

the Newsletter

of the British Columbia Alternate Education Association

VOLUME 13, NUMBER 2

FALL 2002

Graduation makes it all worthwhile

by Joanne Yarmola, Alternate Teacher
Similkameen Elementary-Secondary School

As an alternate education teacher, I would like to extend my thanks to the Awards Committee for offering A Student Development Award to Andrew Ottie. I have had the pleasure of knowing Andy for the past two years and have been very pleased with his successes in the program.

Andy will soon be completing the requirements for an Adult Dogwood in the early months of the 2002-2003 school year. As a student, Andy is very dedicated and hardworking and manages to juggle his school assignments and hold down a job as well.

He is very independent and able to plan and follow through on his goals consistently. Andy is the type of student that alternate programs are designed for. It is very unlikely that Andy would have completed Grade 12 in a traditional school system, as his individual needs would not have been met.

During the course of his studies, Andy has become a role model for other students in the program and has often been "the voice of reason". I was pleased



Andrew Ottie prepares for Graduation Ceremony at Similkameen Elementary-Secondary School - June '02

and honoured to present Andy with the BC Alternate Education Association's Student Development Award during graduation ceremonies this past June at Similkameen Elementary-Secondary School. Many thanks to the Association for your support and recognition of Andy's achievements. ■

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British Columbia *Alternate* Education Association

COVER FORM

For Grant Application
Student and Program Awards

Please check one

BCAEA Student Development Award

BCAEA Student Bursary

BCAEA Activity Grant

BCAEA Specific Projects Grant

Kathi Hughes Innovative Programming Award

Applicant's Name

Applicant's Address

Telephone

SIN

_____ (required for student applications only)

BCAEA Sponsor

Contact Person

_____ (if different from above)

Telephone

_____ (work)

Fax

Telephone

_____ (home)

Email

Membership Application - Provincial Specialist Associations 2001-2002

SURNAME		S.I.N. OR BCTF I.D. NUMBER		
GIVEN NAMES		FORMER NAME	HOME TELEPHONE	
ADDRESS		SCHOOL TELEPHONE		
CITY/PROV	POSTAL CODE		WORK TELEPHONE (if different from school)	
NAME OF SCHOOL/ INSTITUTION/ BUSINESS		SD #	WORK FAX	
ADDRESS		EMAIL ADDRESS		
CITY/PROV	POSTAL CODE	VISA NUMBER	EXPIRY	APPROVAL #

PSA MEMBERSHIP

BCTF MEMBER	STUDENT/ RETIREE/ TOC	BCTF MEMBER	STUDENT/ RETIREE/ TOC	BCTF MEMBER	STUDENT/ RETIREE/ TOC
41 <input type="checkbox"/> \$35.00 Art	<input type="checkbox"/> \$20.00	53 <input type="checkbox"/> \$35.00 Learning Assistance	<input type="checkbox"/> \$10.00	66 <input type="checkbox"/> \$25.00 Environmental Ed	<input type="checkbox"/> \$15.00
42 <input type="checkbox"/> \$35.00 Business Education	<input type="checkbox"/> \$23.00	54 <input type="checkbox"/> \$30.00 Physical Education	<input type="checkbox"/> \$15.00	67 <input type="checkbox"/> \$20.00 Rural	<input type="checkbox"/> \$10.00
44 <input type="checkbox"/> \$40.00 Counsellors	<input type="checkbox"/> \$25.00	55 <input type="checkbox"/> \$42.00 Primary	<input type="checkbox"/> \$21.00	68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$ 5.00
45 <input type="checkbox"/> \$35.00 Immersion/Cadre	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$35.00 Science	<input type="checkbox"/> \$10.00	69 <input type="checkbox"/> \$25.00 ESL PSA	<input type="checkbox"/> \$15.00
46 <input type="checkbox"/> \$35.00 English Language Arts	<input type="checkbox"/> \$15.00	58 <input type="checkbox"/> \$30.00 Technology	<input type="checkbox"/> \$20.00	70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
47 <input type="checkbox"/> \$35.00 Home Economics	<input type="checkbox"/> \$16.00	59 <input type="checkbox"/> \$30.00 Social Studies	<input type="checkbox"/> \$15.00	71 <input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
48 <input type="checkbox"/> \$35.00 Intermediate	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00	72 <input type="checkbox"/> \$20.00 Co-operative Learning	<input type="checkbox"/> \$10.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00	62 <input type="checkbox"/> \$35.00 Drama	<input type="checkbox"/> \$20.00	73 <input type="checkbox"/> \$35.00 Dance	<input type="checkbox"/> \$12.50
50 <input type="checkbox"/> \$35.00 Mathematics	<input type="checkbox"/> \$15.00	63 <input type="checkbox"/> \$35.00 Gifted	<input type="checkbox"/> \$18.00	74 <input type="checkbox"/> \$20.00 Adult Educators	<input type="checkbox"/> \$10.00
51 <input type="checkbox"/> \$30.00 Modern Languages	<input type="checkbox"/> \$15.00	64 <input type="checkbox"/> \$25.00 Distributed Learning	<input type="checkbox"/> \$10.00	75 <input type="checkbox"/> \$30.00 Culinary Arts	<input type="checkbox"/> \$16.00
52 <input type="checkbox"/> \$35.00 Music	<input type="checkbox"/> \$17.50	65 <input type="checkbox"/> \$35.00 Computer	<input type="checkbox"/> \$15.00	76 <input type="checkbox"/> \$20.00 Educators Against Racism	<input type="checkbox"/> \$10.00

