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# The IHLA Newsletter

Edited by Trudie Aberdeen



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## MLD Speeches

### A Message from our President

*Antonella Cortese, IHLA President*

Sas-ree-akal-jee, khosh amadid, witamy, selamat detany, bienvenidos, bienvenu, benvenuti, welcome.

Thank you Svetlana and Evelina for your kind introduction. It is my pleasure and my honour to welcome you all to our 16<sup>th</sup> Annual Mother Language Day Celebration. My name is Antonella Cortese, President of the International and Heritage Languages Association. I am proud to see our Member Schools here today and very excited to welcome our new Member Schools to showcase the wonderful work of our students and to illustrate the hard work of so many passionate and dedicated Heritage Language teachers.

I would like to extend a special welcome to our distinguished guests, Honourable Minister David Eggen, His Worship Mayor Don Iveson, President of AAME, Ms. Sadia Khan and Founder of Diverse Edmonton Magazine, Mr. Delwar Jahid. Thank you all for attending our event and above all know how much we appreciate your support and dedication for the sustainment and promotion of Heritage Languages and multiculturalism in our City and the Province of Alberta. I also would like to extend a warm grazie di cuore to the Italian Cultural Centre who for these many years has welcomed us and has grown with us in our celebration and welcome a new member to our IHLA extended family, WorldFM101.7 Ethnic Radio Station. It is the radio station that many of us listen to for music and news from our respective heritage language countries helping us stay connected to our roots.



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This year, our Mother Language Day Celebration theme is “The Languages Inside of Me”. It was a theme chosen to highlight the multiple languages we all speak and often little noticed, the multiple spaces within which we do speak our languages. From the language we speak with our heart to our children before bedtime, to the language we speak with our stomachs when we are awaiting our favourite food, to the language we speak with our head when we need to communicate to those we have just met, we speak the language or languages that communicate our feelings, needs, and wishes. We use our languages to navigate and negotiate the places and spaces we live in, work in, love in and want to create for a more inclusive and above all, caring world.

We have a wonderful program for you to enjoy today, performed by our Heritage Language students and with the guidance of their teachers and the incredible work of our IHLA volunteers. Thank you and enjoy the day.

## Why MLD is Important to Me

Sadia Khan, President of the Alberta Association of Multicultural Education

The purpose of celebrating this day is to promote the awareness of languages and cultural diversity across the world and especially here in Canada. This is one of the reasons my parents decided to immigrate to Canada.

It was and still is very important to them that we spoke Urdu as soon as we got home from school. To this day it is so important to them to maintain this tradition as it strengthens cultural and family ties. This is part of what happens when a family speaks in a mother tongue.

My mother tongue is Urdu which has lot of history tied into International Mother Language Day that we are all here to celebrate. There is long and complicated history of events that took place before it became to be known as “International Mother Language Day”



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There is no nation in the world who fought as hard and sacrificed their lives for their mother tongue. It is an honor given by the international community to the Language Movement of Bangladesh.

And this why we must celebrate languages and cultural diversity—to build a bond, an interconnection with each other by having events such as the one we are at today. We need to continue “to promote the preservation and protection of all languages used by peoples of the world”.

## A Bit of History about Mother Language Day

By Delwar Jahid, Founder of Diverse Edmonton Magazine

*Ladies and Gentlemen,*

Shovo Shokal, Good Morning: Honorable president Dr. Antonella Cortese, Honorable Minister for Education Mr. David Eggen, his worship Don Iveson, Mayor of Edmonton, Ms. Sadia Khan of Alberta Association for Multicultural Education, Dr. Josephine Pillard, IHLA member emeritus, and Ms. Renata Krawczyk, Vice-President of IHLA.

First of all, I would like to pay my tributes to the martyrs of the historic Language Movement of Bangladesh on the occasion of the celebration of International Mother Language Day.

Honourable Guests, speakers, executives, volunteers, performers and my beloved children, we are here to celebrate a very special day—International Mother Language Day..... *“Like every historical day in the world, the 21st February has its own root that rooted to the history of 1952’s Mother Language Movement in Bangladesh.”*



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February 21st was chosen in honour of the students killed by police in Dacca (now the capital city of Bangladesh) while they were protesting to have their mother language, Bengali, declared as the second national language of Pakistan at that time. We take this time to honour a tragic moment of history; it urges us to remember just how important language is to developing one's identity. The theme was quoted by Senator Jaffer of Canada while speaking about Bill-S247, -an Act to establish International Mother Language Day.

