



alternate **Newsletter**

The BC Alternate Education Association: A PSA of the BCTF

Volume 31 Number 2, Fall 2020

Bringing a Dog to School

Shari Feeney

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When you walk down a hall in my school, you may encounter our therapy dog, Boomer. There were originally reservations in our district about having a therapy dog, but now Boomer is one of the most sought after staff members for his ability to enhance many components of social and emotional learning (SEL).

I'm in my 25th year in education, and I believe in the necessity of teaching social and emotional skills—they really do help students thrive academically.

I've seen Boomer stop a child's tears in record time, help a school-phobic kindergarten walk into school with enthusiasm, reset an anxious *... continued on page 3*

President's Message

Mike Shaw



As I look back on the start of the school year, it amazes me that teachers and students are as resilient as they are with the strange circumstances we find ourselves in. Who would of thought that part of my daily routine this year would be donning disposable gloves and wiping down computers, calculators, pens, pencils, and assorted other shared classroom paraphernalia with disinfectant? Who would have thought I would be the hand sanitizer police, reminding students returning from break to be sure to disinfect their hands immediately upon re-entering the classroom? Unfortunately, these activities are just part of the routine this year.

It is interesting to see the varied responses to the stress we are all under from other staff and students. Some are quite cavalier in their approach, convinced that they won't catch COVID-19, or that it is a hoax, while others are much more cautious, maintaining strict social distancing and wearing a mask in class.

It makes the usual practices of an alternate program teacher more difficult. Those confidential chats in the office are nearly impossible. The kitchen is closed and the coffee maker shut down and put away. Sitting close beside a student and helping them with a

difficult math concept is no longer possible. My storefront school is considered one cohort, so masks are not yet mandatory for staff and students, but with the continuing increases in the number of cases, and a number of schools locally now having cases, it is only a matter of time I think, before that, too, will be required.

Perhaps the saddest situation for me this year is the difficult decision the BCAEA Executive made to cancel the 2021 conference. It was not made lightly, but was the right thing to do. The alternative would have been to simultaneously plan for both our usual two day event in Vancouver, and a one day virtual conference if it turned out we weren't allowed to gather in person. Planning a single conference when it is something done in your spare time is hard enough. Planning two at the same time is more than can reasonably be expected of volunteers who also teach full time. But the loss of our conference is felt keenly by the whole executive.

I saw a tweet the other day that summed up the current situation quite nicely: If 2020 was a bath bomb, it would be a f\$#!@ toaster! Stay safe. Your students need you more than ever! ♦

Bringing a Dog to School

(continued from page 1)

student's day, ease test-taking tension, and bring smiles and laughter to everyone he encounters.

BRINGING IN A THERAPY DOG

When the district first considered getting us a therapy dog, we were encouraged to raise questions and concerns. And before Boomer came, we did a pilot test with the high school's therapy dog, Violet, and found her presence in the school to be extremely beneficial to our students. For example, Violet would come into the English language arts class while students were reading, and teachers noted that students were visibly more relaxed when she was present and that they took more risks in their reading.

Research strongly supports the benefits of therapy dogs—our district carefully weighed the pros and cons of therapy dogs and decided that the pros outweigh the cons. Charlotte's Litter and PAWS for People list benefits of therapy dogs. They can:

- Lower people's blood pressure and stress levels
- Increase levels of dopamine and serotonin
- Improve physical well-being
- Decrease anxiety
- Dramatically increase positive mood
- Ease social isolation and help children learn social skills
- Help young readers gain confidence

Boomer joined us at the beginning of the school year, after all vaccines had been given. He goes to one 20-minute Morning Meeting a day (rotating through the classrooms), and visits classes at other times if teachers request him. Students can also request time with Boomer—the guidance counselor, one of the two handlers, or I will bring Boomer to the class, or the student can come to us.

Boomer creates an atmosphere of joy just by being present. He's excited to greet everyone and is nonjudgmental kind to all, and a great listener. His presence aids students struggling with friendship and home issues, school anxiety, and other problems. Students visibly relax and open up while petting or playing with Boomer.

