



# the *Newsletter*

of the **British Columbia Alternate Education Association**

VOLUME 13, NUMBER 1

SUMMER 2002

## A Year Of Incredible Changes

by Rob Purgavie

BCAEA President, Rob Purgavie, Kevin Granger-Brown, DJ Pauls and AJ Granger-Brown count the spoils after conference attendees dug deep and collected a record year of tips for work experience students at the BCAEA wine and cheese reception.



My fear was that I would assume the responsibilities of President of the British Columbia Alternate Education Assn. and the political arena would become what it has.

Fortunately, our executive has a wealth of experience and has been tremendously supportive. I have survived my first year as president. Together, we have managed. We/I could have done more. But you could be Ghandi II and still have felt that way.

Support is the very foundation of what is needed in these times of political and professional change. As we advocate for and work with our students in alternate programs, we need to remind ourselves that we bring individual strengths, that we

are good at what we do, and that we play an important role in the lives of at-risk youth. We also need to realise that we cannot do it all ourselves.

A big part of what we do in the alternate education system is support people through the process of change. This is also a strength of the BCAEA. Individually we may not be able to affect change, but neither can the BCAEA executive nor the BC Teachers' Federation. Collectively our voices, combined with those of our communities and various coalitions, could become an effective agent for change.

While we need to be as present as we can in meeting the daily needs of our students, we cannot leave the role of advocacy to someone else. The BCAEA

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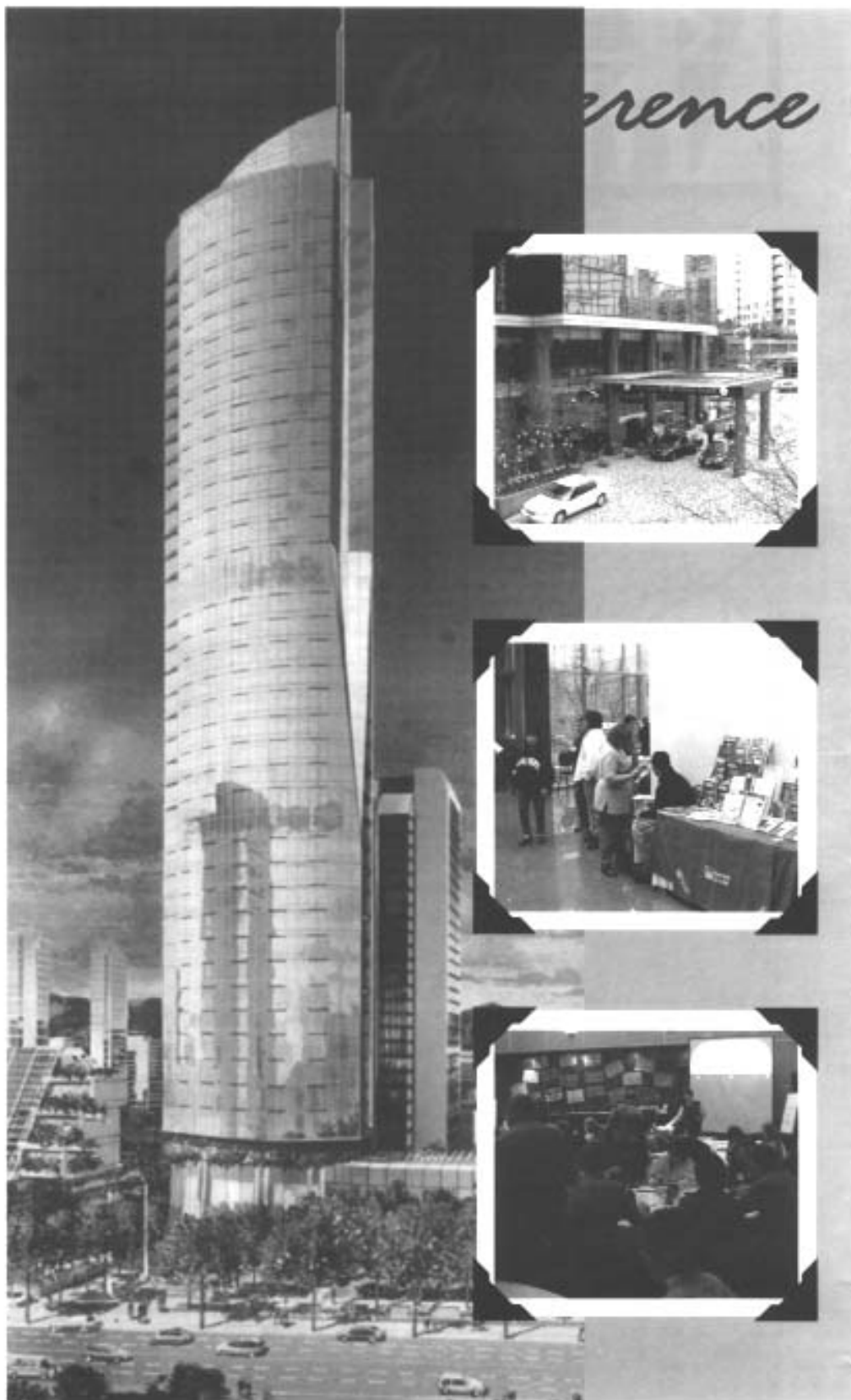
## EDITOR'S REPORT:



