



the *Newsletter*

of the **British Columbia Alternate Education Association**

VOLUME 14, NUMBER 1

SPRING 2003

Let's Celebrate PSA Conferences

by Rob Purgavie



Students celebrate the end of a wonderful work experience at the 2003 BCAEA Conference

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Although we are technically a Professional Specialist Association (PSA) of the BC Teachers' Federation, we pride ourselves in being an inclusive network of teachers, youth care workers, principals and trustees who work with and support at-risk youth and children across the province.

Much of our collective strength as an organization is showcased annually when 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.

Included in this issue is a sampling of photos taken at our last gathering. Many of the snapshots are examples of the professional and social networking that occur when we come together.

These photos from the recent past only begin to convey the power and excellence of teacher-directed professional development. There are concerns across the province that teacher directed professional development may be being undermined.

Our conference is held in January, outside of the Province-wide October Pro-D day. This allows staff within

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alternate programs to take advantage of the many cross-curricular PSA conferences being offered across the province. We need to speak loud and clear to those making decisions regarding school calendars that teacher-directed Pro-D is effective and powerful.

The power of coming together as members and affiliates of PSA can not be overstated. People with direct knowledge of the classroom know what is needed for professional development.

The countless volunteer hours that are put into organizing and creating a conference can not be replaced or replicated by summer Pro-D or by contracting Pro-D out to professional organizations. Not all PSA conferences are focused towards the traditional 3 Rs.

Look for a listing of other PSAs (www.bctf.ca/about/psa/psac.cfm) and you will see a diverse collection of professional development opportunities. Many of these PSAs offer conferences in October. These PSAs depend on their October conferences to generate revenue. When we support them, everyone benefits. A supportive circle of learning: you learn – they earn. ■

Conference



Photo Album 2003



we arrived.....



we engaged.....



we networked.....

Conference



Photo Album 2003



Wine



hard work...



works of art



never too much



and Cheese 2003



behind the scenes...



family and friends...



collecting and celebrating...

YOUTH CRIMINAL JUSTICE ACT (YCJA)

by Kathi Hughes

Effective April 1, 2003, the Youth Criminal Justice Act (YCJA) replaced the Young Offenders' Act.

The focus of the new Act includes:

- crime prevention
- meaningful consequences
- rehabilitation and reintegration of youth to promote long-term protection of the public.

The legislation also recognizes that:

- youth should be treated differently than adults
- youth do have rights, as do victims;
- measures should be appropriate for the youth, his family, the victim, and the community.

Some innovative changes:

- restorative justice, sentence circles, Integrated Case Management
- less use of custody and more use of community resources and
- youths sentenced to custody will serve 2/3 of their time in custody and 1/3 in the community
- providing opportunities for the victim to participate in decisions
- much greater involvement of the police in assigning consequences

To access information:

<http://canada.justice.gc.ca/en/dept/pub/ycja/youth.html>



My Last Message as President

Robbie SideBurns

I found out about the BCAEA ten years ago. I was visiting a newly-opened alternate school in Duncan. As a starving student, I was looking for volunteer work while attending Malaspina College in Nanaimo.

The staff of the school were headed off to Richmond the following week for a conference on alternate education. Would I like to come? I arranged for someone to take notes for me and skipped two days of classes. The learning curve of 'volunteering' had just begun.

My time spent as a volunteer member of the BCAEA executive has taught me a lot. I am grateful for the lessons I have learned as president, but as I pass the presidential torch on to Jim Lawson, I think of the things I will not miss. Keeping track of countless emails and mail-outs has proved daunting. I will not miss them (a look at my desk would tell you I was organizationally challenged).

Working as a teacher, and volunteering as president of the BCAEA, has forced me to come to grips with my inner Virgo and get organized; this has possibly been my

biggest personal pay out. (It must be some other planetary oracle that keeps dumping all these books beside my bed, hiding those mail-outs and PSAC minutes in the back room).

I have enjoyed the professional growth that has come from being involved with people at the BCTF and with others from across the province.

I realised some years ago, as I worked the room at our Wine and Cheese Reception collecting tips for the kids, that I like to smooze. It is a natural strength. Collecting things comes naturally. Just look at my back room. It seemed a natural bridge to take over the newsletter and start collecting articles for the newsletter.

