

# alternate Newsletter

The BC Alternate Education Association: A PSA of the BCTF

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## Could Home Education Be More Than a Backup Plan?

*Dr. Gordon Neufeld*



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**A**s parents are pondering the best path forward for their children and families during this pandemic, a number of pundits have been featured on Canadian news channels urgently stating that children NEED to go to school. One even stated that children need to go to school more than they or their families need to be kept safe from COVID-19.

Now there are many legitimate arguments one may make for school as well as for going to school, even when there are risks involved, but representing school as an essential developmental need is not one of them. Having spent much of my career training teachers and supporting the school system, I have great concerns over elevating school to the *...continued on page 3*

# President's Message

Mike Shaw



**E**lation. Excitement. Jubilation. Perhaps a little apprehension. I felt all these emotions upon learning that the BCTF Executive Committee had approved the BCAEA holding an in-person conference next February 17<sup>th</sup> and 18<sup>th</sup>. The eight of us on the BCAEA Executive were devastated last year when we had to make the gut-wrenching decision not to hold a conference. We LOVE putting on one of the premier education conferences in BC. We LOVE interacting with so many of you at the conference venue. We get our own batteries recharged by seeing your excitement during the breaks and at The Schmooze. But we are back! We will once more put on the Challenge & Change Conference, which will be our 34<sup>th</sup>!

Perhaps the most relieved of all of us is Karen Gadowsky, our Speaker Coordinator. She has the unenviable task of trying to put our conference lineup together. I am always amazed at what a wide variety of sessions and speakers she assembles each year. And looking at 2022, she had the herculean task of organizing two parallel tracks, in-person and virtual, not knowing which would get the go-ahead from the BCTF. It isn't an easy task, when not every speaker is willing or able to do both an in-person session, and a last minute pivot to

a virtual one. Added on to all that stress was watching the PSA Council emails during last October's PSA day and all the technical difficulties PSA's had trying to get their virtual conference started.

What a relief we won't have to face that! So stay tuned for both the conference brochure and online registration to be ready before the end of November. Much later than normal, but better late than never!

There are, understandably, some caveats. The BCTF has given permission for an in-person conference subject to the conditions and limitations in place by the Provincial Health Officer deems necessary at the time. We do know this: Both the PHO and the hotel will require both proof of vaccination and mask wearing in order to attend the venue. As I write this, capacity limits are 100%, but that could, of course, change. We have contingency plans with the hotel for our usual conference numbers to attend the keynote and the individual sessions in larger spaces than previously, so we can still accommodate a 50% capacity limit without having to cap conference attendance.

I am looking forward to seeing you next February. Stay safe! ♦

# Home Education

*(continued from page 1)*

level of a basic human need. This not only puts undue pressure on the school system and the dedicated teachers who are expected to do the impossible, this attitude also undermines parents' right to make a choice over how their children should be educated.

It isn't hard to understand that children need to go to school for the economy to recover or that some children may need to go to school in order for both their parents to go to work. Nor is it hard to understand that some children may need to go to school to give their parents a break, or if coming from troubled homes, to find some safety and stability. The inference, however, in these dogmatic declarations is that children need to go to school for their own good – to learn, to not to be left behind, to socialize with their peers, to develop normally. The urgency in these statements suggests that parents would be doing their children a huge disservice by not getting them back into school as quickly and as completely as possible.

Do children really NEED to go to school to learn? or to socialize with their peers? or to develop normally? or to become fit for society? Is school the answer for every child? Is school as necessary for the child as it is to today's society and its economy?

The answer is NO – a resounding NO to all of the above! Before I attempt a brief explanation, let me put this belief in the indispensable role of school into some perspective.

School has been used for centuries as an instrument of socialization – shoehorning children into mainstream society. Governments that identify strongly with this agenda have made homeschooling illegal – Sweden and Germany among the most notable of these. In fact, in these countries, homeschooling can result in children being apprehended by the state. It shouldn't be a surprise therefore that Sweden refused to close its schools during the pandemic. There are a number of educational ideologues in Canada that also align themselves with this agenda and hold Sweden and Germany as the models we should be following. It follows that they would think that school should be mandated for every child. In their thinking a child NEEDS to go to school for the government to be able to do its job, including stamping out any diversity that would not fit into the society they represent. This was also the thinking behind Canada's residential schools for indigenous peoples.

There are a number of problems with this approach. First, school is no longer as effective in fulfilling its socialization mandate, at least not in today's society. Germany and Sweden, along with many countries in Europe and also here in North America, are experiencing significant problems integrating their youth into mainstream society. Secondly, the one-size-fits-all or government-knows-best attitudes are rather imperious and colonial in thinking and not suitable for more ...*continued on page 4*

Do  
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# Home Education

*(continued from page 3)*

conscious and socially-sensitive times. Thirdly, I would like to think it is somewhat un-Canadian to mandate school as the required mode of education, at least the more grown-up Canada we would prefer to be. Fourthly, this belief in school as a social and developmental need is not truly informed by the science of how children come to their full potential, including how they best learn and become fit for adult society. Fifthly, it is not consistent with the evidence: homeschooled children have consistently demonstrated better results in both academic learning as well as integration into mainstream society.