Another school year draws to a close. Even though there has been much tension and political unrest, we want to put this on the back burner as we instead showcase our highlights and celebrations in this newsletter. As always, the highlight of our year is our conference, where people from around our province gather together to share their knowledge, experiences and laughter. Our photo spread provides you with wonderful memories of our January conference.

A second highlight of this association's year is when we provide outstanding students with awards which honour their personal accomplishments. Many of these students have the potential to do great things with their lives, primarily because of the caring, supportive alternate teacher who made a significant difference in their lives. These students are recognized in this edition.

Have a restful and well-deserved summer. And when you feel the urge, put pen to paper and write an article for our next newsletter.



# Photo Album 2002



*we arrived.....*



*we engaged.....*



*we networked.....*



# Conference Photo



*coffee time.....*



*fashion statements*



*gathering alms for students - new strategies*



*typical AGM 😊*



*farewell cheers*

# Album 2002



*youngest attendee*



*where are the prawns?*



*conference organizers*



*work experience has its rewards - and how sweet it is!*



*more networking*



*homeward bound*



*waiting 4 the ferry*

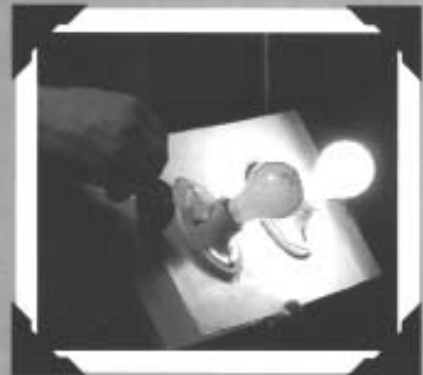


# Conference Workshop

# Alternative Science



*do I have your attention?*



*thanks for the photos to Bryon Thompson, teacher CVOLC, Duncan*

# Organization: Success!

by Stephen Inniss

The quality of the staff can make or break an alternative school or program (and the futures of the students in it!). Among other traits, flexibility, good boundaries, stability, and most of all the ability to show students that they are liked and valued are essential. Personality and skills are so important that people often forget another highly important part of the "alternative" picture: how the program is organized. Flexibility may be important, but even the most skilled staff can be stressed, and are more likely to make mistakes, if they have to invent an answer for every situation "on the fly".

Not only is some framework better than none, but some frameworks are more effective than others. Some alternative schools or programs have been successful for years or decades, through one or several staff changes. This is more than just good fortune in staffing (though that too is needed). These programs are organized in ways that make the staff in them more effective. What are these forms of organization? Almost anything that is established, whether it is a formally written rule or schedule or even just a tradition.

They are ways of encouraging and recording attendance, kinds of rewards and celebrations, special annual events, details of when and how often the staff meet to discuss students, weekly schedules, course organization, how students graduate from the program, how students lose their places in the program (and whether and how they can earn their way back), special attractive features like work programs, and so on. Usually these have been developed by trial and error over the course of years. Some parts will have been invented by staff, others copied from other programs.

The details may vary, since the circumstances and clientele of alternative programs vary, but the number of copied ideas in most established programs shows that often a good idea for organization in one alternative setting is effective in another. Over the years, these good ideas tend to migrate and spread, as people in different programs talk and compare notes when they meet.

If staff are planning to set up a new program, or looking for ways to improve an existing one, one of the most important things they can do is to visit successful programs and steal the ideas!

At last year's BCAEA provincial conference, there was a half-day workshop for just that purpose. Representatives from several established and successful programs described what it is they do and why, handed out sample materials (behaviour contracts, schedules, course outlines, etc.), and discussed issues in general. As might be expected, it was an illuminating session, even for the old timers'!

Because the session was so popular, we will be doing the same thing again at Conference 2003, expanding it to a full day with additional presenters. Which brings me to my concluding request: if you are part of a successful alternative program or school, or if you know of someone who you think should be giving a presentation, please contact me!

