



the Newsletter

of the British Columbia Alternate Education Association

VOLUME 12, NUMBER 3

FALL 2001



Students experience the exhilaration of walking over a natural bridge on the West Coast Trail. pg 9

BCAEA Addresses Select Standing Committee on Education



On November 23, 2002, thirteen MLAs met in Prince George to "consider ways to improve access, choice, flexibility and quality" in the K-12 system and beyond.

Kathi Hughes, our Executive Member at Large, was asked to address the BCAEA and focus on the issue of youthcare workers, targeted funding and capped funding.

Text of Kathi Hughes' presentation follows:

Thank you for this opportunity to offer input into the improvement of the education system. Your mandate of improving access, choice, flexibility and quality throughout the system is laudable and, given the current economic and moral angst, challenging.

I am speaking today as an executive member of the BC Alternate Education Association of British Columbia. We are a provincial group representing approximately six hundred teachers and youth care workers; our mandate is to ensure equity, access, choice, flexibility and quality for those students who are experiencing, or who have experienced,

significant social, emotional and behavioural challenges. These students require specialized services and resources through inter-ministerial collaboration and community partnerships to experience success in the educational system.

Prior to specific feedback, allow us to view your mandate within the context of the overall goal of education in the province of British Columbia. Effective and accountable governance requires an affirmative response to the question: "Are we meeting our goals?" Change should not occur for the sake of change alone; change should occur so that we can better ensure the meeting of goals.

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EDITOR'S REPORT:



As I sit here at my computer typing my final article for this edition of our newsletter, I cannot overlook the team work involved in pulling off such a feat. Thanks to a supportive executive and the wonders of technology, all the bits and pieces miraculously pull together. And a special thanks to Dale Letourneau, production and printing manager, who worked tirelessly to get this edition out to you prior to the conference.

We, the executive, invite you to dialogue with us at the conference or at our places of work. The newsletter is your venue to share information and to keep abreast of current issues in our field. Encourage your students to apply for awards, encourage your staff to apply for grants, and encourage your colleagues to write articles.

Have a great year!
Maryann Cardwell

In His Own Write

A Few Words From our New President, Rob Purgavie

I would like to acknowledge my predecessors and admit my humbleness in following their footsteps. I would like to specifically acknowledge Nona Thompson, our founding president, as she moves into retirement. Thank you on behalf of all alternate staff across the province for all you have done for BCAEA.

Another big thank you to Dorothy Pauls, our past president. She held the reins while I shied away from taking on the responsibilities involved with being president. As I move into being president I marvel at Dorothy - she not only took on the responsibilities of the president, but also acted as Conference Chair. Grandfather once said, "If you need something done give the job to a busy person." Dorothy is such a person. Thanks for your work as President and thank you in advance for your support as Past President.

Thanks as well to all executive members past and present. I am appreciative of your ongoing support and encouragement.

Kathi Hughes has done a tremendous amount of work lately, on behalf of the BCAEA in Prince George. In political times such as these, it is a blessing to have Kathi's perspective. Her willingness to speak so clearly and forcibly as she advocates for Alternate Education is very much appreciated.

As you are well aware, alternate education provides integrated services to children and youth across the province. It works well and provides good value in terms of a service delivery model to at-risk youth. I encourage all those involved with BCAEA to look to our submissions to the Standing Committee on Education and the MCFD Core Service Review. Changes to inter-ministerial protocols, or partnering between Education and MCFD, will have a direct impact on our students. The message that alternate education works needs to get out. Now is the time for community advocacy.

Our new Deputy Minister, Emery Dossdall, has been paraphrased as saying, "If you can't measure it, you can't improve it". We need to ask ourselves several questions. How do we measure what we really do in alternate education? How do we measure that which can't be measured? How can we provide statistics on prevention and support? We need to stimulate discussion and criteria to educate those in government to help protect and improve what we do in working with youth.

Please utilize your regional reps and executive. We will do our best to act on your behalf with issues and concerns involved with Alternate Education. Together we can help provide a voice for at-risk youth. ■

BCAEA Annual Conference Details

January 24-25, 2002
SHERATON WALL CENTRE
VANCOUVER, BC

Challenge and Change 2002 promises to tickle your heart, dazzle your brain and send you home with a whole new toolbox full of goodies.

Conference participants are looking forward to two full days of inspiration and stimulation from dawn until dusk. Determining which workshop you want to attend may be the hardest part, with nearly 30 from which to choose.

The BCAEA have scored a coup in enticing internationally renowned educator Dr. William Glasser to deliver the Keynote Session on Thursday morning.

Using two of his titles: *Choice Theory* and the *Competence-Based Classroom*, Dr. Glasser will explain how every student (K-12) who comes to school can be a successful learner. He will address how any teacher, supported by the Glasser Quality School approach, can deal successfully with any student. The more difficult the students are, the more successfully this approach works.

In the Thursday afternoon time slot, Dr. Glasser will develop the concepts introduced in his keynote address using role play, discussion and questions from the audience. His approach is easy to learn and is apparently cost effective as well.

Other workshop topics on Thursday include: Art Ideas, Risk Management for Wilderness and Outdoor Activities, Cheap Science Demonstrations, New Directions in Youth Justice and a

presentation by the Provincial Prostitution Unit around Child and Youth Sexual Exploitation. Yes folks! even small towns may have organized child prostitution rings.

After attending the wine and cheese reception on Thursday you may want to tuck yourself in early for a good night's rest in preparation for a busy day on Friday. Yeah right!

The list of options really is extensive. You might like to sit in on Teaching the Unteachable, to get a few hints on reaching the unresponsive student, or perhaps Teen Suicide Intervention Training; Dealing with Homophobia and Heterosexism at School; The Roots of Aggression and Violence; Sharing the Spirit: Reconnecting to Self, Community and Spirit; Restorative Justice in the Alt. Ed. Program; or you might like to venture across town for a Reality Check: The Vancouver Downtown East Side Walking Tour.

This might not be the garden tour you were anticipating. If it's snowdrops and crocuses you're after, you'd better head up to Van Dussen Gardens on Oak Street during lunch break.

A myriad of experiences and opportunities for learning has been arranged, however space does not permit making reference to all of the workshops here.

Whichever you choose, you will come away inspired. Challenge and Change 2002 awaits you. ■



CONFERENCE REGISTRATION....

