DATE:	May 20, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Annual Report - Special Education
ORIGINATOR:	Mark Liguori, Assistant Superintendent of Schools
RESOURCE STAFF:	Carolyn Baker, Darlene Kassian, Leona Morrison, Natalie Prytuluk, Heather Raymond, Amit Sansanwal
REFERENCE:	June 14, 2011 Board Meeting: - Motion re Annual Reports on the Work of the District - Special Needs Task Force: Recommendation Report HA.BP – Inclusive Education HA.AR – Students in Need of Specialized Supports and Services

PURPOSE

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to students with special education needs during the 2013-2014 school year.

BACKGROUND

The information provided in this report outlines supports and services provided by central staff in relation to students with special education needs. Also included is data on numbers and distribution of students with special education needs, achievement on students on the graded curriculum and accountability pillar data that provides further context. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be gathered during the Results Review process that occurs in the fall of each year.

Special education refers to the education of students and children identified with mild, moderate, or severe disabilities or as gifted and talented. Special education is not a stand-alone program; rather it is a system-wide responsibility and commitment to provide a range of programs, programming options, and supports and services to maximize the learning of all students identified with special education needs. Special education practices are founded on the belief that all students can learn and reach their full potential given equal opportunity, effective teaching and appropriate resources.

CURRENT SITUATION

The District continues to support a range of programs and programming options for students with special education needs. Students with special education needs may attend their attendance area school, alternative programs of choice, or district centre special education programs. Under the *School Act*, placement decisions are the responsibility of principals and are based upon the programming needs of each student, in consultation with, and in consideration of, expectations of parents.

Inclusive Learning (IL) is dedicated to helping school staff ensure that every student experiences success. The unit has one managing director, 10 supervisors, one program coordinator, 159 consultants, 138 educational assistants, and 10 support staff. This unit identifies, develops and shares inclusive learning strategies and provides support through School Service teams, in consultation with school staff. The School Service teams meet with principals, teachers and parents to understand how best to meet the unique needs of a student or group of students. The teams consist of adaptive physical education, assistive technology, Deaf or hard of hearing, education/ behavioural programming, educational audiology, inclusive programming, Kindergarten teacher support, physical therapy, occupational therapy, speech language therapy, reading, school social work, school psychology, school family liaison, and visual impairment/blindness consultants.

IL assists with services that range from classroom consultation and specialized assessments to parent sessions. It takes a team approach that brings together diverse support for both individual students and entire classrooms, and helps teachers build capacity to create the best learning environment possible for students from preschool to Grade 12.

In addition to district support the unit is responsible for supporting 32 northern school boards through Edmonton Regional Education Consulting Services (ERECS). These services will be integrated into the new Edmonton Regional Collaborative Service Delivery (ERCSD) for the 2014-2015 school year. Regional Collaborative Service Delivery (RCSD) is a regional partnership between school authorities, Alberta Health Services (AHS), Child and Family Services Authorities (CFSA) and other community stakeholders. The purpose of the RCSD is to be more effective in meeting the learning needs of children and youth and supporting their well-being through the creation of 17 RCSD regions across the province. Due to this provincial reorganization, Edmonton Public Schools will no longer serve boards outside of Edmonton.

Outlined below is an update of the supports and services provided by central staff in relation to students with special education needs with a direct connection to the new priorities and goals outlined in the District's Strategic Plan.

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal One: An Excellent Start to Learning
Outcome: More children enter Grade One reaching emotional, social, intellectual and physical development milestones.
- IL supports the learning of all students and children in school settings. Included in this responsibility is supporting the development of language, motor, speech and social skills of children in Early Years classrooms (Early Learning and Kindergarten). In 2013-2014 IL served 613 children meeting program unit funding (PUF) criteria and 741 children meeting mild/moderate (MM) criteria. One of the strategies the unit values is the placement of educational assistants or speech language assistants into Early Years or Kindergarten classes that have identified children requiring additional supports and services. In addition to these supports a multi-disciplinary team consults and collaborates to build administrator and teacher capacity in working with learners with diverse needs.

- Continued implementation of the Early Years Evaluation – Teacher Assessment (EYE-TA) (Attachment I) in all Kindergarten classrooms to identify children who would benefit from additional supports in order to be ready for formal academic learning in Grade 1. Kindergarten teachers, in collaboration with multi-disciplinary teams, use the EYE-TA to assess developmental strengths and areas for growth of children at the start of the year to inform instructional decisions for the class, and again at the end of the year to measure student progress.
- Planning is underway for a coordinated approach to District Early Years options and how programming, organization, access and funding for children is provided. This is a collaborative process with the Early Years Steering Committee and administrators of Early Education and Early Learning locations. An Early Years working committee is preparing to implement a pilot project for the 2014-2015 school year with Hillview School Early Education Program reorganized to provide services and supports to children who are two and a half to four and a half years of age attending Tipaskan, Sakaw and Ekota Schools Early Learning classes.

Goal Two: Success for Every Student
Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.
- As part of the communication plan for Administrative Regulation HA.AR – Students in Need of Specialized Supports and Services, a District Guiding Document was developed – An Educational Strengths-Based Approach (Attachment II). The document forms the basis for collaborative conversations between school and IL staff in creating and enhancing a strengths-based culture throughout the District.
- Assistive Technology for Learning (ATL) consultants are supporting both school and IL staff to use ATL to support all students, including those with special education needs, in achieving the learning outcomes of the Alberta curriculum or individual learning goals. This has been accomplished through targeted professional learning for consultants, joint consultation visits to schools and direct consultation from the ATL consultants.

Priority 2: Provide welcoming and high quality learning and working environments.

Goal One: A Focus on Well-being and Citizenship
Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.
- A series of Everyone's In tip sheets (Attachment III) related to topics to support the implementation of Administrative Regulation HA.AR – Students in Need of Specialized Supports and Services have been developed and distributed to schools.
- In support of the District's ongoing work to build an inclusive education system, a new series called Insights into Inclusive Learning, will be featured on StaffRoom under News. This series offers school staff an excellent opportunity to learn from one another and describe how they are helping students of all needs and abilities experience success.
- IL social workers who are trained in risk assessment, support schools, families and students to access community resources when a student may need assistance related to emotional, behavioural and mental health issues.
- Completed the Culturally Sensitive Assessment guidelines which have been shared with district staff through a Google Share site.

Goal Three: Building Capacity through a Culture of Collaboration and Distributed Leadership
Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity within a culture of collaboration.

- The Behaviour Learning Assistance Program (BLAP) Community of Practice for teachers and principals was established.
- The Challenging Behaviour Network website was established (http://goo.gl/uwDqv8).
- Two half-day professional learnings were organized for every Kindergarten teacher with a focus on using the EYE-TA data for planning play-based programming. Of the 116 Kindergarten teachers who completed the February 2014 survey, 80 per cent of teachers responded that the centre activities on play-based approaches to literacy and numeracy were very good to excellent.
- District professional learning on Brain Development in the Early Years was sponsored by the Norlien Foundation and Edmonton Public Schools Foundation. Over 650 participants attended and 82 per cent of participants agreed that the concepts presented in the session would be useful in their job, and 83 per cent agreed that the session improved their understanding of brain development.
- A four part series called Leading the Way to Inclusion for emerging leaders was provided.
- Ten consultant staff from IL, First Nations, Métis and Inuit (FNMI), Support for Staff and Students and Information Technology Services (ITS) and 10 staff from eight schools attended a three week course by Dr. Jennifer Katz on Teaching to Diversity: The Three-Block Model of Universal Design for Learning.
- The IL educational assistants were provided with four part professional learning series on a range of topics from Speech Sounds to Play-Based Learning or an eight week coaching series on It Takes Two to Talk. Selected staff members are completing a 25 week Mastering Literacy Braille course.
- Consultants met monthly in discipline cohorts for targeted evidence-based professional learning related to their field.
- School-based teams participated in catchment area professional learning as requested.

Goal Four: A Culture of Excellence and Accountability
Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

- An additional video as part of the Inclusive Learning: Everyone's In series was released on Social Inclusion. Interest in the nine videos remains high with over 12,500 views between September 2013 and March 2014.
- In collaboration with Central Records, IL is redesigning our electronic referral process in order that this process becomes more efficient and allows us to assign case files to consultants, track progress, create and post documents as well as retain records all in one place.

Priority 3: Enhance public education through communication, engagement and partnerships.

Goal One: Parents as Partners
Outcome: Parents are provided opportunities to be involved in their child's education.

- School Family Liaisons provided support for families of children who receive PUF in their Kindergarten year. In addition to providing family oriented programming sessions such as

Triple P - Positive Parenting Program, Selective Mutism, Anxiety, Social skills and a district-wide session on English Language Learners, they also worked with schools and community organizations to support transitions and coordinate family activities.
- Work is under way with the welcoming schools related to the Student Accommodation Plan to support the transition of students identified with special education support needs.
- Assistance for families as children transition from Early Years programs to Kindergarten, IL consultants attended parent information sessions at District Early Education locations and community service providers events to inform parents of supports and services available for their children as they transition to Kindergarten or Grade 1.

Goal Two: Supports for the Whole Child
Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.
- The IL leadership staff have been active participants in the ERCSD redesign work. Beginning in September 2014 services from Student Health Integrated Programs, Children and Youth with Complex Needs, and Regional Educational Consulting Services will be coordinated by ERCSD. The work ahead will be to coordinate services to achieve the goal that the right supports and services are in the right place for students in need of these supports at the right time, by the most appropriate person.

Goal Three: Engaged and Effective Governance
Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.
- The Inclusive Education Parent and Community Advisory Committee met three times this year.
  - Agenda items from Edmonton Public Schools administration have included:
    - feedback on the district website;
    - presentation on Assistive Technology for Learning;
    - presentation on Positive Behavioural Supports; and
    - feedback on Everyone's In tip sheets.
  - Agenda items from committee members have included:
    - feedback that district communications must emphasize the equal right of parents to choose programming for their children in an inclusive environment, alternative program or district centre;
    - student accommodation related to Early Education;
    - *Children First Act* and its implications;
    - bring your own device to school; and
    - supports for students with special education needs in immersion programs.

Statistical Data
- Attachment IV reports current data on the number of students with special education needs by eligibility type and by special education programs; data on accountability pillar and staff satisfaction survey relating to teacher and parent satisfaction with timeliness of assessment; achievement on the graded curriculum from provincial and district measures; and the distribution of students receiving instruction on the graded curriculum.

- The District supports 11,165 students with special education needs. Of these students 5,712 receive their programming in their attendance area school or alternative programs of choice and 5,453 receive programming in district centre special education programs.
- The number of students with special education needs in high school, who are active after three years of attendance, has increased by 3.2 per cent.
- The number of students with special education needs on the graded curriculum remains high at 91 per cent. This speaks to the district value that every student is perceived as a learner, as well as school commitments to provide a wide range of programs, programming options and supports and services that allow for individualized success of students identified with special education needs.

Next Steps (Identification of Key strategies (SMARTE goals) for the 2014-2015 school year)

- IL and Research and Innovation for Student Learning will collaborate to develop measurement outcomes for the Early Years pilot, collaborate to develop methods to analyze data and ensure accuracy, and develop metrics to monitor the district progress in moving towards one inclusive environment.
- Utilize the data from the EYE-TA and the Early Development Instrument (EDI) to provide a baseline for research-based, evidence-informed support and strategies for Early Years programming and literacy intervention in the primary grades.
- Continue to provide professional learning for Kindergarten teachers focusing on evidence informed decision making in classroom planning and assessment. Data will continue to be collected through surveys.
- Development of five to eight Everyone's In tip sheets with both school and parent suggestions to support the implementation of Board Policy HA.BP – Inclusive Education and Administrative Regulation HA.AR – Students in Need of Specialized Supports and Services.
- Collaborate with Central Records to redesign, implement and manage an electronic referral process that is more efficient.
- On a monthly basis IL staff will meet to explore their roles and responsibilities related to working to implement the Board of Trustees' goals and priorities.

KEY POINTS
Teachers and school administration continue to receive extensive supports to ensure quality supports and services to support student programming.

ATTACHMENTS & APPENDICES
ATTACHMENT I   EYE-TA Summary Report for EPS Kindergarten
ATTACHMENT II   An Educational Strengths-Based Approach
ATTACHMENT III   Everyone's In tip sheets
ATTACHMENT IV   Statistical Data on Students with Special Education Needs

HR:dll

Early Years Evaluation-Teacher Assessment (EYE-TA)
Summary Report for Edmonton Public Schools
Kindergarten, Fall 2013

ATTACHMENT I

The *Early Years Evaluation - Teacher Assessment (EYE-TA)* provides a systematic framework teachers can use to structure their frequent observations and informal assessments in play-based learning environments.[1] It assesses children's development in five domains, which are consistent with frameworks set out by UNICEF and the US Congress:[2] *Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development.* The research has shown that the skills in these domains are related to children's literacy development and their success at school.[3,4]

The *EYE-TA* is a web-based assessment that can be completed by kindergarten or grade 1 teachers as part of their regular classroom practice.