I can be reached at: 250-754-5341 (work)  
250-716-7881 (home)  
or [sinniss@sd68.bc.ca](mailto:sinniss@sd68.bc.ca)

*Stephen Inniss teaches at Five Acres Secondary  
VAST Learning Centre in Nanaimo*

**Conference 2003  
Free Registration**

**And the winners are... Bill Darnell of Six Mile Creek Education Centre, Cheryl Buchan of EJ Dunn Alternate School, Ron Manning of Prince George Youth Correction Centre and Jack Barclay from the EXCEL Program.**

# Service Learning tied to curriculum goals: a powerful learning experience

by Heather Mallory  
Jim Lawson and Sukwinder Manhas

Students in Project 76 class discovered that Reading and Writing for an audience can be fun and educational. On June 11, three students presented the book which they wrote and illustrated to Grade 6 students at Redford Community School. These students will be entering Junior High in September 2002.

The title of their book was "Superhero saves Grade 7 students from bullies at Junior Secondary". Spiderman was the 'hero' and the students developed and wrote the plot, decided on the setting, characters, problem and resolution. Next, they illustrated the text.

The students from Project 76 class have experienced integrated learning activities with community service in the past. For example, they have done yard work for a senior citizen in the area of their school. When the Alberni Valley Multi-plex was being constructed, the students sanded and stained the woodwork.

They have also taught elementary students how to construct bird-houses. These older students act as 'instructors' or experts and benefit from the planning, participation, problem-



Port Alberni grade seven students display illustrations from the book they wrote and presented to grade six students at the end of the school year.

solving, and reflection stages of their learning. These experiences are co-ordinated in collaboration with the school and community.

Service learning has had a positive impact on students' academic achievement and personality development. Students feel empowered by their experiences of providing direct service to members of their community. It's a win-win situation where they can apply information to practical situations and motivation is greater.

## REFERENCES

### Service Learning Programs

BEYOND BEHAVIOUR. Vol. 10 No. 3

Creating a Curriculum for Caring: Involving Students with Emotional and Behavioural Disorders in Service-Learning Programs. H. Muscott and K. Melloy.

An Introduction to Service Learning for Students with Emotional and Behavioural Disorders: Answers to Frequently Asked Questions. H. Muscott.

Service Learning: Barriers, Benefits and Models of Excellence. S. Rockwell.

Integrating Classroom Academics with Community-Based Learning: It's a WIN.



## Incredible Changes continued from page 1

Executive, and the BCTF cannot be expected to bear full responsibility for advocating on behalf of our students, while we individually cry foul from our classrooms. Change can only happen when our voices join together and the voice of the community is heard by our elected representatives.

The turnaround this Spring on the cutbacks to school-based funding resulted from a co-operative lobbying effort. Some other examples of effective lobbying include the work of Joyce May who, on behalf of the BCAEA, joined First Call, a community coalition that advocates for services to those in need. Similarly, Rick Fitch, our former secretary, participated in a Special Ed forum with the BCTF.

And Kathi Hughes advocated, once again (with formidable tenacity) for services to at-risk youth. Her voice, along with many others that were raised around the loss of school-based funding, were indeed inspiring. I extend my sincerest thanks to everyone who responded to this initiative.

At the end of May, I attended the Graduation Review Symposium. The pre-meeting reading included a wonderful report based on a provincial survey which focussed on the reasons why students drop out. My intent at the symposium was to reinforce the voice of youth heard in the report. It was refreshing to learn that I was not the only one who thought to echo the perspective of the student because there were others in

attendance who also work with at-risk youth. One of the highlights of the symposium was in response to my question around measuring what we do in alternate education. How can we justify what we do in alternate education when the measures used by the Fraser Institute do not necessarily point to the successes experienced by students in alternate schools?

The response by Emery Dossdall, Deputy Minister of Education was very clear. He does not expect us to use the same measures for all students. He said what he is NOT prepared to listen to is the line... "that we are professionals and that he should trust us". What he wants us to do first, is state up-front what it is we are trying to do with our students and then second, look for ways to see how we are doing it.

It will be imperative for us to define and articulate our goals and measures under the new structure for school-based funding for at-risk youth by the Ministry for Children and Family Development.

Many of our Youth Care Workers received lay off notices during the past year. As a result of our negotiations with the Ministry around school-based funding, many of these essential team players were re-hired. In order to maintain this service to youth, we will need to be proactive in demonstrating the value, the necessity and the excellence of work that Youth Care Workers provide. By doing so we can continue to offer the excellent services we provide to those who so

often are disenfranchised.

Keep up the good work. Let our voices be heard. Check our web site for new features and updates. Plan ahead to attend our conference; we have modified the name of this year's conference from 'Challenge and Change' to 'Challenge to Change'.

### GOOD-BYES AND THANK YOU'S

Thanks to Rick Fitch for your term as secretary. Your political savvy and support has been appreciated. DJ Pauls, as Past-President has been a great help. She has helped me in the good times and the bad. DJ will enjoy a year's leave of absence from her job in Abbotsford but between trips will carry on with her passion of helping to organise next year's conference.

Welcome to Mike Shaw who will be assuming the role to Webmaster and Listserv administrator. He is keen. Both the web site and our listserv will be important tools, especially in these times where we need to share information, be response-able and pro-active on political issues.