Contact Barb Strom
(250) 964-4116
strom@mag-net.com

Hotel Reservations
(604) 331-1000 or
1-800-663-9255
Rates \$99 prior to Dec. 22



Alternative Education Specialists Lobby Government

On October 30, 2001, BCAEA President, Rob Purgavie, and Kathi Hughes, Member at Large, submitted the following document to members of the the Ministry for Children and Family Development Core Review Staff.

The BC Alternate Education Association is a professional group of teachers whose primary role is to advocate, support and teach those youth who are experiencing social, emotional and behavioural difficulties. Fortunately, the complexity and scope of this task is acknowledged by the fact that we cannot achieve the goal alone; rather, we work collaboratively with the Ministry of Children and Family Development who contract youth care worker/counsellor positions. The agreement for this shared responsibility between the Ministries of Education and Children and Family Development is articulated in the Rehabilitation Protocol (last revised 1989).

We appreciate this opportunity to peruse the Core Services Review. We affirm the necessity that the community must work together to support the vision of "healthy children and responsible families living in safe, caring and inclusive communities". As stated, Education and MCFD must work together to further enhance safe, caring and inclusive communities. Currently, we do this through the services of our contracted MCFD youth care workers, the School Meals program and Community Schools. No one ministry can meet the complex needs of our youth and families. Fragmenting or annihilating these services would destroy the community. Our youth care workers provide the essential bridging between school and community.

The Principles of the New Ministry focus on the rights and responsibilities of families and communities. For the youth with whom we work, we often are "the family and caring community". Our collaborative preventative service

provides safety, caring and inclusion. Our partnership with MCFD allows us to provide this service. For many of our youth and families, the network of support services provided through the partnership is the primary community for the youth. Again, provision of school meals and social, emotional and behavioural support is proactive and preventative.

We welcome the direction provided by the Strategic Shifts.

1. Through "Individual Education Planning", "Integrated Case Management" and "Wrap", we already facilitate and empower the youth, family and front-line worker.
2. The community-based service delivery system is a model which all schools and communities should embrace. Most communities currently have some form of integrated service delivery and inter-agency planning teams; school districts, MCFD, children and families are integral members. These facilitate social programs and planning which are unique to the needs of each community. (For more information on this type of service delivery, contact Prince George with its inter-ministerial Integrated Case Management steering committee, Youth Services Committee, Safe School Committee and specific integrated service delivery models such as Peden Hill Community School, Family Centre, and Youth Around Prince).
3. Evidence-based outcomes are a mandatory component of the IEP and ICM process. However, due to high staff turnover and limited funding for professional development and in-service, front-line workers often

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POINT OF VIEW: A Self-Fulfilling Prophecy

Current accountability measures, particularly high-stakes testing, may have seriously weakened the academic standards they were intended to raise.

by Iris C. Rotberg

Accountability has become the centrepiece of political rhetoric on education reform. The underlying assumption is straightforward: hold teachers and students accountable for students' scores on standardized tests and academic standards will rise. Sounds good.

But it doesn't work. Our current preoccupation with standardized testing began in the 1980s with the publication of reports claiming that the U.S. education system had declined. While this conclusion was not supported by the data, the accountability measures it triggered, in particular high stakes testing, may have created a self-fulfilling prophecy by seriously weakening the academic standards they were intended to raise.

These are a few of the unintended consequences of our national fixation on high-stakes testing.

- High-stakes testing weakens academic standards when the test becomes the education program. The emphasis on cramming for the test is inevitable as long as teachers and students are held accountable for test scores. Many schools now spend weeks, even months, on test-preparation activities. Because the tests are not typically derived from the curriculum, teachers have no choice but to teach to the tests. The tests themselves become the curriculum and, in turn, replace the school's ongoing academic program. The focus on testing, therefore, narrows the curriculum and encourages rote learning. Even the few tests that measure broader skills, such as writing or analytical thinking, were never intended to serve as the basis for a course of study. It is



not surprising, therefore, that private schools and some charter schools (when they have the option) do not participate in high-stakes testing programs.

- High-stakes testing weakens the quality of education by encouraging, or even requiring, policies that may not be in the best interest of the children. Some jurisdictions pressure educators to include "all children" in the testing program. Others make it easier to assign students to special programs specifically to exempt potentially low-scoring students from the test. The risk is that children's experiences may depend more on the incentive systems in each state and school district than on a careful examination of their individual needs. Moreover, high-stakes testing gives school systems incentives to retain potentially low-scoring students in the grade immediately preceding the test-administration year—a practice that leads to the appearance of gains in test scores, but also increases dropout rates.

My point here is not hypothetical, nor is it limited to the current generation of accountability plans or to the United States. In the 1940s Irish schools responded to accountability pressures by increasing grade retention.[1]

More recently, World Bank studies report exclusions in China and Kenya.[2] Similar reports are now emerging in the US, for example from Kentucky and Texas, that place strong emphasis on test-based accountability. An assessment coordinator in Kentucky put it this way: "I'm concerned because we have fewer students after grade 9,

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SELECT STANDING COMMITTEE ON EDUCATION

Presentation by Kathi Hughes *(continued from page 1)*

The primary goal of the British Columbia school system is to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families, and the community. These goals apply to all students, including students with special needs.

This goal is the compelling force behind the service delivery model currently in place to meet the needs of alternate education students. Through our inter-ministerial protocol agreement with the Ministry of Children and Family Development (i.e. "Rehabilitation Protocol" - 1989), we are able to provide youth care worker services which link the community and family so that community services, families and Education work collaboratively in meeting the complex needs of the students. This linkage allows equity, access, choice, flexibility and quality of service delivery for these students. This linkage allows us to meet the primary goal of the British Columbia school system.

We urge you to work with us in ensuring that the current cuts to MCFD budgets do not erode the services of the youth care workers who are the critical conduit to parents and community services. Although the number of youths in need of youth care worker services continues to increase, cuts have occurred which are eroding this critical service. The funding of youth care workers must be maintained and increased - either through the Ministry of Children and Family Development or through the Ministry of Education. History has proven that resources invested in interventions for youth are more effective than resources invested in rehabilitation for adults. We urge you to ensure each ministry is examining its inter-ministerial protocol

agreements with Education so that services are maintained and access, flexibility, choice, quality and equity remain and perhaps even improve.

