

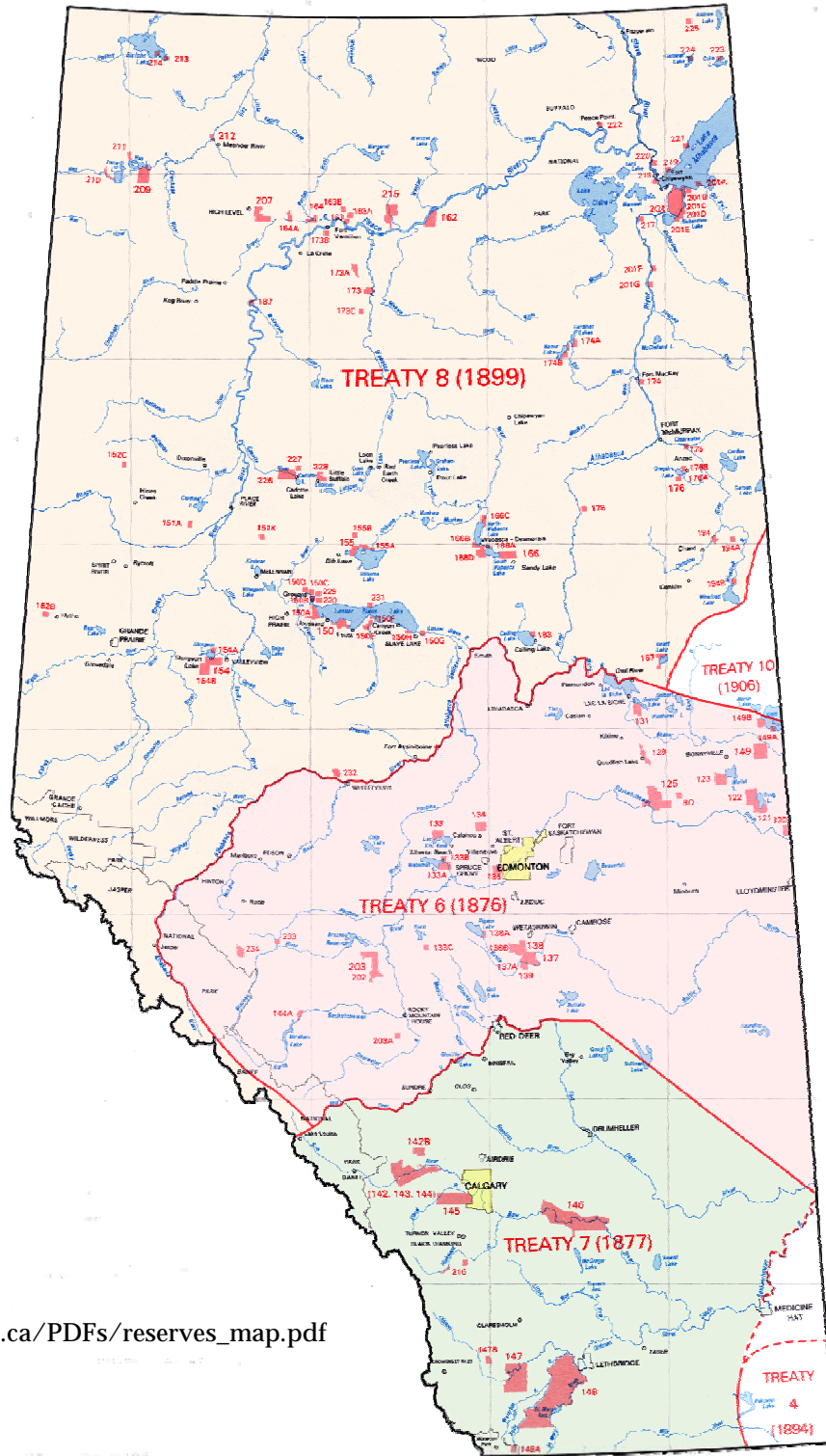


# Appendices

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2. First Nations and First Nations Communities in Alberta
3. Métis Settlements and Regional Zones in Alberta
4. First Nations and Métis Language Groups in Alberta
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# Treaty Area Map of Alberta



[http://www.aand.gov.ab.ca/PDFs/reserves\\_map.pdf](http://www.aand.gov.ab.ca/PDFs/reserves_map.pdf)

© 1998 Government of Alberta



## First Nations and First Nations Communities in Alberta

---

### First Nations

#### Treaty 6

Alexander  
 Alexis  
 Beaver Lake  
 Cold Lake  
 Enoch  
 Ermineskin  
 Frog Lake  
 Kehewin  
 Louis Bull  
 Montana  
 O'Chiese  
 Paul  
 Saddle Lake  
 Samson Cree  
 Stoney  
 Sunchild Cree

#### Treaty 7

Blood Tribe  
 Piikani  
 Siksika  
 Stoney (Nakoda)  
 Tsuu T'ina Nation

#### Treaty 8

Alexis  
 Athabasca Chipewyan  
 Beaver  
 Bigstone Cree  
 Chipewyan Prairie  
 Dene Tha'  
 Driftpile River  
 Duncan's  
 Fort McKay  
 Fort McMurray  
 Heart Lake  
 Horse Lake  
 Kapawe'no  
 Little Red River  
 Loon River Cree  
 Lubicon Lake  
 Mikisew Cree  
 Sawridge  
 Sturgeon Lake  
 Sucker Creek  
 Swan River  
 Tallcree  
 Whitefish Lake  
 Woodland Cree

- A **band** is a term defined by the *Indian Act* to describe a territorially-based group of First Nations people who share a common culture and ancestry.
- Today, many bands prefer to be known as First Nations.
- A First Nation (or band) has its own governing band council, usually consisting of one chief and several councillors.
- A First Nation (or band) may have more than one First Nation community (or reserve).