Demographic Profile

Assessment Period:	7 Oct - 29 Nov, 2013	**Number of children assessed:**	6782
Number of participating schools:	152		
Number of participating teachers:	228		
Number of participating classrooms:	320		
Average age on September 1st, 2013:	5.11		
Boys:	5.14		
Girls:	5.08		

Breakdown of boys and girls
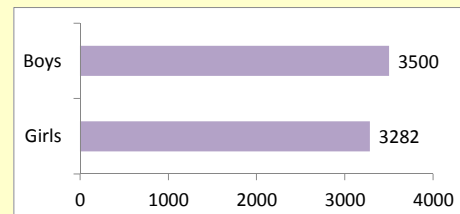
Boys - Age on September 1st, 2013
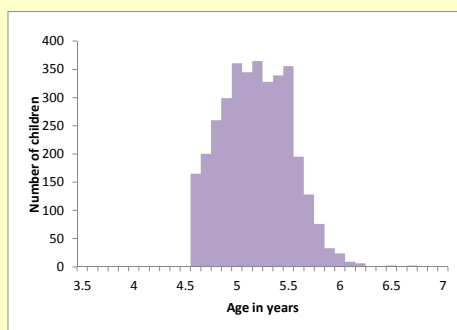
Girls - Age on September 1st, 2013
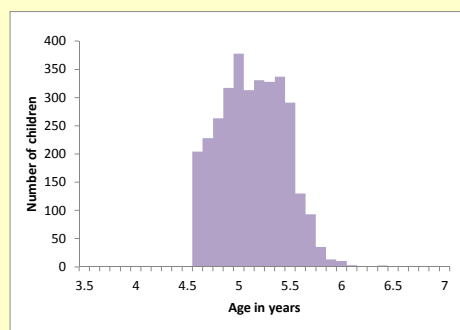
Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development
Fine motor - a child's ability to perform small movements that require hand-eye coordination.
Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

Overview of EYE-TA Results, Fall 2013

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Early Years Evaluation-Teacher Assessment (EYE-TA)
Summary Report for Edmonton Public Schools
Kindergarten, Fall 2013

EDMONTON PUBLIC SCHOOLS
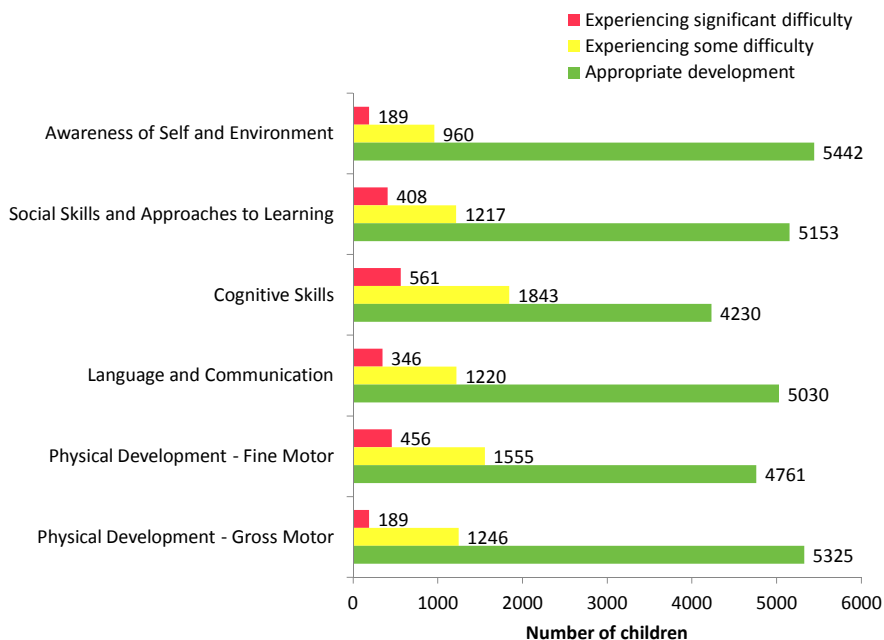
Responsive Tiered Instruction (RTI)

Early identification followed by a tiered approach to instruction during the primary school years (kindergarten to grade 3) can substantially reduce the prevalence of reading failure.[5] To achieve this, pre-schools, schools and school districts need a consistent and reliable approach to the early identification of children who are at risk of experiencing difficulties in learning to read. Results from the Early Years Evaluation-Teacher Assessment can be used to identify vulnerable children based on their levels of skill development. Children are classified into three categories consistent with a responsive, tiered approach to instruction.[6] This is commonly called "Response-to-Intervention"; we prefer the term "Responsive Tiered Instruction" (RTI).

The RTI approach is an inclusive approach to meeting students learning needs; it requires that **all** students receive Tier 1 instruction in the regular classroom. Tier 1 entails research-based, quality instruction using universal strategies and a variety of approaches. Students with Tier 2 learning needs also receive targeted, small group instruction that can be provided within or outside the classroom. Students with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs. For example, some well-known RTI models advocate that Tier 2 students should receive an additional 30 minutes of instruction per day in small groups, while Tier 3 students might receive two additional 30-minute periods of individualized instruction.[5]

Our longitudinal research shows that children's EYE-TA scores in kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE-TA measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Awareness of Self and Environment, Social Skills and Approaches to Learning, and Fine Motor skills. Thus, we can use the EYE-TA data to discern which children are most likely to require extra support developing their reading skills during the primary school years. The figure below shows the results for the kindergarten children in Edmonton Public Schools based on the 2013 fall data.

Number of children in each tier in a Responsive Tiered Instruction (RTI) framework, Fall 2013

RTI Category

- Tier 3: 866
- Tier 2: 1556
- Tier 1: 4178

Number of children
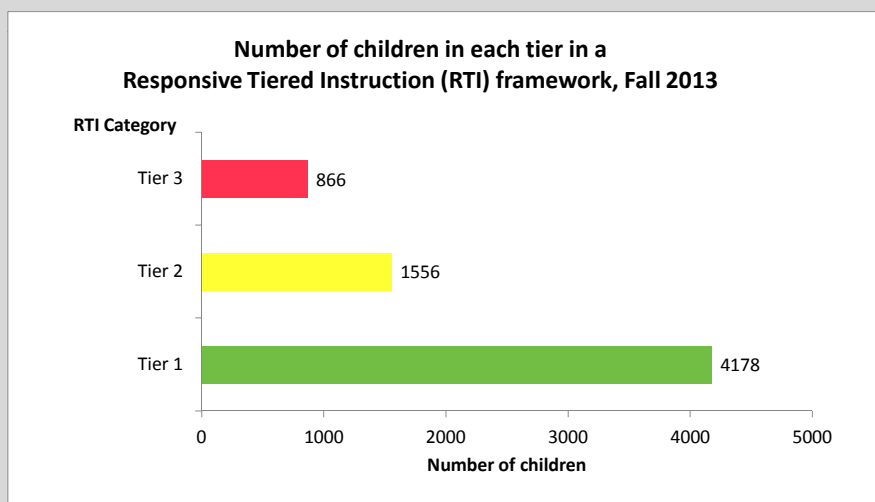
References

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EDMONTON PUBLIC SCHOOLS

Everyone's In | INCLUSIVE LEARNING

An Educational Strengths-Based Approach

"We must have an absolute belief that every learner has potential."

— Adapted from *Embracing a Strength-Based Perspective and Practice in Education by Resiliency Initiatives*, 2011

epsb.ca

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A critical shift in how we view and describe students is necessary as district staff collaborate and refine practice around programming and intervention planning in support of all learners. This shift is cultural in nature and involves taking a strengths-based approach toward meeting the diverse needs of our students.

Defining the Strengths-Based Approach

A strengths-based approach places emphasis on what students can do, rather than on the limits of a diagnosed condition. It is learner-centered, with the primary goal of supporting individual students over time as they develop their knowledge, skills and abilities to become contributing members of the community. This approach is designed to help students experience personal breakthroughs, long-term growth and achievement and to help them successfully move towards high school completion.

Strengths-based programming has evolved from a shift in thinking with respect to education perspectives and processes. A strengths-based approach requires educators to embrace challenges as new learning opportunities, systematically develop and apply their own strengths as they work to improve skills, design and implement programming interventions as well as create activities to assist and accommodate learners. A focus on strengths involves learners, their families and support networks (e.g., extended family, community connections, caregivers, peers) being involved with educational program planning. Family and caregiver involvement plays an important role in documenting competencies, establishing positive expectations and putting supports in place that will foster continual growth and development. Finally, through a collaborative approach, a learning team undertakes vital work to identify supports and services that best match the student's strengths and needs.

Shifting our Culture

Developing and sustaining a strengths-based approach requires the creation of a strengths-based culture throughout the District.

As we work toward a cultural shift in the District, we must:

- **Share the vision:** Intentionally move away from a focus on deficits, concerns and problems and look instead at what is working and build on successes as the catalyst for change.

- **Embrace creativity and change:** Empower individuals to be innovative and strive for excellence as they look at challenges in multiple ways. Change processes should unfold along a continuum and foster a deeper understanding of research-based practices.

- **Ensure welcoming environments:** Creating open, welcoming environments in every school community, and within all aspects of the organization, must become the norm.

- **Reflect strengths-based models and principles:** Strong leadership is required to promote and nurture a strengths-based approach that is consistently and purposefully supported by all staff. This approach is mindful of language or vocabulary that is used to describe and talk about individuals, families and practices.

- **Include everyone:** Collaboration must be supported in order to build strong relationships, set realistic goals, optimize competencies and use resources efficiently while embracing a problem-solving mind set with a focus on strengths, and the acceptance of self and others. An investment in fostering broader community involvement will provide meaningful learning opportunities and support for students, families and staff.

Essential Elements

Essential elements of a strengths-based culture are positive, supportive relationships, a learner-centered perspective and engaging learning environments. These elements are not "stand alone," rather they are interwoven, supportive of one another and equally important.

A holistic view is supportive of understanding a strengths-based approach. It requires studying the learner across environments when identifying strengths, learning needs, creating goals and defining objectives. Gathering and synthesizing unbiased and objective information about a learner's history using a learner profile approach is a vital part of that effort. This kind of approach acknowledges the student's story and describes meaningful learner engagement in order to identify and implement effective, timely interventions, should they be necessary.

Relationship Building

In order to pursue strengths-based programming and assessment, there needs to be deliberate engagement with learners and their families. The development of relationships should occur within the school and communities in which students live, with consideration of their future needs as they transition through the elementary grades and into junior high and high school.

- **Foster an engaged school community:** Create opportunities for parents or families to become involved in learning and in celebrating successes.

- **Create a culture of positivity and belongingness:** Articulate an absolute belief that every learner has strength and potential. Use language and a vocabulary of strength rather than one of deficit.

- **Communicate openly and honestly:** Develop effective and open systems of communication between home and school. Consider family strengths and assets. Acknowledge that family and school perspectives both have value. Engage familes in regular, reciprocal discussions that are conversational and meaningful in order to monitor growth, as well as to identify and plan effective supports and interventions.

- **Collaborate to identify goals and next steps:** Use staff and family knowledge of student strengths for program planning and to outline goals and next steps in teaching and learning. Focus on developing strengths and supports in order to help students achieve learner outcomes and experience ongoing growth.

A Learner-centered Perspective

Learner centered assessment, programming and intervention supports cognitive, social and emotional development of each child within their diverse community of learners. Consider what a student thinks about themselves, and what is important to them and their reality as the beginning of intervention planning. Leveraging natural talents supports engagement, increases social participation, creates supportive relationships and promotes positive peer relationships. These are all factors inherent to learner success.

- **Align to Universal Design for Learning principles:** Consider learning goals for individual students. Increase accessibility to learning by creating intentional, but flexible learning outcomes. Seek solutions to address barriers to learning through alignment with Universal Design for Learning principles.

- **Assess regularly and with purpose:** Evaluate learner progress through multiple means, such as direct observation and ongoing reflection, and informal and formal assessment tools. Information from standardized assessment should be considered supplemental to programming or as confirmation of what is learned through informal information that is gathered. Consistently use clear and measurable learning goals as the basis for assessment processes. Functional, observable classroom measures should be of primary consideration. Document and report achievement in accurate and meaningful terms.

- **Access appropriate tools, strategies & processes:** Ensure access to tools, strategies, materials and technologies that support learners according to their strengths. Respect diverse perspectives, use differentiated instruction strategies, and Universal Design for Learning principles to support individual learners and their learning styles while tailoring programming for personalized learning. A broad view, Student Learner Profile, *(see: Learner Profile and Intervention Plan under Resources)* should be developed, reviewed and revised as needed. Areas of strength and defined areas that require "right now" support should be determined as the need for support or intervention arises. Encourage authentic engagement of families/guardians in Individual Program Plan processes for students with special eligibility.

- **Identify needs in a variety of contexts:** Identify talents and abilities in all areas of development (academic, behavioural, social-emotional) in environments where the learner is most effective. Positive qualities in one environment should be used to address programming needs in other learning contexts. Use positive behavioural supports to shape learning behaviours. Differentiate instruction and implement interventions to engage students at their "just right" learning level. Next steps should be planned in an accountability system that is outcome-based.

- **Provide appropriate and timely intervention:** Focus on developing appropriate, timely interventions on an ongoing basis, to build student resiliency. Timely intervention allows students to benefit from the right service at the right time. Understand that identified interests, strengths, learning needs, supports and/or results are fluid in time and across environments. Apply the Pyramid of Intervention Framework to define universal, targeted or specialized supports unique to each learner.

- **Wrap supports and services around the learner:** Plan and program, in collaboration with service providers and community partners, to support identified areas of strength and need for individual learners, classrooms and broader school environments.

The Learning Environment

A strengths-based approach requires a conscious consideration of physical, academic and social aspects of each learning environment in order to help students feel included in classrooms and the broader school community.

- **Ensure social acceptance in all environments:** Students with disabilities are not conditional members of classrooms. Facilitate peer relationships and promote a sense of belonging and well-being. Everyone must be accepted and supported by all members of the school community.

- **Plan accessible physical environments:** Classroom and common spaces must accommodate physical needs of diverse groupings and ensure safe learning environments where experiences and learning can be accessed, integrated and valued by all learners. Physical accessibility assessments and renovations should occur when needed to ensure physical access and inclusiveness within any school environment.

- **Deepen learner understanding:** Provide opportunities for students to deepen their own knowledge of personal strengths and learning styles in order to foster an understanding of how they can apply their assets in different settings.

- **Identify classroom assets:** Employ a balanced approach by providing a variety of tools, technologies and/or strategies that students can easily access in order to experience success within any classroom context. Aligning tools to support student needs and enhance strengths will assist them in identifying and reflecting on their own personal strengths and needs and guide interactions with their peers.

In Summary

Critical factors of relationship building, learner-centered perspectives and the learning environment must be considered as schools create and maintain strengths-based cultures. District leaders are expected to support and build staff capacity using the Pyramid of Intervention framework, strengths-based programming and Universal Design for Learning. As strengths-based programming and assessment skills, knowledge and tools are developed, it will be important to ensure staff have sufficient time and opportunity to develop supportive relationships and refine practice. Accurate information must be gathered, reflected upon and used for the development of appropriate goals and objectives within a student-centered school plan. To be successful, school leaders will need to work closely with staff and parent groups to analyze and shape individual school contexts, so that each and every student within our system can feel like they belong and become successful in their program of study.

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ABC's of Strength-Based Assessment

Identifying learner strengths and evaluating progress is a complex task. There are many tools that can be used to support these processes. Functional, observable classroom measures are considered to be the most reliable measures of student knowledge and growth, but information from standardized assessment should also be considered when specific questions arise. Below is a table outlining examples of tools that can be used, who should be using them and processes that can be implemented for the purpose of better understanding learner strengths.