Members of our association advocate for those who are too pained and too damaged to plea for themselves. We are the voices who ensure that every alternate education student has equity within the system, whether it be access to computers, learning resources, the library or school events. We strongly advocate that targeted funding be maintained for all special education students so that we have a base on which to continue our fight for equity.

We also continually advocate for fairness for our students. In the words of Richard Lavoie, "fairness is providing what each student needs". Therefore, we ask the Ministry of Education to reflect the real cost of providing service to special education students. The majority of districts within the province overspend in the area of Special Education. This means that Special Education is not being funded on the basis of fairness or reality. The capped "low incidence" categories are not reflective of reality; we cannot continue to meet the goals of access, choice, flexibility and quality without the appropriate funding, when the needs and costs keep increasing but the funding remains stagnant. The real number of students in these categories continues to increase. This is not reflected in the funding. At times we cannot ensure quality, access, flexibility, equity and choice for students as we just don't have the resources due to capped funding.

Within the alternate education system, many of the youth whom we represent are of aboriginal ancestry. Here in Prince George, the number of aboriginal youth in community-based alternate education programs is 66%. Through targeted funding to the Aboriginal Education Board, these students receive services and resources so

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that they experience choice, flexibility, quality, equity and access. We strongly advocate for the continuation of targeted funding for aboriginal youth.

To improve the likelihood of educational success for the growing numbers of impoverished and disenfranchised youth, we must increase supports through additional funding for School Meals, Community Schools and community access. As teachers, we cannot expect a student to learn when he or she is homeless, abused or starving. Learning just doesn't happen when these factors are plaguing a student. We need to continually expand and strengthen our relationships with the community. We can do this through the continuation and enhancement of our inter-ministerial protocols, particularly the 1989 Rehabilitation protocol, which provides youth care worker services.

Finally, we need to develop appropriate educational services and resources for those students who, due to early trauma and past situations beyond their control, are not able to complete their formalized education by the age of 19. Currently many students are just beginning, in their late teens, to experience success through choices offered by the alternate education system. However, their success turns to remorse when they realize there are few opportunities to continue beyond the age of 19. We need to develop choices, flexibility, access and quality for those over the age of 19.

In summary, we urge you to view the mandate of access, flexibility, choice and quality relative to the goal of education. If schools, family and community are to work together, we must affirm our commitment to the conduits. Furthermore, we must ensure appropriate funding so that we can achieve our goal. ■

BCAEA Lobbies Government

A Submission from Rob Purgavie and Kathi Hughes
(continued from page 4)

lack required training in writing specific, measurable outcomes. To achieve this strategic shift, the ministries must work collaboratively to provide training. Currently many districts have an outcome based accountability system in place through both the IEP process and specific, measurable objectives for the contracted youth care workers/counsellors.

4. Currently the MCFD contracted youth care workers/counsellors who work with school youth are the essential proactive players in bridging between school, home and community. The youth care workers act preventatively and assist in ensuring services are in place for the youth. Without this service, many youth would not be "in school". Rather, they would be on the street and/or at home, further increasing potential stress within fragmented families. Youth care workers are able to "provide the least disruptive intervention necessary to advance the safety and well being of the province's most vulnerable children".
6. The services of our contracted MCFD youth care workers/ counsellors are inclusive. We do not differentiate aboriginal from others.

In conclusion, we support the new direction of MCFD. We agree that we must provide the family and community with the resources and supports to "care for and protect vulnerable children and youth". For those youth currently in school programs, we MUST maintain the services of our contracted MCFD youth care workers/counsellors; it is the collaborative relationship that provides the family and immediate community for these youth. It is apparent that the larger community needs to take ownership; it is the role of the youth care worker to ensure that the youth is reintroduced into the larger community thereby ensuring effective and appropriate ownership is facilitated. ■

PRINCE GEORGE YOUTH CARE WORKERS PRESENTATION

TO THE MINISTRY OF EDUCATION STANDING COMMITTEE

To begin, we would like to express our gratitude for being able to speak today, and voice our thoughts and concerns in addressing improvements in the education system.

We represent the twenty-four Youth Care Workers hired by School District #57 to work with youth in a variety of programs, from Elementary to Senior High, and from school-based to community-based programs. We are funded through contracts with the Ministry of Children and Family Development and/or through funds generated by the Ministry's Special Education designations.

Youth Care Workers work with youth who possess the most challenging of behaviors, the saddest of life histories, and the most concerning of mental health issues.

As Youth Care Workers in the School District, we are the front line workers in students' lives. We are accessible and available to them on a daily basis, creating opportunities for trusting, supportive relationships to develop.

We currently work in partnership with program teaching staff and community resource personnel. We are instrumental in assisting with the development of strategies to enhance the social and emotional well-being of youth.

These strategies include liaison with numerous agencies, including (but not limited to) the following: mental health practitioners, ministry social workers, probation officers, residential care facilities, the aboriginal community, and family members. We participate in and facilitate Integrated Case Management and Individual Education Plan meetings in conjunction with regular verbal and electronic dialogue to accomplish this level of communication.

While the Ministry talks of improvements to access, choice, flexibility and quality, we believe that we already provide these essential components through the services we have described.

As a professional group, we have developed a philosophy that promotes the overall normative development and positive lifestyle choices for at-risk students. Without the holistic approach being used by Youth Care Workers, this same population of learners has the potential to "fall through the cracks" of the various

systems. It is through the student–Youth Care Worker relationship that Youth Care Workers are able to create the comprehensive scope of needs and issues that need to be addressed. Our goal is to provide a consistent, comprehensive delivery of care that bridges together both mandates set forth by the Ministry of Education and the Ministry of Children and Families.

We believe that our focus on prevention facilitates flexibility, choice, quality and access. We provide services to at-risk students which include: bullying programs, Kick the Nic programs, healthy relationship groups, alcohol and drug information sessions, certification programs, work experience opportunities, guest speakers from the community, access to healthy life styles, recreation opportunities, transition to post-secondary (university, college, and/or trades), community funding resources (housing, school, medical) and any other personal need expressed by our students.

We applaud the Ministry's desire to improve access, choice, flexibility and quality. However, to achieve improvement in these areas for at-risk youth, you must ensure appropriate funding for the facilitators - the Youth Care Workers.

