

 #HUMBOLDTSTRONG

Schools show support
after devastating bus crash.
See page 16.

**ATA 2018/19
PROPOSED BUDGET**
See pages 7 to 10.

ATA NEWS

 The Alberta Teachers' Association

100 years
Learn from the past.
Inspire the future.

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News Publication of The Alberta Teachers' Association



Taking a Techno Break

What happens when you
fast from technology?
See infographic on page 3.



One year out

Teacher engagement needed to
make education an election issue.

Read Jonathan Teghtmeyer's
editorial on page 2.

On track

Barnett House expansion on
schedule for May completion.

Read Dennis Theobald's Q&A
on page 2.

Help wanted

Students may need you in the wake
of tragedy. Here's how you can help.

Read Viewpoints on page 3.



Conference showcases ATA's strength

Annual uLead event draws education
reps from across the globe.

Read *This ...* from ATA president
Greg Jeffery on page 5.



Bargainers' Blog

Online negotiation
updates return as central
table talks set to begin.

See story on page 6.

Work starts now to make education a 2019 election issue



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

With all the talk about pipelines in political circles lately, it is hard to imagine that pipelines will not end up being a critical issue in next year's provincial general election.

But, at the same time, will it become a ballot-box issue when all of the major parties seem to be saying the same things: the Trans Mountain pipeline must be built, the federal government needs to better support it, Alberta should invest in it if necessary, and we can restrict the gas supply to B.C. if that province continues to impede construction?

As part of our regular public opinion polling program, the Alberta Teachers' Association recently commissioned a telephone poll of 800 randomly sampled Albertans. When asked if they felt education will be an important issue when they decide how to vote in the next election, half of respondents said the issue will be very important and an additional 40 per cent said it will be somewhat important.

I will take this data with a grain of salt because I know that, in the 13 months

leading up to the election, other issues will emerge that will prove to be very emotional and potentially divisive. But at the same time, teachers should be mindful of how important — at least initially — education is to Albertans.

Interestingly, Albertans are largely satisfied with the way the education

affect their vote, 67 per cent of respondents identified funding, 56 per cent said class size and supports for learning, and 49 per cent identified curriculum.

We asked the same question about a number of other issues, including sexual orientation and gender identity policies, and the public funding of

Your association will prepare for provincial election engagement activities and will work to raise the issues that are important to both teachers and the public.

system is handled in Alberta — 59 per cent of respondents expressed approval of how the government has handled education, and more than two-thirds say they are satisfied with how the education system operates.

Other research done regularly by the government shows that confidence in schooling increases significantly as the focus moves to a more local level, like asking parents about their own child's school or teacher.

So, what education-related issues are most important to Albertans? Those we polled identified educational quality, classroom conditions, funding and curriculum as the top four issues affecting education. When we asked how much certain issues will be "very likely" to

private schools, and these were viewed as less likely to affect votes.

This is valuable information for teachers and the Association. As a non-partisan organization, we will not endorse any individual party, but we will be raising the profile of certain issues. This survey indicates what issues we could focus on to make education a priority in the election: funding, classroom conditions and curriculum.

Fortunately, Albertans seem to share the views of teachers on these issues:

- More than half of Albertans agree the government is not spending enough on education,
- 60 per cent believe that class sizes are too large,

- 80 per cent are concerned about the level of support for inclusion, and
- 93 per cent agree that teachers should play a lead role in curriculum development.

And, at the same time, the ATA is in a good position to lead advocacy on these issues heading into the election, as 84 per cent of Albertans agree that the ATA advocates for high-quality public education in Alberta, 79 per cent agree that the ATA is looking out for the best interests of students, and 86 per cent agree that the ATA is a respected voice on education matters.

Over the next year, your association will prepare for provincial election engagement activities and will work to raise the issues that are important to both teachers and the public.

However, we will need your help too. It starts with talking with your friends and family about education matters, but we will also ask you to engage in more specific ways by supporting our public relations campaigns and by getting involved in the election by supporting the candidates that you feel best reflect your desires for public education. ■

I welcome your comments—contact me at jonathan.teghtmeyer@ata.ab.ca.

Barnett House expansion is on schedule



Q & A

Dennis Theobald
ATA Executive Secretary

Question: Will the construction at Barnett House never end? What is the new space going to be used for and how much is this going to cost members?

Answer: A substantial expansion of Barnett House and its parkade is on track for completion in May, on schedule and in accordance with the approved final budget. This does not mean, however, that we will be seeing the end of work at the site. Finishing the parkade will require a week of fine weather above freezing to allow the installation of a cement finishing coat, membrane and asphalt on the third level. The way this winter and spring have gone, I am wondering if we will be waiting for August before the big freeze lifts. Seriously, we believe the parkade will be completed in early June.

The eight-storey addition to Seymour Tower (the tall part of Barnett House) is now fully enclosed. May will see the

completion of work on the basement, the auditorium, the fourth and eighth floors, and part of the seventh floor.

Unfortunately, that will not mean that the whole project will be entirely completed by then. Over the summer, renovation work will continue on the existing second and eighth floors. Substantial work also remains to be done in the spaces that will be occupied by our major tenant, the Alberta Teachers' Retirement Fund (ATRF).

At the end of all this, the Association will be able to accommodate the increased staff complement necessary to provide service to a greatly expanding teacher population in space that is comfortable and efficient but in no way extravagant. In the auditorium and on the second floor, event space will be restored and expanded for use by members and for rent to non-ATA users.

Initiating this project during a recession greatly helped us to contain costs. The total to be expended on expanding Barnett House Seymour Tower will be about \$16 million, what was originally budgeted. Due to engineering complications, the cost of expanding the parkade was higher than was hoped when the project was first contemplated,

but it will be in line with final estimates at \$5.84 million. There will be additional costs relating to tenant capital improvements, but these will be recovered in the form of rent over the course of the lease with ATRF. The cost of the entire project will be in the range of \$26 million.

It is important to remember that the need for expanding Barnett House was driven to a substantial degree by the need to provide additional space to ATRF — a tenant that generates substantial revenues that would otherwise have to come through member fees. Given restrictions on the use of Barnett House, it would have been very difficult indeed to find a suitable replacement tenant.

So the bottom line is that the renovation and expansion are proceeding on schedule and, once they are completed, Barnett House will be an enhanced asset for members. Kudos are due to the Provincial Executive Council Committee on Barnett House Renovation and Expansion and to PCL for its superb management of this project. ■

Questions for consideration in this column are welcome. Please address them to Dennis Theobald at dennis.theobald@ata.ab.ca.

FOR THE RECORD



You can't get student growth without teacher growth.



— Education reform expert Simon Breakspear speaking at uLead 2018 in Banff



Taking a Techno-Break

Concerned about the effects of media on their well-being, six youth between the ages of 13 and 17 participated in a study that required them to fast from Internet-connected devices for seven days.

Study results courtesy of Valerie Steeves, researcher, University of Ottawa.



