

alternate Newsletter

The BC Alternate Education Association: A PSA of the BCTF

Volume 30 Number 2, Fall 2019

Cape Scott: A Walk in the Park

Michele Genge

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Without the generosity of the BCAEA Student Activity Grant, my Advantage students, who live just 269 km away from Cape Scott, would never have been able to go there. That money removed the prohibitive financial barrier and provided a life changing experience for all of them. When you take our students out into the wilderness, magical things happen.

Austin, who got cold feet and nearly bailed on the trip just days before leaving, still gets a faraway look of wonder when he recounts the journey. "It was a one of a kind experience. It was fully new". The landscape was breathtaking for him. "I had never seen anything like those trees. I have been in the Northeast Woods but it was nothing like that. And the grassy meadow just before you reach the beach was so special!".

...continued on page 3

President's Message

Mike Shaw



As I approached the start of my 29th year in an alternate program I was in a reflective mood and over a steaming café latte, it occurred to me just how lucky I was to have fallen by accident into Alternate Education. Out of high school I apprenticed as a carpenter, and after ten years of building houses on Vancouver Island, decided to get my teaching degree and become a shop teacher. But somehow an opening in the shops never came up, and instead, after three years as a TOC, I was invited to be the founding teacher in a new Alternate program in my district. I had no idea what I was getting myself into, but as it turns out, it has been rewarding beyond belief!

I still remember my principal in 1991 sending me to something called the Challenge & Change conference, which back then was held at the Delta River Inn near the airport in Vancouver. I had no idea what I should sign up for, and vividly recall sitting in sessions that talked about Aspergers, FASD, autism, and a whole host of other words that I had never heard of before. Part way through that first morning I had a sense of panic, wondering just what the heck I had done! But as it turned out, what I had volunteered for was the most amazing and rewarding journey imaginable!

There is something compelling and almost addictive as a teacher when you realize that nearly every single day that you go to work, you are having a positive impact on the lives of your students, often in ways that you may not even know.

I have had the distinct pleasure and honour of having a grad look me up fifteen years after high school in order to say thanks. Thanks for not giving up on her, thanks for kicking her butt on more than one occasion, and thanks for helping her make the right decisions when faced with tough choices. It makes me smile and tear up even now. And for every kid that you do hear from, there are many other untold stories of your positive impact.

Do I save them all? Of course not. I used to remind a beginning teacher I worked with that not every steer makes it to the end of the cattle drive. But enough do, with the guidance of a dedicated teacher that I make that "cattle drive" year after year, just as I am sure you do. It is who we are, what we do best, and the most rewarding, important, and enriching job you can think of. Take pride in what you do. Pat yourself on the back from time to time, celebrate each small victory, and take pleasure in doing a job few others would want. You've earned the praise! ♦

Cape Scott

(continued from page 1)

The trip filled him with curiosity. “I want to know more about those rock formations and how the waves get so big”. He was blown away by the history of the area. “I can’t believe the perseverance they [early settlers] had to just keep going”.

There is nothing like a grueling first day hike of 18 km to build character and allow true colours to shine through. Exhausted and only halfway, Austin and Regan realized that petite Emma’s pack had a broken strap and kept falling off her shoulder. As Austin puts it, “Her bag weighed as much as she did”. So, since Regan’s pack was maxed out, Austin switched packs with Emma and carried the heavier awkward load. The bonds in the group only grew stronger.

Once they learned how to play the beach game called War, it was Regan and Austin who went around rounding people up to play for hours on end. The laughter and energy from these two amigos spread to the larger group. The recounting of Austin’s heart stopping, freeze in his tracks close encounter with a black bear while exploring with Regan became legendary at the campfire.

