

## Appendix A:

### *School Act Reference Sections*

Parents should be aware of relevant sections of the *School Act* pertaining to students with special needs. The *School Act* is available for purchase from Queen’s Printer Bookstores in Edmonton (780-427-4952) and Calgary (403-297-6251) or online at [www.qp.gov.ab.ca](http://www.qp.gov.ab.ca). The *Act* can also be downloaded at no charge at [www.qp.gov.ab.ca/documents/acts/S03.cfm](http://www.qp.gov.ab.ca/documents/acts/S03.cfm).

#### Interpretation

Section 1(1)(m)	Defines “independent student”
Section 1(2)	Defines “parent” under the <i>Act</i>
Section 1(3)	Defines entitlements of an independent student

#### Part 1–Students

Section 8	Right of access to education
Section 9	Language of instruction (English)
Section 10	Language of instruction (French)
Section 11	Other languages of instruction
Section 12	Students
Section 13	Compulsory education
Section 14	Enforcing school attendance
Section 15	Attendance at school
Section 16	Liability for damage to property by student

#### Part 2–Schools

Division 1: Schools Operated by a Board	
Section 23	Student records

## Appendix A: *School Act* Reference Sections—continued

### Part 3—School Boards

#### Division 1: Provision of Educational and Associated Services

Section 44	Resident student
Section 45	Responsibility to students
Section 47	Special education program
Section 48	Special Needs Tribunal
Section 49	Tuition fees
Section 51	Transportation
Section 52	Transport by parent

#### Division 2: Operation and Management

Section 59	Powers of separate school boards
Section 60	Powers of boards
Section 70	Open meetings
Section 75	Inspection of documents
Section 78	Accountability of board

### Part 5—Appeals

#### Division 1: Appeals Concerning Student Matters

Section 123	Appeal to board
Section 124	Review by the Minister
Section 125	Powers on review

## Appendix B:

### Basic Learning Policies

For more information on Basic Learning policies, see the *Basic Learning Policies, Regulations and Forms Manual*. Your local school jurisdiction office should have a copy of the manual. Copies of the policies are available on the Web at: [www.learning.gov.ab.ca/educationguide/02pdfs/hbk5p12.pdf](http://www.learning.gov.ab.ca/educationguide/02pdfs/hbk5p12.pdf) or from the Special Programs Branch, Alberta Learning, 780-422-6326.

Policy No.

- 1.6.1 Educational Placement of Students with Special Needs
- 1.6.2 Special Education
- 1.8.1 Services for Students and Children
- 3.5.1 Review by the Minister
- 3.5.2 Special Needs Tribunal

## **Appendix C:**

# Family Goal Setting

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Our child has these five strengths:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Our child has these five areas of need:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# The Learning Team

## Appendix C: Family Goal Setting—continued

A. Our first goal for our child this school year is:

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This is what we will do at home to help achieve this goal:

1. 

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2. 

---
3. 

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B. Our second goal for our child this school year is:

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This is what we will do at home to help achieve this goal:

1. 

---
2. 

---
3. 

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We agree to review these goals at each reporting period.

We will review these goals \_\_\_\_\_  
Date

Consider sharing these goals with the other members of your child's learning team.

## Appendix D:

### Provincial Parent Groups

This listing is just a sample of provincial groups that offer support and services to parents of children with special needs. Some of these groups will have local chapters. Check Web sites for more information and links to other groups.

Alberta Associations for Bright Children (AABC)  
 Telephone: 780-422-0362  
 Web site: [www.freenet.edmonton.ab.ca/aabc/index.html](http://www.freenet.edmonton.ab.ca/aabc/index.html)

Alberta Home and School Councils' Association (AHSCA)  
 Telephone: 780-545-9867  
 Toll free: 1-800-661-3470  
 Web site: [www.ahsca.ab.ca/](http://www.ahsca.ab.ca/)

Alberta Association for Community Living (AACL)  
 Telephone: 780-451-3055  
 Toll free: 1-800-252-7556  
 Web site: [www.aacl.org/](http://www.aacl.org/)

Alberta Society of Visually Impaired  
 Telephone: 780-962-8128  
 Autism Society of Alberta  
 Telephone: 780-453-3971

Alberta Association of the Deaf  
 Fax: 780-430-9489  
 Web site: [www.deafalberta.org/AAD/index.htm](http://www.deafalberta.org/AAD/index.htm)

Canadian Council of the Blind  
 Alberta Division  
 Telephone: 780-462-8879

Alberta Association for the Dependent Handicapped  
 Telephone: 780-481-8294

Cerebral Palsy Association in Alberta  
 Telephone: 780-477-8030  
 Toll free: 1-888-477-8030  
 Web site: [www.cpalberta.com/](http://www.cpalberta.com/)

Alberta Committee of Citizens with Disabilities  
 Telephone: 780-488-9088  
 Toll free: 1-800-387-2514  
 Web site: [www.accd.net/](http://www.accd.net/)

Learning Disabilities Association of Alberta (LDAA)  
 Telephone: 780-448-0360

To find local associations and groups in your community, talk with other parents, school staff, and community and health service providers.