Nevertheless, the belief in school as society's saviour remains entrenched. I have witnessed this first-hand when presenting in parliaments in both Sweden and Germany as well as at the EU parliament in Brussels [the Brussels address is available as a free resource on the Neufeld Institute website]. And this belief also remains entrenched in some educational circles here in Canada as well.

The real question we should be asking is – what do children really need to become fully human and humane, civilized and cultured? And secondly, how does school fit into these irreducible needs, for children in general and for one's own child in particular? The final answer may very well depend upon the specific child in question.

I have spent the majority of my professional career as a developmental theorist studying these issues and attempting to isolate the conditions that are conducive to the spontaneous unfolding of human potential. The conclusions would take volumes to properly articulate but let me summarize briefly here in an attempt to counter what I believe to be outmoded assumptions regarding school being the answer to what a child needs. I introduced these irreducible needs of a child ever so briefly in an earlier editorial [When Bringing School Home, Don't Sacrifice the 'Home' – April, 2020] but revisit them here.

First and foremost, children need to be ATTACHED to the adults responsible for them. There are many reasons for this as their attachment to us enables us to take care of them and creates the context in which development takes place. One of the primary functions of attachment is to foster socialization – predisposing them to emulate us and empowering us to impart our values to them, shape their learning, or inspire them to assume a contributing role in our society. School used to be outstanding at serving this function, not because of the curriculum however, but because students used to be attached to their teachers. Sadly this seems now to be more of an exception than the norm. In addition, school has become an unwitting breeding ground for peer orientation, pulling children out of orbit from the very adults – parents, teachers, grandparents

*Children  
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responsible  
for them*

- who were meant to be the answer to their passage into adult society. I speak to this phenomenon in *Hold On To Your Kids*. When children orbit around their peers, they become shoe horned into a culture created by other children and those who cater to them and exploit their preoccupations. These peer-oriented children tend to have more difficulty fitting into mainstream society. What is the advantage, if in sending a child to school, they lose the very attachments that are meant create the womb for their maturation and provide the pathway to their societal integration?

Secondly, children need to FEEL - their emotions, what moves them, their bodies, their inner states, and even their selves. This is critical not only for their emotional health and well-being, but for true growth and healthy development. We know that feelings are easier to access in safe relationships with caring adults and in emotional playgrounds. We also know that stress is hard on feelings. The reality is that many children find school stressful and our culture is less likely to provide the safe spaces for our children's feelings to bounce back. Feelings are pivotal to becoming fully human and humane, including developing empathy and taking others into consideration. Like a child's relationships to the adults responsible for him or her, we should be safeguarding a child's feelings. Children certainly need to feel much more so than they need to

be at school. What would it benefit a child if in going to school, they lost their tender feelings?

Thirdly, children need to experience sufficient REST from outcome-based activities like performance and achievement, as well having to make their attachments work, for their potential to unfold. Those that believe in school as the only way to get an education also tend to believe in WORK as essential to schooling. Hence the constructs of school work, home work, and the centrality of tests. As paradoxical as it may seem, all true growth - physically, emotionally, and psychologically - emanates from a place of rest, not work. Learning, including attention and memory, is optimized in the rest mode, not the work mode. So where are children to find that rest? And what is to be gained, if in going to school, a child loses the sense of REST that is required to become all they were meant to be?

That brings us to the fourth irreducible need for potential to unfold and that is PLAY. I'm not talking about the kind of play that is outcome based, but rather the play that is truly 'play for play's sake' - engaging in its own right, regardless of the outcome. By that definition of play, many games, sports, video games and screen-play would not qualify. What has been discovered is that true play is a form of activated rest, bringing all the benefits of rest to our brains and bodies. We also know now that play is truly 'Nature's school', that learning is optimized in *...continued on page 16*

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# Using Drawings for Formative Assessment

Shveta Miller

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**F**ormative assessments, when done regularly at key points during the learning process, are windows into what students misunderstand or question about a concept or topic. Inviting students to process and express their understanding with drawings offers teachers incredible insights about what instructional moves to make next.

## Asking Students To Draw As They Learn

Drawing while we learn allows us to capture a concept, image, event, or object and frees up cognitive space so that we can begin to think critically. If I quickly sketch a few characters from a novel with a small but key detail distinguishing each one, along with arrows depicting their relationships across generations, I can now think critically about those relationships, how characters influence each other, and how they develop throughout the story. Similarly, if I roughly sketch elements of a scientific process, I can begin to think about their functions and how they are integrated.

Drawing as we learn requires abstract and metaphorical thinking about the content, which helps us retain and understand it in more sophisticated ways. A student who draws as they learn considers the following:

- How should I represent the relationship between these parts?
- How large/small should I draw these parts?
- What shape should they be?
- Where do I place each part?

Because students make many decisions as they translate content into visuals, teachers can uncover their preconceptions, their misconceptions, the depth of their understanding, and what excites them about the content.

## Building Confidence In Drawing As A Learning Tool

Drawing has significant learning benefits, and it's important to integrate it into a full academic experience. We can equip students with basic tools to become confident in drawing and allow them to use various methods to process and express their thinking. We can ignite interest in a topic by offering variety in modes of learning. Also, leveraging intuitive thinking appeals to students' diverse skills.

Students don't need developed artistic skill to experience the cognitive benefits of drawing as they learn. But, it's also important to ease any anxiety and dispel myths about visual work.