Hailey, who was the last one to join the trip just three days before leaving, had many epiphanies while out there. Reflecting on the physical challenge she proudly boasts, “We hiked 50 km in 4 days!” From a girl who regularly bows out of PE because she is not feeling well this ...*continued on page 15*

**We
hiked
50 km
in 4
days!**



Responding to Anxiety With Connections

Jenna Fisher

The goal is for students to improve daily functioning

Connections is a targeted support program jointly funded by Rutland Senior Secondary, Central Programs and Services, and Student Support Services in School District #23. The program provides specific support and skill building for students who have been diagnosed with anxiety and find school to be a challenge. The goal is for students to improve daily functioning; to this end, students work towards understanding their condition, and developing skills to manage the particular symptoms of their own anxiety. This is achieved through direct group instruction and individual coaching/counselling.

The Connections room provides a welcoming, “safe” place. The program is staffed with a full-time teacher, dedicated part-time counsellor, and an ARC support worker; this team works collaboratively with teachers/programs/administration in the school building, district personnel, community agencies, and the family. Connections provides wrap-around support which encourage independent functioning, primarily in the school environment, but also in the student’s life. Students are expected to attend scheduled classes and to access the Connections room for support as needed during the school day; the specific support students receive depends on their needs at that time. Referral to the program is made through the RSS School Based Team.

Why is it important?

Schools are busy places; navigating crowded halls, academic expectations and social interactions is challenging for many, but for those

with diagnosed anxiety, it can be debilitating. Typically, these students stop attending which results in academic failure and subsequent increased anxiety. Parents become frustrated when their strategies fail to garner any real improvement; this, too, elicits anxiety.

In the Connections program, the team develops a relationship with the student based on empathy and trust. The student gains a sense of support that is necessary for them to step outside of their comfort zone. Having a primary advocate within the school is essential in guiding fragile students towards success. This approach is supported by Gordon Neufeld

“Deep attachment to a caring adult is the key to helping children feel safe and preventing the problems that stem from alarm. Children need to rest in secure relationships, in the context of home and in any framework in which they are cared for. Parents, teachers, and caregivers together must be mindful of this most basic need”.

The Connections program provides a safe setting where students can interact with one another, feel accepted and appreciated, and experience a general sense of belonging. It is important that students with anxiety avoid isolation by developing relationships with their peers.

An alternate setting within the school is an essential component of the program. A designated room allows students to feel reas-



sured that they have access to a safe space and supportive adults as they work through daily challenges and face their fears. As outlined by Dr. Stan Kutcher, treatment for anxiety should be based on improving resiliency and independent functioning, rather than enabling avoidance.

While the Connections classroom provides comfort and safety for students, it is important to note that the program's primary goal is to facilitate the development of coping strategies and to encourage independent functioning. In Connections, students are enrolled in regular classes and expected to attend as scheduled.

Dr. Lynn Miller emphasizes the importance of social and emotional learning in assisting students with symptoms of anxiety. According to Dr. Miller, in order to treat anxiety, youth must learn skills to manage stress in adaptable ways. Dr. Miller has identified the following as important skills for youth to acquire in order to manage stress in healthy ways:

- Independent problem solving
- Ability to initiate, maintain and end friendships
- Interpersonal and effective communication
- Adaptability, flexibility
- Work under pressure ...continued on page 14

Treatment for anxiety should be based on improving resiliency and independent functioning

Who's In Charge Here, Anyway?

Dr. Deborah MacNamara

Bossy, commanding, demanding, insatiable, frustrated, restless, and resistant are just a few of the words used to describe the behaviour of children who act like they are in charge of their adults. These characteristics are not genetic, learned, nor can they be punished out of a child. They are the result of emotions and instincts that are fueling a child's behaviour, making taking care of them difficult and exhausting. These behaviours are a result of a growing phenomenon in our homes and schools where our kids are taking the lead in the adult-child relationship.

The number of children with dominance problems has steadily grown over the last thirty years, overturning the natural adult/child relationship that has existed for centuries. Without understanding the roots of how the relationship has become upended, adults are left to chase down rabbit holes and ineffectually focus on the myriad behavioural symptoms.