6 youth + 7 day media fast

INITIAL THOUGHTS	DURING THE FAST	AFTER THE FAST
<p>Worried 😞</p> <p><i>This is going to be bad.</i></p> <p>Difficult</p> <p><i>Nothing to do, I would be super bored.</i> 😞</p>	<p><i>Well, it's kind of annoying but not too bad.</i></p> <p>Read a lot more</p> <p><i>Hung out with friends in person.</i> 👍</p> <p>Thought deep thoughts</p>	<p><i>It felt good not to worry about social media.</i> 😊</p> <p>I'll use it differently now.</p> <p><i>When I am bored, I will go outside and actually have fun.</i></p>

YOUR VIEWS

LETTERS TO THE EDITOR

Article on private school funding misleads

Re: article: "A drain on the public purse..." by James Wilt of Progress Alberta, ATA News, March 13

As editor of the *ATA News*, it is vital that you ensure the information conveyed therein is correct, non-partisan, and informative. I indicate below how the Wilt/Progress Alberta article fails on all three points and contains dubious, misleading numbers regarding the funding of Alberta's roughly 250 private schools.

While attempting to demonstrate how private schools "drain the public purse," Wilt detours into at least a dozen religious references and ends with his erroneous conclusion that "defunding private schools ... should be our first priority." It may be an issue, but it's certainly NOT our first priority! Nor is comparing Alberta's private school funding to that of other provinces a strong or justifiable argument.

If he's making interprovincial fiscal comparisons, Wilt needs to also note that Albertans' average annual incomes well exceed those of residents in other provinces, and that Alberta spends \$2,700 more per person than B.C. yet collects \$1,300 less in tax — as reported by CBC News reporter Robson Fletcher on Feb. 24, 2017. This discrepancy causes a much bigger drain on the public purse than do private schools.

And, likewise, if he's making education-related comparisons, why does Wilt ignore the vast discrepancies between superintendent salaries in Alberta and other provinces? Why does he not mention the \$2.7 billion that Alberta spent to reduce class sizes (something close to the ATA's heart) — money that simply disappeared and failed to have the intended results? Wilt cannot, with any credibility, cherry-pick private schools as his major "drain on the public purse" while ignoring these other realities.

Wilt's defunding premise is blatantly political and partisan. This is exemplified by his lengthy diversion into religious aspects plus his juxtaposition of the anti-funding stance put forward by Progress Alberta and the ATA (among others) against the United Conservative Party's defense of equal funding. Yet another example of his politicization is his claim: "clearly the funding of private schools is shaping up to be a hot topic as we head towards the next provincial election."

Before going to print, why didn't Wilt (and you, as editor) do the math on the per-student cost difference between public and private schooling? Your readers need to know that Wilt's claimed \$100 million drain on the public purse is dubious and unsubstantiated. Another analysis by the CBC's Robson Fletcher, published Feb. 28, 2018, states that Alberta spends \$10,936 per year per public student versus \$7,567 per year per private student. It would, therefore, cost

LETTERS TO THE EDITOR continued on page 6

Letters to the editor: We welcome letters to the editor. Please limit your submission to 300 words. Only letters bearing a first and last name, address and daytime telephone number will be considered for publication. Teachers are also asked to indicate where and what they teach. All letters are subject to editing for length, clarity, punctuation, spelling and grammar. Email managing editor Cory Hare: cory.hare@ata.ab.ca.

How to help students in the midst of tragedy



VIEWPOINTS

Vincent Mireau
President, ATA Council of School Counsellors

At some point, the young people we teach will be faced with the reality that horrific events occur. In the aftermath of tragic losses, our own and those of our friends and neighbours, your students may need you. Some young people will seek out their parents' counsel in the midst of loss. Some young folks will wisely connect with their school counsellor; other pupils will call upon you.

Whether or not you feel confident about listening, you possess the skills to be a good listener. I say this because you have made it this far: you are a teacher, one of the most skilled professionals out there. In the moment when your student wants to talk, the most important thing is to be quiet, turn toward your student, and authentically and curiously listen until it is your turn to talk (if much at all). Trust me, you will know when it is your turn.

Grief is really messy. The professional consensus is that grief is highly individual and does not happen in certain steps in a certain order. Some who grieve will want to talk about it; some will not. Some will feel lots; some will feel little. Some will need to show their thoughts and feelings; many are not so expressive. In either case, no one benefits from judgment. There is no correct way to process loss. Sometimes people have the right mix of circumstances and emotions to rapidly process losses when they happen; some people really don't "bounce back."

Note that while a child may be calling upon you to explain what has happened, it is fine to say that you cannot explain it. There is wisdom that a young person may want to hear from you that does not exist. At the very least, try to avoid aphorisms or idioms that trivialize the loss. Some questions have no answers. Senseless tragedies occur.

Sometimes our need for meaning can instead be satisfied by our response. Your students may be interested in rituals. They may want to explore their spirituality or lack thereof, or they may mourn the inability to go to a funeral in person. I personally believe that funerals are very much for the mourners in addition to the deceased. We need social and private rituals like vigils, tribute videos, decals on trucks and hockey sticks on porches to fill the darkness when meaning does not readily make itself known.

Your younger students may demonstrate their perspective on a tragedy in their imaginative play — realistic, confused or otherwise. They might play funeral or vehicle collision. Engage with them — step into it with them to explore their world. Please do not punish or shame your students for doing what children do best: create imaginative play to process life's unexplainable "stuff." If a child is playing to process loss, consider integrating their probable admiration for first responders. The integration of loss and healing can be helpful over time.

In the same way, teenagers play using conversation. They may want to talk about dead people. Young people may need coaching about the social nuances of loss. They are likely wondering what they should do when tragic loss happens.

Your adult listening skills and nonjudgment can be your biggest asset when helping teenagers learn social sense. If a student asks you about your spirituality, please be honest as a human being while being mindful of your power imbalance as a teacher. Be mindful that comments like "God must have wanted this" or "Just think about what you are thankful for" can be harmful.

Encourage your students to seek out memories and to create connections. Shared memories are some of the best assets we have after we or others experience loss. It is totally acceptable to look back in happiness in the midst of profound sorrow. Happiness and sorrow are not opposites.

Grief is a process and not an event. It can require the patience of many and can seem uncontrollable. Our students may need us to explain how loss works, since they may never have experienced it. Be real. Use that helpful, protective rapport you have with your students. The experience of adversity inside the protection of an adult builds resiliency. In the midst of great loss, you can be a part of the strengthening of young people. Trust yourself; you can help. ■

This opinion column represents the views of the writer and does not necessarily reflect the position of the Alberta Teachers' Association.



A perfect gem

Small booklet carries huge archival significance

FROM THE ARCHIVES

Maggie Shane
ATA Archivist

Leading up to its official 100th anniversary in June 2018, the Alberta Teachers' Association is celebrating its history through a number of initiatives, one of which is this column, entitled *From the Archives*. Curated by archivist Maggie Shane and appearing in each issue of the ATA News this year, this column will feature significant moments and individuals in the Association's history, as well as interesting artifacts or documents from the Association's archives.

