

# Special Education In Northern Alberta

Prepare for:  
Northern Labour Market Information Clearinghouse

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## **The Clearinghouse Project**

The *Clearinghouse Project* is a collaboration between the Northern Alberta Development Council and five public colleges located in Northern Alberta. The purpose of the *Clearinghouse Project* is to provide on-going research relevant to the labour-market trends in Northern Alberta. The information collected through the *Clearinghouse Project* is intended to be used by the Colleges to assist them in determining strategies to meet the training and employment needs of the Region. Current members in the *Clearinghouse Project* include: Fairview College, Grande Prairie Regional College, Keyano College, Lakeland College, and Northern Lakes College. Twice a year these members convene to determine the research priorities of its Research Consultants. The following report had been selected as one of the research priorities for the *Clearinghouse Project*.

### **Introduction**

The provision of services for children with disabilities in the school system frequently requires the use of assistants in the classroom and/or special knowledge by the homeroom teacher. In determining the need for assistance, Alberta Learning assesses 1) the impact of the disability on the student's learning ability; and 2) depending on the severity of the disability, the student may or may not qualify for funding beyond that provided for basic instruction. These two variables directly impact the number of Teacher Assistances a school district would hire. These two variables would also impact the specific skills a school district would most likely be seeking in their recruitment for Teacher Assistances.

For the *Clearinghouse* partners who design training objectives for Teacher Assistances and/or Teachers an important detail they would need is the type and number of disabilities “the consumer’ reflects. This type of information can ensure College curriculums are targeted to graduating students who know, and can meet the needs of the school districts in Northern Alberta.

The intent of this report is to provide the demographic information needed ensure that Teacher Assistant curriculums are on target to the needs of potential employers. It is hoped that the findings of this report will be used by the Clearinghouse partners to design training objectives for staff of the school districts (including Teachers) that reflects the number and type of disabilities found within the Region. The primary method used to collect the information in this report were written requests to Alberta Learning and to the school districts for demographic summaries of the disabilities identified. Information on the funding process and definitions of disabilities was collected by reviewing on-line guides provided by Alberta Learning. The format of the report reflects the two key disability categories identified by Alberta Learning. Section 1 of the report deals with Severe Disabilities, while Section 2 of the report deals with Mild/Moderate Disabilities.

## **Section 1 - Severe Disabilities**

### Funding:

There are seven (7) severe disability types recognized by Alberta Learning; Mental, Emotional/Behavioral, Multiple, Physical/Medical, Deafness, Blindness, and Communication. Because funding (beyond basic) is linked to the disabilities listed in this category, Alberta Learning requires that each school district keep an accurate count of those students who have been identified in this group. Extra funding is provided to the school districts based upon the number of students with severe disabilities. The Special Programs Branch of Alberta Learning audits each student's file to ensure compliance with documentation. A review of each student's status is mandatory every three (3) years. As of November 2001, the funding (beyond basic) available per student identified with a severe disability is \$10,885.00 for Severe Emotional/Behavioral, and \$12,739.00 for the other severe types. Every student identified with a severe disability is required to have an Individual Program Plan developed by the school.

### Definitions:

#### Code 41 - Mental Disability

A student with a severe mental disability is one who:

- a) has severe delays in all or most areas of development
- b) frequently has other disabilities including physical, sensory, medical and/or behavioral
- c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology
- d) should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of  $30 \pm 5$  or less). Functional

assessments by a qualified professional will also be considered in cases where the disabilities of the student preclude standard assessments; and/or

e) has scores equivalent to the severe to profound levels on an adaptive behavior scale (e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Vineland Adaptive Behavior Scales)

### Code 42 - Emotional/Behavioral Disability

A student with a severe emotional/behavioral disorder is one who:

- a) displays chronic, extreme and pervasive behaviors which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviors significantly interfere with both the learning and safety of the student and other students.
- b) has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression
- c) displays self-stimulation, self-abuse or aphasic behavior.  
or
- d) is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as Conduct Disorder. In the most extreme and pervasive instances severe Oppositional Defiance Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation on the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the students functioning in an education setting should also be described. An ongoing treatment plan / behaviour plan should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a behavioral disability is not necessarily sufficient to qualify under this category. Some diagnoses not of sufficient severity to qualify include: attention-

deficit/hyperactivity disorder (AD/HD), attention deficit disorder (ADD). Note: Students diagnosed with FAE/FAS in the most severe cases are to be reported under Code 44 rather than Code 42.