The handlers have taken great measures to educate the students and staff on how to approach and interact with Boomer. All students are required to watch a slideshow that explains Boomer's role in the school as well as how he was trained and how to approach him. They're taught about dogs' body language and how to tell if Boomer is stressed, happy, tired, or hungry. These lessons tie back to social and emotional skills we foster in our students. They respect Boomer and care about him.

DOGS ARE NOT FOR EVERYONE

But there are people who oppose having therapy dogs at school, and they have valid concerns, including allergic reactions, pet maintenance, and fear of dogs. *...continued on page 11*

**Research
strongly
supports
the benefits
of therapy
dogs**

When Bringing School Home, Don't Sacrifice

Dr. Gordon Neufeld



You can't
be my
teacher.
You're my
mother!

There is a plethora of advice these days emerging on HOW to turn one's home into a school. The underlying assumption is that it is indeed in a child's best interest for this to happen. In many cases this could be true. For some children the cost could be too much.

The most important reason for thinking twice before turning home into school is that they would lose their sense of feeling at home with their family. Every child needs a home – that is, a relational place of safety, rest and invitation where their acceptance and value is not based on their achievements. It is true that not every child has this kind of home, but if they do, we would not want to spoil that. And if they don't, providing that kind of home should be our first priority. Even if the parent could somehow manage to multi-task, it doesn't mean that the child can still find the mother or father they need once the parent has turned into a teacher. Certainly this was true for one of our own children when we attempted to school him at home while we were on a family sabbatical overseas. This six year old was quite succinct about the impossibility of what we were trying to do. As he exclaimed to his mother at one point: "You can't be my teacher. You're my mother!". In our case, his mother was a professional teacher and quite capable of the multi-tasking required in serving a dual role. But the reality for our son was that his relational home with his mother was threatened when learning became the agenda.

There are a number of ways in which school can threaten a child's sense of home with family. To start with, going to school typically involves separating from parents. If a child's sense of home with their family has not matured to where they can preserve a sense of connection when apart from them, this separation will evoke powerful emotions of frustration, alarm and pursuit. These emotions underlie most problem behaviour, straining the very relationships the child depends upon.

In addition, when children lose their sense of home with their family, they are compelled to find another home to substitute for what they have lost. Many children end up replacing their family with fellow students at school. Unfortunately schools have become unwitting factories of peer orientation, pulling children out of orbit from the parents who are meant to be their answers, and into orbit around other children who cannot possibly take care of them. As evidence of this dynamic, you will find that most children today go to school not to learn about their world but rather to be with their friends. In other words, they feel more at home with each other than with their own family. This loss of feeling at home with their family has devastating effects on their emotions, their development, their learning and even on society as a whole. The topic is so huge I wrote a book on it and still only scratched the surface of this phenomenon.

the “Home”



These downsides to institutional learning can sometimes be reversed by educating children at home but the threat to a child's sense of home with family can still remain if the child's schooling becomes the top priority for these parents. During my professional career, I sometimes found myself recommending to parents that the emotional and behavioural problems they were facing with their child might be mitigated by taking the child out of school, at least for a while. Sometimes the results were stunning and rather immediate. Occasionally, however, this arrangement backfired. It seemed to me that one of the primary reasons for the failure of home educa-

tion as a prescription was when the child somehow lost the parent they needed in the process of that parent taking on the role of teacher.

We have a rather unique opportunity during this unprecedented crisis to actually get our priorities straight – home over school. Many children will need to be reclaimed and parents could well use the time to restore their rightful place in their children's lives. This is not necessarily an easy task, but nothing will work right for the child or for us as parents unless our children truly feel at home with us and can find in us ...continued on page 6

*The child
somehow
lost the
parent they
needed
in the
process*

Bringing School Home

(continued from page 5)

*This is
infinitely
more
important
emotionally*

the emotional rest and fulfilling love they need. Since we have them at home and we are being called to stay at home, what could be more important than cultivating their sense of home with us? This is infinitely more important emotionally and developmentally than figuring out how to turn our home into a school.