When there are dominance problems a child is driven (emotionally and instinctively) to displace their parent from the leadership role, and to act and talk like they are in charge. Instead of resting in their adult's care and following their lead, they insist on "fairness" and adherence to their version of the "rules." They can also be clingy, must have the last say, and claim superiority. While the child is attached to their parent, they are attaching in the lead position instead of a dependent one. Children can-

not rest, play, or grow if they are in the lead, making it the work of the parent to regain their role as the caretaker.

A LOSS OF LEADERSHIP

There are many reasons and ways parents can lose the lead when it comes to caring for their kids, including a lack of cultural support and a lack of confidence in what they can offer a child. Four of the more common reasons are:

Our love of independence

We all want to raise our children to become separate, social people who will be self-sufficient and goal-driven. The problem is not in wanting these things but in how we seek to get there. Children need to depend on their adults given their immaturity, which was always nature's intention when it came to raising a child. We are meant to be the ones to guide and orient them, share our values, look out for, protect, nurture, and defend them when necessary.

Children were not meant to take the lead in caring for themselves until they are mature but we can prematurely push this along. Adults were meant to slowly retreat to a consulting role by the teen years, but this does not come from pushing kids to grow up. Examples of this include expecting babies to soothe themselves or preschoolers to be able to self-regulate strong emotion, or when we push young kids into early academics instead of allowing them to play. When we push independence before our

*Kids
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adult-child
relationship*

children are ready, we communicate to them that they better care for themselves.

Our love of independence is eclipsing from view the necessity of inviting our children to depend upon us. All growth emanates from being deeply rooted in a trusting relationship and this is our role in raising a child—to ensure they are rooted in our relational gardens where we can cultivate them to mature, civilized ways of being in the world.

Offering too many choices

Promoting premature independence in kids often begets the parenting practice of asking our children to make choices about their

caretaking. What do they want to eat? Do they want to go to bed yet? Do we consistently surrender to their relentless demands for play dates and sleepovers? There are many ways we lose our rightful place as leaders, especially when we over-consult with them on what they need. That being said, there are age appropriate areas our children can show healthy leadership, such as taking care of a younger child or pet, deciding what they want to play with, or how much food their body wants to eat. The problem is with our belief that we have to ask our children questions to make them independent, when what they hear is that we don't know how to care for them nor know *...continued on page 8*

*All growth
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deeply
rooted*



Who's In Charge

(continued from page 7)

how to take the lead. A child will feel most secure when we read their needs and move to provide for them.

Too much separation

Parents face many stressors and competing attachments ranging from work responsibilities and financial obligations to divorce and health challenges. Kids need to count on their adults to provide routine, consistency, and stability. When parents are not available, and when they do not generously provide warmth and attention to their child, then insecurity may flourish. The more things that detract parents from their caretaking role, the more a child loses an emotionally safe, dependent relationship they require to grow. Further, while there often exists unavoidable separations parents and children face from each other given work and school demands, the role of surrogate adults in the child's life becomes just as important to ensure the child feels cared for.

Alarm-based parenting

Parenting is not for the faint of heart. While we have been caring for children for centuries, today's parents receive conflicting and contradictory advice, making the job seem even harder. Fear and lack of confidence in parenting stems from feeling like we don't have all the answers to deal with their tantrums, learning needs, or how to discipline them correctly. When we parent from a place of fear—being overprotective, never saying no, negotiating as if they were equals, distracting them from their upset, or mak-

ing everything work for them—we rob them of the secure base they would instinctively lean on when facing adversity. We need not worry that we don't have all the answers as long as we see ourselves as the answer to their needs.

THE MARKS OF A LEADER

Staying in the lead means inviting the dominant child to depend on us. We cannot force a child to rest in our care, but we can work to create the conditions that will foster it by accepting the work of the relationship and assuming the alpha role in the child's life.

To accept the work of the relationship is to keep our finger on the pulse of whether our children feel close to us, depend on us, and trust us. If our relationship feels strained or weakened, we need to repair and protect it and refrain from using separation-based discipline methods. Our relationship alone is what should influence a child's desire to obey, follow, attend, listen, and share the same values as us, and parents must take the lead in preserving it.