So prepare yourselves; next year I will be seeking continued support for the kids at the Wine and Cheese AND ideas for the newsletter. As president for the last two years, I have appreciated both your support and encouragement. And as my colleague, the English teacher will attest, I will need your support and encouragement as editor too. ■

MCFD Funding Update

by Rob Purgavie

Funding changes are impacting all schools across the province. You can not find better bang for your buck in terms of service delivery to at-risk children and youth than in an alternate program.

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 of all involved in alternate schools: students, parents, teachers, youth workers, administrators, MCFD, inter-agency personnel, district staff and members of the school board and the community at large.

A funding change that will impact alternate schools is the structure of how money from MCFD is being directed to their regions. As noted in previous newsletters a School-Based Funding Review Steering Committee was struck to review funding allocations.

The BC Confederation of Parent Advisory Councils issued an update in February (http://www.bccpac.bc.ca/issues_bulletins/sbfundingupdate_02.26.03.htm). Included were some of the School-Based Funding Review Steering Committee's recommendations. Of note is: "Changes will be phased in. The 2003/04 school year will be a transition year. Funding to districts will be increased or decreased by part of the amount to be received in 2004/05.

For example, if a district that now receives \$3 million is to receive \$2 million under the new funding, its funding will be reduced to \$2.5 million in 2003/04 and \$2 million in 2004/05." On April 2, a news release from MCFD (http://www2.news.gov.bc.ca/nrm_news_releases/2003MCF0006-000314.htm) announced Community LINK (Learning Includes Nutrition and Knowledge). According to the news release this new funding model "to be introduced in September, is based on 50 per cent of a school's current allocation, plus 50 per cent based on the socio-demographic model recommended by the steering committee. It will be aimed at:

- More equitable allocations of resources across regions.
- Ensuring resources are focussed on children most in need.
- Improved accountability for outcomes through local delivery of services, and providing flexibility for districts to adopt an evidence-based approach, using the best available research and practices world-wide, to improve results in their communities."

Of note is the contrast in the committee's recommendation of the phasing in of cutbacks and the ministry's announcement of the maintaining of the 43 million dollar budget. Also of note is the absence of a funding formula used to distribute monies to MCFD regions. In the Background, attached to the MCFD news release, is a list of indicators used in the funding formula

for schools. Yet there is no formula listed. It would appear as if the committee, cabinet and other decision-makers are still finalizing funding details.

Key words, commonly used by this government include 'accountability for outcomes' and 'evidence-based approach'. Overall, the amount of money previously allocated to school meals and inner-city funding is said to be decreasing. No surprise there. Time will tell as to how this restructuring will impact alternate schools. One would be hopeful seeing the MCFD bullet, 'Ensuring resources are focussed on children most in need', as those most in need often find themselves attending alternate schools. The funding formula, when available will be released in the MCFD web-site. http://www.mcf.gov.bc.ca/media_site/breaking_news.htm

As a final note, look to our website www.bctf.ca/bcaea for links of interest and importance. Kathi Hughes and Anita Chapman have provided some interesting forms that will be useful in helping us to continue to provide excellent service to youth in alternate programs in this 'new era' of 'accountability and evidence-based' funding structures. As we advocate for youth in alternate programs, communication is one of our biggest allies and tools. Please look on our website for links to join the BCAEA listserv. http://www.bctf.ca/bcaea/discussion_list.html ■



Anti Social Behavior in Schools

by Kathi Hughes condensed from <http://behavior-consultant.com/disc-agg.htm>

...you have to demonstrate “withitness” and you must stay one step ahead of them and their problems with “positive and constructive problem-solving...”

Research findings as they relate to best practices for discipline with anti-social students emphasize that discipline should be viewed as an instrument with its primary purpose to allow effective instruction and learning.

“Proactive approaches are essential”...you have to demonstrate “withitness” and you must stay one step ahead of them and their problems with “positive and constructive problem-solving that is preventative. This means you have to teach the skills to replace the problem behaviors and you have to use positive reinforcement for both the absence of the problem behavior and the use of the new skills.

Five key components of the proactive discipline model:

1. All staff must support each other in implementing discipline....staff never undermine each other in front of students.
2. Consistency and predictability are essential.
3. Setting high standards
4. Clear, functional rules and expectations.
5. Accountability for outcomes.

