

MAKING PLRD CONNECTIONS



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Superintendent's Message

By Bill Lee

In my last message I attempted to point out the financial situation that the School Board is facing within the Instructional Budget. During the remaining months of this school year I will attempt to continue with that theme. This month's report will briefly point out some facts concerning the educational positions at Central Office. There seems to be an opinion among some people that Central Office is increasing positions while positions in the schools are decreasing. Furthermore, there seems to be an opinion that if the School Board eliminated certain positions at Central Office this would mean that the Division would not have to reduce staffing at schools, especially teaching positions. Presently, there are 2.7 positions at Central Office funded through the Instructional Budget that could be reassigned to schools within the Division. These positions are the Program Coordinator, the Divisional Career Counsellor and .7 of the Deputy Superintendent's position. In addition, we are advertising for a Special Education Coordinator as we are not able to complete all of the assessments we are being requested to complete. As well, the needs of Special Needs students is constantly increasing and teachers are in need of more support in this area. This position will be assigned to an office operating out of one of our schools similar to the Divisional Career Counsellor.

All Divisions are required to appoint a Superintendent and Secretary Treasurer. Alberta Education allows each Division to establish an Administration Budget by setting aside an amount of 6% of each Division's complete budget for the overall operation of the Division. Funding for these positions is taken from this Administrative Budget, not from the Instructional Budget. In addition, 30% of the Deputy Superintendent's position is funded from the Administrative Budget. In fact, Prairie Land has never fully used the amount allocated to the Administrative Budget and last year over \$200,000 was reallocated from the Administrative Budget to the Instructional Budget. It is, however, from the Instructional Budget that the Division funds the salaries of teachers, secretaries, E. A.'s, librarians etc.

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It is also from this budget that the remaining 70% of the Deputy Superintendent's funding comes. Next year, however, 50% of the Deputy Superintendent's funding will be taken from the Administration Budget along with some of the other items assigned to the Instructional Budget such as the \$40,000 PLRD contribution to the Family Resource Workers Program.

The full salary and benefits of the Program Coordinator and Divisional Career Counsellor position are funded from the Instructional Budget. The position of Program Coordinator has been an established position in this Division for the past number of years and is presently being filled on a replacement basis. Unlike the opinion that has been expressed, this position was not created since September. However, the position of Divisional Career Counsellor was established last spring to commence in September 2004. It was created because the survey of our graduates, conducted last year, clearly pointed out the need in this area. The reports that we have received from the schools indicate that the individuals filling these positions, as well as the Deputy Superintendent position, provide necessary and important support to the schools, the students, parents and teachers. In fact, if these 2.7 positions were eliminated and reassigned to schools, these would reduce the loss of teachers for one year only within the division. The result of this loss of support from Central Office personnel to the schools would translate into their role and responsibilities being passed on to the principals and teachers. This would significantly increase the workload and responsibility of teachers and principals in all schools.

Con't on page 3 - Budget Concerns

Trustee Tribute

By Vonda Chatterton

Although John Neill was born in Edmonton and spent some of his boyhood days attending a school in Calgary, he prefers the country life. John and his family farm in the Morrin area.

Mr. Neill took a keen interest in his two sons' education, and decided to become more involved by running for the school board. That was twenty-four years ago, so he has seen a number of changes in how schools and jurisdictions do business. He is currently the chairman of the board. Since he is a seasoned veteran, John has over the years sat on all of the various committees. Presently he serves on the executive committee, ATA Negotiations Committee, and Zone 5 Alberta School Board Associate.

John Neill is a hard working trustee, with an infectious smile. He goes out of his way to make people feel welcome and an important part of the Prairie Land Community. His cheery deportment makes it easy to talk with him. When he is not found working on his farm or doing his duties on the school board you may just find him jetting off to some warm climate to enjoy the sunshine.

When asked of the highlights of his tenure, he stated that he enjoyed meeting a variety of people, from different walks of life. One area that he has taken pleasure in was the modernization of the Morrin School. He believes that having a voice regarding rural education has also been an important role he has played, especially in the present educational climate.

Feel free to contact John, or any of the other trustees with your comments and/or concerns.

Correspondence of Interest

By Vonda Chatterton

Over the past few weeks there have been professional development opportunities, websites, contests, etc. that have come across my desk in which you may be interested. Below you will find a short description of these, along with addresses where you can learn more.

