for the 1991-92 survey. As well, a greater number of students who were held back at the junior high level, may not have been reported held back in junior high during the 1991-92 survey. These students may now be served with their same age peers in senior high school. In addition, school boards may be developing local programs and keeping their students within their own jurisdictions. Future survey results will determine whether or not there is a trend to increasing programs and services for exceptional students at the senior high school level.

Figures 12 (page 27) and 13 (page 28) allow for graphic comparison of the relative incidence rates of students in Grades 1 to 12 with severely handicapping conditions and mildly/moderately handicapping conditions over the two survey periods. Figure 12 (page 27) shows the breakdown by year of the relative incidence rates of students with severely handicapping conditions at the various school levels. The largest increases are in the numbers of severely behaviorally disordered at all school levels. Figure 13 (page 28) shows the breakdown of the mildly/moderately handicapping conditions by year at the various school levels. At the elementary level the largest reported increase is in speech and language impairment. At the junior high level the behavior disordered category constitutes the largest reported increase in the incidence rate. The most significant change at the senior high school level is an increase in the learning disabled category.

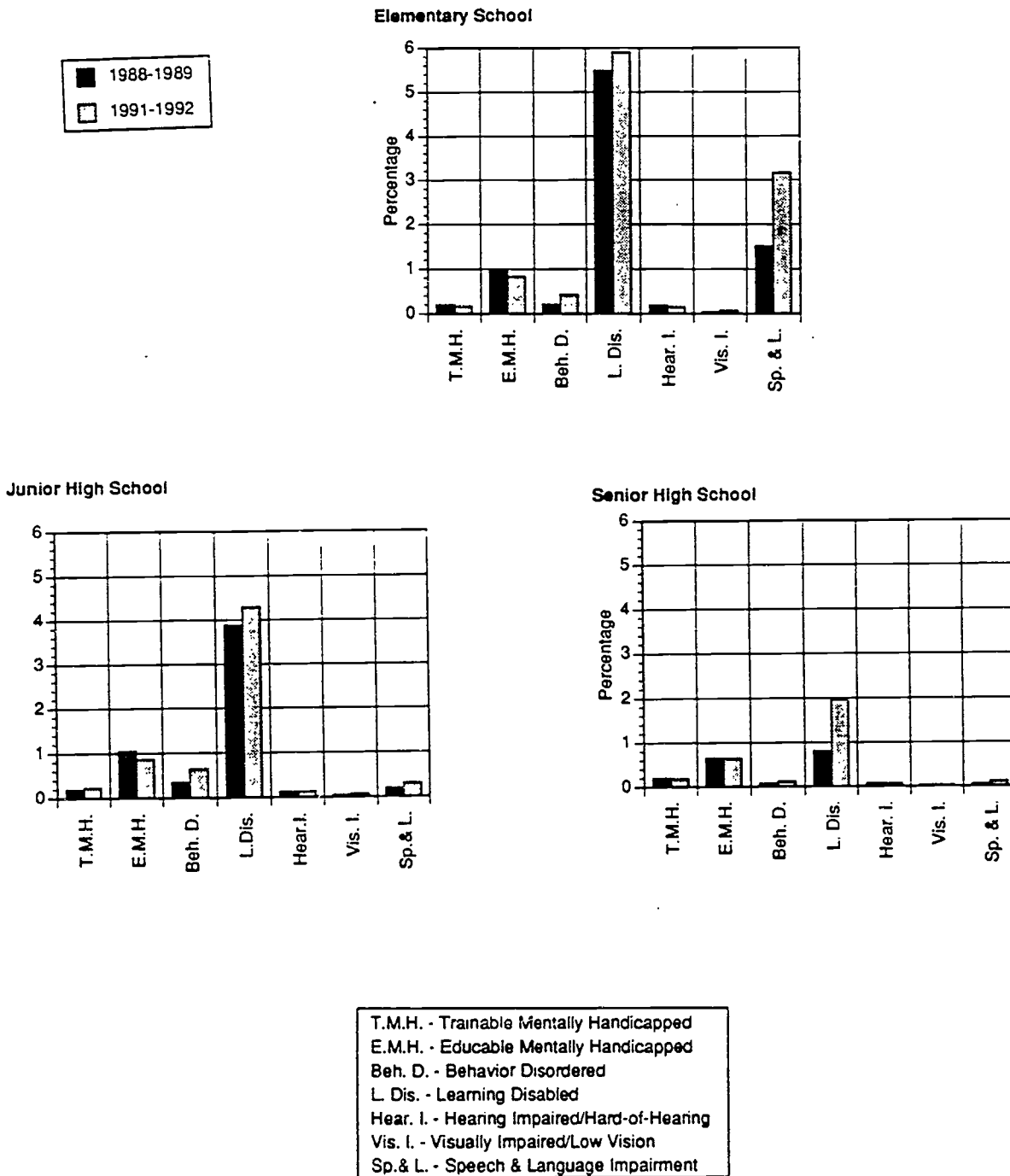
Figure 12
Comparison by Year of Relative Incidence Rates of Severely Handicapped Conditions at the Various School Levels in Grades 1 to 12



D.M.H. - Dependent Mentally Handicapped
 S.B.D. - Severe Behavior Disorder
 Multi-H. - Multi-Handicapped
 S.Phys. - Severe Physically Handicapped

Figure 13

Comparison by Year of Relative Incidence Rates of Mildly/Moderately Handicapping Conditions at Various School Levels in Grades 1 to 12

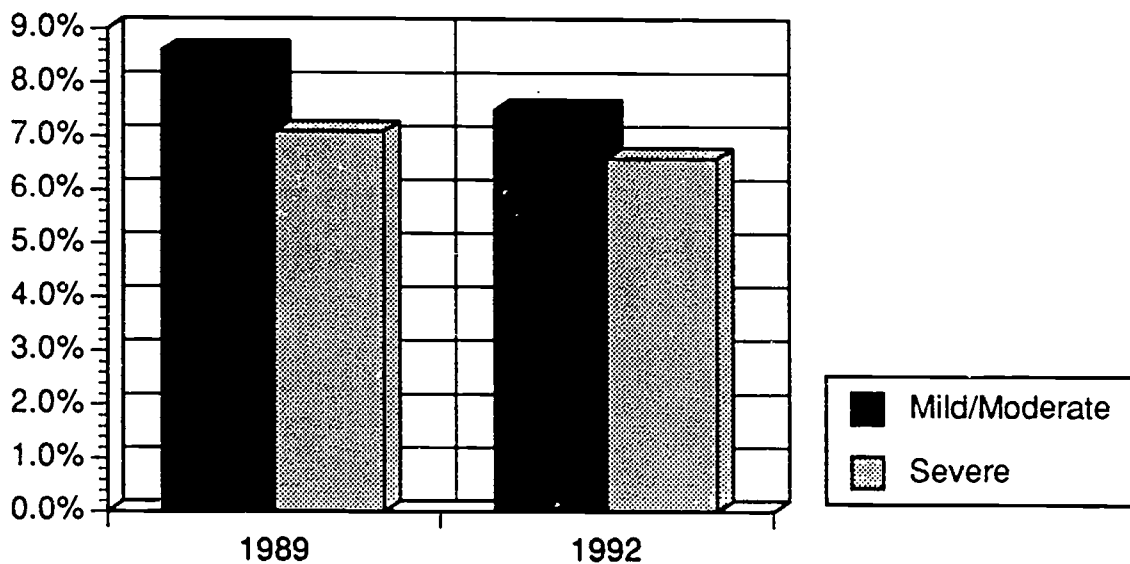


Relative Incidence Rates for ECS Centres

- The reported incidence rates of both mildly/moderately handicapped and severely handicapped categories of children with special needs served by ECS Private Operators has decreased. In 1988-89, 8.6% of those enrolled in the reporting ECS centres were mildly/moderately handicapped and 7.1% were severely handicapped. In 1991-92, the corresponding percentages for the two reported categories were 7.5% and 6.6% (see Figure 14) for an overall incidence rate of 14.1%.
- In the public ECS centres in 1988-89, 8.5% of the children served were identified in the mildly/moderately handicapped category and 1.4% in the severely handicapped category. In 1991-92, 8.7% of ECS children reported in the mildly/moderately handicapped category and 1.8% in the severely handicapped category received special assistance or programs, for an overall incidence rate of 10.5%.

Figure 14

Percentage of Children with Special Needs
in Private ECS Centres

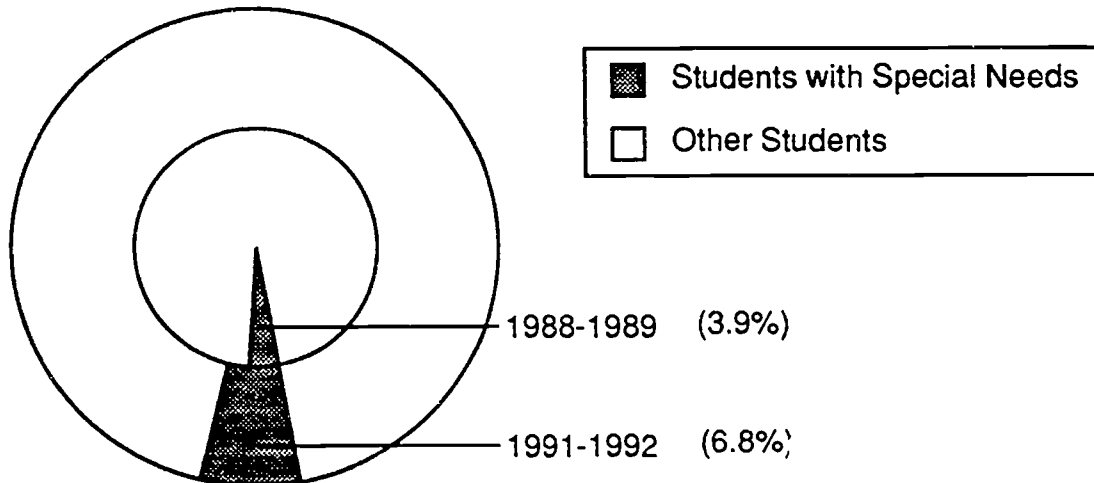


Relative Incidence Rates for Private Schools

- In 1988-89, seven private schools dedicated to students with special needs responded to the survey, reporting a total of 377 students. In 1991-92, that number rose to 640 students, reported by eleven private schools dedicated to students with special needs (refer to Table 8, page 18). A listing of these private schools is provided in Appendix D.
- Most private schools in Alberta are not dedicated exclusively to special education and are treated for purposes of this report as a separate group. In 1988-89, private schools in this group reported serving 229 students with special needs (3.9%). Most of the students receiving assistance or special programs were learning disabled or gifted. In 1991-92, schools not dedicated to students with special needs reported serving 851 students (6.8%), most of whom were learning disabled or gifted. (See Figure 15.) A listing of these participating private schools is provided in Appendix D.