Five suggestions for successful implementation of proactive, positive discipline:

1. Develop a set of rules:
 - 4 - 6 maximum
 - state in positive terms using clear, concise, concrete language
 - identify specific behaviors to illustrate the range of acceptable variations
 - identify clear positive and negative examples to illustrate each
 - post them in the classroom
2. A variety of privileges be identified:
 - earned privileges must be identified
 - student must understand these are earned privileges, not lost rights.
3. Frequent and objective feedback occurs through a combination of privileges and a level system.
4. Physical arrangement of the classroom impacts the success or failure in achieving your behavior goals.

5. Transitions are very difficult for these students.

- establish a schedule for transitions between types of activities within each period
 - post the schedule
 - establish transition procedures.
6. Help students develop higher self-esteem by offering frequent, realistic and constructive feedback on successes and areas of concern.
 7. Ensure corrective interventions contain a series of steps so that the least intrusive is followed first. ■

Provincial Forum on the Sexual Exploitation of Youth

by Kathi Hughes

For the first time in its six year history, the Provincial Forum on the Sexual Exploitation of Youth was held outside the lower mainland on March 14.

Prince George was the host city. The Forum is funded through the Justice Institute of National Crime Prevention Centre.

Within three days of notification, the Forum filled with 105 representatives from across the north. We listened, interacted and emoted with a variety of impactful presenters.

Dr. Sue McIntyre, keynote speaker, presented her retrospective research study. The first study, entitled "The Youngest Profession The Oldest Oppression" occurred in 1991 - 1992. Fifty young people, (9 males and 41 females) were interviewed in Calgary.

In 2000 - 2001, she commenced a retrospective study entitled "Strolling Away". She re-interviewed as many of the 50 individuals as possible from the first study. The keynote highlighted the findings of both studies.

Following the keynote, two theater groups presented. Street Spirits, from Prince George, presented an interactive play on

sexual exploitation. Next, a group from Coquitlam presented "Taking Care of Ourselves, Taking Care of Others". This is a program which is taken into schools to educate children on recognition and dealing with sexual exploitation of youth.

Cherry Kingsley, Executive Director for the International Centre to Combat Exploitation of Children, gave an impactful personal story of sexual exploitation. Others from the audience also shared their stories.

Others presented on DISC/FACES/POP; these are three programs in the Lower Mainland which work on identifying and consequencing the sexual exploiters.

The day ended with a forum of local representatives of CASEY, School District, RCMP, Media and others sharing ideas on how to effectively collaborate to combat sexual exploitation of youth in Prince George. Participants then brainstormed solutions and devised an action plan for implementation.

We are hopeful that "the north" can host its own forum next year. ■

FIX: The Story of an Addicted City

Canada Wild Productions
Nettie Wild

This is a "mandatory" film for any of us working with at-risk youth and/or involved with community mobilization. This 90 minute documentary tells the 18 month story of the birth of a social movement in Vancouver's downtown eastside that began in the late 90's and engaged city council, local businesses and drug users in a heated debate over opening the city's first safe injection site. The documentary focuses on the real activists involved in the movement

The philosophy of the sites is based on the idea that crackhouses and shooting up in public are unsafe. By moving users inside a supervised, clinical environment where nurses and support workers are on hand, users won't overdose, spread diseases and will have a better chance of kicking the habit than if they're left on the streets to die.

I recommend this video for purposes of professional development in the areas of drug issue awareness and community mobilization.

ORDERING INFORMATION:

Canada Wild Productions Ltd
1818 Grant Street
Vancouver, BC V5L 2Y8
Email:
betsy@canadawildproductions.com

Cost: home use—\$30.00 incl taxes
plus \$8.00 s/h
institutional use—\$150.00 incl taxes
plus \$8.00 s/h

BCTF Update: Changes to the Grad Program

by Anita Chapman

In a press release dated April 23, the minister of Education announced changes to the Graduation program today. Some of the earlier proposals that the BCTF and others opposed will NOT be implemented:

- mandatory PE 11 and 12,
- a requirement for all schools to offer all three Math 10 and 11 courses (essentials, applications, and principles),
- mandatory pathway concentrations.

However, grade 10 will be added to the graduation program, along with five new provincial exams in grade 10 and 11. The exams will be in Language Arts 10, Mathematics 10, Science 10 and Social Studies 11., and will count for 20% of the student's final mark. The Federation is concerned that these changes, taken together, will have a negative effect on our most vulnerable students and perhaps increase their dropout rate.