1. Offer drawing as one of a few options for students to process and demonstrate their learning.
2. Model the drawing option you offer. Replace fixed-mindset language like "I can't draw" with narration describing your process: "I want to show that the elements build on each other, so I'll draw boxes on top of each other."

Dan Santat's series #DrawLikeAKid demonstrates how to draw a lot of things with just a few shapes and the letters of the alphabet.

3. Prompt students to reflect on their experiences in drawings so that they begin to understand it as a helpful learning tool.

- How well did I recall the material after having represented it in my drawings?
- When would drawing as I learn be useful? When is it not useful?

### Using Students' Drawings To Inform Instruction

The feedback we offer on student drawings and the instructional choices we make next are as critical as the drawing.

Students mimic the jargon or vocabulary they read or hear, which can obscure what they actually understand. As a formative assessment, verbal communication can be problematic because it can be difficult for the teacher to grasp what students truly understand. When students draw as they explain, it's almost impossible to obscure their knowledge. Obvious misunderstandings, along with subtler mistakes, make their way into students' drawings.

Here are some ways to integrate drawing as formative assessment:

- Line-color-symbol: Draw a line, choose a color, or select a symbol that

represents your current understanding of the concept we are learning. Be prepared to explain your choice.

- Draw an image that represents (gravity, how an argumentative essay is structured, the relationship between the protagonist and the antagonist, the limbic system).
- Using only simple shapes (circles, squares, triangles), represent the relationships between (characters, principles, events, laws, mathematical concepts).
- Create a comic/sequential art to represent a system, to distill key elements of a story or event, or to order essential steps of a process and represent cause-and-effect relationships.

To effectively use students' drawings as formative assessment data, consider the following as you examine their visuals:

- What facts, relationships, sequences, etc., does the student understand?
- What key elements have been overlooked?
- What factors are somewhat misrepresented?
- How were certain factors, relationships, details, etc., represented?
- How do students' drawings compare? What patterns do you see? What is distinctive about some of them?
- What insights do their drawings offer about the content?

*...continued on page 14*

*As a formative assessment, verbal communication can be problematic*

# Horsin' Around

Sean Blake and Deb Porter

Life and leadership skills through the use of horses

When I first heard about the HorseWorks program I was admittedly interested but simultaneously skeptical. It was described to me as a team building workshop with horses, but no one rides them. This wasn't the most apt description, but the no riding part meant it was indeed something our district would allow us to participate in. I spent my February Pro-D day at the farm to get a better sense of the program and see what kind of fit it could be for my students.

Needless to say, I was knocked off my feet. I could not have believed in a million years, based on the description I was given, just how powerful of an experience it could be. I immediately went to my administration to

advocate for this program and find a way to get students involved.

To be honest, I don't know if words can do it justice, but here is a description given by the owner and operator of the program, Deb Porter:

*HorseWorks Equine Assisted Learning (EAL) offers a client based program that teaches life and leadership skills through the use of horses. It is a ground based program; there is no riding involved, and there is no prior horse experience required. The EAL program that HorseWorks delivers has been developed over the past 17 years by Cartier Farms, in partnership with the Sas-*







katchewan Horse Federation. Together, through a well-documented research project with the University of Saskatchewan, University of Regina and University of Calgary, a unique and innovative Building Block EAL Program was developed and certified. In the EAL format the horses serve as barometers, and certified facilitators are the guides that encourage self examination.

The objectives of the EAL program are to: 1) provide an opportunity to build

positive relationships in therapeutic activities 2) facilitate participants' learning about themselves 3) promote the development of a positive self concept 4) support client life skill development such as: appropriate assertiveness, building healthy relationships, confidence & self esteem, creativity & adaptability, goal setting, leadership & team building, listening skills, negotiation, respect & trust, and self control.

In this first session the participants receive a briefing of the activity, and a horse safety demonstration before work-

ing with their horse team mates. They are shown how to safely be with one of our horses, how to lead the horse, how to back the horse up, and how to recognize what the horse is communicating through its body language. The participants then enter the arena and work in teams of 2 people, plus a horse team mate, and maneuver their way through the specific exercises that are set up in the arena for each session. The team will be challenged to complete a different ...continued on page 15

