

DATE: May 8, 2012

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Special Education Annual Report

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Danette Andersen, Janice Aubry, Monika Lukas, John Macnab, Leona Morrison, Ann Parker, David Piercey, Heather Raymond, Anthony Walsh, Stephen Wright

REFERENCE: June 14, 2011 Board Meeting:
- [Motion re Annual Reports on the Work of the District](#)
- [Special Needs Task Force: Recommendation Report](#)

ISSUE

In June 2011 the Board of Trustees requested an annual report on special education. This is the report for 2011-2012.

BACKGROUND

Special education refers to the education of students and Early Childhood 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, 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.

Alberta Education expects special education to be delivered within inclusive education systems that accommodate to address the full diversity of all students and their individual learning needs. Inclusive education systems provide welcoming, respectful acceptance and support to families and their children; demonstrate responsiveness and open communication; engage parents in decisions that affect their children's schooling; and work with the greater community to enhance the learning experiences and success of all students. These expectations have been outlined in the provincial work of the past few years, where the various initiatives *Setting the Direction; Action on Inclusion; Inspiring Action on Education; Our Children, Our Future: Getting it Right*; and the work leading to the eventual proclamation of a new *Education Act*; are shaping how school districts are to provide special education supports and services through the coming years.

In response to the recommendations arising from the Board's 2010-2011 Special Needs Task Force, an interdepartmental working committee was formed at the beginning of the school year to address its recommendations. To date, this committee's work has led to the development of:

- Board Policy IA.BP – Inclusive Education (at Board for third consideration and approval on May 8, 2012).
- A draft Administrative Regulation IAA.AR – Special Education.

- An Inclusive Education Parent and Community Advisory Committee and its Terms of Reference (selection of membership is currently being completed).
- A set of core indicators that will be used annually by the Administration to analyze and review progress in special education.

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, may attend certain programs of choice, or may attend 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, the expectations of parents.

KEY POINTS

1. Support to Schools: Results from Reorganization of Central Services
 - The 2010-2011 Review of Central Services, and the goal from the 2011-2014 District Plan to continue the refinement of inclusive learning supports for students with special needs, resulted in the creation of a new central department, Student Learning Services. One consequence of this was the amalgamation of several former student-focused service units into one unit, Inclusive Learning, within Student Learning Services. This unit became fully operational for September, 2011.
 - Schools now have one point of central contact to access special education services (determined by Assistant Superintendent catchment areas). Multidisciplinary teams have regular and scheduled school visits for school-led conversations about the programming needs of students. This is resulting in greater coordination of service to schools, development of collaborative protocols between schools and the Inclusive Learning teams, and more support for students in transition.
 - There is an increased emphasis on involving specialist consultants in consultation and assessment for programming (as opposed to using the referral process, and our specialist consultants, only for determining special needs eligibility). As well, using the Pyramid of Intervention model (Attachment I), greater emphasis is placed on universal supports and services that enhance school capacity in programming differentiation for the full diversity of students. In effect, this brings enhanced professional learning opportunities to school sites for job-embedded learning opportunities, and reducing the need for “one-off” in-servicing and specialized consultation.
 - The elimination of cost recovery for this department has led to an appreciation that equitable provision of services will result in a net benefit to more students than was previously possible under the cost recovery model.
2. Professional Learning Opportunities
 - For 2011-2012, the District was successful in obtaining a \$1.9 million Action on Inclusion grant from Alberta Education as a “change agent” school district (one of 12 approved in the province) for inclusive education. In January, eight schools were selected as demonstration school sites. This grant provided 4.000 FTE of additional consultant time, along with 4.000 FTE of teacher release time, to allow these staff to work collaboratively with their schools on developing demonstration school sites for district school staff to share best practices in inclusive education. One immediate product from this project is the creation of eight instructional videos, currently in

production, able to be used by all district staff in subsequent years, to learn more about effective inclusive education practices. It is anticipated that the demonstration school site project will continue into next year, with more teachers from a variety of schools participating in demonstration site visits to engage in focused conversations about inclusive education practices.

- Staff in Inclusive Learning and in Support for Staff and Students have engaged in regular targeted professional development in Universal Design for Learning (UDL) in each of its joint meetings; and Inclusive Learning has incorporated professional learning in Assistive Technology for Learning (ATL) for all its staff within its meetings. (These activities align, similarly, to recommendations included in the Board’s 2010-2011 Special needs Task Force.) Both units are in process of determining their common professional learning needs for 2012-2013, and how professional learning opportunities for school cohort groups will be coordinated and enhanced for 2012-2013.
- All Educational Assistants within Inclusive Learning are provided with regular targeted in-house professional learning activities, and ongoing mentoring, in inclusive learning topics.

