

# MAKING PLRD CONNECTIONS



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## Superintendent's Message

By Bill Lee

It is that time of year again, when our thoughts must turn to planning for the next school year. Consequently, we have been reviewing the financial situation of the school board and determining what affect declining enrollment will have on our operation for the school year 2005 - 2006. The Secretary Treasurer, the Deputy Superintendent, the Director of Transportation and Maintenance and I will be meeting with the Principals to seek their input into the approach the School Division will need to take to deal with the effect that declining student enrollment may have on our next year's operations. The school trustees will also join us as we seek similar input from our School Council representatives. These meetings will be taking place during the month of February. After these consultations we will be advising the school trustees with respect to the manner in which we can deal with the present over expenditure of approximately \$545,000 in our instructional budget.

It is also important that we all understand that this amount of over expenditure does not take into consideration the student decline that we have been experiencing over the past number of school years. If we decline this year by an equivalent number of students as we have in the past we will have to add an extra \$300,000 or more to the amount of our over expenditure. Consequently, you can see that the Division must reduce its expenditures by a fairly large amount of funds if we ever want to place this school Division in a

## INSIDE THIS ISSUE

Superintendents' Message	1
Board Meeting Schedule	1
Enhanced Literacy Con't to Surpass Expectations	2
Connections Newsletter Link	3
What's New in the Library	3
Veteran School Raises Money for Tsunami Victims	4
ABC Parent Conference	5

position whereby within the next few years we will only have to deal with the effect of declining enrollment. Some very difficult decisions must be made immediately. This will probably mean that all aspects of the Instructional budget will be affected in some manner. In short, all aspects of the budget, especially the Instructional budget, will be reviewed and scrutinized in our attempts to eliminate this significant overrun of expenditures.

Throughout this process the one over riding concern will be the delivery of an appropriate program for all of the students within this Division, within the financial resources we have at our disposal.

## Board Meeting Schedule

Board's Schedule				
Date	Feb. 8	Feb. 22	Mar. 8	Mar. 22
Location	Division Office	Division Office	Morrin	Division Office

## Enhanced Literacy Continues to Surpass Expectations

By James Gregson

The Early Literacy AISI project is currently in its third year in the division. The project incorporates two components, the Picture Word Inductive Model and the Reading Intervention Program. The AISI project is designed to address the Language Arts needs of an entire classroom and provide support for “at risk” Division I students.

The Picture Word Inductive Model (PWIM) is being utilized in the two Hanna Primary Kindergarten classrooms and in the Kindergarten/Grade 1 classroom at Delia School. PWIM is a hands-on, inquiry based, whole class teaching strategy that grants students the skills necessary to become successful readers. Through the instructional scaffolding of essential reading/writing skills, PWIM provides an opportunity for younger students to use inductive reasoning and higher level thinking. This provides an early boost in confidence and skills for students. Information on incorporating PWIM techniques into the classroom can be found by visiting:

<http://www.plrd.ab.ca/sites/bytes/web/pwim/pwim.htm>

or by contacting a member of the Early Literacy Team.

The Reading Intervention Program helps struggling students improve literacy skills and provides them with confidence to become successful and fluent readers. The program is an intensive 30 minute



daily process that teaches students a wide variety of reading strategies. The Literacy Teachers provide individual one-on-one and small group instruction for students in Grades 1 to 3. Instruction is guided by ongoing research based assessment and incorporates techniques from PWIM, multiple intelligence theories, and phonetic reading strategies.

Each year feedback from parents and teachers, as well as the cumulative assessment data from both components, has indicated great success and growth for students.



*My son is eager to read and his voice and confidence have greatly improved. Early Literacy has made all the difference.”*  
Grade 2 parent

*“As well as learning word recognition, he is also learning problem solving skills on how to figure out what the word is.”* ECS Parent

*We're on the Web!*

*Visit us at:*

[www.plrd.ab.ca](http://www.plrd.ab.ca)

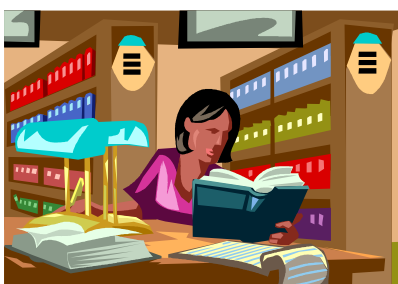
## Connections Newsletter Link

By Alberta Education

The latest edition of Alberta Education's **Connection: Information for Teachers** can be found by logging on to this link

<http://www.education.gov.ab.ca/connection>. This online newsletter includes a wide range of information that will support Kindergarten to Grade 12 teachers in the classroom. The January edition features are as follows:

- Curriculum and Resources: Subject and resource updates, teacher and student opportunities.
- Provincial Testing: Results from Programme for International Student Assessment (PISA) 2003.
- Aboriginal Education: First Nations, Métis and Inuit (FNMI) update, recently authorized resources.
- Technology Integration: LearnAlberta.ca update, provincial Microsoft licencing agreement.
- Career Initiatives: *Apprenticeship News* electronic newsletter, *E-CareerShop* newsletter.
- Learning Resources Centre: Early order discount, resource highlights, travelling resource showcases, *Bookmark* newsletter.
- Other News: AISI update, resources for students and parents (planning for post-secondary studies), workshops for secondary teachers (safe and caring schools and communities).