To conclude, we ask you to consider and contemplate the integral role Youth Care Workers enact in facilitating access, choice, flexibility and equality for at-risk/alternate education youth. As school district Youth Care Workers, we are the conduit that links these students with their teachers, families and communities. We continually introduce, re-introduce, integrate and re-integrate the students to the support services that they require. It is through our services that we can meet the goal of education as defined by the Ministry:

The primary goal of the British Columbia school system is to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families and the community. These goals apply to all students, including students with special needs. ■

Our Excellent West Coast Trail Experience

Abbotsford
Continuing Education
Aces Another Adventure

By Al Friesen (trip leader)
with help from Langley Ross



On May 8, our group left Abbotsford to hike the West Coast Trail (or should I say "Trial") on Vancouver Island. The trail itself is 75 km long, and offers breath-taking views along the way with many difficult and challenging sections of trail. Our group chose to start on the easier north end so our packs would be lighter and we would be trail toughened when we hit the hard stuff at the end.

Along with the views we also saw a variety of wildlife, such as mink and otter, eagles, whales, sea lions, bears and sea life galore in the tide pools. There were plenty of highlights, and when asked, students said the highlights included walking along the beach and tidal shelf, hiking hard and pushing your limits, helping others (did Lindsay say that????), working together as a team and how the group really pulled together.....there were many more highlights, but room is limited.

The West Coast Trail offers serious physical challenges. Students had to deal with many, many mud holes, slippery boardwalks, roots and logs, loose sand that would sap our energy, rain and cold, cable cars, ladders, more ladders, sand in the food, blisters, sprained ankles and BODY ODOUR!!! We looked like dirty, filthy fricken mongrels!!!

However the rewards by far outweighed any discomforts we experienced. There was much comradery, many laughs and magical moments. We stretched our limits, and realized we are capable of far more than we initially thought. When the trip was over, we were glad to be going home to a warm shower and comfortable bed, but we all said we would do it again in a heartbeat. Thanks for the memories. ■

BC4 CONFERENCE 2002

BC4 ... the B.C. Computer Curriculum Consortium in conjunction with the B.C. Educators for Distributed Learning PSA present their annual conference at Okanagan University College in Kelowna, British Columbia on May 6th - 8th 2002

This annual conference features leading edge speakers, stimulating seminars and interactive workshops in current research, the latest developments and effective applications of Computer Mediated Learning

Visit: www.bc4.bc.ca <<http://www.bc4.bc.ca/>>

2002

Grants, Awards &

**BCAEA ACTIVITY GRANTS**

Four grants totalling \$2,000 maximum.

This grant must be used to benefit "at-risk" students who are receiving alternative programming.

Application Process:

- applicant must be a BCAEA member
- provide a statement of rationale for the project, including how it will benefit the program and/or individuals involved
- provide a balance sheet (breaking down all expenses and all funding sources) for the activity
- provide the name and address of the sponsoring teacher and other staff
- provide a statement by the program Administration Officer that she/he is familiar with the project and supports the proposal
- after the event, Activity Grant recipients are asked to report on the activity that took place by providing dated photos and student accounts of the activity.
- unused funds must be returned to the BCAEA

Submissions can be made throughout the year. All grants need to be approved at an executive meeting

BCAEA STUDENT BURSARY

One grant of \$500

This grant is available to a graduating student who is, or has been, in an Alternate Program.

Application Process:

The Sponsoring Staff must:

- be a member of BCAEA
- comment on the student's achievement of personal and/or academic goals
- verify attendance at a school or community-based Alternate Program for at least eight months
- provide a written statement of support that includes the rationale for recommendation. (Please include contact information, i.e. phone, fax, Email.)

The Student must:

- provide verification of registration in post-secondary training or educational institute
- provide a written statement indicating future plans and the progress made towards goals
- submit a resume including two written references
- include a personal photograph which can be published in the BCAEA Newsletter

Deadline for submission is March 31. Award presented May 31.

Bursaries

THE KATHI HUGHES INNOVATIVE PROGRAMMING AWARD

One award of \$500

This award will be given to an alternate education teacher who is willing to share a unique aspect of his/her existing program at the Annual BCAEA Conference in January.

Objective: To encourage alternate education teachers to share their programs and workable strategies with others.

Application Process:

- applicant must be a BCAEA member
- outline the program (2 page max.) including how your program is meeting the needs and aspirations of your students
- indicate how your program would use the award
- include pictures of program 'in action'
- submit article for possible publication in the June Newsletter
- include proposal for sharing of program at annual BCAEA Challenge and Change Conference (i.e., workshop, booth, or...) BCAEA may provide limited travel subsidy for award recipients presenting at conference.

The Program must:

- have been in operation for at least one year
- focus on the social/emotional and/or career development of students
- be shareable and transferable

Deadline for submission is March 31. Award presented May 31

BCAEA SPECIFIC PROJECTS GRANT

Up to \$500

- This grant is to support an activity such as curriculum development, policy or directory update, membership recruitment or another project that furthers BCAEA goals.
- Applications will be adjudicated by the full executive at the year-end meeting.
- Submissions will be judged on the degree to which the project facilitates the Association's goals at the regional or provincial level.
- Funds will be issued on completion of the project in the case of honoraria, or in the submission of receipts in the case of reimbursement of expenses.

Deadline for submission is March 31st.

BCAEA STUDENT DEVELOPMENT AWARD

Four grants each totalling \$250

This grant must be used to benefit 'at-risk' students who are receiving alternative programming.

Application Process:

The Student

- has attended a school or community-based Alternate Program for at least eight months
- assumes responsibility for their own behavior
- displays an appropriate level of self-motivation
- exhibits improved self-esteem and self-confidence
- demonstrates mastery skills and is ready for a new educational program or job

The Sponsoring Staff must be a member of the BCAEA.

The Application is to include a short write-up (100-200 words) from the student that covers the following questions:

1. What have you been able to accomplish at the program you are attending?
2. What are your future goals and aspirations?
3. How would you use this award?

The application is to include:

- two letters of reference (including one from program staff sponsoring the application)
- a copy of the student's last report card
- a photograph of the nominee that can be published in the BCAEA Newsletter

Deadline for submission is March 31. Award presented May 31.

One award per region will be distributed. In the event that no applications are received from a region, award monies will be distributed to a qualifying student from another region.