#### Code 43 - Multiple Disability

A student with multiple disabilities is one who:

- a) has two or more non-associated moderate to severe mental and/or physical disabilities which, in combination result in the student functioning at a severe to profound level; and
- b) requires special programs, resources and/or therapeutic services.

Students with a severe disability and another associated disability should be identified under the category of the primary severe disability. A student with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability. A student with a severe emotional/behavioral disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioral disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under Code 43: a) Attention Deficit / Hyperactivity Disorder (AD/HD), b) Learning Disability (LD), c) Emotional Behavioral disabilities, d) Speech and Language Related Disabilities.

#### Code 44 - Physical or Medical Disability - including Autism

A student with a severe physical, medical or neurological disability is one who:

- a) has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the students ability to function in the school environment.
- b) requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling.

A student with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism may not necessarily be sufficient alone to qualify under this category. Eligibility is determined by the functioning level of the student with autism. In order for a diagnosis of autism to be made, the child needs to evidence difficulties in three broad areas: a) social interaction, b) communication; and, c) stereotyped pattern of behavior (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A student diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including Alcohol-Related Neurodevelopmental Disorder (ARND) is included in this category. A clinical diagnosis by a psychiatrist, chartered psychologist or medical professional specializing in developmental disorders is required. A clinical diagnosis of FAS/FAE is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with FAS/FAE. Students with severe FAS/FAE exhibit significant impairment in many of the following areas: social functioning, life skills, behavior, learning, attention and concentration, resulting in the need for extensive intervention and support.



## Code 45 - Deafness

A student with a profound hearing loss is one who:

- a) has a hearing loss of 71 dB (decibels) or more unaided in the better ear over the normal speech range (500 and 4000 Hz) which interferes with the use of oral language as the primary form of communication
- or
- b) has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and requires extensive modifications and specialized educational supports d) has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a student has a severe to profound sensori-neural hearing loss that has not changed significantly, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

## Code 46 - Blindness

A student with severe vision impairment is one who:

- a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means
- b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision angle of 20 degrees or less. If a student has a severe to profound visual impairment that has not changed significantly, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

For those students who may be difficult to assess (e.g. cortical blindness developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

### Code 47 - Communication Disability - (ECS only)

A child with a severe communication disability has severe difficulty in communicating with peers and/or adults because of a severe disability in expressive and/or receptive language and/or total language. This typically includes little, if any, expressive or receptive communication skills. Children who experience a severe communication disorder, as defined here, and have sufficient communicative ability to permit formal speech/language assessment should demonstrate results less than or equal to the first percentile in expressive and/or receptive language and/or total language. Results that are at or below the first percentile, on individual components of language (i.e. sentence structure, word structure, sentence recall, etc.) do not meet Alberta Learning criteria for a severe communication disability.

Children whose primary language disability is in the area of phonology are considered to meet criteria for Severe Communication disability under the following conditions:

- a) A current speech/language assessment identifies the severity of the child's, phonological delay as falling in the severe to profound range.
- b) The phonological delay is accompanied by delays in the child's receptive and/or expressive language.
- c) The phonological delay significantly impacts the child's intelligibility. The impact of the child's total language difficulties is such that extensive supports and services are required in order for the child to function within an ECS setting.