When we see what a child truly needs developmentally in order to learn and to grow, it helps us know where to put our focus. As a theorist, my life's work has largely been devoted to putting the puzzle pieces together about what children require for emotional health and well-being, including the realization of their full human potential.

In short, when distilled to the essence, the irreducible needs of a child are:

- a) right relationships with the adults responsible for the child;
- b) a soft heart where a child can feel tender emotions;
- c) sufficient rest emotionally and from the work of attachment;
- d) true play where the engagement is in the activity rather than the outcome.

These are the key factors in healthy development regardless of race, religion, gender,

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culture or society. This was true for our ancient ancestors and will be still be true for our descendants far into the future. When these conditions exist for a child, growth happens, potential unfolds, individuality emerges, curiosity appears. In other words, if the conditions are conducive, Nature can take it from there.

The critical question is: where are these four conditions more likely to exist for a child – in a good school or in a good home? Unfortunately, we all know homes where these conditions are missing, with tragic results for the children involved. In these cases, school is certainly the better bet. But the tragedy in today's society is that parents in fully functioning homes are believing more in what school has to offer than in what they themselves have to offer their children. They have lost confidence in themselves as being the answer to what children need most.

Unfortunately, even the best schools in the world are not set up for providing these prerequisite conditions for children. Many schools are much better now that they used to be, but these four essential factors are rarely on the agenda in any shape or form, at least not systematically. My work with schools has largely been devoted to helping educators understand and foster these conditions in schools. There is no doubt that schools can greatly increase their effectiveness when they start acting more as a home in this regard. But the

same could not be said in reverse. Homes do not increase their effectiveness by acting more as a school.

Back to the pandemic at hand. There is this idea that has taken root in our society that school is the most important factor in learning, if not development itself. The show must go on, we are told. In this context, I wish to remind parents who feel pushed to become teachers or at least teacher's assistants, that there is no more important role than being a child's home. Whatever you do, don't mess with this. And when things become too much, what needs to be sacrificed is anything and everything that could interfere with serving this role for a child. There is a bottom line – something to be believed in when adversity prevails. That bottom line is home – not school.

To summarize, it is not the interruption in schooling that should be our primary concern at this time. What we need to remember is that when school comes home, we must take care that it is not at the cost of the home a child needs. For many children and families, a break from school might be the best thing to come out of this pandemic. ♦

Dr. Gordon Neufeld is a Vancouver-based developmental psychologist, founder of the Neufeld Institute, and a long-time keynote speaker and presenter at our Challenge & Change Conference. Reprinted by permission.

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A De-escalation Exercise for Upset Students

Daniel Vollrath

So often we find students in a stressed or anxious state of mind. The most telltale signs are inappropriate behaviors or outbursts, negative comments, and anxiety-ridden movements such as fidgeting, leg shaking, and fist clenching. These signals should raise immediate concern and indicate to educators that a response may be needed. The goal is to guide the student to a self-regulated mindset, but how does a teacher do that?

First let's review what is going on with a student in the middle of an outburst. Cortisol, which is responsible for keeping people alive in the face of danger, is being released. Often referred to as the stress hormone, cortisol plays a crucial role in our ability to protect ourselves. When we experience stressful situations, the release of cortisol helps us respond rapidly, but it comes with a cost, as it negatively affects the brain's ability to function at an optimal level.

Think of it like this: You're in the ocean on a surfboard waiting for the perfect wave. A short distance away, you see a shark fin pop out of the water, heading your way. Immediately two chemicals—cortisol and adrenaline—are released and you enter the fight, flight, or freeze response: you can fight the shark, flee by paddling as fast as you can, or freeze and hope the shark loses interest in you. Whatever your response, you find yourself in a moment

of stress, anxiety, uncertainty, and fear due to heightened cortisol levels.