Subscriptions are available to non-BCTF members or institutions. Fees include GST (R 106779291).

NON-BCTF MEMBER	NON-BCTF MEMBER	NON-BCTF MEMBER
41 <input type="checkbox"/> \$56.18 Art	53 <input type="checkbox"/> \$56.18 Learning Assistance	66 <input type="checkbox"/> \$45.48 Environmental Ed
42 <input type="checkbox"/> \$56.71 Business Education	54 <input type="checkbox"/> \$50.83 Physical Education	67 <input type="checkbox"/> \$40.13 Rural
44 <input type="checkbox"/> \$61.53 Counsellors	55 <input type="checkbox"/> \$89.88 Primary	68 <input type="checkbox"/> \$45.48 Peace & Global Ed
45 <input type="checkbox"/> \$56.18 Immersion/Cadre	57 <input type="checkbox"/> \$56.18 Science	69 <input type="checkbox"/> \$45.48 ESL PSA
46 <input type="checkbox"/> \$56.18 English Language Arts	58 <input type="checkbox"/> \$50.83 Technology	70 <input type="checkbox"/> \$50.83 Alternate Ed
47 <input type="checkbox"/> \$56.18 Home Economics	59 <input type="checkbox"/> \$50.83 Social Studies	71 <input type="checkbox"/> \$45.48 First Nations
48 <input type="checkbox"/> \$56.18 Intermediate	60 <input type="checkbox"/> \$50.83 Special Ed	72 <input type="checkbox"/> \$40.13 Co-operative Learning
49 <input type="checkbox"/> \$61.53 Teacher-Librarians	62 <input type="checkbox"/> \$56.18 Drama	73 <input type="checkbox"/> \$56.18 Dance
50 <input type="checkbox"/> \$56.18 Mathematics	63 <input type="checkbox"/> \$56.18 Gifted	74 <input type="checkbox"/> \$40.13 Adult Educators
51 <input type="checkbox"/> \$50.83 Modern Languages	64 <input type="checkbox"/> \$45.48 Distributed Learning	75 <input type="checkbox"/> \$50.83 Culinary Arts
52 <input type="checkbox"/> \$56.18 Music	65 <input type="checkbox"/> \$56.18 Computer	76 <input type="checkbox"/> \$40.13 Educators Against Racism

Print your name, address, etc., and check the appropriate association(s). Cite credit-card details, or enclose your cheque or money order, made payable to the B.C. Teachers' Federation. Do not mail cash. Retain a photocopy of your completed application for your records. Only BCTF members and students pursuing education degrees can be members of PSAs; all others must become subscribers. The membership/subscription will run for one year from the date this form is processed. The BCTF ID number and the expiry date appear on envelopes bearing PSA publications. Six weeks before the membership/subscription is due to expire, you'll be sent a renewal form. Receipts are not issued because PSA fees are not tax deductible. **If in the course of the year you change your name or address, please notify the BCTF: B.C. Teachers' Federation, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2. 604-871-1848 (or -1841) or 1-800-663-9163 (local 1848 or 1841), www.bctf.ca**

KATHI HUGHES INNOVATIVE PROGRAMMING AWARD

One award of \$500

This award will be given to an alternate education teacher who is willing to share a unique aspect of his/her existing program at the Annual BCAEA Conference in January.

Objective: To encourage alternate education teachers to share their programs and workable strategies with others.

Application Process:

- applicant must be a BCAEA member
- outline the program (2 page max.) including how your program is meeting the needs and aspirations of your students
- indicate how your program would use the award
- include pictures of program 'in action'
- submit article for possible publication in the June Newsletter
- include proposal for sharing of program at annual BCAEA Challenge and Change Conference (i.e., workshop, booth, or...) BCAEA may provide limited travel subsidy for award recipients presenting at conference.