## First Nations and First Nations Communities in Alberta (continued)

### Communities

#### Treaty 6

Alexander  
 Alexis  
 Beaver Lake  
 Blue Quills First  
 Nation Reserve  
 Buck Lake  
 Cardinal River  
 Cold Lake  
 Elk River  
 Ermineskin  
 Kehewin  
 Louis Bull  
 Makaoo  
 Montana  
 O'Chiese  
 O'Chiese Cemetery  
 Pigeon Lake  
 Puskiakiwenin  
 Saddle Lake  
 Stony Plain  
 Sunchild Cree  
 Unipouheos  
 Wabamun  
 Whitefish Lake

#### Treaty 7

Bearspaw  
 Big Horn  
 Blood  
 Piikani  
 Piikani (timber limit)

Siksika  
 Tsuu T'ina  
 Wesley Chiniki

#### Treaty 8

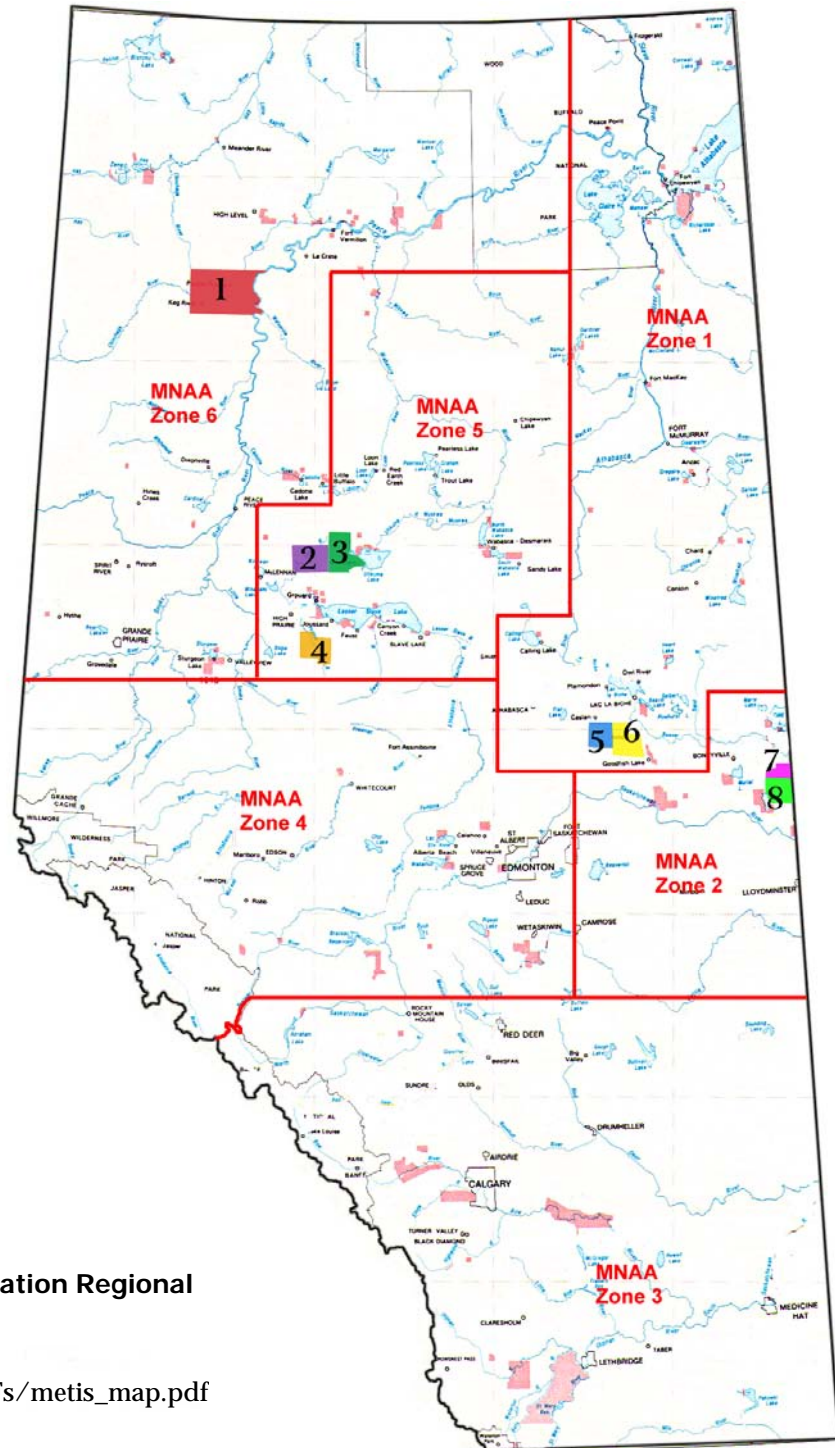
Allison Bay  
 Amber River  
 Assineau River  
 Beaver Ranch  
 Bistcho Lake  
 Boyer River  
 Bushe River  
 Calling Lake  
 Carcajou Settlement  
 Charles Lake  
 Child Lake  
 Chipewyan  
 Clear Hills  
 Clearwater  
 Coin Lake  
 Cornwall Lake  
 Cowper Lake  
 Devil's Gate  
 Dog Head  
 Driftpile River  
 Duncan's  
 Fort McKay  
 Fort Vermilion  
 Fox Lake  
 Freeman  
 Gregoire Lake  
 Grouard

Halcro  
 Hay Lake  
 Heart Lake  
 Horse Lake  
 House Rover Indian  
 Cemetery  
 Jackfish Point  
 Janvier  
 Jean Baptiste Gambler  
 John D'Or Prairie  
 Namur Lake  
 Namur River  
 Old Fort  
 Pakashan  
 Peace Point  
 Sand Point  
 Samson  
 Sawridge  
 Sturgeon Lake  
 Sucker Creek  
 Swan River  
 Tallcree  
 Trout Lake  
 Upper Hay River  
 Utikoomak Lake  
 Wabasca  
 Wadlin Lake  
 Whitecourt  
 William McKenzie  
 Winefred Lake  
 Woodland Cree  
 Zama Lake

- A **reserve** is land set aside, or reserved, by the federal government for the use and benefit of a First Nation. The Crown holds the legal title to reserve lands and the federal government has jurisdiction over reserves and the people living there.
- Many First Nations now prefer the term “First Nation community” and no longer use the term “reserve.”
- A First Nation community (or reserve) can also be home to two or more First Nations (or bands).