To pursue archival work is to be in a perpetual state of readiness to encounter the antique, unusual and entirely splendid. On days when the stars align, and the Fates allow, the archivist will uncover a gem — not a rough stone hewn from the bedrock — no, a true sparkling, faceted gem so wonderful you want to set it in gold and show it off.

This week brought such a moment to the ATA archives. Let me explain. At the end of an archivist's career, there are many things left undone despite one's best intentions. The new practitioner inherits boxes and projects and will, in their turn, leave the same for their successor. Today the archives came across such an unassuming little box.

It was entirely ordinary, without ornament, embellishment or label. Inside was the most perfect little book, *The Canadian Teacher's Pocket Diary 1916*. All of 2.5 inches by 5.5 inches, the silver-embossed, cloth-bound little diary predates the ATA itself by two years. Nevertheless, it is a beautiful example of a teacher's experience from that era. We have no idea (yet) of the identity of the owner, but we do know a great deal about their dedication to their students, and to their profession, through the handwritten notes appearing on the well-preserved pages — notes to themselves, ideas for the classroom, reminders and events.

Among my favourite entries is this one: "April 17 — planted Nasturtium at school."

Another of my favourites outlines how students may remember the difference between the words *lay* and *lie*: "If you heard a hen cackling and you found an egg in the nest, she *laid* [sic]. If you don't find the egg, she *lied*."

The diary is replete with the spontaneous thoughts of the owner that reveal a persistent curiosity about new books, music, art, history, classics and geography. This was a little book carried hither and yon by a dedicated and joyful teacher who took constant care to be mindful of pedagogy. It is a voice from the past, a slice of the life of a teacher fully engaged in their chosen profession, and a privilege to read, to cherish and to preserve. ■



This diary provides insight into the teaching experience of the early 1900s.

CORY HARE



SUPPLIED

Grade 1 pupils at Calgary's Citadel Park School parlayed a single owl visit into an ongoing and thorough research and art project.

'Owl aboard' for a learning adventure

Calgary pupils take their curiosity to new heights with owl project

SUCCESS STORIES

Heather Sigurdson and Jody Carnegie
Citadel Park School, Calgary

We have 44 curious Grade 1 students who have spent months exploring the beauty and power of owls. In October, with a visit from the Calgary Wildlife Rehabilitation Society (CWRS), our students met Ophelia, a great horned owl who is a permanent resident of the society. This meeting led our students to research owls' wingspans, families and prey, as well as the weight and measurements of four different owl species in Alberta.

In their research, students learned that two of these owl species are at risk in Alberta. The students became credible owl experts and used their curiosity to create amazing artwork. The papier mâché 3D owl constructions, recycled art panels, owl prey and owlet models were proof positive of the joy and enthusiasm the children brought to their learning. Nothing is more powerful than listening to six- and seven-year-olds explain facts and share their passion about things that interest them.

The initial goal was to educate and bring awareness to our school community at an Owl Open Hoots/House. This then led to a silent auction to raise money to assist the "owls in need." Our school community rose to the occasion and helped raise more than \$300, with all proceeds going to the CWRS.

We have discovered that our owl adventure promoted knowledge and attitudes that have empowered our students to become active, caring and effective agents of change.

As teachers, we always hope our students will be curious about the world around them, be able to identify problems, and be able to capably articulate how they want their community to help and support them in their endeavours. We have discovered that our owl adventure promoted knowledge and attitudes that have empowered our students to become active, caring and effective agents of change. Most importantly, the children learned that their voices have power and that their curiosity can have a positive impact.

Please feel free to check out the CWRS website at <http://calgarywildlife.org/donate/sponsorship>, so you too can help support animals in need. ■

CALL FOR SUBMISSIONS

Success Stories is a new feature in the *ATA News* that enables teachers to share their successes with their colleagues. To submit an idea or an article about a new program or approach that you've instituted, please contact managing editor Cory Hare at cory.hare@ata.ab.ca.



STORIES AND PHOTOS WANTED

If something newsworthy is going on in your school, district or local, please let us know. We will also consider articles, photos and cartoons. Please email tips and submissions to managing editor Cory Hare: cory.hare@ata.ab.ca.



Lindsay Peace recounts her experiences with her transgender son Ace at the Diversity, Equity and Human Rights Conference in Edmonton on April 12.

JEN JANZEN

Conference helps teachers support gender-diverse students

Jen Janzen
ATA News Staff

It was on New Year's Eve of his Grade 9 year that Lindsay Peace's son Ace came out as transgender. Until then, Peace was sure that Ace, who was assigned female at birth, was gay.

"I thought, 'It's fine to be gay. We can have a party,'" she recalled.

Peace was one of the speakers at the Diversity, Equity and Human Rights Conference, held in Edmonton on April 12 and 13. The topics at the conference covered a wide scope, from tips on how to include Indigenous elders, knowledge keepers and family members in the classroom to combatting Islamophobia. Peace's seminar, which she co-hosted with Amelia Newbert, outlined ways that teachers could support gender-diverse students.

When Peace found out that Ace was actually transgender, she faced a steep learning curve. First of all, she wasn't sure exactly what the term meant. The only frame of reference she had for transgender issues was a vague memory of Chaz Bono, son of Cher and Sonny Bono, and his transition story being in the news in 2009.

"I went to [Ace's] teacher and I was sobbing," Peace said. She feared for her son's safety.

The teacher's response?
"Cool."

Peace remembers the teacher immediately offering to use male pronouns and brainstorm ways to help Ace at school.

"She didn't have a trans kid before, she didn't know what any of it was going to look like, but she said, 'Cool.'"

The entire school staff mobilized to support Ace in everything from gender-neutral bathrooms to re-assigning him to the boys' physical education class. If there was discord among the staff, Peace said she never heard about it.

"Being trans, you have to do everything," she said. "You have to figure out what it is, you have to prove it, you have to do all of the work all of the time, so to have a teacher that said 'we'll do it' was pretty awesome."

Peace says teachers are in a unique position to "go to bat" for the students in their class, and she's grateful to have had such a supportive teacher group iron out any wrinkles that Ace may have faced.

"I know teaching math is important, and thank you," she said, "but you have the ability to save someone's life." ■



Participants play a game in which they sort out words that convey gender, sex, sexual orientation and gender expression.

JEN JANZEN

“ I know teaching math is important, and thank you, but you have the ability to save someone's life. ”

— Lindsay Peace, speaker



Conference delegates participate in a brain architecture game that builds understanding of the role that experiences play in early brain development.

JEN JANZEN

This...

from ATA President Greg Jeffery



uLead showcases ATA as global example



As you read this many of you have likely just gone through a three-day stretch of having one or more of your in-school administrators absent from your school.

When this used to happen to me I recall thinking, "What is central office doing to them now? Why don't they leave them alone to do their jobs?" Well, it is likely that this latest absence can be attributed to the Alberta Teachers' Association.

That's because we held our uLead event from April 15 to 18. Organized by the ATA's Council for School Leadership, uLead is a conference designed for education leaders. The attendees include teachers, in-school administrators, central office teachers, superintendents, academics, education ministers and ministry officials, as well as leaders of teachers' organizations.