Figure 15

A Comparison of Special Education Numbers in Private Schools Not Dedicated to Serving Students with Special Needs in Grades 1 to 12



Concluding Remarks

The reported incidence rates of students with special needs has been broadening over the years. The challenge is to continue to meet the needs of exceptional students in a changing educational and economic climate. Alberta Education must obtain accurate and updated information in order to identify trends and make policy and funding decisions accordingly. The special education surveys have proven to be valuable sources of information for these purposes.

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Appendices

- A Definitions of Exceptional Students
- B Participating School Jurisdictions by Zone
- C Participating ECS Private Operators
- D Participating Private Schools
- E Tables Relating to School Jurisdiction Profile
- F Interagency Services
- G Selected Comments from Respondents

Appendix A

Definitions of Exceptional Students

Exceptional Students

Dependent Mentally Handicapped	Severe Behavioural Disorder	Multi-Handicapped	Severe Physically Handicapped - including Neurological Disorders	Deaf	Blind	Trainable Mentally Handicapped	Educable Mentally Handicapped	Behaviour Disordered	Learning Disabled	Hearing Impaired - Hard-of-Hearing	Visually Impaired - Low Vision	Speech and Language Impaired	Social Services	Solicitor General	Hospitals	Homebound	Gifted and Talented
Severely Handicapping Conditions						Mildly/Moderately Handicapping Conditions						Institutional/ Homebound					

A. DEFINITIONS OF EXCEPTIONAL STUDENTS ECS SPECIAL EDUCATION PROGRAMS

Child refers to a person who attends an Early Childhood Services program, whose parent or guardian is ordinarily resident in Alberta, and whose age is as indicated in the table below.

	<u>For entry into an ECS program, the minimum age of the child on September 1 of program year must be the greater of:</u>
Severely Disabled Child Hearing Impaired Child	2 years, 6 months or 3 years less than minimum school age*
Mildly or Moderately Disabled Child	3 years, 6 months or 2 years less than minimum school age*
Regular Program Child	4 years, 6 months or 1 year less than minimum school age*
Developmentally Immature Child	5 years, 6 months or minimum school age* <u>or as determined by the Assistant Deputy Minister (Regional Services) in special circumstances.</u>

- * The younger of the school entrance age as set:
- (i) by the board of the district, division or county in which the parents or guardians of the child reside, or
 - (ii) in the Alberta School Act (as amended, 1990).

A child can only be counted by ONE ECS operator.

MILDLY/MODERATELY HANDICAPPED CHILDREN

A mildly or moderately disabled child is one who is assessed as mildly or moderately mentally retarded, visually impaired, learning disabled, emotionally disabled or physically handicapped.

SEVERELY HANDICAPPED CHILDREN

Criteria for Determining Eligibility for Program Unit Grant (P.U.G.)

1. Descriptions of Handicapping/Disabling Conditions

a) Deafness

- (i) Congenital conductive and/or sensori-neural hearing loss resulting in "clinical" deafness.
- (ii) Absence of speech and/or severe communication problems preclude hearing as a learning mode.
- (iii) Characteristics of severe emotional disturbance arising from frustration and isolation.
- (iv) Presence of autistic-like behaviors.

b) Blindness

- (i) Visual impairment results in "legal" blindness which optical aids will not correct enough to provide any useful vision.
- (ii) Characteristics of severe emotional disturbance arising from frustration and isolation.
- (iii) Presence of tactile defensiveness.

c) Physical Disability

Normal body movement and function impeded or prevented by physical and/or medical disorders such as:

- (i) genetic absence of limbs
- (ii) para/quadriplegia
- (iii) generalized hypotonia
- (iv) spina bifida
- (v) incontinence
- (vi) progressive debilitating disease such as arthritis or cancer
- (vii) trauma as a result of extreme injury such as third degree burns or car accident
- (viii) uncontrolled or poorly controlled grand mal seizures
- (ix) medical fragility.

d) Multiple Disabilities

- (i) Effects of multiple disabilities result in a functioning level as low or lower

than that which is associated with a severe primary disability such as blindness, deafness or severe spastic quadriplegia.

- (ii) The combined effect of two or more disabling conditions resulting in a high level of dependency.
- e) Dependent Handicap
- (i) Extreme difficulty in dealing intelligently with any aspect of the environment.
 - (ii) Inability to initiate meaningful play.
- f) Severe Expressive and/or Receptive Language Delay
- (i) Little, if any, expressive or receptive communication skills.
 - (ii) Autistic characteristics, extreme hyperactivity, perseveration, echolalia, and/or aphasic behaviors.
- g) Severe Behavioral Disorder
- (i) Bizarre behaviors including self-stimulation, self-inflicted injury, hallucination and/or destructiveness, high levels of distractibility and/or destructive behavior.
 - (ii) Presence of autistic-like behaviors, perseveration, echolalia and/or aphasic behaviors.

The above definitions were excerpted from relevant ECS sections in the School Grants Manual (September 1, 1990).

GRADES 1 TO 12 SPECIAL EDUCATION PROGRAMS*

SEVERELY HANDICAPPING CONDITIONS

1. **Dependent Mentally Handicapped**

Constant supervision and assistance are required in self-care, motor skills, communication, and other aspects of daily living, due to mental disability.

2. **Severely Behaviorally Disordered**

Clinically diagnosed disorders by a psychologist and/or psychiatrist. The child requires constant supervision and exhibits severe maladaptive behavior, such as chronic self-stimulation, dangerous aggressiveness, destructiveness, and/or impulsiveness. Documentation must be on file indicating that a child is receiving ongoing consultation and treatment.

3. **Multi-Handicapped**

Severely handicapped as a result of two or more disabling conditions, the effects of which result in a functioning level as low or lower than that which is associated with a severe primary disability, and which results in a very high level of dependency. (Examples of this category are Visually Impaired-Mentally Handicapped, Visually Impaired-Hearing Impaired.)

4. **Severely Physically Handicapped - Including Neurological Disorders**

Normal body movements and functions are impeded or prevented by physical incapacity and/or medical conditions so that attendance in an educational program requires extensive assistance.

- * These definitions are provided for reference to this survey only in order that the data received is comparable.

5. Deaf

An average hearing loss of at least 70 decibels unaided in the better ear over the normal range of speech which precludes hearing as a learning mode.

6. Blind

Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction or, a field of vision limited to an angle of 10 degrees or less in one eye or, 20 degrees in both eyes, or a CNIB registration number.

MILDLY/MODERATELY HANDICAPPING CONDITIONS

7. Educable Mentally Handicapped (E.M.H.) Student

The student who is educable mentally handicapped is one who is usually significantly delayed in reading, arithmetic, and other academic subjects as compared to his same age peers. Upon leaving school, the majority should be able to hold a job, manage their affairs, and otherwise provide for themselves and their family.

Any student designated as educable mentally handicapped should have an intelligence quotient (I.Q.) in the range of 50 to 75 \pm 5 as measured on an individual intelligence test.

8. Trainable Mentally Handicapped (T.M.H.) Student

The student who is trainable mentally handicapped is one who is very unlikely to make meaningful achievement in the traditional academic subjects, but who is capable of profiting from instruction in living/vocational skills.

Any student who is designated as trainable mentally handicapped should:

- a) have an intelligence quotient (I.Q.) in the range of approximately 30 to 50 \pm 5 as measured on an individual intelligence test;
- b) have an adaptive behavior score equivalent to the moderately retarded level on an adaptive behavior scale (e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland).

9. Behavior Disordered

Generally described, behavior disorders are the result of conflict between the student and the environment, and occur when students respond to their educational environment in ways which deviate significantly from age-appropriate expectations and interfere with their own learning and/or that of others. Qualitatively described, they can be "Mild," "Moderate," or "Severe" in terms of the extent to which they disrupt the student's educational program.

There is no magic formula a teacher or resource person can use to define a behavior disorder, either in terms of whether one exists or, if one does, how severe it is. The definition and identification of a behavior disorder will always be partly objective (what is actually happening that can be verified by more than one person) and partly subjective (what is perceived to be happening by a single observer). This depends on the observations as well as the values, mood, and tolerance level of the teacher. One teacher's definition of behavior disorder may be another teacher's definition of a praiseworthy act by the student(s). For example, one teacher may not accept any arguing from students, while another may reinforce students for arguing (within reason) to support their point of view.