ACADEMIC

	What	Who	How
Universal	Academic achievement in relation to the Program of Studies. Measurement of essential skills in relation to curricular outcomes: • Reading • Writing • Mathematics	• Teacher(s)	Classroom assessments, such as, but not limited to: • Fountas-Pinnell Benchmark Assessment System • Observations, conversations, products • Assessment of, for, and as learning e.g., rubrics, teacher tests, I can statements • PAT, HLAT, teacher developed and publisher developed assessments • CTBS - Canadian Test of Basic Skills • ELL Benchmarking • IRI - Informal Reading Inventories
Targeted		• School based reading specialists (Reading recovery, MYLI, HSLI, site program instructors)	• Running records and diagnostic assessment results
Specialized		• Reading Specialist	• WIAT - Weschler Individual Achievement Test • K-TEA - Kaufman Test of Educational Achievement • TEWL - Test of Early Written Language • TOWL - Test of Written Language • Woodcock - Johnson • TERA - Test of Early Reading Assessment

BEHAVIOURAL

	What	Who	How
Universal	• Social skills • Self-confidence • Coping skills • Learning preferences • Motivation/interests • Values • Study skills • Self-regulation • Social supports	• Teachers • School Administration • Other school staff	• Observation • Checklists and surveys • Conversations with parents
Targeted	• Social skills • Self-confidence • Coping skills • Learning preferences • Motivation/interests • Values • Study skills • Self-regulation • Social supports	• Teacher • Parents • Consultants	• Murphy-Meisgeier (Myers-Briggs) • Seligman's VIA Traits • SAED
Specialized	• Identify externalizing, internalizing and adjustment factors to define strengths as well as diagnoses based on DSM criteria.	• Psychologist – through interpretation of teacher and parent ratings, classroom conversations and analysis of student history and social context.	• BASC-2 • Devereux • Connor's-3

COGNITIVE

	What	**Who**	**How**
Universal	• Higher order thinking skills • Process skills	• Teacher	• Observations, conversations, products • Assessment of, for and as learning • Multiple Intelligences Surveys • CCAT - Canadian Cognitive Abilities Test
Targeted	• Adaptive – Functional assessment	• Teacher observation with interpretation by psychologist	• ABAS-II • Vineland
Specialized	• Verbal reasoning • Perceptual reasoning • Auditory memory • Processing speed	• Psychologist	• WISC-IV, WAIS-IV, WPPSI-IV, SB-V, WISC Integrated, wnv

DEVELOPMENTAL

	What	**Who**	**How**
Universal	• Communication • Fine & gross motor skills • Vision and hearing • Organizational skills	• Teacher and other classroom or school staff	• Observation and data collection • Conversations with parents • EYE – Early Years Evaluation – teacher assessment
Targeted	• Psychological/social • OT/PT/SLP/vision • Audiology/hearing	• Inclusive Learning Consultants • ESHIP partners	• Specialized assessment tools: e.g., CARS, GARS, GADS. Conners-3, BRIEF, CELF, Bayley, Brigance Diagnostic
Specialized	• Medical concerns or queries	• Pediatrician • Family Doctor • Psychiatrist	• Medical diagnostic procedures

EDMONTON PUBLIC SCHOOLS

September 2013

Everyone's In | INCLUSIVE LEARNING

Supporting inclusive education through a strengths-based approach

"At Edmonton Public Schools, inclusive education means ensuring every one of our students, no matter their cultural background, socio-economic status, sexual orientation, age, gender, ability or disability has access to the supports they need, feels a sense of belonging and receives a high quality education. It's about our efforts to build environments that are truly welcoming of all kids." — Darrel Robertson, Superintendent

How can we create the inclusive education system we envision? One of the most important things every school can do is take a strengths-based approach to learning—placing an emphasis on what students 'can do' rather than on the limits of a diagnosed condition, so they can experience personal breakthroughs as well as long-term growth and success. This approach acknowledges a student's story and provides them with meaningful learning opportunities based on their strengths, learning needs and goals. In this way, schools can better identify and implement effective interventions to support students.

Educators are responsible for embracing new challenges as learning opportunities, and developing and applying their own strengths as they work to improve skills, design programs and implement interventions. Accountability systems are outcome-based and ensure that indicators of success are measured and carefully reported.

A focus on strengths involves collaboration between students, their families, schools and community partners. By forming respectful, trusting relationships, learning teams undertake the vital work of identifying supports and services that best match student strengths and needs.

In the coming months, look for *Everyone's In* tipsheets to provide helpful tips on how you can create an inclusive learning environment for all students in collaboration with staff, parents and community partners.

Shaping the school environment

Here are some things to keep in mind as you support a strengths-based approach in your school:

- Create a culture of positivity and belongingness that is welcoming of all students and families.
- Communicate openly and honestly.
- Collaborate to identify goals and next steps in support of students needing accommodations and supports.
- Ensure social acceptance within all learning environments and plan for physical accessibility.

Our focus in the classroom

Tips to discuss as a team:

- Align to Universal Design for Learning principles.
- Assess and report regularly and with purpose.
- Access appropriate tools, strategies and processes.
- Identify learner strengths within a variety of contexts.
- Provide appropriate and timely interventions, wrap-around supports and services.
- Deepen each student's understanding of themselves.

Helpful resources

To learn more about strengths-based programming, check out the following link:

Person-Centered Thinking in Development Disabilities – Dreaming Possible Dreams by Lynn K. Jones (2012) www.socialworktoday.com/archive/exc_011909.shtml.

epsb.ca

Everyone's In | INCLUSIVE LEARNING

Creating Learner Centred Individualized Program Plans (IPPs)

As our classrooms become more and more diverse, many staff ask, "Do IPPs have to be written for every student in need of intervention or specialized supports?" The answer is actually straightforward and doesn't have to be confusing. The Standards for Special Education outlines that an **IPP is only required when special education criteria has been met.**

An Individualized Program Plan is designed to be learner centred and address the learning needs of each student. It must be an intentional plan – a dynamic document that acts as a road map for a year long segment within a life long educational journey. It serves as a tool for documenting student success and defining transition supports as the student moves through their educational program. A well developed IPP honours a student's history, includes their learner profile and relevant conditions that impact classroom functioning. It projects the next 'right now' steps for learning. The learner's strengths and areas of interest should be seen as the underpinnings for goal setting. Every learning context where the student participates should be considered when writing their IPP, in addition to how instruction can be adapted and differentiated in support of each student's unique learning style.

> ## "A goal without a plan is just a wish."
>
> **— LARRY ELDER**

Shaping the school environment:

- Establish an IPP process that drives programming; for example, you might ensure that the teacher who has the most contact with the student with eligibility coordinates that IPP.

- Ensure at least one staff member is identified as the IPP coordinator every year. This should be someone who can answer technical questions about entering data into PowerSchool IPPs, understands what is required in content areas within the IPP, is able to assist other staff with file reviews and interpreting information within. It should also be someone who is willing to review completion and accuracy of IPPs.

- Encourage the IPP process to 'come alive' by enabling staff to access consultative support when planning and problem-solving around programming questions.

Our work in the classroom:

- Come together collaboratively with parents to obtain input.

- Complete a review of the student file (hard copy and Pinpoint). Read the file keeping student strengths and learning needs in mind.

- Establish learner goals or outcomes using a range of assessment methods, including teacher observations and classroom assessments; parent insights and observations; input and recommendations from the previous learning team; as well as specialist input and information.

- Create meaningful, measurable, attainable and educationally relevant IPP goals.

- Regularly monitor and change goals, as needed, throughout the year. Consider the IPP to be a working document that grows with the student. As they progress in skill development, so should the IPP.

- Ensure that all essential elements, as required by Alberta Education, are included.

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Everyone's In | INCLUSIVE LEARNING

The Pyramid of Intervention – Helping Parents Participate

"Parents who are involved in their children's education – even in the early grades – often make the difference between academic success and failure." — Alliance for Excellent Education

Every parent and caregiver hopes their child will be part of a community, have friends, and enjoy good health and well-being as they lead a happy life. As children grow and develop over time, necessary skills and behaviors must be learned through direct instruction at home, school and within the community. When skills are acquired through collaborative, supportive relationships, a strong foundation is built for adolescence and eventual adulthood. Working together, through a consultative model, we can identify learning needs and plan for programming supports. If concerns are addressed as they arise, and we work step by step to intervene when necessary, we can develop lifelong independence in our students.

Shaping the school environment:

A Pyramid of Intervention framework is used to guide collaborative processes between families, school and district staff. This is not a special program or book. It is an approach designed to help all students succeed by providing support as early as possible – when students show signs of difficulty. The school uses this multi-tiered process to provide research-based intervention and specialized services to assist students who demonstrate a need. A Pyramid of Intervention is designed to improve timely support for students with learning and behaviour needs, including those identified in need of specialized supports and services. Increasing levels of support can be planned for, implemented and closely monitored. Progress at each stage of intervention is used to make decisions about the need for further support or intervention.

Our focus in the classroom:

Parents want the best for their children, including a successful and positive school experience. Encourage parents to become involved in their child's education, even if it is in small ways. Helpful resources you can point them to include a tip sheet that offers some good general suggestions for direct involvement and a comprehensive guide for being part of a learning team if a parent has a child who has been identified as in need of specialized supports and services. At a minimum for all children, including children with disabilities, parents are an invaluable resource for teachers. A focus on creating trusting relationships with parents will provide critical information about what works best for their children with respect to learning and positive behaviour supports. When a child is struggling in school, there's no time to waste. Working together, we can keep all students on the road to success.

THE PYRAMID OF INTERVENTION
A Framework for Supporting All Students

Increasing levels of support

Specialized

Specialized Strategies
Intensified, individualized consultation and/or assessment with specialist from Inclusive Learning or external agencies.

Significant modifications/adaptations to instruction and/or necessary and consistent use of accommodations for learning.

Extensive "case management" required with involvement from a variety of school staff (principal, parents and consultants).

Targeted

Targeted Strategies
Designed for small groups of students struggling with specific skills.

Involves instructional accommodations and/or adaptations.

Interventions are delivered as needed; progress is measured frequently to determine effectiveness.

Supports are often supplemental, differentiated or small group instruction, and/or targeted literacy intervention programs.

Universal

Universal Strategies
Features a Universal Design for Learning approach, high quality instruction, research-based interventions and school-wide screening processes to identify students at-risk.

A majority of students will benefit from supports at this level.

Everyone's In | INCLUSIVE LEARNING

The Pyramid of Intervention – A Planning Tool

"Educational practices that are flexible and responsive to the strengths and needs of individual students create inclusive learning experiences that ensure all students are successful."— Alberta Education

Our Pyramid of Intervention framework is used to guide collaborative processes between district staff and families. It is a multi-tiered framework designed to address challenges by systematically delivering a range of interventions, for any student who may require them, at the appropriate time, based on individual student strengths and needs. The tiered process provides flexibility within a comprehensive system of instruction and intervention. Proactive planning processes allow us to respond to student needs without waiting to determine special education eligibility.

Shaping the school environment:

Interventions are meant to fortify universal classroom strategies and are short term and structured. Students in need of intervention should be identified through a Learner Profile approach where a review of existing data and broad-based classroom assessment practices are used to "red flag" or confirm a need for intervention. All interventions must be monitored through on-going data collection. Intervention processes should include a feedback loop to any school or district staff connected to the student and their family, so that transitions and transference of skill can be supported across a variety of settings.

CLASSROOM TEACHER & STUDENTS

External to school (IL RCSD*, others) — Few students requires specialized external supports.

Within School — Some student are identified as needing supports offered within school (e.g. Reading Recovery, MYLI, HSLI).

Within Classroom — All students receive supports through Universal Design for Learning (UDL) practices and other research based best practices (e.g. Guided Reading).

Our work in the classroom:

Individual student pyramids can be used to share information with parents and other staff when discussing student progress. Try using a blank pyramid template at a parent conference to report and record how a particular student is being supported with accommodations or program modifications.

STUDENT NAME

External to school (IL RCSD*, others) — Deaf & Hard of Hearing consultant

Within School — Personal FM Systems Daily pull out of articulation exercises with EA - 10 min a day.

Within Classroom — Laptop with software, including speech to text, differentiated instruction in LA & math. Visual copies on classroom materials.
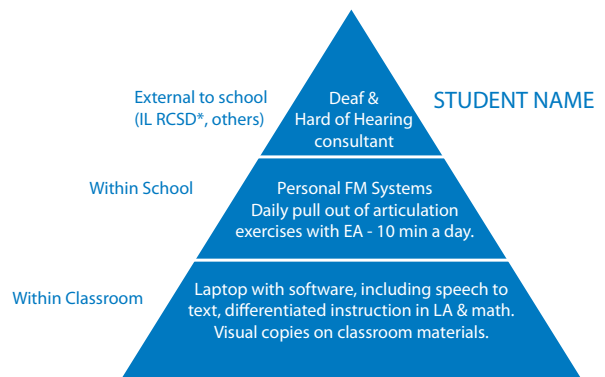
Classroom pyramids can be developed as a tool for discussions during one on ones. Teachers can provide school administrators with a clear picture of which students need supports at which level in a fast and efficient format. School administration can then, in turn, begin the referral process for students requiring supports from outside of the school.

As school staff work through designing appropriate programs and interventions, many resources are available at:

http://www.education.alberta.ca/admin/supportingstudent/diverselearning.aspx

*Regional Collaborating Service Delivery

epsb.ca

Everyone's In | INCLUSIVE LEARNING

People-first Language

What is People-first Language?

More than just a fad or political correctness, people-first language emphasizes each person's value by focusing on the person rather than the disability. As the term implies, people-first language refers to the individual first and the disability second. Students with disabilities are, first and foremost, students. They just happen to have a disability. Students with disabilities have individual abilities, interests and needs. Using people-first language will help eliminate generalizations, assumptions and stereotypes by focusing on the person rather than the disability. It provides us with the opportunity to view all students through the lens of their strengths, rather than their challenges.

Educators have great influence on the actions, attitudes and language of their students and colleagues. Words are powerful and can foster positive images and abilities or perpetuate negative connotations. Being aware of and using people-first language is a simple way to define a student's value and potential.

> "What do you call a student with a disability? A student."
>
> — UNKNOWN

Shaping the school environment

- Focus on the person first and the disability last – e.g., say, "He has behavior support needs," instead of, "He is a behavior student."
- Never equate the student with the disability. Do not refer to the student as an epileptic or a quadriplegic. These labels are simply medical diagnosis.
- Do not reference a student's disability in conversation unless it's relevant.

Our work in the classroom

- Model people-first language for your students.
- Encourage your students to use people-first language in their interactions with classmates.
- Define all students not by their deficits, but by the skills and talents they possess.
- Monitor students' use of words, such as retard, retarded, moron or idiot as these words are offensive and have a historical origin in how students with disabilities were described.

Helpful resources

To learn more about people-first language check out the following links:

http://www.disabilityisnatural.com/images/PDF/pfl09.pdf

http://www.huffingtonpost.com/soeren-palumbo/spread-the-word-to-end-the-word_b_2819328.html

epsb.ca

Everyone's In | INCLUSIVE LEARNING

Meaningful Social Inclusion

What is Social Inclusion?

Social inclusion is about ensuring all students have the opportunity to learn and live within an environment that recognizes their strengths and contributions. It's also about providing them with opportunities to be active members in every aspect of their school community. Making a student feel included, valued and welcomed is as important as helping them to meet curricular outcomes.

As educators, we play an important role in nurturing social inclusion. We have the power to help every student, regardless of their abilities or challenges, benefit from positive peer relationships and experiences that will allow them to gain the social competencies they need to live a fulfilling life at school, at home, and in the larger community.

"Let's stop 'tolerating' or 'accepting' difference, as if we're so much better for not being different in the first place. Instead, let's celebrate difference, because in this world it takes a lot of guts to be different."

— **KATE BORNSTEIN,**
Author & Playwright

Shaping the school environment

- Establish a school environment that is welcoming and inclusive of all students.
- Develop a school community that celebrates diversity; encourage students of different backgrounds and perspectives to help create a positive school culture.
- Address issues of access, so that all students can not only feel physically included, but also emotionally connected to different activities and aspects of the school experience.
- Build the school library collection with books that reflect people with disabilities in positive roles and who have meaningful friendships with their peers.

Our work in the classroom

- Use instructional strategies that engage students in building their social and leadership skills as well as a strong sense of citizenship.
- Use a range of strategies to support interactions between peers (e.g., peer modeling, direct instruction, role-play, social stories, scripted responses, visual charts, comic book conversations).
- Openly deal with individual differences in discussion. Be proactive rather than reactive.
- Plan opportunities for peers to interact in non-academic aspects of the school life (e.g., extra-curricular activities).
- Support families in helping their child build relationships beyond the school environment.