The Program must:

- have been in operation for at least one year
- focus on the social/emotional and/or career development of students
- be shareable and transferable

Deadline for submission is March 31. Award presented May 31

BCAEA SPECIFIC PROJECTS GRANT

Up to \$500

- This grant is to support an activity such as curriculum development, policy or directory update, membership recruitment or another project that furthers BCAEA goals.
- Applications will be adjudicated by the full executive at the year-end meeting.
- Submissions will be judged on the degree to which the project facilitates the Association's goals at the regional or provincial level.
- Funds will be issued on completion of the project in the case of honoraria, or in the submission of receipts in the case of reimbursement of expenses.

Deadline for submission is March 31st.

BCAEA STUDENT DEVELOPMENT AWARD

Four grants each totalling \$250

This grant must be used to benefit 'at-risk' students who are receiving alternative programming.

Application Process:

The Student

- has attended a school or community-based Alternate Program for at least eight months
- assumes responsibility for their own behavior
- displays an appropriate level of self-motivation
- exhibits improved self-esteem and self-confidence
- demonstrates mastery skills and is ready for a new educational program or job

The Sponsoring Staff must be a member of the BCAEA.

The Application is to include a short write-up (100-200 words) from the student that covers the following questions:

1. What have you been able to accomplish at the program you are attending?
2. What are your future goals and aspirations?
3. How would you use this award?

The application is to include:

- two letters of reference (including one from program staff sponsoring the application)
- a copy of the student's last report card
- a photograph of the nominee that can be published in the BCAEA Newsletter

Deadline for submission is March 31. Award presented May 31.

One award per region will be distributed. In the event that no applications are received from a region, award monies will be distributed to a qualifying student from another region.

Region 1 - North

Region 2 - Southeast

Region 3 - Lower Mainland

Region 4 - Vancouver Island

Forward completed applications for all awards, plus supporting documentation and a cover sheet (see page 19) directly to:

Jim Lawson

Site 126, C5

Port Alberni, BC V9Y 7L5

2003 Grants, Awards & Bursaries

BCAEA ACTIVITY GRANTS

Four grants totalling \$2,000 maximum.

This grant must be used to benefit "at-risk" students who are receiving alternative programming.

Application Process:

- applicant must be a BCAEA member
- provide a statement of rationale for the project, including how it will benefit the program and/or individuals involved
- provide a balance sheet (breaking down all expenses and all funding sources) for the activity
- provide the name and address of the sponsoring teacher and other staff
- provide a statement by the program Administration Officer that she/he is familiar with the project and supports the proposal
- after the event, Activity Grant recipients are asked to report on the activity that took place by providing dated photos and student accounts of the activity.
- unused funds must be returned to the BCAEA

Submissions can be made throughout the year. All grants need to be approved at an executive meeting

BCAEA STUDENT BURSARY

One grant of \$500

This grant is available to a graduating student who is, or has been, in an Alternate Program.

Application Process:

The Sponsoring Staff must:

- be a member of BCAEA
- comment on the student's achievement of personal and/or academic goals
- verify attendance at a school or community-based Alternate Program for at least eight months
- provide a written statement of support that includes the rationale for recommendation. (Please include contact information, i.e. phone, fax, Email.)

The Student must:

- provide verification of registration in post-secondary training or educational institute
- provide a written statement indicating future plans and the progress made towards goals
- submit a resume including two written references
- include a personal photograph which can be published in the BCAEA Newsletter

Deadline for submission is March 31. Award presented May 31.

BCAEA

Member Bio

JD Duncan, Database Manager

I have been working with youth my whole adult life in various roles; playground supervisor; teen center coordinator; instructor in a wilderness program; child care worker in a residential treatment center; and most recently a public school teacher.

Despite the fact I have a Physical Education Degree with a Major in Outdoor Pursuits from the University of Calgary, I was unable to obtain a teaching job as a PE teacher.

My resume must have screamed "special ed" for my first teaching job was in Special Education in Castlegar at Stanley Humphries Secondary School.

Twelve years later I continue to work in an Alternate setting, at the Online Learning Centre, in Castlegar. We use computers extensively in our Centre providing a self paced learning environment for a wide range of learners, both in age and learning needs.

My interest in computers coupled with my love of white-water kayaking introduced me to

the world of databases. As Director of the 1995 Canadian Whitewater Championships hosted here in the West Kootenays, I helped develop a database for tracking registration and race results.

My chief responsibility as a member at large of the BCAA is to design and maintain a database for the Association that will assist in the running of the annual conference and track information about all Alternate programs in the province.

This Bio is getting long, but try writing one when you are fifty years old. I do have to say a little more. I am an avid whitewater kayaker and go no where with out my boat.