## Appendix E:



### Samples of Children’s Literature that promote understanding of children with special needs

Please note:  
These listings do not imply Alberta Learning’s approval for the use of these resources. These titles are provided as an illustration of how literature can be used to support and enhance learning and understanding. Parents and teachers need to preview any books and assess their appropriateness before using them with children.

Berkus, Clara Widess. *Charlsie’s Chuckle*. Woodbine House, 1992.

A young boy who has Down Syndrome shows that all children have the ability to make significant contributions to society.

Bouchard, David. *If Sarah Will Take Me*. Orca Book Publishers, 1997.

Sensitive, poetic words that reveal the passionate life of Robb, a young man who is quadriplegic. He painted the stunning illustrations in this book.

Edwards, Becky and David Armitage. *My Brother Sammy*. Bloomsbury Publishing Co., 1999.

A heartwarming book about a boy named Sammy who has autism. It reminds readers that patience and acceptance are integral ingredients in all human relationships.

Flemming, Virginia. *Be Good to Eddie Lee*. Philomel, 1993.

Mama has always told Cristy to be good to Eddie Lee because he is “different.” But did that mean she had to let him follow her around all summer? This sensitive portrayal of a young child who has Down Syndrome shows young readers the joy of unconditional love.

Fox, Paula. *Radiance Descending*. DK Publishing Inc., 1997.

Paul spends seven years avoiding and ignoring his brother Jacob who has Down Syndrome. Finally, his beloved grandfather helps him embrace Jacob in a special relationship.

Gilmore, Rachna. *A Screaming Kind of Day*. Fitzhenry and Whiteside, 1999.

Scully, a girl who is deaf, is frustrated as she fights with her brother and longs to be outside to experience the rain and sounds of summer.

## Appendix E: Samples of Children’s Literature—continued

Gregory, Nan. *How Smudge Came*. Red Deer College Press, 1995.

Cindy, a girl who is mentally challenged, works as a cleaning assistant at a hospital. How she attracts a loving puppy, Smudge, is a sensitive story that reveals how the spirit of love and generosity can transcend generations, conditions and societal roles.

Janover, Caroline. *Zipper, The Kid With ADHD*. Woodbine Press, 1997.

Children with attention-deficit/hyperactivity disorder (AD/HD) will be able to relate to this novel. The story entertains as well as teaches. Zipper, a fifth grader, works hard to learn important life lessons and reach his goals.

Little, Jean. *Mine for Keeps*. Puffin, 1996.

Sally Copeland returns home after spending five years at a special school for children with cerebral palsy. The story of her adjustment back into the regular world—her fears, challenges, accomplishments and joys—are all revealed in this powerful story.

Lucado, Max. *You Are Special*. Crossway Books, 1997.

An amazing book on how Punchinello develops a strong sense of self-worth in spite of what other people thought of him.

Martin, Bill Jr. *Knots on a Counting Rope*. Henry Hold and Co., 1987.

A sensitive story of love, courage and inspiration as a grandfather tells his grandson, who is blind, about how he faced his own challenges in life.

McGillivray, Barb. *If Only I Could Fly*. Essence of Elly Publishing, 2000.

A mother’s story of her son who is severely disabled. An inspiration to children experiencing challenges in following their dreams.

Millman, Isaac. *Moses Goes to School*. Frances, Foster Books, 2000.

Moses, who is deaf, goes to a special school where students communicate through signing. The author follows Moses through a typical day at school. Readers can learn signs for key words and ideas.

## Appendix E: Samples of Children’s Literature—continued

Mills, Joyce C., Ph.D. *Little Tree: A Story for Children With Serious Medical Problems*. Magination Press, 1992.

In addition to the physical toll experienced by children with serious medical problems, there are usually emotional difficulties that are harder to see and even harder to ease. *Little Tree* provides a place for parents and children to turn for help.

Rau, Dana Meachen. *Secret Code*. Children’s Press, 1998.

Oscar, who is blind, teaches Lucy to read Braille.

Rorby, Ginny. *Dolphin Sky*. The Putman and Grosset Group, 1996.