# Métis Settlements and Regional Zones in Alberta



## Métis Settlements

1. Paddle Prairie
2. Peavine
3. Gift Lake
4. East Prairie
5. Buffalo Lake
6. Kikino
7. Elizabeth
8. Fishing Lake

## Métis Nation of Alberta Association Regional Zones

[http://www.aand.gov.ab.ca/PDFs/metis\\_map.pdf](http://www.aand.gov.ab.ca/PDFs/metis_map.pdf)

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## First Nations and Métis Language Groups in Alberta

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One way to be more respectful of the diversity that characterizes Aboriginal groups is to learn and use appropriate Aboriginal names to refer to various language groups.

- Blackfoot (Siksika, Kainai, Piikani) – concentrated in southern Alberta
- Dene Saultine (Chipewyan) – concentrated in northern Alberta
- Dene tha (Slavey) – concentrated in northern Alberta
- Dunne'za (Beaver) – concentrated in northern Alberta
- Métis Cree – concentrated in north central Alberta
- Michif (French) – concentrated in central northeastern Alberta
- Stoney (Nakoda Sioux) – concentrated in west central Alberta
- Plains Cree – concentrated in central and southern Alberta
- Saulteaux – concentrated in western Alberta
- Tsuu T'ina – concentrated in south central Alberta
- Woodland Cree – concentrated in northern Alberta





## Guidelines for Talking Circles

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Talking circles are based on the sacred tradition of sharing circles. People leading a traditional sharing circle will have a blessing from an Elder to do this, and will use special prayers and sacred objects in the ceremony.

The purpose of the less formal talking circle, used as part of classroom instruction, is to create a safe environment in which students can share their point of view with others. In a Talking Circle, each one is equal and each one belongs. Participants in a Talking Circle learn to listen and respect the views of others. The intention is to open hearts to understand and connect with one another.

- Participants sit in a circle. The circle symbolizes completeness.
- Review ground rules with participants. For example:
  - Everyone’s contribution is equally important.
  - State what you feel or believe starting with “I-statements,” e.g., “I feel ...”
  - All comments are addressed directly to the question or the issue, not to comments another person has made. Both negative and positive comments about what anyone else has to say should be avoided.
- An everyday object such as a rock or pencil is sometimes used as a talking object.
- When the talking object is placed in someone’s hands, it is that person’s turn to share his or her thoughts, without interruption. The object is then passed to the next person in a clockwise direction.
- Whoever is holding the object has the right to speak and others have the responsibility to listen.
- Everyone else is listening in a nonjudgemental way to what the speaker is saying.
- Silence is an acceptable response. There must be no negative reactions to the phrase, “I pass.”
- Speakers should feel free to express themselves in any way that is comfortable; by sharing a story, a personal experience, by using examples or metaphors, and so on.



## Evaluating Resources About Aboriginal Peoples

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Students should be presented with accurate, objective information about Aboriginal cultures, contributions and experiences over time. Use the following types of sample questions when evaluating a potential resource to help decide whether a resource is appropriate or not.

### Aboriginal Resource Checklist

#### 1. Is the resource recognized by the Aboriginal community?

Yes	No	N/A	Has the resource been validated by Aboriginal groups and/or Elders?
Yes	No	N/A	Has the resource been validated by Aboriginal authors and/or scholars?
Yes	No	N/A	Is the author qualified to deal with Aboriginal content?
Yes	No	N/A	Has the resource been approved for use in other settings?

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### 2. Is the resource culturally authentic?

Yes	No	N/A	Is the Aboriginal worldview accurately portrayed and/or interpreted?
Yes	No	N/A	Are Aboriginal values and beliefs accurately portrayed and/or interpreted?
Yes	No	N/A	Are Aboriginal traditions and customs accurately portrayed and/or interpreted?
Yes	No	N/A	Are cultural and societal roles accurately portrayed?
Yes	No	N/A	Is cultural diversity within the Aboriginal group recognized?
Yes	No	N/A	Is the way of life of Aboriginals in both the present and the past accurately portrayed?

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## Evaluating Resources About Aboriginal Peoples (continued)

### 3. Is the resource historically accurate?

Yes	No	N/A	Are significant events of the past accurately portrayed?
Yes	No	N/A	Is the process surrounding decisions, documents (treaties, etc.) accurately portrayed?
Yes	No	N/A	Are Aboriginal contributions over time accurately portrayed?

Yes No N/A Has past contact with other cultures been accurately portrayed?

Yes No N/A Are historical events accurately linked with life today?

Yes No N/A Are dates and time periods accurate?

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 4. Is the resource balanced and objective?

Yes No N/A Is the resource free of stereotypical descriptions that present any person, group or culture in a less than objective manner?

Yes No N/A Does the resource refer to any person, group or culture in a solely positive or negative manner?

Yes No N/A Is there evidence of any bias for or against a particular person, group or culture?

Yes No N/A Are multiple points of view and/or interpretations included and given equal weight?

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 5. Are the language and terminology accurate and respectful?

Yes No N/A Are all people, groups and cultures referred to or named respectfully or in a way that will not cause offence?

Yes No N/A Is the resource free of all derogatory terms for any culture or group?

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Evaluating Resources About Aboriginal Peoples (continued)

6. Are the graphics culturally accurate and/or respectful?

Yes	No	N/A	Are traditional structures, items of clothing and situations accurately portrayed?
Yes	No	N/A	Are people shown in attire that is appropriate for the situation portrayed?
Yes	No	N/A	Are the graphics free of sacred items that should not be displayed for all to see?

Comments: \_\_\_\_\_

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7. Is the resource based on information from recognized sources?

Yes	No	N/A	Is/are the author(s) recognized as (a) qualified, objective source(s) of information about all of the cultures, situations and/or events covered in the resource?
Yes	No	N/A	Is there evidence that other contributors to the resource were carefully and objectively chosen?
Yes	No	N/A	Are all contributors recognized as qualified, objective sources of topically relevant information?

Comments: \_\_\_\_\_

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After you have answered all the questions, look back at the items you have marked “No.” Do they raise some concerns or problems with the resource?

If so, discuss the resource with colleagues or people from your local Aboriginal community and decide whether all or parts of the resource can be used in class.