3. District-Level Activities

- The district “Special Needs Assisted Placement” (SNAP) process has now aligned applications for transportation to district special needs sites within the fuller district pre-enrolment process. This has increased the efficiency of special needs district site placement for those parents or schools requesting such placement. In general, there are more requests for district site special needs placement than there are placements available, leading to the creation of additional sites each year.
- As part of the District Plan, a review of the Behaviour and Learning Assistance Program (BLAP) was undertaken this school year. The review provides a mechanism to develop and maintain best practices in BLAP programming across the District.
- In April the Superintendent announced the creation of a Budget Review Committee to provide, by November 2012, recommendations for an alternate funding model for special needs allocations to schools. An alternate allocation model would then be implemented for the 2013-2014 school year.

4. Collaborative Partnerships

- There is increased collaboration on coordinating service delivery between Inclusive Learning and the Edmonton Student Health Initiative Partnership (ESHIP), a service delivery team primarily from Alberta Health which provides some comparable services (in the areas of speech, physical therapy, occupational therapy and emotional/behavioural support), as well as some specialized nursing services, to schools as the result of a tri-ministry agreement over 10 years ago. The intention of enhancing these partnerships is to encourage more coordinated wrap-around services from those other services whose mandate is to consult to schools for a variety of student health services. A member from Executive Services and a member from Inclusive Learning sit on the Steering Committee for this partnership to assist with determining service priorities and efficient utilization of ESHIP resources.

5. Statistical Data on Students with Special Education Needs

- Attachment II reports current data on the number of students with special education needs by eligibility type and by special education program; data from the accountability pillar and staff satisfaction survey relating to teacher, parent or principal satisfaction; achievement on the graded curriculum from provincial and district measures; and the distribution of students receiving instruction off the graded curriculum.

NEXT STEPS

- Work on implementing the recommendations of the Board's 2010-2011 Special Needs Task Force, will continue next year, through continued involvement of the interdepartmental working committee.
- Results from the Action on Inclusion Demonstration School Sites project will be showcased across the District this coming fall, and demonstration school visits will be facilitated.

ATTACHMENTS & APPENDICES

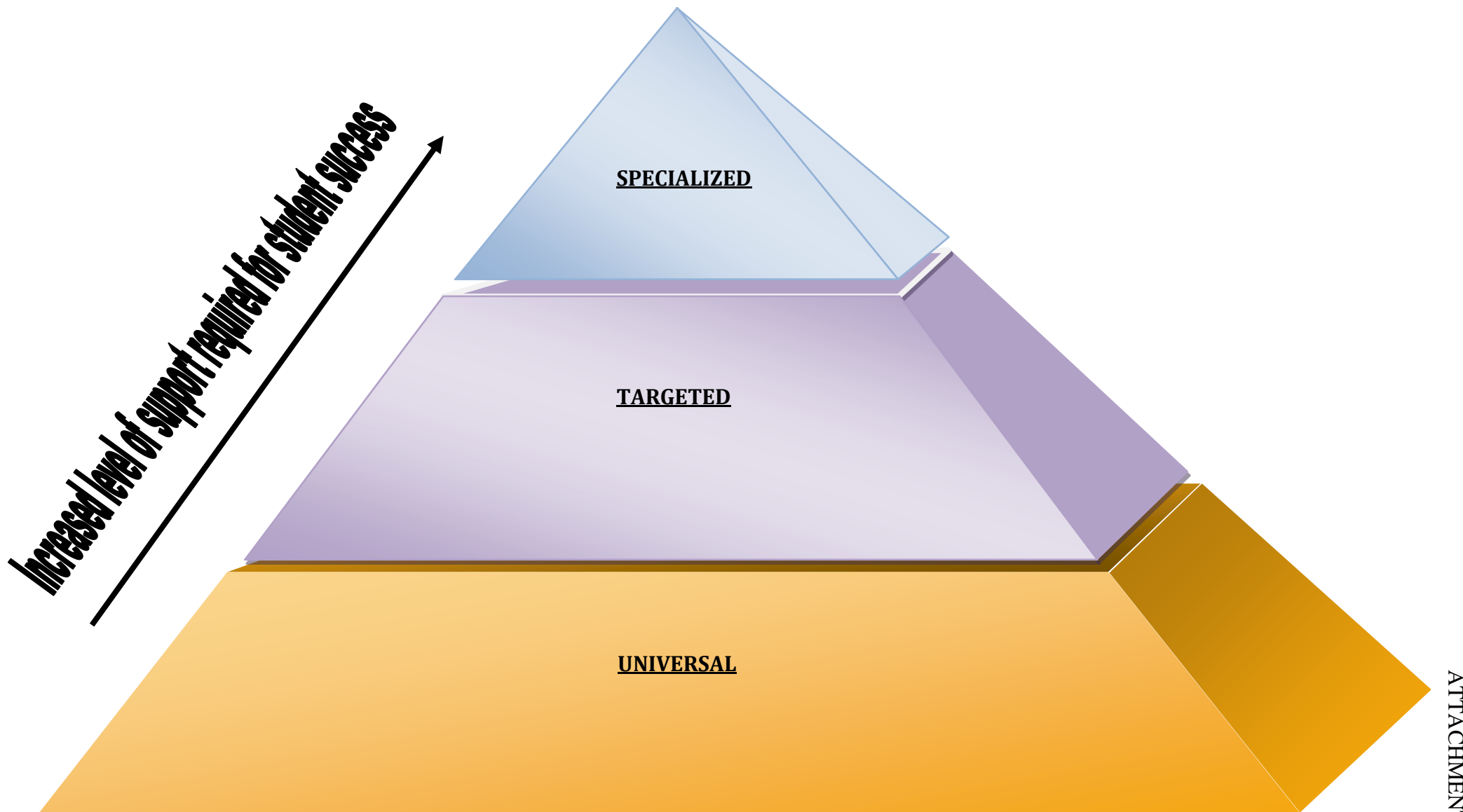
ATTACHMENT I Pyramid of Intervention: A Framework for Supporting All Students