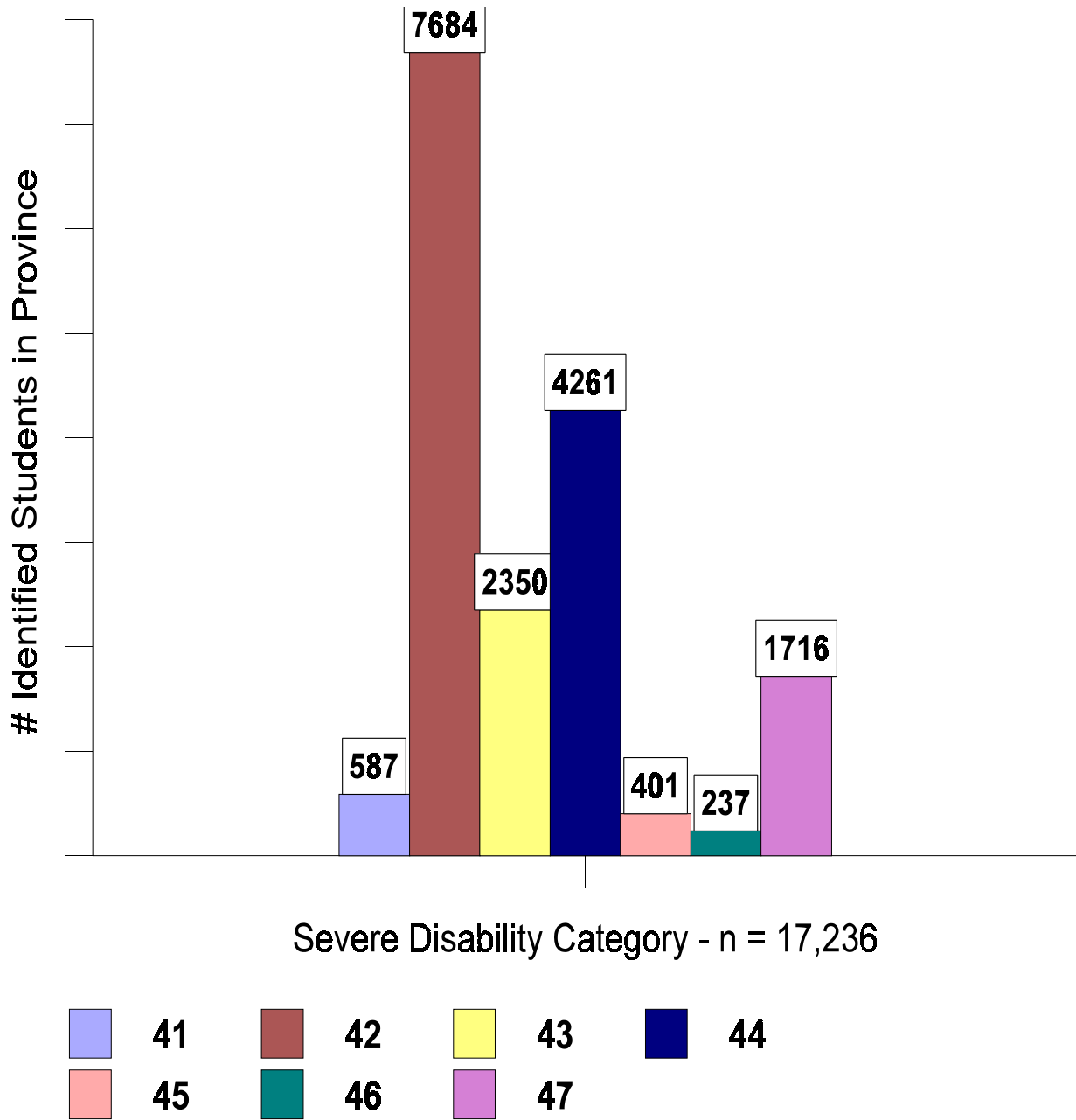
A speech language assessment report completed within six months prior to the day the child begins his/her program must be submitted with a *Program Unit Funding* application. To facilitate communication skills, these children may benefit from small group work or clustering with peers of the same age, and a 475-hour program may be

sufficient. If a child has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disability), then the child would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS children and does not apply for students in grades 1 to 12.

#### Demographics: - Provincial

The total number of identified severe disabilities in Alberta (within the public and separate school systems) for the 2001/2002 school year was 17,236. This number reflects 3% of the total provincial population for the public and separate school systems Figure 1 shows the breakdown of the number of students identified in each severe disability category for the Province. Note that Code 42, Severe Emotional & Behavioral Disability, captures 45% of the total number of those students identified with a severe disability. This information should be used to ensure that current training for Teacher Assistants emphasize the development of behavior analysis and a detailed understanding of the behavioral characteristics of children with this disability. It also highlights a target topic for Teachers; perhaps even an advanced certificate specifically for this group of staff.

(Note: Figures and Tables have been sized to full page for ease of copying and/or overheads.)