Contrary to the earlier proposal from the minister, all current provincial grade 12 exams will be maintained, including all the language exams. The cost of the new exams and maintaining the current ones accounts for more than half of the ministry's projected costs for the grad changes, 1.2 million dollars for exams compared to 1 million for all the rest of the changes put together.

Students who do not need provincial exam results for post-secondary entrance or to compete for scholarships will have the option of taking the course without writing the exam.

Students will be required to complete graduation portfolios. The concerns teachers and others raised about practical considerations like class time, staffing, etc. have not been addressed. Today's announcement says that "schools and school boards will have autonomy to decide how best to organize portfolio assessment in their schools, based on ministry standards."

The course requirements for graduation announced today do not differ from those proposed earlier. Students will be required to take 80 credits in grade 10-12, the equivalent of 20 four credit courses. Of that, there will be 40 required credits, 28 elective credits, and four credits for portfolio assessment. The required credits will be:

- Language Arts 10 (4 credits)
- Language Arts 11 (4 credits)
- Language Arts 12 (4 credits)
- Social Studies 10 (4 credits)
- Social Studies 11 or First Nations Studies 12, or the new Canadian Civics 11 (4 credits)
- Science 10 (4 credits)
- Science 11 or 12 (4 credits)
- Mathematics 10 (4 credits)
- Mathematics 11 or 12 (4 credits)
- Physical Education 10 (4 credits)
- Fine Arts and/or Applied Skills 10, 11, or 12 (4 credits)
- Planning 10 (replaces CAPP 10, 11, and 12) (4 credits)

There will be no limit to the number of locally-developed courses students can count toward graduation.

The full text of this announcement can be found at:

www.gov.bc.ca/prem/down/cabi/april_23_graduation_requirements_open_cabinet_submission.pdf

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Master of Educational Technology

by Elaine Decker

Last fall, UBC's Faculty of Education and Tec de Monterrey Universidad Virtual of Mexico began an exciting new joint graduate degree completely online, that attracted hundreds of students from around the world. Admissions are now being considered for courses that begin in September, 2003. The details of this Master of Educational Technology (MET) and its related certificate programs are detailed below.

MASTER of EDUCATIONAL TECHNOLOGY (MET)

(joint degree: University of British Columbia, Canada; Tec de Monterrey Universidad Virtual, Mexico)

Apply now for courses beginning in September, 2003

Earn your Master of Educational Technology degree ... by participating in a dynamic, international, online program dedicated to the exploration of education and technology.

This innovative program will appeal to K-12 teachers, curriculum developers, professional development leaders, administrators -- anyone concerned with working and teaching in a technology supported environment.

In this program you will ...

- Consider different theories about technology and relate them to your own context.
 - Apply instructional design and learning theories to your teaching practice.
 - Engage in cultural and media studies, discussing class, disability, ethnicity, gender, race and sexuality in cultural practice.
 - Explore text technologies, technology in the arts and humanities, in the math and science classroom.
- Consider the educational implications of e-business and the management of technologies.
 - Complete case studies and projects with other students in a global, online classroom, benefiting from teaching and design experiences from around the world.

Details, details ...

- ten courses required -- four core courses and a rich selection of electives
- online application and registration, credit card tuition payment, dedicated administrative support
- online seminars, individual and interactive research projects
- up-to-the-minute Internet and print resources for critique and application.

NOTE: Five course certificate options are also available. For more information ...

E-mail: info@met.ubc.ca

Web: <http://met.ubc.ca>

BOOK REVIEW

SAFE TEEN:

Powerful Alternatives to Violence

by Anita Roberts

Polestar: 2001, ISBN 1896095992

\$21.95

This is a great book. For those of us fortunate enough to have experienced Anita's training sessions and implemented her strategies, this book is a great complement. If you have not experienced the training, then this book is a great introduction to her ideas and strategies.

This is an essential guide to preventing violence and building inner strength for teenagers, parents and educators. As with the "Safeteen Program", the ideas presented within the book provides adolescents with the body-language and verbal skills they need to deal with peer pressure, de-escalate violence and build self-esteem.

The ten chapters are divided into four parts: Heart, Mind, Spirit, Body.

The book is captivating to read and easy to implement. Anita combines personal anecdotes, psychological theory, role-playing exercises and lively scenarios about teens into a potent, engaging, practical and inspiring work. Here is a timely, necessary and powerful book for all parents and educators - and teenagers - that offers lifelong alternatives to violence.

