

PURPOSE

This funding is for designated **school jurisdictions** to provide assessment and consultation services for students identified as sensory-impaired multi-handicapped, and to assist **school jurisdictions** in designing programs for those students.

CONDITIONS

NEW The process and criteria (funding and program) are currently being reviewed as part of a context of an overall review of the regional assessment services program.

1. **Funded students** are eligible for regional assessment services if assessed and identified as multi-handicapped sensory-impaired. In order to be considered as multi-handicapped sensory impaired, students must have any two of the following three categories of handicapping conditions:

Category 1 - Visual Impairment

The student presents a visual impairment of such severity that he/she requires adaptation in the methods of presenting learning materials, the type of learning materials used or the learning environment.

Category 2 - Hearing Impairment

The student presents a hearing impairment of such severity that he/she is unable to hear spoken language either with or without amplification or hears imperfectly with amplification and the student requires specialized learning methods and materials for the development of speech and language; such hearing loss would be considered moderate or greater than moderate.

Category 3 - any one or more of the following disabling conditions:

- a) A medical condition or physical disorder creating a requirement for personal assistance for day-to-day functioning, or creating a requirement for physiotherapy or occupational therapy as determined by a therapist qualified in the appropriate discipline.
- b) Inappropriate behaviour patterns which are sufficiently severe as to interfere with learning or social development.
- c) Developmental, educational and social delay resulting from biological, genetic or environmental causes.
- d) Severe to Profound Communication Disordered

A student qualifies for service in this category in one of two ways:

CONDITIONS (CONTD.)

- (i) **Non Verbal Cognitive versus Communication Skills**
Non-verbal cognitive skills are assessed as being at least half of the student's chronological age and one global area of communication (expressive/receptive) is depressed by half or more of the non-verbal age equivalency.
 - (ii) **Scattered Performance in Communication Skills**
Non-verbal cognitive skills are assessed at a minimum of half the chronological age and one area of communication is reduced by half or more of the age equivalencies in other areas of communication.
- e) **Severe to Profound Behaviour Disordered (Autism)**

A student who is severely behaviour disordered exhibits the following characteristic behaviours:

- (i) a disturbance of affect;
- (ii) a disturbance of developmental rates and sequences;
- (iii) an apparent disturbance of perception;
- (iv) a disturbance of speech and language.

The behaviour excesses and deficiencies exhibited by individuals with a severe to profound behaviour disorder may necessitate individualized, structured educational programming. Students with this disorder require close and constant adult supervision. Diagnosis must be by a chartered psychologist or psychiatrist.

The terms 'multi-handicapped' or 'handicapping condition' are used in this section of the Manual in accordance with current contract terminology.

2. The Réseau Provincial D'adaptation Scolaire will serve funded students who are sensory impaired multi-handicapped and students who have a mild, moderate or severe disability.

REVISED

REQUIREMENTS

1. The **school jurisdictions** designated by Alberta Learning to provide regional assessment services will use Regional Teams to provide the following services to sensory impaired multi-handicapped students referred by **school jurisdictions**:
- a) **Assessment**
This process includes individual diagnosis of an individual's specific ability, level of functioning and specific educational needs.

A student who does not meet the criteria is ineligible for subsidized service although he/she may be eligible at a later date. **Funded students** may receive ongoing assessment and consultation at the request of the local **school jurisdiction**.

REQUIREMENTS (CONTD.)

b) Consultation

To complement education program recommendations made throughout the assessment process, the specialists may confer with teachers, **parents** and other school personnel. Teachers and/or support staff may request assistance in developing specific education programs or advice on education issues concerning students with special needs.

c) In-service

A wide range of in-service and staff development activities are available to teachers, paraprofessionals, administrators, professional colleagues and **parents**. Given the varied experience and expertise of the consultants, workshops may be tailored to the specific needs of the group.

2. A rate of \$35 per hour will be charged for services provided to **school jurisdictions**.
3. The **school jurisdictions** designated to provide regional assessment services will submit a budget to the School Finance Branch by March 31, indicating projected expenditures and revenues for the assessment consultation services for the upcoming school year.
4. The Special Programs Branch will approve budgets for the designated **school jurisdictions** by April 30 and will notify **school jurisdictions** of their budget allocation.
5. The designated **school jurisdictions** will provide an audited financial statement in respect of the revenues and expenditures associated with the provision of services on or before November 30 of each year for the previous school year ended. Funding is based on the lesser of the net actual program costs in comparison to the approved budget amount.
6. The designated **school jurisdictions** will provide an annual report to the Special Programs Branch by November 30 for the term September 1 to August 31.

CONSIDERATIONS

1. The **school jurisdictions** designated by Alberta Learning to provide regional assessment services are:
 - a) Calgary School District #19
 - b) Edmonton School District #7
 - c) Grande Prairie School District #2357
 - d) Greater North Central Francophone Education Region #2 (for **francophone authorities** only)

CONSIDERATIONS (CONTD.)

2. For referral information in the following zones, the contact schools are:

ZONE 1**C.A.S.E.**

Crystal Park School
9315 - 116 Avenue
GRANDE PRAIRIE, Alberta
T8V 6L5
Phone: (780) 539-0333
Fax: (780) 539-7613
E-mail: cpark@gppsd.ab.ca

ZONE 2, 3 and 4**Consulting Services**

Edmonton Public Schools
Belvedere School
13559 - 62 Street
EDMONTON, Alberta
T5A 0V5
Phone: (780) 478-4088
Fax: (780) 476-2022
E-mail: belvedere@epsb.edmonton.ab.ca

ZONE 5 and 6**REACH Services**

Emily Follensbee Centre
5139 - 14 Street SW
CALGARY, Alberta
T2T 3W5
Phone: (403) 777-6983
Fax: (403) 777-6997
E-mail: jmdavis@cbe.ab.ca

Services for Francophone Authorities**Réseau Provincial D'adaptation Scolaire**

206, 8627 – 91 Street
EDMONTON, Alberta
T6C 3N1
Phone: (780) 487-3200
Fax: (780) 487-3434
E-mail: sgareaukubicki@csrcn.ab.ca

3. Contracts with designated **school jurisdictions** are negotiated individually by Alberta Learning to address the unique needs of their service areas including services to students in **francophone authorities**.