Now let's consider how this might look in a learning environment. At the end of a class, two students learn that they have received a poor grade on a science test. This is not a life-or-death situation like the approaching shark, but the physiological response is the same. The students' cortisol levels are high and they are anxious, a state of mind that doesn't support clear, conscious thinking. Upon entering their English class, the two students are visibly upset. One heads straight for their seat and begins to cry, while the other throws their book bag on the floor and punches the desk. For the teacher, recognizing these signs before beginning class is important.

THE STRESS RESPONSE AND THE BRAIN

The young brain can be confusing, complex, and often misunderstood, not only from the perspective of adults, but more importantly from that of the students themselves. In order for students to understand how their brain functions, it's important to teach them about a few parts of the brain and their functions. To keep it simple, teach them about the amygdala, prefrontal cortex, and hippocampus.

The amygdala directs rapid responses when necessary—the fight, flight, or freeze response. When the amygdala detects a threat, it responds faster than the prefrontal cortex, which directs the ability to make

The students' cortisol levels are high and they are anxious

decisions and problem-solve, and the hippocampus, which is responsible for remembering details and storing memories. The two areas of the brain most needed for academic work are thus bypassed. As a result, an anxious, stressed, or fearful state of mind can lead to poor decision-making, inability to think with clarity, and impulsive behaviours.

Learning how to calm ourselves is imperative for our well-being, and the following

technique, which is designed to decrease negative impulses and emotions, can be shared with students. The goal is to lead them to more regulated thinking and learning.

A DE-ESCALATION TECHNIQUE

Let's go back to the two upset students in their English class. They aren't ready to work, but the teacher can help by taking a few minutes to guide them back to a state of calm. *...continued on page 10*

*Learning
how to
calm
ourselves is
imperative*



De-escalation

(continued from page 9)

This process should take anywhere from four to six minutes and be centered on the student. I've provided a sample of what a teacher might say at each stage, but you should modify those statements so they feel natural to you.

If you have a paraprofessional or in-class support teacher, you can ask a student who seems upset to step out into the hallway or into an area of the classroom set aside for de-escalation. Or you can do this as a whole-class starter activity for anyone who might have something worrisome on their minds. Students can either choose this de-escalation technique—thinking over their answers instead of sharing them out loud—or engage in a warm-up activity connected to the class such as completing a journal entry or worksheet.

Give the student time to regain their calm: Say, "I notice you're really upset. Let's work together on breathing slowly for one minute in order to manage your impulses."

Direct the student to be aware of their thoughts and feelings: Say, "What's going on in your brain and body right now? Tell me how you feel and what you're thinking, and if you're ready to focus on moving forward with getting calm."

Have the student redirect their thoughts: Say, "Take a minute, close your eyes,

breathe slowly, and think about something that makes you happy. I know you told me how much you love your grandma's fresh-baked cookies. Think about walking into grandma's house in a calm state of mind as you smell the cookies, taste the cookies, and feel the warmth of them right out of the oven."

Give the student positive feedback on becoming calm: Say, "Now open your eyes. How are you feeling? If you need more time to settle down, let me know. You should feel happy and excited about your work in getting to this point."

Give the student a little more time to re-focus: Say, "Take a minute and do something for you. Go for a walk and get some air, or tell me about your baseball game the other night."

Have the student reflect for the future: Say, "The next time you're feeling this way and I'm not with you, what can you tell yourself in order to take charge of your thinking and behaviour, and get yourself to a regulated place?" ♦

*Originally published March 19, 2020 © Edutopia.org;
George Lucas Educational Foundation.*



Give the
student
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Bringing a Dog to School

(continued from page 3)



It's important to address these concerns and have open communication within the school community. Before we brought in Boomer, we reached out to schools with therapy dogs and to dog trainers, and conducted research on dog allergies and fear of dogs, in an effort to address potential concerns from the start.

Children and adults who fear dogs may have had a negative experience in the past or may not ever have been exposed to dogs. I've spoken with the families of children who fear dogs, and together we've created plans for different ways to accommodate them: They may opt to be out of the class when Boomer is present, or they may sit at or on a desk at the back of the classroom, or we may keep Boomer out of their classroom altogether.