## What's New in the Library

By Jennifer Laux

We have over 975 resources currently in our resource library which are available to be loaned out to PLRD employees. If you are looking for a specific resource please give me a call (854-1709). Chances are we have something on the particular topic that you're interested in. -- Jennifer Laux, Technology Support Secretary

- [Discovering What Works for Struggling Readers – Journeys of exploration with primary-grade students \(by Bev Wirt, Carolyn Domaleski Bryan, Kathleen Davies Wesley\) 2005](#)

This follows the yearlong journey of 3 reading teachers who discovered the challenges and rewards that come with addressing the needs of struggling readers. As the authors share their insights, you'll come to learn that good teaching requires not only knowing your craft but also knowing your students. The chapters focus on the 5 teaching principles; and they recount the individual struggles and successes of 3 students as they become readers, specifically illustrating the points of action and how critical they are to successful reading instruction. The final chapter offers additional ideas that you can use to bring the points of action into your own classroom.

- [Achieving information literacy – standards for school library programs in Canada \(by Canadian School Library Association, edited by Marlene Asselin, Jennifer L. Branch, and Dianne Oberg\) 2003](#)

This document is designed to help and support educators as they work to improve student opportunities for achieving information literacy. Readers are encouraged to use this resource as a way to evaluate existing school library programs or to develop new school library programs. Developing and improving school library programs requires a commitment to ongoing and sustained efforts by many people.

## Veteran School Raises BIG \$\$\$ For Tsunami Victims

By Samantha Deagle

Jr. High Students' Union President

On December 26, 2004 there was a horrendous natural disaster. An earthquake off the coast of Sumatra caused a tsunami, which hit eleven countries bordering the Indian Ocean. This was one of the largest earthquakes ever recorded, measuring 9.0 on the Richter scale. The death toll so far is almost 300,000 and is still going up. This statistic is something I cannot even grasp. The disease carried by the dead bodies has killed and is continuing to kill many people. The victims are desperately in need of good drinking water and aid. The tsunami caused an estimated \$4.5 billion in damage. This is a devastating tragedy and the victims will be in need of help for many years.

Our Jr. High led the way for Veteran School students and community members to raise money for the Tsunami victims. Several successful fundraisers have already been carried out by our school to help out the people affected by this disaster. We have organized a bottle drive, water week, bake sale, donation boxes, pay-your-weight-in-dimes-day, and shoveling walks. These efforts helped raise \$2197.85 by January 11. Sending in this money by January 11, 2005 actually raised twice as much money since the government promised to match any money sent in by that date. We issued a challenge to the schools in our division to see what school could make the most money per capita. This challenge started on January 5, 2005 and will run to February 18, 2005. This challenge should bring in more money and we hope has helped other communities to become more involved as well.

*A young student weighs himself. This student paid his weight in dollars - using his Christmas money.*



Planning has already started for other fundraisers such as having a car wash, carnival, and dance later on in the year. I am very pleased with the cooperation of our community so far.

When I heard about the Tsunami I didn't know what to think. I was shocked to hear about such a huge storm but I didn't really know how much damage there was. When I learned more details about how big the tsunami was and how many people had already died, I had trouble even comprehending how horrible it actually was. Once we decided to try and raise as much money as possible, I was excited to know that there was actually something we could do to help instead of just sitting worrying and feeling bad. I was thrilled to find out how successful we have been in our efforts; it makes me feel like I can make a difference. So far we have raised \$2781.35, and are still working to raise more for the victims. I hope that our money goes to the best possible cause and that they will be able to prevent further death. We have supported Red Cross, UNICEF, and Samaritan's Purse so far. I feel proud to be making a difference.

**Sessions**

**Guiding Behavior**

This session will explore strategies for dealing with the spirited, angry child and their power struggles.  
Red Deer College Presenter

**Is this an Art Experience or a Craft - And Who Cares?**

This workshop will examine the difference between art experiences and craft projects and explore the value of each approach. Participants will also gain a variety of suggestions for developmentally appropriate art activities.  
Red Deer College Presenter

**Keeping Kids on the Move**

This workshop will examine a variety of strategies and activities for fostering large motor development in young children.  
Red Deer College Presenter

**Creative Learning Centres and Circle Time**

Every Teacher dreams of a classroom where children are so excited about learning they can't wait to come back. We'll give you lots of ideas to make it fantastic.  
Marjorie Wigmore  
Preschool and Junior Kindergarten Teacher

**Agenda for the Day**

8:30 - 9:00 am	Registration
9:00 - 9:15 am	Welcome
9:15 - 10:15 am	Session 1
10:15 - 10:30 am	Break
10:30 - 11:30 am	Session 1
11:45 - 12:45 pm	Lunch
1:00 - 2:15 pm	Session 2
2:15 - 2:30 pm	Break
2:30 - 3:15 pm	Session 2
3:15 - 3:30 pm	Wind-up

**\* Participants MUST pre-register by February 25, 2005.**

**\* Each participant can choose two sessions for the day.**



**Free Conference  
for Caregivers and  
Parents of children  
0 - 6 years**

**March 12, 2005  
Three Hills, AB**

**Sponsored by ABC Strategies**

For more information on this FREE conference, valued at \$300 per person, contact your local FCSS Office:  
Hanna FCSS – Gwen Snell (854-4433)  
Kneehill Regional FCSS – Shelley Jackson (443-6793)  
Drumheller FCSS – Darcy Ruecker (823-1324)