To claim an alpha role in a child's life is to act as their compass point and to help them make sense of the world around them. It means we don't simply meet their demands but anticipate their needs, and we seize the lead in nurturing and comforting them when they are facing futilities that are part of life. To invite a child to rest in our care we need to portray a strong alpha

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presence so that they feel we are in charge and can handle whatever comes our way, from tantrums, to resistance, to emotional outbursts.

Given the intense nature of the alpha child, it is common to hear that they need a “harder hand” or to be “taught a lesson.” If the response to an alpha child is to exploit their dependency, remove things, punish, or lord one’s authority over them, this will do little to court reliance on a parent. At the same time, you cannot give in to unreasonable demands or fail to lead through the storms that occur. The place that one must lead an alpha child from is one of caring dominance where the parent is in charge but the child will not experience their care as adverse or unsafe. It is only through warmth, generosity, and capably setting limits while dealing with upset that will convincingly demonstrate that a parent is their best bet.

RECLAIMING LEADERSHIP

There are three things we can do to give our kids an invitation for relationship that they cannot refuse.

Reassert your caretaking stance

One of the most important strategies for managing an alpha child is to lead from one’s own alpha (read: caring and firm) stance. You need to convey to the child at every turn that you can take care of them. Finding the place inside of you that wants to take care of them, seeing yourself as strong

and able enough to take care of them is a must. You may not always feel this way but by acting in this role every day, small gains can be made. If a child with a dominance problem recognizes that they can defy and baffle their caretakers, they will not trust in your caretaking. While there will be times a child gets very frustrated because you won’t give in to their demands, the feeling of being too much for their caretakers will only reinforce their alpha stance.

Invite dependence

To invite dependence, a parent must make it safe to be depended upon. When adversarial parental authority is used to control the child by taking things away or denying privileges in order to gain compliance, this will do little to build trust and will only exacerbate a child’s alpha stance. Time-outs and other forms of separation-based discipline can convey to the child the relationship is conditional and based on good behaviour only. A parent must steer through stormy behavior by not using their power to coerce compliance. Sidestepping the battle in the middle of conflict, and talking about the child’s feelings and behaviour after the fact can go a long way to preserving both the dignity of the child and the parent.

Take the lead in activities

An effective strategy with an alpha child is to find windows of opportunity where the child must depend on their adult for care. Taking the child on outings can achieve this. Many alpha chil- ...continued on page 16

*To invite
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Unplug and Play Day

Michele Genge



Tired of looking at the never-ending cell phone room whining about addicted students? Then put real. Don't just condemn their fashioned way – without dev contact. Plan yourself an Un Secondary, a small town sch Comox. We planned one day

We had a smorgasbord of a chance to sign up online thr at a conference. There were Hike, Mount Beecher Hike, W ing, Suspension Bridge at Elk at Trent River. There were in volleyball, tennis, squash, ic board games at Games and C est in organizing, we present choices, and lots of them. T



tops of student heads and policing the phone addiction? Even more tired of staff the epidemic of disengaged and tech- your heads together and do something r toys. Teach them how to play the old- vices and with real face to face human plug and Play Day! We did at Highland pool of 700 students in grades 8 to 12 in y to be device free and play full!

activity choices and gave students the ough Event Planner, just like we would e all day off site activities: Ripple Rock Wild Play high ropes, Indoor Rock climb- k Falls, sea kayaking, and fossil digging town facility activities: curling, beach ce skating, swimming, pickle ball, and Grind. Whatever a teacher had an inter- ed as options for sign up. Students had here were on site activities: fly tying,

rattle making, badminton, boxing, therapy dog snuggling, dream catcher making, and geocaching. A veterinarian even came and ran an agility training session with eight students and their dogs. It was the first session to sell out.

The day itself was sunny and warm. Hallelujah! We were able to set the tone for the day from the get-go – music on intercom, sidewalk chalk for art and play, fresh fruit for snacking provided by LUSH, and therapy dogs in the hallway. A vice principal with a clipboard directed traffic and loaded the buses. Teachers with attendance lists to collected students at prearranged locations. It was a smooth launch.