Some students who choose to sit on their desk move closer once they see their peers interacting with Boomer—within a few class

visits, most will pet him. One student was terrified of dogs but wanted to overcome his fear, and one of Boomer's trainers worked with him over a period of time. Now he'll sit right next to Boomer.

Allergies are also an important issue to address because even though some dogs shed less than others, no dogs are hypoallergenic. Parents communicate with us about whether they want their child to interact with Boomer and to what extent. In classrooms with allergic students, we keep him on a leash to ensure that he stays away from them, and we haven't had any problems with Boomer being present in a room for up to 40 minutes.

It's difficult for those of us who love dogs to understand that not everyone feels the same way. No student is required to interact with Boomer. We ask them to be respectful of him, and we respect their wish to not be near him.

Boomer's impact on SEL this year has been significant. When he's present he has an instant calming effect—students more easily share concerns and feelings with guidance counselors, for example, and shy students come out of their shell. The pros have definitely outweighed the cons. ♦

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When he is present he has an instant calming effect

Student Showcase

Sean Blake and Anonymous

One of the first writing assignments I give my students is three simple paragraphs; descriptive, narrative, and explanatory. I find it is a great tool to help me understand a student's story while also getting a read on their literacy skills. These are the unedited and raw accounts of a young student and her perspective into the world of addiction.

Frozen Summer

The feeling of the scorching sun is melting into my frozen bones. That's not quite how it's supposed to feel, but it is sending shivers down my spine and freezing my boiling blood. The ice that once kept me almost too warm, has worn off leaving me colder than ever before. The slightest breeze could raise the hair on my arms. My people are sitting in the shade, escaping the hellish heat, but I sit alone in the bright beams, still trembling. I am unable to keep in any of the heat that they are trying to escape from. The ice I had inhaled before still held me captive in a state of icicle bones and shattered psyche. I was sitting alone in what others probably felt as a burning blaze, yet I was numb to the heat. All that was left to feel was the ice dragon in my soul, making me violently shake in its mercy.

Lost Souls

Downtown Kelowna in the summer is a lot of fun for most people, going for ice cream or having fun with family, but for the few lost souls, summer is a game of life and death. The summer of 2019 started with pure teen-

age fun, wreaking havoc in a drunken blur. Soon enough the liquor just didn't cut it anymore, didn't numb the pain like it used to, still too anxious to speak. Slowly all those kids turned to something stronger, whatever they could get their hands on, they didn't care. At the beginning they stayed together and protected each other in the dangerously long nights but not long after the heroin/crack/meth had damaged their fragile minds, they didn't care about staying together anymore. Those kids just needed their next fix, doing anything to get it. Ending up in situations they'll regret for the rest of their lives. Ending up alone with nobody there to save you if your deal goes bad or somebody's having a bad day and just feels like taking your life; that's how it is down there. Still to this day rests a young soul in downtown Kelowna that will never see the light of day again because of the cruel choices of a drug infested mind.

The planned explanatory paragraph was a "How-to" on escaping addiction. Sadly, due to a tragedy in the family, the third and final paragraph was never completed. This young woman has shown tremendous resiliency in what seems to be an onslaught of never-ending adversity and it is my belief that the third paragraph will be completed. ♦

Sean Blake teaches at the Rutland Learning Centre in Kelowna, part of Central Programs, and is the Newsletter Editor. Anonymous is one of his students.