The picture includes my boat, myself and my grand daughter.

Yours,

John Duncan alias "JD"

PS Pretty soon the pictures in this Member Bio section are going to include the kitchen sink. ■



BCTF ISSUE UPDATE: Learning Resources

Learning resources funding is no longer targeted, so school districts can transfer funds from their previous Learning Resources Fund to general revenue. This will make it even more difficult for teachers to get the learning resources they need for their classrooms.

At the school and district levels, teachers experience considerable frustration finding out what monies are available for the purchase of learning resources. They also have a difficult time finding out what the local processes are for deciding which resources will be purchased.

All the texts, videos, software, and other materials that are used in classroom must be evaluated to ensure curriculum match, social considerations, and age or developmental appropriateness. This evaluation may take place at the provincial, district, or classroom level.

The evaluation criteria for provincially approved learning resources can be found in *Evaluating Selecting, and Managing Learning Resources*, the “Blue Book”

Educational publishers can submit new learning resources for evaluation at any time through the Continuous Submission process. The ministry therefore maintains standing committees of learning resource reviewers. The Federation appoints members to these learning resource evaluation teams, and currently has members on 66 teams that evaluate English-language resources, and 13 teams that evaluate French-language resources.

Teachers have expressed a preference for a wide variety of recommended learning resources rather than a single prescribed resource. A subset of the learning resources, made up of those with the greatest degree of curriculum fit, is designated as the Grade Collection. Other resources retain their recommended status and are useful for teachers wishing to explore topics in more depth, or provide additional choice for individual teaching and learning styles.

As new resources are recommended through the Continuous Submission process, they may be added to these initial Grade Collections, in order to keep them current. The BCTF has six representatives on the Resource Licencing Advisory Committee which advises the ministry on the selection of learning resources for the purpose of negotiating, licensing, or brokering software or items from Grade Collections on a provincial basis.

School boards are required to have criteria and processes in place for the selection and evaluation of learning resources that are not provincially recommended. Guidelines and suggestions for school district criteria and processes may also be found in *Evaluating Selecting, and Managing Learning Resources*.

Electronic learning resources used in distance education and distributed learning, are often misconstrued as curricula rather than learning resources, and generally do not go through any evaluation process.

PROVINCIAL ISSUES AND ACTIVITIES

- ensure appropriate criteria for the evaluation of learning resources
- ensure that learning resource evaluation is done primarily by teachers
- ensure reasonable processes for learning resource licencing and brokering
- lobby for the evaluation for all learning resources, including those for distance education and distributed learning

LOCAL ISSUES AND ACTIVITIES

- ensure member input into decisions about learning resources
- ensure that members know what learning resource funding is available in their district, and have access to the funds
- ensure that district criteria for evaluating learning resources is appropriate
- lobby for adequate resources

PSA ISSUES AND ACTIVITIES

- identify curriculum areas for which there are no learning resources
- identify problems with provincial learning resources
- provide advice on various educational software to the BCTF reps on the Resource Licencing Advisory Committee
- assist in the selection of learning resource evaluation teams
- lobby for adequate resources ■

4. The minister will announce her recommendations on October 2, 2002.
5. There will then be another short consultation phase until January or February 2003. In this phase, partner organizations will be asked to identify implementation barriers as well as to respond to the merits of the recommendations.
6. Final decisions will be made before the end of the ministry's fiscal year, March 31, 2003.
7. Implementation of recommendations will begin in Fall 2003. Depending on the recommended changes, the implementation will likely be staged as in past changes to grad requirements.

The Federation will seek feedback and advice on the minister's recommendations from locals and PSAs.

PROVINCIAL ISSUES AND ACTIVITIES

- ensure a voice for locals, PSAs, and individual members in the Graduation Requirements Review
- represent teachers' views on graduation requirements with

the ministry and other education partner organizations

- lobby for appropriate timelines and processes for consultation and implementation
- provide information to locals, PSAs, and members
- collect and summarize local, PSA, and member response to recommendations this Fall

LOCAL ISSUES AND ACTIVITIES

- provide input to the Graduation Requirements Review and ensure that members and LSAs have opportunities for input
- provide information to members on the progress of the review and opportunities for input
- respond to recommendations this Fall

PSA ISSUES AND ACTIVITIES

- inform and advise members
- provide specific background expertise in subject or specialty areas
- respond to recommendations this Fall ■



How To Survive a Heart Attack on Your Own

Let's say it's 6:15 p.m. and you're driving home (alone of course), after an unusually hard day on the job. You're really tired, upset and frustrated.

Suddenly, you start experiencing severe pain in your chest that starts to radiate out into your arm and up into your jaw. You are only about five miles from the hospital nearest your home; unfortunately you don't know if you'll be able to make it that far.