Typically, behavior disorders are characterized by a number of traits:

1. the demonstration of an inability to establish or maintain satisfactory relationships with peers or adults;
2. the demonstration of a general mood of unhappiness or depression;
3. the demonstration of inappropriate behavior or feelings under ordinary conditions;
4. the demonstration of continued difficulty in coping with the learning situation in spite of remedial intervention;
5. the demonstration of physical symptoms or fears associated with personal or school problems;
6. the demonstration of difficulties in accepting the realities of personal responsibility and accountability;
7. the demonstration of physical violence toward other persons and/or physical destructiveness toward the environment.

10. Learning Disabled

The term "learning disability" refers to any one of a heterogeneous group of chronic disorders that may have as its basis either an identifiable or inferred central nervous system dysfunction. These disorders may be manifested by difficulties in one or more processes such as attention and planning. This results in demonstrable weaknesses in language arts, mathematics, and/or social acceptance.

Learning disabilities may affect anyone. However, if a student is underachieving relative to his or her learning potential and has no sensory impairment, no motor impairment, adequate motivational and learning opportunities, and an adequate learning environment, then learning disabilities are considered to be the primary disabling condition.

For the majority of students with learning disabilities, modification of the instructional process and/or the learning environment is required to meet their unique learning needs. In some instances, the use of a specific curriculum, directed to a student's need and abilities, may be required.

Students with learning disabilities exhibit one or more of the following characteristics:

- disorganization
- distractibility
- weak habits
- hyperactivity or hypoactivity
- impulsivity
- inflexibility
- perseveration
- weak social relationships

Learning disabilities, also, refers to deficit functioning in one or more learning processes (i.e., auditory and visual receptive channels, and verbal and written expressive channels).

11. **Hearing Impaired - Hard-of-Hearing**

Hearing problems which interfere with learning in any way are classified as hearing impairments. A hearing impaired student is one who has a hearing loss which interferes with his or her acquisition or maintenance of auditory skills necessary to develop speech and language. This includes children who are hearing impaired at birth and those who develop hearing problems later.

Hearing Impaired Student:

Hard-of-Hearing Student: The student will have an average hearing loss of 25 decibels or more unaided over the speech range.

12. Visually Impaired - Low Vision

Visually Impaired Student:

The student who is visually impaired is one whose visual condition is such that it interferes with the ability to learn unless educational adaptations are made.

Low Vision Student: The student will have a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction but more than 20/200 (6/60 metric).

13. Speech and Language Impaired

Speech Impaired Student:

The student who is speech impaired has speech which deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes maladjustment.

A communication impairment refers to disorders in comprehension and/or use of language/articulation voice and fluency skills.

Language Disorders

Language disorders encompass problems in semantics (word meanings), syntax (grammatical patterns), morphology (word order) and certain aspects of phonology (speech sounds).

Articulation Disorders

Articulation disorders are problems with speech sound production and their integration. They are characterized by substitutions, distortions, omissions and additions.

Voice Disorders

Voice disorders include problems in vocal production and control characterized by differences and deviations in pitch, loudness, quality and prosody (including rate), which are inappropriate for the student's age and sex.

Fluency Disorders

Fluency disorders are problems in maintaining speech flow due to interferences such as repetitions, prolongations, hesitations, broken words, revisions or extraneous movements.

INSTITUTIONAL/HOMEBOUND

This category includes students of legal school age (ages 6-15) inclusive who require educational services in a non-school environment such as a group home, correctional institution, hospital or home.

14. Family and Social Services

Students may be placed in a group home or some other special setting by Alberta Family and Social Services.

15. Solicitor General

Students who have committed an offence under the law are placed in a detention centre or some other legal setting.

16. Hospitals

Students who are receiving treatment in a hospital setting.

17. Homebound

Students who may be medically fragile or who are homebound for other reasons.

OTHER

18. Special Education Extension Grants - Disabled Adults

This category is to account for those disabled adult students (age 20 and older) on whose behalf Alberta Education Extension Grants are paid to the local school board.

19. (Specify)

This category allows school jurisdictions to specify a category that reflects local circumstances.

20. Gifted and Talented

In 1983, the *Report of the Minister's Task Force on Gifted and Talented Pupils*, commissioned by Alberta Education, adopted a two-part definition. It is stated as follows:

Gifted and Talented pupils are those who by virtue of outstanding abilities are capable of exceptional performance. These are children who require differentiated provisions and/or programs beyond the regular school program to realize their contributions to self and society.

Children capable of exceptional performance include those with demonstrated achievement and/or potential ability in one of several areas:

- a. general intellectual ability,
- b. specific academic aptitude,
- c. creative or productive thinking,
- d. visual and performing arts.

However, since 1983, Alberta Education has added the other two talent areas to the definition, namely leadership ability and psychomotor ability.

Categories of Giftedness: A Description

a) General Intellectual Ability

The student possessing general intellectual ability is consistently superior to other children 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 program. Usually, this is the student who has a large storehouse of information about a wide variety of topics. The ability to abstract, generalize, and utilize high level thinking skills is common in this type of student.

b) Specific Academic Aptitude

The student possessing a specific academic aptitude is that child who in a specific subject area, is consistently superior to the aptitudes of other children 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

program. Generally, this is the student who has an inordinate strength in a specific area, such as mathematical reasoning.

c) Creative or Productive Thinking

The student who thinks creatively or productively is one who consistently engages in divergent thinking that results in the unconventional responses to conventional tasks, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular program. Generally, this is the student who is unwilling to accept authoritarian pronouncements without critical examination.

d) Leadership Ability

The 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 profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who can be counted upon to carry out responsibility and adapts readily to new situations.

e) Visual and Performing Arts Ability

The student possessing visual and performing arts ability is that student who consistently creates outstanding aesthetic productions in graphic areas, sculpture, music, drama, or dance, and can profit from specially planned educational services beyond those provided by the regular school program.

f) Psychomotor Ability

The student possessing psychomotor ability is one who consistently displays mechanical skills or athletic ability so superior to that of other children in the school that the student can profit from specially planned educational services beyond those normally provided by the regular program. Generally, this is the student with good control of body movement and excellent eye-hand coordination.

The above definitions were excerpted from the *School Jurisdiction Profile: Special Education (1991)*.

Appendix B

Participating School Jurisdictions By Zone



B. PARTICIPATING SCHOOL JURISDICTIONS BY ZONE

ZONE 1

Beaverlodge R.C.S.S.D. #68	High Prairie School Division #48
County of Grande Prairie #1	McLennan R.C.S.S.D. #30
East Smoky School Division #54	North Peace R.C.S.S.D. #43
Fairview R.C.S.S.D. #35	Northland School Division #61
Fairview School Division #50	Peace River School Division #10
Falher Consolidated S.D. #69	Sexsmith R.C.S.S.D. #51
Ft. Vermilion School Division #52	Slave Lake R.C.S.S.D. #364
Grande Prairie R.C.S.S.D. #28	Spirit River R.C.S.S.D. #36
Grande Prairie School District #2357	Spirit River School Division #47
Grovedale School District #4910	St. Isidore School District #5054
High Prairie R.C.S.S.D. #56	Valleyview R.C.S.S.D. #84

ZONE 2

County of Athabasca #12	Lakeland School District #5460
County of Smoky Lake #13	Medley School District #5029
County of St. Paul #19	St. Paul Public School District #2228
County of Thorhild #7	St. Paul Regional School District #1
Fort McMurray P.S.D. #2833	Swan Hills School District #5109
Fort McMurray R.C.S.S.D. #32	Westlock R.C.S.S.D. #110
Glen Avon P.S.S.D. #5	Westlock School Division #37
Lac La Biche School Division #51	Whitecourt R.C.S.S.D. #94
Lakeland R.C.S.S.D. #150	Whitecourt School District #2736

ZONE 3

CFB Edmonton School District #4986	Leduc School District #297
County of Beaver #9	Legal School District #1738
County of Lamont #30	Lloydminster R.C.S.S.D. #89
County of Leduc #25	Lloydminster School Division
County of Parkland #31	Sherwood Park C.S.S.D. #105
County of Strathcona #20	Spruce Grove R.C.S.S.D. #128
County of Two Hills #21	St. Albert P.S.S.D. #6
County of Vermilion River #24	St. Albert School District #3
County of Wetaskiwin #10	Sturgeon School Division #24
Devon School District #4972	Thibault R.C.P.S.D. #35
Drayton Valley R.C.S.S.D. #111	Twin Rivers School Division #65
Edmonton R.C.S.S.D. #7	Vermilion R.C.S.S.D. #97
Edmonton School District #7	Wainwright R.C.S.S.D. #31
Edson R.C.S.S.D. #153	Wainwright School Division #32
Grande Cache School District #5258	Wetaskiwin R.C.S.S.D. #15
Hinton R.C.S.S.D. #155	Wetaskiwin School District #264
Jasper School District #3063	Yellowhead School Division #12
Leduc R.C.S.S.D. #132	

ZONE 4

Camrose R.C.S.S.D. #60
Camrose School District #1315
County of Camrose #22
County of Flagstaff #29
County of Lacombe #14
County of Paintearth #18
County of Ponoka #3
County of Red Deer #23
County of Stettler #6
Killam R.C.S.S.D. #49
Mynarski Park School District #5012

Neutral Hills School Division #16
Ponoka R.C.S.S.D. #95
Provost R.C.S.S.D. #65
Provost School Division #33
Red Deer R.C.S.S.D. #17
Red Deer School District #104
Rocky Mountain Hse. R.C.S.S.D. #131
Rocky Mountain School Division #15
Stettler School District #1475
Theresetta R.C.S.S.D. #23

ZONE 5

Acadia School Division #8
Airdrie R.C.S.S.D. #365
Assumption R.C.S.S.D. #50
Banff School District #102
Berry Creek School Division #1
Calgary R.C.S.S.D. #1
Calgary School District #19
County of Mountain View #17
County of Wheatland #16
Drumheller R.C.S.S.D. #25