Kathi Hughes



President-To-Be's Remarks

by Jim Lawson

So how did this happen anyway? All I really wanted to do was get on some committee and contribute a little time to an association I had well appreciated and long respected.

Some years ago, I was asked to serve as a Regional Rep for the BCAEA, Vancouver Island Region. Well that sounds easy enough; a few phone calls to make now and again. Maybe exchange some emails. "Sure, why not."

But then, only a few months later..."Oh all right; sure I'll be the Regional Rep Coordinator." How difficult could that be? Just a few more phone calls and emails than before. "Sure, I'll do that." And I did for a couple of years running. What a nice job that turned out to be. I was expected to stay in contact with a number of enthusiastic and dedicated BCAEA members, promoting the ideals of an association I appreciated even more now. It was much like being the "Head Schmooszer" for the Association.

When changes in my "real" job took a turn, I had to step down for a year to take care of business but knew I really wanted to return to the fold (the BCAEA executive), as soon as possible. Luck would have it; the following year an executive position came available and I found myself in a new, even more exciting role, "Vice

President". How much trouble could that be? I was given a new lofty job title and a position on the Awards Committee. Thankfully, one of my continuing duties was to deliver the opening address at the annual conference. Schmoozing with 500 enthusiastic and dedicated BCAEA members all at once! Could it get any better than this? Apparently not.

A year later they gave me the news. "The Vice President is expected to assume the President's job following the two year term as Vice." So here I am. Tentative but honored nonetheless.

The good news is this; my job description continues to include making a few phone calls, exchanging a few emails, serving on the Awards Committee and schmoozing with as many enthusiastic and dedicated BCAEA members as possible.

I look forward to the next two years, with its new responsibilities and challenges. Your BCAEA executive is comprised of many dedicated, caring professionals that are committed to supporting all of you in your work with at-risk learners. My role, as current president, is to participate with enthusiasm in the realization of the BCAEA goals. ■

Working with Stuck Kids

Working with Stuck Kids is a course for those who would like more insight into the dynamics of stuckness, more ideas for dealing with troubled kids, and some strategies for helping kids get unstuck.

During a week-long course this Summer (July 21-25) in Vancouver, Dr. Gordon Neufeld, Ph.D. a developmental and clinical psychologist, will unravel a perplexing array of problems to reveal a single underlying theme and a singularly effective approach to reversing the condition

The course is appropriate for psychologists, teachers, psychiatrists, social workers, family physicians, community nurses, therapists and counsellors. This course is also appropriate for those who work with adults, as the dynamics of stuckness are the same for children and adults.

In a world of fragmented knowledge, esoteric terminology, strategies divorced from their philosophical moorings, and a smorgasboard approach to treatment, Dr. Neufeld is a breath of fresh air. He provides a comprehensive model that has evolved from years of synthesis and distillation.

The result is an integrated developmental approach rooted in depth psychology, grounded in the developmental paradigm, saturated in attachment theory, congruent with current neurological research and honed by 30 years of professional practice, parenting and personal reflection.

He educates in a most engaging way, speaks with passion and compassion, and makes difficult concepts easily understood no matter what one's exposure to the developmental literature. His model has clear implications for practice and treatment, regardless of one's arena of involvement.

For more information and registration, call Dr. Neufeld's office at 604.266.0021, consult the website www.gordonneufeld.com or email him at weekintensive@gordonneufeld.com

Registration is limited and tuition is \$545. Discounts are available for students and groups. ■

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1173 Pettman Road, Kelowna, BC V1Z 2R7

Telephone / Facsimile: (250) 769-1942

email: info@proactivecurriculum.com

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Communications 11	Math 10 Essentials*
Communications 12	Math 10 Principles*
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Earth Science 11	Psychology 11
Economics 12	Science 9
English 10	Science 10
English 11	Social Studies 9
Family Studies 11	Social Studies 10
Family Studies 12	Social Studies 11
Geography 12	
Law 12	

*Western Canadian Protocol

COMING SOON

English 9 (May 2003)

English 12 (Sept. 2003)

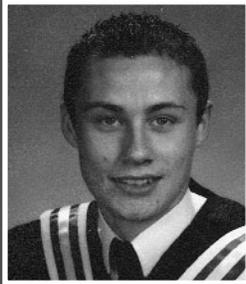
WHAT IS INCLUDED?