What can you do? You've been trained in CPR but the guy who taught the course neglected to tell you how to perform it on yourself. Since many people are alone when they suffer a heart attack, the information in this article would be important.

Without help, the person whose heart stops beating properly and who begins to feel faint, has only about 10 seconds left before losing consciousness.

However, these victims can help themselves by coughing repeatedly and very vigorously. A deep breath should be taken before each cough. The cough must be deep and prolonged, as when producing sputum from deep inside the chest. And a cough must be repeated about every 2 seconds without let up until help arrives, or until the heart is felt to be beating normally again.

Deep breaths get oxygen into the lungs and coughing movements squeeze the heart and keep the blood circulating. The squeezing pressure on the heart also helps it regain normal rhythm. In this way, heart attack victims can get to a hospital. Tell your friends about this, it could save their lives!

From: Health Cares, Rochester General Hospital



Challenge & Change

By David Scott

This year's "Challenge & Change" conference will be held on the 23rd & 24th of January at the Sheraton Wall Center in Vancouver.

In response to feedback from our members at last year's conference, there will be more emphasis on the use of technology for curriculum delivery, student program planning and documentation purposes.

However, to maintain that ever essential balance between the head and the heart, our keynote address will be delivered by Linda Lantierra, a Fulbright Scholar and member of the Black Hills Institute. Her topic will be "Educating the Heart: The Concept and Skills of Emotional Intelligence".

The 30 plus topical sessions offered and the bargain priced registration fee are in themselves more than sufficient reason to attend.

Add to that a hospitality suite on Wednesday evening and a knockout reception on Thursday, and the conference provides a perfect opportunity to keep abreast of current developments, acquire and refine skills, meet old and new friends, and just have a fantastic good time.

BCTF ISSUE UPDATE: Graduation Requirements Review

The minister of education initiated a review of B.C.'s graduation requirements as part of the Liberal government's New Era agenda and their stated commitment to student achievement.

The review is to consider how current graduation requirements might be changed to:

1. Enhance student learning and increase achievement
2. Expand opportunities for success and increase completion rate
3. Increase student, parent, and societal satisfaction
4. Identify and address existing gaps between desired outcomes, required measures, and current pathways and choices
5. Facilitate transitions to work and/or post-secondary education

Ministry field services staff conducted regional sessions, and contracted researchers to review the literature and to survey and hold focus groups with current and former "at risk" students.

The BCTF held two issue sessions for PSAs and counsellors, and a group of lower mainland locals held a one-day think tank. These discussions, and existing

BCTF policies, formed the basis of the BCTF's submission.

The ministry held a provincial symposium on May 30-31, 2002 to discuss some of the options from the consultation process. Seven BCTF reps attended and compiled a report (PD02-0100).

The ministry also produced a report, "Consultation Phase: What We Heard," that was distributed with the BCTF report. An excerpt of the ministry report, listing what key messages they received at the symposium and some possible options for change follows.

The steps in the remainder of the grad review process will be as follows:

1. Ministry staff will put together a set of "potential" recommendations that the deputy will take to the minister the last week of June or the first week of July.
2. The minister or deputy minister will meet with the BCTF and other education partner organizations in early September to present the draft recommendations.
3. The deputy will send a "final" set of recommendations to the minister in early September.

participation in "extra-curricular" activities.

Other shared issues amongst the PSA's included:

- membership
- amalgamating PSA's
- BCTF support for PSA websites

I highlighted our three areas of major concern:

- interministerial collaboration - that is, clarifying our role with MCFD and funding for youth care workers and ascertaining what happened to our protocol
- changes to Ministry special education categories - especially the demise of the "Rehab" classification
- support for newly assigned special ed teachers
- class size for Rehab/alternative ed programs

4. Message from BCTF Executive:

Jinny Sims attended the Saturday session. She spoke eloquently and passionately on a variety of topics.

Of special interest to us:

- "we need to rethink Professional Development"
- "we need to resurrect the notion of volunteerism for PSA committees"
- "PSA's are an integral part of PSA Council"

5. PIAC (Professional Issues Advisory Council)

This committee replaces the former Pro-D, PSA Council Executive Committee etc.

- reflects a change from a focus on bargaining to one of political action and professional development

6. Explanation of changes re "non-instructional days"

(Thanks to Mike Lombardi for providing the following explanations)

- School Boards can change non-instructional days without consultation or agreement
- our contract says teachers will decide content for 5/6 days
- Boards must establish the calendar by the end of May

The best news of the two days: Anita Chapman is our Ministry liaison. Anita has a loooooong history with us. She is a superb advocate, eloquent speaker, and lots of fun.....