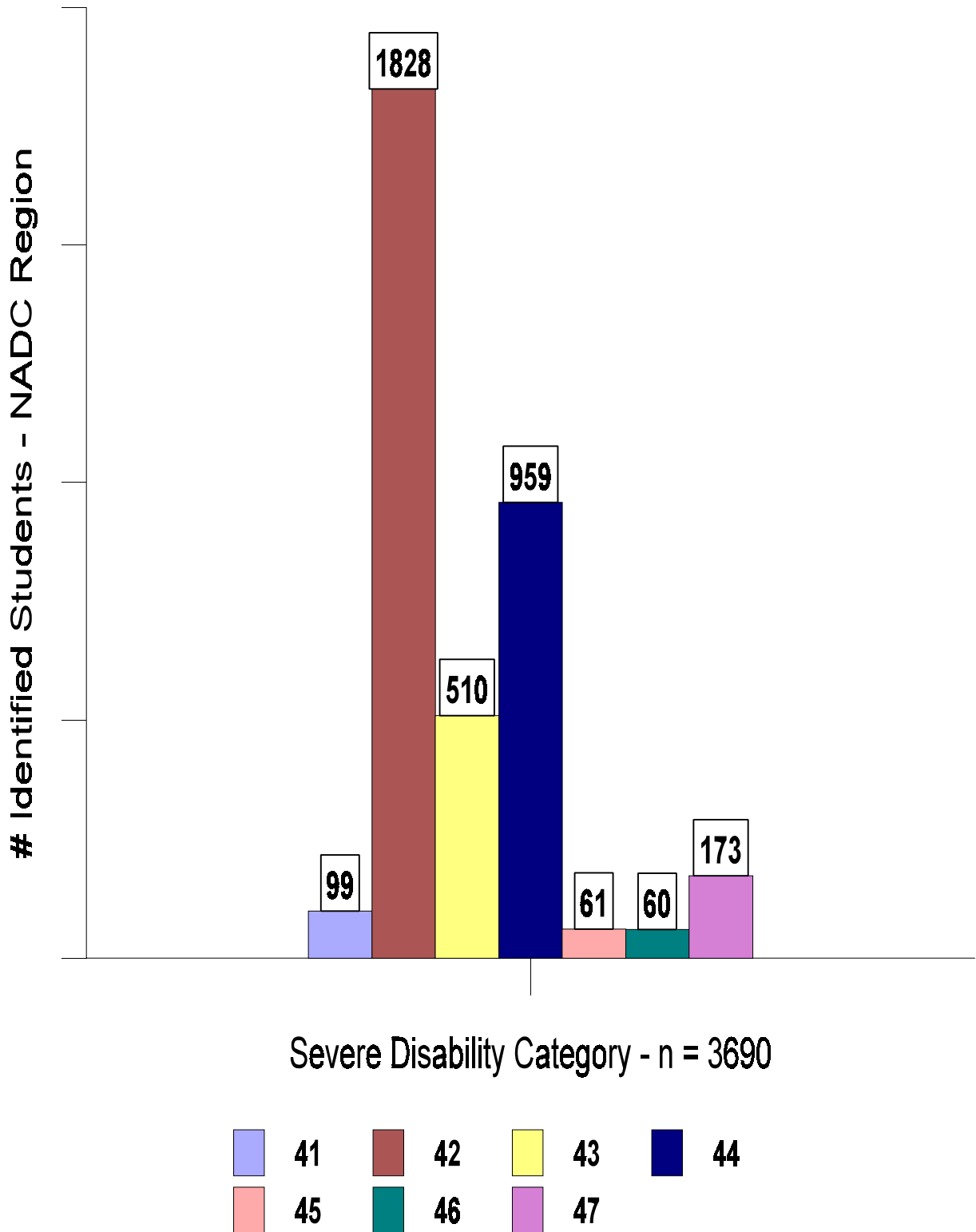
**Figure 1:** Number of Severe Disabilities Identified Per Type - Provincial

Another highlight from the provincial data is the number of students Coded 44 (Severe Physical / Medical Disability); 25% of the total number of those students identified with a severe disability. Again, this information should be used to ensure Teacher Assistant training is targeted to develop the skills to meet the needs of this “consumer”; specifically, personal care skills.

Also of interest is the low number of students coded 41(Severe Mental Disability), 45 (Deafness), and 46 (Blindness). Combined, these three Codes capture 7% of total number of students identified with a severe disability: Code 41- 3.4%; Code 45 - 2.3%, Code 46 - 1.3%. From a marketing perspective this can be interpreted as having very few “consumers” to be serviced. This would lead to questioning the feasibility of curriculums that focus exclusively on these disabilities. As an added note, the highest concentration of these disabilities occurs in the Medicine Hat and Lethbridge areas; though the Lakeland area does show a “pod” of these students (see [Table 1](#)).

#### Demographics: NADC Region

Of the total provincial number of students identified with a severe disability 3690 (21%) are located within the 19 school districts in Northern Alberta. [Figure 2](#) depicts the total NADC breakdown per severe disability. [Table 1](#) lists the school districts with the corresponding type of severe disability and number identified. It is hoped that the inclusion of [Table 1](#) will give the *Clearinghouse* partners a snapshot of the needs of school districts within their catchment area.