ATTACHMENT II Statistical Data on Students with Special Education Needs

DP:dp

The Pyramid of Intervention:

A Framework for Targeting Supports to All Students



STATISTICAL DATA ON STUDENTS WITH SPECIAL EDUCATION NEEDS

1. Numbers and Distribution of Students with Special Education Needs
 - There are currently 11,141 District students or children with special education coding. **Table 1** shows this distribution by coding category by division.
 - There are currently 4778 students, Grades 1-12, and 833 children, pre-K and K, with special education coding attending District special education sites. **Table 2** shows the number of students attending each program, by division.
 - About 50 per cent of students with special education coding, pre-K to Grade 12, currently attend district site classrooms.
2. Accountability Pillar and District Satisfaction Survey Data
 - There are three questions from the annual Alberta Education Accountability Pillar survey of teacher and parent satisfaction that relate, though imprecisely, to special education. These are:
 - *“How satisfied or dissatisfied are you that students in your school can access the following services in a timely manner at school when needed?”*
 - *Student assessment services for students with learning difficulties*
 - *Supports for students with special needs”* (Teacher questions); and:
 - *“How satisfied or dissatisfied are you with the special support your child has received at school?”* (Parent question).

Figure 1 shows the five-year results for each of these three questions, comparing District results to provincial results. District teachers and parents have consistently reported greater satisfaction on each question than the average provincial response.

 - The annual District satisfaction survey includes two questions on the principal survey that relate directly to special education: *“To what extent are you satisfied with the availability of appropriately qualified staff for special needs programs?”*; and *“To what extent are you satisfied with the accommodation of special needs students in the District?”* **Figures 2 and 3** shows the five-year results for the two principal questions.
3. Achievement on the Graded Curriculum
 - **Table 3** reports 2010-2011 HLAT achievement levels in terms of average difference between HLAT scores in reading and writing, in comparison to grade of enrolment, by special needs eligibility type.
 - **Table 4** reports absences and exclusions by special needs eligibility type.
 - **Tables 5-10** reports 2010-2011 Provincial Achievement Test results, for Grades 3, 6 and 9 English Language Arts and Mathematics, by special needs eligibility type.
 - **Tables 11 and 12** show 2011-2012 high school participation, average credit counts, and credit distribution by special needs eligibility type.
4. Students Off the Graded Curriculum
 - **Table 13** shows the number of student off the graded curriculum by eligibility type.

Table 1: Number of Students with Special Needs by District Eligibility Type and Division¹
2011-2012

Student Group/Eligibility Type	Pre-K	K	Div 1	Div 2	Div 3	Div 4	Total
<u>Academic Adaptations</u>							
Gifted & Talented		1	150	349	656	--	1156
Literacy			--	270	509	131	910
Learning Disability			297	983	885	485	2650
<u>Cognitive Disability</u>							
Mild/Moderate Cognitive			247	358	456	561	1622
Severe Cognitive			9	7	19	23	58
<u>Physical and/or Medical Dis.</u>							
Moderate Phys and/or Med			45	68	93	109	315
Severe Phys and/or Med			105	153	148	176	582
Sponsored Special Needs			0	5	12	8	25
<u>Pervasive Development Dis.</u>							
Autism Spectrum			155	107	94	108	464
<u>Sensory Disabilities</u>							
Communication Disability			54	36	5	--	95
Deaf or Hard of Hearing			24	29	38	26	117
Visual Impairment			3	5	6	13	27
<u>Behaviour</u>							
Mod. Emotional/Behavioural			27	17	24	16	84
Sev. Emotional/Behavioural			295	335	279	161	1070
<u>ECS Funded</u>							
PUF and Mild/Mod	798	1168					1966
	798	1169	1411	2722	3224	1817	11141