Be aware that it is acceptable to use a resource to illustrate a point of view or opinion, as long as you use another resource that illustrates an opposing or alternative point of view.



## Aboriginal Parents Offer Advice to Other Parents

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- Come to the school—the school belongs to your child. Visit your child’s school anytime throughout the school year. At the beginning of the year, ask your child’s teacher how to make arrangements to visit the classroom.
- Let your voice be heard by the teacher and, if need be, by the administration. If you have a concern, continue to speak up, as it is the only way positive changes will happen.
- Ask to sit in on classes to see what is happening.
- Talk with other parents who have children in the class.
- Look for local parent support groups and find out about other resources.
- Get to know the teacher by name and make sure he or she knows how to contact you.
- Tell the teacher how you may be contacted if you don’t have a phone.
- Make an appointment with the teacher to discuss any specific concerns. Make arrangements to telephone or write a letter if you are unable to meet.
- Ask that the teacher, principal, liaison worker or school counsellor meet with you in your home if you would feel more comfortable meeting there.
- Read the school newsletters, as they often contain valuable information that concerns your child.
- Become familiar with the school’s policies and procedures about attendance, discipline and other issues.
- Don’t be afraid to ask questions.
- Go to all parent-teacher conferences.
- Keep all school information in one place so it’s handy for meetings at the school or when seeing others in the community about your child.
- Volunteer to share a craft or special skill from your culture.

Adapted from Alberta Learning, *A Handbook for Aboriginal Parents of Children with Special Needs* (Edmonton, AB: Alberta Learning, 2000), pp. 30–31.



## Aboriginal Organizations and Agencies

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### Treaty 8 Education

**Treaty 8 Education Coordinator**  
 Treaty 8 First Nation of Alberta  
 Santa Fe Plaza  
 18178 – 102 Avenue  
 Edmonton, AB T5S 1S7  
 Telephone: 780-444-9366  
 Fax: 780-444-9369  
 E-mail: shelleyw@treaty8.org  
 Web site: www.treaty8.org

**Athabasca Tribal Council**  
 Director of Education  
 9206 McCormick Drive  
 Fort McMurray, AB T9H 1C7  
 Telephone: 780-791-6538  
 Fax: 780-791-0946

**Kee Tas Kee Now Tribal Council**  
 Director of Education  
 Box 120  
 Atikameg, AB T0G 0C0  
 Telephone: 780-767-2116  
 Fax: 780-767-2447

**Lesser Slave Lake Indian Regional Council**  
 Director of Education  
 Box 269  
 Slave Lake, AB T0G 2A0  
 Telephone: 780-849-4943  
 Fax: 780-849-4975

**North Peace Tribal Council**  
 Director of Education  
 Box 1889  
 High Level, AB T0H 1Z0  
 Telephone: 780-926-3446  
 Fax: 780-926-4075

**Western Cree Tribal Council**  
 Director of Education  
 Box 2129  
 Valleyview, AB T0H 3N0  
 Telephone: 780-524-5978  
 Fax: 780-524-2898

### Treaty 7 Education Authorities

**Kainai Board of Education**  
 Box 240  
 Stand Off, AB T0L 1Y0  
 Telephone: 403-737-3966  
 Fax: 403-737-2361

**Peigan Band**  
 Box 130  
 Brocket, AB T0K 0H0  
 Telephone: 403-965-3910  
 Fax: 403-965-3713

**Siksika Board of Education**  
 Box 1099  
 Siksika, AB T0J 3W0  
 Telephone: 403-734-5220  
 Fax: 403-734-2505

**Stoney Tribal Administration**  
 Box 238  
 Morley, AB T0L 1N0  
 Telephone: 403-881-3591  
 Fax: 403-881-3860

**Tsuu T'ina Nation**  
 205, 9911 Chula Boulevard S.W.  
 Tsuu T'ina Sarcee, AB T2K 3J6  
 Telephone: 403-238-6112  
 Fax: 403-974-1449



## Aboriginal Organizations and Agencies (continued)

### Treaty 6 Education

#### Treaty Six Education

Suite #202, 17510 – 107 Avenue  
Edmonton, AB T5S 1E9  
E-mail: mail@treatysixeducation.org  
Toll free: 1-877-430-4200  
Web site: treatysixeducation.org

#### Alexander First Nation

Box 3449  
Morinville, AB T8R 1S3  
Telephone: 780-939-3551  
Fax: 780-939-3523

#### Alexis Nakota Sioux Nation

Box 135  
Glenevis, AB T0E 0X0  
Telephone: 780-967-4878  
Fax: 780-967-4999

#### Beaver Lake Cree Nation

Amisk Community School  
Bag 5000  
Lac La Biche, AB T0A 2C0  
Telephone: 780-623-4548  
Fax: 780-623-4659

#### Cold Lake First Nation

Box 1769  
Cold Lake, AB T9M 1P4  
Telephone: 780-594-7183  
Fax: 780-594-3577

#### Enoch Cree Nation

Box 90  
Enoch, AB T7X 3Y3  
Telephone: 780-418-4270  
Fax: 780-470-5687

#### Ermineskin Cree Nation

Box 249  
Hobbema, AB T0C 1N0  
Telephone: 780-585-2118  
Fax: 780-585-2116

#### Frog Lake First Nation

General Delivery  
Frog Lake, AB T0A 1M0  
Telephone: 780-943-3912  
Fax: 780-943-2336

#### Goodfish Lake First Nation

Box 275  
Goodfish Lake, AB T0A 1R0  
Telephone: 780-636-7011  
Fax: 780-636-3534

#### Heart Lake First Nation

Box 1619  
Lac La Biche, AB T0A 2C0  
Telephone: 780-623-2330  
Fax: 780-623-3505

#### Kehewin Cree Nation

Box 220  
Kehewin, AB T0A 1C0  
Telephone: 780-826-3333  
Fax: 780-826-2355

#### Louis Bull First Nation

Box 1290  
Hobbema, AB T0C 1N0  
Telephone: 780-585-0036  
Fax: 780-585-0039

#### Montana First Nation

Box 70  
Hobbema, AB T0C 1N0  
Telephone: 780-585-3744  
Fax: 780-585-2264

#### O'Chiese First Nation

Box 1570  
Rocky Mountain House, AB T4T 1B2  
Telephone: 403-989-2034  
Fax: 403-989-2122