Hello as well to John (JD) Duncan. John brings a wealth of experience in dealing with databases. He is presently spearheading the work on our new database. The intent is to make it user maintained and interactive. Stay tuned to our Website or contact either Mike or JD to get more information about these important new features.  
[www.bctf.ca/bcaea](http://www.bctf.ca/bcaea)

# Sometimes You Just Have to Laugh!

As a recent journal-writing topic, students in the Delta Work and Learn Program were requested to list the reasons their homework might not have been completed. Some responses seemed reasonable: "I was doing my homework on the toilet and accidentally flushed it down.", "I forgot it on the park bench and when I returned, someone had stolen it!", and "I was cleaning my dirt bike and it fell in the solvent."



Other reasons, although still within the realm of possibility, were highly improbable. "My dad took it away and told me to watch cartoons.", "My teacher thought it was paper for recycling." and "I was exploring a tomb in Egypt and a mummy ran by and stole it." One student pitched a seasonal excuse. "Santa didn't like the fact that I was doing homework so he took it from me." Another cited emotional distress. "My boyfriend broke up with me and I was crying and needed tissue. My homework was a good substitute."

Often the blame game held centre stage. "The Special Ed. Assistant stole it.", "My teacher never gave it to me.", "My brother needed some paper to get the fire going and I handed him my homework.", and "My homework got up and walked away."

Occasionally responsibility was shouldered. "I slipped and it fell into the paper shredder." "I was hungry." and "I was doing my homework close to a candle and it caught fire." Divinity was suspect.

"Extraterrestrials played a role." and "My homework was abducted by aliens." One student must have been studying Bill Glasser. "It was a choice. I chose not to." Such is the good humour of our students in Alternate Education.

# Some Fun Information for Summer Thought

Here are some interesting facts about the 1500s:

■ Most people got married in June because they took their yearly bath in May and still smelled pretty good by June. However, they were just starting to smell again, so brides carried a bouquet of fragrant flowers to hide the body odor...hence the bridal bouquet.

■ Baths consisted of a big tub filled with hot water. The man of the house had the privilege of bathing in the nice clean water, then came all the sons and other males of the family. The women came next, followed by the younger female children – and last of all the babies. By the time it was baby's turn, the water was so dirty you couldn't see into the water and perhaps could even lose someone in it... hence the saying "don't throw the baby out with the bath water".

■ Houses had thatched straw roofs. This was the only place for animals to get warm, so all the dogs, cats, and other small animals (mice, rats, and bugs) lived in the roof. When it rained it became slippery for the little critters and sometimes the animals would slip and fall off the roof...hence the saying "it's raining cats and dogs".

■ Bugs and other little things also fell from the ceiling above and this posed quite a problem in the bedroom, where bugs and droppings could mess up a nice clean bed. Hence, a bed with four big posts and a sheet hung over the top afforded some protection. That's how canopy beds came into existence.

■ The floor of many homes was dirt. Only the wealthy had something other than dirt...hence the saying "dirt poor". The wealthy had slate floors that would get slippery in the winter when wet, so they spread thresh on the floor to help keep their footing. As the winter wore on, they kept adding more thresh. When the front door opened and people tracked through a lot of the thresh was lost outside, so a piece of wood was placed in the entry way...a "thresh hold".

■ Those with money had plates made of pewter. Food with a high acid content caused some of the lead to leach into the food, causing lead poisoning and death. This happened most often with tomatoes, so for the next 400 years or so, tomatoes were considered poisonous.

■ Bread was divided according to status. Workers got the burnt bottom of the loaf, the family got the middle, and the guests got the top or "upper crust".

■ Sometimes, pork could be obtained which made people feel they were eating a delicacy. When visitors came over, they would hang up their bacon to show it off. It was a sign of wealth, that a man could "bring home the bacon". He would cut off a little to share with guests and they would all sit around and "chew the fat".

■ Lead cups were used to drink ale or whiskey. The combination would sometimes knock them out for a couple of days. Fellow drinkers often took them for dead and dragged them home for the family to prepare them for burial. The corpse was laid out on the kitchen table for a couple of days first and the family would gather around and eat and drink and wait to see if the corpse would wake from its toxic spell...hence the custom of holding a "wake".

■ England is old and small and towns and villages began to run out of places to bury people – so they would dig up coffins and would take the bones to the "bone house" and reuse the grave. When re-opening these coffins, one out of 25 coffins was found to have scratch marks on the inside. People realized they had been burying supposedly dead people alive. A system was developed whereby a string was tied around the wrist of the corpse which ran through the coffin, up through the ground to the surface, where it was tied to a bell. Someone would have to sit out in the grave yard all night (the "grave yard shift") to listen for the bell; thus, someone could be "saved by the bell".