(data from SIS as of March 30, 2012)

Notes:

1. Students reported by "first eligibility" coding.

Table 2: Number of Students Attending District Site Special Education Programs 2011-2012

PROGRAM	Number of Schools	Division I (gr: 1-3)	Division II (gr: 4-6)	Division III (gr: 7-9)	Division IV (gr: 10-12)	Totals	
Behaviour and Learning Assistance (BLA) ¹	40	183	221	239	N/A*	643	
BLA- Aspen Program (directed placement)	1	N/A*	N/A*	18	38	56	
BLA – Opportunity ²	6	0	35	9	N/A*	44	
Gifted and Talented – Challenge ³	10	88	127	503	N/A*	718	
Gifted and Talented – Extensions ⁴	1	0	4	1	N/A*	5	
Community Learning Skills (CLS) ⁵	10	26	39	38	52	155	
CLS-BLA ⁶	4	2	4	17	12	35	
Deaf and Hard of Hearing (DHH) ⁷	1	11	17	18	21	67	
Individual Support Program (ISP) ⁸	6	19	9	15	35	78	
Interactions ⁹	20	62	66	36	56	220	
Literacy ¹⁰	26	N/A*	142	397	N/A*	539	
Opportunity ¹¹	36	173	326	384	330**	1213	
Strategies ¹²	21	111	317	395	36***	859	
Strategies – French Immersion	2	N/A*	28	N/A*	N/A*	28	
Tevie Miller Heritage School ¹³	1	64	44	10	N/A*	118	
Early Education	11	833 (pre-K or K) ****				833	
	--	833	739	1382	2080	580	5611

(data from SNAP as of March 30, 2012)

Notes:

This program is designed to accommodate students with:

1. diagnosed severe behavioural difficulties
2. mild cognitive delays with diagnosed severe behavioural difficulties
3. high cognitive and academic abilities
4. extremely high cognitive abilities and with a need to develop social/emotional strategies
5. moderate cognitive delays
6. moderate cognitive delays with diagnosed severe behavioural difficulties
7. moderate to profound hearing loss. Alberta School for the Deaf.
8. severe to profound cognitive delays, including physical, sensory, or behavioural disabilities
9. a diagnosis on the autism spectrum and requiring significant support
10. low average to average cognitive abilities and experience significant academic delay
11. mild cognitive delays with significant academic and social delays
12. average to above average cognitive abilities and diagnosed with a learning disability
13. low average or greater abilities and with a diagnosed significant speech language delay