**Building  
healthy  
relationships,  
confidence,  
and self  
esteem**

# One Without the Other

Shelley Moore

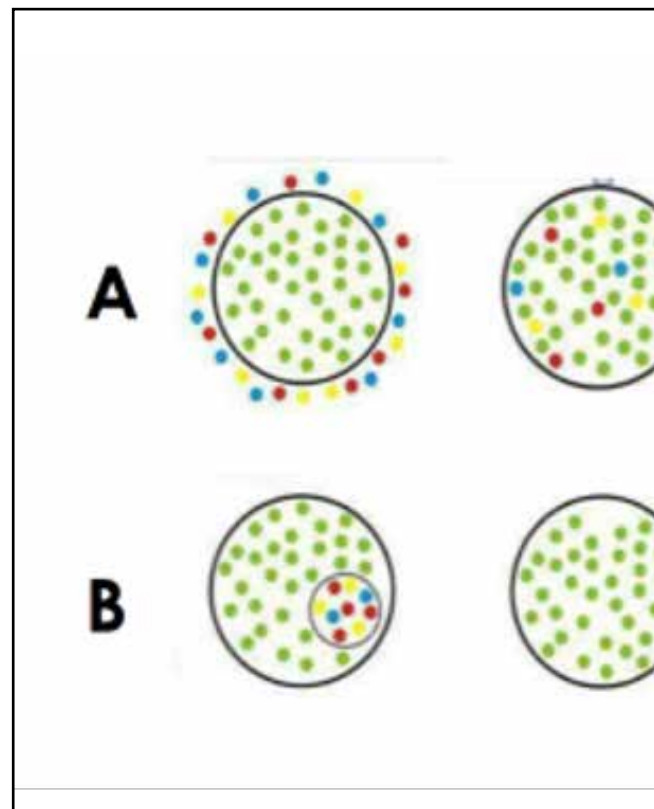
*In my  
definition  
of inclusion,  
there is no  
other*

I was teaching a course last summer at the University of British Columbia called “Conceptual Foundations of Inclusive Education.” Thirty or so practicing teachers from various subject areas, knowledge expertise, and experience levels from across British Columbia joined me for three weeks of deconstruction, inquiry, and reflection, creating an engaging community of learners. The course was in July, and on this particular day, it was my birthday. We started the class with some cupcakes and hung up “Happy Birthday” bunting across the whiteboard, before diving into our explorations and understanding of the concept driving learning systems all over the world – inclusive education.

I showed a slide to my students with four bubbles. Their job was to label the bubbles with the appropriate terms [inclusion, integration, exclusion, and segregation] based on their own experience and prior knowledge of the concepts.

After some discussion, it was agreed that Bubble C in fact represented inclusion. This is the common consensus arrived at in many groups that I have worked with, both in pre and in-service professional development settings.

After further discussion, however, a student commented, “Shelley, I don’t think that this diagram is inclusion either.” This caught me off guard.

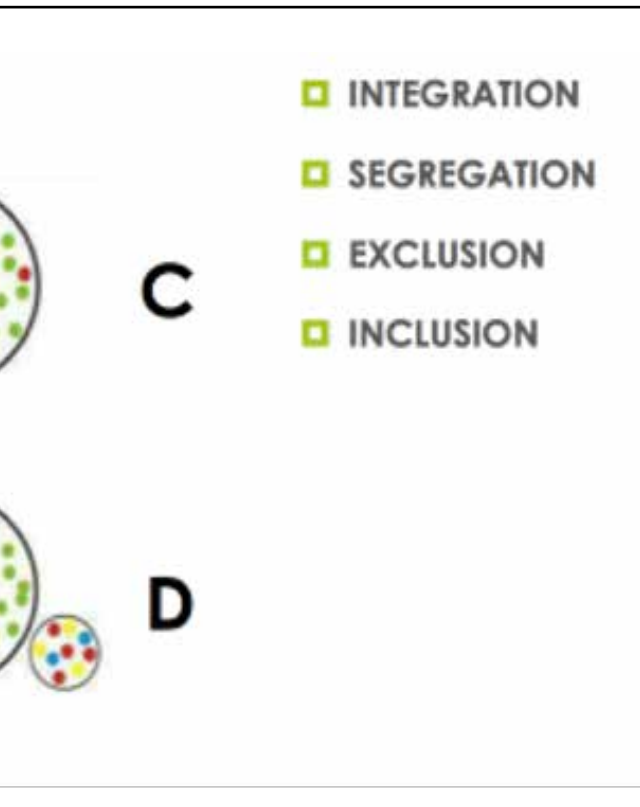


“Of course this is inclusion!” I thought. I have shown this slide to hundreds if not thousands of people! What could she possibly mean?

She further explained, “Look what you have shown us. I see a bubble with a whole bunch of green dots. And then, there are a scattered handful of other coloured dots.”

“Yeah,” I said, “and...”

“Well, in my definition of inclusion, there is no other.”



I stood there speechless, because she was absolutely right. The diagram I was presenting was not one of inclusion; it was an example of the traditional model of education. The model where our goal is to produce more of the same – lingering evidence of the factory model of education where we needed to produce and replicate people to meet the demand of the workforce during the industrial revolution (Robinson, 2009; Zhao, 2009). A model where our job as educators [and especially special educators] was to identify students who aren't green and fix them. Send the red kids to the red teacher, the blue kids to the blue teacher

and the yellow kids to the yellow teacher. This model of education is a deficit, medical model, and I was showing the class a perfect example of how it was still plaguing us today. But more and more kids are coming to us not green! Not only is this model less effective, but also we are running out of funding, supports and students to allow this model to continue. Some have met this shift in paradigm with panic – others are seeing it as an opportunity. An overdue shift to starting to match our goals of education to the goals and expectations needed to meet the current demands of our society – which does no longer want people to comply. This is especially true now, as more and more occupations involving compliance and replication, are being replaced by machines (Zhao, 2009).