Set in the Everglades, this emotional novel involves Buddy Martin, a 12-year-old girl who has difficulties learning to read.

Shrene, Susan. *The Gift of the Girl Who Couldn’t Hear*. Tambourine Books, 1991.

Lilly, who has been deaf since birth, tries out for a singing role in a Grade 7 musical performance. Her best friend, Eliza, tries to teach her to sing. A story of courage, outreach and self-discovery.

Simmons, Karen L. *Little Rainman: Autism Through the Eyes of a Child*. Future Horizons, 1996.

This book was written as a way for children who have autism to better understand themselves. It also helps caregivers, teachers and others see the world through the eyes of a child with autism.

Smith, Mark. *Pay Attention, Slosh!* Albert Whitman & Co., 1997.

Eight-year-old John hates being a bundle of super-charged energy! It frustrates him to be unable to control himself or concentrate. With the help of his parents, teachers and doctor, he learns to cope with his attention-deficit/hyperactivity disorder (AD/HD).

Stuve-Bodeena, Stephanie. *We’ll Paint the Octopus Red*. Woodbine House, 1998.

Emma and her father discuss what they’ll do when the new baby arrives. When the new baby is born with Down Syndrome, they discuss how they will work together as a family.

## Appendix F:

### Transition Checklist\*

(from high school to post-secondary training)

This transition checklist serves as a guide to the types of activities that a student should be engaged in during high school. Work through the checklist with your son or daughter as a starting point for assessing your transition plan and identifying items that still need to be accomplished. Encourage your son or daughter to complete as many of these items as he or she can independently.

We have:	<i>Yes</i>	<i>Not yet</i>
➤ an updated copy of the most recent educational assessment	<input type="checkbox"/>	<input type="checkbox"/>
➤ a copy of the most recent Individualized Program Plan (IPP)	<input type="checkbox"/>	<input type="checkbox"/>
➤ copies of transcripts	<input type="checkbox"/>	<input type="checkbox"/>
➤ pertinent medical information	<input type="checkbox"/>	<input type="checkbox"/>
➤ contacted the special needs offices of the institutions we are considering	<input type="checkbox"/>	<input type="checkbox"/>
➤ prepared a set of questions about accommodations available at these institutions	<input type="checkbox"/>	<input type="checkbox"/>
➤ a record of the assistive technology that has been used successfully	<input type="checkbox"/>	<input type="checkbox"/>
➤ checked the accommodation policies of the institutions we are considering	<input type="checkbox"/>	<input type="checkbox"/>
➤ prepared a list of successes and accomplishments at school and in the community	<input type="checkbox"/>	<input type="checkbox"/>
➤ a summary of career searches	<input type="checkbox"/>	<input type="checkbox"/>
➤ visited the campuses (electronically or in person) of the institutions we are considering	<input type="checkbox"/>	<input type="checkbox"/>
➤ researched funding sources and financial assistance opportunities	<input type="checkbox"/>	<input type="checkbox"/>
➤ completed the goals of the transition plan.	<input type="checkbox"/>	<input type="checkbox"/>

\*Adapted with permission from Calgary Learning Centre (Calgary, AB).

## Appendix G:

### Government Agencies

- *Assured Income for the Severely Handicapped (AISH)*  
This service is designed for individuals who have no other sources of income.  
[www3.gov.ab.ca/hre/aish/index.asp](http://www3.gov.ab.ca/hre/aish/index.asp)

Contact the Alberta RITE operator at 310-0000 and ask to be connected toll-free to the AISH office nearest you.

- *Public Guardian Office*  
Provides a legal guardian for adults who are unable to care for themselves and make reasonable judgements about personal matters under the *Dependent Adult Act*.  
[www3.gov.ab.ca/hre/opg/links/other\\_pgs.asp](http://www3.gov.ab.ca/hre/opg/links/other_pgs.asp)

Contact the Alberta RITE operator at 310-0000 and ask to be connected toll-free to the office nearest you. There are offices located in Red Deer, Calgary and Lethbridge.