If you are thinking, "That's quite a group," now expand it by 10 or more countries represented.

As an Alberta teacher and president of the ATA, I felt great pride as we showcased what a professional teachers' organization can accomplish.

This was an amazing opportunity for your principal, and I hope that you get to hear their perspective on the conference in the near future.

As an Alberta teacher and president of the ATA, I felt great pride as we showcased what a professional teachers' organization can accomplish. A significant reason for this success is the unified nature of the ATA. Not all the teacher organizations represented at uLead have principals as their members, and others were amazed at the strength of our collegial relationships. Out of these PD events some of our research partnerships with countries such as Finland, Norway, Iceland and New Zealand have been born or nurtured, and I will tell you that new relationships are ahead because of time spent together at uLead.

Time and time again I am reminded of what we have as the ATA and how the rest of the world aspires to be more like us. So maybe this one time we can resist the urge to ask our principals, "What did they do to you this time?" Maybe instead we can ask, "I read about this uLead conference. Was it really that good?"

When you ask this, give yourself a little time, as I suspect the answer might be lengthy. I also think it will be positive and gladly shared — just one more example of our Association providing world-class professional development for all our members and the rest of the world. ■

I welcome your comments — contact me at greg.jeffery@ata.ab.ca.

NOTICE

On Nov. 6, 2017, a hearing committee of the Professional Conduct Committee established under the *Teaching Profession Act* found that Mark Patrick Buckley engaged in unprofessional conduct. The hearing committee declared Buckley permanently ineligible for membership in the Association, effective Nov. 6, 2017. ■



Sign up for email to receive Members' Updates: <http://bit.ly/1uJm122>

Forum to address safe and caring schools

Jen Janzen
ATA News Staff

Salluit is a fly-in village of about 1,200 people in Nunavik, located in the northern third of Quebec. Mountains encircle the community and the surrounding land is home to polar bears, muskox, walrus and caribou. But within the stark beauty of the Arctic lies a youth crisis: the Nunavik Inuit suicide rate is 25 times the Quebec average.

Maggie MacDonnell, who has been teaching in Salluit for seven years, is trying to change that.

"Witnessing the funerals of my students is one of the hardest things I've ever gone through," she said in a video created by the Varkey Foundation. "I never want to be in that position again."

MacDonnell, winner of the 2017 Global Teacher Prize, has built resilience and hope in her students through sport and physical activity, and she will be sharing her story at the upcoming Canadian Forum on Public Education in Edmonton on July 9 and 10. MacDonnell's keynote speech, entitled *Running for Resilience*, will outline the Nunavik Running Club and the changes she's seen in the youth who participated in it.

Built around the theme of safe and caring schools, the forum will also



Maggie MacDonnell, a teacher in the fly-in village of Salluit, will talk about her efforts to build resilience in at-risk youth at the upcoming Canadian Forum on Public Education, which will take place in Edmonton on July 9 and 10.

include presentations about inclusive learning, school mental health, violence against teachers, an interactive science reception at the TELUS World of Science, and a safe and caring fair.

Hosted by the Canadian Teachers' Federation (CTF), the annual forum brings together participants from government, universities, public and private education, school boards and teacher associations. Participants will be encouraged to share and expand

their understanding on critical matters in education in an atmosphere of respectful, open dialogue.

This will be the first year since 2010 that the forum has taken place in Alberta. "This is a real opportunity for Alberta teachers. I would encourage any teacher who is interested in the bigger picture issues affecting education to attend," said CTF president Mark Ram-sankar, who is also past president of the Alberta Teachers' Association. ■

On another keynote

Also slated to deliver a keynote address at the Canadian Forum on Public Education is Leyton Schnellert, a University of British Columbia researcher who specializes in student diversity and inclusive education. Schnellert's address is entitled *Inclusive Education as Student-Centred Practice*. He is a former middle and secondary years teacher with six books to his credit.



Leyton Schnellert, inclusive education expert

REGISTRATION FEES

	Before June 2	June 2 and after
CTF members	\$400	\$450
Non-CTF members	\$450	\$475

More information on the forum is available on the CTF website, www.ctf-fce.ca.



As central bargaining returns, so does the Bargainers' Blog

ATA News Staff

Alberta Teachers' Association vice-president Jason Schilling expects to run four long-distance races this year — three on the road and one at the bargaining table.

Schilling was appointed by the Association's Provincial Executive Council to chair the Central Table Bargaining Committee (CTBC) as central bargaining commences again this spring. The high school English teacher and avid runner from Lethbridge recently posted the first *Bargainers' Blog* post to the Association's Members' Only website.

"It seems like we just crossed the finish line for the last round of central table bargaining," Schilling wrote, drawing on a running metaphor, "but your negotiations team is already lacing up the runners for the next run around the track."

The first edition of the blog for this bargaining round describes some work that has already been done in order to prepare for opening, describes the role of CTBC in acting as an agent on behalf of teachers and introduces readers to the other members of the bargaining team.

Schilling says he doesn't intend to author all of the posts for this round's blog. He would like to see other members of the committee highlighted through blog posts and is open to having guest writers from time to time, as the situation warrants.

Information contained in the blog is privileged information for the benefit of ATA active members, so an on-line ATA account is required to read the post. Accounts can be obtained and the blog post can be accessed by clicking on My ATA > Members Only at www.teachers.ab.ca.



— Jason Schilling, chair, Central Table Bargaining Committee

"This is your collective agreement, and we need your active participation to help direct our work."

Schilling says it is important to ensure that members are engaged in the process.

"This is your collective agreement, and we need your active participation to help direct our work," he says. "Our ability to successfully advocate for you depends on the other side seeing and hearing you behind us."

The next couple of blog posts will provide an overview of the bargaining process and will outline some of the results obtained from the bargaining needs survey conducted with members earlier this year. Schilling says the blog will continue to keep members informed of the progress.

"Stay tuned here to find out more," he writes. "Bargaining is more of a marathon than a sprint; we will keep you informed every step along the way." ■



An effort to learn Blackfoot teachings led to this mural at Catherine Nichols Gunn School.

Mural project taps into Blackfoot wisdom

Cory Hare
ATA News Staff

Students and staff at Calgary's Catherine Nichols Gunn School learned a lesson in facing life's challenges through a mural project undertaken with Indigenous artist Ryan Willert.

The project saw each of the school's 400 students and staff paint a profile of a buffalo charging into a storm. Willert, who is from the Siksika Nation east of Calgary, then grouped these images with his own painting of a frontal view of a buffalo head.

Willert explained to CBC that buffalo always run toward a storm rather than away, a fact that, in traditional Blackfoot teachings, has come to symbolize the importance of facing adversity head-on.

"The buffalo is very good for the children to learn about, and also, in this territory, where the Blackfoot was, this was our spirit animal. And this is what helped us in our life," Willert said.

Principal Steve Wigglesworth said the project has been beneficial for students and staff.