Special quotes from PSA Council Meeting:

"no one wants to steal handouts on accountability"
Anita Chapman

"it's not about survival, it's about surthrival"
Kathi Hughes

"BCAEA has been blessed with really bright presidents"
Anita Chapman

"BCAEA was instrumental in ensuring the inclusion of 'social responsibility' in the Foundation Skills Assessment"
Anita Chapman

PSA Council Buzzwords: (or - how to impress your colleagues and administrators):

- counter-intuitive
- egregious
- offset
- filters
- emergent issues ■



Highlights of the PSA Council Meeting

August 23 and 24, 2002

UBC, Vancouver, BC

By Kathi Hughes

Our illustrious and committed president, dear Rob Purgavie, pleaded with me in June to attend these meetings. Not being an advocate of Vancouver-in-the-Summer, I was loathe to attend.

However, being an advocate of Rob Purgavie and trying to appease his need to attend a guitar workshop in Smithers, I caved.

The decision to attend was rewarded with a great experience to network with "old" colleagues, to establish contact with "new" colleagues, to run-in-the-sun along the beach, to wine/whine/dine and to stimulate the brain in preparation for an exciting and challenging year ahead.

HIGHLIGHTS OF THE MEETINGS

Major highlights: exceptional food, sunshine, committed colleagues and accommodation in Gage!

1. Explanation of the restructuring of PSA Council:
 - formerly, 8 members served on this committee; now, 3 members chair the committee
 - this change reflects expediency and economy
2. Education policy issues/curriculum issues update: (thanks to Anita Chapman for a superb overview of all these issues!)

Curriculum development:

- are still 30 IRP's not revised
- those IRP's which are in the process of revision will continue to be revised
- Ministry is "re-revising" Science and English
- all other revision projects are "on hold" by the Ministry

- Ministry has been severely downsized - and there is no money for new secondees

Learning Resources:

- funding is no longer targeted, so school districts can transfer funds from the previous Learning Resources Funds to general revenue
- this will make it even more difficult for teachers to get the learning resources they need for their classrooms

Performance Standards:

- are here to stay; Brent Herman of the BCAEA (that's us!) was instrumental in advocating for the inclusion of social responsibility with literacy, numeracy and writing

Grad Requirements Review:

- in process - final decisions by March 31, 2003
- Select Standing Committee on Education:
 - the report from the committee of 13 MLA's has been filed
 - the themes of the teachers' presentations to this committee are not reflected in the report

Accountability:

- the current government's accountability plans are built around district accountability contracts and narrow output measures
- BCTF advocates for an accountability system based on an array of data

3. Issues of concern to the 33 PSA's:

- Fascinating array of issues. Representatives wanted clarification of BCTF direction regarding

individuals and groups who foster outstanding levels of learner achievement and stakeholder satisfaction, or who contribute significantly to research about the use of best practice.

27. Require authorities, institutions and individuals throughout the system to:
 - a. prepare annual plans for improvement and development based on measures of performance results and consideration of research concerning best practices
 - b. direct funds and release time for staff to engage in professional development that addresses identified gaps in current performance or emerging needs. ■

Writing Contest for High School Girls

The YWCA of Greater Vancouver is sponsoring a project called the YWCA Real Story Competition. The theme of the competition is “She inspires me...”

The contest:

- is open to girls in grades 8 – 12
- is held across the Lower Mainland, including Chilliwack (east), the U.S. border (south), Bowen Island (west) and Sunshine Coast (north)
- encourages girls to seek positive role models for the future
- celebrates the imagination and talent of girls
- submission deadline is November 4, 2002

The top 100 finalists are invited to a Recognition Event taking place on December 5 at the YWCA Program Centre in Vancouver. The Top 3 Junior (grades 8 – 10) and Top 3 Senior (grades 11 and 12) finalists are announced and awarded their prize at this event:

<p>Senior Category</p> <p>1st - \$1000</p> <p>2nd - \$750</p> <p>3rd - \$500</p>	<p>Junior Category:</p> <p>1st - \$750</p> <p>2nd - \$500</p> <p>3rd - \$250</p>
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Entry forms are available at all lower mainland schools and online at www.ywcavan.org/realstory or by calling the YWCA at 604-895-5828. ■

PROActive Curriculum Ltd.