# Awards 2002



**Darcey Jones**

**BCAEA Student Development Award (\$250)**

School:

Transitional Alternative Program - Secondary in Prince George

Sponsor Teacher:

Sarah Petrisor

Student Attributes:

Outstanding attendance record, excellent rate of work completion, top academic student award winner, honour role student. Darcey graduated in June and plans to enter computer sciences or computer programming course in the fall. She plans to use her award money to help fund her college courses.



**Melanie Pringle**

**BCAEA Student Development Award (\$250)**

School:

South Delta Secondary School in Delta

Sponsor Teacher:

Maryann Cardwell

Student Attributes:

Melanie is an inspiration to her peers and is compassionate about youth making a difference in the world. She volunteers for a range of causes and is instrumental in organizing the Grad fashion show. Melanie excels in sewing and graduated in June. She plans to attend Helen Lefeaux School of Fashion Design in Vancouver and plans to use her award money to help fund her fashion design schooling.



**Andrew Ottie**

**BCAEA Student Development Award (\$250)**

School:

Similkameen Elementary/Secondary School in Keremeos

Sponsor Teacher:

Joanne Yarmola

Student Attributes:

Andrew has a well rounded mature outlook and is a positive role model for other students. He is honest, sincere and self motivated. Andrew has an exceptional mechanical aptitude and a strong commitment to his education. He will graduate in 2002/2003. Andrew has plans to join the military and in preparation will use his award money to pay for Occupational First Aid Training and a W.H.M.I.S. course.

Maryann Cardwell and Steve Cowan  
BCAEA Activity Grant (\$500)

School: South Delta Secondary School, Delta  
Activity Description: Maryann and Steve have developed a co-op program which will allow students to explore career options and job-shadow various professionals in areas of interest, particularly careers in the hotel/hospitality industry. They will use their grant money to help fund a 'wrap-up/graduation' event to be held in Tofino.

Heather Mallory  
BCAEA Specific Projects Grant (\$500)

School: VAST Alternate School Program, Port Alberni  
Project Description: After testing students, Heather discovered that many are tactile/kinesthetic learners rather than visual/auditory learners generally found in the regular system. Heather has developed a tailor-made program for these students to accommodate their learning styles and meet their academic needs and will make the modules available to other teachers in this Fall through the BCTF Lesson Aids Department.

In Appreciation....

Now that all the grad activities are over and I have time to reflect on this year, I want to thank the Provincial Alternate Teachers' Association for the financial support that will be put toward my post-secondary schooling. When I walked across the stage at Valedictory, I felt a sense of exhilaration because I actually graduated with my class, a feat that I would never have been able to accomplish if I had not been accepted into the alternate program at our school. Never in my dreams did I expect to receive an award and I was in shock when I was presented with not only the Student Development Award, but also two other community-based scholarships! I thank you for your support, and I am grateful for completing my high school in a program that encourages individuality and the pursuit of dreams.

*Melanie Pringle*



and  
Thanks



## “Ministry Confirms Funding for School-based Services”

by Kathi Hughes

Wendy Neumann Called me one chilly night in April and passed along the great news. It was confirmed the next morning with a press release from the Ministry of Children and Family Development - the new Liberal government's plans to scrap school based funding had been rescinded.



May I personally extend congratulations to everyone who worked so hard to ensure that school based funding continues. When we have finished revelling in our success, we must chart a strategy to ensure that equity for alternate education students? continues beyond March 2003. Following is the text from the Ministry press release.

The ministry's budget for all school-based programs is being maintained until March 31, 2003, the end of the current fiscal year. For this fiscal year, funding levels will be maintained and allocated to the same geographic areas that receiving funding in the 2001/02 fiscal year.

For the school year beginning September 2002, the available funding will be allocated directly to the school districts, rather than to various contractors and agencies as has been past practice in some regions.

School-based programs funded by the ministry include community schools, school-based support, healthy schools, summer education program, as well as those included in the social equity envelope: inner city schools, school meals and early academic intervention. The ministry will not participate in contract negotiations for the delivery of these services. School districts will be responsible for those decisions.

Funding for school-based programs over the last decade was intended to support youth experiencing difficulty at school or at risk of dropping out of school. However, accountabilities from school districts for the expenditure of these funds have been limited and infrequent. Outcomes for children and youth were generally ambiguous or unknown.

School districts will now have the discretion to choose where to invest the funds, within the range of programs outlined, to achieve the best outcomes for at-risk children and youth in their districts. The ministry will work with school districts to develop clear, measurable expectations to achieve services that are efficient, effective, responsive, and make a difference.

Continuation of the funding beyond March 31 2003 will depend on evidence of positive, measurable outcomes for these children. The funding will be invested strategically to focus on at-risk children where there are factors that hinder their ability to attend school and to learn. The budget for school-based programs is about \$43 million.