Drumheller Valley School Division #62
Exshaw School District #1699
Foothills School Division #38
Fort Saskatchewan R.C.S.S.D. #104
Mount Rundle School Division #64
Okotoks R.C.S.S.D. #346
Rangeland School Division #9
Rocky View School Division #41
Starland School Division #30
Three Hills School Division #60

ZONE 6

Barons Consolidated School District #8
Bow Island R.C.S.S.D. #82
Brooks School District #2092
Cardston School Division #2
Coaldale R.C.S.S.D. #73
County of Forty Mile #8
County of Lethbridge #26
County of Newell #4
County of Vulcan #2
County of Warner #5
Crownsnest Pass School Division #63
Cypress School Division #4
Lethbridge R.C.S.S.D. #9
Lethbridge School District #51

Medicine Hat R.C.S.S.D. #21
Medicine Hat School District #76
Old Mossleigh R.C.S.S.D. #400
Picture Butte R.C.S.S.D. #79
Pincher Creek R.C.S.S.D. #18
Pincher Creek School Division #29
Ralston School District #4981
Redcliff School District #2283
Stirling School District #647
Taber R.C.S.S.D. #54
Taber School Division #6
Waterton School District #4233
Willow Creek School Division #28

Appendix C

Participating ECS Private Operators



C. PARTICIPATING ECS PRIVATE OPERATORS

Acadia Valley ECS
Acme Kindergarten
Acorn Circle Kindergarten
Alder Flats/Buck Lake ECS
Alliance & District ECS Society
Anders & AR Associates for Young Children
Arrowwood & District ECS Society
Aslan Kindergarten Society
Association de Parent
 l'Education Francophone
Association for the Hearing
 Handicapped Preschool
Bashaw Early Learning Centre
Bawlf ECS Society
Bears paw ECS
Beiseker ECS
Benalto & District Society ECS
Beverly Day Care Society
Big Valley ECS Society
Blackie ECS
Blue Ridge Tiny Tots School
Bluffton & District ECS Centre
Bodo Community Association Preschool
Bonanza & District Kindergarten Society
Bowden Early Childhood Services
Bower Place Kindergarten
Bragg Creek ECS
Breakaway ECS Association (Buffalo)
Brownsfield ECS
Cactus Country ECS Association
Calgary Quest Children's Society
Calgary Society for Students with
 Learning Difficulties
Camrose Children's Centre
Captain Crunch College
Carbon ECS
Caroline ECS Centre Committee
Carseland Kindergarten Association
Castor Early Childhood Society
Cereal ECS Association
Cessford ECS Society
Champion Kindergarten Association
Cherhill ECS
Chestomere-Conrich ECS Kindergarten
Children's House Child Care Society
Christian Kindergarten Society
 of Spruce Grove
Churchill Park Child Development Centre
Clandonald ECS Association
Colinton Community ECS Society
Coronation ECS
Cremona ECS
Crestomere & District ECS
Dalhousie Community Association
Darwell EC Educational Services
David Thompson ECS
Delburne ECS Society
Dewberry EC Parents Society
Dixonville Society for ECS
Duchess Early Childhood Development
 Organization
Ducky Lucky Integrated ECS Society
Edmonton Northwest Child Care Society
Elnora Lakeview ECS
Empress ECS
Expression's ECS Society East
Fairview Kindergarten Society
First Mennonite Church ECS
Foremost ECS
Froebel Kindergarten Society of Alberta
Glamorgan ECS Centre
Gleichen Early Childhood Association
Golden Rule Preschool ECS Society
Hardisty ECS
Hay Lakes ECS
Heisler ECS Association
Henderson Lake Kindergarten ECS
Highwood Community Association (Calgary)
Highwood ECS
Home Opportunity for Multi-Handicapped
 Education Society (GRIT)
Hounsfield Heights - Briar Hill
Huntington Hills Community EC
Hussar Kindergarten Society
Indus ECS Kindergarten Society
Irricana ECS Society
Jasper Place Daycare - ECS Program
Kathryn Clubhouse ECS
Kingman-Roundhill Child Development Centre
Kitscoty & District ECS
Learning Tree ECS Association
Lethbridge Preschool Services Project
Linden ECS Society
Local Advisory Committee for
 Bluebird Kindergarten
Lomond Little Learners

ECS PRIVATE OPERATORS (Continued)

Londonderry Child Development Society
Longview Early Childhood Society
Lotsa Tots ECS Society
Lougheed CS Society
Manyberries ECS
Marlboro ECS Society
Masinasin Kindergarten Society
Mecca Glen ECS Society
Meeting Creek ECS
Midway ECS
Milk River Public Kindergarten Society
Millarville ECS
Millet & District ECS
Milo Alpha Kindergarten Society
Morrin ECS
Mount Royal College Day Care Society
Nampa & District Kindergarten Society
New Brigden ECS Association
Nordic Community ECS Society
Norwood Community Service Centre
Oliver Day Care Society
Paddle Valley Early Education Program
Peace River Kindergarten Society
Penhold ECS
Peppermint Place Kindergarten
Pigeon Lake Regional ECS
Pipestone Kindergarten ECS
Ponoka Central ECS
Ponoka Riverside ECS
Poplar Ridge ECS
PREP Program (The)
Primrose Place Day Care Centre
Providence Child Development Centre
Provost Preschool
Red Deer Child Care Society
Red Deer College ECS
Reed Ranch ECS
Rimbey ECS Centre
River Glen ECS
Rocky Mountain ECS
Rocky Mountain House French
Immersion Kindergarten Society
Rockyford ECS
Rosalind EC Society
Rosebrier ECS
Rosedale Community ECS
Rosemary ECS
Ross Ford ECS Society
Schular ECS
Sedgewick Kindergarten
Sherwood Park Kindergarten
Sifton ECS
Smoky Lake District ECS
Society des Parents pour Ed. Franco
Society for the Treatment of Autism
South Edmonton Child Care Centre
South Shore Child Association ECS
Southview Kiddie Kampus
Springbank French ECS
Spruce View ECS
St. Albert Municipal Day Care
St. Peter's Lutheran Kindergarten
Standard Kindergarten
Sundre ECS
Sunshiners Preschool Association
Sylvan Lake Kinder-Care
Thornhill Child Care Society
Turner Valley ECS
U. of A. and Community Day Care Centre
Veteran ECS Centre
Vulcan Kindergarten Association
W-C-D-C and MA-Rockyview
Wabamun Storyland Kindergarten
Wanham Tiny Tots
Warner ECS
Waverly ECS
West End Day Care Society
West Park ECS Society
Westbrook ECS
Westview Baptist ECS
Whitecourt & District ECS
Winfield Child Development Association
Wrentham ECS Kindergarten Society
Youngstown Kindergarten Association

Appendix D

Participating Private Schools



D. PARTICIPATING PRIVATE SCHOOLS PRIVATE SCHOOLS DEDICATED TO SPECIAL EDUCATION

Alberta Bosco Homes	Heritage School (The)
Calgary Academy	Horizon School
Cremona Koinonia Christian School	Parkland School
Edmonton Academy	Renfrew Early Childhood Services
Eives Memorial Child Development Centre	Robin Hood School
Foothills Academy Society	

PARTICIPATING PRIVATE SCHOOLS NOT DEDICATED TO SPECIAL EDUCATION

Acme Christian Academy	Heritage Christian - Special Services
Airdrie Koinonia Christian School	Heritage Christian School Brant
Akiva Academy	Heritage Christian School - West
Alberta College	Hillcrest Christian School
Apostolic Christian Training School	Hope Christian School
Augustana University College	Immanuel Christian School
Aurora Rudolf Steiner	Koinonia Christian School
Banbury Crossroads Private School	Lacombe Christian School
Bilingual Montessori Learning Centre	Lakeland Christian Academy
Calgary Christian School	Leduc Christian Academy
Calgary French School (The)	Level Land Junior Academy
Calgary Jewish Academy (The)	Life Values School
Calgary Montessori School	Lighthouse Christian School
Central Alberta Christian High School	Living Faith Christian School
Cherry Coulee Christian Academy	Lycee Louis Pasteur
Chinook Christian Academy	Manning Adult Learning Centre
Chinook Winds Adventist Academy	Marantha Christian School
Christopher Robin School	Meadowlark Christian School
Coaldale Christian School	Medicine Hat Christian School
College Heights Ad. Jr. Academy	Menno Simons Christian School
Concordia College	Millwoods Christian School
Coralwood Jr. Academy	Moberly Hall School
Cornerstone Christian School Society	Morinville Christian School
Covenant Canadian Reformed	Newell Koinonia Christian School
Covenant Christian School	North County School
Covenant Community Training Centre	North Edmonton Christian School
Devon Christian School	Olds Koinonia Christian School
East Edmonton Christian School	Parkland Immanuel Christian School
Edmonton Christian High School	Parkview Adventist Academy
Edmonton Gospel Academy	Peace Hills Adventist School
Edmonton Islamic School	Ponoka Christian School
Faith Educational Centre	Prairie Elementary School
Fort Saskatchewan Christian School	Prairie High School
Glenmore Christian Academy	Prairie Junior High School
Grande Prairie Christian School	Progressive Academy & Independent Schools
Heritage Christian School - East	Red Deer Adventist Academy

**PARTICIPATING PRIVATE SCHOOLS
NOT DEDICATED TO SPECIAL EDUCATION (Continued)**

Red Deer Christian School
Rimbey Christian School
Rocky Christian School
Sedgewick 7th Day Adventist School
Society for Talent Education
St. John's School of Alberta
St. Luke's High School
St. Matthew Lutheran School
Strathcona Christian Academy
Strathcona-Tweedmuir School