Helpful resources

To learn more about supporting social inclusion, check out the following links:

http://www.learnalberta.ca/content/insp/html/index.html

http://www.schoolclimate.org/publications/documents/sc-brief-inclusion.pdf

epsb.ca

Statistical Data on Students with Special Education Needs

- **Highlights of Data**

- The Edmonton Public School District's enrollment is increasing, also Early Childhood Services enrollment is increasing.
- As of September 30 2013, there were 11,165 Students with Special Education Needs enrolled in the District. This attachment provides three years of data.
- The Accountability pillar data shows that, the District is doing better with providing supports to teachers of Students with Special Education Needs compared to the previous years.
- Division III (Grades 7-9) has the largest number of Students with Special Education Needs, 27% of all the Students with Special Education Needs are enrolled in Division III.

ATTACHMENT IV

Section 1 - Students with Special Education Needs Enrollment Details

Table 1 - Numbers and Distribution of Students with Special Education Needs 2011-2013- **All Divisions**

Eligibility Group	Eligibility Name	2011	2012	2013	Change 2012-2013	% Change 2012-2013	Initial Trend*
Academic Adaptations							
	Gifted & Talented	1075	1007	1018	11	1.09%	
	Literacy	920	727	538	-189	-26.00%	
	Learning Disability	2661	2707	2723	16	0.59%	
	Adaptation	203	148	95	-53	-35.81%	
Academic Adaptations Total		4859	4589	4374	-215	-4.69%	
Cognitive Disability							
	Mild/Moderate Cognitive	1671	1549	1412	-137	-8.84%	
	Severe Cognitive	59	51	48	-3	-5.88%	
Cognitive Disability Total		1730	1600	1460	-140	-8.75%	
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	317	321	303	-18	-5.61%	
	Severe Phys and/or Med	576	595	609	14	2.35%	
	Sponsored Special Needs**	25	23	20	-3	-13.04%	
Physical and/or Medical Dis. Total		918	939	932	-7	-0.75%	
Pervasive Development							
	Autism Spectrum	466	561	647	86	15.33%	
Pervasive Development Total		466	561	647	86	15.33%	
Sensory Disabilities							
	Communication Disability	96	93	100	7	7.53%	
	Deaf or Hard of Hearing	114	132	131	-1	-0.76%	
	Visual Impairment	28	27	26	-1	-3.70%	
Sensory Disabilities Total		238	252	257	5	1.98%	
Behaviour and Development							
	Mod Emotional/Behavioural Dis	88	88	82	-6	-6.82%	
	Sev Emotional/Behavioural	1088	1096	1119	23	2.10%	
Behaviour and Development Total		1176	1184	1201	17	1.44%	
ECS Funded***							
	PUF**** and Mild/Mod	1930	2065	2294	229	11.09%	
ECS Funded Total		1930	2065	2294	229	11.09%	
Sub-Total							
	Sub-Total	11317	11190	11165	-25	-0.22%	
All Other Students							
	All Other Students	69252	72093	75295	3202	4.44%	
Grand Total		80569	83283	86460	3177	3.81%	

*Trend not to scale.

Data as of September 30th for each year.

Metro data is not included

**Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.

***ECS Funded - Early Childhood Services Funded

****PUF - Program Unit Funded

Table 1.1 - Numbers and Distribution of Students with Special Education Needs 2011-2013- **Early Childhood Services (Pre-K and K)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
ECS Funded**							
	PUF*** and Mild/Mod	1930	2065	2294	229	11.09%	
ECS Funded Total		1930	2065	2294	229	11.09%	
Sub-Total							
	Sub-Total	1930	2065	2294	229	11.09%	
All Other Students							
	All Other Students	5005	5492	5602	110	2.00%	
Grand Total		6935	7557	7896	339	4.49%	
*Trend not to scale.							
Data as of September 30th for each year.							
**ECS Funded - Early Childhood Services Funded							
***PUF - Program Unit Funded							

Table 1.2 - Numbers and Distribution of Students with Special Education Needs 2011-2013- **Division I (Grades 1-3)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
Academic Adaptations							
	Gifted & Talented	126	111	99	-12	-10.81%	
	Learning Disability	292	226	170	-56	-24.78%	
	Adaptation	6	2	1	-1	-50.00%	
Academic Adaptations Total		424	339	270	-69	-20.35%	
Cognitive Disability							
	Mild/Moderate Cognitive	241	224	220	-4	-1.79%	
	Severe Cognitive	9	4	4	0	0.00%	
Cognitive Disability Total		250	228	224	-4	-1.75%	
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	47	46	46	0	0.00%	
	Severe Phys and/or Med	105	120	134	14	11.67%	
	Sponsored Special Needs**	1	1	1	0	0.00%	
Physical and/or Medical Dis. Total		153	167	181	14	8.38%	
Pervasive Development							
	Autism Spectrum	160	181	224	43	23.76%	
Pervasive Development Total		160	181	224	43	23.76%	
Sensory Disabilities							
	Communication Disability	55	63	77	14	22.22%	
	Deaf or Hard of Hearing	21	25	25	0	0.00%	
	Visual Impairment	3	0	2	2	0.00%	
Sensory Disabilities Total		79	88	104	16	18.18%	
Behaviour and Development							
	Mod Emotional/Behavioural Dis	29	30	27	-3	-10.00%	
	Sev Emotional/Behavioural	288	291	287	-4	-1.37%	
Behaviour and Development Total		317	321	314	-7	-2.18%	
Sub-Total							
	Sub-Total	1383	1324	1317	-7	-0.53%	
All Other Students							
	All Other Students	16013	17061	18446	1385	8.12%	
Grand Total		17396	18385	19763	1378	7.50%	

*Trend not to scale.

Data as of September 30th for each year.

**Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.

Table 1.3 - Numbers and Distribution of Students with Special Education Needs 2011-2013- **Division II (Grades 4-6)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
Academic Adaptations							
	Gifted & Talented	301	278	283	5	1.80%	
	Literacy	261	203	153	-50	-24.63%	
	Learning Disability	977	912	848	-64	-7.02%	
	Adaptation	21	15	13	-2	-13.33%	
Academic Adaptations Total		1560	1408	1297	-111	-7.88%	
Cognitive Disability							
	Mild/Moderate Cognitive	363	329	282	-47	-14.29%	
	Severe Cognitive	7	9	11	2	22.22%	
Cognitive Disability Total		370	338	293	-45	-13.31%	
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	66	59	53	-6	-10.17%	
	Severe Phys and/or Med	149	139	126	-13	-9.35%	
	Sponsored Special Needs**	4	3	4	1	33.33%	
Physical and/or Medical Dis. Total		219	201	183	-18	-8.96%	
Pervasive Development							
	Autism Spectrum	108	141	170	29	20.57%	
Pervasive Development Total		108	141	170	29	20.57%	
Sensory Disabilities							
	Communication Disability	37	28	19	-9	-32.14%	
	Deaf or Hard of Hearing	29	34	29	-5	-14.71%	
	Visual Impairment	5	8	6	-2	-25.00%	
Sensory Disabilities Total		71	70	54	-16	-22.86%	
Behaviour and Development							
	Mod Emotional/Behavioural Dis	17	20	27	7	35.00%	
	Sev Emotional/Behavioural	324	364	368	4	1.10%	
Behaviour and Development Total		341	384	395	11	2.86%	
Sub-Total							
	Sub-Total	2669	2542	2392	-150	-5.90%	
All Other Students							
	All Other Students	13843	14776	15777	1001	6.77%	
Grand Total		16512	17318	18169	851	4.91%	

*Trend not to scale.

Data as of September 30th for each year.

**Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.

Table 1.4 - Numbers and Distribution of Students with Special Education Needs 2011-2013- **Division III (Grades 7-9)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
Academic Adaptations							
	Gifted & Talented	648	618	636	18	2.91%	
	Literacy	514	406	330	-76	-18.72%	
	Learning Disability	878	955	981	26	2.72%	
	Adaptation	43	32	18	-14	-43.75%	
Academic Adaptations Total		2083	2011	1965	-46	-2.29%	
Cognitive Disability							
	Mild/Moderate Cognitive	461	433	386	-47	-10.85%	
	Severe Cognitive	19	17	14	-3	-17.65%	
Cognitive Disability Total		480	450	400	-50	-11.11%	
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	92	91	78	-13	-14.29%	
	Severe Phys and/or Med	147	149	160	11	7.38%	
	Sponsored Special Needs**	13	10	3	-7	-70.00%	
Physical and/or Medical Dis. Total		252	250	241	-9	-3.60%	
Pervasive Development							
	Autism Spectrum	93	121	128	7	5.79%	
Pervasive Development Total		93	121	128	7	5.79%	
Sensory Disabilities							
	Communication Disability	4	2	4	2	100.00%	
	Deaf or Hard of Hearing	40	30	26	-4	-13.33%	
	Visual Impairment	5	6	5	-1	-16.67%	
Sensory Disabilities Total		49	38	35	-3	-7.89%	
Behaviour and Development							
	Mod Emotional/Behavioural Dis	23	22	17	-5	-22.73%	
	Sev Emotional/Behavioural	285	261	259	-2	-0.77%	
Behaviour and Development Total		308	283	276	-7	-2.47%	
Sub-Total							
	Sub-Total	3265	3153	3045	-108	-3.43%	
All Other Students							
	All Other Students	14203	14512	14817	305	2.10%	
Grand Total		17468	17665	17862	197	1.12%	

*Trend not to scale.

Data as of September 30th for each year.

**Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.

Table 1.5 - Numbers and Distribution of Students with Special Education Needs 2011-2013- **Division IV (Grades 10-12)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
Academic Adaptations							
	Literacy	145	118	55	-63	-53.39%	
	Learning Disability	514	614	724	110	17.92%	
	Adaptation	133	99	63	-36	-36.36%	
Academic Adaptations Total		792	831	842	11	1.32%	
Cognitive Disability							
	Mild/Moderate Cognitive	606	563	524	-39	-6.93%	
	Severe Cognitive	24	21	19	-2	-9.52%	
Cognitive Disability Total		630	584	543	-41	-7.02%	
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	112	125	126	1	0.80%	
	Severe Phys and/or Med	175	187	189	2	1.07%	
	Sponsored Special Needs**	7	9	12	3	33.33%	
Physical and/or Medical Dis. Total		294	321	327	6	1.87%	
Pervasive Development							
	Autism Spectrum	105	118	125	7	5.93%	
Pervasive Development Total		105	118	125	7	5.93%	
Sensory Disabilities							
	Deaf or Hard of Hearing	24	43	51	8	18.60%	
	Visual Impairment	15	13	13	0	0.00%	
Sensory Disabilities Total		39	56	64	8	14.29%	
Behaviour and Development							
	Mod Emotional/Behavioural Dis	19	16	11	-5	-31.25%	
	Sev Emotional/Behavioural	190	180	205	25	13.89%	
Behaviour and Development Total		209	196	216	20	10.20%	
Sub-Total							
	Sub-Total	2069	2106	2117	11	0.52%	
All Other Students							
	All Other Students	20188	20252	20653	401	1.98%	
Grand Total		22257	22358	22770	412	1.84%	

*Trend not to scale.

Data as of September 30th for each year.

Metro data is not included

**Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.

Table 1.6 – Data from SNAP (Special Needs Assisted Placement) as of April 11, 2014 - **All Divisions**

PROGRAM	Division I (gr: 1-3)	Division II (gr: 4-6)	Division III (gr: 7-9)	Division IV (gr: 10-12)	Totals 2014	Change from March 30, 2013
Behaviour and Learning Assistance (BLA)	219	199	144	----	562	-8.80%
BLA- Aspen Program (directed placement)	---	8	20	28	56	-18.80%
BLA –Opportunity	---	15	16	---	31	---
Gifted and Talented –Challenge	96	122	530	---	748	-13.40%
Gifted and Talented –Extensions	8	11	0	---	19	58.30%
Community Learning Skills (CLS)	31	32	53	54	170	2.40%
CLS-BLA	3	6	18	9	36	-23.40%
Deaf and Hard of Hearing (DHH)	12	24	12	21	69	7.20%
Individual Support Program (ISP)	27	11	17	39	94	6.80%
Interactions	110	41	73	70	294	15.70%
Literacy	---	89	274	---	363	-18.20%
Opportunity	179	237	389	****275	1080	-4.80%
Strategies	**77	277	427	***45	826	-5.50%
Strategies – French Immersion	---	34	---	---	34	70%
Tevie Miller Heritage School	84	13	*17	---	114	9.60%
Early Education	957					9.50%
Total	**1803**	**1119**	**1990**	**541**	**5453**	**-3.80%**

*Only serves Grade 7 students
**Program starts in Grade 2
***Only one school (Academy King Edward) is designated for Grades 10-12
****Only one school (LY Cairns) is designated for Grades 10-12

Table 1(a) - Breakdown of Sponsored Special Needs
- All Divisions

Eligibility Group	Eligibility Name	2011	2012	2013
Academic Adaptations				
	Gifted & Talented	0	0	1
Academic Adaptations Total		**0**	**0**	**1**
Cognitive Disability				
	Mild/Moderate Cognitive	0	1	1
Cognitive Disability Total		**0**	**1**	**1**
Physical and/or Medical Dis.				
	Severe Phys and/or Med	5	4	1
Physical and/or Medical Dis. Total		**5**	**4**	**1**
Pervasive Development				
	Autism Spectrum	1	1	1
Pervasive Development Total		**1**	**1**	**1**
Sensory Disabilities				
	Communication Disability	2	0	0
	Deaf or Hard of Hearing	17	17	15
Sensory Disabilities Total		**19**	**17**	**15**
Behaviour and Development				
	Sev Emotional/Behavioural	0	0	1
Behaviour and Development Total		**0**	**0**	**1**
Grand Total		**25**	**23**	**20**
Data as of September 30th for each year.				