- *Public Trustee Office*  
Provides administration of financial matters of persons who have been declared by the courts incapable of managing their financial affairs.  
[www4.gov.ab.ca/just/trustee/other.cfm](http://www4.gov.ab.ca/just/trustee/other.cfm)

J.E. (Jack) Klinck, Q.C.  
Public Trustee for the Province of Alberta  
400 South, 10365 – 97 Street  
Edmonton AB T5J 3Z8  
Telephone: 780-422-3141  
Fax: 780-422-9136      e-mail: [jack.klinck@gov.ab.ca](mailto:jack.klinck@gov.ab.ca)

## Appendix H:

# Glossary of Special Education Terms

Adapted program	An adapted program retains the learning outcomes of the prescribed curriculum and adjustments to the instructional process are provided to address the special needs of the student.
Appeals	Timely, fair and open school-district level process that protects the rights of students and parents, and addresses differences of opinion about the education of students with special needs.
Assessment	The ongoing process of collecting information about a student using a number of formal and informal methods across a variety of domains relevant to performance (e.g., assessed skill development in academic and other areas, such as communication, adaptive functioning, behaviour, etc.) to develop and implement an appropriate program to support student learning.
Consultation	A process in which parents, school staff and appropriate others share information relevant to the student's educational program. Parents and, where appropriate, students are involved in decision making.
Inclusion	Inclusion, by definition, refers not merely to setting but to specially designed instruction and support for students with special needs in regular classrooms and neighbourhood schools. (Also known as integration or mainstreaming.)

## Appendix H: Glossary of Special Education Terms—continued

Individualized Program Plan (IPP)	An Individualized Program Plan (IPP) is a concise plan of action designed to address the student’s special needs, and is based on diagnostic information, which provides the basis for intervention strategies. All students with special needs, from severely disabled to the gifted and talented, require an IPP.
Informed consent	<p>Informed consent means that the individual:</p> <ul style="list-style-type: none"> <li>• has been provided with all information relevant to the activity for which consent is sought</li> <li>• understands and agrees, in writing, to the carrying out of the activity for which his or her consent is sought</li> <li>• understands that the granting of consent is voluntary and may be withdrawn at anytime.</li> </ul>
Modified program	A modified program has learning outcomes which are significantly different from the provincial curriculum and are specifically selected to meet the student’s special needs.
Placement	The setting in which the special education program or service is delivered to the student.
Review by the Minister	The Minister of Learning may review a board decision on some specific matters, including the special education placement for a student with special needs.
School-based team	The team may consist of the school administrator, a classroom teacher, a special education teacher, a student’s parent(s) and, where appropriate, the student.

## Appendix H: Glossary of Special Education Terms—continued

Specialized assessment	<p>Specialized assessments, including psycho-educational assessments, measure areas of functioning and/or development beyond the academic.</p> <p>A specialized assessment is an individualized or standardized measurement across a variety of domains relevant to a student’s social and educational performance (e.g., intellectual, personality/emotional, behavioural) for the purpose of providing an appropriate program.</p>
Teacher assistant	<p>A person who works under the direction of a certificated staff member and who assists in the implementation of the student’s individualized program plan (IPP).</p>
Transition	<p>The consultative process that involves the student, parents, other professionals, receiving school and staff, and community agencies, as appropriate, to enable students to prepare for and successfully make changes (school entry, between grades/levels of schooling/schools and upon school completion).</p>

## Appendix I:

# Alberta Learning Special Education Resources

## Programming for Students with Special Needs Series

This series was developed for regular classroom and special education teachers to assist them with programming for students with special needs. The information in each book is interrelated and can be used to enhance the teaching and learning of all students.

- Book 1 *Teaching for Student Differences* (1995)  
Order #292855 / \$8.65 \* / 151 pgs.  
Highlights strategies for differentiating instruction within the regular classroom for students who may have learning or behavioural difficulties, or who may be gifted and talented. It also describes a process for adapting the regular program.
  
- Book 2 *Essential and Supportive Skills for Students with Developmental Disabilities* (1995)  
Order #292863 / \$10.10 \* / 262 pgs.  
Includes developmental checklists for communication skills, gross and fine motor skills, as well as charts and checklists which provide a continuum of life skills.
  
- Book 3 *Individualized Program Plans (IPPs)* (1995)  
Order #292871 / \$5.95 \* / 102 pgs.  
Describes a process for developing individualized program plans (IPPs) to meet the learning needs of students with special needs. It includes strategies for involving parents, forms and checklists for planning, ideas for transition planning, and case studies and samples of completed IPPs.

## Appendix I: Alberta Learning Special Education Resources—continued

- Book 4 *Teaching Students who are Deaf or Hard of Hearing* (1995)  
Order #292889 / \$6.50 \* / 86 pgs.  
Includes information on the nature of hearing loss, various communication systems, program planning and teaching strategies. It also includes a section on amplification and educational technologies, and hints for troubleshooting hearing aids and FM systems.
  
- Book 5 *Teaching Students with Visual Impairments* (1996)  
Order #292904 / \$4.05 \* / 98 pgs.  
Addresses the nature of visual impairment, educational implications, specific needs, instructional strategies, the importance of orientation and mobility instruction, and the use of technology.
  