"Ryan was an amazing bridge to helping the Indigenous and non-Indigenous understand and learn about each other," he said. ■

LETTERS TO THE EDITOR

continued from page 3

Alberta Education an additional \$10 million, roughly, to educate Alberta's 35,000 private school students.

That amount probably covers the additional teacher salary costs, but what about the "buy-out" of private school facilities, assets and/or mortgages, and maintenance of the existing schools? The latest provincial budget earmarked \$393 million for 20 new schools, which amounts to nearly \$20 million per school. Using those figures as a guide, if the government had to replace each of the province's 250 private schools, it would cost nearly \$5 billion. Given these government figures, I question how Wilt arrived at \$4.2 million as his estimate of what it costs the province

to build a new school (*ATA News*, Apr. 10, 2018).

This is the same article in which Wilt claimed that Webber Academy is sitting on a \$40 million surplus. Is he targeting Webber because it is number three in Alberta's top-10 schools, as ranked by the website www.eightleaves.com, Alberta's final Grade 12 diploma class averages and the Fraser Institute's School Report Cards? Seven of Alberta's top-10 schools are private, despite Alberta outspending all provinces on public schools, except Ontario, Quebec and B.C. (as shown by a 2017 Statistics Canada report).

Wilt, Progress Alberta, the ATA, Education Minister David Eggen and Alberta Education would be wise to support and learn from Alberta's private schools, as they are often academic beacons in Alberta's educational wasteland. ■

Marion Leithead, former educator



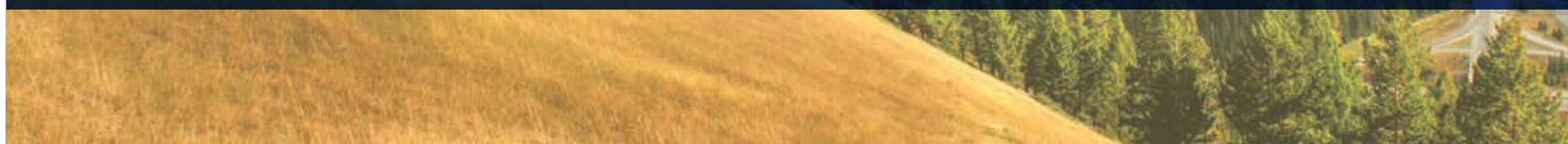
The Alberta Teachers' Association

2018/19 PROPOSED BUDGET

The budget proposed by Provincial Executive Council (PEC) is just a step away from becoming the approved budget for the 2018/19 fiscal year. The final (and very important) step in this process is membership approval. On the Victoria Day long weekend, local delegates to the 101st Annual Representative Assembly (ARA) will gather in Calgary to consider, among other matters, the approval of the proposed budget.

While a budget is viewed by most as a financial document, the Association's budget also sets the direction for Association activities and programs for the upcoming year. PEC makes critical choices based on financial realities and member feedback before presenting the proposed budget at ARA where delegates will focus on much more than dollars and cents. They will also examine the merit of the proposed programs and consider their value to members, to education and to the Association.

Based on feedback from locals as well as economic projections by the Government of Alberta, Council is recommending a fee increase of \$6 to the annual Association fee of \$1,242, resulting in a fee of \$1,248 for the 2018/19 fiscal year. In the following pages are highlights of new programs and completed or discontinued programs that make up the proposed budget.



Proposed new initiatives for 2018/19

Blue Ribbon Panel review

The budget will provide funding to revisit the report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools to assess progress and the cost and effectiveness of government and school board responses.

Education program for central office teachers

An education program will be put in place to provide services to teachers who work in central office roles.

Committee on Violence in the Workplace

In order to address the growth of violence in schools, this committee will review Association and school authority policies that relate to violence in the workplace and support the design of appropriate research activity.

Teacher Welfare Area Conference

An additional conference will be held in the spring of each year to provide a provincewide forum for bargaining unit leaders as a result of the move to central table bargaining.

Executive staff officer – Member Services

Increases in discipline caseload and complexity require additional staff resources so that the Association can continue to meet legislated obligations with respect to discipline.

Executive staff officer – Professional Development

This additional position will provide essential support to teachers as new teaching standards and a new curriculum are promulgated by the government for implementation at the board, school and classroom levels.

The budget for these proposed programs is \$575,000.

Completed/discontinued initiatives

A number of programs will be completed or discontinued at the end of 2017/18 and will be removed from the budget. These programs include

- the Centennial Planning Committee,
- the Alberta Education Annual Forum,
- the Field Member Education Program,
- the Strategic Leadership Seminar,
- the Education Act Implementation,
- the SRS Pilot Evaluation,
- the Committee on Convention Review,
- the Teacher Welfare Area Field Service Meetings and
- the 100th Anniversary Committee.

The budget allocated for these programs in 2017/18 was \$325,600.

Proposed annual fee for 2018/19

Provincial Executive Council is proposing a \$6 increase to the Association member fee for 2018/19, bringing it to \$1,248 per member.

	2017/18 approved fee	2018/19 proposed fee
Funding for programs for which the local rebate does not apply	\$171.00	\$162.00
Funding for programs for which the local rebate applies	\$856.80	\$868.80
Local rebate	\$214.20	\$217.20
Total Fee	\$1,242.00	\$1,248.00

Budget by program area

There are two parts to the Association's budget. The first part includes programs that are funded by a fee that is subject to a local rebate. In other words, for each dollar of the membership fee that is applied to this part of the budget, 20 per cent is rebated to local associations to fund their operations. The second part includes programs that are funded by a fee that is not subject to the local rebate.

Part 1: Budget subject to local rebate

The table below compares program area expenditures for the 2017/18 approved budget and the 2018/19 proposed budget. It also provides a general description of the mandate of each program area.

Program area	Mandate	2017/18 approved budget	2018/19 proposed budget
Teacher Welfare	<ul style="list-style-type: none"> To improve the economic well-being of teachers through work in collective bargaining, pension and insurance To effect increases in the funding for education 	\$3,689,800	\$3,855,200
Member Services	<ul style="list-style-type: none"> To provide services to individual members on matters requiring discipline, legal assistance and professional relations To provide general service to and consultation with locals, sublocals and staff as requested To enhance awareness of the Association's services 	\$5,087,900	\$5,295,300
Professional Development	<ul style="list-style-type: none"> To provide for the improvement of teaching practice through specialist councils, conventions, curriculum work, current issues, local leadership development, assistance to local PD committees, field service and representation to other subgroups To prepare a corps of instructors and facilitators To improve the preservice education of teachers and liaise with other agencies in these fields and extended field experiences 	\$5,358,500	\$5,698,500
Government	<ul style="list-style-type: none"> To govern the Association and provide for its obligations beyond Alberta's borders To liaise with other organizations within Alberta To maintain communications internally with the membership and externally with the public To improve conditions for education through the political involvement of members 	\$8,719,900	\$9,190,700
Building	<ul style="list-style-type: none"> To provide and maintain physical facilities for Association offices in Edmonton and Calgary. 	\$2,697,200	\$2,903,100
Operations	<ul style="list-style-type: none"> To provide for the financial and business operations of the Association, including business management, finance, general administration, human resources and document production To provide services to other program areas and subgroups 	\$4,861,500	\$5,059,500
Nondepartmental Commitments	<ul style="list-style-type: none"> To provide for items which are not directly a part of any other department and for items affecting all or most other departments but which cannot be reasonably provided for within the department 	\$1,769,100	\$1,894,200
Food Services	<ul style="list-style-type: none"> To provide a catering service for participants at various meetings and other functions held at Barnett House To operate a cafeteria service for staff, tenants and the public 	\$703,300	\$808,700
Information and Technology Services	<ul style="list-style-type: none"> To maintain and safeguard the Association's information technology systems and equipment and to develop and maintain electronic capabilities and processes required by other program areas 	\$2,198,100	\$2,236,300