- **Hat Off to Literacy** – The Reading Council of the International Reading Association is holding the 10th regional conference October 27 & 28, 2005. The conference will provide teachers with the chance to hear the latest research and ideas in the teaching of reading and writing. For more information contact Deidre Mc Connell, conference chair at d1mccconnell@cbe.ab.ca.
- **Children's WORLD MAP Competition** – The aim of this contest is to promote children's (15 years or younger) creative representation of the world, to enhance their cartographic awareness and to make them more conscious of their environment. For more information contact John Fowler at jfowler@uvic.ca.
- Parents and Division I teachers, if you are looking for wordless books you may want to consider looking at Miya-Piya Books. Their website address is: www.miyapiyabooks.com
- The University of Alberta is offering two science programs. On March 19th they are hosting the Science, Engineering and Technology Conference, for Grade 10–12 girls. The 21st WISEST Summer Research Program is looking for Grade 11 students interested in being research assistants. For registration and application information go to www.wisest.ualberta.ca.

"The potential of a child is the most intriguing and stimulating thing in all creation."
Ray L. Wilbur

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.

- **Lessons for the Living** – drama and the integrated curriculum (by Jim Clark, et al) – The book contains six detailed drama structures, each of which is intended to provide a dynamic starting point for an integrated project. Each drama has been designed, developed, and tested in the classroom, and provides a powerful point of connection to the lives of young people. The dramas deal with themes and issues which are directly relevant to their lived experience – the young homeless, environmental pollution, racism, growing up, war, and the conflicting demands of science and morality. The book is easy to follow and offers some practical guidelines on planning for drama.
- **Structuring Drama Work** – A handbook of available forms in theatre and drama (by Jonothan Neelands and Tony Goode) – This is a practical handbook for drama teacher and lecturers, youth leaders, theatre workers and anyone engaged in drama activity with people of all ages. The 'conventions' approach to dramatic activity has become established as a vital and powerful methodology. The book gives clear advice on utilizing theatre as a learning process and planning drama to maximize involvement and learning.
- **Drama, Literacy and Moral Education 5-11** (by Joe Winston) – This book is of great interest to all teachers and student teachers who wish to harness the power of drama and story for the purposes of social and moral education. It provides documented schemes of work in the form of lesson plans for each of the primary year groups, with clearly defined objectives and criteria for assessment, all of which have been successfully developed and trailed by the author with the support of classroom teachers.
- **Focus On Inquiry** (2004 – AB Learning) – This document is an update of "Focus on Research – a guide to developing student's research skills (AB Education 1990)". Changes in curriculum, students, technology, professional development, research findings and the world of work all point to the timeliness of this update.

PLRD goes GREEN

By: Jennifer Laux

For the past couple of years, PLRD has been committed to helping the environment and has been getting "green". PLRD is currently involved in recycling heavy cardboard, shredded paper, motor oil, and older electronic equipment.

PLRD is continuing their commitment to recycling with the introduction of a partnership with Palliser Regional School Division. The "Information Technology for Dominica Project" is a collaborative partnership between the Commonwealth of Dominica and several Canadian partners. The project works toward meeting information technology needs within Dominica schools. It also uses information technology as a vehicle for educational partnerships between Canadian and Dominica schools.

Palliser Regional School Division teachers and students are already seeing the many benefits of this program through collaborative student projects with Dominica students and teachers, and this has created a student awareness of another culture. PLRD envisions that our students & staff will also benefit from this project in the same way – through an interaction with the Dominica students & teachers. The possibilities are endless as to the types of student/teacher projects that can be accomplished between our two countries, and it will have a positive impact on learning.

PLRD's initial involvement with this project will include the contribution of evergreened computer hardware. For a complete summary of last year's Dominica Project, go to: http://www.pallisersd.ab.ca/u/mhollingsworth/dominica/project_overview_mar03b.pdf

If you have any other recycling questions concerning recycling projects for your schools, please contact Jennifer Laux at (403) 854-1709 or jennifer.laux@plrd.ab.ca.

Budget Concerns

Con't from page 1

By: Bill Lee

Obviously, what I have presented is a brief overview of the situation. There are more details I could add, but won't in this report. I am, however, quite prepared to meet with any group– parents, teachers, support staff etc.– to discuss in more detail these budgets, the situation that exists within this division, and the difficult situation that we are facing in attempting to deliver an appropriate program to our students.

My next message will provide some detail on the role and responsibilities of the positions identified above.