Educational reforms are happening on a global scale, including British Columbia and other provinces in Canada, where the Ministries of Education are completely restructuring their curriculum, being designed and written by teachers for teachers, with the emphasis on moving away from classrooms of green students (BC Ministry of Education 2015). We are no longer living in the industrial revolution; this is the 21st century – where we need to value the strengths rather than deficits in learning. Rather than finding out why students aren't green, our job is now to find out what their colour is. What do they bring? What can they contribute because of their diverse and unique ...continued on page 12

*We  
 are no  
 longer living  
 in the  
 industrial  
 revolution*

## One Without the Other

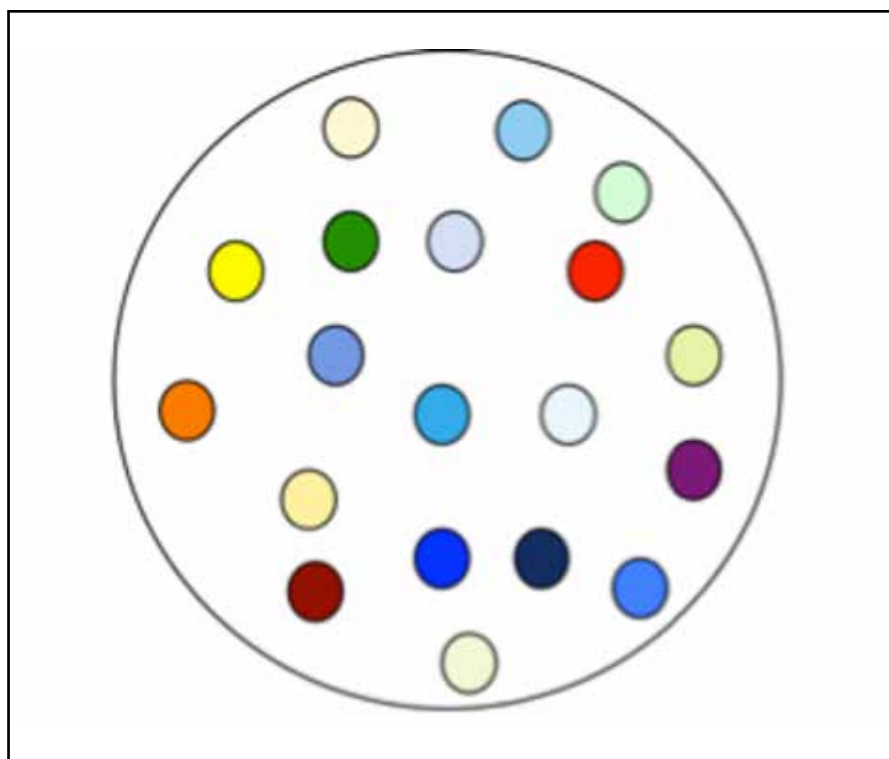
*[continued from page 11]*

*We have  
been trying  
to take  
this “colour”  
out of our  
students*

expertise? For decades we have been trying to take this “colour” out of our students, taking the special out of special education, the autistic out of autism, the language out of cultures, and especially,

not to make us all green, but instead to make as all “an other”.

When looking at inclusion this way, it also helped us realize that this is no longer a idea specific to special education. There is a distinct gap between the silos of special education and curriculum [Pugach & Warger, 2001; Thomas & Loxley, 2007], but if we look at inclusion as a concept of teaching to the diversity of all, rather than just a special education initiative, we can bridge this gap. We are diverse, all of us. We all have



the indigenous out of First Nations, Metis and Inuit children. This is not teaching to diversity. This is not inclusive. Teaching to diversity and inclusion is where we value the characteristics that ARE diverse, and not try and homogenize them.

The class continued to discuss what the conceptual diagram of inclusion could be, and together we decided that the only way to ensure there was no “other” was

strengths, we all have stretches, and we all need to get better at something. The difference in teaching to diversity, however, is that we don’t start with our deficits; we start with our strengths, and this includes students, teachers, support staff, custodians, bus drivers and parents. My good friend Leyton Schnellert refers to this collective as “the ecology of learning communities.” Inclusive education relies on the diversity of its eco-

system, to not only promote coexistence and tolerance, but to thrive on the learning and interaction of each person in the community.

Through this discussion, I also realized that, if we can now extend inclusive education to include every diverse learner, then we also can also start to view inclusion as not something we simply do; instead it becomes something that just is. We cannot escape or avoid the diversity in our world by attempting to homogenize and standardize our classrooms and learners. Homogeneity is a battle that has never been won and never will. Civilizations have collapsed in their attempt to make everyone the same [Morris, 2013]. This is no longer our vision of educa-