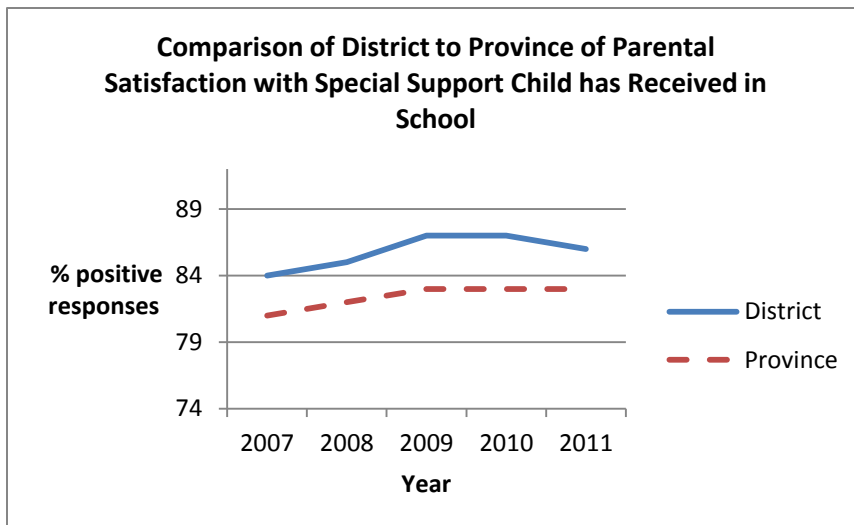
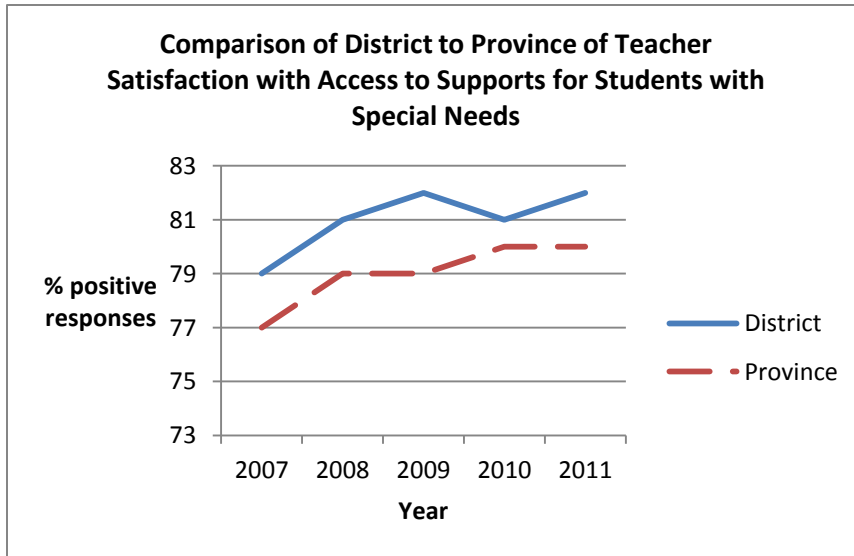
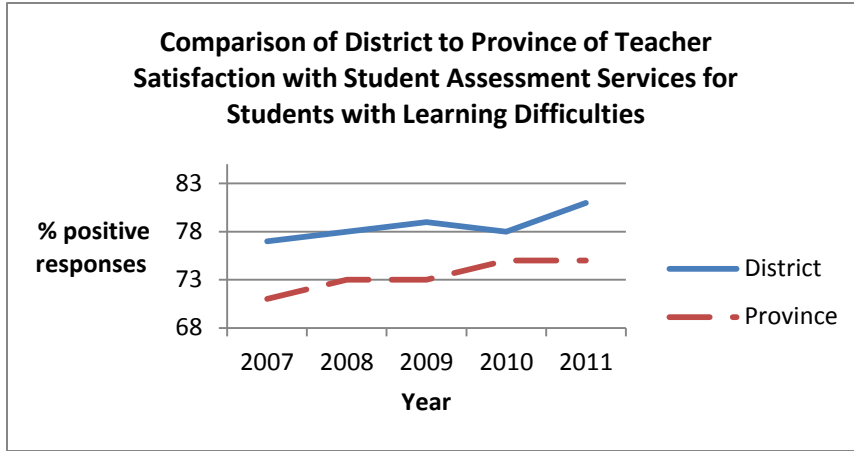
* district site placement not offered at this division level

** LY Cairns only

*** Academy at King Edward only

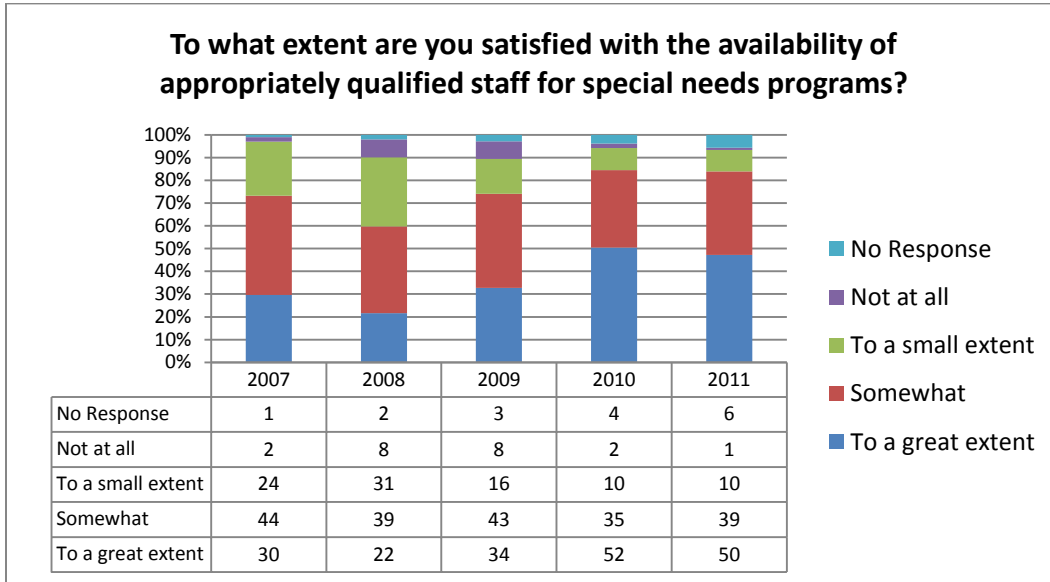
**** Early Education programs only (does not include ECS-coded children enrolled in attendance area schools)

Figure 1: Accountability Pillar Questions:
 Teacher and Parent Satisfaction Levels on Questions Relating to Special Needs