Section 2 Special Needs Accountability Pillar Questions

Comparison of District to Province of Teacher Satisfaction with Timely Access to Student Assessment Services for Students with Learning Difficulties
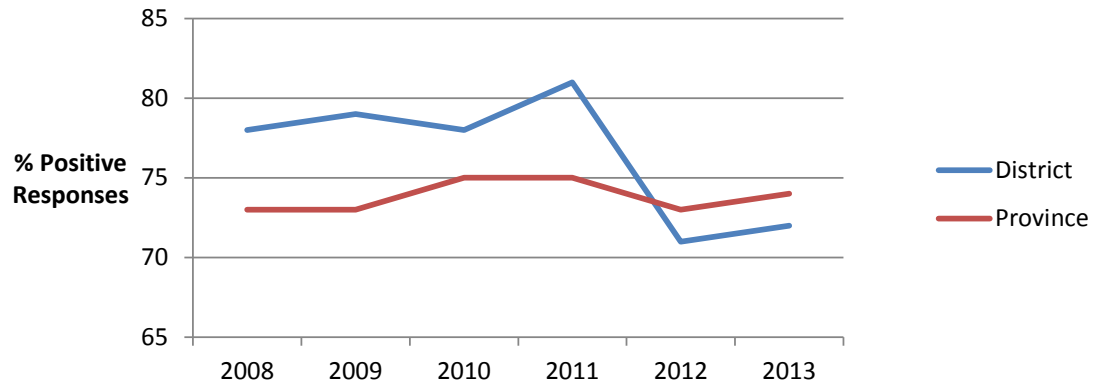
Comparison of District to Province of Teacher Satisfaction with Timely Access to Supports for Students with Special Education Needs
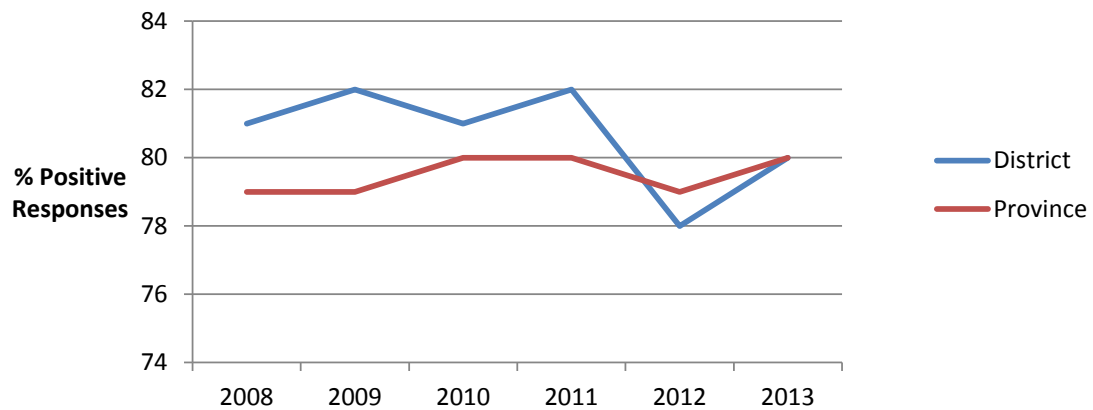
Comparison of District to Province of Parental Satisfaction with Special Support Child has Received in School
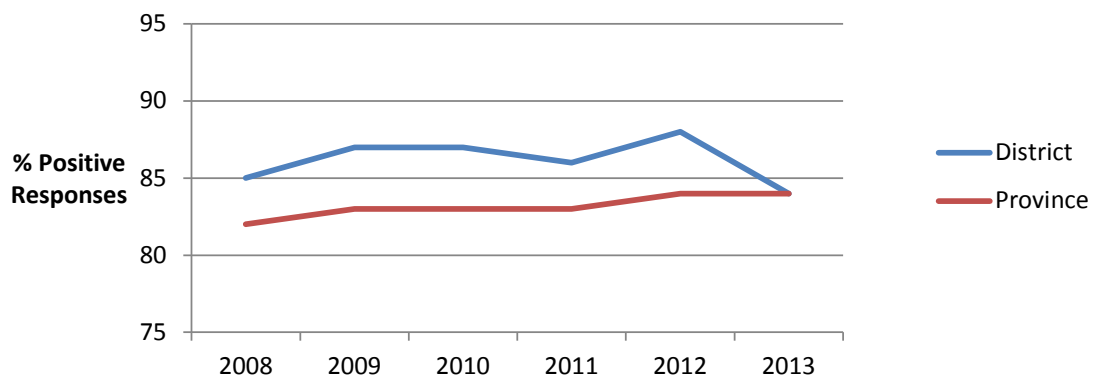
Section 3 - Highest Level of Achievement Test (HLAT) Data

Table 3 - HLAT **Reading** Results of Students 2011-2013- **All Divisions**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
Academic Adaptations										
	Gifted & Talented	989	256	0	911	245	0	883	212	0
	Literacy	2	197	674	0	173	570	1	152	417
	Learning Disability	59	1001	950	64	1052	1000	52	1005	992
	Adaptation	1	54	37	1	38	31	1	31	17
Academic Adaptations Total		**1051**	**1508**	**1661**	**976**	**1508**	**1601**	**937**	**1400**	**1426**
Cognitive Disability										
	Mild/Moderate Cognitive	0	117	906	1	98	838	1	93	763
	Severe Cognitive	0	0	0	0	0	0	0	0	0
Cognitive Disability Total		**0**	**117**	**906**	**1**	**98**	**838**	**1**	**93**	**763**
Physical and/or Medical Dis.										
	Moderate Phys and/or Med	15	90	94	17	85	85	8	86	84
	Severe Phys and/or Med	27	128	157	23	103	142	15	104	131
	Sponsored Special Needs	0	2	10	0	4	11	1	4	9
Physical and/or Medical Dis. Total		**42**	**220**	**261**	**40**	**192**	**238**	**24**	**194**	**224**
Pervasive Development										
	Autism Spectrum	16	57	82	24	77	97	29	97	128
Pervasive Development Total		**16**	**57**	**82**	**24**	**77**	**97**	**29**	**97**	**128**
Sensory Disabilities										
	Communication Disability	1	36	45	0	39	48	0	32	48
	Deaf or Hard of Hearing	5	33	41	7	34	39	4	32	39
	Visual Impairment	1	5	7	2	5	4	2	6	4
Sensory Disabilities Total		**7**	**74**	**93**	**9**	**78**	**91**	**6**	**70**	**91**
Behaviour and Development										
	Mod Emotional/Behavioural Dis	2	33	29	4	30	32	5	28	33
	Sev Emotional/Behavioural	68	444	371	71	394	349	64	398	401
Behaviour and Development Total		**70**	**477**	**400**	**75**	**424**	**381**	**69**	**426**	**434**
Sub-Total										
	Sub-Total	1186	2453	3403	1125	2377	3246	1066	2280	3066
All Other Students										
	All Other Students	9422	28200	4136	9272	28962	4450	9657	30323	5104
Grand Total		**10608**	**30653**	**7539**	**10397**	**31339**	**7696**	**10723**	**32603**	**8170**

Students absent or exempt from the HLAT are shown in a separate chart.

Table 3.1 - HLAT **Reading** Results of Students 2011-2013-**Division I**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
Academic Adaptations										
	Gifted & Talented	129	43	0	112	35	0	98	20	0
	Learning Disability	5	141	196	5	116	172	3	99	137
	Adaptation	0	5	6	0	2	5	1	0	1
Academic Adaptations Total		134	189	202	117	153	177	102	119	138
Cognitive Disability										
	Mild/Moderate Cognitive	0	64	172	0	47	153	1	42	150
Cognitive Disability Total		0	64	172	0	47	153	1	42	150
Physical and/or Medical Dis.										
	Moderate Phys and/or Med	1	22	16	3	22	10	2	23	17
	Severe Phys and/or Med	3	30	34	4	21	28	1	29	19
	Sponsored Special Needs	0	0	1	0	1	0	0	0	1
Physical and/or Medical Dis. Total		4	52	51	7	44	38	3	52	37
Pervasive Development										
	Autism Spectrum	9	37	29	11	42	36	12	54	36
Pervasive Development Total		9	37	29	11	42	36	12	54	36
Sensory Disabilities										
	Communication Disability	1	30	17	0	34	14	0	29	20
	Deaf or Hard of Hearing	1	11	12	1	12	4	1	12	8
	Visual Impairment	1	0	2	0	2	0	0	0	0
Sensory Disabilities Total		3	41	31	1	48	18	1	41	28
Behaviour and Development										
	Mod Emotional/Behavioural Dis	2	13	8	3	15	10	4	13	12
	Sev Emotional/Behavioural	24	174	117	29	144	100	24	148	111
Behaviour and Development Total		26	187	125	32	159	110	28	161	123
Sub-Total										
	Sub-Total	176	570	610	168	493	532	147	469	512
All Other Students										
	All Other Students	3145	10081	1395	3167	10589	1559	3373	11254	1762
Grand Total		3321	10651	2005	3335	11082	2091	3520	11723	2274

Students absent or exempt from the HLAT are shown in a separate chart.

Table 3.2 -HLAT **Reading** Results of Students 2011-2013 -**Division II**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
Academic Adaptations										
	Gifted & Talented	316	94	0	284	72	0	284	75	0
	Literacy	0	48	234	0	61	204	1	57	143
	Learning Disability	37	473	438	35	474	471	24	421	443
	Adaptation	0	19	9	0	14	6	0	7	7
Academic Adaptations Total		**353**	**634**	**681**	**319**	**621**	**681**	**309**	**560**	**593**
Cognitive Disability										
	Mild/Moderate Cognitive	0	35	349	0	20	310	0	25	272
Cognitive Disability Total		**0**	**35**	**349**	**0**	**20**	**310**	**0**	**25**	**272**
Physical and/or Medical Dis.										
	Moderate Phys and/or Med	4	29	37	5	27	32	2	24	27
	Severe Phys and/or Med	12	45	57	9	46	57	7	36	51
	Sponsored Special Needs	0	0	3	0	1	2	1	1	2
Physical and/or Medical Dis. Total		**16**	**74**	**97**	**14**	**74**	**91**	**10**	**61**	**80**
Pervasive Development										
	Autism Spectrum	5	12	30	10	14	32	9	17	49
Pervasive Development Total		**5**	**12**	**30**	**10**	**14**	**32**	**9**	**17**	**49**
Sensory Disabilities										
	Communication Disability	0	6	24	0	4	30	0	3	26
	Deaf or Hard of Hearing	2	9	9	1	11	14	1	10	16
	Visual Impairment	0	2	1	2	1	1	2	3	1
Sensory Disabilities Total		**2**	**17**	**34**	**3**	**16**	**45**	**3**	**16**	**43**
Behaviour and Development										
	Mod Emotional/Behavioural Dis	0	13	10	0	8	9	0	7	13
	Sev Emotional/Behavioural	27	152	132	27	153	142	31	163	168
Behaviour and Development Total		**27**	**165**	**142**	**27**	**161**	**151**	**31**	**170**	**181**
Sub-Total										
	Sub-Total	403	937	1333	373	906	1310	362	849	1218
All Other Students										
	All Other Students	3128	8886	1282	3103	9197	1373	3292	9688	1614
Grand Total		**3531**	**9823**	**2615**	**3476**	**10103**	**2683**	**3654**	**10537**	**2832**

Students absent or exempt from the HLAT are shown in a separate chart.

Table 3.3 - HLAT **Reading** Results of Students 2011-2013-**Division III**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
Academic Adaptations										
	Gifted & Talented	544	119	0	515	138	0	501	117	0
	Literacy	2	149	440	0	112	366	0	95	274
	Learning Disability	17	387	316	24	462	357	25	485	412
	Adaptation	1	30	22	1	22	20	0	24	9
Academic Adaptations Total		**564**	**685**	**778**	**540**	**734**	**743**	**526**	**721**	**695**
Cognitive Disability										
	Mild/Moderate Cognitive	0	18	385	1	31	375	0	26	341
Cognitive Disability Total		**0**	**18**	**385**	**1**	**31**	**375**	**0**	**26**	**341**
Physical and/or Medical Dis.										
	Moderate Phys and/or Med	10	39	41	9	36	43	4	39	40
	Severe Phys and/or Med	12	53	66	10	36	57	7	39	61
	Sponsored Special Needs	0	2	6	0	2	9	0	3	6
Physical and/or Medical Dis. Total		**22**	**94**	**113**	**19**	**74**	**109**	**11**	**81**	**107**
Pervasive Development										
	Autism Spectrum	2	8	23	3	21	29	8	26	43
Pervasive Development Total		**2**	**8**	**23**	**3**	**21**	**29**	**8**	**26**	**43**
Sensory Disabilities										
	Communication Disability	0	0	4	0	1	4	0	0	2
	Deaf or Hard of Hearing	2	13	20	5	11	21	2	10	15
	Visual Impairment	0	3	4	0	2	3	0	3	3
Sensory Disabilities Total		**2**	**16**	**28**	**5**	**14**	**28**	**2**	**13**	**20**
Behaviour and Development										
	Mod Emotional/Behavioural Dis	0	7	11	1	7	13	1	8	8
	Sev Emotional/Behavioural	17	118	122	15	97	107	9	87	122
Behaviour and Development Total		**17**	**125**	**133**	**16**	**104**	**120**	**10**	**95**	**130**
Sub-Total										
	Sub-Total	607	946	1460	584	978	1404	557	962	1336
All Other Students										
	All Other Students	3149	9233	1459	3002	9176	1518	2992	9381	1728
Grand Total		**3756**	**10179**	**2919**	**3586**	**10154**	**2922**	**3549**	**10343**	**3064**

Students absent or exempt from the HLAT are shown in a separate chart.

Table 3.4 - HLAT **Writing** Results of Students 2011-2013- **All Divisions**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
Academic Adaptations										
	Gifted & Talented	21	1224	0	23	1133	0	29	1070	2
	Literacy	0	308	559	0	288	451	0	210	361
	Learning Disability	1	1207	800	3	1395	728	2	1299	759
	Adaptation	0	63	28	0	50	19	0	32	16
Academic Adaptations Total		**22**	**2802**	**1387**	**26**	**2866**	**1198**	**31**	**2611**	**1138**
Cognitive Disability										
	Mild/Moderate Cognitive	0	153	881	1	155	797	0	128	748
Cognitive Disability Total		**0**	**153**	**881**	**1**	**155**	**797**	**0**	**128**	**748**
Physical and/or Medical Dis.										
	Moderate Phys and/or Med	0	109	89	0	113	80	1	96	88
	Severe Phys and/or Med	1	155	165	0	129	142	0	120	138
	Sponsored Special Needs	0	2	13	0	2	12	0	3	12
Physical and/or Medical Dis. Total		**1**	**266**	**267**	**0**	**244**	**234**	**1**	**219**	**238**
Pervasive Development										
	Autism Spectrum	0	66	92	1	88	111	2	131	132
Pervasive Development Total		**0**	**66**	**92**	**1**	**88**	**111**	**2**	**131**	**132**
Sensory Disabilities										
	Communication Disability	0	34	49	0	29	62	0	31	58
	Deaf or Hard of Hearing	0	46	30	1	42	37	2	43	31
	Visual Impairment	0	10	6	0	10	2	0	8	6
Sensory Disabilities Total		**0**	**90**	**85**	**1**	**81**	**101**	**2**	**82**	**95**
Behaviour and Development										
	Mod Emotional/Behavioural Dis	0	38	27	0	42	25	0	45	23
	Sev Emotional/Behavioural	2	509	388	1	477	345	1	485	378
Behaviour and Development Total		**2**	**547**	**415**	**1**	**519**	**370**	**1**	**530**	**401**
Sub-Total										
	Sub-Total	25	3924	3127	30	3953	2811	37	3701	2752
All Other Students										
	All Other Students	95	38869	2774	153	39956	2658	302	41604	3451
Grand Total		**120**	**42793**	**5901**	**183**	**43909**	**5469**	**339**	**45305**	**6203**

Students absent or exempt from the HLAT are shown in a separate chart.