**Figure 2: Number of Identified Severe Students Per Category - NADC Region**

School District	TP	41	42	43	44	45	46	47	TSD	%TP
Aspen View	3700	<6	71	36	42	<6	<6	7	165	4%
Elk Island Catholic	5817	0	55	<6	29	0	0	<6	90	2%
Elk Island Public	16128	<6	58	35	37	<6	<6	7	146	<1%
Evergreen Catholic	2157	<6	84	6	56	<6	0	<6	158	7%
Fort McMurray Cath.	3772	<6	57	<6	20	0	<6	10	96	3%
Fort McMurray Public	4682	0	9	<6	12	0	0	<6	27	<1%
Fort Vermillion	3391	<6	135	26	60	<6	<6	<6	233	7%
Grande Prairie Public	5590	<6	271	29	45	<6	<6	7	361	6%
Grande Prairie Cath.	3153	6	36	81	49	<6	<6	16	194	6%
High Prairie	3894	7	41	30	60	<6	0	9	150	4%
Holy Family Cath.	2360	<6	176	19	38	<6	<6	7	249	10%
Lakeland Cath.	2197	31	183	53	196	9	21	<6	496	23%
Living Waters Cath.	2266	<6	113	18	17	<6	0	<6	157	7%
Northern Gateway	5829	<6	72	43	68	<6	<6	9	201	3%
Northern Lights	6409	<6	35	18	72	<6	<6	6	140	2%
Northland	2903	<6	252	35	50	<6	<6	31	377	13%
Peace River	3776	<6	41	19	32	<6	<6	16	117	3%
Peace Wapiti	5662	16	63	20	30	10	0	17	156	3%
Pembina Hills	5995	<6	76	33	46	<6	<6	13	177	3%
<b>Total</b>	<b>89681</b>	<b>99</b>	<b>1828</b>	<b>510</b>	<b>959</b>	<b>61</b>	<b>60</b>	<b>173</b>	<b>3690</b>	<b>4%</b>

**Table 1:** The number of students identified per severe category for each school district within the NADC Region.

Notes:

- TP = Total student population (as of July 2001)
- TSD = Total Severe Disabilities (as of April 2002).
- %TP = Percent of total student population identified with a severe disability
- As required by FOIP, data has been suppressed for numbers < 6. To calculate totals, <6 was replaced with the median number 3.

The data for the NADC Region - [Figure 2](#), shows a similar pattern as that seen with the provincial data presented in [Figure 1](#). The most common category is Code 42 - Severe Emotional & Behavioral Disability. This category captures 50% of the students identified as severe within the NADC Region. Code 44 - Severe Physical / Medical Disability captures 26% of the students identified as severe within the NADC Region. Also, similar to the provincial data, Code 41 (Severe Mental Disability), Code 45 (Deafness), and Code 46 (Blindness) combined account for 6% of all severe disabilities.

## **Section 2 - Mild / Moderate Disabilities**

There are ten (10) mild/moderate disability types recognized by Alberta Learning; Mental Mild, Mental Moderate, Emotional/Behavioral, Learning, Hearing, Visual, Communication, Physical/Medical, Multiple, and Early Childhood which reflects all disability types collapsed for the preschool age group. School districts do not receive extra funding to service students that are identified under the mild/moderate category. Note that a breakdown of the number students who have been identified as Gifted is included in this section of the report.

### Definitions:

#### Code 51 - Mild Mental Disability

A student with a mild mental disability is usually delayed in most academic subjects and social behaviors as compared to his or her same-age peers. Any student designated as having a mild mental disability should have an intelligence quotient (IQ) in the range of 50 to 75 ± 5 as measured on an individual intelligence test, have an



adaptive behavior score equivalent to the mildly delayed level on an adaptive behavior scale; e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland, and exhibit developmental delays in social behaviors.

#### Code 52 - Moderate Mental Disability

A student with a moderate mental disability requires significant modification to basic curriculum, but is able to profit from instruction in living/vocational skills and may acquire functional literacy and numeracy skills. Any student who is designated as having a moderate mental disability should have an intelligence quotient (IQ) in the range of approximately 30 to 50  $\pm$  5 as measured on an individual intelligence test and have an adaptive behavior score equivalent to the moderately delayed level on an adaptive behavior scale; e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland.

#### Code 53 - Emotional/Behavioral Disability

A student with a mild to moderate emotional/behavior disability exhibits chronic and pervasive behaviors that are so maladaptive that they interfere with the learning and safety of the student and other students. Typically, behavior disabilities are characterized by a number of observable maladaptive behaviors: an inability to establish or maintain satisfactory relationships with peers or adults; a general mood of unhappiness or depression; inappropriate behavior or feelings under ordinary conditions; continued difficulty in coping with the learning situation in spite of remedial

intervention; physical symptoms or fears associated with personal or school problems; difficulties in accepting the realities of personal responsibility and accountability; and physical violence toward other persons and/or physical destructiveness toward the environment.