Mike Shaw / Russ Medland
 1173 Pettman Road, Kelowna, BC V1Z 2R7
 Telephone / Facsimile: (250) 769-1942
 email: proactive@idmail.com

COURSES OFFERED NOW

Business Computer Applications 11	\$350
Comparative Civilizations 12	\$350
Data Management 12	\$350
Earth Science 11	\$350
Family Studies 11	\$350
Family Studies 12	\$350
Geography 12	\$350
Law 12	\$350
Math 9 Principles (WCP IRP)	\$350
Math 10 Principles (WCP IRP)	\$350
Math 11 Principles (WCP IRP)	\$350
Psychology 11	\$350
Science 10	\$350
Social Studies 10	\$350
Social Studies 11	\$350

COURSES COMING SOON

Economics 12 (Sept. 2002)	\$350
Math 10 Essentials (May 2002)	\$350
Math 11 Essentials (Nov. 2002)	\$350
English 10 (June 2002)	\$350

All of these self-paced, mastery-based courses come in a binder which includes photocopy masters for the course outline, progress chart, worksheets, workbooks, tests and cumulatives) and answer keys (worksheets, tests and cumulatives). All courses include a cd-rom with the word-processing files on it so you may modify the materials to suit your students. Your licence permits you to reproduce the materials without limit at a single site. Unlike correspondence courses there are *no* per student fees.

BCTF ISSUE UPDATE: Select Standing Committee on Education *continued from page 7*

- outcomes data on growth in learner achievement, stakeholder satisfaction, and compliance with relevant legislative and policy frameworks, as well as information on emerging trends and needs
- c. a periodic, comprehensive system for external auditing learner achievement, stakeholder satisfaction, compliance, and development in all publicly-funded institutions
 - d. procedures for progressively greater external intervention into the governance and management of authorities and institutions who consistently demonstrate less than adequate performance
13. Identify a fair process that will establish the terms of employment for all staff employed in the education system without disruption of learning opportunities.
 14. Institute an appeals process that will expeditiously settle any student or parental concerns not resolved by administrators and governance bodies at the institutional level.
 15. Consider the most effective and efficient provision of administrative functions such as accounting, payroll, human resources, facilities maintenance, capital construction, and transportation.
- SERVICE DELIVERY**
16. Establish a standing committee of educators and non-educators to identify and continuously review the competencies and standards that must be met to qualify for each certificate, diploma or degree.
 17. Organize the provincial competencies and standards for certificates, diplomas and degrees so that learners are able to pursue a career path in stages, to accelerate, to transfer laterally, to receive partial credits, and where desirable, to obtain interim certification if a significant portion of the provincial competencies and standards has been attained.
 18. Permit individual institutions to award education certificates, diplomas and degrees in accordance with the provincial competencies and standards, but also designate a provincial agency to award certificates, diplomas and degrees to learners who demonstrate attainment of the provincial competencies and standards without regard for how, where, or when they have gained them.
 19. Thoroughly review the legislation and the structures pertaining to apprenticeship training, to ensure the system meets the needs of British Columbians.
 20. Empower authorities and institutions to design and offer learning opportunities that will enable learners to meet the provincial competencies and standards.
 21. Designate one department or agency to develop a provincial infrastructure for on-line learning, and ensure that all institutions have easy access to this infrastructure so that they can support learners who opt to use an on-line approach for all or part of their education.
 22. Once learners complete the core curriculum, they are entitled to choose from a series of substantive pathways leading to certificates, diplomas or degrees and to attend any institution offering pathways.
 23. Establish a College of Educators responsible for certification, standards of practice, ethics, enforcement, and professional development.
 24. Ensure that the College of Educators serves the public interest by appointing sufficient community members to its governing body.
 25. Consider that membership in the College of Educators be the only compulsory membership for professional educators employed at all levels of the system, including those in management positions.
 26. Require authorities and institutions to assess their effectiveness and efficiency by gathering outcomes data about learner achievement, stakeholder satisfaction, and compliance with the relevant legislative and policy frameworks; and to recognize

- d. design, deliver and fund professional development in accordance with their plans for improvement
 - 4. Set strategic direction for the province to ensure that:
 - a. the education system addresses the anticipated employment needs of the province
 - b. residents of British Columbia, who have attained the prerequisite provincial competencies and standards, have access to advanced education
 - c. learners and parents are informed about the future employment opportunities in the province
 - d. unreasonable barriers to learners with special challenges are removed
 - e. technology is used to enhance the effectiveness and efficiency of learning opportunities and support services
 - f. specific institutions are designated to engage in research and development into issues of societal importance
 - g. research in education is both conducted and assembled, and the findings of research are communicated widely throughout the system
 - 5. Review, revise and consolidate the existing statutes governing public education.
- community members and parents or learners, as appropriate, in creating and monitoring their service plans and in formulating their annual performance reports.
 - 9. Require that service plans and annual performance reports are made available to interested persons and groups.
 - 10. Permit education authorities and institutions to include in their service plans requests for time-specific waivers from provincial constraints they believe are impairing their performance.
 - 11. Continue to develop a system for funding education that:
 - a. is simple, equitable, predictable and transparent
 - b. ensures that appropriate funding flows to the service providers selected by each learner
 - c. minimizes the impact of economic circumstance on each learner's access and prospects for success
 - d. considers the principle that, as learners proceed to higher certification, they should contribute an increasing share of the actual costs of advanced education and the anticipated value of the particular education to the learner
 - e. facilitates monitoring the effectiveness and prudence of resource utilization
 - 12. Enhance accountability throughout the system by implementing:
 - a. a framework to ensure that authorities, institutions, and individuals at all levels, are accountable for performance, and are expected to continuously improve and adapt to changing needs and circumstances
 - b. an information system which collects and reports