At lunchtime Love’s Ice Cream truck set up in our front walkway. The activities both morning and afternoon went off smoothly, with students and teachers coming back at the end of the day bursting with excitement and enthusiasm – asking when the next Unplug and Play Day would be. The only hiccup was a wheel coming off the bus while driving to Campbell River, which was remedied quickly by the arrival of another bus. You can’t call it a big day if there isn’t a bit of drama! *...continued on page 12*



All our Advantage Program students went to activities that engaged them and allowed them to feel more a part of the community. We used an anonymous donation to enable one student to go to Wild Play. Austin was over the moon with excitement – before, during, and after. Nikki, who

wants to be a vet tech, spent the day with Therapy Dogs. Brayden, who struggles with academics, went ice skating with our EA, Patti, and dazzled the group with his speed and skill. Andrew, who has ASD and struggles immensely with school attendance, showed up early to go to Games and



Grounds to play board games all day with his best buddy, Alex, another high functioning ASD student. Danica, a gloomy girl who has experienced enormous trauma, came back from fossil digging talking excitedly while showing her finds and grinning from ear to ear. Witnessing the growth and

enthusiasm made all of my efforts in organizing worthwhile. ♦

Michele Genge is the learning support teacher in the Advantage Program at Highland Secondary in Comox She is also the BCAEA Secretary.

Responding to Anxiety

(continued from page 5)

In a
traditional
support
room,
students
access
support
when
unregulated

As part of the Connections program, students are provided direct instruction which focuses on social and emotional learning and the development of effective coping strategies. Providing regular opportunities to learn and to practice self-regulating skills allows students to delve into understanding how to manage their own anxiety. Moreover, it also gives them an opportunity to learn skills while regulated. In a traditional support room, students access support when they are unregulated, which is an inappropriate and ineffective time for students to learn coping strategies. Guiding students in their learning and reinforcing effective strategies allows them to gain control and independence.

The guiding principles of the Connections program are rooted in research and best practice. Having the Connections program within the traditional school provides students with a sense of support and safety that allows them to push into their fears and face their anxieties on a daily basis. Unlike other programs, Connections provides an opportunity for students to learn essential social and emotional literacy and coping skills. It is this combination of support, education and self-awareness that allows students to gain the resilience and independence necessary for them to successfully graduate from high school and become functioning members of society. ♦

Jenna Fisher is the Connections support teacher at Rutland Senior Secondary.

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Visit www.proactivecurriculum.com for more, or contact me directly: mike@proactivecurriculum.com.

Cape Scott

(continued from page 3)



Everyone
was making
mistakes
and it was
okay

was no small feat. She tapped into inner reserves she never knew she had. It was a journey of self-discovery. “I knew I liked nature but never realized I was really outdoorsy”. She loved the big open skies and wide sweeping beaches. The quiet was comforting and the sunrises and sunsets were spell binding. She spent her rest day roaming the beach for shells. When she discovered thick grass, she gathered it and started weaving. The wolf tracks fascinated her as “you realized that hey they still exist and they’re around us”.

She, who struggles with self-regulation daily, had no anxiety out there. “I had no worries about screwing up because everyone was making mistakes and it was okay. It was new for all of us and we were

all learning”. Likewise, around the campfire, she felt included. “We got to know everyone, really know. We all chatted and felt included”.

The legacy of the trip lives on. Both Austin and Regan declared on day one of the school year, “We’re going on any outdoor trip that’s offered this year!”. Hailey wants to come back next year to help lead a trip. What more could you ask for? ♦

Michele Genge is the learning support teacher in the Advantage Program at Highland Secondary in Comox She is also the BCAEA Secretary. **Dave Prothero**, was one of four chaperones and the guide for the expedition to Cape Scott He provided the photos.