Taber Christian School
Tempo School
Victory Christian School
West Edmonton Christian
West Island College
Westlock Christian School
Whitecourt Christian Education Centre
Woodlands Adventist School
Word of Life School Society
Yellowhead Christian School

Appendix E

Tables Relating to School Jurisdiction Profile

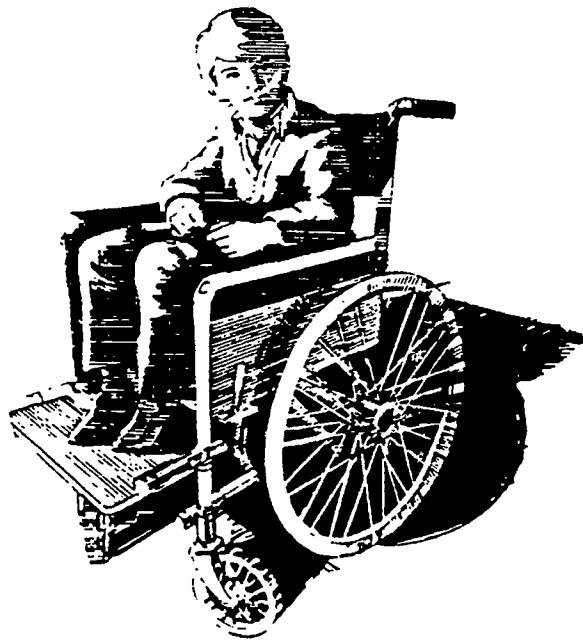


Table 12 - Numbers and Percentages of Exceptional Students Served in the Zones in Grades 1 to 12

Exceptionalities	Zone 1		Zone 2		Zone 3		Zone 4		Zone 5		Zone 6	
	#	%	#	%	#	%	#	%	#	%	#	%
Severe Handicaps												
Dependent Mentally Handicapped	35	0.12	10	0.04	178	0.1	28	0.07	207	0.14	49	0.12
Severe Behaviorally Disordered	60	0.21	45	0.16	724	0.42	41	0.11	550	0.37	27	0.06
Multi-Handicapped	45	0.15	50	0.18	359	0.21	21	0.06	95	0.06	70	0.16
Severe Physically Handicapped	31	0.11	23	0.08	247	0.14	24	0.06	112	0.08	49	0.12
Deaf	12	0.04	9	0.03	177	0.1	12	0.03	107	0.07	23	0.05
Blind	10	0.03	8	0.03	94	0.05	10	0.03	41	0.03	8	0.02
Subtotal	193	0.66	145	0.53	1779	1.02	136	0.36	1112	0.75	226	0.53
Mild/Moderate Handicaps												
Trainable Mentally Handicapped	13	0.04	32	0.12	371	0.21	87	0.23	296	0.2	57	0.13
Educable Mentally Handicapped	150	0.51	246	0.9	1559	0.89	308	0.83	1072	0.72	315	0.74
Behavior Disordered	98	0.34	222	0.81	920	0.53	77	0.21	268	0.18	246	0.58
Learning Disabled	1478	5.07	1119	4.08	10146	5.82	1535	4.12	4011	2.7	2716	6.37
Hearing Imp./Hard of Hearing	13	0.04	25	0.09	102	0.06	15	0.04	364	0.24	24	0.06
Visually Imp./Low Vision	7	0.02	38	0.14	88	0.05	8	0.02	95	0.06	11	0.03
Speech & Language Impaired	193	0.66	390	1.42	3168	1.82	291	0.78	3407	2.29	588	1.38
Subtotal	1952	6.7	2072	7.56	16354	9.38	2321	6.23	9513	6.39	3957	9.29
Institutional/Homebound												
Social Services	16	0.06	11	0.04	87	0.05	27	0.07	30	0.02	17	0.04
Solicitor General	0	0	1	0.004	3	0.002	16	0.04	9	0.006	10	0.02
Hospitals	0	0	18	0.06	187	0.11	0	0	8	0.005	15	0.04
Homebound	4	0.01	1	0.004	100	0.06	2	0.01	6	0.004	13	0.03
Subtotal	20	0.07	31	0.11	377	0.22	45	0.12	53	0.04	55	0.13
Other												
Sp. Ed. Ex. Grants - Dis. Adults	0	0	0	0	132	0.08	78	0.21	20	0.01	0	0
(Specify)**	25	0.09	1	0.004	35	0.02	352	0.94	4	0.003	0	0
Subtotal	25	0.09	1	0.004	167	0.1	430	1.15	24	0.02	0	0
Gifted and Talented												
Subtotal	349	1.2	406	1.48	4964	2.85	764	2.05	3652	2.46	588	1.38
Total	2539	8.7	2655	9.7	23641	13.6	3696	9.9	14354	9.7	4826	11.3
Enrollment	29145		27416		174267		37266		148672		42604	

* # - Number of students % - Percent of total zone enrolment

** Includes students from resource rooms, young mothers' programs and programs for underachievers.

Table 12A Jurisdictions in Zone One in Grades 1 to 12

Exceptionalities	FT Regular Classes			Partial Integration			FT Special Classes			Special Schools			Instit./Homebound			Total
	E *	J	S	E	J	S	E	J	S	E	J	S	E	J	S	
Severe Handicaps																
Dependent Mentally Handicapped	10	0	0	13	4	0	4	2	2	0	0	0	0	0	0	35
Severe Behaviorally Disordered	17	4	0	31	6	1	0	0	1	0	0	0	0	0	0	60
Multi-Handicapped	12	1	1	16	7	0	2	2	2	0	0	0	1	1	0	45
Severe Physically Handicapped	17	1	2	9	1	1	0	0	0	0	0	0	0	0	0	31
Deaf	5	0	0	6	0	1	0	0	0	0	0	0	0	0	0	12
Blind	8	1	0	1	0	0	0	0	0	0	0	0	0	0	0	10
Subtotal	69	7	3	76	18	3	6	4	5	0	0	0	1	1	0	193
Mild/Moderate Handicaps																
Trainable Mentally Handicapped	0	0	2	6	0	2	1	0	2	0	0	0	0	0	0	13
Educable Mentally Handicapped	53	21	8	18	16	0	24	4	6	0	0	0	0	0	0	150
Behavior Disordered	63	22	5	7	0	1	0	0	0	0	0	0	0	0	0	98
Learning Disabled	527	208	57	406	169	71	28	7	5	0	0	0	0	0	0	1478
Hearing Imp./Hard of Hearing	8	2	0	2	0	0	1	0	0	0	0	0	0	0	0	13
Visually Imp./Low Vision	6	0	0	1	0	0	0	0	0	0	0	0	0	0	0	7
Speech & Language Impaired	167	5	1	18	1	1	0	0	0	0	0	0	0	0	0	193
Subtotal	824	258	73	458	186	75	54	11	13	0	0	0	0	0	0	1952
Institutional/Homebound																
Social Services	1	9	1	0	4	1	0	0	0	0	0	0	0	0	0	16
Solicitor General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hospitals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homebound	0	3	0	0	0	0	0	0	0	0	0	0	1	0	0	4
Subtotal	1	12	1	0	4	1	0	0	0	0	0	0	1	0	0	20
Other																
Sp. Ed. Ex. Grants - Dis. Adults	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(Specify) **	0	0	0	22	3	0	0	0	0	0	0	0	0	0	0	25
Subtotal	0	0	0	22	3	0	0	0	0	0	0	0	0	0	0	25
Gifted and Talented	167	33	0	108	25	15	1	0	0	0	0	0	0	0	0	349
Subtotal	167	33	0	108	25	15	1	0	0	0	0	0	0	0	0	349
Total	1061	310	77	664	236	94	61	15	18	0	0	0	2	1	0	2539

* Level of School E - Elementary (Grades 1-6) J - Junior High (Grades 7-9) S - Senior High (Grades 10-12)

** Includes students from resource rooms, young mothers' programs and programs for underachievers.

Table 12B - Jurisdictions in Zone Two in Grades 1 to 12

Exceptionalities	FT Regular Classes			Partial Integration			FT Special Classes			Special Schools			Institt./Homebound			Total
	E*	J	S	E	J	S	E	J	S	E	J	S	E	J	S	
Severe Handicaps																
Dependent Mentally Handicapped	2	0	0	4	0	1	1	0	1	2	0	0	0	0	0	10
Severe Behaviorally Disordered	28	6	0	8	2	1	1	0	0	0	0	0	0	0	0	45
Multi-Handicapped	24	5	0	16	3	3	0	0	0	1	0	0	0	1	0	50
Severe Physically Handicapped	7	2	1	3	3	1	1	0	0	0	3	1	1	1	0	23
Deaf	7	0	1	0	0	1	0	0	0	0	0	0	0	0	0	9
Blind	5	1	0	1	1	0	0	0	0	0	0	0	0	0	0	8
Subtotal	73	14	2	32	9	4	4	0	1	3	3	1	0	1	2	145
Mild/Moderate Handicaps																
Trainable Mentally Handicapped	4	2	0	9	7	1	1	1	3	5	0	0	0	0	0	32
Educable Mentally Handicapped	33	36	27	93	6	9	9	9	16	17	0	0	0	0	0	246
Behavior Disordered	131	50	11	6	9	2	13	0	0	0	0	0	0	0	0	222
Learning Disabled	474	234	68	117	65	22	12	58	69	0	0	0	0	0	0	1119
Hearing Imp./Hard of Hearing	16	5	1	1	0	0	0	0	0	0	0	0	0	0	1	25
Visually Imp./Low Vision	24	7	5	1	0	1	0	0	0	0	0	0	0	0	0	38
Speech & Language Impaired	364	14	6	5	1	0	0	0	0	0	0	0	0	0	0	390
Subtotal	1046	348	118	232	88	35	35	77	91	0	0	0	0	1	1	2072
Institutional/Homebound																
Social Services	1	9	1	0	0	0	0	0	0	0	0	0	0	0	0	11
Solicitor General	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Hospitals	0	0	0	1	0	0	0	4	13	0	0	0	0	0	0	18
Homebound	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Subtotal	2	9	2	1	0	0	4	13	0	0	0	0	0	0	0	31
Other																
Sp. Ed. Ex. Grants - Dis. Adults	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(Specify) **	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Subtotal	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Gifted and Talented																
Subtotal	253	91	24	0	38	0	0	0	0	0	0	0	0	0	0	406
Subtotal	253	91	24	0	38	0	0	0	0	0	0	0	0	0	0	406
Total	1375	462	146	265	135	39	35	82	107	3	1	0	1	3	1	2655