Mother language helps us to discover our past and our individual cultural heritage...and Bengali has a rich cultural history.

In Canada, more than 130 languages other than French, English or one of the Indigenous languages are reported by Canadians as being their "mother tongue." In 2016, more than 22 percent of the Canadian population had a mother tongue other than English, French, or an Indigenous language.

The Government of Canada needs to propose initiatives for preserving our Indigenous languages and a variety of Immigrant's languages that includes Bengali in Edmonton. We would also like to have land allocated for a Central Martyrs Monument in Edmonton.

Do you know why International Mother Language Day has been gaining the symbolic importance for the people of the world in every passing year? All of you know that the United Nations declared February 21 as *International Mother Language Day on Nov 17, 1999*. This day bears the history of sacrifice and all our achievements that include earning of our independence of Bangladesh.

It is our pleasure and honor that the daughter of Bangabandhu Sheikh Hasina, Prime Minister of Bangladesh (In Hasina: A Daughter's Tale) biopic the celebrations of Ekushey (21<sup>st</sup> of February in Canada) at the university of McEwen during 2015 was quoted with couple of event pictures,



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and from now on the Millions of Bengali people throughout the world could watch it as a movie or on YouTube. The past celebrations of 21st February have become history!

*“When humanity loses a language, we also lose the potential for greater diversity in art, music, literature, and oral traditions...”says Udell.*

While one language disappears in every 14 days... we lose knowledge and history, also we lose connection to a land...in that time UNESCO lists a total of 577 languages as are critically endangered among the 7 thousand languages of the world.

The importance of recognizing International Mother Language Day is to remind us here in Canada about our huge multicultural capacity and our duty to preserve it... Do we? Have the affirmation of the right of people to speak their mother tongue free from persecution even herein Canada? Then why are the languages of our First Nation people declining and are increasingly becoming vanished. We have to find that answer! It is our responsibility as human being to protect every mother language and rights to language, culture, and heritage and that is a huge struggle.

I would like to express my gratitude to the IHLA for their heartfelt support to Bangladesh Canada Heritage Society of Edmonton and all of our initiatives regarding the celebration of International Mother Language Day. I would like to express my gratitude to the Hon. Ministers, guests, all the performers, executives, volunteers and all the visitors. I would also like to thank IHLA, their executives and members once again for the opportunity to speak on this occasion.

Thank you.



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## A Tribute to the late Honourable Gene Zwozdesky

By Josephine Pallard, IHLA Member Emeritus

Honoured Guests, Students, Parents, Ladies, and Gentlemen,

Thank you for giving me the opportunity and privilege to give tribute to the late honourable Gene Zwozdesky, Former Minister of Education, Speaker of the House, and Leader in the areas of arts, music, dance, multiculturalism and community development.

Forty-One years ago, back in 1978, I had the privilege to be part of a group of community leaders from Edmonton and Calgary who decided to establish Alberta Ethnic Language Teachers Association (AELTA). The group was spearheaded, to name a few, by - Fiona Peleck, Sabatino Roncucci, Jean Kopf, Mary Hladyshevsky, Nick Spillios, and a young teacher, no other than— Gene Zwozdesky. This association transitioned into Southern Alberta Heritage Language Association (SAHLA) and Northern Alberta Heritage Language Association (NAHLA). Presently it is known as International & Heritage Languages Association (IHLA).

The Hon. Gene Zwozdesky became the **four pillars** of the **heritage languages** in Alberta. He became the **navigator** in strategizing in the founding of the association as non-profit entity. He was the **counselor** who advised the group, mostly immigrants, non-certificated teachers to successfully settle and integrate into Canadian society, as they followed their dreams to preserve and retain their heritage language and culture in their new-found home, Alberta. He was the **teacher** who guided us in developing curriculum and resources to have an excellent delivery of the program of studies. Gene was the **leader** who advocated and persuaded the three levels of government—Federal, Provincial and Municipal to accept and believe in the importance and educational and economic impact of Heritage Languages as great assets in building the future of the leaders of tomorrow.

Gene was known for his personal qualities of kindness and knowledge, his exemplary behavior as a politician, and his sincere involvement in social issues and multiculturalism. He was a public



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servant, ever-ready to be on the front-line of action. I have met and have known the Honourable Gene Zwozdesky, not just as a teacher, an administrator, and a politician; but also, a great dancer and a musician. It was Gene that influenced us to build-in music, song and dance in our heritage language programs. And above all, he was the very dear friend to many heritage language teachers. He encouraged us never to give up, despite the lack of sustainable funding and classrooms.