Who's In Charge

(continued from page 9)

The
child will
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offered

dren refuse to leave the house simply due to the fact that the request is coming from their adult (over whom the child is “supposed” to have authority) and because their house is also their safe “kingdom.” Despite their protests, getting them out and leading them to a new place in which they must depend on your expertise to navigate can dislodge their alpha stance temporarily.

If we can see the alpha child for what they are—a child who no longer depends on their adults—then we can find our way

back to demonstrating we are the security they seek. When an adult regains the lead through caring dominance, the child will rest in the caretaking offered and be freed of their hunger for connection. ♦

Dr. Deborah MacNamara is the Director of Kid's Best Bet, a family counselling centre, on Faculty at the Neufeld Institute, and is the author of *Rest, Play, Grow: Making Sense of Preschoolers (or anyone who acts like one)*, which has been translated into seven languages. Reprinted by permission.



Proposed 2019-2020 Budget

PSA Member Grant - Form 2 Proposed budget for Fis 2019-20

PSA Name: **BC Alternate Education Association**
PSA #: **Y-700** <- (Enter # here 3 digits)

BCTF GL	PSA	BCTF Sub-code	Description	Fiscal 2018-19 Budget	Fiscal 2018-19 Actuals	Fiscal 2019-20 Proposed Budget
Rounded to nearest \$100						
901000	Y-700		Ending 2018-19 Income surplus (deficit)	\$ 195,455.00		\$ 130,143.25
902000	Y-700		Less Portion of income surplus held as reserve June 30, 2019* for future years.			
903000	Y-700		Conference surplus outside account, June 30, 2019	6,523.00	4,116.20	4044.29
904000	Y-700	9930	Membership/subscriptions fees	14,383.00	18,342.25	
904000	Y-700	9930	BCTF members	258.00 @ \$ 30.00	8,000.00	7,740.00
904000	Y-700	9930	Students/Retirees	16.00 @ \$ 15.00	240.00	240.00
904000	Y-700	9930	Subscribers	179.00 @ \$ 55.00	8,142.75	9,845.00
904000	Y-700	9931	BCTF grant	7,000.00		10,000.00
904000	Y-700	9933	Sale of back issues	0.00	0.00	0.00
904000	Y-700	9934	Interest income	1,100.00	3,494.16	1,500.00
904000	Y-700	9935	Project grants	0.00	0.00	0.00
904000	Y-700	9939	Other Meeting Revenue	0.00	45.00	0.00
904000	Y-700	9942	Advertising Revenue	0.00	0.00	0.00
905000	Y-700	9940	Professional Learning/Conference fees	80,000.00	49,605.89	80,000.00
905000	Y-700	9941	Professional Learning/Conference grants	0.00	0.00	0.00
905000	Y-700	9942	Professional Learning/Conference advertising revenue	0.00	0.00	0.00
905000	Y-700	9943	Professional Learning/Conference exhibits/sponsorships	2,500.00	2,875.00	2,500.00
905000	Y-700	9948	Professional Learning/Conference sale of souvenirs	0.00	0.00	0.00
905000	Y-700	9949	Professional Learning/Conference miscellaneous (specify)*	0.00	0.00	0.00
Total Income (& Surplus available for use)				\$ 321,343.75	\$ 86,478.50	\$ 246,012.54
Expense Accounts						
906000	Y-700	9950	Meeting—executive	\$ 20,000.00	\$ 10,653.30	\$ 20,000.00
906000	Y-700	9951	Meeting—table officers	0.00	0.00	0.00
906000	Y-700	9952	Meeting—PSA Council*	0.00	0.00	0.00
906000	Y-700	9953	Meeting—subcommittee	5,000.00	3,139.89	7,000.00
906000	Y-700	9954	Meeting—annual general meeting	5,000.00	1,400.64	3,000.00
906000	Y-700	9958	TTOC expenses for meetings	12,000.00	17,521.23	20,000.00
906000	Y-700	9959	Meeting—other	0.00	4,095.09	0.00
907000	Y-700	9960	Publication—journal	0.00	0.00	0.00
907000	Y-700	9961	Publication—newsletter	3,000.00	1,793.79	3,000.00
907000	Y-700	9962	Publication—other	100.00	0.00	0.00
907000	Y-700	9969	Publication—equipment	0.00	0.00	0.00
908000	Y-700	9970	Operating	5,000.00	9,790.55	5,000.00
908000	Y-700	9971	Equipment purchase	5,000.00	98.81	5,000.00
908000	Y-700	9972	Chapter support	1,000.00	0.00	1,000.00
908000	Y-700	9973	Affiliation fees and meetings	3,000.00	0.00	3,000.00
908000	Y-700	9974	Response to curriculum or development of resources	0.00	0.00	0.00
908000	Y-700	9975	Projects	0.00	0.00	0.00
908000	Y-700	9976	Complimentary memberships	0.00	0.00	0.00
908000	Y-700	9978	Scholarships	20,000.00	11,600.00	20,000.00
908000	Y-700	9979	Miscellaneous	1,000.00	40.00	1,000.00
909000	Y-700	9980	Professional Learning/Conference—operating	25,000.00	20,985.82	30,000.00
909000	Y-700	9981	Professional Learning/Conference—facilities	5,000.00	3,491.25	5,000.00
909000	Y-700	9982	Professional Learning/Conference—catering	20,000.00	19,566.54	20,000.00
909000	Y-700	9983	Professional Learning/Conference—printing	2,500.00	2,067.87	2,500.00
909000	Y-700	9984	Professional Learning/Conference—promotions	2,500.00	282.42	6,000.00
909000	Y-700	9985	Professional Learning/Conference—committee costs	10,000.00	3,503.46	10,000.00
909000	Y-700	9986	Professional Learning/Conference—entertainment	20,000.00	13,876.84	20,000.00
909000	Y-700	9987	Professional Learning/Conference—equipment rental	10,000.00	6,360.43	10,000.00
909000	Y-700	9988	Professional Learning/Conference—speakers	30,000.00	17,565.67	30,000.00
909000	Y-700	9989	Professional Learning/Conference—start up costs	0.00	0.00	0.00
909000	Y-700	9998	Professional Learning/Conference—hold, future conference expenses*	0.00	0.00	0.00
909000	Y-700	9999	Professional Learning/Conference—miscellaneous (specify)*	10,000.00	0.00	0.00
Total Expenditures				\$ 215,100.00	\$ 147,833.60	\$ 221,500.00
Expected 2019-20 Year End Surplus				\$ 106,243.75	\$ (61,355.10)	\$ 24,512.54
902000	Y-700		2019-20 Authorized Savings	\$ -	\$ -	\$ -