All of our courses include a tabbed binder which contains photocopy masters (course outline, progress chart, worksheets, workbooks, unit tests and cumulative tests) and answer keys (worksheets, unit tests and cumulative tests). We also include a CD-Rom with the original word processing files on it in WordPerfect version 6.x or higher, formatted for an HP LaserJet 4050 printer. This allows you to customize the materials for your students easily.

WEBSITE

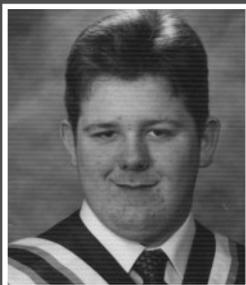
Please visit us at www.proactivecurriculum.com for our most current listing of courses, and download course samples in Adobe PDF format.

Student Awards 2003



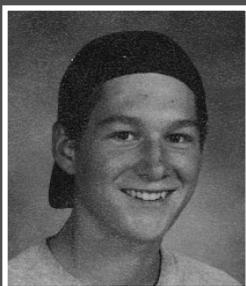
Kyle Mercer, Parksville (\$250 Student Development)

I have been in the Woodlands Secondary Alternate Program for four years and have really grown physically, mentally and emotionally. I don't give up on my work even if it means more work. I am now able to take ownership for my actions and change if required. I have been working as a Plumber's Apprentice for 2 years and plan to go to College to get my Plumbing certification.



Alex Baydala, Delta (\$250 Student Development)

I am proud of the many accomplishments I have achieved in my life. In grade 11, I finally got onto my school's honour role three out of four times. I have also worked for the Vancouver Canadians Single A Baseball Club as their scoreboard operator. My passion for doing sports statistics comes naturally. My short term future goal is to become a certified accountant.



Gerald Mathews, Keremeos (\$250 Student Development)

In the past few years, I was doing really bad in school. Grade 8 was the worst three years of my life. Now I'm on the honour roll and doing well in all classes. I never thought of graduating with my class next year, but now going to be able to. My future goals are to go to trade school and become a heavy-duty machinery mechanic and millwright for sure. Machines are one of the coolest things.



Jenn Felker, Nanaimo (\$250 Student Development)

I have been in Woodlands Alternate Program for 3 years and because of this program I have been able to accomplish so many things I otherwise wouldn't have been able to. I was failing before but now I'm trying by hardest and am on the Principal's List. My future goals are to go to college, study art and become a professional artist, my lifelong dream.

Ashley Chernoff, Golden (\$500 Bursary)

I am currently completing my grade 12 in Golden through an alternate program. My goal is to become a Red Seal Chef and attending Selkirk College in Nelson is my first step. The education and support I have receive from the alternate school and its staff has allowed me to complete my high school program. It has also encouraged me to explore and to set my future goals.

**Stephanie Cardwell, Delta (\$500 Bursary)**

In the fall, I plan to attend Langara College and reenroll in the university transfer program for the University of British Columbia. I have been able to see how educators can significantly impact students' lives. I too would like to pursue a teaching career so that I can make a connection with those children who may otherwise flounder, and empower them to fulfill their dreams.

**Saldana Bauman, Duncan (\$500 Bursary)**

My plans are to graduate this year with my Adult Dogwood. Next year I will go to Malaspina College and get all my prerequisites for the nursing program. All my life I have found the medical field fascinating, I would love to work with people with mental illnesses, women giving birth and in pediatrics. I know this is the journey that I want to take in my life.

**Kathryn Mader, Kamloops (\$500 Bursary)**

My long-term goal is to get a Dental Hygiene diploma. My plan is to work until next January, then take my prerequisite courses at UCC. I am determined to persist in achieving my goals even if things do not work the way I'd like them to. Before coming to the Kamloops Learning Centre I was a correspondence student for five years. Even now I depend on self-motivation and I am not losing track of where I want to go.



Kathi Hughes
Innovative
Programming Award

Student Activity
Grants

Special Activity
Grants

Concept Ed School Program, Prince George (\$500)

Concept Ed is an alternate program that currently services 12 full time and 6 part time youth. Things that make the program unique are the use of the medicine wheel, the emphasis on culture and how these relate to the location of the school. Concept Ed is an off site program that uses the resources of the Prince George Native Friendship Centre to enhance and support the education of individuals enrolled in the program. It attracts aboriginal youth who, for one reason or another, do not fit into the regular school system. Students academic proficiency is anywhere from grade one through grade ten. The program runs 4 days per week, one for each of the four aspects of the Medicine Wheel (mental, social, physical and emotional). Look for a more extensive report on this program in our next newsletter.

