

## **PURPOSE**

Revised

This funding is for designated **school jurisdictions** to provide school authorities with access to subsidized assessment and consultation services for students identified as sensory impaired multi-handicapped (SMH).

## **CONDITIONS**

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

1. **Funded students** are eligible for regional assessment services if assessed and identified as being SMH. In order to be considered as SMH, students must have 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; or
- 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:

(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; or

(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.
3. Funding provided is based on the lesser of the net actual total costs (as outlined in the audited financial statement) or the approved budget amount provided by Alberta Learning.

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**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 (SMH) 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.

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 authorities**.

3. **School jurisdictions** designated to provide regional assessment services will provide services to eligible SMH students before offering services to students with needs who fall outside the contracted mandate. Regional assessment services may be offered to non-SMH students if they can be accommodated within the budget developed.

4. **School jurisdictions** designated to provide regional assessment services will be informed by letter from the School Finance Branch by March 31 of their funding allocation from Alberta Learning for the next school year.

5. The **school jurisdictions** designated to provide regional assessment services will submit a budget to the Special Programs Branch by April 30, indicating projected expenditures and revenues for the assessment consultation services for the upcoming school year. The budgeted expenditures shall not exceed the total revenues projected (i.e. the total of funding provided from Alberta Learning plus the projected revenues from fees).

**School jurisdictions** should also identify any extraordinary items requiring additional funding and provide a written rationale for the request. This should be submitted with the budget.

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6. The designated **school jurisdictions** will provide, to the School Finance Branch, 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.
7. The designated **school jurisdictions** will provide an annual report to the Special Programs Branch by November 30 for the previous school year.

### CONSIDERATIONS

1. The **school jurisdictions** designated by Alberta Learning to provide regional assessment services are:
  - a) Calgary School District #19 – R.E.A.C.H.
  - b) Edmonton School District #7 – Belvedere Consulting Services
  - c) Grande Prairie School District #2357 – C.A.S.E.
  - d) Greater North Central Francophone Education Region #2 (for **francophone authorities** only) – Réseau Provincial D'adaptation Scolaire
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

#### Belvedere 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: ddmorgan@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**.
  4. The Administrative Allowance, provided to cover jurisdiction costs associated with administering this service, will be provided for by System Administration Funding. Costs for this category should no longer be included on the financial statements.
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