March 13, 2002

Dear Committee Members,

The British Columbia Alternate Education Association (BCAEA) is a Provincial Specialists Association (PSA) of the BC Teachers Federation. Although we are technically a PSA of the BCTF, we pride ourselves in being an inclusive network of teachers, youth care workers, principals and trustees who work with and support at-risk children and youth across the province. Every year we host the Challenge and Change Conference in Vancouver. This conference brings dynamic and powerful speakers together with over 500 professionals working in alternate programs throughout Western Canada.

We recognise that the funding structure between MCFD and Ministry of Education is changing. It is our understanding that this committee has been struck to look at how funding to at-risk youth in school-based programs is going to be restructured. Alternate programs provide excellent opportunities for service delivery to at-risk youth. Effective community partnerships are at the very foundation of alternate schools across the province. This partnership depends on the teamwork directly provided by Youth Care Workers (YCW's). We are deeply concerned that the cancellation of individual contracts between School Districts and MCFD are forcing the lay-off of literally hundreds of highly trained YCW's providing direct daily service to at-risk children, youth and families. In looking at the ways to restructure school-based funding to at-risk youth we strongly encourage you to look at the importance of the partnership that exists between YCW's, teacher's and their communities and ensure that funding levels continue to support alternate programs. You cannot find better bang for your buck in terms of service delivery to at-risk children and youth than in an alternate program.

By following the link below to our BCAEA website you will find some thoughtful responses, both in the newsletter (PDF) and plain text format, made on behalf of BCAEA. As well you will find a presentation made by Youth Workers in Prince George. The importance of YCW's and service delivery in alternate programming are clearly and thoughtfully outlined. Please take the time to visit this site and see the importance and value of providing service to at-risk youth in programs across our province. <http://www.bctf.ca/bcaea/news.htm>

Sincerely Yours,



Rob Purgavie, President  
British Columbia Alternate Education Association

# Pro-D Calendar

compiled by Debby Stagg

The 2002 October PSA Professional Development day is October 25, 2002. The rule is that the PD day is the third Friday in October UNLESS Thanksgiving is in that week.

This year, Thanksgiving "bumps" the PD day to the fourth Friday. At the bottom of this and every calendar is the list of upcoming PD days for several years.

## AUGUST 2002

10-11 VERNON. Taoist Tai Chi Society of Vernon, two-full-day Health and Wellness Workshop, Introduction to Tai Chi, Fulton Secondary School. \$150 with lunch included both days. Pre-registration; limited to 50 teachers. Contact 1-888-824-2442, f: 250-542-1781, [ttesvern@bcgrizzly.com](mailto:ttesvern@bcgrizzly.com)

12-16 or 19-23 MAPLE RIDGE. Science World's Loon Lake Recreational Science Camp, Malcolm Knapp Research Forest. \$300 + GST. Participants receive a travel subsidy. Contact 1-800-363-1611 or direct 443-7552 or Caedmon Nash, Science World, 1455 Quebec Street, Vancouver, BC V6A 3Z7, 604-443-7440, f: 604-443-7430, [cnash@scienceworld.ca](mailto:cnash@scienceworld.ca)

14-20 GOLDEN. Wilderness Leadership for Educators, risk management and skills for outdoor education, includes a six-day backpack trip. \$825. Contact Wayne Pelter, at School District 6 Continuing Education, 250-427-5308, [wpelter@sd6.bc.ca](mailto:wpelter@sd6.bc.ca)

15-18 OTTAWA. CHEA-ACÉF Technology@home Conference 2002, challenges and opportunities brought on by new technologies in the home environment. Educators' pre-conference workshop, Showcase 2002: Innovative

Tools and Practice, Research Forum, exhibits, and plenary and concurrent sessions. Contact the Canadian Home Economics Association, [www.technologyathome.ca](http://www.technologyathome.ca), 613-238-8817; f: 613-238-8972, [general@chea-acef.ca](mailto:general@chea-acef.ca)

18-20 VICTORIA. A free Weather and Climate Change Seminar, sponsored by the Ministry of Education's Network for Social Studies Geography Connections project and the Canadian Council for Geographic Education, St. Michael's University School. Accommodation provided if necessary. Contact Dale Gregory, 604-942-5586, [dgregory@unixg.ubc.ca](mailto:dgregory@unixg.ubc.ca), [www.cent.org/geo12](http://www.cent.org/geo12)

19-20 NORTH VANCOUVER. 7th Annual Summer Institute on Balanced Literacy Building Bridges: Pathways to Literacy K-7, Leo Marshall Curriculum Centre. Keynote address by Dr. Robert J. Tierney and presentations by Dr. Anne Brailsford and Dr. Jan Coles, Dr. Adria Klein, Susan Close, North Vancouver Firm Foundations Team, Brenda Boylan, Faye Brownlie, and Fiona Morrison, among others. For a registration booklet, call 604-530-4060, or register online at [thinklanglely.com](http://thinklanglely.com)