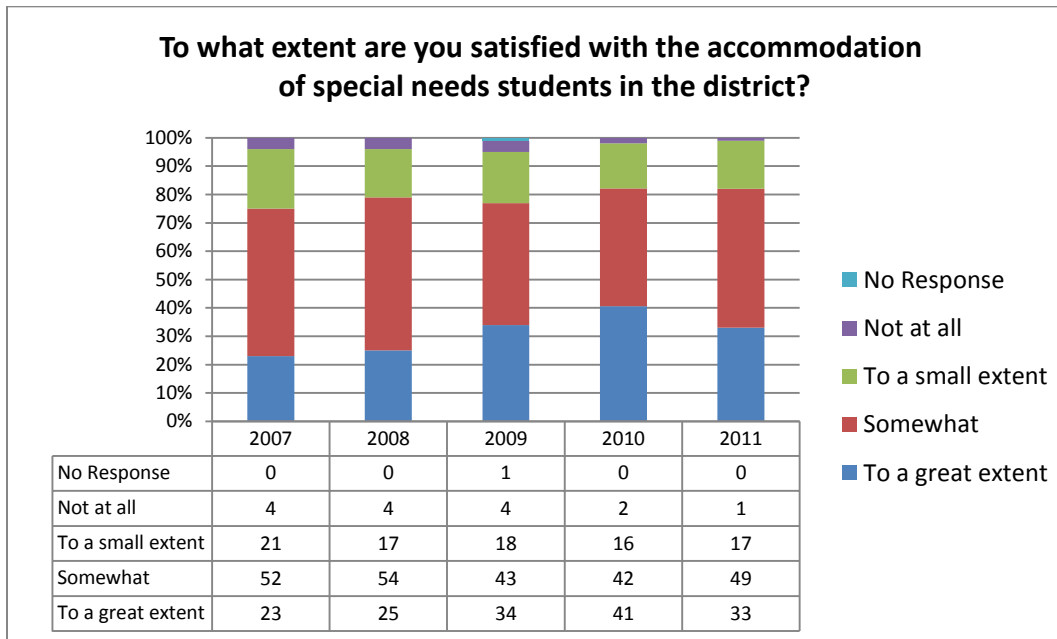
District Satisfaction Survey 2011: Principal Questions

Figure 2:



(Numbers are percentages)

Figure 3:



(Numbers are percentages)

Achievement on the Graded Curriculum: Students with Special Education Needs

Table 3: HLAT Scores (2011): Average Difference between HLAT Score Grade Level of Achievement and Students' Registered Grade

Student Group	Eligibility Type	Reading Grade Level Differential	Writing Grade Level Differential
All students	All	-0.05	-0.3
Academic Adaptations	Gifted and Talented	+1.1	+0.02
	Literacy	-1.4	-1.4
	Learning Disability	-0.7	-0.6
Cognitive Disability	Mild/Moderate	-2.7	-2.6
	Severe	--*	--*
Physical and/or Medical	Moderate	-1.0	-1.2
	Severe	-2.1	-2.3
	Sponsored Special Needs	-3.7	-4.1
Pervasive Developmental	Autism Spectrum	-2.9	-3.1
Sensory Disabilities	Communication	-0.8	-1.0
	Deaf/Hard of Hearing	-1.6	-1.8
	Visual Impairment	-2.0	-1.6
Behaviour Disorders	Moderate	-0.7	-0.7
	Severe	-0.8	-1.0

* these students are off the graded curriculum

Table 4: HLAT Absences and Exclusions (2011)

Student Group	Eligibility Type	Number of Students	Absent Reading	Exempt Reading	Absent Writing	Exempt Writing
All students	All	50690	1369	523	1416	462
Academic Adaptations	Gifted and Talented	1247	2	0	2	0
	Literacy	917	44	0	50	0
	Learning Disability	2042	29	3	32	2
Cognitive Disability	Mild/Moderate	1150	31	96	38	78
	Severe	39	1	38	1	38
Physical and/or Medical	Moderate	212	9	4	10	4
	Severe	446	18	116	16	109
	Sponsored Special Needs	22	4	6	2	5
Pervasive Developmental	Autism Spectrum	316	7	154	7	151
Sensory Disabilities	Communication	83	0	1	0	0
	Deaf/Hard of Hearing	87	7	1	5	6
	Visual Impairment	19	1	5	0	3
Behaviour Disorders	Moderate	69	4	1	4	0
	Severe	963	57	21	44	17