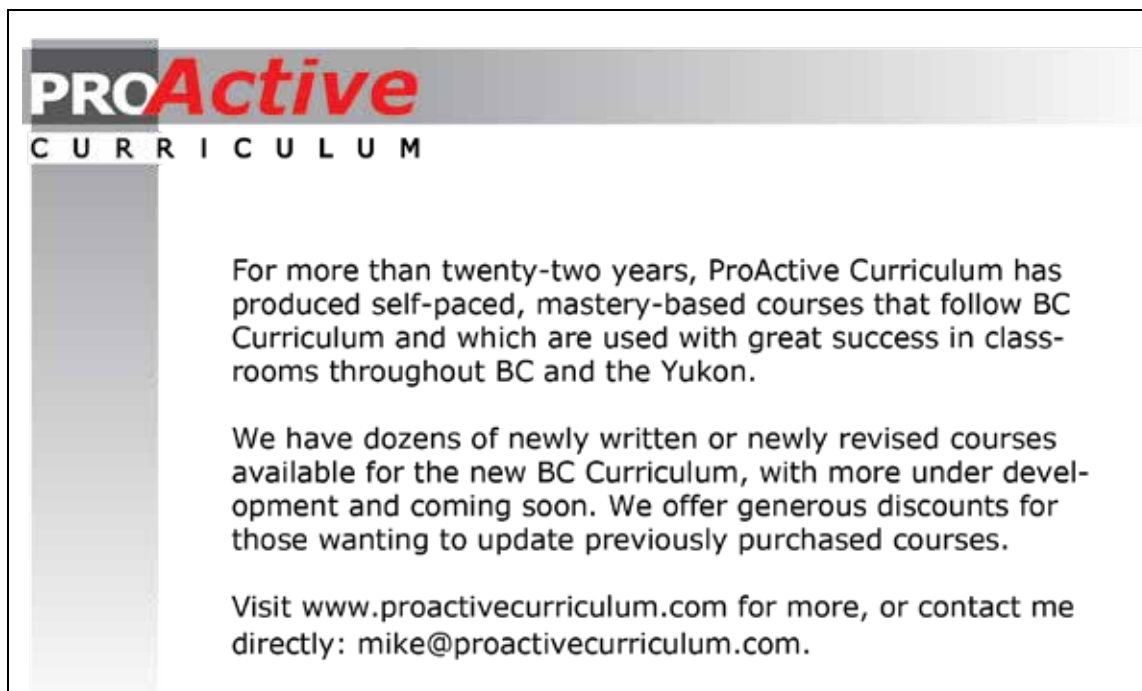
tion (thank goodness) and we are long overdue in matching our vision to our practices in classrooms, schools and communities.

It was also on this particular day, that I was inspired to write this book, because it was on this day I realized that, if inclusion and diversity is something that just is, then it is also something we live, something we are, and something we believe in together. And it is through this common goal that we can also be unified: we can be one without being an other. ♦

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**Shelley Moore** is a Canadian educator and special education expert. She will be our Keynote speaker in 2023. Reprinted by permission.

We  
can not  
escape  
the diversity  
in our  
world



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CURRICULUM

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# Formative Assessment

(continued from page 7)

While reviewing a middle school student's visualization of the scientific process of making bread (below), I notice that he understands some key concepts: He knows there are two proteins that bind to form gluten, and his simple drawings demonstrate why each wouldn't, on its own, result in glutenous fluffy bread. But I wonder if he understands the roles that amino acids, water, mixing, and kneading play in this equation.

In my feedback, I'd acknowledge the elements he correctly illustrates. Then, to determine if he understands the complexity of the process, I'd ask him: Are these the only elements needed for the two proteins to result in gluten? What

could be missing? Where and how could you draw it?

When we see thinking represented in visual form, we—students and teachers—get valuable insights into the concepts involved. We learn from what others see, the choices they make to represent an idea, and even the misconceptions they might have.

Thinking is messy—we generally don't follow a rigid and consistent procedure to think through problems, though a steady step-by-step process is often used to solve a math problem, form a hypothesis, or write an argument. Offering students structured opportunities to represent their thinking with drawing allows them to demonstrate their unique processes for thinking about complex concepts and problems and arriving at creative solutions.

When we see their thinking, we discover the subtleties of what they do and do not yet understand, so we can better prepare to solidify their understanding and build on it in our next lesson. ♦



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School  
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brains.  
Play does

## Horsin' Around

[continued from page 9]



task at each station, all relative to the EAL program objective of the day.

Once the teams have completed the exercises we gather again as one group, for a debriefing which allows each participant an opportunity to share their successes and challenges that were encountered in the arena. It is through this experiential learning that participants come to understand the many human/horse parallels in our lives. This learning is the beginning, and can promote further exploration and learning opportunities outside of the arena, in every day life.

The student demographic I work with is a tough sell at the best of times, so after getting permission from administration, the

next step was to get student buy in. I'll admit they had the same confused looks on their faces I had when I first heard about the program, but it only took one session to have them hooked. The quietest students came alive and became leaders, the toughest and loudest students, softened and learned to be team players, and the horses facilitated the whole thing. I've never seen such profound and immediate changes in youth. The other, almost as remarkable, part is how quickly and completely these new found skills were transferred into the classroom and the rest of their lives. It's safe to say that there were no long faces at the end of this program, aside from the horses. ♦

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**Deb Porter** owns and operates HorseWorks, while **Sean Blake** is the BCAEA Editor.

*It took  
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# Home Education

[continued from page 5]

the play mode, that play is the leading edge of maturation, and that play is the womb of socialization. It could well be argued that the superiority of the Finnish school system is due, not to its curriculum or its teacher training, but to the fact that it incorporates so much play into its daily structure.

Consider curiosity. The essence of curiosity is attention at play. We all know how hard school is on curiosity, with it manifesting most in the beginning grades and least in the finishing grades. We also know how much learning is dulled by giving answers before the questions have formed. The issue is, where can curiosity be most carefully preserved and given the lead? Where is there more likely to be the patience and wisdom to wait for the questions? I'm not under the illusion that every home could provide this kind of environment, but there are many more homes that might if they knew it was important do so. Children need more to be curious than they need to be at school. What would it profit a child, if in going to school, they would lose their curiosity?