21-23 VANCOUVER. 18-20 Victoria. A free Weather and Climate Change Seminar, sponsored by the Ministry of Education's Network for Social Studies Geography Connections project and the Canadian Council for Geographic Education, UBC. Accommodation provided if necessary. Contact Dale Gregory, 604-942-5586, [dgregory@unixg.ubc.ca](mailto:dgregory@unixg.ubc.ca), [www.cent.org/geo12](http://www.cent.org/geo12)

26-29 VANCOUVER. Davis Learning Strategies-Basic Teacher Workshop, Granville Island Hotel. Instruction in proven methods designed to reach all children, whether word or picture thinker, and used from Kindergarten to Grade 3. Contact Sue Hall, Positive Dyslexia, p/f: 604-921-1084, [info@dyslexiacanada.com](mailto:info@dyslexiacanada.com), [www.dyslexiacanada.com](http://www.dyslexiacanada.com), [www.davislearn.com](http://www.davislearn.com)

## SEPTEMBER

20 REGINA. The Explosive Child Conference, hosted by Ehrlo Community services, featuring Dr. Ross Greene, clinical psychologist and author of *The Explosive Child*. It is intended for a multi-disciplinary audience. Early bird: \$125; later \$150. Contact Linda Meyer, 306-751-2412 or [l.meyer@ehrlo.com](mailto:l.meyer@ehrlo.com)

## OCTOBER

24-26 RICHMOND. The 40th B.C. Primary Teachers' Association (BCPTA) Fall Conference, Primary Leadership, featuring B.C. and international speakers Faye Brownlie, Cheryl Macdonald, Dr. Gordon Neufeld, Tony Stead, Carla Hannaford, and more, Vancouver Airport Conference Resort. Includes pre-conference, two day conference, miniconference for teachers new to primary. Two day fee: October 25-26: \$140; pre-conference fee: \$40. Contact Grace Sinnema, 604-850-5526, [bcptaconference@aol.com](mailto:bcptaconference@aol.com)

24-26 GARIBALDI HIGHLANDS. Second part (Omega) of B.C. Teachers for Peace and Global Education (PAGE) Conference, Let Peace Begin with Me: The Alpha and the Omega, Lions Easter Seals Camp Squamish Retreat. Contact Beatta Hittrich, 604-433-9765, Daniel Shiu, 604-588-4318, Cindy Barrett, 604-536-2131, Pummy Kaur, 604-536-8711.

24-26 OLIVER. B.C. Technology Education Association (BCTEA) Technology Education Conference 2002. Technology Education--Making Positive Impressions, Southern Okanagan Secondary School. Contact Lindsay Langill, [langillman@yahoo.com](mailto:langillman@yahoo.com), Harold Lang, 250-498-4931, [www.bctf.ca/BCTEA](http://www.bctf.ca/BCTEA)

24-26 VANCOUVER. Canadian IRA (International Reading Association) Regional Literacy Conference, Hyatt Regency Hotel. Contact Shirley Choo, 1784 Pepperidge Court, Burnaby, BC V5A 1V9, 604-420-7967, f: 604-903-3651.

25 RICHMOND. Learning Assistance Teachers' Association (LATA) Fall Conference, with Dr. Pam Nevills, of California, on students' right to be readers

(K-12 classroom interventions based on brain research), Vancouver Airport Marriott Hotel. Contact Janice Neden, f: 250-377-0860, [jneden@sd73.bc.ca](mailto:jneden@sd73.bc.ca).

25 NEW WESTMINSTER. Tuning In, empowering individuals and families to create safe and caring communities, co-sponsored by APABC (Adlerian Psychology Association of British Columbia) and New Westminister School District, Glenbrook Middle School. Contact 604-874-4614, [info@adler.bc.ca](mailto:info@adler.bc.ca), [www.adler.bc.ca](http://www.adler.bc.ca)

26 VANCOUVER. Changing the Climate in B.C. Schools, conference of the Environmental Educators' PSA (EEPSA), an exciting community event on the many facets of climate change, Vancouver Aquarium and Stanley Park. Contact Nichole Marples, 604-853-3018, [nmarples@tol.bc.ca](mailto:nmarples@tol.bc.ca), [www.bctf.ca/eeepsa](http://www.bctf.ca/eeepsa)

## NOVEMBER

16 PENTICTON. Kids, Parents & Power Struggles, a workshop with Mary Sheedy Kurcinka, author of *Raising Your Spirited Child* and *Kids, Parents & Power Struggles*. Contact Fern Whitfield, 250-494-3080, [pipsqueaks@shaw.ca](mailto:pipsqueaks@shaw.ca)

## APRIL 2003

4 KELOWNA. Learning Assistance Teachers' Assn. (LATA) Spring Conference, with Caren Cameron, of University of Victoria, on assessment (Knowing what counts: Setting and using criteria in assessment), Grand Okanagan Resort. Contact Janice Neden, f: 250-377-0860, [jneden@sd73.bc.ca](mailto:jneden@sd73.bc.ca)  
<http://pdonline.bctf.ca/conferences/PD-Calendar.html>

Any additions or changes? E-mail [dstagg@bctf.ca](mailto:dstagg@bctf.ca)

## NOTE

The BCTF's Professional Development Calendar Website includes many valuable links.  
See Network Nuggets on page 19 for details.