Table 3.5 - HLAT **Writing** Results of Students 2011-2013- **Division I**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
Academic Adaptations										
	Gifted & Talented	1	171	0	0	147	0	6	113	0
	Learning Disability	0	205	138	1	173	121	0	146	95
	Adaptation	0	10	2	0	3	5	0	2	0
Academic Adaptations Total		1	386	140	1	323	126	6	261	95
Cognitive Disability										
	Mild/Moderate Cognitive	0	64	185	1	60	162	0	37	174
Cognitive Disability Total		0	64	185	1	60	162	0	37	174
Physical and/or Medical Dis.										
	Moderate Phys and/or Med	0	24	14	0	28	13	0	26	22
	Severe Phys and/or Med	0	40	31	0	29	28	0	29	26
	Sponsored Special Needs	0	0	1	0	1	0	0	0	1
Physical and/or Medical Dis. Total		0	64	46	0	58	41	0	55	49
Pervasive Development										
	Autism Spectrum	0	42	37	1	53	38	1	69	44
Pervasive Development Total		0	42	37	1	53	38	1	69	44
Sensory Disabilities										
	Communication Disability	0	30	19	0	25	25	0	27	31
	Deaf or Hard of Hearing	0	17	8	0	14	3	0	15	6
	Visual Impairment	0	3	1	0	2	0	0	0	0
Sensory Disabilities Total		0	50	28	0	41	28	0	42	37
Behaviour and Development										
	Mod Emotional/Behavioural Dis	0	16	6	0	21	7	0	23	7
	Sev Emotional/Behavioural	0	199	118	0	198	86	0	188	105
Behaviour and Development Total		0	215	124	0	219	93	0	211	112
Sub-Total										
	Sub-Total	1	821	560	3	754	488	7	675	511
All Other Students										
	All Other Students	24	13452	1144	51	14279	1027	140	15011	1365
Grand Total		25	14273	1704	54	15033	1515	147	15686	1876

Students absent or exempt from the HLAT are shown in a separate chart.

Table 3.6 - HLAT **Writing** Results of Students 2011-2013- **Division II**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
Academic Adaptations										
	Gifted & Talented	6	404	0	1	355	0	4	353	2
	Literacy	0	81	203	0	75	189	0	57	145
	Learning Disability	0	570	379	1	621	363	1	526	371
	Adaptation	0	18	11	0	18	2	0	9	5
Academic Adaptations Total		**6**	**1073**	**593**	**2**	**1069**	**554**	**5**	**945**	**523**
Cognitive Disability										
	Mild/Moderate Cognitive	0	43	343	0	46	287	0	46	257
Cognitive Disability Total		**0**	**43**	**343**	**0**	**46**	**287**	**0**	**46**	**257**
Physical and/or Medical Dis.										
	Moderate Phys and/or Med	0	37	34	0	41	25	0	28	24
	Severe Phys and/or Med	0	53	63	0	47	63	0	43	54
	Sponsored Special Needs	0	0	3	0	0	3	0	2	2
Physical and/or Medical Dis. Total		**0**	**90**	**100**	**0**	**88**	**91**	**0**	**73**	**80**
Pervasive Development										
	Autism Spectrum	0	16	30	0	20	37	0	32	44
Pervasive Development Total		**0**	**16**	**30**	**0**	**20**	**37**	**0**	**32**	**44**
Sensory Disabilities										
	Communication Disability	0	4	26	0	4	32	0	3	26
	Deaf or Hard of Hearing	0	11	6	1	11	13	1	13	13
	Visual Impairment	0	3	1	0	5	0	0	5	3
Sensory Disabilities Total		**0**	**18**	**33**	**1**	**20**	**45**	**1**	**21**	**42**
Behaviour and Development										
	Mod Emotional/Behavioural Dis	0	13	10	0	8	9	0	11	9
	Sev Emotional/Behavioural	0	183	128	0	174	147	1	202	157
Behaviour and Development Total		**0**	**196**	**138**	**0**	**182**	**156**	**1**	**213**	**166**
Sub-Total										
	Sub-Total	6	1436	1237	3	1425	1170	7	1330	1112
All Other Students										
	All Other Students	27	12401	870	50	12734	880	73	13455	1124
Grand Total		**33**	**13837**	**2107**	**53**	**14159**	**2050**	**80**	**14785**	**2236**

Students absent or exempt from the HLAT are shown in a separate chart.

Table 3.7 - HLAT **Writing** Results of Students 2011-2013- **Division III**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
Academic Adaptations										
	Gifted & Talented	14	649	0	22	631	0	19	604	0
	Literacy	0	227	356	0	213	262	0	153	216
	Learning Disability	1	432	283	1	601	244	1	627	293
	Adaptation	0	35	15	0	29	12	0	21	11
Academic Adaptations Total		**15**	**1343**	**654**	**23**	**1474**	**518**	**20**	**1405**	**520**
Cognitive Disability										
	Mild/Moderate Cognitive	0	46	353	0	49	348	0	45	317
Cognitive Disability Total		**0**	**46**	**353**	**0**	**49**	**348**	**0**	**45**	**317**
Physical and/or Medical Dis.										
	Moderate Phys and/or Med	0	48	41	0	44	42	1	42	42
	Severe Phys and/or Med	1	62	71	0	53	51	0	48	58
	Sponsored Special Needs	0	2	9	0	1	9	0	1	9
Physical and/or Medical Dis. Total		**1**	**112**	**121**	**0**	**98**	**102**	**1**	**91**	**109**
Pervasive Development										
	Autism Spectrum	0	8	25	0	15	36	1	30	44
Pervasive Development Total		**0**	**8**	**25**	**0**	**15**	**36**	**1**	**30**	**44**
Sensory Disabilities										
	Communication Disability	0	0	4	0	0	5	0	1	1
	Deaf or Hard of Hearing	0	18	16	0	17	21	1	15	12
	Visual Impairment	0	4	4	0	3	2	0	3	3
Sensory Disabilities Total		**0**	**22**	**24**	**0**	**20**	**28**	**1**	**19**	**16**
Behaviour and Development										
	Mod Emotional/Behavioural Dis	0	9	11	0	13	9	0	11	7
	Sev Emotional/Behavioural	2	127	142	1	105	112	0	95	116
Behaviour and Development Total		**2**	**136**	**153**	**1**	**118**	**121**	**0**	**106**	**123**
Sub-Total										
	Sub-Total	18	1667	1330	24	1774	1153	23	1696	1129
All Other Students										
	All Other Students	44	13016	760	52	12943	751	89	13138	962
Grand Total		**62**	**14683**	**2090**	**76**	**14717**	**1904**	**112**	**14834**	**2091**

Students absent or exempt from the HLAT are shown in a separate chart.

Table 3.8 - HLAT **Reading** - Absences and Exemptions 2011-2013- **All Divisions**

Eligibility Group	Eligibility Name	2011		2012		2013	
		Absent	Exempt	Absent	Exempt	Absent	Exempt
Academic Adaptations							
	Gifted & Talented	2	0	6	0	7	0
	Literacy	44	0	33	0	23	1
	Learning Disability	29	3	49	1	46	4
	Adaptation	5	0	5	0	0	0
Academic Adaptations Total		**80**	**3**	**93**	**1**	**76**	**5**
Cognitive Disability							
	Mild/Moderate Cognitive	31	96	32	96	30	78
	Severe Cognitive	1	38	0	33	0	29
Cognitive Disability Total		**32**	**134**	**32**	**129**	**30**	**107**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	9	4	7	10	12	7
	Severe Phys and/or Med	18	116	16	112	17	138
	Sponsored Special Needs	4	6	1	2	1	2
Physical and/or Medical Dis. Total		**31**	**126**	**24**	**124**	**30**	**147**
Pervasive Development							
	Autism Spectrum	7	154	9	150	8	179
Pervasive Development Total		**7**	**154**	**9**	**150**	**8**	**179**
Sensory Disabilities							
	Communication Disability	0	1	4	3	3	8
	Deaf or Hard of Hearing	7	1	2	9	3	9
	Visual Impairment	1	5	0	3	1	2
Sensory Disabilities Total		**8**	**7**	**6**	**15**	**7**	**19**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	4	1	6	0	2	1
	Sev Emotional/Behavioural	55	21	57	26	47	19
Behaviour and Development Total		**59**	**22**	**63**	**26**	**49**	**20**
Sub- Total							
	Sub- Total	217	446	227	445	200	477
All Other Students							
	All Other Students	1152	77	1087	129	1267	210
Grand Total		**1369**	**523**	**1314**	**574**	**1467**	**687**

Table 3.9 - HLAT **Writing** - Absences and Exemptions 2011-2013- **All Divisions**

Eligibility Group	Eligibility Name	2011		2012		2013	
		Absent	Exempt	Absent	Exempt	Absent	Exempt
Academic Adaptations							
	Gifted & Talented	2	0	4	0	1	0
	Literacy	43	0	32	0	18	1
	Learning Disability	25	0	32	0	26	0
	Adaptation	5	0	6	0	1	0
Academic Adaptations Total		**75**	**0**	**74**	**0**	**46**	**1**
Cognitive Disability							
	Mild/Moderate Cognitive	23	34	24	36	23	23
	Severe Cognitive	0	16	0	17	0	16
Cognitive Disability Total		**23**	**50**	**24**	**53**	**23**	**39**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	6	1	4	1	2	3
	Severe Phys and/or Med	10	36	9	28	11	22
	Sponsored Special Needs	2	4	1	2	0	1
Physical and/or Medical Dis. Total		**18**	**41**	**14**	**31**	**13**	**26**
Pervasive Development							
	Autism Spectrum	1	47	5	38	5	37
Pervasive Development Total		**1**	**47**	**5**	**38**	**5**	**37**
Sensory Disabilities							
	Deaf or Hard of Hearing	2	2	1	0	1	1
	Visual Impairment	0	2	0	1	0	0
Sensory Disabilities Total		**2**	**4**	**1**	**1**	**1**	**1**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	3	0	3	0	1	0
	Sev Emotional/Behavioural	29	11	46	11	40	4
Behaviour and Development Total		**32**	**11**	**49**	**11**	**41**	**4**
Sub- Total							
	Sub- Total	151	153	167	134	129	108
All Other Students							
	All Other Students	509	8	457	11	451	15
Grand Total		**660**	**161**	**624**	**145**	**580**	**123**

Table 3.10 - HLAT Grade Average Differentials* 2011-2013- **All Divisions**

Eligibility Group	Eligibility Name	Reading				Writing			
		2011	2012	2013	Change 2012-2013	2011	2012	2013	Change 2012-2013
Academic Adaptations									
	Gifted & Talented	1.04	1.04	1.06	0.02	0.01	0.01	0.02	0.01
	Literacy	-1.27	-1.31	-1.31	0.00	-1.36	-1.22	-1.33	-0.11
	Learning Disability	-0.63	-0.65	-0.63	0.02	-0.60	-0.51	-0.57	-0.06
	Adaptation	-0.51	-0.48	-0.14	0.34	-0.43	-0.37	-0.52	-0.15
Academic Adaptations Total		**-1.37**	**-1.40**	**-1.02**	0.38	**-0.57**	**-0.48**	**-0.51**	**-0.03**
Cognitive Disability									
	Mild/Moderate Cognitive	-2.38	-2.37	-2.30	0.07	-2.37	-2.31	-2.41	-0.10
	Severe Cognitive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Cognitive Disability Total		**-2.38**	**-2.37**	**-2.30**	0.07	**-2.37**	**-2.31**	**-2.41**	**-0.10**
Physical and/or Medical Dis.									
	Moderate Phys and/or Med	-0.92	-1.03	-0.97	0.06	-1.15	-1.13	-1.17	-0.04
	Severe Phys and/or Med	-1.09	-1.12	-1.09	0.03	-1.48	-1.50	-1.38	0.12
	Sponsored Special Needs	-1.83	-3.20	-2.57	0.63	-2.93	-2.92	-3.20	-0.28
Physical and/or Medical Dis. Total		**-1.04**	**-1.15**	**-1.09**	0.06	**-1.40**	**-1.39**	**-1.36**	**0.03**
Pervasive Development									
	Autism Spectrum	-1.03	-0.98	-1.13	-0.15	-1.54	-1.40	-1.39	0.01
Pervasive Development Total		**-1.03**	**-0.98**	**-1.13**	-0.15	**-1.54**	**-1.40**	**-1.39**	**0.01**
Sensory Disabilities									
	Communication Disability	-0.82	-0.83	-0.85	-0.02	-1.02	-1.15	-0.97	0.18
	Deaf or Hard of Hearing	-1.59	-1.52	-1.52	0.00	-1.55	-1.65	-1.42	0.23
	Visual Impairment	-0.84	-0.81	-1.16	-0.35	-0.75	-0.41	-1.71	-1.30
Sensory Disabilities Total		**-1.17**	**-1.14**	**-1.17**	-0.03	**-1.22**	**-1.32**	**-1.22**	**0.10**
Behaviour and Development									
	Mod Emotional/Behavioural Dis	-0.46	-0.63	-0.56	0.07	-0.69	-0.59	-0.61	-0.02
	Sev Emotional/Behavioural	-0.57	-0.69	-0.75	-0.06	-0.89	-0.85	-0.92	-0.07
Behaviour and Development Total		**-0.57**	**-0.69**	**-0.74**	-0.05	**-0.88**	**-0.83**	**-0.90**	**-0.07**
Sub-Total									
	Sub-Total	-0.71	-0.73	-0.70	0.03	-0.97	-0.90	-0.94	-0.04
All Other Students									
	All Other Students	0.12	0.10	0.08	-0.02	-0.10	-0.10	-0.12	-0.02
All Other Students		**0.12**	**0.10**	**0.08**	**-0.02**	**-0.10**	**-0.10**	**-0.12**	**-0.02**
Grand Total		**0.00**	**-0.01**	**-0.01**	0.00	**-0.23**	**-0.21**	**-0.22**	**-0.01**

Students scoring UD on their HLAT were counted as 2 below their grade level. Does not include students absent or exempt from the HLAT.

*Grade Differential is the difference between the grade a student is registered in and the grade at which that student is performing.