Please attach your 2018-19 financial statements when submitting.

Notes to Accounting:

June 2019 Financial Statement



BCTF

British Columbia Teachers' Federation A Union of Professionals
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca
604-871-2283 1-800-663-9163

BC ALTERNATE EDUCATION ASSOCIATION **Y700**

STATEMENT OF RECEIPTS AND DISBURSEMENTS (Note 1)
FOR THE YEAR ENDED June 30, 2019

Balance, July 1, 2018 \$ 195,455.32

Receipts

BCTF grant	8,000.00
Membership/subscription fees	18,342.25
Interest	3,608.39
Other	90.00
Conference fees	49,605.89
Conference exhibits/sponsorships	2,875.00
	82,521.53

Disbursements

Meeting-executive	10,653.30
Meeting-subcommittee	3,139.89
Meeting-annual general meeting	1,400.64
Meeting-TTOC costs	17,521.23
Meeting-other	4,095.09
Publication-newsletter	1,793.79
Operating	9,790.55
Furniture/Equipment Purchase	98.81
Scholarships	11,600.00
Miscellaneous	40.00
Conference-operating	20,985.82
Conference-facilities	3,491.25
Conference-catering	19,566.54
Conference-printing	2,067.87
Conference-promotions	282.42
Conference-committee costs	3,503.46
Conference-entertainment	13,876.84
Conference-equipment rental	6,360.43
Conference-speakers	17,565.67
	(147,833.60)