## Aboriginal Organizations and Agencies (continued)

### **Onion Lake First Nation**

Box 340  
Onion Lake, SK S0M 2E0  
Telephone: 306-344-2525  
Fax: 306-344-2559  
Toll free: 1-888-344-8011

### **Paul First Nation Education**

Box 84  
Duffield, AB T0E 0N0  
Telephone: 780-892-2025  
Fax: 780-892-2019

### **Saddle Lake Cree Nation**

Box 130  
Saddle Lake, AB T0A 3T0  
Telephone: 780-726-7641  
Fax: 780-726-4069

### **Samson Cree Nation**

Box 658  
Hobbema, AB T0C 3T0  
Telephone: 780-585-2211  
Fax: 780-555-3857

### **Sunchild First Nation**

Box 1149  
Rocky Mountain House, AB  
T0C 1N0  
Telephone: 403-989-3476  
Fax: 403-989-3614

## Métis Settlements

### **Métis Settlements General Council**

Suite 200, 10335 – 172 Street  
Edmonton, AB T5S 1K9  
Telephone: 780-822-4096  
Fax: 780-489-9558  
Toll free: 1-888-213-4400  
Web site:  
[www.msgc.ca/MetisSettlement.htm](http://www.msgc.ca/MetisSettlement.htm)

### **Métis Nation of Alberta**

#100 Delia Gray Building  
11738 Kingsway Avenue  
Edmonton, AB T5G 0X5  
Telephone: 780-455-2200  
Fax: 780-452-8948  
Toll free: 1-800-252-7553  
Web site: [www.metis.org](http://www.metis.org)

## Additional Resources

### **Aboriginal Services Branch**

Alberta Education  
9<sup>th</sup> Floor, 44 Capital Boulevard  
10044 – 108 Street  
Edmonton, AB T5J 5E6  
Telephone: 780-415-9300  
Fax: 780-415-9306

For more information, see *A Guide to Aboriginal Organizations in Alberta* published by Aboriginal Affairs and Northern Development, available online at [www.aand.gov.ab.ca/AAND.asp?lid=41](http://www.aand.gov.ab.ca/AAND.asp?lid=41).