Table 5: PAT Grade 3 English Language Arts 2010-2011

Student Group	Eligibility Type	Below	Acceptable	Excellence	No Mark*
All students	All	631	3595	865	400
Academic Adaptations	Gifted and Talented	0	40	44	0
	Literacy	N/A**	N/A**	N/A**	N/A**
	Learning Disability	34	183	7	17
Cognitive Disability	Mild/Moderate	29	20	0	75
	Severe	--	--	--	4
Physical and/or Medical	Moderate	0	10	0	6
	Severe	7	18	4	26
	Sponsored Special Needs	--	--	--	1
Pervasive Developmental	Autism Spectrum	4	5	0	29
Sensory Disabilities	Communication	2	7	0	9
	Deaf/Hard of Hearing	0	9	0	5
	Visual Impairment	0	2	0	0
Behaviour Disorders	Moderate	2	1	0	0
	Severe	22	90	3	22

Table 6: PAT Grade 3 Mathematics 2010-2011

Student Group	Eligibility Type	Below	Acceptable	Excellence	No Mark*
All students	All	759	2681	1402	369
Academic Adaptations	Gifted and Talented	0	14	57	0
	Literacy	N/A**	N/A**	N/A**	N/A**
	Learning Disability	66	123	28	18
Cognitive Disability	Mild/Moderate	29	13	1	80
	Severe	--	--	--	4
Physical and/or Medical	Moderate	1	6	2	7
	Severe	10	13	6	26
	Sponsored Special Needs	--	--	--	1
Pervasive Developmental	Autism Spectrum	2	6	0	29
Sensory Disabilities	Communication	10	2	1	5
	Deaf/Hard of Hearing	4	5	0	5
	Visual Impairment	0	1	1	0
Behaviour Disorders	Moderate	2	0	0	1
	Severe	36	66	11	24

Notes:

* "No Mark" includes students exempted, absent, or unscorable/incomplete.

** Literacy eligibility not available in Division 1

Table 7: PAT Grade 6 English Language Arts 2010-2011

Student Group	Eligibility Type	Below	Acceptable	Excellence	No Mark*
All students	All	511	3468	1132	419
Academic Adaptations	Gifted and Talented	0	40	163	3
	Literacy	40	52	0	24
	Learning Disability	55	246	3	13
Cognitive Disability	Mild/Moderate	52	17	0	91
	Severe	--	--	--	9
Physical and/or Medical	Moderate	5	17	0	6
	Severe	5	16	2	24
	Sponsored Special Needs	--	--	--	1
Pervasive Developmental	Autism Spectrum	2	7	1	17
Sensory Disabilities	Communication	3	5	0	0
	Deaf/Hard of Hearing	0	5	1	3
	Visual Impairment	1	0	0	0
Behaviour Disorders	Moderate	4	8	0	0
	Severe	15	60	2	31

Table 8: PAT Grade 6 Mathematics 2010-2011

Student Group	Eligibility Type	Below	Acceptable	Excellence	No Mark*
All students	All	952	2815	1163	401
Academic Adaptations	Gifted and Talented	0	33	166	1
	Literacy	60	30	1	23
	Learning Disability	135	144	10	15
Cognitive Disability	Mild/Moderate	47	11	1	101
	Severe	--	--	--	9
Physical and/or Medical	Moderate	10	11	0	6
	Severe	5	9	3	27
	Sponsored Special Needs	--	--	--	1
Pervasive Developmental	Autism Spectrum	1	9	0	17
Sensory Disabilities	Communication	7	1	0	0
	Deaf/Hard of Hearing	1	4	1	3
	Visual Impairment	1	0	0	0
Behaviour Disorders	Moderate	5	6	1	0
	Severe	35	35	6	32

Notes:

* "No Mark" includes students exempted, absent, or unscorable/incomplete.

Table 9: PAT Grade 9 English Language Arts 2010-2011

Student Group	Eligibility Type	Below	Acceptable	Excellence	No Mark*
All students	All	610	3530	1070	533
Academic Adaptations	Gifted and Talented	0	39	185	1
	Literacy	62	40	0	24
	Learning Disability	52	100	3	16
Cognitive Disability	Mild/Moderate	18	5	0	89
	Severe	--	--	--	6
Physical and/or Medical	Moderate	6	11	2	7
	Severe	6	19	0	31
	Sponsored Special Needs	0	1	0	4
Pervasive Developmental	Autism Spectrum	6	4	0	31
Sensory Disabilities	Communication	0	0	0	0
	Deaf/Hard of Hearing	0	3	1	2
	Visual Impairment	0	4	0	1
Behaviour Disorders	Moderate	3	0	0	4
	Severe	20	24	1	39

Table 10: PAT Grade 9 Mathematics 2010-2011

Student Group	Eligibility Type	Below	Acceptable	Excellence	No Mark*
All students	All	1275	2488	1281	500
Academic Adaptations	Gifted and Talented	0	19	197	1
	Literacy	78	14	1	36
	Learning Disability	86	63	5	15
Cognitive Disability	Mild/Moderate	17	3	0	92
	Severe	--	--	--	6
Physical and/or Medical	Moderate	9	8	2	7
	Severe	9	11	1	32
	Sponsored Special Needs	0	1	0	4
Pervasive Developmental	Autism Spectrum	5	3	1	32
Sensory Disabilities	Communication	--	--	--	0
	Deaf/Hard of Hearing	0	3	1	2
	Visual Impairment	3	0	1	1
Behaviour Disorders	Moderate	3	1	0	3
	Severe	31	10	4	37

Notes:

* "No Mark" includes students exempted, absent, or unscorable/incomplete.