Part 2: Budget not subject to local rebate

Member fees required to fund part two are not subject to the local rebate, and 100 per cent of these fees is available to fund provincial Association programs. The table below compares expenditures and allocations for the 2017/18 approved budget and the 2018/19 proposed budget and provides a brief description of the nature of the expenditures.

Expenditure and allocation	Description	2017/18 approved budget	2018/19 proposed budget
Canadian Teachers' Federation	Provides support for the Federation based on a per capita fee.	\$1,028,700	\$1,092,900
Capital fund	Provides an annual allocation to the fund, which is used to purchase any capital assets and to fund capital projects.	\$1,473,000	\$1,087,600
Special emergency fund	Provides an annual allocation to the fund, which is used to fund emergent actions as approved by Provincial Executive Council.	\$652,000	\$9,200
Technology services project development	Provides annual funding for projects related to membership application services, online services, unified communications, strategic technology management and reporting, and workflow and form services.	\$700,000	\$700,000
Specialist council membership grants	Provides the annual operating grants to the Association's 22 specialist councils.	\$774,500	\$870,000
Accountability action plan	Provides funding to support international partnerships focused on advancing system reform as well as collaboration with subgroups and like-minded teacher organizations that advance the profession's views.	\$135,000	\$135,000
Mortgage	Provides for principal and interest payments on the mortgages in place for Seymour Tower and Barnett House renovations.	\$1,200,000	\$2,200,000
Public relations campaign	Provides funding for a multidimensional public relations campaign to highlight the work of the Association and teachers. The purpose is to increase public awareness about the importance of public education and the need for appropriate funding for education.	\$1,000,000	\$1,000,000
100th anniversary celebration	Provided funds for the celebration and promotion of the 100th anniversary of the Association.	\$158,000	-
2Learn.ca	The budget allows for continued enhancement and further development of new content for this program.	\$146,000	\$146,000

Private schools don't save governments money

COMMENTARY

James Wilt, Progress Alberta
Special to the ATA News

Part of a Progress Alberta campaign calling on the government to defund elite private schools, this commentary is adapted from an article that appears on Progress Alberta's website at www.progressalberta.ca.

A popular argument made by private school proponents in response to those who suggest private schools should not receive public funds is that private schools are actually saving the government money.

In Alberta, private schools receive 70 per cent of the per-student operational funding that is provided to public, separate and francophone schools and they don't receive funding for capital projects. This, according to private school proponents, results in a per-pupil savings to the government when parents send their children to private schools.

But there's one part they conveniently leave out.

Many private schools offer federal tax receipts for tuition, either under the guise of religious education or child care. That means that wealthy parents are receiving income tax reductions from the federal government for sending their kids to private schools that most families could never afford.

Here are a few examples.

In 2016, Glenmore Christian Academy — an 871-student private school in Calgary that charges up to \$6,810 per student — registered \$2 million in tax-receipted tuition fees. The school's last three-year plan indicated that it receives \$4.7 million from tuition and another \$4.6 million from the province. More than 40 per cent of the tuition paid by Glenmore parents was recognized as a tax credit or deduction.

Or take Bearspaw Christian Academy, also located in Calgary. The 769-student school charges up to \$7,450 in tuition. But in 2016, it logged \$1.4 million in

tax-receipted tuition fees. That same year, it received a total of \$3.5 million in tuition fees, meaning that again about 40 per cent of the tuition it collected was used to reduce taxes owed by the parents.

Since a portion of the money paid to the private schools is being returned to parents through a reduction in their federal taxes, the federal government is effectively funding part of the tuition. These private schools are not only getting direct public funding from the province but they are getting additional indirect funding from the Canadian government.

A portion of the money paid to the private schools is being returned to parents through a reduction in their federal taxes.

As you may have noticed, both of these examples are Christian schools. That's because religious schools are able to offer charitable donation tax receipts. Religious private schools in Alberta registered a total of \$18.6 million in tax receipts last year.

But that's not the end of it.

For unknown reasons, Lycée Louis Pasteur, which charges up to \$14,600 per year for tuition, registered \$2.2 million in tax receipts in 2016. While the explicitly nondenominational school did not report the amount that it received in tuition from parents, calculations indicate that it was around \$4.7 million. That means almost half of the elite school's tuition was designated as eligible for tax receipts.

A number of other elite private schools indicate that there are tax receipts accessible for parents under the category of "child care."

In 2016, the *National Observer's* Sandy Garossino discovered that an elite private school in Vancouver was marketing to parents the potential eligibility of \$3,800 per student in tax deductible expenses relating to child care, up to the age of 16.

That school considered supervision provided by the school before and after classes, during lunch, recess and other break times as child care in order to calculate the generous tax receipt.

The same is happening in Alberta.

In 2010, Webber Academy (one of the most elite private schools in Alberta) told parents in a newsletter that they can claim 50 per cent of kindergarten and 25 per cent of grades 1 to 10 tuition for students up to the age of 16. At the time, that worked out to between \$3,500 and \$7,000 in tax subsidies per year. While Webber doesn't appear to publicly list the percentages anymore, it continues to tell parents of the opportunity in its annual handbook.

"We are permitted to issue income tax receipts for a portion of the tuition fees paid for students up to the age of 16," it reads. "The amount of the income tax receipt varies based on the grade and tuition fees paid during the calendar year."

Delta West Academy — another one of the elites — told parents in a February 2017 newsletter that they'll receive "tax receipts for the eligible portion of the tuition." The Calgary Waldorf School mentions "lunch supervision fees are included in tuition fees and this portion of the tuition fees is tax deductible as a child care expense."

The Calgary French and International School, yet another elite private, reports issuing child care tax receipts at the following rates: 50 per cent of the kindergarten tuition of \$12,160, 25 per cent for grades 1 to 6 tuition of \$12,160, and 20 per cent for grades 7 to 12 of \$13,460.

Private schools aren't "saving us" money. In fact, they're double dipping. First with government funding, and then with tax receipts for much of the remainder. They're being subsidized by both the province and federal government. ■



Learn from the past. Inspire the future.