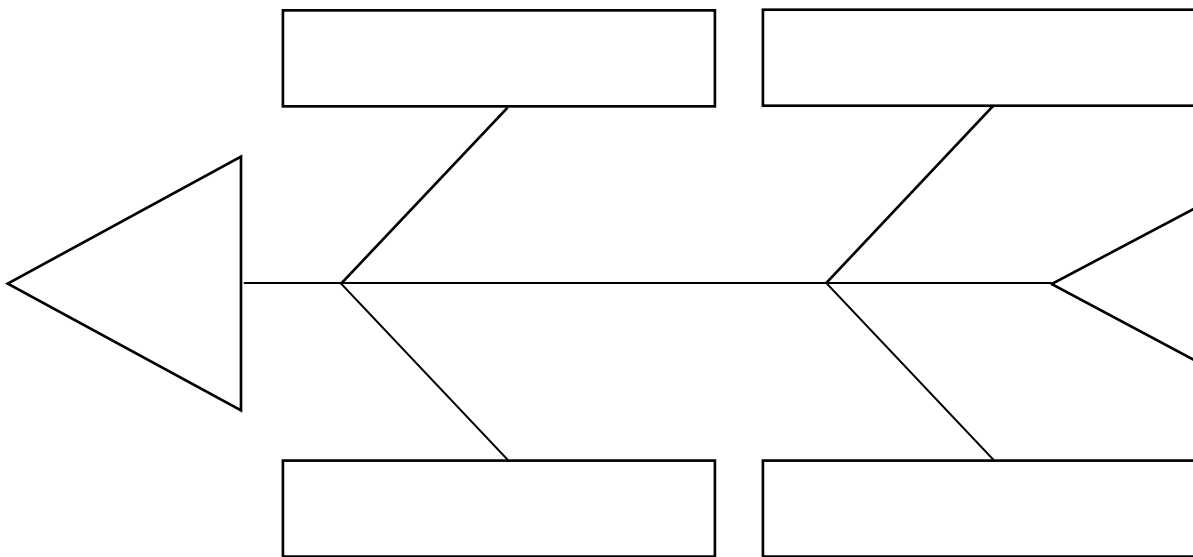


# Fishbone

---

Name \_\_\_\_\_

Date \_\_\_\_\_



# T-chart



Name \_\_\_\_\_

Date \_\_\_\_\_

**Title/Topic:** \_\_\_\_\_

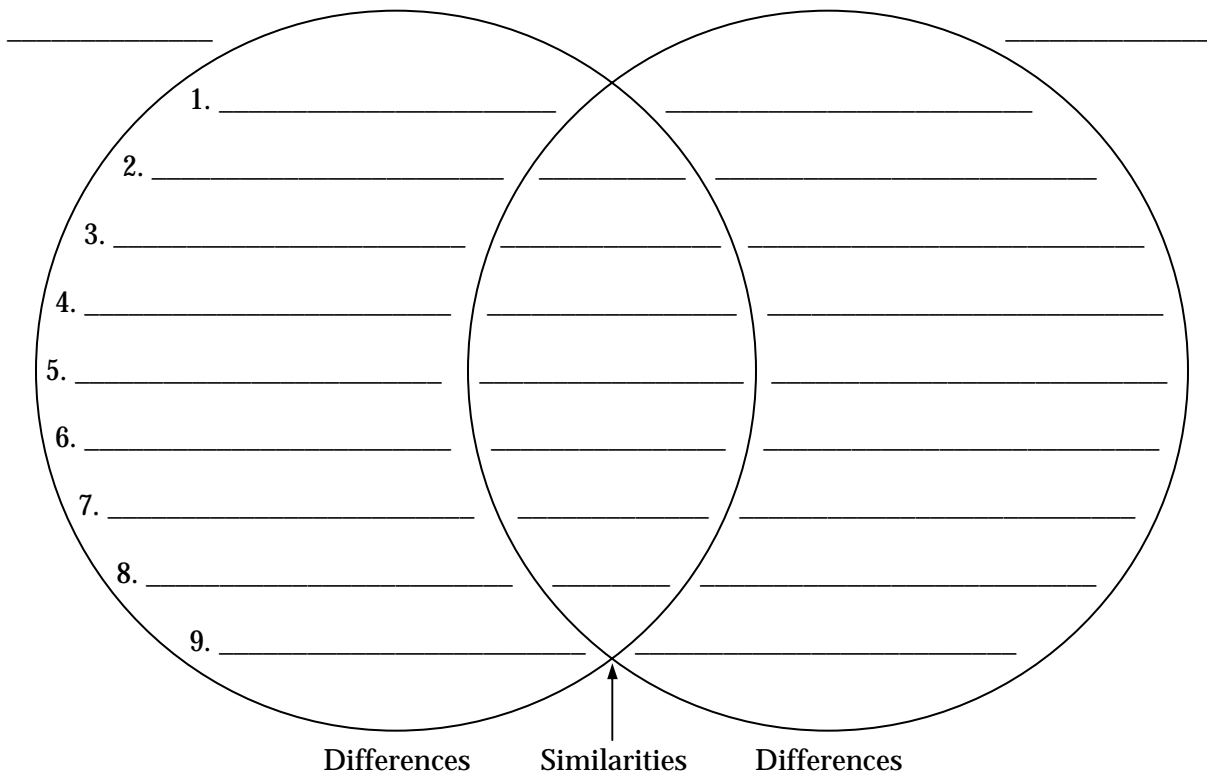
<b>Looks like:</b>	<b>Sounds like:</b>	<b>Feels like:</b>

# Venn Diagram



Name \_\_\_\_\_

Date \_\_\_\_\_





Name \_\_\_\_\_

Date \_\_\_\_\_

Topic: \_\_\_\_\_

Plus	Minus	Interesting Information

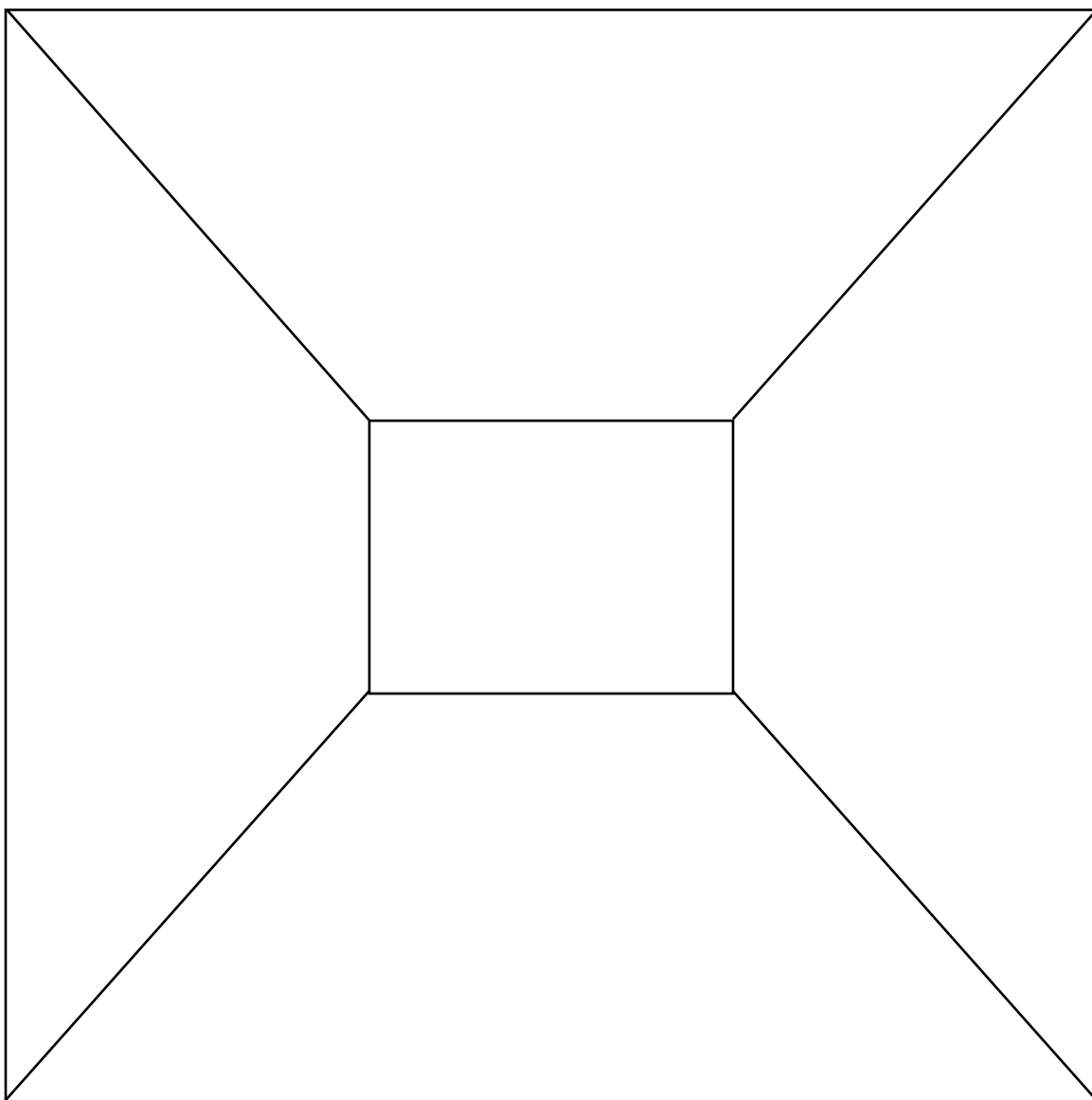
What do I think? Why?

Now that I have considered all the information, my thoughts on this topic are:



Name \_\_\_\_\_

Date \_\_\_\_\_





Name \_\_\_\_\_

Date \_\_\_\_\_

K	W	L
(List what you already <b>know</b> about the topic.)	(List questions about what you <b>want to know</b> about the topic.)	(Using your questions as a guide, write all the information you <b>learned</b> .)