Morrin School Spring Career Event

By Barry Davis

On Friday, March 18, the Morrin School will be host to an exciting Career Event. The event is intended for students in grades 7 to 12. All PLRD schools have been invited to attend, sending classes or groups of students.

Several features make the Morrin Career Event special. It is open to junior high students. This age group does not often get the opportunity to speak directly to representatives of post secondary institutions, or to a large variety of individuals involved in the work world. The presenters from the 'work world' come from the Morrin community. Several post secondary institutions are using the fair to describe their programs in greater detail than they normally would. Students will be able to learn about programs, content and career opportunities. The fair features a 'Spotlight on Agriculture Futures', so that interested students and their parents may hear about trends and opportunity directly from a number of organizations, including Alberta Beef Producers, the Canadian Wheat Board and the Farm Credit Corporation. All Green Certificate trainers and trainees in PLRD have been invited to attend.

Career Fairs are events that have a significant place in the PLRD Career Development program. Chris Allan at the JC Charyk Hanna School organizes an event every fall, for all PLRD students. In 2004-2005, a second fall event was organized in Youngstown by Career Prep facilitator, Lois Andrew. When students attend the events, they are able to talk directly to representatives of Alberta's technical schools, colleges and universities.

Representatives provide informative material that students use in making their school selections. On the part of the school system, the events are almost the last step in the career development process. All that remains is to

assist students with admission applications, scholarship search and student funding.

Thanks for making this event happen go out to Dr. Don Schielke and his staff at the Morrin School, and to the School Council and chairperson Gwen Hampton.

The presenters at the fair, including displayers, and schedule of events are:

COMMUNITY PRESENTERS

- **PALEONTOLOGY/GEOLOGY** – Dr. Dave Eberth – ROYAL TYRELL MUSEUM
- **CHEMICAL ENGINEERING/ENERGY INDUSTRY** – John Hamilton – CHEMICAL ENGINEER/PROJECT MANAGER – CCS ENERGY SERVICES
- **EDUCATION** – Bob Smith – DEPUTY SUPERINTENDENT- PLRD
- **COMPUTER ANALYSIS/AUTOMATION SERVICES DEVELOPMENT** – Chris Warner – IBM CANADA
- **PUBLIC RELATIONS/TOURISM** – Marty Eberth – ROYAL TYRELL MUSEUM/ TRAVEL ALBERTA
- **NURSING** – Lana Herd - SURGICAL NURSE – RED DEER REGIONAL HOSPITAL
- **PROFESSIONAL PHOTOGRAPHY** – Michael Todor – MICHAEL TODOR FINE PHOTOGRAPHY
- **RCMP** – Constable Rachel Aimoe– DRUMHELLER DETACHMENT
- **MORTGAGE BROKERAGE/SELF EMPLOYMENT** – Sheldon Dering/Cory Roland – PRO-LINK MORTGAGES - CALGARY
- **PSYCHOLOGY** – Peter Glossop – GLOSSOP COUNSELLING & PYSCHOLOGICAL SERVICES
- **SOCIAL WORK** – Sharon Glossop GLOSSOP – SOCIAL WORKER
- **CONSTRUCTION** – Greg Blanchett – GREG BLANCHETT CONSTRUCTION LTD. – MORRIN
- **OILFIELD/ENERGY SECTOR** – Brad Andrekson – TRIDENT EXPLORATION
- **CORRECTIONS CANADA** – DRUMHELLER INSTITUTION
- **ELECTRICIAN** – Mike Hamula – PRAIRIE MOUNTAIN ELECTRIC – MUNSON*