Honourable Gene Zwozdesky, together with thousands of students, teachers, parents, supporters and believers in the value of Mother Languages, we will miss you and we thank you with love forever in our hearts. Your work, your legacy, your outstanding leadership in nurturing and keeping alive our heritage and culture in our Canadian society will never be forgotten.

## A Great Thank You

By Renata Krawczyk, IHLA Vice- President

Hello Everyone! My name is Renata Krawczyk and I am IHLA's Vice President. I have a couple of closing remarks at the closing ceremony of our MLD today.

On behalf of IHLA Board I would like to extend my heartfelt thank you to a number of people. My first thank you goes to the true stars of today—our kids.

Dear **Children**, from this place I want to tell you that you are important. Who you are matters and what languages you speak matters as well. And why does it matter that we are all wonderfully unique? Well, it is because you are an integral part of the organism called Canada! You are a visceral, irreplaceable, and absolutely unique part of this organism.

Let's take a quick look at our bodies. Our eyes look different than ears, true? And our hands look different than our hair, right? Our body parts are different yet our bodies serve us well! We see, hear, smell, walk, talk, and feel. We function because of these very different parts.

Now let's look around. Do you see a person who looks exactly like you in this room? No, you will not find a person that looks or feels exactly the same as you. We are all different in our customs,



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cultures, traditions, and languages. Yet, at the same time, we are the part of the same fabric, we are all building blocks of one body called Canada. And furthermore, Canada needs us to be different to function at the top of its capacity. So be proud of who you are. You are important and you do matter. Thank you for showcasing your talents today, in your wonderfully unique heritage languages.

To our gracious **funders**, please accept our thanks. This event would not at all be possible without generous funding from Alberta Education, the Alberta Liquor and Gaming Commission, and the Alberta Association for Multicultural Education.

I also want to thank our **honorable guests**:

The Honourable David Eggen, Minister of Education,  
His worship Don Iveson, Mayor of Edmonton,  
Sadia Khan, the President of Alberta Association for Multicultural Education,  
Delvar Jahid, founder of Diversity Magazine,  
Josephine Pallard, the founding member of IHLA, past-president and board member emeritus.

We truly appreciate first and foremost your presence at the Mother Language Day as well as your participation, and kind and inspirational words.

Big thank you to our wonderful **emcees**—Svetlana and Evelina. You certainly did a fantastic job!

To all the **principals, teachers, and educators** in heritage language schools who come every Saturday or Sunday and tirelessly thread the needle of heritage language education—I would like to thank you!

To **parents** who drive their kids to schools and help them with reading and homework, your effort is immense. Please know that what you do is priceless and one day it will pay off!

To our **volunteers and organizers** who have worked for weeks and months to bring us this event—a big round of applause!

And finally, last but not least, thank you to the **IHLA Board** for organizing this event and its relentless efforts to improve our MLD experience.



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At this point I would like to invite all of you to attend Mother Language Day next year! I hope to see you all there!

## Recent PD At IHLA

### Project-Based Learning Part II

Our gracious hosts, Kara Weis & Amélie Gladu, shared with us their experiences as project-based educators in French immersion schools. We learned how they use projects in all aspects of their teaching and how we can use this technique in our language schools. One important takeaway was that we include a non-negotiable language feature to our lessons. As educators, we speak to the students in our target language and then we have a few words that the students MUST use in the language when speaking with us. This way we ensure that all students learn some new vocabulary.

### Budgeting and Keeping the School Afloat

By Trudie Aberdeen, IHLA Coordinator

Budgeting and making a school financially viable is a major challenge to any school leader. An accurate school budget allows a school to keep its doors open, pay its staff, and work towards school improvement. From schools which operate on budgets of less than \$2,000 to those which operate with budgets of \$70,000 or more, making prudent financial decisions is essential to survival. On April 17, IHLA principals and school leaders had the opportunity to sit down and discuss school budgeting under the direction of Sigrid Sollbach, principal of Gabriela



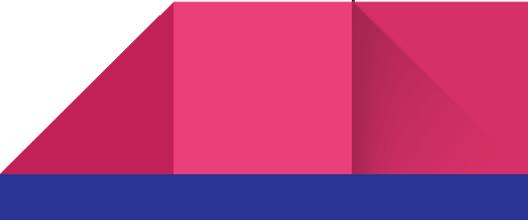
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Mistral Latin American School. The following article is a result of her presentation and the dialogue that came as a result.