The Alberta Teachers' Association

100
years



REVENUE RENO CAMPAIGN HOSTS UPCOMING EVENTS

Revenue Reno is a Public Interest Alberta (PIA) campaign developed with the support of the Alberta Teachers' Association.

The campaign's focus is to highlight Alberta's revenue shortage problem with the goal of protecting public services like education. The campaign video is available for viewing on the "PIAlberta" channel on YouTube.

Starting in mid-April, Revenue Reno events have taken place in Calgary, Edmonton and Red Deer. Teachers are invited to attend one of two upcoming events that are scheduled for Lethbridge and Medicine Hat in May.

May 29—Lethbridge, Servus Sports Centre, Cross Bar Lounge

May 30—Medicine Hat, Medicine Hat College, Courtyard Room

For more information and to RSVP to an event near you, visit www.revenuereno.ca/events.

Attention teachers

The ATA News advertisements of institution programs

Advertising by institutions offering educational programs is accepted by the ATA News on a commercial basis. There is no guarantee these institutions fulfill the requirements for consideration as a recognized institution for salary grid purposes.

Teachers considering enrolling in educational programs for purposes of increasing salary levels should consult the Teacher Salary Qualifications Board Principles or inquire directly to the Teacher Qualifications Service regarding the acceptability of the program.



Sign up for email to receive Members' Updates: <http://bit.ly/1uJm122>

Council finalizes proposed ATA budget

PEC POINTS

Audrey Dutka
ATA News Staff

Highlights of the Provincial Executive Council meeting held April 9–10, 2018, at Barnett House in Edmonton

1. Nominated a candidate for the position of Canadian Teachers' Federation (CTF) candidate for election to the Education International (EI) Executive Board. The election for CTF candidate to the EI Executive Board will take place at the 2018 CTF annual general meeting in July 2018.
2. Approved to support Aurora Academic Public Charter School in its application to be a participating employer in the Alberta School Employee Benefit Plan.
3. Approved the names of 15 teachers for addition to the Retirement Consultants' name bank.
4. Amended Administrative Guidelines pertaining to expense claim policies and guidelines for staff and members of Council.
5. Reduced the 2018/19 proposed budget by \$160,000, based on the budget survey results received from locals.

6. Amended and approved the proposed List of Central and Local Matters as the Association's initial proposal for list bargaining.

7. Received the report of a hearing committee, which found a teacher guilty of five charges of unprofessional conduct for engaging in a social relationship outside of school with a student, which was inappropriate to an acceptable teacher–student relationship; engaged in regular text messaging and telephone calls with a student and transported the student, all of which were inappropriate to an acceptable teacher–student relationship; engaged in sexual contact with a student; smoked marijuana in the company of a student; and allowed students to use illegal drugs in the teacher's presence. The hearing committee imposed the following penalties: for charge one, a recommendation to the minister of education for cancellation of the teacher's teaching certificate, a declaration of ineligibility for membership in the Association and a fine of \$3,000; for charge two, a recommendation to the minister of education for cancellation of the teacher's teaching certificate, a declaration of ineligibility for membership in the Association and a fine of \$1,500; for charge three, a recommendation to the minister of education for

cancellation of the teacher's teaching certificate, a declaration of ineligibility for membership in the Association and a fine of \$10,000; for charge four, a recommendation to the minister of education for cancellation of the teacher's teaching certificate, a declaration of ineligibility for membership in the Association and a fine of \$3,000; and for charge five, a recommendation to the minister of education for cancellation of the teacher's teaching certificate, a declaration of ineligibility for membership in the Association and a fine of \$5,000.

8. Awarded the Alberta Teachers' Association Doctoral Fellowship in Education and the Nadene M Thomas Graduate Research Bursary.

9. Moved the issue of intellectual property to the issues bank for preliminary investigation.

10. Approved amendments to the Council member and field member committee appointment process.

11. Appointed additional members to the Political Engagement Committee, named an Association representative to the Alberta Education Advisory Committee for Building an Inclusive Education System, and appointed members to the Smaller Schools and Assignable Time Review Committee and the Time Off for Compression Trial Program Review Committee. ■

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US A
SHOT!**



Have an education-related photo you want to share? Send it in!

If we use it as the main photo on our front page, we'll send you \$50! Email managing editor Cory Hare at cory.hare@ata.ab.ca.

Leave of absence

Teachers on leave of absence from their school board are still under contract to their board and are therefore active members of The Alberta Teachers' Association. Bylaw 8(2)(b) states that the annual fee for this category of active membership shall be \$96. Members qualifying under this category should forward their cheques for the full amount to **The Alberta Teachers' Association, 11010 142 Street NW, Edmonton T5N 2R1 Attention: Membership Assistant**. Teachers who know of colleagues on leave of absence are asked to notify them of this bylaw.

Great Beginnings

Students at H. A. Kostash School in Smoky Lake enjoy their Great Beginnings classes following spring break. The play-based, pre-kindergarten program is designed for children from ages three to five and aims to strengthen co-operation and appropriate social skills.



Remington Trembecky

ALL PHOTOS BY DICK RICHARDS



Jack Smith



L-R: Easton Sliwkanich, Owen Carrick (background), Novak Potts

Get 2Know 2Learn.ca
Educational resources for teachers

The Spirit of Alberta

2Learn.ca's Spirit of Alberta website is a great starting point for studies of our province. Originally created by Alberta teachers, this site contains resources and projects that provide research and reference material to support curriculum. Find Alberta-specific links for

- cross-curricular connections and ideas,
- physical regions and the natural environment,
- history and
- previous activities and projects.

Take a look at the many curated resources about Alberta at www.2learn.ca/spirit/.

HOTEL RATES

A directory of special rates for Alberta Teachers' Association members at various Alberta hotels is available online at www.teachers.ab.ca under News and Info > Publications.

Contact 403-265-2672 in Calgary or toll free at 1-800-332-1280 for a hard copy.



Hats On!
FOR MENTAL HEALTH

May 2, 2018
visit canwetalk.ca

Wear a special hat to school on May 2, 2018, to raise awareness of the importance of good mental health.



CLASSIFIEDS

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Quadra Island cottage, perfect for two people. \$90 per night. Website: www.daisygetaway.com. Call 250-285-3610.

Vernon—spectacular 5-star lakefront vacation rental located one km past Ellison Provincial Park. 2 bed, 1 bath, self-contained. Private dock, 300 ft beach, crystal clear water. \$1600 per week or \$280 per night, 2 night minimum. jackvanbeers@hotmail.com

Asia: Land of Amazing Contrasts! Touring in Asia will amaze you! Experience cultural adventure by joining us either on a tour to China, July 8–22, \$3249, or Vietnam/Cambodia, July 31–August 14, \$3949. Includes hotels, most meals, transport, guides, & admissions to sites. This is amazing value for your money. References & payment plan available. For itinerary contact e.mouland@asiancuriositytours.com, 587-436-2968.

Dominical, Costa Rica—Gated mountainside community 7 min. drive to ocean. 2 bedrooms, 2 baths, pool, English cable. Dishwasher, washer/dryer. Pictures and more info on Airbnb. Available over Christmas! mjmacdonald28@gmail.com.