Region 1 - North

Region 2 - Southeast

Region 3 - Lower Mainland

Region 4 - Vancouver Island

Forward completed applications, supporting documentation and a cover sheet (see page 19) directly to:

Jim Lawson

Site 126, C5

Port Alberni, BC V9Y 7L5

POINT OF VIEW: A Self-Fulfilling Prophecy *(continued from page 5)*

and it looks like it's to a school's advantage to get kids to drop out rather than to keep them on the rolls and have poor test scores at grade 12." [3]

- High-stakes testing weakens academic standards when it discourages the most qualified teachers and principals from remaining in the profession. A focus on test-based accountability has significant implications for the teaching environment because it affects instructional practices, public image, salaries, school takeovers, and the resources available to schools. If well-intentioned policies lead to excessive demands on teachers and principals, they may have adverse effects on job satisfaction and, in turn, on the ability of the profession to attract and retain highly qualified educators.

There are reports of teachers leaving the field or requesting transfers to a grade that is not tested because they feel that the tests are having adverse effects on instructional methods and working conditions. It is also becoming increasingly difficult to attract and retain principals. An article in the New York Times, reporting on shortages of principals, described it this way:

As the academic year begins for the nation's 53 million students, a growing number of schools are rudderless, struggling to replace a graying corps of principals at a time when the pressure to raise test scores and other new demands have made an already difficult job an increasingly thankless one.... In Kentucky and Texas, where the pace at which principals are fleeing is as accelerated as it is in Vermont, job openings in some districts that drew more than a dozen applicants

as recently as five years ago are now attracting as few as three, according to principals' associations there. [4]

If policies intended to strengthen academic standards exacerbate current shortages, they will have precisely the opposite effect from that intended. While it is an illusion that high-stakes testing creates high academic standards, many people have come to use the terms almost interchangeably. When we read that states have raised academic standards, all we know is that they have initiated a high-stakes testing program. We know nothing about whether the quality of the education program has improved. For example, if 25% of students drop out of school because they fail the test, we have not improved our schools - they simply are not serving the lower-performing students.

The irony is that, after all the energy and resources devoted to test-based accountability, the tests tell us little about the quality of the education program a school offers. They tell us mostly about student selectivity (which students actually take the test) and about how much the school teaches to the test (or about occasional cheating).

They also tell us about how long the test has been administered by the district. Educators are familiar with the protocol: a new superintendent; a new test, which results in low test scores; cramming for the new test; gains in test scores; another superintendent; another new test . . .

Most troublesome is the fact that the focus on test-based accountability has diverted attention from the underlying causes of low academic achievement. We cannot improve education for "all children" without addressing problems of poverty and the

serious inequalities in resources between schools that serve affluent populations and those that serve low-income populations. Nor can a test substitute for a comprehensive and sustained academic program or a working environment that encourages the most qualified teachers and principals to remain in the profession. Without attention to these matters, no amount of testing-high-stakes or otherwise-will improve our schools.

1. George F. Madaus and Vincent Greaney, "The Irish Experience in Competency Testing: Implications for American Education," *American Journal of Education*, February 1985, pp. 268-94.
2. Vincent Greaney and Thomas Kellaghan, *Equity Issues in Public Examinations in Developing Countries* (Washington, D.C.: The World Bank, Technical Paper No. 272, 1995).
3. Richard F. Elmore, Charles H. Abelmann, and Susan H. Fuhrman, "The New Accountability in State Education Reform: From Process to Performance," in Helen F. Ladd, ed., *Holding Schools Accountable: Performance-Based Reform in Education* (Washington, D.C.: Brookings Institution, 1996), p. 80.
4. Jacques Steinberg, "Nation's Schools Struggling to Find Enough Principals," *New York Times*, 3 September 2000, p.1.

Iris C. Rotberg is a research professor of education policy in the Department of Educational Leadership, Graduate School of Education and Human Development, George Washington University, Washington, D.C. She was formerly a program director at the National Science Foundation and a senior social scientist at the RAND Corporation. ■

Reprinted from the Phi Delta Kappan,

BRITISH COLUMBIA ALTERNATE EDUCATION ASSOCIATION PROGRAM 2001-02

GOALS:

1. To advocate appropriate programming and services for alternative education students.
2. To promote alternative education programming and services provincially.
3. To support and promote professional growth and networking for alternative education teachers.

OBJECTIVES

1. To advocate for alternative education students.
2. To enhance programming and services for alternative students.
3. To network with other PSAs and other programs that support the association's goals.
4. To support regional development.
5. To promote membership.

ACTIVITIES

- 1.1 Provide Student Awards.
- 1.2 Respond to Ministry of Education and BCTF requests for policy and program direction.
- 1.3 Encourage alternative education students to provide artwork and articles for the newsletter.
- 1.4 Publish 3 newsletters: Fall, Spring, Summer.
- 1.5 Provide Student Activity Awards.
- 1.6 Liaise with Ministry for Children and Families.
- 2.1 Provide Innovative Programming Award.
- 2.2 Provide Special Project Activity Awards.
- 2.3 Hold Annual Conference.
- 2.4 Publish Newsletter.
- 2.5 Network with Regional Reps.
- 2.6 Liaise with Ministry for Children and Families.
- 3.1 Provide complimentary conference registration for PSA presidents.
- 3.2 Send the newsletter to interested groups.
- 3.3 Support BCAEA representative to attend other conferences.
- 3.4 Maintain a website homepage on the BCTF file server.
- 3.5 Maintain a provincial directory of programs for "at risk" students.
- 4.1 Provide expertise and financial support for regional conferences and activities.
- 4.2 Provide start-up grants for the establishment of local chapters.
- 4.3 Provide a maintenance grant for local chapters based on number of PSA members.
- 4.4 Provide Innovative Programming Award.
- 4.5 Provide networking opportunities for regional reps at conference.
- 4.6 Maintain a directory of programs for "at risk" students.
- 4.7 Provide complimentary conference registration for regional reps.
- 5.1 Include membership fee in conference registration.
- 5.2 Through regional reps, encourage alternative education teachers to join the association.
- 5.3 Provide information regarding exemplary programming and services at conference.