Consider also brain development. What has been discovered is that school doesn't actually build brains. Play does. School only uses the brains that play builds. So when push comes to shove, what should we be preserving in a child's life? What would it benefit a child if, because of school, they would lose their play and their playfulness?

Once we know what a child truly needs for learning to be optimized and healthy devel-

opment to occur, the question becomes 'In what setting is a particular child most likely to experience these conditions and in what setting are these conditions most at risk?' The answers to this question must then be considered in the context of the resources and options available. Sometimes the answer is clear but often it is not. But on the other hand, not considering these issues would indeed be a disservice to our children.

Please don't get me wrong. I believe in school. My wife and I, our five children and six grandchildren, have all been educated in schools. Several have also been educated at home for various lengths of time. Some of our children now teach in schools and one is actively involved in teacher education. What I am attempting to confront here is the assumption that children NEED school. It has become rather evident as a result of the pandemic that today's society is reliant upon school. At the same time however, what a particular child truly needs may be at risk by going to school. This is where wisdom is called for if one has the luxury of options.

Thankfully, parents in Canada can still make the choice for what they believe is in their child's best interests. Let's keep it that way. ♦

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**Dr. Gordon Neufeld** is a developmental psychologist, founder of the Neufeld Institute, and a long-time presenter at our conference.

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Play does



# 2021-2022 Budget

## Proposed budget for Fiscal Year: July 1, 2021 to June 30, 2022

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

BCTF GL	PSA	BCTF Sub-code	Description
Income Accounts			
901000	Y- 700		Ending 2020-21 Income surplus (deficit) - from BCTF year-end statement
902000	Y- 700		Less Portion of income surplus held as reserve June 30, 2021* for future years.
903000	Y- 700		Conference surplus outside account, June 30, 2021
904000	Y- 700	9930	Membership/subscriptions fees
904000	Y- 700	9930	BCTF members
904000	Y- 700	9930	Students/Retirees
904000	Y- 700	9930	Subscribers
904000	Y- 700	9931	BCTF grant - enter amount provided by BCTF
904000	Y- 700	9933	Sale of back issues
904000	Y- 700	9934	Interest income
904000	Y- 700	9935	Project grants
904000	Y- 700	9939	Other Meeting Revenue
904000	Y- 700	9942	Advertising Revenue
905000	Y- 700	9940	Professional Learning/Conference fees
905000	Y- 700	9941	Professional Learning/Conference grants
905000	Y- 700	9942	Professional Learning/Conference advertising revenue
905000	Y- 700	9943	Professional Learning/Conference exhibits/sponsorships
905000	Y- 700	9948	Professional Learning/Conference sale of souvenirs
905000	Y- 700	9949	Professional Learning/Conference miscellaneous (specify)*
<b>Total Income (&amp; Surplus available for use)</b>			

number:	rate:
73.00 @	\$ -
0.00 @	\$ -
0.00 @	\$ -
	\$ 6,000.00

Fiscal 2020-21	Fiscal 2020-21	Fiscal 2021-22
Budget	Actuals	Proposed Budget
<b>Rounded to nearest \$100</b>		
\$ 87,760.00	\$ 87,800.00	\$ 83,975.00
0.00		0.00
0.00		0.00
15,000.00	500.00	
		0.00
		0.00
		0.00
9,000.00	9,000.00	6,000.00
		15,000.00
1,500.00	1,200.00	1,000.00
0.00	0.00	85,000.00
0.00	0.00	2,500.00
\$ 113,260.00	\$ 98,500.00	\$ 193,475.00

Expense Accounts	PSA	BCTF Sub-code	Description
906000	Y- 700	9950	Meeting—executive
906000	Y- 700	9951	Meeting—table officers
906000	Y- 700	9952	Meeting—PSA Council (additional approved PSA guest only)
906000	Y- 700	9953	Meeting—subcommittee
906000	Y- 700	9954	Meeting—annual general meeting
906000	Y- 700	9950	TTOC—executive meetings
906000	Y- 700	9958	TTOC—general
906000	Y- 700	9959	Meeting—other
906000	Y- 700	9962	TTOC—special projects
906000	Y- 700	9963	TTOC—education policy advocacy
906000	Y- 700	9966	TTOC—PSA conference
907000	Y- 700	9960	Publication—journal
907000	Y- 700	9961	Publication—newsletter
907000	Y- 700	9962	Publication—other
907000	Y- 700	9969	Publication—equipment
908000	Y- 700	9970	Operating
908000	Y- 700	9971	Equipment purchase
908000	Y- 700	9972	Chapter support
908000	Y- 700	9973	Affiliation fees and meetings
908000	Y- 700	9974	Response to curriculum or development of resources
908000	Y- 700	9975	Projects
908000	Y- 700	9976	Complimentary memberships
908000	Y- 700	9978	Scholarships
908000	Y- 700	9979	Miscellaneous (specify)*
909000	Y- 700	9980	Professional Learning/Conference—operating
909000	Y- 700	9981	Professional Learning/Conference—facilities
909000	Y- 700	9982	Professional Learning/Conference—catering
909000	Y- 700	9983	Professional Learning/Conference—printing
909000	Y- 700	9984	Professional Learning/Conference—promotions
909000	Y- 700	9985	Professional Learning/Conference—committee costs
909000	Y- 700	9986	Professional Learning/Conference—entertainment
909000	Y- 700	9987	Professional Learning/Conference—equipment rental
909000	Y- 700	9988	Professional Learning/Conference—speakers
909000	Y- 700	9989	Professional Learning/Conference—start up costs
909000	Y- 700	9998	Professional Learning/Conference—hold, future conference expenses*
909000	Y- 700	9999	Professional Learning/Conference—miscellaneous (specify)*
<b>Total Expenditures</b>			
<b>Expected 2021-22 Year End Surplus</b>			
902000	Y- 700		2021-22 Authorized Savings