### **Costs of Operating a Heritage Language School**

While heritage language schools have a great many costs, there are three which cannot be avoided: rent, salary, and insurance. The location from which each school operates is a personal choice that is determined by examining the available options. Some of our IHLA schools operate through their community buildings. While rent may be “free” in these locations, many schools report that as a result they are expected to contribute funds to building maintenance or are required to contribute volunteer hours to community held functions. Other schools offer classes in office buildings or higher education classrooms throughout the city. This can be a very expensive option costing the school over \$20,000/ year to rent classrooms each week. Many schools report that they struggle to find a suitable location.

Offering heritage language teachers a reasonable wage is also essential to school survival. With so many of IHLA teachers being underemployed, it is essential that they feel their heritage language teaching work be both rewarding and rewarded. While there are some schools which operate solely through dedicated volunteers, IHLA experience tells us “Heritage language teachers who get pay are the ones who want to stay!” Larger schools might be able to offer more than minimum wage salaries and provide deductions for taxes, CPP, and Employment Insurance. Other schools might offer a small honorarium to their teachers. All teachers must receive some form of thanks for the work that they do. Still added costs that a school might incur for their teachers might include paid preparation time, paid staff meetings, continued professional training (in-school PD, IHLA PD sessions, or conferences), CPR training, and police and child safety checks.



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Insurance is another cost which schools must incur. Although this cost is obviously determined by the insurance company, most of us at the table reported that the school pays between \$700-\$1,500/ year. Variables include if insurance covers off-school trips and total liability. One school mentioned that to be housed in an Edmonton Catholic School Board, heritage language schools are required to have a 3 million dollar liability policy.

### **Other Costs**

Other frequently occurring costs in a school are listed below in no particular order:

- Computers, internet, technology
- Cellphone
- First Aid kit, First Aid training
- Bank fees, processing for credit cards, accounting
- Paper\ printer, photocopier (rent) toner
- Police checks, reference checks
- Furniture, shelving, desks a mobile classroom
- Exam fees (CEFR)
- Projectors
- Accounting and bookkeeping
- Cleaning supplies, hand sanitizer, tissues
- Promotional material, advertising
- Books, school library
- Creative activity supplies
- Field trips
- Speaker, microphone, sound system
- Snacks and rewards

### **School Income**

Heritage Language Schools have different options available to them for raising money for their schools. Some of the possible sources of income are tuition, Alberta Liquor and Gaming



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Commission (AGLC) funding or grants, fundraising events and performances, and school-wide sales.

**Tuition.** Determining what to charge for tuition is complex. Schools need to determine what to charge based on multiple factors such as market value, comparable schools, and cost-recovery. Below is an example of determining tuition costs for a school in which the teacher is paid roughly minimum wage with no extras for teachers and the school pays no rent.

The cost of operating a class with 6 students in a school where the teacher earned minimum wage and there was no rent:

Cost per teacher	30 weeks@ \$45 week		\$ 1350
Cost per student	\$10 workbook \$10 craft school supplies \$10 field trip \$20 insurance	\$50/ student for 6 students	\$ 300
		Total	\$ 1650

This would mean that 6 students would have to share the cost of \$1650. Each student would have to pay \$275 to cover the costs of operating this class. If this is looked at as an hourly rate, each student pays roughly \$3/hour of class time.



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If the class could operate with 10 students:

Cost per teacher	30 weeks@ \$45 week		\$ 1350
Cost per student	\$10 workbook \$10 craft school supplies \$10 field trip \$20 insurance	\$50/ student for 10 students	\$ 500
		Total	\$ 1850

This would mean that 10 students would have to share the cost of \$1850. Tuition would be roughly \$185 each. Each student is paying roughly \$2/hour of class time.

For larger schools ensuring a cost recovery would require looking at additional expenses such as principal's salary, teachers assistants, and costumes for performances.

**Grants and Casinos.** Some of IHLA's larger schools operate with the support of funding from the AGLC. While this funding can be substantial and can help offset many of the school's operating costs, it also requires a team of volunteers. Some IHLA member schools look to help offset their school costs through available grants. While there are not many, some schools have found financial support through the Alberta Association of Multicultural Education (AAME) or City of Edmonton grants

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([https://www.edmonton.ca/programs\\_services/funding\\_grants/community-investment-operating-grant.aspx](https://www.edmonton.ca/programs_services/funding_grants/community-investment-operating-grant.aspx))

**Performances and Events.** Many of IHLA schools host community events as both a way to advertise their programs and as a way to increase income. For some schools this is a large annual event in which the school holds a silent auction, a 50/50 draw (a licence is required), and food sales (a licence is required). For others it might be a small community event such as a movie night in which the school sells snacks (a licence is required).