EVALUATIVE CRITERIA

1. Membership maintained.
2. Conferences held.
3. Representatives at regional conferences and other conferences.
4. Two newsletters published.
5. Regional bursaries awarded.
6. Innovative Programming Award given and synopsis published in Newsletter.
7. BCAEA Homepage maintained on the BCTF Web-server.
8. Network with Ministry for Children and Families maintained.

CONSTITUTION: BC Alternate Education Association

It is the intention of the Association to serve notice of motion to the membership, that amendments to the constitution with the proposed changes (underlined) will be put to a vote at the upcoming Annual General Meeting of the Association on January 24, 2002 during the BCAEA Conference in Vancouver.

NAME

The name of this association shall be the British Columbia Alternate Education Association, a provincial specialist association of the B.C. Teachers' Federation.

GOALS

The goals of this association shall be:

1. To promote and advance alternate education throughout the province.
2. To act as a clearinghouse for ideas and a source of trends and new developments.
3. To recommend and advise the B.C. Teachers' Federation on matters affecting alternate education and alternate education teachers in accordance with policy 33.06 (representation policy for PSAs) of *The Members' Guide to the BCTF*.
4. As a recognized provincial specialist association, this association shall conform to the constitution and by-laws and to the policies of the BCTF.
5. Representations shall not be made by the association to any authority or agency outside the BCTF on any matter that is properly the concern of the BCTF without due consent.

BASE OF OPERATION

The operations of the association are to be carried on throughout the province of British Columbia but chiefly through the British Columbia Teachers' Federation office, located in Vancouver.

ARTICLE 1—MEMBERSHIP

The membership year shall be for 12 consecutive months from the date the application is processed at the BCTF.

1. Active Membership
Active membership shall be open to any person who is an active member of the BCTF upon payment of the appropriate PSA fee. An active member shall be entitled to vote and hold office.
2. Associate Membership
Associate membership shall be open to any associate member of the BCTF upon payment of the appropriate PSA fee. An associate member shall be entitled to vote and to hold office in the PSA for positions other than president, vice president and representative to an outside agency.
3. Student Membership
Student membership shall be open to any student in a B.C. faculty of education upon payment of the appropriate PSA fee. A student shall not have the right to vote or hold office in

the PSA unless he/she has also become an associate member.

4. Retired Teacher Membership
Retired teacher membership shall be open to any honorary-associate member of the BCTF, upon payment of the appropriate PSA fee. A retired teacher/honorary associate member shall be entitled to vote and hold office in the PSA for positions other than president, vice-president and representative to an outside agency.
5. Honorary Life Membership
Honorary life membership may be conferred by the PSA. The honorary life member's eligibility to vote or hold office depends upon his/her BCTF member status.
6. Subscribers
Subscription is available to any person who is not a regular, associate, student, retired, or honorary life member who subscribes to the PSA journals and newsletters. A subscriber shall not be entitled to vote or hold office.

ARTICLE 2—FEES AND RECORDS

1. Membership fees shall be established by resolution at the annual general meeting of the association.
2. The financial records of the association shall be maintained by the treasurer and shall be open to the membership and to the executive of the association.
3. The fiscal year shall run from July 1 to June 30.
4. A financial statement shall be published in a newsletter to the members each year.
5. Upon written request to the PSA president, members may have reasonable access to records of the PSA (including minutes, financial records, and correspondence).

ARTICLE 3—TABLE OFFICERS

1. The table officers shall consist of president, vice-president, secretary, and treasurer.
2. Table officers shall be elected for a term of two years by a majority ballot at the annual general meeting.

ARTICLE 4—EXECUTIVE COMMITTEE

1. The executive committee shall consist of the table officers, the past president, a newsletter editor, and a conference coordinator.
2. The executive committee may appoint other members to the executive committee provided that the number of appointed members does not exceed the number of elected members.

3. Whenever a vacancy occurs in the executive committee through any cause, the executive committee may name a member to fill the vacancy until the next general meeting.
4. Both the term of office and means of assigning a member to a non-elected position shall be decided by the executive committee.
5. The term of office of an appointed member of the executive committee shall not exceed one year. This appointment may be renewed.

ARTICLE 5–DUTIES

1. The duties of the table officers and executive committee shall be as defined in Simplified Rules of Order (Members Guide to the BCTF) when not in conflict with any clause of the BCAEA Policy and Procedures Manual.
2. At the annual general meeting, the treasurer shall report in detail on the business of the association during the year, and shall submit a written report including a balance sheet of the financial condition of the association.
3. The annual budget of the BCAEA shall be set and approved by the Executive committee at its first meeting of the year.

ARTICLE 6–MEETINGS

1. The annual general meeting of the association shall be held each year at a time and place to be designated by the executive committee.
2. Other meetings of the association shall be held as determined by the executive committee.
3. The quorum, for the annual general meeting, for which proper notice has been given, shall consist of the number of members present.
4. Executive committee meetings shall be held at times and places determined by the executive committee.
5. The quorum for an executive meeting shall consist of fifty percent (50%) of the executive committee, providing at least two elected officers are present.
6. Meetings shall be governed by rules of order in Simplified Rules of Order (Members Guide to the BCTF).

ARTICLE 7– ELECTION OF OFFICERS AND COMMITTEE MEMBERS

1. The positions of president, vice-president, secretary, treasurer shall be elected by a majority ballot at the annual general meeting.
2. Any member of the association may hold an executive office

subject to the following:

- a) the president and vice president shall be active BCTF members
 - b) PSA council delegates shall be active BCTF members
 - c) representation of the association within the BCTF and to outside authorities and agencies shall be active BCTF members
 - d) the majority of the executive shall be active BCTF members.
3. Nominations for elected positions shall be received by the secretary up to one month prior to the annual general meeting and from the floor of the annual general meeting.
 4. Following the annual general meeting, if there are any unfilled positions, the executive committee may make appointments to fill the positions until the next annual general meeting.
 5. Other positions shall be filled by appointment or election as described in the Policy and Procedures Manual when not in conflict with Article 4.
 6. Honorary life membership in the association may be bestowed by the executive.

ARTICLE 8–VOTING

1. At annual general meetings, only BCTF members (active, associate, affiliate) in good standing who are present may vote. Each member has one vote.
2. At executive committee meetings, each member who is present has one vote.
3. Secret ballot shall be used for election of officers or any matter when requested by one-third of the members present.
4. On all other occasions a show of hands shall be deemed constitutional.