Section 4 - Provincial Level of Achievement Test (PAT) Data

Table 4 - PAT Results 2011-2013- English Language Arts, Grade 3 (ELA3)

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
Academic Adaptations							
	Gifted & Talented	100.0%	84	97.1%	71	98.6%	73
	Learning Disability	78.8%	241	74.1%	201	75.7%	177
	Adaptation	77.7%	9	100.0%	6	100.0%	1
Academic Adaptations Total		**84.1%**	**334**	**80.5%**	**278**	**82.4%**	**251**
Cognitive Disability							
	Mild/Moderate Cognitive	16.1%	124	18.6%	102	20.4%	88
	Severe Cognitive	0.0%	4	0.0%	6	0.0%	2
Cognitive Disability Total		**15.6%**	**128**	**17.5%**	**108**	**20.0%**	**90**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	62.5%	16	52.9%	17	66.6%	15
	Severe Phys and/or Med	40.0%	55	25.0%	36	33.3%	30
	Sponsored Special Needs	0.0%	1	0.0%	1	0.0%	0
Physical and/or Medical Dis. Total		**44.4%**	**72**	**33.9%**	**53**	**44.4%**	**45**
Pervasive Development							
	Autism Spectrum	13.1%	38	24.4%	49	40.6%	59
Pervasive Development Total		**13.1%**	**38**	**24.4%**	**49**	**40.6%**	**59**
Sensory Disabilities							
	Communication Disability	38.8%	18	58.3%	12	44.4%	9
	Deaf or Hard of Hearing	64.2%	14	40.0%	5	38.4%	13
	Visual Impairment	100.0%	2	66.6%	3	0.0%	0
Sensory Disabilities Total		**52.9%**	**34**	**55.0%**	**20**	**40.9%**	**22**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	33.3%	3	33.3%	6	58.3%	12
	Sev Emotional/Behavioural	67.3%	138	57.7%	123	59.8%	112
Behaviour and Development Total		**66.6%**	**141**	**56.5%**	**129**	**59.6%**	**124**
Sub-Total							
	Sub-Total	60.2%	**747**	56.0%	**637**	59.5%	**591**
All Other Students							
	All Other Students	85.3%	**4693**	83.4%	**5119**	83.3%	**5392**
Grand Total		81.9%	**5440**	80.4%	**5756**	81.0%	**5983**

*includes result codes Acceptable and Excellence, does not include Absent, Below, Exempt, and N/A.

Table 4.1 - PAT Results 2011-2013- **English Language Arts, Grade 6 (ELA6)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
Academic Adaptations							
	Gifted & Talented	98.5%	206	99.3%	157	99.3%	161
	Literacy	44.8%	116	51.7%	116	42.8%	105
	Learning Disability	78.5%	317	71.0%	339	75.7%	330
	Adaptation	70.0%	10	66.6%	9	0.0%	2
Academic Adaptations Total		**78.7%**	**649**	**74.5%**	**621**	**76.0%**	**598**
Cognitive Disability							
	Mild/Moderate Cognitive	10.6%	160	12.6%	119	16.6%	114
	Severe Cognitive	0.0%	9	0.0%	2	0.0%	0
Cognitive Disability Total		**10.0%**	**169**	**12.3%**	**121**	**16.6%**	**114**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	60.7%	28	54.8%	31	66.6%	21
	Severe Phys and/or Med	34.0%	44	35.2%	51	43.1%	51
	Sponsored Special Needs	0.0%	1	0.0%	1	0.0%	2
Physical and/or Medical Dis. Total		**43.8%**	**73**	**42.1%**	**83**	**48.6%**	**74**
Pervasive Development							
	Autism Spectrum	29.6%	27	35.2%	34	10.2%	39
Pervasive Development Total		**29.6%**	**27**	**35.2%**	**34**	**10.2%**	**39**
Sensory Disabilities							
	Communication Disability	62.5%	8	60.0%	5	62.5%	8
	Deaf or Hard of Hearing	66.6%	9	33.3%	3	38.4%	13
	Visual Impairment	0.0%	1	100.0%	1	66.6%	3
Sensory Disabilities Total		**61.1%**	**18**	**55.5%**	**9**	**50.0%**	**24**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	66.6%	12	33.3%	6	57.1%	7
	Sev Emotional/Behavioural	57.9%	107	48.2%	87	59.8%	107
Behaviour and Development Total		**58.8%**	**119**	**47.3%**	**93**	**59.6%**	**114**
Sub-Total							
	Sub-Total	**61.5%**	**1055**	**59.7%**	**961**	**61.6%**	**963**
All Other Students							
	All Other Students	**89.4%**	**4411**	**85.7%**	**4541**	**89.1%**	**4661**
Grand Total		**84.0%**	**5466**	**81.1%**	**5502**	**84.4%**	**5624**
*includes result codes Acceptable and Excellence, does not include Absent, Below, Exempt, and N/A.							

Table 4.2 - PAT Results 2011-2013- English Language Arts, Grade 9 (ELA9)

Eligibility Group	Eligibility Name	2011 A&E*	2011 n	2012 A&E*	2012 n	2013 A&E*	2013 n
Academic Adaptations							
	Gifted & Talented	99.5%	225	99.5%	231	100.0%	197
	Literacy	32.2%	124	25.1%	131	33.0%	106
	Learning Disability	60.7%	168	51.6%	238	65.8%	252
	Adaptation	43.7%	16	42.8%	14	60.0%	10
Academic Adaptations Total		**69.9%**	**533**	**63.8%**	**614**	**71.5%**	**565**
Cognitive Disability							
	Mild/Moderate Cognitive	4.5%	111	2.9%	101	2.6%	112
	Severe Cognitive	0.0%	5	0.0%	7	0.0%	8
Cognitive Disability Total		**4.3%**	**116**	**2.7%**	**108**	**2.5%**	**120**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	50.0%	26	51.5%	33	48.4%	33
	Severe Phys and/or Med	35.1%	54	28.2%	46	22.7%	44
	Sponsored Special Needs	20.0%	5	0.0%	4	12.5%	8
Physical and/or Medical Dis. Total		**38.8%**	**85**	**36.1%**	**83**	**31.7%**	**85**
Pervasive Development							
	Autism Spectrum	9.7%	41	14.8%	27	15.1%	33
Pervasive Development Total		**9.7%**	**41**	**14.8%**	**27**	**15.1%**	**33**
Sensory Disabilities							
	Communication Disability	0.0%	0	0.0%	1	0.0%	0
	Deaf or Hard of Hearing	66.6%	6	42.8%	14	41.1%	17
	Visual Impairment	80.0%	5	100.0%	2	50.0%	2
Sensory Disabilities Total		**72.7%**	**11**	**47.0%**	**17**	**42.1%**	**19**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	0.0%	6	33.3%	3	62.5%	8
	Sev Emotional/Behavioural	30.8%	81	14.0%	64	33.8%	68
Behaviour and Development Total		**28.7%**	**87**	**14.9%**	**67**	**36.8%**	**76**
Sub-Total							
	Sub-Total	51.3%	873	48.7%	916	52.8%	898
All Other Students							
	All Other Students	86.6%	4778	84.9%	4725	84.2%	4920
Grand Total		**81.1%**	**5651**	**79.0%**	**5641**	**79.4%**	**5818**

*includes result codes Acceptable and Excellence, does not include Absent, Below, Exempt, and N/A.

Table 4.3 - PAT Results 2011-2013- **Mathematics, Grade 3 (MAT3)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
Academic Adaptations							
	Gifted & Talented	100.0%	71	98.5%	68	100.0%	67
	Learning Disability	64.2%	235	58.5%	193	61.1%	175
	Adaptation	66.6%	9	33.3%	6	0.0%	1
Academic Adaptations Total		**72.3%**	**315**	**68.1%**	**267**	**71.6%**	**243**
Cognitive Disability							
	Mild/Moderate Cognitive	11.3%	123	9.8%	102	9.0%	88
	Severe Cognitive	0.0%	4	0.0%	6	0.0%	2
Cognitive Disability Total		**11.0%**	**127**	**9.2%**	**108**	**8.8%**	**90**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	50.0%	16	52.9%	17	53.3%	15
	Severe Phys and/or Med	34.5%	55	30.5%	36	26.6%	30
	Sponsored Special Needs	0.0%	1	0.0%	0	0.0%	0
Physical and/or Medical Dis. Total		**37.5%**	**72**	**37.7%**	**53**	**35.5%**	**45**
Pervasive Development							
	Autism Spectrum	16.2%	37	24.4%	49	33.8%	59
Pervasive Development Total		**16.2%**	**37**	**24.4%**	**49**	**33.8%**	**59**
Sensory Disabilities							
	Communication Disability	16.6%	18	33.3%	12	11.1%	9
	Deaf or Hard of Hearing	35.7%	14	40.0%	5	30.7%	13
	Visual Impairment	100.0%	2	66.6%	3	0.0%	0
Sensory Disabilities Total		**29.4%**	**34**	**40.0%**	**20**	**22.7%**	**22**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	0.0%	3	33.3%	6	50.0%	12
	Sev Emotional/Behavioural	55.7%	138	52.4%	122	52.6%	112
Behaviour and Development Total		**54.6%**	**141**	**51.5%**	**128**	**52.4%**	**124**
Sub-Total							
	Sub-Total	49.8%	726	47.6%	625	49.3%	583
All Other Students							
	All Other Students	83.8%	4434	82.0%	4774	80.6%	5067
Grand Total		**79.0%**	**5160**	**78.1%**	**5399**	**77.4%**	**5650**

*includes result codes Acceptable and Excellence, does not include Absent, Below and Exempt.

Table 4.4 - PAT Results 2011-2013- **Mathematics, Grade 6 (MAT6)**

Eligibility Group	Eligibility Name	2011 A&E*	2011 n	2012 A&E*	2012 n	2013 A&E*	2013 n
Academic Adaptations							
	Gifted & Talented	99.5%	200	100.0%	155	99.3%	155
	Literacy	27.1%	114	31.0%	116	26.9%	104
	Learning Disability	50.6%	304	68.5%	328	54.0%	322
	Adaptation	22.2%	9	66.6%	9	0.0%	2
Academic Adaptations Total		**61.5%**	**627**	**69.4%**	**608**	**61.0%**	**583**
Cognitive Disability							
	Mild/Moderate Cognitive	7.5%	160	7.5%	119	10.5%	114
	Severe Cognitive	0.0%	9	0.0%	2	0.0%	0
Cognitive Disability Total		**7.1%**	**169**	**7.4%**	**121**	**10.5%**	**114**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	40.7%	27	33.3%	30	57.1%	21
	Severe Phys and/or Med	27.2%	44	33.3%	51	31.3%	51
	Sponsored Special Needs	0.0%	1	0.0%	1	0.0%	2
Physical and/or Medical Dis. Total		**31.9%**	**72**	**32.9%**	**82**	**37.8%**	**74**
Pervasive Development							
	Autism Spectrum	33.3%	27	32.3%	34	10.5%	38
Pervasive Development Total		**33.3%**	**27**	**32.3%**	**34**	**10.5%**	**38**
Sensory Disabilities							
	Communication Disability	12.5%	8	40.0%	5	12.5%	8
	Deaf or Hard of Hearing	55.5%	9	66.6%	3	23.0%	13
	Visual Impairment	0.0%	1	100.0%	1	100.0%	3
Sensory Disabilities Total		**33.3%**	**18**	**55.5%**	**9**	**29.1%**	**24**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	58.3%	12	33.3%	6	42.8%	7
	Sev Emotional/Behavioural	38.3%	107	41.3%	87	46.7%	107
Behaviour and Development Total		**40.3%**	**119**	**40.8%**	**93**	**46.4%**	**114**
Sub-Total							
	Sub-Total	46.8%	1032	54.0%	947	48.5%	947
All Other Students							
	All Other Students	82.4%	4239	85.5%	4346	82.3%	4400
Grand Total		**75.4%**	**5271**	**79.8%**	**5293**	**76.3%**	**5347**

*includes result codes Acceptable and Excellence, does not include Absent, Below and Exempt.

Table 4.5 - PAT Results 2011-2013- **Mathematics, Grade 9 (MAT9)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
Academic Adaptations							
	Gifted & Talented	99.5%	217	98.6%	227	100.0%	195
	Literacy	11.8%	127	15.6%	128	13.4%	104
	Learning Disability	40.9%	166	33.6%	229	39.3%	244
	Adaptation	25.0%	16	21.4%	14	40.0%	10
Academic Adaptations Total		**57.6%**	**526**	**54.1%**	**598**	**55.8%**	**553**
Cognitive Disability							
	Mild/Moderate Cognitive	2.7%	111	1.9%	101	1.8%	108
	Severe Cognitive	0.0%	5	0.0%	7	0.0%	8
Cognitive Disability Total		**2.5%**	**116**	**1.8%**	**108**	**1.7%**	**116**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	38.4%	26	33.3%	33	34.3%	32
	Severe Phys and/or Med	23.5%	51	20.0%	45	23.8%	42
	Sponsored Special Needs	20.0%	5	0.0%	4	0.0%	8
Physical and/or Medical Dis. Total		**28.0%**	**82**	**24.3%**	**82**	**25.6%**	**82**
Pervasive Development							
	Autism Spectrum	9.7%	41	11.1%	27	18.1%	33
Pervasive Development Total		**9.7%**	**41**	**11.1%**	**27**	**18.1%**	**33**
Sensory Disabilities							
	Communication Disability	0.0%	0	0.0%	1	0.0%	0
	Deaf or Hard of Hearing	66.6%	6	42.8%	14	41.1%	17
	Visual Impairment	20.0%	5	100.0%	1	50.0%	2
Sensory Disabilities Total		**45.4%**	**11**	**43.7%**	**16**	**42.1%**	**19**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	16.6%	6	0.0%	2	25.0%	8
	Sev Emotional/Behavioural	17.7%	79	10.0%	60	25.3%	67
Behaviour and Development Total		**17.6%**	**85**	**9.6%**	**62**	**25.3%**	**75**
Sub-Total							
	Sub-Total	**40.9%**	**861**	**40.5%**	**893**	**41.5%**	**878**
All Other Students							
	All Other Students	**74.2%**	**4591**	**71.0%**	**4522**	**76.0%**	**4727**
Grand Total		**69.0%**	**5452**	**66.0%**	**5415**	**70.6%**	**5605**
*includes result codes Acceptable and Excellence, does not include Absent, Below and Exempt.							

Table 4.6- PAT Results 2011-2013- **Knowledge and Employability, Grade 9 English (KLA9)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
Academic Adaptations							
	Literacy	74.6%	75	63.7%	69	68.7%	64
	Learning Disability	61.9%	21	65.5%	29	81.8%	33
	Adaptation	100.0%	2	83.3%	6	83.3%	6
Academic Adaptations Total		**72.4%**	**98**	**65.3%**	**104**	**73.7%**	**103**
Cognitive Disability							
	Mild/Moderate Cognitive	40.6%	59	31.2%	48	54.5%	33
Cognitive Disability Total		**40.6%**	**59**	**31.2%**	**48**	**54.5%**	**33**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	50.0%	4	50.0%	4	50.0%	4
	Severe Phys and/or Med	66.6%	15	44.4%	9	75.0%	8
	Sponsored Special Needs	0.0%	0	100.0%	1	0.0%	0
Physical and/or Medical Dis. Total		**63.1%**	**19**	**50.0%**	**14**	**66.6%**	**12**
Pervasive Development							
	Autism Spectrum	0.0%	0	100.0%	1	33.3%	6
Pervasive Development Total		**0.0%**	**0**	**100.0%**	**1**	**33.3%**	**6**
Sensory Disabilities							
	Deaf or Hard of Hearing	100.0%	1	0.0%	1	0.0%	0
	Visual Impairment	0.0%	0	0.0%	1	0.0%	0
Sensory Disabilities Total		**100.0%**	**1**	**0.0%**	**2**	**0.0%**	**0**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	66.6%	3	0.0%	0	0.0%	0
	Sev Emotional/Behavioural	75.8%	29	34.4%	29	61.1%	18
Behaviour and Development Total		**75.0%**	**32**	**34.4%**	**29**	**61.1%**	**18**
Sub-Total							
	Sub-Total	63.1%	209	51.0%	198	66.8%	172
All Other Students							
	All Other Students	48.2%	56	49.2%	63	52.7%	72
Grand Total		**60.0%**	**265**	**50.5%**	**261**	**62.7%**	**244**

*includes result codes Acceptable and Excellence, does not include Absent, Below, and Exempt.