#### Code 54 - Learning Disability

A student with a learning disability usually has average or above average intelligence but has specific learning disabilities which interfere with normal academic learning. Learning disabilities is a generic term that refers to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, coordination, communicating, reading, writing, spelling, calculation, social competence and emotional maturation. Learning disabilities are intrinsic to the individual, and may affect learning and behavior in any individual, including those with potentially average, or above average intelligence.

Learning disabilities are not due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance, or environmental disadvantage. Although they may occur concurrently with any of these variables . Learning disabilities may arise from genetic variations, biochemical factors, events in the pre- to peri-natal period, or any other subsequent events resulting in neurological impairment.

### Code 55 - Hearing Disability

A student with a mild to moderate hearing disability is one whose hearing condition affects speech and language development and interferes with the ability to learn. A student with a mild (26 to 40 decibels) to moderate (41 to 70 decibels) hearing disability will have an average hearing loss of 26 to 70 decibels unaided in the better ear over the normal range of speech. The normal range of speech is between 500 Hz and 4000 Hz.

### Code 56 - Visual Disability

A student with a mild to moderate visual disability is one whose vision is so limited that it interferes with the student's ability to learn or the student requires modification of the learning environment to be able to learn. A student who is designated as having limited vision should have a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction and/or a reduced field of vision.

### Code 57 - Communications Disability

A student with a communication disability has significant difficulty in communicating with peers and adults because of a disability in expressive and/or receptive language, and/or disabilities in speech including articulation, voice and fluency.

### Code 58 - Physical or Medical Disability

A student with a mild to moderate physical or medical disability is one whose physical, neurological or medical condition interferes with the ability to learn, or who requires modification of the learning environment to be able to learn. The existence of a physical

disability or medical condition, in and of itself, is not sufficient for the student to be designated in this category; the condition must impact upon the student's schooling.

#### Code 59 - Multiple Disability

A student with a multiple disability has two or more non-associated mild to moderate disabilities which have a significant impact upon his or her ability to learn. Some disabling conditions are closely associated so would not be designated under this category. For example, students with hearing disabilities frequently have communication disabilities, and students with mental disabilities almost always have both academic and communication disabilities.

#### Code 30 - Early Childhood Disability

A child in a pre-school program offered through the school that has identified with a any of the above disabilities.