ARTICLE 9–CONSTITUTION

1. A copy of this constitution shall be filed in the BCTF office.
2. The constitution may be amended by a three-quarters majority vote of the members present at any regular session of the annual general meeting.
3. Amendments to the constitution may be proposed at the annual general meeting provided one month's written notice has been sent to each member prior to the annual general meeting.
4. Amendments to this constitution are not valid until approved by the BCTF executive committee.
5. A copy of any amendments to this constitution shall be filed with the BCTF. ■

**BC Teachers of Alternate Education
Statement of Receipts and Disbursements
For the Year Ended June 30, 2001**

BALANCE AS AT JULY 1, 2000		\$95,009.95
RECEIPTS		
BCTF Grant	5,775.00	
Membership/Subscription Fees	11,282.00	
Sale of Back Issues	200.00	
Interest	5,417.69	
Conference Fees	68,969.21	
Conference Grants	2,000.00	
Conference Exhibits/Sponsorship	805.00	
TOTAL RECEIPTS		\$94,448.90
DISBURSEMENTS		
Executive Meetings	8,600.00	
Sub-Committee Meetings	56.05	
Annual General Meeting	540.68	
TOC Costs	653.50	
Publications - Newsletter	4,031.43	
Publications - Other	200.00	
Operating Expenses	1,273.08	
Chapter Support	1,317.56	
Scholarships	4,750.00	
Miscellaneous	19.14	
Conference - Operating	2,699.95	
- Facilities	1,230.50	
- Catering	12,656.92	
- Printing	3,344.76	
- Promotions	1,302.91	
- Committee Costs	2,282.70	
- Entertainment	8,688.52	
- Equipment Rental	4,301.70	
- Speakers	16,583.82	
- Miscellaneous	1,000.00	
TOTAL DISBURSEMENTS		(75,533.88)
BALANCE AS AT JUNE 30, 2001		\$113,924.97

NOTES: This statement reflects only funds held by the BC Teachers' Federation on behalf of the BC Teachers of Alternate Education.

**SHARING....
Resources,
Contacts, etc.**

THE EASTSIDE

For any of you who have gone on the walking tour of the downtown Eastside at our conference, you know how shocking and educational this experience can be.

Recently, we took our senior alternate students on this tour, and students were truly shocked to see first-hand the harsh realities of the street.

The back alleys behind Main Street were indescribable, littered with discarded needles, vials, burned cans, used condoms and human waste. Students walked past people dealing, buying, smoking and injecting drugs.

We ate lunch at No. 44, where people work for food vouchers rather than pay checks. While eating there, students interacted with people who told them their stories, and pled with them to stay in school and never return to the area. It was a field trip that truly touched the lives of all the students who attended.

Highly recommended.

Contact Morris Bates at 604-687-8411

INNOVATIONS PROGRAM

The Provincial Innovations Program, a division of the People's Law School, has developed several multi-media presentations which deal with topics such as Bullying, Dating Violence and the Youth Justice System and Victim's Rights. They are ready for another exciting year on the road and are willing to travel throughout the province.

We invited them to come to speak to our students about the proposed changes to the Youth Justice System.

Students watched a video that showed how the system needs to address all facets of the crime, from the victim's rights to delving into why the crime was committed. A Power-point presentation then described the Restorative Justice Model.

Finally, students were able to immerse themselves in real-life crime scenarios and play judge.

Highly Recommended.

Contact Jennifer Fudge at 604-331-5426

BC Alternate Education Association Budget 2001-2002

INCOME ACCOUNTS

99921	Income surplus (deficit), June 30, 2001	\$113,924.97
99923	Conference surplus outside account, June 30, 2001	1,560.22
99930	BCTF memberships 340 @ \$30.00	9,750.00
99931	BCTF grant, 345 @ \$17.50 (\$3,000 minimum)	6,037.55
99333	Sale of Back Issues	300.00
99939	Other (interest)	4,000.00
99940	Conference fees	60,000.00
99943	Conference exhibits/sponsorships	800.00
TOTAL INCOME		196,372.74

EXPENSE ACCOUNTS

99950	Meeting-executive	15,000.00
99951	Meeting-table officers	1,000.00
99952	Meeting-council	500.00
99953	Meeting-subcommittee	2,500.00
99954	Meeting-annual general meeting	2,500.00
99958	TOC costs	4,000.00
99961	Publication-newsletter	10,000.00
99962	Publication-other	5,000.00
99969	Publication-equipment	1,000.00
99970	Operating	2,000.00
99971	Furniture and equipment purchase	5,000.00
99972	Chapter support	3,000.00
99973	Affiliation fees and meetings	3,000.00
99974	Curriculum development	1,000.00
99978	Scholarship	10,000.00
99979	Miscellaneous	1,000.00
99980	Conference - operating	3,000.00
99981	- facilities	4,000.00
99982	- catering	15,000.00
99983	- printing	4,000.00
99984	- promotions	2,500.00
99985	- committee costs	4,000.00
99986	- entertainment	10,000.00
99987	- equipment rental	4,500.00
99988	- speakers	18,000.00
99989	- startup costs	1,560.22
99998	- hold, future conference expenses	62,312.52
99999	- miscellaneous	1,000.00
TOTAL EXPENDITURES		196,372.74

NOTES: Accounts with 0 budget have been omitted.

Membership Application - Provincial Specialist Associations 2001-2002

SURNAME		S.I.N. OR BCTF I.D. NUMBER		
GIVEN NAMES		FORMER NAME	HOME TELEPHONE	
ADDRESS		SCHOOL TELEPHONE		
CITY/PROV	POSTAL CODE		WORK TELEPHONE (if different from school)	
NAME OF SCHOOL/INSTITUTION/BUSINESS		SD #	WORK FAX	
ADDRESS		EMAIL ADDRESS		
CITY/PROV	POSTAL CODE	VISA NUMBER	EXPIRY	APPROVAL #