Table 4.7- PAT Results 2011-2013- **Knowledge and Employability, Grade 9 Mathematics (KMA9)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
Academic Adaptations							
	Literacy	65.7%	70	62.8%	70	78.4%	65
	Learning Disability	66.6%	21	78.7%	33	86.1%	36
	Adaptation	100.0%	2	50.0%	6	50.0%	6
Academic Adaptations Total		**66.6%**	**93**	**66.9%**	**109**	**79.4%**	**107**
Cognitive Disability							
	Mild/Moderate Cognitive	35.5%	59	36.9%	46	54.0%	37
Cognitive Disability Total		**35.5%**	**59**	**36.9%**	**46**	**54.0%**	**37**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	25.0%	4	25.0%	4	60.0%	5
	Severe Phys and/or Med	56.2%	16	40.0%	10	88.8%	9
	Sponsored Special Needs	0.0%	0	100.0%	1	0.0%	0
Physical and/or Medical Dis. Total		**50.0%**	**20**	**40.0%**	**15**	**78.5%**	**14**
Pervasive Development							
	Autism Spectrum	0.0%	0	100.0%	1	66.6%	6
Pervasive Development Total		**0.0%**	**0**	**100.0%**	**1**	**66.6%**	**6**
Sensory Disabilities							
	Deaf or Hard of Hearing	100.0%	1	0.0%	1	0.0%	0
	Visual Impairment	0.0%	0	50.0%	2	0.0%	0
Sensory Disabilities Total		**100.0%**	**1**	**33.3%**	**3**	**0.0%**	**0**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	100.0%	2	100.0%	1	55.5%	18
	Sev Emotional/Behavioural	73.3%	30	36.6%	30	55.5%	18
Behaviour and Development Total		**75.0%**	**32**	**38.7%**	**31**	**58.3%**	**36**
Sub-Total							
	Sub-Total	57.5%	205	53.6%	205	71.4%	182
All Other Students							
	All Other Students	56.0%	66	61.9%	63	52.0%	75
Grand Total		**57.1%**	**271**	**55.5%**	**268**	**65.7%**	**257**

*includes result codes Acceptable and Excellence, does not include Absent, Below, and Exempt.

Section 5 - Students with Special Education Needs in High School Grades

Table 5 - High School Registration of Students with Special Education Needs by Eligibility Type

Eligibility Group	Eligibility Name	2011 % Students Active after 3 Years*	n	2012 % Students Active after 3 Years**	n	2013 % Students Active after 3 Years***	n
Academic Adaptations							
	Gifted & Talented	93.0%	171	89.7%	224	95.3%	257
	Literacy	62.6%	182	69.1%	178	69.3%	212
	Learning Disability	69.0%	29	60.0%	45	72.8%	103
	Adaptation	0.0%	0	0.0%	0	0.0%	0
Academic Adaptations Total		**76.7%**	**382**	**78.5%**	**447**	**81.6%**	**572**
Cognitive Disability							
	Mild/Moderate Cognitive	69.8%	242	69.0%	200	68.1%	160
	Severe Cognitive	57.1%	7	60.0%	10	87.5%	8
Cognitive Disability Total		**69.5%**	**249**	**68.6%**	**210**	**69.0%**	**168**
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	71.4%	28	83.3%	36	82.8%	29
	Severe Phys and/or Med	75.0%	36	73.5%	49	68.8%	64
	Sponsored Special Needs	75.0%	4	0.0%	0	50.0%	6
Physical and/or Medical Dis. Total		**73.5%**	**68**	**77.6%**	**85**	**71.7%**	**99**
Pervasive Development							
	Autism Spectrum	87.5%	24	86.4%	22	89.2%	37
Pervasive Development Total		**87.5%**	**24**	**86.4%**	**22**	**89.2%**	**37**
Sensory Disabilities							
	Communication Disability	100.0%	4	50.0%	2	100.0%	1
	Deaf or Hard of Hearing	100.0%	1	80.0%	5	100.0%	6
	Visual Impairment	100.0%	3	100.0%	2	100.0%	2
Sensory Disabilities Total		**100.0%**	**8**	**77.8%**	**9**	**100.0%**	**9**
Behaviour and Development							
	Mod Emotional/Behavioural Dis	69.2%	13	28.6%	7	55.6%	9
	Sev Emotional/Behavioural	45.8%	118	44.0%	134	44.7%	132
Behaviour and Development Total		**48.1%**	**131**	**43.3%**	**141**	**45.4%**	**141**
Sub-Total							
	Sub-Total	70.5%	862	70.9%	914	74.1%	1026
All Other Students							
	All Other Students	79.8%	5371	79.5%	5278	79.7%	5308
Grand Total		**78.5%**	**6233**	**78.3%**	**6192**	**78.8%**	**6334**

* Based on the cohort of students that was registered in Grade 9 on June 30, 2008 and checked again on June 30, 2011, in their grade 12 year.

** Based on the cohort of students that was registered in Grade 9 on June 30, 2009 and checked again on June 30, 2012, in their grade 12 year.

*** Based on the cohort of students that was registered in Grade 9 on June 30, 2010 and checked again on June 30, 2013, in their grade 12 year.

Table 5.1 - High School Credit Distribution of Students* with Special Education Needs for
Students in Grade 10 - September 2008 to Grade 12 - June 2011

Eligibility Group	Eligibility Type (in Gr 9)	Total Number of Students	No. of Credits Earned	0-20 Credits	21-40 Credits	41-60 Credits	61-80 Credits	81-99 Credits	100+ Credits
				Credits Accumulated After 3 Years of High School - # of Students with:					
Academic Adaptations									
	Gifted and Talented	162	122	0	0	3	1	6	152
	Literacy	168	73	25	19	15	19	29	61
	Learning Disability	115	86	11	10	7	10	16	61
	Adaptation	29	86	1	2	6	1	6	13
Academic Adaptations Total		474	94	37	31	31	31	57	287
Cognitive Disability									
	Mild/Moderate	211	61	48	30	28	16	40	49
	Severe	4	0	4	0	0	0	0	0
Cognitive Disability Total		215	60	52	30	28	16	40	49
Physical and/or Medical									
	Moderate Phys and/or Med.	25	88	3	1	1	4	2	14
	Severe Phys and or Med.	23	62	5	2	1	4	6	5
	Sponsored Special Needs	2	89	0	0	0	0	2	0
Physical and/or Medical Total		50	76	8	3	2	8	10	19
Pervasive Development									
	Autism Spectrum	21	30	12	3	1	1	2	2
Pervasive Development Total		21	30	12	3	1	1	2	2
Sensory Disabilities									
	Communication Disability	4	101	0	0	0	0	2	2
	Deaf or Hard of Hearing	1	0	1	0	0	0	0	0
	Visual Impairment	3	112	0	0	0	0	1	2
Sensory Disabilities Total		8	93	1	0	0	0	3	4
Behaviour and Development									
	Mod. Emotional/Behavioural	11	76	0	4	0	1	2	4
	Sev. Emotional/Behavioural	101	40	43	18	10	14	6	10
Behaviour and Development Total		112	43	43	22	10	15	8	14
Sub-Total									
	Sub-Total	**880**	**77**	**153**	**89**	**72**	**71**	**120**	**375**
All Other Students									
	All Other Students	**4708**	**100**	**162**	**221**	**238**	**257**	**562**	**3268**
Grand Total	**Grand Total**	**5588**	**96**	**315**	**310**	**310**	**328**	**682**	**3643**

* Based on the cohort of students that were registered in Grade 9 on June 30th, 2008 and in Grade 10 on September 30, 2008.

Table 5.2 - High School Credit Distribution of Students* with Special Education Needs for
Students in Grade 10 - September 2009 to Grade 12 - June 2012

Eligibility Group	Eligibility Type (in Gr 9)	Total Number of Students	No. of Credits Earned	Credits Accumulated After 3 Years of High School - # of Students with:					
				0-20 Credits	21-40 Credits	41-60 Credits	61-80 Credits	81-99 Credits	100+ Credits
Academic Adaptations									
	Gifted and Talented	207	122	3	0	0	1	7	196
	Literacy	163	77	23	15	16	16	25	68
	Learning Disability	114	90	8	9	8	4	22	63
	Adaptation	26	91	0	2	2	4	5	13
Academic Adaptations Total		510	99	34	26	26	25	59	340
Cognitive Disability									
	Mild/Moderate	176	66	30	29	20	17	34	46
	Severe	8	0	8					
Cognitive Disability Total		184	63	38	29	20	17	34	46
Physical and/or Medical									
	Moderate Phys and/or Med.	34	89	1	4	3	0	5	21
	Severe Phys and or Med.	42	58	10	9	3	4	7	9
	Sponsored Special Needs	0	0	0	0	0	0	0	0
Physical and/or Medical Total		76	72	11	13	6	4	12	30
Pervasive Development									
	Autism Spectrum	16	37	10	0	1	0	2	3
Pervasive Development Total		16	37	10	0	1	0	2	3
Sensory Disabilities									
	Communication Disability	1	93	0	0	0	0	1	0
	Deaf or Hard of Hearing	4	32	2	1	0	0	0	1
	Visual Impairment	2	62	0	1	0	1	0	0
Sensory Disabilities Total		7	49	2	2	0	1	1	1
Behaviour and Development									
	Mod. Emotional/Behavioural	7	42	2	1	1	3	0	0
	Sev. Emotional/Behavioural	116	47	43	14	10	20	14	15
Behaviour and Development Total		123	47	45	15	11	23	14	15
Sub-Total									
	Sub-Total	916	81	140	85	64	70	122	435
All Other Students									
	All Other Students	4662	101	195	178	209	243	572	3265
Grand Total	Grand Total	5578	98	335	263	273	312	695	3700

* Based on the cohort of students that were registered in Grade 9 on June 30th, 2009 and in Grade 10 on September 30, 2009.

Table 5.3 - High School Credit Distribution of Students* with Special Education Needs for
Students in Grade 10 - September 2010 to Grade 12 - June 2013

Eligibility Group	Eligibility Type (in Gr 9)	Total Number of Students	No. of Credits Earned	Credits Accumulated After 3 Years of High School - # of Students with:					
				0-20 Credits	21-40 Credits	41-60 Credits	61-80 Credits	81-99 Credits	100+ Credits
Academic Adaptations									
	Gifted and Talented	254	121	1	3	5	2	4	239
	Literacy	190	79	21	18	23	19	38	71
	Learning Disability	153	90	11	12	12	10	28	80
	Adaptation	27	79	4	3	2	3	6	9
Academic Adaptations Total		624	97	37	36	42	34	76	399
Cognitive Disability									
	Mild/Moderate	139	71	30	18	12	17	22	40
	Severe	6	10	6	0	0	0	0	0
Cognitive Disability Total		145	62	36	18	12	17	22	40
Physical and/or Medical									
	Moderate Phys and/or Med.	27	83	2	3	1	6	4	11
	Severe Phys and or Med.	54	64	16	7	4	4	10	13
	Sponsored Special Needs	4	73	1	0	1	0	2	0
Physical and/or Medical Total		85	66	19	10	6	10	16	24
Pervasive Development									
	Autism Spectrum	21	38	13	3	1	1	2	1
Pervasive Development Total		21	25	13	3	1	1	2	1
Sensory Disabilities									
	Communication Disability	1	111	0	0	0	0	0	1
	Deaf or Hard of Hearing	6	57	2	1	0	1	1	1
	Visual Impairment	2	108	0	0	0	0	0	2
Sensory Disabilities Total		9	74	2	1	0	1	1	4
Behaviour and Development									
	Mod. Emotional/Behavioural	9	56	5	0	1	0	1	2
	Sev. Emotional/Behavioural	112	49	48	14	17	15	6	12
Behaviour and Development Total		121	41	53	14	18	15	7	14
Sub-Total									
	Sub-Total	**1005**	**81**	**160**	**82**	**79**	**78**	**124**	**482**
All Other Students									
	All Other Students	**4669**	**101**	**204**	**207**	**205**	**256**	**594**	**3203**
Grand Total	**Grand Total**	**5674**	**99**	**364**	**289**	**284**	**334**	**718**	**3685**

* Based on the cohort of students that were registered in Grade 9 on June 30th, 2010 and in Grade 10 on September 30, 2010.

Table 5.4 - High School Students with Special Education Needs ON the Graded Curriculum

Eligibility Group	Eligibility Name	2011		2012		2013	
		% Students ON Graded Curriculum*	n	% Students ON Graded Curriculum*	n	% Students ON Graded Curriculum*	n
Academic Adaptations							
	Gifted & Talented	100.0%	1075	99.9%	1007	100.0%	1018
	Literacy	97.4%	920	97.8%	727	98.1%	538
	Learning Disability	99.3%	2661	99.7%	2707	99.5%	2723
	Adaptation	99.5%	203	100.0%	148	96.8%	95
Academic Adaptations Total		99.1%	4859	99.5%	4589	99.4%	4374
Cognitive Disability							
	Mild/Moderate Cognitive	78.7%	1671	82.4%	1549	82.2%	1412
	Severe Cognitive	8.5%	59	9.8%	51	41.7%	48
Cognitive Disability Total		76.3%	1730	80.1%	1600	80.9%	1460
Physical and/or Medical Dis.							
	Moderate Phys and/or Med	88.6%	317	90.0%	321	89.8%	303
	Severe Phys and/or Med	72.6%	576	72.9%	595	72.2%	609
	Sponsored Special Needs	92.0%	25	78.3%	23	75.0%	20
Physical and/or Medical Dis. Total		78.6%	918	78.9%	939	78.0%	932
Pervasive Development							
	Autism Spectrum	57.1%	466	63.1%	561	65.8%	647
Pervasive Development Total		57.1%	466	63.1%	561	65.8%	647
Sensory Disabilities							
	Communication Disability	99.0%	96	98.9%	93	99.0%	100
	Deaf or Hard of Hearing	98.2%	114	92.4%	132	92.4%	131
	Visual Impairment	92.9%	28	92.6%	27	88.5%	26
Sensory Disabilities Total		97.9%	238	94.8%	252	94.6%	257
Behaviour and Development							
	Mod Emotional/Behavioural Dis	97.7%	88	96.6%	88	98.8%	82
	Sev Emotional/Behavioural	95.9%	1087	95.8%	1096	95.2%	1119
Behaviour and Development Total		96.0%	1175	95.9%	1184	95.4%	1201
Sub-Total							
	Sub-Total	90.4%	9386	91.1%	9125	91.0%	8871
All Other Students							
	All Other Students	98.8%	64247	99.0%	66601	99.0%	69693
Grand Total		97.7%	73633	98.0%	75726	98.1%	78564
Data as of September 30th for each year.							
* Some students may be off the graded curriculum due to registering but not having courses assigned.							