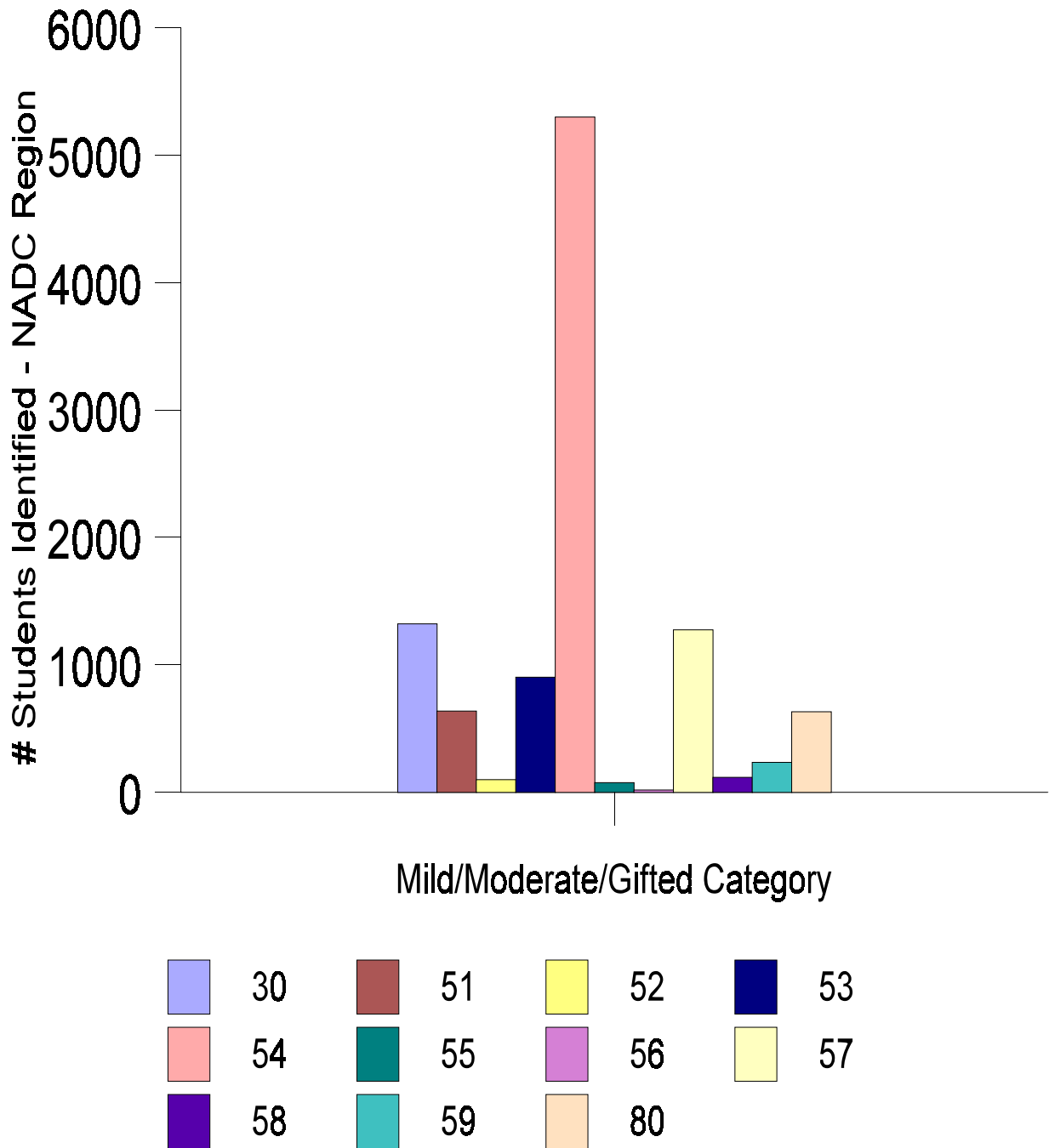
#### Code 80 - Gifted and Talented (ECS included)

A student who is gifted and talented is one who by virtue of outstanding ability is capable of exceptional performance. This is a student who requires differentiated provisions and/or programs beyond the regular school program to realize his or her contribution to self and society. A student capable of exceptional performance is one who demonstrates achievement and/or potential ability in one of several areas: general intellectual, specific academic aptitude, creative or productive thinking, leadership, visual and performing arts, and/or psychomotor ability.

## Demographics - NADC Region

Alberta Learning does not monitor the number and type of mild/moderate/gifted students as closely as they monitor the severe category. As such, provincial data is admittedly scattered and incomplete. To gather the data for this section of the report, a request was sent out to the Superintendents of the 19 school districts in Northern Alberta. Fourteen of the school districts responded; of which 13 provided the data while one school district refused to participate in the research. In total there were 10, 622 students identified in the mild/moderate/gifted category for the 13 school districts that responded to the research request. Figure 3 shows the breakdown of the total number of identified mild/moderate/gifted students for the NADC region.

Note from Figure 3 that the number of students who have been identified with a Learning Disability is over 5000. This reflects 50% of the total number of students identified. Unfortunately, the information gained from the school district did not define this disability type into its constituent sub-types (e.g. .. dyslexia, non-verbal., etc ...) . This would be an interesting research follow-up. Table 2 shows the breakdown of each disability type per school district that responded to the research request. It is hoped that inclusion of Table 2 will give the *Clearinghouse* partners a snapshot of the needs of the school districts within their immediate catchment area.



**Figure 3:** Number of Identified Mild/Moderate/Gifted Students in NADC Region  
 (# School Districts =13)

District / Code	TP	30	51	52	53	54	55	56	57	58	59	80	TMGD	%TP
Elk Island Public	16,128	133	167	15	333	1717	26	<6	397	17	8	41	2857	18%
Fort McMurray Public	4682	192	57	0	41	240	<6	<6	223	11	51	<6	824	17%
Fort Vermillion	3391	22	30	<6	26	90	7	<6	37	7	7	0	232	7%
Grand Prairie Public	5590	113	44	43	73	342	7	0	138	24	6	142	932	17%
High Prairie	3894	58	21	<6	60	279	<6	0	83	16	9	<6	535	14%
Northern Gateway	5829	72	11	10	49	523	<6	0	27	12	6	108	821	14%
Northern Lights	6409	588	190	<6	47	246	<6	<6	39	<6	36	0	1158	18%
Northland	2903	0	29	<6	38	47	<6	0	35	<6	0	0	158	5%
Peace River	3776	55	<6	7	29	399	6	<6	10	0	<6	14	529	14%
Peace Wapiti	5662	57	20	7	39	576	<6	0	135	<6	54	121	1015	18%
Pembina Hills	5995	0	17	<6	65	489	<6	<6	78	<6	34	83	778	13%
Elk Island Catholic	5817	30	37	<6	87	188	7	0	77	15	24	85	553	10%
Evergreen Catholic	2157	<6	11	0	17	162	<6	0	0	<6	0	33	230	11%
<b>Totals</b>	<b>72,233</b>	<b>1323</b>	<b>637</b>	<b>100</b>	<b>904</b>	<b>5301</b>	<b>77</b>	<b>18</b>	<b>1276</b>	<b>117</b>	<b>236</b>	<b>633</b>	<b>10622</b>	<b>15%</b>