PSA MEMBERSHIP

BCTF MEMBER	STUDENT/ RETIREE/ TOC	BCTF MEMBER	STUDENT/ RETIREE/ TOC	BCTF MEMBER	STUDENT/ RETIREE/ TOC
41 <input type="checkbox"/> \$35.00 Art	<input type="checkbox"/> \$20.00	53 <input type="checkbox"/> \$35.00 Learning Assistance	<input type="checkbox"/> \$10.00	66 <input type="checkbox"/> \$25.00 Environmental Ed	<input type="checkbox"/> \$15.00
42 <input type="checkbox"/> \$35.00 Business Education	<input type="checkbox"/> \$23.00	54 <input type="checkbox"/> \$30.00 Physical Education	<input type="checkbox"/> \$15.00	67 <input type="checkbox"/> \$20.00 Rural	<input type="checkbox"/> \$10.00
44 <input type="checkbox"/> \$40.00 Counsellors	<input type="checkbox"/> \$25.00	55 <input type="checkbox"/> \$42.00 Primary	<input type="checkbox"/> \$21.00	68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$ 5.00
45 <input type="checkbox"/> \$35.00 Immersion/Cadre	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$35.00 Science	<input type="checkbox"/> \$10.00	69 <input type="checkbox"/> \$25.00 ESL PSA	<input type="checkbox"/> \$15.00
46 <input type="checkbox"/> \$35.00 English Language Arts	<input type="checkbox"/> \$15.00	58 <input type="checkbox"/> \$30.00 Technology	<input type="checkbox"/> \$20.00	70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
47 <input type="checkbox"/> \$35.00 Home Economics	<input type="checkbox"/> \$16.00	59 <input type="checkbox"/> \$30.00 Social Studies	<input type="checkbox"/> \$15.00	71 <input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
48 <input type="checkbox"/> \$35.00 Intermediate	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00	72 <input type="checkbox"/> \$20.00 Co-operative Learning	<input type="checkbox"/> \$10.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00	62 <input type="checkbox"/> \$35.00 Drama	<input type="checkbox"/> \$20.00	73 <input type="checkbox"/> \$35.00 Dance	<input type="checkbox"/> \$12.50
50 <input type="checkbox"/> \$35.00 Mathematics	<input type="checkbox"/> \$15.00	63 <input type="checkbox"/> \$35.00 Gifted	<input type="checkbox"/> \$18.00	74 <input type="checkbox"/> \$20.00 Adult Educators	<input type="checkbox"/> \$10.00
51 <input type="checkbox"/> \$30.00 Modern Languages	<input type="checkbox"/> \$15.00	64 <input type="checkbox"/> \$25.00 Distributed Learning	<input type="checkbox"/> \$10.00	75 <input type="checkbox"/> \$30.00 Culinary Arts	<input type="checkbox"/> \$16.00
52 <input type="checkbox"/> \$35.00 Music	<input type="checkbox"/> \$17.50	65 <input type="checkbox"/> \$35.00 Computer	<input type="checkbox"/> \$15.00	76 <input type="checkbox"/> \$20.00 Educators Against Racism	<input type="checkbox"/> \$10.00

Subscriptions are available to non-BCTF members or institutions. Fees include GST (R 106779291).

NON-BCTF MEMBER	NON-BCTF MEMBER	NON-BCTF MEMBER
41 <input type="checkbox"/> \$56.18 Art	53 <input type="checkbox"/> \$56.18 Learning Assistance	66 <input type="checkbox"/> \$45.48 Environmental Ed
42 <input type="checkbox"/> \$56.71 Business Education	54 <input type="checkbox"/> \$50.83 Physical Education	67 <input type="checkbox"/> \$40.13 Rural
44 <input type="checkbox"/> \$61.53 Counsellors	55 <input type="checkbox"/> \$89.89 Primary	68 <input type="checkbox"/> \$45.48 Peace & Global Ed
45 <input type="checkbox"/> \$56.18 Immersion/Cadre	57 <input type="checkbox"/> \$56.18 Science	69 <input type="checkbox"/> \$45.48 ESL PSA
46 <input type="checkbox"/> \$56.18 English Language Arts	58 <input type="checkbox"/> \$50.83 Technology	70 <input type="checkbox"/> \$50.83 Alternate Ed
47 <input type="checkbox"/> \$56.18 Home Economics	59 <input type="checkbox"/> \$50.83 Social Studies	71 <input type="checkbox"/> \$45.48 First Nations
48 <input type="checkbox"/> \$56.18 Intermediate	60 <input type="checkbox"/> \$50.83 Special Ed	72 <input type="checkbox"/> \$40.13 Co-operative Learning
49 <input type="checkbox"/> \$61.53 Teacher-Librarians	62 <input type="checkbox"/> \$56.18 Drama	73 <input type="checkbox"/> \$56.18 Dance
50 <input type="checkbox"/> \$56.18 Mathematics	63 <input type="checkbox"/> \$56.18 Gifted	74 <input type="checkbox"/> \$40.13 Adult Educators
51 <input type="checkbox"/> \$50.83 Modern Languages	64 <input type="checkbox"/> \$45.48 Distributed Learning	75 <input type="checkbox"/> \$50.83 Culinary Arts
52 <input type="checkbox"/> \$56.18 Music	65 <input type="checkbox"/> \$56.18 Computer	76 <input type="checkbox"/> \$40.13 Educators Against Racism

Print your name, address, etc., and check the appropriate association(s). Cite credit-card details, or enclose your cheque or money order, made payable to the B.C. Teachers' Federation. Do not mail cash. Retain a photocopy of your completed application for your records. Only BCTF members and students pursuing education degrees can be members of PSAs; all others must become subscribers. The membership/subscription will run for one year from the date this form is processed. The BCTF ID number and the expiry date appear on envelopes bearing PSA publications. Six weeks before the membership/subscription is due to expire, you'll be sent a renewal form. Receipts are not issued because PSA fees are not tax deductible. **If in the course of the year you change your name or address, please notify the BCTF: B.C. Teachers' Federation, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2, 604-871-1848 (or -1841) or 1-800-663-9163 (local 1848 or 1841), www.bctf.ca**



British Columbia *Alternate* Education Association

COVER FORM

For Grant Application
Student and Program Awards

Please check one

BCAEA Student Development Award

BCAEA Student Bursary

BCAEA Activity Grant

BCAEA Specific Projects Grant

The Kathi Hughes Innovative Programming Award

Applicant's Name

Applicant's Address

Telephone

SIN

_____ (required for student applications only)

BCAEA Sponsor

Contact Person

_____ (if different from above)

Telephone

_____ (work)

Fax

Telephone

_____ (home)

Email

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