# BCAEA Member Bio

MIKE SHAW, Director At-Large

I was born and raised on Vancouver Island and came late to teaching after a career as a carpenter. I received my B.Ed. from UBC in 1988, and my M.A. in Curriculum and Administration from Gonzaga University in 1993.

I was a TOC for 3 years before a chance came along for me to start an alternate program in Kelowna. I have taught in the PointS program at Rutland Senior Secondary for the last

11 years, a job I find extremely gratifying. It is such a treat to help young people get back on track and become successful in school.

After attending every BCAEA conference since I got into Alternate Education, I felt it was time to give something back to such a wonderful organization.

I am pleased to be a part of the executive and look forward to my role as Member at Large responsible for

the ListServe and Website. I am happily married to Meg, and we have two children.

Regards, Mike

P.S. If our Newsletter Editor can use a photo with a mask and snorkel, then I should be able to have a dog, don'tcha think?

## Planning Ahead? . . . . Future October PSA Days

*BCTF procedure statement 30.A.14:*

2002-2003:	October 25, 2002	2006-2007:	October 20, 2006
2003-2004:	October 24, 2003	2007-2008:	October 19, 2007
2004-2005:	October 22, 2004	2008-2009:	October 24, 2008
2005-2006:	October 21, 2005	2009-2010:	October 23, 2009





by Mike Shaw

Have you ever wished you had someone to talk to who teaches the same type of students you do? Well you can!

As one of the newly elected Members-at-Large for the BCAEA, my job is to implement a mailing list (sometimes called a listserv) to encourage discussion of topics of interest to Alternate Teachers, Administrative Officers, Child Care Workers, and others involved in the education of at-risk youth.

Joining is easy. Go to [www.bctf.ca/lists-psa](http://www.bctf.ca/lists-psa) and enter your email address, select `psa-bealted` from the drop down list, make sure the join radio button is selected, then click on send. That's all there is to it! Should you decide to leave at any time, follow the same procedure, but select the leave radio button instead.

When posting to the list, the email address you use is `psa-bealted@bctf.ca`. One minor quirk about how the list is run by the

BCTF: when replying to a message, the default behaviour (which we cannot change) is for the reply to go to the message sender, rather than the group as a whole. I encourage you to reply to the group - `psa-bealted@bctf.ca` so that others may benefit from the discussion as well.

If you are having a private discussion, you should probably take it off list and communicate directly. In any mailing list like this, the number of lurkers greatly outnumbers the active participants, yet all can benefit when the dialogue is available to everyone.

If you have any problems accessing the list, please email me: [mikeshaw@direct.ca](mailto:mikeshaw@direct.ca) and I will do what I can to help.

## NETWORK NUGGETS

Network Nuggets is a free service of the Community Learning Network Website (<http://www.cln.org/>) and the Open Learning Agency of British Columbia (<http://www.openschool.bc.ca/>).

These announcements are sent to subscribers of CLN's Network Nuggets, to inform them about potentially useful educational resources on the Internet.

### TO SUBSCRIBE

<http://www.cln.org/lists/nuggets/subscribe.html>

### LINKS TO PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Alberta Teachers' Association  
[www.teachers.ab.ca/conference/index.html](http://www.teachers.ab.ca/conference/index.html)

Association for Supervision and Curriculum Development ASCD-Conferences  
[www.ascd.org/](http://www.ascd.org/)

Justice Institute Training  
[www.jibc.ca](http://www.jibc.ca)

National School Conference Institute  
[www.nscinet.com](http://www.nscinet.com)

National Staff Development Council NSDC-Conferences  
[www.nsd.org/conference/](http://www.nsd.org/conference/)

Phi Delta Kappan (PDK) International Conferences  
[www.pdkintl.org/profdev/cphome.htm](http://www.pdkintl.org/profdev/cphome.htm).

Solution-Focused Counselling workshops by Nancy McConkey  
[www.solutiontalk.ab.ca](http://www.solutiontalk.ab.ca)

T.W. Branun & Associates  
[www.twblearn.com/conferences.html](http://www.twblearn.com/conferences.html)

UVic Continuing Studies in Education  
[www.uvcs.uvic.ca/csie/](http://www.uvcs.uvic.ca/csie/)