*confirmation pending

MORRIN CAREER FAIR

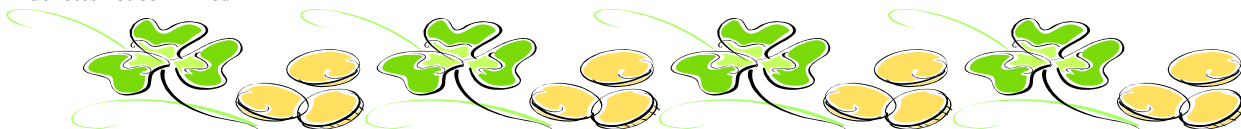
Friday, March 18, 2005

9:30am – 2:05pm

Displayers

- ⌘ **Alberta Beef Producers**
- ⌘ **Alberta Agriculture Green Certificate**
- ⌘ **The Art Institutes**
- ⌘ **Augustana Faculty of the University of Alberta**
- ⌘ **Bow Valley College**
- ⌘ **Canadian Forces Recruiting Center – Calgary**
- ⌘ **Canadian Wheat Board**
- ⌘ **Career Prep**
- ⌘ **Careers the Next Generation**
- ⌘ **DeVry**
- ⌘ **Farm Credit Corporation**
- ⌘ **Hanna Learning Center**
- ⌘ **Lakeland College:**
 - Trades and Apprenticeship Training Programs/Heavy Oil Operations Program
 - Agriculture Programs
 - Environmental Programs (Conservation and Lease Reclamations)
- ⌘ **Lethbridge Community College**
- ⌘ **Marvel College (Hair Styling, Aesthetics)**
- ⌘ **Red Deer College:**
 - Hospitality and Tourism
 - Bachelor of Arts
 - Computer Systems Technology
 - Bachelor of Science
 - Business Administration/Office Administration
 - Nursing*
 - Legal Assistant
 - Performing Arts
- ⌘ **Medicine Hat College (MHC)**
- ⌘ **Olds College:**
 - Agriculture Production
 - Crop and Agri Food Technology
 - Horticulture
 - Trades(Apprenticeship &/or Ag Mechanics)
 - Transitional Vocational Program
- ⌘ **Southern Alberta Institute of Technology (SAIT)**
- ⌘ **University of Alberta – Faculty of Agriculture***
- ⌘ **University of Calgary:**
 - Faculty of Engineering
- ⌘ **University of Lethbridge**

* denotes not confirmed



Scavenger Hunt

Do you help build your students' self-esteem?

By Pauline Lakness

This scavenger hunt is for teachers (and parents) to learn about self esteem and how important it is to the students in their classes.

Read each question below. The web links that are provided contain the answer, so just search the site to find the answers. Write your answers in the space provided. A few of the questions require some self-reflection regarding your students. (Questions 13 and 14 share the same web site and questions 15, 16 and 17 also have the same web site.)

1. <http://www.more-selfesteem.com/whatisselfesteem.htm>

What is their definition of self esteem?

2. http://www.more-selfesteem.com/child_self_esteem.htm

Name three ways that you can boost a child's self esteem.

- 1.
- 2.
- 3.

3. http://www.more-selfesteem.com/words_of_inspiration.htm

What is the name of the passage that refers to life as a bank?

4. <http://www.cyberparent.com/esteem/discipline.htm>

What do they say children need to grow up with for a high self esteem?

5. <http://www.cyberparent.com/esteem/rule3.htm>

How do you work with your child's self esteem when they fail?

6. <http://education.indiana.edu/cas/tt/v3i2/selfesteem.html>

Name three strategies you can use to help build self esteem in your students.

- 1.
- 2.
- 3.

7. <http://www.selfesteem.org>

What are the five points in the self esteem diamond explanation?

- 1.
- 2.
- 3.
- 4.
- 5.

8. http://www.educationworld.com/a_lesson/lesson085.shtml

What are the ten activities to help improve a student's self concept? What one would you think would be more beneficial in your classroom?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

9. <http://www.nccc.org/Guidance/self.estesteem.html>

What are four actions that lower children's self esteem?

- 1.
- 2.
- 3.
- 4.

10. <http://www.canadianparents.com/articles/feature18d.htm>

Out of the four examples listed, what one should teachers not do with the children in their classroom?

11. <http://edweb.sdsu.edu/people/CGuanipa/esteem.htm>

List the nine steps toward self confidence.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

12. <http://www.imt.net/~randolfi/esteem.html>

What are twelve examples listed to help improve self esteem and self efficiency?

How would you instil this in your students?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.



13. <http://www.uwec.edu/counsel/pubs/disabilities.htm>

Name a tip to help improve self esteem for children with disabilities.

14. There are many scenarios that involve a disabled child and their opinion of that situation. How does it affect their self esteem?

15. <http://eqi.org/sebook.htm>

What does a high self esteem help people do?

16. What is “other-esteem”?

17. What are at least five different feelings to a low self esteem?

1.

2.

3.

4.

5.

18. <http://www.strike-the-root.com/3/smith/smith1.html>

What game did a California school ban and why? Do you think this was right or wrong and why?

I hope you had fun and hopefully even found it a little useful for your classroom.