Balance, June 30, 2019 \$ 130,143.25

Notes:

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

10/17/2019
PSA Financial Statements June 2019.xls
CQ/tfeu

2019–20 Goals and Objectives

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION (method & criteria)
Promote alternate education.	Network with other PSA's and programs that support the association's goals.	Free conference registration for PSA presidents. Send Newsletter to interest groups. Maintain website.	PSA presidents attend conference. PSAC receives Newsletter. Web page updated.
	Network with organizations that deal with alternative education programs and students.	Liaise with Ab.Ed and DL PSAs. Provide related workshops at conference.	Ab Ed and DL presence and workshops at Alt Ed conference.
	Dialogue with Ministry Staff as appropriate.	Invite relevant Ministry staff to participate in or attend annual conference.	Ministry staff present at conference.
Support and promote PSA membership, networking, and professional growth.	Promote membership.	Include membership in conference registration. Encourage non-members to join the PSA.	Membership increased or maintained.
	Support regional development and promote local chapters of BCAEA.	Provide expertise and financial support for regional conferences and activities. Provide start up grants and maintenance grants for LSAs.	Representatives at regional and other conferences. LSAs established and maintained.
	Support professional growth.	Hold annual conference. Provide info about exemplary programming, services, and curriculum. Provide release time and expenses for mentorship, capacity building, training, and succession.	Conferences held. Exemplary programs, services and curriculum workshops at conference. Budget includes funds for mentorship, and training for succession (subcommittee meetings and TTOC).
Communicate and engage with members.	To communicate with members	Maintain website and ListServ, publish newsletter, Tweet.	Website visited, ListServ used, newsletter read, Twitter account active.
	To engage with members	Send welcome letter to new members. Invite to join ListServ.	ListServ membership active.
		Send communications to members three times per year.	Monitor response rate from each campaign and how often communications are read.
Provide services to members.	Maintain provincial directory of Alternate Programs	Maintain a directory of all Alternate Education Programs in province. Provide to members on website.	Directory accessed by members.
	Provide Student Activity Grants	Provide Student Activity Grants	Student Activity Grants awarded. Winners highlighted in newsletter.
	Recognize contributions to BCAEA.	Provide Innovative Programming Award. Provide Anita Chapman Award.	Awards granted. Winners provide a write-up for the newsletter.

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The Last Word

Sean Blake



I hope that everyone had a wonderful summer, and subsequently, a smooth start to another year in the classroom. I have been reminded more and more lately that the classrooms that we alternate teachers call home look vastly different, and for some aren't even a physical building at all. Some of the most powerful and telling moments I have had with students have come outside the classroom during breaks or getting lunch and it got me wondering. Is there something about the physical walls of a school building that contributes to the construction of the emotional walls our students put up?

I have been talking with a few of my students about this over the past months and it has come to light that almost all of them have past experiences with school that have negatively imprinted on them so much that they have labelled all schools as unsafe or unwelcoming. The simple act of walking into the building, easy for you and me to do, is a monumental hurdle for these kids to overcome. Perhaps we should eliminate this step altogether.

There are many examples of school programs that get outside the traditional school walls, ranging from the field trips that most of us probably do, to entire

schools that take place outdoors. The Unplug and Play article on page 12 showcases one such approach, and it is a testament to the quality of learning that can happen outside the constraints of the classroom.

I think back on my own very traditional school experiences, and can barely remember the hours I spent in the classroom. I can, however, vividly recall the week I spent at Space Camp participating in training simulation missions and learning about science and teamwork. I would venture a guess that all of you have a similar experience with the memories of your education. With that in mind, I find myself pondering society's approach to education as a whole as well as my own practices as an educator. How can we break down these walls and change the institutions we are so entrenched in?

I would be very intrigued to hear about the "outside the box" approaches you use in your classrooms. How are you tearing down walls and changing the way we look at education?

Email me at editor@bcaea.com if you would like to share your stories and be featured in our newsletter. I look forward to hearing from you. ♦