Soon
enough
the liquor
didn't cut it
anymore

Proposed 2020-2021 Budget

PSA Member Grant - Form 2
Proposed budget for Fiscal Year: 2020-21

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

BCTF GL	PSA	BCTF Sub-code		Fiscal 2019-20 Budget	Fiscal 2019-20 Actuals	Fiscal 2020-21 Proposed Budget
Income Accounts				Rounded to nearest \$100		
901000	Y-700		Ending 2019-20 Income surplus (deficit)	\$ 129,984.02	\$ 130,143.25	\$ 87,760.53
902000	Y-700		Less Portion of income surplus held as reserve June 30, 2020* for future years.			
903000	Y-700		Conference surplus outside account, June 30, 2020	4,044.29	0.00	0.00
904000	Y-700	9930	Membership/subscriptions fees	14,000.00	19,390.00	0.00
904000	Y-700	9930	BCTF members			0.00
904000	Y-700	9930	Students/Retirees			0.00
904000	Y-700	9930	Subscribers			0.00
904000	Y-700	9931	BCTF grant	7,000.00	10,000.00	9,000.00
904000	Y-700	9933	Sale of back issues	0.00	0.00	0.00
904000	Y-700	9934	Interest income	1,500.00	2,988.30	1,500.00
904000	Y-700	9935	Project grants	0.00	0.00	0.00
904000	Y-700	9939	Other Meeting Revenue	0.00	4,090.19	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	65,899.20	0.00
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	2,902.12	0.00
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)				\$ 239,028.31	\$ 235,413.06	\$ 98,260.53
Expense Accounts						
906000	Y-700	9950	Meeting—executive	\$ 20,000.00	\$ 9,684.29	\$ 5,000.00
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	7,000.00	488.05	1,000.00
906000	Y-700	9954	Meeting—annual general meeting	3,000.00	1,904.97	500.00
906000	Y-700	9958	TTOC expenses for meetings	20,000.00	128,587.64	4,000.00
906000	Y-700	9959	Meeting—other	0.00	0.00	0.00
907000	Y-700	9960	Publication—journal	0.00	0.00	0.00
907000	Y-700	9961	Publication—newsletter	3,000.00	3,536.74	5,000.00
907000	Y-700	9962	Publication—other	0.00	0.00	0.00
907000	Y-700	9969	Publication—equipment	0.00	0.00	0.00
908000	Y-700	9970	Operating	5,000.00	1,472.44	2,000.00
908000	Y-700	9971	Equipment purchase	5,000.00	0.00	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	1,500.00	0.00
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	10,800.00	16,000.00
908000	Y-700	9979	Miscellaneous	1,000.00	0.00	1,000.00
909000	Y-700	9980	Professional Learning/Conference—operating	30,000.00	14,874.46	2,000.00
909000	Y-700	9981	Professional Learning/Conference—facilities	5,000.00	2,945.08	0.00
909000	Y-700	9982	Professional Learning/Conference—catering	20,000.00	23,451.12	0.00
909000	Y-700	9983	Professional Learning/Conference—printing	2,500.00	3,911.95	0.00
909000	Y-700	9984	Professional Learning/Conference—promotions	6,000.00	8,436.71	0.00
909000	Y-700	9985	Professional Learning/Conference—committee costs	10,000.00	5,039.67	1,000.00
909000	Y-700	9986	Professional Learning/Conference—entertainment	20,000.00	19,131.23	0.00
909000	Y-700	9987	Professional Learning/Conference—equipment rental	10,000.00	6,937.28	0.00
909000	Y-700	9988	Professional Learning/Conference—speakers	30,000.00	20,680.90	2,000.00
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)*	0.00	0.00	1,000.00
Total Expenditures				\$ 221,500.00	\$ 263,382.53	\$ 46,500.00
Expected 2020-21 Year End Surplus				\$ 17,528.31	\$ (27,969.47)	\$ 51,760.53
902000	Y-700		2020-21 Authorized Savings	\$ -	\$ -	\$ -

327.00 @ \$ -

@ \$ -

@ \$ 9,000.00

See Sheet

Please attach your 2019-20 outside bank account statements when submitting your budget.
 Notes to Accounting:

June 2020 Financial Statement

BC ALTERNATE EDUCATION ASSOCIATION		Y700
STATEMENT OF RECEIPTS AND DISBURSEMENTS (Note 1)		
FOR THE YEAR ENDED June 30, 2020		
(Unaudited)		
	2019-20	2018-19
Balance, July 1	\$ 130,143.25	\$ 195,455.32
Receipts		
BCTF grant	10,000.00	8,000.00
Membership/subscription fees	19,390.00	18,342.25
Interest income	2,988.30	3,608.39
Other income	4,090.19	90.00
Conference fees	65,899.20	49,605.89
Conference exhibits/sponsorships	2,902.12	2,875.00
	105,269.81	82,521.53
Disbursements		
Meeting-executive	9,684.29	10,653.30
Meeting-subcommittee	488.05	3,139.89
Meeting-annual general meeting	1,904.97	1,400.64
Meeting-TTOC costs	12,857.64	17,521.23
Meeting-other	-	4,095.09
Publication-newsletter	3,536.74	1,793.79
Operating	1,472.44	9,790.55
Furniture & equipment purchase	-	98.81
Affiliations	1,500.00	
Scholarships	10,800.00	11,600.00
Miscellaneous expenses	-	40.00
Conference-operating	14,874.46	20,985.82
Conference-facilities	2,945.08	3,491.25
Conference-catering	23,451.12	19,566.54
Conference-printing	3,911.95	2,067.87
Conference-promotions	8,436.71	282.42
Conference-committee costs	5,039.67	3,503.46
Conference-entertainment	19,131.23	13,876.84
Conference-equipment rental	6,937.28	6,360.43
Conference-speakers	20,680.90	17,565.67
	(147,652.53)	(147,833.60)
Balance, June 30	\$ 87,760.53	\$ 130,143.25
Notes:		
1.	This statement reflects only funds held by the BC Teachers' Federation on behalf of the BC Teachers of Alternate Education.	
9/8/2020 PSA FIN STMTS JUNE 2020.xls cl/tfeu		

2020–21 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.	Send Newsletter to interest groups. Maintain website.	PSAC receives Newsletter. Web page updated.
	Network with organizations that deal with alternative education programs and students.	Liaise with Indigenous Ed and DL PSAs. Invite to contribute articles for Newsletter.	Indigenous Ed and related articles in Newsletter.
	Dialogue with Ministry Staff as appropriate.	Invite relevant Ministry staff to contribute information and/or articles for Newsletter.	Information and/or from Ministry staff in Newsletter.
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.	Provide release time and expenses for mentorship, capacity building, training, and succession.	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.

BCAEA Executive Contact Information

President

Mike Shaw, West Kelowna
president@bcaea.com

Vice President

Tianay de Andrade, Abbotsford
vicepresident@bcaea.com

Treasurer

James Martyn, Abbotsford
treasurer@bcaea.com

Secretary

Michele Genge, Courtenay
secretary@bcaea.com

Registrar

Christine Thygesen, West Kelowna
registrar@bcaea.com

Conference Coordinator

DJ Pauls, Abbotsford
conference@bcaea.com

Speaker Coordinator

Karen Gadowsky, Delta
speakers@bcaea.com

Newsletter Editor

Sean Blake, Kelowna
editor@bcaea.com

Publications Manager

Mike Shaw, West Kelowna
publications@bcaea.com

The Last Word

Sean Blake



I hope this newsletter finds everyone well and that the start of your 2020/21 school year has been as smooth as it possibly could have been. As alternate teachers, we are all used to doing things a little differently, but this year is pushing everyone out of their comfort zones. If you have not already heard it enough, you are all doing amazing work and your efforts are greatly appreciated by your students, their families, your communities, and the province as a whole.

I am very happy to be back in the classroom and I feel my students share that sentiment, but I cannot help but feel the trepidation over what every new week will bring. The thought of moving back to an online or distance program as the second wave of the virus makes its move, is a daunting one.

It is hard not to talk about a global pandemic that has drastically changed the world that we live in, and specifically the vocation we have chosen, but it is not something I wanted to dwell on. With that in mind, I have tried to curate some non-covid articles into this Newsletter to offer some reprieve from the constant onslaught of negative news.

We have also added a new section to the Newsletter called Student Showcase. It is my hope that we can use this as an opportunity to give our students some much-needed recognition. If you have any student work, please submit it to me at editor@bcaea.com. Feel free to send me any questions, concerns, or other recommendations for the Newsletter as well.

I wish you all the best over the coming months and I hope to see you all in 2022 when we can hopefully safely hold our annual conference. ♦