Table 11: High School Registration of Students* with Special Needs by District Eligibility Type 2011-2012

Student Group	Eligibility Type	Still Active in EPSB	Inactive**
All students	All	4881	1338
Academic Adaptations	Gifted and Talented	225	24
	Literacy	128	54
	Learning Disability	97	30
Cognitive Disability	Mild/Moderate	141	69
	Severe	6	2
Physical and/or Medical	Moderate	29	6
	Severe	39	14
	Sponsored Special Needs	2	3
Pervasive Developmental	Autism Spectrum	20	3
Sensory Disabilities	Communication	1	1
	Deaf/Hard of Hearing	4	0
	Visual Impairment	2	0
Behaviour Disorder	Moderate	3	4
	Severe	73	66

(Data current as of April 16, 2012)

Notes:

* Based on the cohort of students that was registered in Grade 9 on September 30, 2008 and should, under normal circumstances, be in Grade 12 for the 2011-12 school year.

** Students indicated as "Inactive" have, in all likelihood, either withdrawn or moved out of the district. Further differentiation cannot be determined.

Table 12: High School Credit Distribution of Students* with Special Needs by District Eligibility Type 2011-2012

Student Group	Eligibility Type (Grade 9)	Average No. of Credits** Earned	Number of Students with:				
			0-20 Credits	21-40 Credits	41-60 Credits	61-80 Credits	81+ Credits
All students	All	82	345	304	358	646	3939
Academic Adaptations	Gifted and Talented	94	9	0	1	4	201
	Literacy	68	21	17	21	25	79
	Learning Disability	76	9	8	12	17	69
Cognitive Disability	Mild/Moderate	60	22	37	16	36	57
	Severe	---	---	---	---	---	---
Physical and/or Medical	Moderate	75	2	3	3	2	23
	Severe	51	9	12	3	4	13
	Sponsored Special Needs	40	1	1	0	1	0
Pervasive Developmental	Autism Spectrum	56	3	0	1	2	3
Sensory Disabilities	Communication	87	0	0	0	0	1
	Deaf/Hard of Hearing	23	3	0	0	0	1
	Visual Impairment	52	1	0	0	0	1
Behaviour and Development	Moderate	37	2	2	2	1	0
	Severe	50	26	18	15	20	22

Notes:

- * Based on the cohort of students that was registered in Grade 9 on September 30, 2008 and should, under normal circumstances, be in grade 12 for the 2011-12 school year.
- ** It takes 100 credits to graduate from high school. Those with 81+ credits at this current date will likely graduate this year. The fewer the actual credits to this current date, the greater the likelihood the students will not graduate, or get a Certificate of Completion, within two further years.

Table 13: Students with Special Education Needs: Students Off the Graded Curriculum 2011

Student Group (1-12)	Eligibility Type	Total Number of Students	Students <u>OFF</u> Graded Curriculum*	Percentage <u>ON</u> graded Curriculum
All students	All	80767	886	98.9%
Academic Adaptations	Gifted and Talented	1090	1	99.9%
	Literacy	911	14	98.5%
	Learning Disability	2588	7	99.7%
Cognitive Disability	Mild/Moderate	1612	234	85.5%
	Severe	58	54	6.9%
Physical and/or Medical	Moderate	305	23	92.5%
	Severe	556	131	76.4%
	Sponsored Special Needs	7	2	71.4%
Pervasive Developmental	Autism Spectrum	438	176	59.8%
Sensory Disabilities	Communication	92	1	98.9%
	Deaf/Hard of Hearing	130	1	99.2%
	Visual Impairment	102	2	98.0%
Behaviour and Development	Moderate	80	1	98.8%
	Severe	1039	38	96.3%

Notes:

* This metric has some inherent imprecision. The number of students is based on the District Sept. 30, 2011 counts. Students off the graded curriculum require significant programming accommodations. The number of students off the graded curriculum is measured by the number of students who are registered in Edmonton Public Schools (excluding home schooling) but are registered in no classes. It is likely that, due to variability in how schools determine class registration, some students were missed with this counting method, but their numbers should be small.