McCaffery Alternate School, Agassiz (\$500) Regional Sports Day

McCaffery Alternate School, in Agassiz, hosts a regional Sports Day near the end of each school year. Alternate Schools throughout the region are invited to attend this event. Schools from as far as Kamloops and Aldergrove have attended in the past. Spot prizes are awarded for improvement in academics, behaviour, social performance, attendance, emotional maturity, leadership recognition, peer help and other improvements they have been involved with. Look for photos in upcoming newsletter editions!

Chemainus Alternate School, Chemainus (\$700) Camping Trip

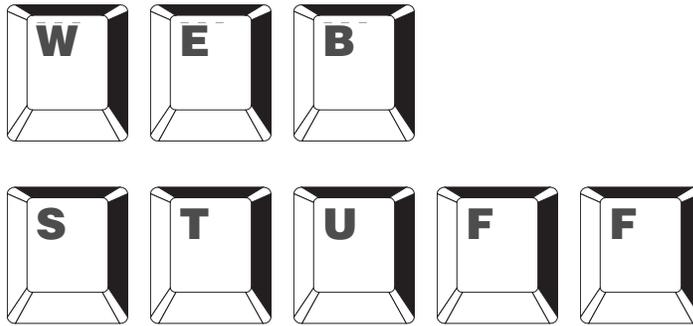
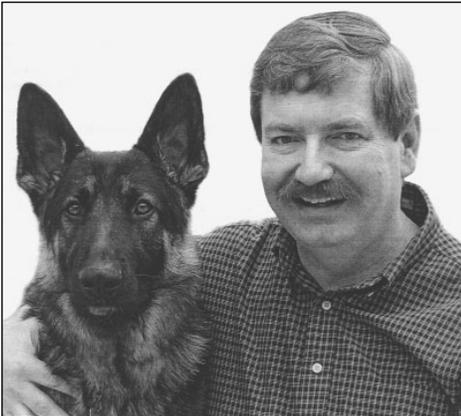
For many of the students of the Chemainus Alternate School camping is a new experience. All of the activities we do, whether it is in school or out on field trips, act as informal mediums to help motivate students and staff alike, they are useful tools in building student-staff relationships. This camping trip is yet another extension of this. It gives students an opportunity to remove themselves from the pressures from peers and/or family. It give the staff and students an opportunity to see each other in a different light. Experiences such as these are the meaningful ones that are often remembered well into adulthood. Look for pictures and or a website link in the next issue of our newsletter.

Vast Alternate Program, Port Alberni (\$500) Adventure Learning Program

Look for an article and photos from the Vast Alternate Program, Port Alberni covering the following activities: Avalanche Safety, Terrain, Snow Pack and Back Country Travel Assessments, Weather Patterns and Snow Survival.

Vast Alternate Program, Port Alberni (\$500) Stream Enhancement

Look for information in the next newsletter regarding a project undertaken by Vast Alternate Program that will incorporate parts of Streamkeepers and Salmonids in the Classroom as part of the Adventure Learning course at their school.



by Mike Shaw
Online Manager
BCAEA

YEAF Grant Application

Teachers of youth in care who are graduating and intending to pursue post-secondary education should make their students aware of the Youth Educational Assistance Fund (YEAF), which can provide up to \$10,000 in grant funding or loan repayment (up to \$2,500 per year) to former youth in care. Full particulars of the qualifications for this grant may be seen at

www.wved.gov.bc.ca/student/services/student/yeaf/welcome.htm

You can download the application form in PDF format from there.

This is a terrific opportunity for those of our students who are intending to pursue further education. Thanks to Kathi for pointing this out.

This information came via the BCAEA Listserv. Our ListServ is the perfect forum for the dissemination of this kind of information to our membership, and I encourage you who have received this message to remind your colleagues to join.

There is strength in numbers, and we all benefit from the sharing of information. All anyone interested in joining has to do is go to the BCAEA website: www.bctf.ca/bcaea click on the Discussion List link, and follow the instructions there. It takes less than a minute to join. ■

Interesting Links

<http://www.caseylifeskills.org>

Among the many resources on this web-site is an online evaluation of youth life skills. The assessment is completed on-line and automatically scored. This is great for pre-test and post-test.... check it out!

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