# Brainstorm



Name \_\_\_\_\_

Date \_\_\_\_\_

**Topic:**

Goal \_\_\_\_\_

Time limit \_\_\_\_\_ minutes

### Why am I doing this?

to generate ideas

to make decisions

to assess prior knowledge

to review information

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Reflect and revise

Are any ideas similar? If yes, combine similar ideas.

Do all ideas fit the topic? If no, cross out ideas that don't fit.

Star your three ideas.

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Edmonton Public Schools, 1999), p. 167.

# Three-step Interview

---



Name \_\_\_\_\_

Date \_\_\_\_\_



**Interview One:** \_\_\_\_\_ (name)

---

---

---

---



**Interview Two:** \_\_\_\_\_ (name)

---

---

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---



**Interview Three:** \_\_\_\_\_ (name)

---

---

---

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**Round Robin: Key ideas from interviews**

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# Independent Study Planner



Name \_\_\_\_\_

Date \_\_\_\_\_

**Why** is this an important question?

**How** can I show my learning?

**What** is my critical question?

(Rationale)

(Product/format)

**Where** can I look for information and answers?

**When** will I do what?

(Sources)

(Timeline)

**Who ...**

... has information?

... will review and discuss my project?

... will be my final audience?

Reproduced with permission from Edmonton Public Schools, *Think Again: Thinking Tools for Grades 6 to 10* (Edmonton, AB: Edmonton Public Schools, 2003), p. 182.

# Choosing a Service Learning Project

---



Name \_\_\_\_\_

Date \_\_\_\_\_

Identified Need: \_\_\_\_\_

1. List reasons this is an important need for the class to address.

---

---

---

2. What is one short-term project the class could do to address this need?

---

---

---

3. What is needed for this project? (Think about expenses, materials, adult help, transportations.)

---

---

---

4. What challenges or barriers might keep this project from being successful?

---

---

---

5. What are *two* long-term projects the class might carry out to address this need?

---

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Adapted with permission from Lions Clubs International, *Skills for Adolescence: Service Learning* (4th edition) (Oak Brook, IL: Lions Clubs International Foundation, 2003), pp. 48–49.

# Making It Happen

---



## Service Learning Project Plan

Name \_\_\_\_\_

Date \_\_\_\_\_

1. The need we will address: \_\_\_\_\_  
\_\_\_\_\_

2. A brief description of our project: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Our project goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Our committee: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Jobs to be done	Who will do them?	Timelines
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adapted with permission from Lions Clubs International, *Skills for Adolescence: Service Learning* (4th edition) (Oak Brook, IL: Lions Clubs International Foundation, 2003), p. 51.

# Reflecting on Our Service Learning

---



Name \_\_\_\_\_

Date \_\_\_\_\_

1. What skills did the class use to carry out this project?

---

---

---

---

---

---

2. What was accomplished through this project?

---

---

---

---

---

---

3. What can we do to improve our next project?

---

---

---

---

---

---

Adapted with permission from Lions Clubs International, *Skills for Adolescence: Service Learning* (4th edition) (Oak Brook, IL: Lions Clubs International Foundation, 2003), p. 52.



# Rubric Template

---



Student Name \_\_\_\_\_

Task \_\_\_\_\_

Date \_\_\_\_\_

*Standard of excellence/outstanding evidence*

- 
- 
- 
- 
- 

*Well on the way/strong evidence*

- 
- 
- 
- 
- 

*Good start/some evidence*

- 
- 
- 
- 
- 

*Just beginning/little evidence*

- 
- 
- 
- 
-



## Parents' Rights and Opportunities to Participate in Educational Decision Making

---

As a parent, you have rights and opportunities to participate in decision making about your child's education. You can do this by participating in the Individualized Program Planning (IPP) process for your child.

### **You have a right to:**

- be involved in the decisions affecting your child's education
- learn about the school's programming and policies
- be consulted before your child is placed in a special education program
- learn about assessments that might help your child so you can give or deny your permission, in writing, for any formal assessment of your child
- be an informed and valued member of your child's Learning Circle. Circle members include parents, the student and teacher. It may also include other school staff, resource people and community members
- receive information on your child's learning and progress
- look at all the information in your child's school files
- appeal school decisions that you do not believe best serve the needs of your child. Talk to your school principal about your school district's or authority's appeal process. If you cannot resolve this disagreement at the local level, you have the right to request a Review by the Minister.

Adapted from Alberta Learning, *A Handbook for Aboriginal Parents of Children with Special Needs* (Edmonton, AB: Alberta Learning, 2000), pp. 3-4.

## Transition Checklist



Name \_\_\_\_\_

Date \_\_\_\_\_

Use this transition checklist as you are moving from senior high to post-secondary studies.

I have:

- an updated copy of my last educational assessment
- a copy of my most recent Individualized Program Plan (IPP)
- copies of my high school transcripts
- any medical information I need to share
- a record of the assistive technology I have been using
- addresses and telephone numbers of the people who have provided assessment of my specific needs
- a summary of career searches/exploration I've completed
- contacted the special needs offices of the post-secondary institutions I am considering
- a copy of the accommodation policies of the post-secondary institutions I'm considering
- prepared a set of questions to ask about accommodations for my learning needs at these institutions
- prepared an inventory or portfolio of my successes and accomplishments at school and in the community
- visited the campuses (electronically or in person) of the institutions I'm considering
- information on funding sources and financial assistance opportunities
- completed the goals of my IPP transition plan.