**Other Sales.** Many schools sell to their students and families as an opportunity to generate money for the school. One of IHLA's schools, Gabriela Mistral, holds a weekly canteen that is operated by parents (food permit required). Each student is allowed to bring pocket money to buy a snack. This fundraising idea also encourages beginner Spanish students to sharpen their language skills by using the language in an authentic context. Other ideas that have been tried by schools include sales of things such as Epicure, Usborne Books, perogies, or Purdy's chocolates. A consideration that heritage schools must consider; however, is fundraising fatigue.

**Consulates and Embassies.** Some schools are fortunate to have sponsorship from their former country. Often this is provided in the form of teacher training or textbooks. Schools who believe that there is money available should contact their embassies directly.

## **In Conclusion**

As stated at the beginning of this article, school budgeting has 3 main goals: keeping the doors open, paying teachers' salaries, and providing spaces for school improvement. School improvement may require a needs analysis to determine what the school community wants. This



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could include teaching in new ways such as project-based learning, purchasing linguistically-appropriate language materials, or even buying or maintaining technology for the school.

Careful analysis of the costs a school might incur as well as an examination of all sources of funding available will help school leaders to keep their programs operational. While all of these costs may be obvious to those who work with school budgets, they may not be apparent to the wider community. School leaders need to share this information with parents, boards, and teachers so that they understand and are willing to support administration in their decisions.

## Teaching Speaking Skills

By Trudie Aberdeen, IHLA Coordinator

Many heritage language schools often have a class with absolute beginners to the language or have students who can understand, but cannot speak. Figuring out how to teach these students to speak their heritage language can be challenging because most teachers grew up speaking the language and do not necessarily have personal experience to draw on. On April 24, IHLA teachers came together at the Hindi School to learn techniques in teaching beginners to speak under the tutelage of Elsie Johnson and Karen Bradley, founders of Eye on Literacy ([eyeonliteracy.com](http://eyeonliteracy.com)).

Our presenters developed a company that develops language teaching materials. Their beliefs are that teaching oral language should come first before teaching literacy. They explain that core components of a beginner language class should include teaching vocabulary and pronunciation, using appropriate and interesting images, having students work through the material through sequencing, and most importantly, creating opportunities for personalization. For each of these areas, Karen and Elsie gave us plenty of games and activities that could be



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adapted to our language class needs. Some activities that they taught is included “Apples or Pears”, “songs and chants”, and “self-introductions”,

*Apples and Pears:* To play this game students have flashcards with the new vocabulary that they are learning. They simply present two of the cards to a classmate and ask their classmate which of the two items they prefer. The students can expand on this by creating a chart and making sentences such as “More students choose A over B” or “I prefer A to B”. This is a great game students can play in the first class even after learning 8 words. Even with the most basic of vocabulary students are meaningfully using language.

*Songs and Chants:* Our presenters shared with us a technique that they learned from Carolyn Graham’s Jazz Chants book. Teachers need to take the vocabulary that the students are learning and create a simple chant with it. They gave the following example:

Scissors, Erasers, Tape (2 syllables, 3 syllables, 1 syllable)

Scissors, Erasers, Tape

Scissors, Erasers, Scissors, Erasers

Scissors, Erasers, Tape

I have scissors,

You have erasers,

They have tape,

They have tape.

Once students have mastered this, they can substitute other items that they are learning. One example might be Hockey, Basketball, Cards or Carrots, Potatoes, Squash. They recommend using this game for teaching students to pronounce words in connected speech.

*Self-Introductions:* Many students need to learn how to introduce themselves to others. This is a fantastic opportunity for teachers to be able to personalize instruction. They recommend that students create an identity wheel in which they add personal pictures to certain topics such as



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personal roles (jobs, family, volunteer), activities that they enjoy, personal attributes, and admired characteristics.

## Upcoming IHLA Events

### The Annual General Meeting

Each year IHLA holds an annual general meeting for all of its members. This is a time when we review the events of the year, start planning for next year, elect new members to the board, and celebrate being with one another.

### Next Year's MLD

Our next MLD will be held on February 22nd at the Polish Hall. Mark your calendars!