\$ 15,000.00	\$ -	\$ 15,000.00
1,000.00	0.00	3,000.00
500.00	0.00	2,000.00
4,000.00	3,800.00	10,000.00
0.00	0.00	7,000.00
5,000.00	2,300.00	4,000.00
2,000.00	1,200.00	2,000.00
5,000.00	900.00	2,000.00
1,000.00	0.00	1,000.00
0.00	0.00	1,000.00
0.00	0.00	0.00
16,000.00	6,400.00	16,000.00
1,000.00	50.00	500.00
2,000.00	0.00	15,000.00
0.00	0.00	3,500.00
0.00	0.00	25,000.00
0.00	0.00	4,000.00
0.00	0.00	1,000.00
1,000.00	0.00	5,000.00
0.00	0.00	20,000.00
0.00	0.00	10,000.00
0.00	0.00	30,000.00
0.00	0.00	0.00
0.00	0.00	0.00
1,000.00	0.00	500.00
\$ 54,500.00	\$ 14,650.00	\$ 177,500.00
\$ 58,760.00	\$ 83,850.00	\$ 15,975.00
\$ -	\$ -	\$ -

### Notes to Accounting:

# June 2021 Financial Statement



**BCTF**

**British Columbia Teachers' Federation** A Union of Professionals  
 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctfca  
 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, 2021

Balance, July 1, 2020 \$ 87,760.53

Receipts

BCTF grant	9,000.00
Membership/subscription fees	475.00
Interest income	1,263.51
Other income	-
Conference fees	-
Conference exhibits/sponsorships	-
	10,738.51

Disbursements

Meeting-executive	-
Meeting-subcommittee	-
Meeting-annual general meeting	-
Meeting-TTOC costs	3,836.73
Meeting-other	-
Publication-newsletter	2,287.82
Operating	1,169.23
Furniture/Equipment Purchase	930.17
Scholarships	6,350.00
Miscellaneous	50.00
Conference-operating	-
Conference-facilities	-
Conference-catering	-
Conference-printing	-
Conference-promotions	-
Conference-committee costs	-
Conference-entertainment	(100.00)
Conference-equipment rental	-
Conference-speakers	-
	(14,523.95)

Balance, June 30, 2021 \$ 83,975.09

Notes:

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

9/17/2021  
 PSA Financial Statements F2020-21.xlsx  
 CQ/tfeu

# 2021-22 Goals and Objectives

<b>PSA Member Grant—Form 1: Proposed PSA Program Statement</b>			
<b>PSA: Y700 – Alternate Education</b>		<b>Year: 2021-2022</b>	
<b>GOAL</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>EVALUATION (method &amp; criteria)</b>
<b>Promote alternate education.</b>	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.
<b>Support and promote PSA membership, networking, and professional growth.</b>	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).
<b>Communicate and engage with members.</b>	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.
<b>Provide services to members.</b>	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*



**H**ello fellow alternate educators! I hope this newsletter finds you all doing well and enjoying another successful start to your school year.

Before I get ahead of myself, Let's talk about next February and the upcoming conference. I am pleased that we will be back in-person at the Sheraton Wall Centre! I cannot wait to be schmoozing with all you lovely people and enjoying a long-awaited return. Although the BCTF has given the go ahead for in-person gatherings, we must still follow all Provincial Health and hotel mandates, which currently include proof of vaccination and masking while at the conference venue. As it stands right now, it sounds like there will be no limits on numbers, but this pandemic has been a dynamic one and it seems to always have another trick up its sleeve.

I've tried to curate a variety of different articles in this edition to help expand your practice in an ever-changing world. From home schooling to equine learning, I have strived to provide several interesting takes on alternate learning environments for your reading pleasure. I'm sure many

of you have a million other examples of what education outside the classroom can look like, and as always, I encourage your contributions to this newsletter. It is through the cooperation and collaboration of associations like ours that we can share our knowledge and experience to better the education system in this beautiful and diverse province. Now more than ever, we need to stay connected and support each other.

If you would have told me last November that we would still be in the thick of this pandemic in a year, I wouldn't have believed you. It has been a wild ride and I don't want to jynx anything, but it is starting to feel like there's a light at the end of the tunnel. I have even been fortunate enough to start looking at booking travel for next summer vacation. On an unrelated note, if anyone has any recommendations for things to do in Ireland, I'm all ears!

So, let's keep our fingers crossed and plan to spend a wonderful Valentine's Day together this February. In the meantime, I wish you all positive attitudes, and negative Covid tests! ♦