* Level of School E - Elementary (Grades 1-6) J - Junior High (Grades 7-9) S - Senior High (Grades 10-12)

** Includes students from resource rooms, young mothers' programs and programs for underachievers.

Table 12C - Jurisdictions in Zone Three in Grades 1 to 12

Exceptionalities	FT Regular Classes			Partial Integration			FT Special Classes			Special Schools			Ir. tit./Homebound			Total
	E*	J	S	E	J	S	E	J	S	E	J	S	E	J	S	
Severe Handicaps																
Dependent Mentally Handicapped	14	1	4	42	24	5	35	8	10	22	1	10	1	0	1	178
Severe Behaviorally Disordered	221	101	34	200	64	16	26	31	8	2	8	12	0	1	0	724
Multi-Handicapped	88	11	8	109	26	22	26	24	8	5	16	15	0	1	0	359
Severe Physically Handicapped	100	27	26	43	17	12	8	5	1	2	2	4	0	0	0	247
Deaf	78	13	17	15	4	6	0	1	1	11	12	18	0	0	1	177
Blind	52	17	14	3	4	2	0	0	0	0	2	0	0	0	0	94
Subtotal	553	170	103	412	139	63	95	69	28	42	41	59	1	2	2	1779
Mild/Moderate Handicaps																
Trainable Mentally Handicapped	36	11	5	88	41	25	50	38	63	2	5	5	0	0	2	371
Educable Mentally Handicapped	197	54	18	472	191	98	147	53	94	1	87	147	0	0	0	1559
Behavior Disordered	478	280	23	22	41	8	2	35	0	0	31	0	0	0	0	920
Learning Disabled	3773	921	365	2796	1088	871	182	89	49	0	11	1	0	0	0	10146
Hearing Imp./Hard of Hearing	54	19	10	15	4	0	0	0	0	0	0	0	0	0	0	102
Visually Imp./Low Vision	59	19	5	1	2	0	0	1	1	0	0	0	0	0	0	88
Speech & Language Impaired	2866	129	47	104	11	5	0	0	6	0	0	0	0	0	0	3168
Subtotal	7463	1433	473	3498	1378	1007	381	216	213	3	134	153	0	0	2	16354
Institutional/Homebound																
Social Services	5	6	2	0	1	1	1	0	0	0	0	0	0	9	59	87
Solicitor General	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	3
Hospitals	0	0	0	2	0	0	0	0	0	0	0	0	0	138	47	187
Homebound	2	1	1	0	1	0	0	0	0	0	0	21	22	15	37	100
Subtotal	7	9	4	2	2	1	1	0	0	0	0	21	169	121	40	377
Other																
Sp. Ed. Ex. Grants - Dis. Adults	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	132
(Specify) **	2	0	0	0	18	0	15	0	0	0	0	0	0	0	0	35
Subtotal	2	0	1	0	18	0	15	0	0	0	0	0	0	0	0	167
Gifted and Talented																
	1782	1135	1395	385	150	117	0	0	0	0	0	0	0	0	0	4964
Subtotal	1782	1135	1395	385	150	117	0	0	0	0	0	0	0	0	0	4964
Total	9807	2747	1976	4297	1687	1188	492	285	241	45	175	233	170	123	175	23641

* Level of School E - Elementary (Grades 1-6) J - Junior High (Grades 7-9) S - Senior High (Grades 10-12)

** Includes students from resource rooms, young mothers' programs and programs for underachievers.

Table 12D - Jurisdictions in Zone Four in Grades 1 to 12

	FT Regular Classes			Partial Integration			FT Special Classes			Special Schools			Instit./Homebound			Total
	E*	J	S	E	J	S	E	J	S	E	J	S	E	J	S	
Exceptionalities																
Severe Handicaps																
Dependent Mentally Handicapped	0	0	0	8	4	2	0	0	5	1	1	5	1	1	0	28
Severe Behaviorally Disordered	14	5	0	8	3	1	0	1	0	7	2	0	0	0	0	41
Multi-Handicapped	7	1	1	7	3	0	0	0	0	0	1	1	0	0	0	21
Severe Physically Handicapped	7	3	2	8	1	1	0	1	0	0	0	0	1	0	0	24
Deaf	4	1	2	2	1	0	0	0	0	0	1	0	0	1	0	12
Blind	4	1	2	2	1	0	0	0	0	0	0	0	0	0	0	10
Subtotal	36	11	7	35	13	4	0	2	5	8	5	6	2	2	0	136
Mild/Moderate Handicaps																
Trainable Mentally Handicapped	6	3	3	29	18	5	14	8	1	0	0	0	0	0	0	87
Educable Mentally Handicapped	51	18	15	79	29	23	47	18	27	1	0	0	0	0	0	308
Behavior Disordered	35	0	2	19	12	3	0	4	0	0	0	0	1	1	0	77
Learning Disabled	529	157	27	585	143	85	5	4	0	0	0	0	0	0	0	1535
Hearing Imp./Hard of Hearing	9	2	3	0	0	0	1	0	0	0	0	0	0	0	0	15
Visually Imp./Low Vision	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Speech & Language Impaired	208	1	1	81	0	0	0	0	0	0	0	0	0	0	0	291
Subtotal	843	184	51	793	202	116	67	34	28	1	0	0	1	1	0	2321
Institutional/Homebound																
Social Services	1	0	1	0	0	0	0	0	0	0	2	0	0	23	0	27
Solicitor General	0	0	0	0	0	0	0	0	0	0	0	0	0	16	0	16
Hospitals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homebound	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Subtotal	1	0	1	0	0	0	0	0	0	0	2	0	1	39	1	45
Other																
Sp. Ed. Ex. Grants - Dis. Adults (Specify) **	0	0	0	0	0	0	0	0	0	0	0	0	0	0	78	78
Subtotal	2	0	0	309	0	0	0	0	0	0	15	26	0	0	0	352
Gifted and Talented	397	175	171	21	0	0	0	0	0	0	15	26	0	0	78	430
Subtotal	397	175	171	21	0	0	0	0	0	0	0	0	0	0	0	764
Total	1279	370	230	1158	215	120	67	36	33	9	22	32	4	42	79	3696

* Level of School E - Elementary (Grades 1-6) J - Junior High (Grades 7-9) S - Senior High (Grades 10-12)
 ** Includes students from resource rooms, young mothers' programs and programs for underachievers.

Table 12E - Jurisdictions in Zone Five in Grades 1 to 12

Exceptionalities	FT Regular Classes			Partial Integration			FT Special Classes			Special Schools			Insit./Homebound			Total	
	E*	J	S	E	J	S	E	J	S	E	J	S	E	J	S		
Severe Handicaps																	
Dependent Mentally Handicapped	8	1	1	25	12	9	84	17	35	5	1	5	2	1	1	207	
Severe Behaviorally Disordered	12	8	5	31	5	3	89	133	44	26	22	12	13	73	74	550	
Multi-Handicapped	4	0	3	33	5	2	2	0	0	13	22	11	0	0	0	95	
Severe Physically Handicapped	35	9	8	7	1	3	0	0	0	0	0	0	0	33	16	0	112
Deaf	57	13	11	18	3	3	0	1	1	0	0	0	0	0	0	0	107
Blind	20	7	7	3	2	2	0	0	0	0	0	0	0	0	0	0	41
Subtotal	136	38	35	117	28	22	175	151	80	44	45	28	48	90	75	1112	
Mild/Moderate Handicaps																	
Trainable Mentally Handicapped	1	0	0	107	72	46	25	19	25	0	0	0	0	1	0	296	
Educable Mentally Handicapped	41	37	26	521	206	119	56	29	37	0	0	0	0	0	0	1072	
Behavior Disordered	52	8	2	71	50	12	7	19	0	20	17	10	0	0	0	268	
Learning Disabled	1020	327	69	1696	524	151	62	25	23	71	28	0	2	9	4	4011	
Hearing Imp./Hard of Hearing	165	68	36	61	18	14	2	0	0	0	0	0	0	0	0	364	
Visually Imp./Low Vision	56	20	12	5	1	1	0	0	0	0	0	0	0	0	0	95	
Speech & Language Impaired	3223	136	47	1	0	0	0	0	0	0	0	0	0	0	0	3407	
Subtotal	4558	596	192	2462	871	343	152	92	85	91	45	10	2	10	4	9513	
Institutional/Homebound																	
Social Services	0	4	5	0	2	0	0	0	0	0	11	7	0	1	0	30	
Solicitor General	0	0	1	0	0	0	0	0	0	0	0	0	0	8	0	9	
Hospitals	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	8	
Homebound	0	0	0	0	0	0	0	0	0	0	0	0	0	3	2	6	
Subtotal	0	4	6	0	2	0	0	0	0	0	11	7	6	11	6	53	
Other																	
Sp. Ed. Ex. Grants - Dis. Adults	3	2	0	0	0	1	0	0	0	0	0	0	0	0	0	20	
(Specify) **	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
Subtotal	7	2	0	0	0	1	0	0	0	0	0	0	0	0	0	24	
Gifted and Talented																	
Subtotal	580	750	948	738	329	307	0	0	0	0	0	0	0	0	0	3652	
Subtotal	580	750	948	738	329	307	0	0	0	0	0	0	0	0	0	3652	
Total	5281	1390	1181	3317	1230	673	327	243	165	135	101	45	56	111	99	14354	