**Table 2:** The number of students identified per mild/moderate/gifted category for each school district within the NADC Region.

**Notes:**

- TP = Total student population (as of July 2001)
- TMGD = Total Mild / Moderate / Gifted (as of May 2002).
- %TP = Percent of total student population identified with a mild / moderate disability
- As required by FOIP, data has been suppressed for numbers < 6. To calculate totals, <6 was replaced with the median number 3.

## Resources

Alberta Learning - <http://www.gov.ab.ca>  
 Special Education Data Definitions 2001/2002  
 School Jurisdiction Profiles for Students With Disabilities  
 Public, Separate, Francophone, and Charter Authorities - Contact Information

### Contacts

School District	Data Collected By	Contact Information
Elk Island Public Regional Division #41	Rob McPhee Sheila Fraser	<a href="mailto:sheila.fraser@ei.educ.ab.ca">sheila.fraser@ei.educ.ab.ca</a>
Fort McMurray School District #2833	Kath Rhyason May Harvie	<a href="mailto:kathr@fmpsd.ab.ca">kathr@fmpsd.ab.ca</a>
Fort Vermillion School Division #52	Michael Davenport Freddi Bromling	<a href="mailto:miked@fvsd.ab.ca">miked@fvsd.ab.ca</a>
Grand Prairie Public #2357	Lorne Radbourne Wes Brooks	<a href="mailto:lradbour@gppsd.ab.ca">lradbour@gppsd.ab.ca</a>
High Prairie School Division #48	Ken Reigel Margaret Hartman	<a href="mailto:kregeil@hpsd48.ab.ca">kregeil@hpsd48.ab.ca</a>
Northern Gateway Regional #10	Eugene Miller	<a href="mailto:eugene.miller@northerngateway.ab.ca">eugene.miller@northerngateway.ab.ca</a>
Northern Lights School Division #69	Ed Wittchen Kirk Jensen	<a href="mailto:ewittchen@nlsd.ab.ca">ewittchen@nlsd.ab.ca</a>
Northland School Division #61	Colin Kelly Ann Rosin	<a href="mailto:kelly@ccinet.ab.ca">kelly@ccinet.ab.ca</a>
Peace River School Division #10	Dave vanTamelon Julian Packer Denise Fortier	<a href="mailto:vanTamDR@prsd.ab.ca">vanTamDR@prsd.ab.ca</a>
Peace Wapiti Regional Division #33	Darwin Eckstrom Cris Bell	<a href="mailto:darwineckstrom@pwsb33.ab.ca">darwineckstrom@pwsb33.ab.ca</a>
Pembina Hills Regional Division #7	Sig Schmold Sherrill Hoare	<a href="mailto:sschmold@phrd.ab.ca">sschmold@phrd.ab.ca</a>
Elk Island Catholic School RD	Doug Aitkenhead Robert Simonowits	<a href="mailto:douga@eics.ab.ca">douga@eics.ab.ca</a>
Evergreen Catholic School RD	Mel Malowany	<a href="mailto:mel.malowany@evergreencsrd.ab.ca">mel.malowany@evergreencsrd.ab.ca</a>
Alberta Learning - Special Programs	Rick Hayes - Director Linda Rankin Ray Storie Barbara Penderson	<a href="mailto:Rick.Hayes@gov.ab.ca">Rick.Hayes@gov.ab.ca</a> <a href="mailto:Linda.Rankin@gov.ab.ca">Linda.Rankin@gov.ab.ca</a> <a href="mailto:Ray.Storie@gov.ab.ca">Ray.Storie@gov.ab.ca</a> <a href="mailto:Barbara.Penderson@gov.ab.ca">Barbara.Penderson@gov.ab.ca</a>