Goods and Services

Feeling overwhelmed? Call stress coach Teresa Dawn, RHC, for your free phone consultation. (780) 907-6549; www.purpledoorhealth.ca.

Disclaimer The Alberta Teachers' Association does not necessarily endorse the products or services presented in paid advertisements or in the Notices and Events column.

Wanted

In search of French Immersion teachers at Black Gold Regional Division No. 18. Black Gold Regional Division No. 18 is actively seeking French Immersion teachers for the 2018/19 school year. Please send a cover letter, resumé, and two letters of reference to Michelle Unchulenko, HR coordinator, at michelle.unchulenko@blackgold.ca.

Contract teacher wanted in Calgary to teach TOEFL iBT exam prep course, June 18 to July 27. Contact Neil Hosler at 780-966-7719.

To Advertise

For advertising information, contact the advertising manager:

780-447-9417 direct
1-800-232-7208 toll free
email: advertising@ata.ab.ca.

Next Deadline
Friday, May 4, 2018, 4 P.M.
(publication date May 15, 2018)

Please note: advertisers are encouraged to book their advertisement space early—space is limited.

Cost
Classified ads: \$1 per word plus GST (\$15 minimum); *Display ads:* varies according to size

Payment
Prepayment is required. We accept VISA, Mastercard, cash or cheque.

Circulation: 44,000

NOTICES & EVENTS

Sustainability project available to book

The 3% Project is a sustainability project that mobilizes one million Canadian youth (three per cent of Canada) through five national tours across 600 schools. It provides youth-friendly and holistic education on climate change and empowers youth to take action today on solving climate change in their local communities. The project is targeted towards students in grades 8 to 12, is free of charge to schools, and involves a school assembly, workshop and mentorship program.

The project's on-the-road team will be returning to Alberta in October 2018 and is now booking schools for this second tour. More information is available from the Foundation for Environmental Stewardship (FES) at www.fesplanet.org.

Digital resources support inquiry-based learning

The Online Reference Centre (ORC) is a collection of resources worth \$1.4 million that can be accessed through LearnAlberta.ca. The ORC makes it easier than ever for teachers to incorporate digital resources that support inquiry-based research and information literacy skills into their curriculum planning.

ORC resources support all grades from K–12 and cover a wide variety of subject areas including mathematics, sciences, computer sciences, human geography, psychology and art. Materials are also applicable for students in IB and AP programs and for those learning in a language other than English.

To help teachers learn about the features and benefits of the resources, the ORC has developed a robust website that provides just-in-time support for teachers (www.onlinereferencecentre.ca).

Do you have a student who milks every moment?

The Alberta Milk - ASAA Scholarship is for students who achieve a balance in their school, home and community life. For more information or to encourage your outstanding students to apply, visit www.asaa.ca/new/awards_milk.php. Application deadline is **June 30**.

albertamilk.com

2018 gotcha!

Cash prizes available!

PHOTO CONTEST

The ATA News invites you to get your camera out and start shooting those award-winning photographs.

1st place: \$200 2nd place: \$100 3rd place: \$50

Email photos to cory.hare@ata.ab.ca. Entries must be received by 5 P.M. on May 15, 2018. Contest rules are available online at www.teachers.ab.ca.

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YouthWrite Peak Experience I & II
Kamp Kiwanis near Bragg Creek, AB
July 1 - 6, 2018
Overnight Camp (Ages 12-14)
July 8 - 13, 2018
Overnight Camp (Ages 15-19)



YouthWrite River Valley Experience
Bennett Centre in Edmonton's beautiful river valley: 9703 94 Street
July 2 - 6, 2018
Day Camp (Ages 8-11)

To register or to find information on courses and instructors visit:
www.youthwrite.com

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FOOTHILLS ACADEMY SOCIETY

The ATA Educational Trust

The ATA Educational Trust is a charitable organization that has been supporting public education and providing grants to advance teaching practices in Alberta for over 30 years.

This year, the ATA Educational Trust will award over \$80,000 in grants. This includes **\$700 Dr B T Keeler Continuing Education Bursaries** for teachers wishing to advance their knowledge and teaching skills in a subject area through taking courses.

Application deadline
May 1, 2018

www.teachers.ab.ca > For Members > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust

2018 Orange Shirt Campaign

The Society for Safe and Caring Schools & Communities invites Alberta students to design the logo for the 2018 Orange Shirt Campaign and share their vision for respect, remembrance and reconciliation!

Submission Deadline
Tuesday, May 15, 2018



FOR MORE INFORMATION
Visit our website: www.safeandcaring.ca/orangeshirtday
or contact **Shauna Faragini, Safe and Caring Schools & Communities** at 780.822.1500 or sfaragini@safeandcaring.ca

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ADLC Alberta Distance Learning Centre

#HUMBOLDTSTRONG



Teachers and students across Alberta showed their support for the victims and families of the April 6 Humboldt Broncos bus crash that took 16 lives.



SUPPLIED

In keeping with the gesture that emerged throughout the world following the Humboldt Broncos bus crash, hockey sticks are lined up at St. Martin de Porres School in Red Deer.



SUPPLIED

“
Children, when there is a tragedy, there are helpers. Always look for the helpers. Bringing in money and wearing a jersey or green and/or yellow — you are the helpers.
”
Theresa Davidson, kindergarten, St. Bernadette School, Calgary

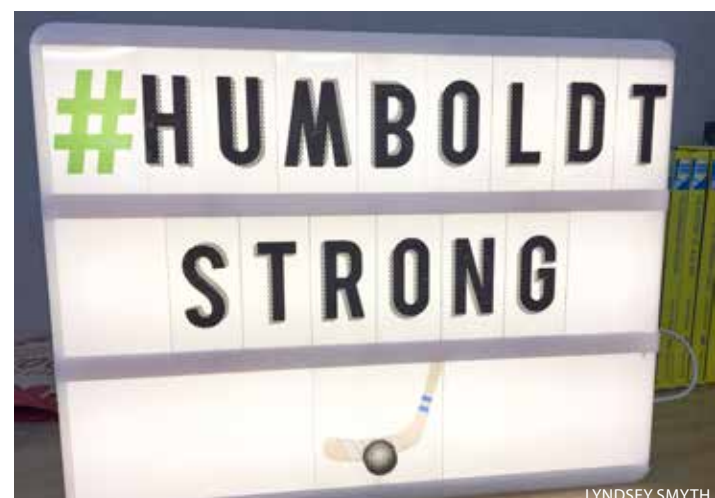


SUPPLIED

“
Jersey day, donations collected, many prayers.
”
Linda Zazula
St. Martin de Porres School, Red Deer



SUPPLIED



LYNDESE SMYTH

A sign in the classroom of Lyndsey Smyth, Grade 3 teacher at Lauderdale School in Edmonton.

“
Jennie Elliott School are wearing our jerseys or green. We put our sticks out too.
”
Hilary Wright
Jennie Elliott School, Calgary



SUPPLIED