- **Books 1–5** can be ordered as a set in one binder.  
Order #292847 / \$43.35 \*
  
- Book 6 *Teaching Students with Learning Disabilities* (1996)  
Order #315699 / \$21.45 \* / 355 pgs.  
Provides practical strategies for regular classroom and special education teachers. It includes information on identification and program planning, assessment, learning styles, long-range planning and instructional strategies.
  
- Book 7 *Teaching Students who are Gifted and Talented* (2000)  
Order #415283 / \$16.50 \* / 356 pgs.  
Addresses administration of programs for the gifted and talented at both the district and school levels, and discusses various conceptions of giftedness. It also discusses identification of students, developing individualized program plans and working with parents.

## Appendix I: Alberta Learning Special Education Resources—continued



- Book 8 *Teaching Students with Emotional Disorders and/or Mental Illnesses* (2000)  
Order # 411653 / \$14.50 \* / 207 pgs.  
Takes a comprehensive look at six emotional disorders and mental illnesses including: eating disorders, anxiety disorders, depression, schizophrenia, oppositional defiant disorder and conduct disorder. It describes the characteristics, symptoms and risk factors for each disorder or illness. It also includes strategies for teachers, parents and other caregivers to use to assist students.



- Book 9 *Teaching Students with Autism Spectrum Disorders* (2003)  
Available Spring 2003  
Provides basic knowledge about this spectrum of disabilities, educational programming implications and programming strategies.



- Book 10 *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* (2003)  
Available Summer 2003  
Includes information on what FASD is, key considerations for planning effective education programs, and strategies for creating a positive classroom climate, organizing for instruction and responding to students' needs. The appendices contain reproducible blackline masters.

### Other Teaching Resources

- *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities* (2003)  
Order #510851 / \$8.45 \* / 124 pgs.  
Alberta Learning, in collaboration with the Calgary Learning Centre, identified nine key components of programming for students with learning disabilities. This resource includes sample strategies, suggested outcomes and connections to other Alberta Learning resources for each of the following nine components: collaboration, meaningful parent involvement, identification and assessment, ongoing assessment, individualized program plans, transition planning, self-advocacy, accommodations and instructions.

## Appendix I: Alberta Learning Special Education Resources—continued

### Resources for Parents

- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000)  
Order #415704 / \$4.60 \* handbook / 88 pgs.  
Order #415712 / \$5.75 \* video  
This resource was developed by Alberta Learning in collaboration with the Siksika Board of Education. This handbook provides Aboriginal parents with information regarding the education of their child with special needs. It also includes tips to enhance communication between home and school. The accompanying video, *Our Treasured Children*, highlights intergenerational stories from members of the Aboriginal community.
  
- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9* (1998)  
Order #361501 / \$6.80 \* / 68 pgs.  
This resource was developed jointly by Alberta Learning and the Learning Disabilities Association of Alberta. It was written by two experienced writer–teachers and includes strategies parents can use to help their child improve organizational, reading, writing, spelling, math, test taking and project skills.
  
- *The Journey: A Handbook for Parents of Children who are Gifted and Talented* (2003)  
Available Fall 2003  
Alberta Learning collaborated with the Alberta Associations for Bright Children in the development of a handbook for parents of gifted children. This handbook provides strategies for meeting the needs of gifted children in the home and community environments.



## Appendix I: Alberta Learning Special Education Resources—continued

### Resources for Students

- *Make School Work for You* (2001)

Order #461426 / Student resource \$5.85 \* / 112 pgs.

Order #461434 / Teacher Guide \$4.75 \* / 68 pgs.

Order #470948 / Audio CDs \$11.10 \*

A collaborative project of the Learning Disabilities Association of Alberta and Alberta Learning, this resource is for junior and senior high students who want to be more successful learners. It includes information and strategies to help students know about themselves, get organized, make every class count, get along with others, do well on tests and projects, and stay motivated. This resource is a companion to *Teaching Students with Learning Disabilities*, Book 6 of the *Programming for Students with Special Needs* series, and *The Parent Advantage*. It has an accompanying teacher guide and an audio CD set to support students with reading difficulties.

### Ordering Information

Learning Resources Centre (LRC)

Customer Service and Marketing

12360 – 142 Street N.W.

Edmonton, AB T5L 4X9

Telephone: 780-427-5775

Or toll-free in Alberta by dialing 310-0000

Fax: 780-422-9750

Online ordering: [www.lrc.learning.gov.ab.ca/](http://www.lrc.learning.gov.ab.ca/)

**\*Please Note:** All prices subject to change.