* Level of School E - Elementary (Grades 1-6) J - Junior High (Grades 7-9) S - Senior High (Grades 10-12)

** Includes students from resource rooms, young mothers' programs and programs for underachievers.



Table 12F - Jurisdictions in Zone Six in Grades 1 to 12

Exceptionalities	FT Regular Classes			Partial Integration			FT Special Classes			Special Schools			Insit./Homebound			Total
	E*	J	S	E	J	S	E	J	S	E	J	S	E	J	S	
Severe Handicaps																
Dependent Mentally Handicapped	7	0	0	5	7	1	20	4	3	0	1	0	1	0	0	49
Severe Behaviorally Disordered	18	1	0	3	2	1	0	0	1	0	0	0	0	1	0	27
Multi-Handicapped	21	2	1	28	0	3	5	3	4	0	2	0	1	0	0	70
Severe Physically Handicapped	32	10	4	0	2	1	0	0	0	0	0	0	0	0	0	49
Deaf	9	1	2	5	1	1	0	2	1	0	1	0	0	0	0	23
Blind	7	1	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Subtotal	94	15	7	41	12	7	25	9	9	0	4	0	2	1	0	226
Mild/Moderate Handicaps																
Trainable Mentally Handicapped	7	3	0	8	10	4	0	0	2	13	5	4	1	0	0	57
Educable Mentally Handicapped	71	11	4	73	69	36	21	17	12	1	0	0	0	0	0	315
Behavior Disordered	80	108	50	3	3	2	0	0	0	0	0	0	0	0	0	246
Learning Disabled	1314	354	168	548	123	103	10	20	0	55	21	0	0	0	0	2716
Hearing Imp./Hard of Hearing	15	5	2	1	0	1	0	0	0	0	0	0	0	0	0	24
Visually Imp./Low Vision	4	7	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Speech & Language Impaired	494	17	5	67	5	0	0	0	0	0	0	0	0	0	0	588
Subtotal	1985	505	229	700	210	146	31	37	14	69	26	4	1	0	0	3957
Institutional/Homebound																
Social Services	0	0	0	0	0	0	0	0	0	0	13	4	0	0	0	17
Solicitor General	0	4	6	0	0	0	0	0	0	0	0	0	0	0	0	10
Hospitals	0	2	0	0	0	0	0	0	0	0	7	6	0	0	0	15
Homebound	0	0	12	0	0	0	0	0	0	0	0	0	1	0	0	13
Subtotal	0	6	18	0	0	0	0	0	0	0	20	10	1	0	0	55
Other																
Sp. Ed. Ex. Grants - Dis. Adults	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(Specify) **	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gifted and Talented																
Subtotal	254	210	99	0	1	0	0	0	0	24	0	0	0	0	0	588
Subtotal	254	210	99	0	1	0	0	0	0	24	0	0	0	0	0	588
Total	2333	736	353	741	223	153	56	46	23	93	50	14	4	1	0	4826

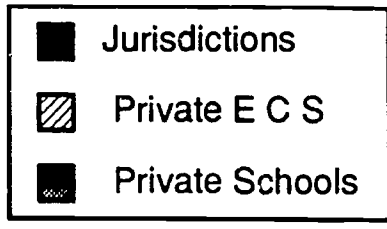
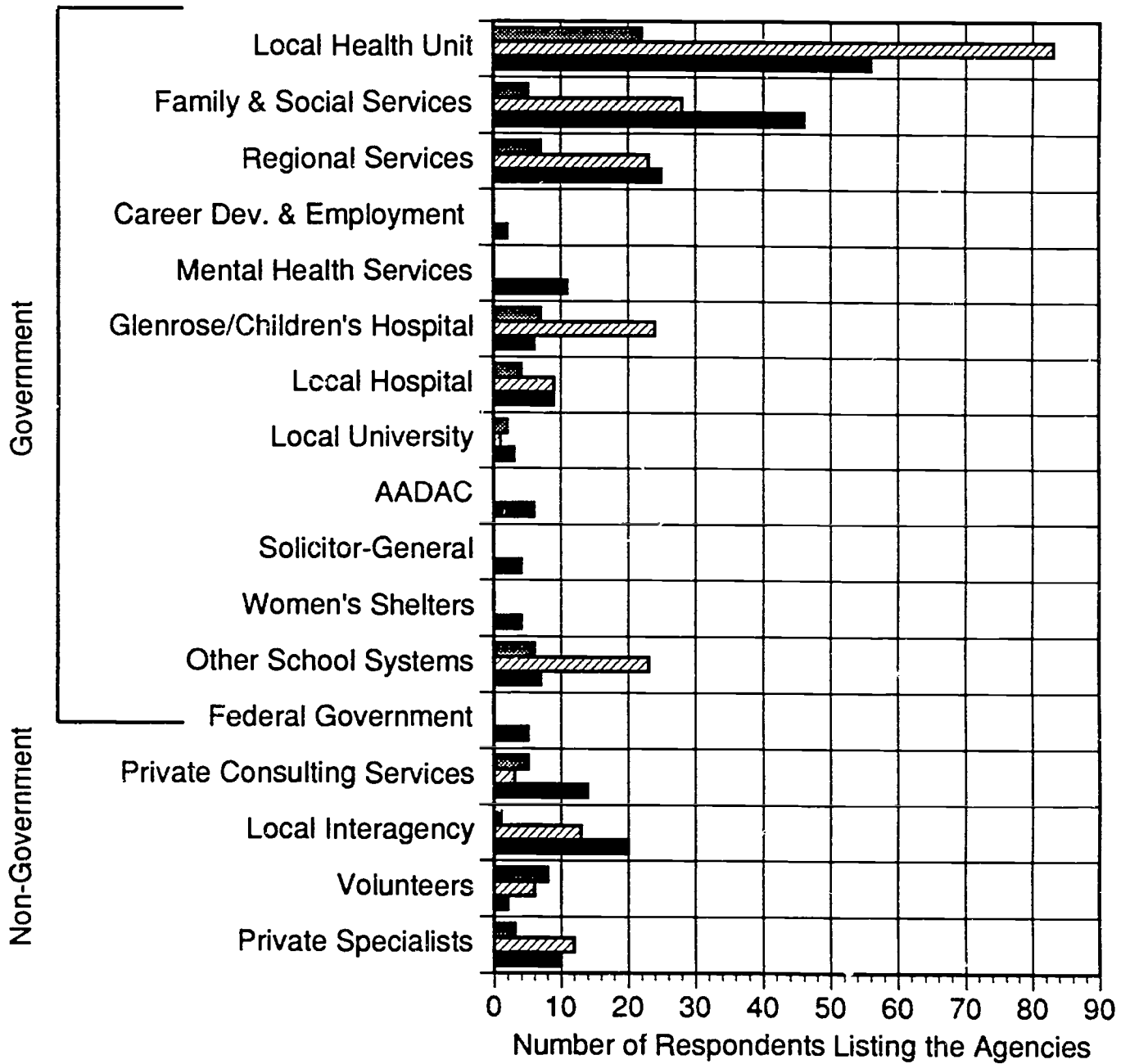
* Level of School E - Elementary (Grades 1-6) J - Junior High (Grades 7-9) S - Senior High (Grades 10-12)
 ** Includes students from resource rooms, young mothers' programs and programs for underachievers.

Appendix F
Interagency Services



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Government and Non-Government Agencies Serving Respondent Groups



F-1

Inter-Agency Services Listed by Respondent Groups

Frequency of Response

Jurisdictions	Private E.C.S.	Private Schools
Government Services		
Local Health Unit	56	83
Family & Social Services	46	28
Regional Services	25	23
Career Dev. & Employment	2	0
Mental Health Services	11	0
Glenrose/Children's Hospital	6	24
Local Hospital	9	9
Local University	3	1
AADAC	6	0
Solicitor General	4	0
Women's Shelters	4	0
Other School Systems	7	23
Federal Government	5	0
Non-Government Services		
Private Consulting Services	14	3
Local Interagency	20	13
Parents & Other Volunteers	2	6
Private Specialists	10	12

Frequency of Response of Inter-Agency Services by School Jurisdictions Grouped According to Zone

Jurisdictions	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6
Government Services						
Local Health Unit	5	11	16	5	13	6
Family & Social Services	5	11	15	4	7	4
Regional Services	5	2	5	4	2	8
Career, Dev. & Employment	0	1	1	0	0	0
Mental Health Services	3	5	2	0	1	0
Glenrose/Children's Hospital	1	2	1	0	1	1
Local Hospital	0	3	1	2	0	4
Local University	0	1	0	0	0	2
AADAC	0	2	1	1	0	0
Solicitor General	0	1	1	0	1	0
Women's Shelters	0	0	2	1	1	0
Other School Systems	0	1	4	2	0	0
Federal Government	1	1	3	0	0	0
Non-Government Services						
Private Consulting Services	1	3	4	4	1	1
Local Interagency	1	3	4	4	7	1
Parents & Other Volunteers	1	0	0	1	0	0
Private Specialists	1	5	2	0	1	1

Specific Programs, Departments or Services Listed for the Agencies

Local Health Unit

- Speech and Language Services
- Early Intervention Programs
- Occupational Therapy
- Preschool Assessment Team

Family and Social Services

- Children's Advocacat
- Family & Community Support Services (F.C.S.S.)
- Child Welfare Services
- Children's Services Centre
- Handicapped Children's Services
- Vocational Rehabilitation for Disabled Persons
- Foster Grandparent Program