### Professional Development Sessions

<p><b>Developing, adapting, and sharing teaching resources</b></p>	<p><b>Interviewing Prospective Teachers</b></p>
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***May 15, 2019 6-9 PM***

Do you ever feel like you are re-inventing the wheel when it comes to teaching materials? Do you feel like you have to create EVERYTHING? Why are there so many good teaching materials for French, but none for your language? In this workshop the IHLA team will help you to explore good teaching materials made in English that you can purchase and materials developed in other languages which you can adapt them to your

***May 16, 2019 6-9 PM***

In this session you will discuss teachers' job descriptions, how to create an interview protocol, and how to evaluate responses to potential questions.



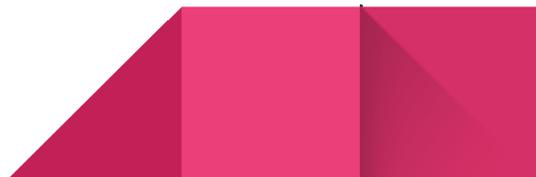
<p>particular needs. We will follow with breakout sessions based on age group so that we can share our ideas and expertise with one another.</p>	
<p><b>Two Practical Tools for HL Teaching: Language Portraits and Identity Texts</b>  <b>June 20, 2019 6-9 PM</b>  <i>Renata Emilsson Peskova</i></p> <p>Participants will learn about, see examples and create their own language portraits and their own identity texts. These tools are very interesting for all language learners because they are creative and personal. Both language portraits and identity texts can be done in oral or written form and suit all ages and language levels.</p>	<p><b>Family Language Policy and Raising Plurilingual Children</b>  <b>June 24, 2019 6-9 PM</b>  <i>Kriselle Lou Suson Jonsdottir</i></p> <p>It is often said that, “it takes one village to raise a child” but that “it takes two villages to raise a bilingual child”. Why is that? In this workshop, we will talk about how languages are chosen, used, and managed within the context of families and communities. We will also discuss and map out our own family language policies as an example of an activity we can do with our students.</p>

## Conferences

The University of Alberta will be hosting the International Symposium on Bilingualism: The Next Generation on June 23-28. Learn more at <http://sites.psych.ualberta.ca/ISB12/>

We have some schools that are interested in creating posters. Please see the following information:

Posters can be sent to Bryce ([gladlab@ualberta.ca](mailto:gladlab@ualberta.ca)) by **May 15th**. We'll print them and put them up. If anyone wants to do any other format than posters, communicating with Bryce would be the best way to proceed.



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One day registration for teachers is \$50. We have tried to group most of the talks on education generally on Tuesday June 25th and many talks on heritage languages on Friday June 28th, so I'd recommend those days. To register, go here:

<https://subline.ualberta.ca/34>

And look for "Professional Day Rate" to register. Note that while this says that this is only for ATA members, what we really mean is that it is only for teachers and we don't actually care about ATA membership!

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American University in Washington, DC will be hosting the National Heritage Resource Center's and the Coalition of Community-based Heritage Language School's annual **2019 Community-Based Heritage Language Schools Conference**. You may recognize some of the speakers, Dr. Antonella Cortese and Dr. Trudie Aberdeen who will be sharing information about heritage language education in Alberta in general and IHLA in particular. More information will be available shortly.

## Fundraising Events



The next IHLA casino will be held on October 16th and 17th and the Argyll Casino. As you know, IHLA's very existence depends on our ability to fundraise. Each of our IHLA member schools is expected to contribute labour for this two day event. The funds we raise enable us to pay our staff, organize MLD, and give small financial contributions to schools. Please mark your calendars!

Henryk Henryk Sienkiewicz Polish School is hosting a WaterPark Fundraising Day! Everyone is able to purchase a \$15 ticket for 3 hours at the WEM Waterpark on June 1, 2019 from 7:30-10:30 PM. For more information please contact Cheryl Hliwa 780-966-2955 or [cherylhliwa@icloud.com](mailto:cherylhliwa@icloud.com). You can also



purchase the tickets from the principal of school- Krystyna Dembowski; 780 454 0205, [krystynadembowski@yahoo.ca](mailto:krystynadembowski@yahoo.ca)

## Being a Member in Good Standing

To be an IHLA member in good standing your school needs to a) complete a registration form, b) pay IHLA membership fees, c) participate at MLD through a table (and a book or presentation), d) volunteer at IHLA fundraising events, and e) participate in at least 3 IHLA sponsored professional development sessions.

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Winner of the 2016 Linguapax Award!

Visit us at [www.ihla.ca](http://www.ihla.ca)