Other information I will need:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

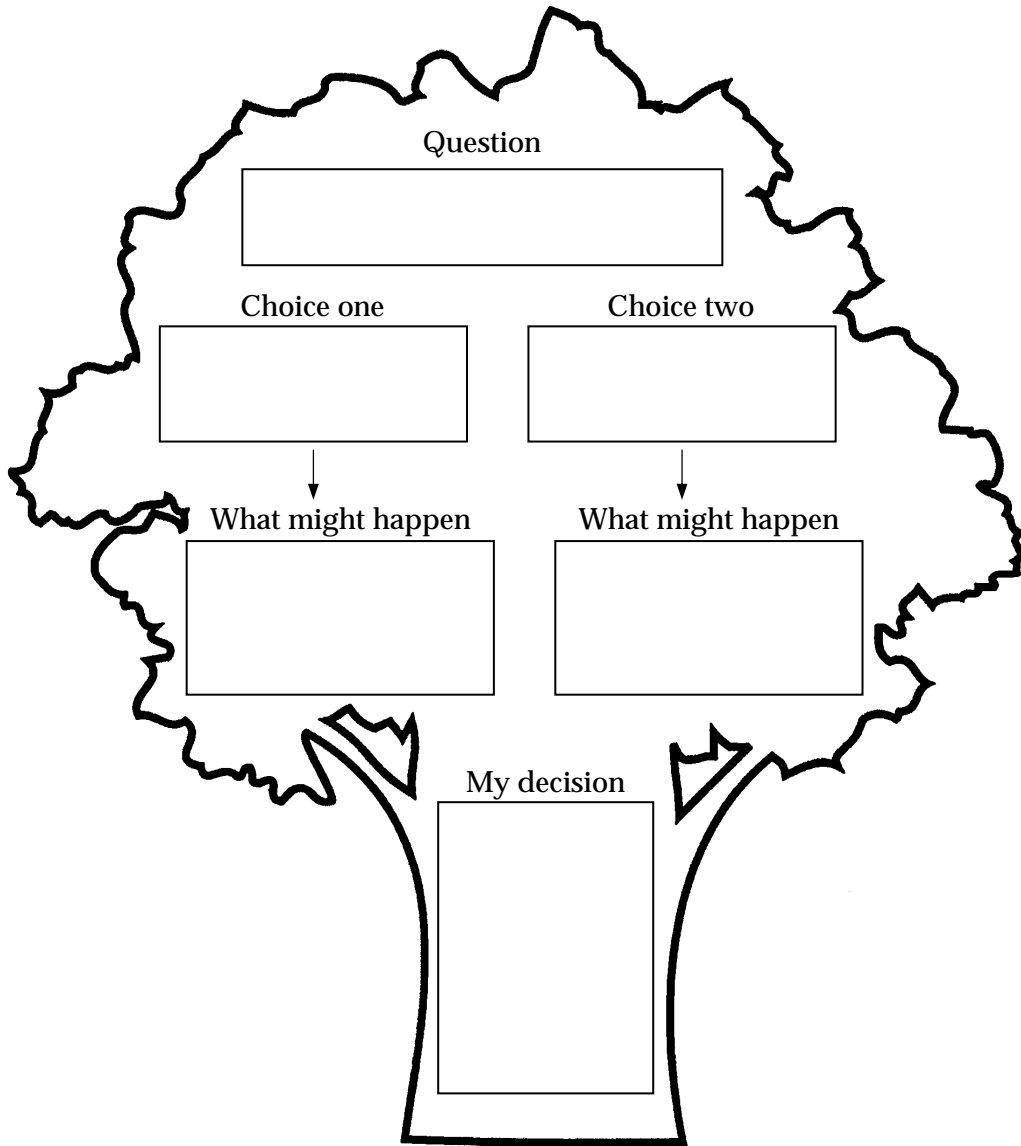
Adapted from Calgary Learning Centre (Calgary, AB). Adapted with permission.

# Decision-making Tree



Name \_\_\_\_\_

Date \_\_\_\_\_



From Alberta Education, *Social Studies, Grades 1-3: Teacher Resource Manual* (Edmonton, AB: Alberta Education, 1989), p. 12.

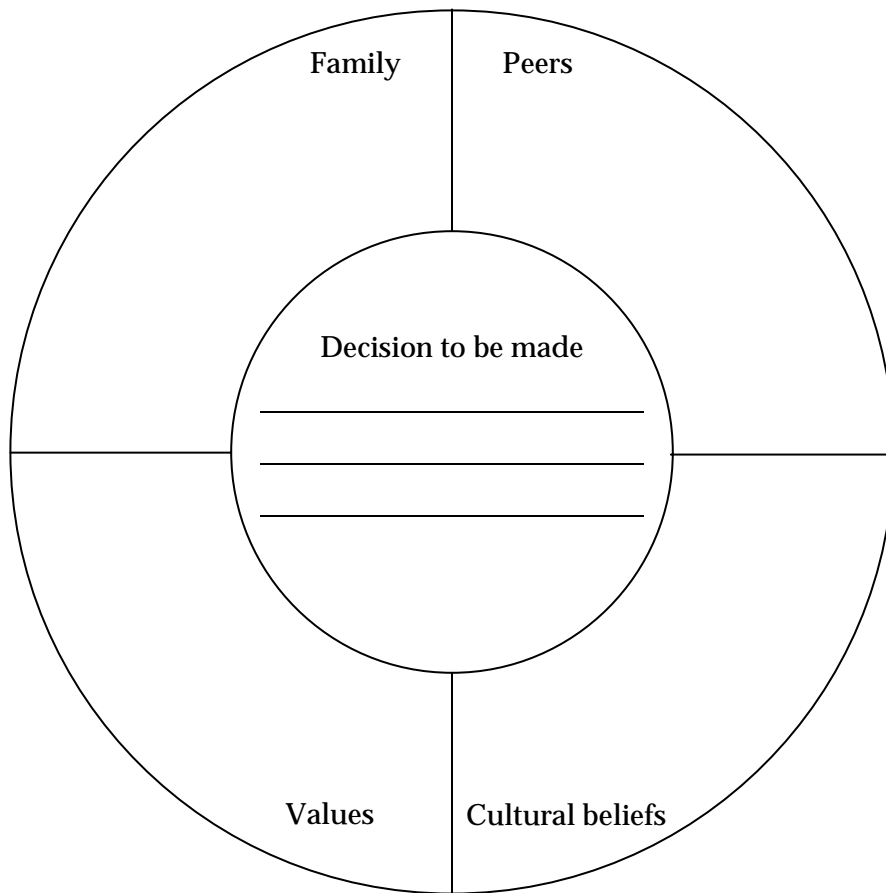
# Influences on Decision Making

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Name \_\_\_\_\_

Date \_\_\_\_\_



Questions you need to ask to help you make this decision

_____	_____
_____	_____
_____	_____
_____	_____

Adapted from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.39.