Regional Services

- R.E.A.C.H.
- Grande Prairie Assessment Centre (Crystal Park)
- Edmonton Public School Board Consulting Services (Belvedere)

Solicitor General

- Correctional Services

Federal Government

- Job Strategies
- Indian and Northern Affairs
- Native Liaison

Local Agencies

- Centre for Child & Adolescent Development (Lamont)
- EDUCAD Consulting Inc. (Edmonton - French language)
- Children's Medical Centre
- Child & Youth Care Association of Alberta
- Canadian Communication Consultants
- Educational Consultants for Sensory Impaired (Sherwood Park)
- Systemics Behavioral Services (Red Deer)
- Children's Medical Services (Medicine Hat)
- DAT Centre (Calgary)
- Youth Services
- Association for the Handicapped (Vermilion)
- Community Behavioral Services (Edson)
- Big Country Outreach (Three Hills)
- McMann Youth Service
- Child Medical Services (Medicine Hat)
- St. Paul & District Association for the Handicapped
- Foothills Education and Psychological Consultants (Calgary)
- Community Action (Brooks)
- John Howard Society (Grande Prairie)
- Blue Heron Support Services (Whitecourt)
- Behavioral Outreach Services (Whitecourt/Barrhead)
- Wellspring Family Supportive Service (Whitecourt)

- Stampede Boys Ranch Program (High Prairie)
- Alberta Community Therapists (High Prairie)
- Alternate Community Educational Program (High Prairie)
- Bow Valley Special Education Council
- Committee for Prevention of Family Violence (Canmore/Banff)
- Willow Counselling (St. Paul)
- Eastpark Educational Opportunities Council (Provost)

Appendix G

Selected Comments From Respondents



G. SELECTED COMMENTS FROM RESPONDENTS

Selected Comments by the School Jurisdictions Relating Their Programs and Services for Students with Special Needs to the School Jurisdiction Profile: Special Education (1991)

Demand for special education services is increasing. The cost of special education is continually rising.

Programs and services are expanding rapidly each year.

Funding for special needs students is an ongoing concern. The jurisdiction often supplies only band-aid solutions.

Lack of funding has not allowed us to address problems adequately. We are in the process of hiring extra staff.

Program Unit Grants should follow students through their education.

Gifted and talented students are served through Resource Programs at elementary and junior high school levels and through Advanced Placement Programs at the high school level.

Our district awaits the day when interagency cooperation will become a reality. Many education dollars are spent on services related to health, judicial and social services.

We have cut back services for the behavior disordered because of funding. Generally, integrated programs are successful, but more teacher support is needed. Counselling is a strongly supported service.

There are a large number of students with weak language skills as no students have been classified as learning disabled. We integrate special needs students with the use of special assistants (paraprofessionals). Some pull-out programs give individual or small group assistance at the elementary level.

With increased integration and curriculum differentiation, it becomes more difficult to categorize information as requested, particularly using a needs-based model for program delivery versus a diagnostically-based model.

Funding is not adequate. We need a format based on needs, not per student.

We do not have distinct programs for Gifted and Talented or Behavior Disordered but IPP's are in place.

Catalyst Teacher Program identifies students needing enrichment. Students more than two years behind their expected grade level are placed in the Adaptive Program and pulled-out for 13/40 of the instructional time. The School Counsellor/Principal is responsible for assessing all new students for academic/non-academic concerns.

A number of agencies are used to assist us, but it is difficult to coordinate and clarify mandates.

We are critically short of help in psychological, vision, hearing and speech areas.

Classroom teachers are our special education instructors in our inclusive/integrated approach.

Consultative teams which operate in each school include outside agencies who assist in IPP development. Full integration is utilized, making it difficult to estimate the full-time equivalent numbers.

Allocation of limited resources is a challenge. We are still developing in-school expertise of dealing with special needs students in the classroom.

Each year concern increases about the number of children exhibiting non-compliant and aggressive behavior.

Most special needs students are integrated into regular classrooms. The students and the teachers are given support through curriculum modifications and instructional assistants.

The coordinator of family counselling and student support services is a positive and productive addition to our services.

The gifted program is in transition from a pull-out model for a few identified students to one of three models: a) modified pull-out b) mentorship model c) total classroom enrichment.

S.T.A.R.T. program is a stay-in-school initiative funded by federal department of Immigration and Employment.

Our exceptional students are receiving minimum services because specialists who work in the French language are almost non-existent and there is a limited supply of French-language material available which is adapted to the needs of our students.

Alternatives for special needs are available: e.g., TMH and EMH include a) segregated settings b) partial segregation c) full integration. Parents are given "an informed choice."

There is not enough funding available to employ personnel to run a topnotch integration program. More support staff is needed.

We are currently reorganizing our Student Services Department with the goal to increase integration and support at the school level.

Special needs service delivery has moved away from the pathological orientation of the past to service delivery based on students' instructional needs. Support teachers assist classroom teachers in the planning of modified curriculum to enable students to develop skills within the classroom setting. Minimizing pull-out programs or alternate programs has become a primary focus; hence, the difficulty of classifying students according to the definitions on the form.

Because of distances from homes to schools, we are unable to apply economics of scale to our situation and our costs are enormous. The number of severely handicapped has increased by 32% in the last year, due largely to foster parenting in the area. Teachers are often called upon to perform medical tasks for these students. We have difficulty in attracting qualified people to the area and keeping them due to stressful teaching positions. The government has demanded programs that county systems are financially unable to provide.

Lack of funding has resulted in curtailment to the Gifted and Talented program. Alberta Health and Mental Health have restricted their mandates and thrust additional responsibilities on schools.

The jurisdiction is currently addressing the areas of severely behaviorally disordered and dealing with crisis intervention.

It is very difficult to meet needs of students, due to complexity of disabilities and limited support available. Learning problems are compounded by behavioral problems stemming from family life.

The gifted program is an integrated program for all students. We do not identify some as gifted.

We are concerned about the number and severity of students with psycho-social difficulties and the diminishing response and involvement of Social Services assistance.

Small classes are in use, so special needs are integrated with minimal pull-out. Resource people work within the classes. Teachers have access to the Case Conference Committee

which is composed of special education teacher, experienced teachers, liaison workers and administration.

After assessing various models of providing for the gifted, we have opted for the pull-out model.

Theoretically, it is a good idea to integrate students with special needs with their peers. However, especially in smaller jurisdictions, support services seem inadequate and difficult to access. Consequently, some students are falling through the cracks and teachers are faced with a very frustrating task.

Special education teachers are working towards a program support model which makes exact numbers difficult to give.

**Selected Comments by ECS Private Operators
Relating their Programs and Services
for Children with Special Needs
to the ECS Private Operators Profile:
Special Education (1991)**

Co-assessment and planning is done with the regular school system.

It is difficult to hire support staff. Parents must go many miles to find agencies to help.

Early Childhood Options fund placements of special needs children in integrated preschool settings.

We serve children with severe disabilities and high medical needs.

When funds are provided from Alberta Education, we can provide an extra staff member to help integrate children and work on their goals.

Our goal is to provide special needs children with the same opportunities and experiences that others have.

The early intervention program in our school is very successful and rewarding, allowing children opportunities to experience success.

More and more children need help and money and trained personnel are never available.

On-site assessment services and speech and language direct therapy are our areas of need.

It is difficult, but we are doing an adequate job. A strong component is our involvement with family and community people.

We have a problem finding professionals (educational, psychologist) to help us program for mild/moderate special needs. There is also a problem of PUG students transferring and not qualifying for Consulting Services at Belvedere.

We run a truly integrated program wherein special needs children have a high priority.

It is important that we continue funding for special needs children. We are advocates for special education programming and integrated daycare and ECS centres.

There is a need for a private special needs consultant in Lethbridge.

We have received excellent help for speech problems.

There is a problem in rural areas with obtaining quick services.

A set of guidelines for ECS for special needs and for the objectives and rules for classroom instruction is needed.

Special needs children are accepted at an early age so that they can be integrated into the local school system.

We are a small rural ECS without good and constant access to support professionals. Special education teachers could be seconded to act as classroom consultants. They should not be secluded away in Central Office buried in paperwork.

**Selected Comments by Private Schools
Relating their Programs and Services
for Students with Special Needs to
the Private School Profile: Special Education (1991)**

Our school accepts students with average to above average intelligence with difficulties in acquiring learning skills. After diagnosis, an intervention program is prescribed.

All students are on IPP's and all are integrated except one who is very severely autistic and is integrated part-time.

Private schools are willing to offer excellent programs in special education, but the funding is lacking.

Private schools are funded for moderately handicapped at the kindergarten level but "public schools take our allotted special needs grant and will not share their resources."

Resource teachers help develop IPP's for exceptionals in the classroom.

No funding for program beyond kindergarten level; thus, no additional services are provided beyond that level.

We accept all who qualify as severely learning disabled, regardless of economic circumstance. Our program is jeopardized because of school board cutbacks in funding and the bureaucratic appeals mechanism.

All students have IPP's which are reviewed by administration, teachers and parents. All students are mainstreamed and taken out in groups for special instruction.

Injustice in funding for private schools is based on religious prejudice.

Small amounts of funding to independent schools, which is only a fraction of that for public systems, is unfair.

Our aim is to restore student confidence enabling them to progress academically and possibly return to a community school.

Funding prevents services to special needs students beyond ECS.

Parents have to acquire services at their own expense from private agencies.

Personnel are upset that the jurisdiction receives the grants for special needs students and the private school serves the students.

We can provide only for those with minimal needs.

All of our students have deep emotional and spiritual needs. The school district has referred children to us but the public funds have not been provided, stretching resources to the limit.

As a small independent school with no funding except for ECS PUG Grants, we have to refuse special needs children.

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