GOVERNANCE AND MANAGEMENT

- 6. Designate specific institutions as “provincial institutions” and authorize them to offer specialized advanced education opportunities and to be centres of research excellence.
- 7. Enhance the performance by:
 - a. differentiating clearly between governance and management responsibilities
 - b. providing orientation and ongoing training to members of governing bodies and senior managers
- 8. Require all authorities and institutions to involve

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BCTF ISSUE UPDATE: Select Standing Committee on Education *continued from page 5*

- meet with the minister of education, education partner organizations, BCTF committees, and BCTF reps to the College of Teachers to discuss the report
- build coalitions at the provincial level
- monitor developments
- overall response through the Public Education Advocacy Plan

LOCAL ISSUES AND ACTIVITIES

- provide information and analysis for members
- lobby MLA(s)
- build coalitions at the local level

PSA ISSUES AND ACTIVITIES

- provide information and analysis to members
- provide advice on specific recommendations

RECOMMENDATIONS OF THE SELECT STANDING COMMITTEE ON EDUCATION

MANDATE

1. Create a mandate statement for the entire education system that:
 - a. is modelled after the current mandate for the K-12 system
 - b. acknowledges the importance of all citizens being able to access both broad-based and career-specific learning opportunities throughout their lives
 - c. describes the responsibility of each level of authority for three goals of education:
 - i. intellectual development
 - ii. human/social development
 - iii. career development
 - d. defines the function and priority for each level of the system, and indicates for each level the relative importance of:
 - i. readiness
 - ii. foundation skills
 - iii. employability
 - iv. research and development
 - v. life-long learning
2. Consider the merits and feasibility of extending the mandate of public education to include early childhood education.
3. Ensure the primacy of the public interest by clearly indicating in legislation that:
 - a. the mandate statement must be reflected in all documents, reports and plans produced at any level of the education system
 - b. statutory provisions supersede the provisions of collective agreements or other contractual arrangements
 - c. institutions have the flexibility to:
 - i. institute best practices
 - ii. organize and schedule learning opportunities
 - iii. assign staff as required for the effective and efficient delivery of education services

BCTF ISSUE UPDATE:

submitted by Debby Stagg, PSA Services Co-ordinator
Professional and Social Issues Division, BC Teachers' Federation

Select Standing Committee on Education

The Liberal government established a Select Standing Committee on Education (SSCE) that held hearings around the province from September 2001 to February 2002. The BCTF presented a brief "Government has a choice," and many locals, PSAs, and individual teachers made oral and written presentations. Information about the SSCE, including links to the BCTF brief and submissions can be found on the BCTF website at

<http://www.bctf.ca/Publications/SSCESubmissions/>.

The Select Standing Committee on Education filed its final report on March 28, 2002

(<http://www.legis.gov.bc.ca/CMT/37thParl/3rdsession/edu/index.htm>)

A list of the recommendations is attached. At this point the report is not the position of government. The minister of education has asked MLAs to seek feedback from their constituents. Although teachers made fully one quarter of the submissions to the SSCE, the themes of their presentations are not reflected in the report and recommendations. The themes in the teacher submissions were:

- the importance of providing a sense of belonging for Aboriginal students in public schools
- the importance of targeted funding, and language and culture programs, for Aboriginal students
- the need for adequate funding, and enhanced policies and enhanced support for students with special needs
- the need to eliminate the five year funding cap on ESL support and to base ESL funding on individual student's educational needs
- the need to provide additional resources to support students in areas of low socio-economic status
- the need to improve opportunities for students to access post-secondary education, including continuing the freeze on tuition

- the need to expand the places for students in post-secondary while maintaining current class sizes and quality of instruction
- the need to provide funding at a level that fully reflects inflation and new costs
- the need to ensure that assessment of quality reflects the broad and diverse aims and student make-up of the public schools
- the caution that online learning should be utilized primarily in situations where it is more effective or the only option for access
- the importance of smaller class sizes K-12

The presentations also showed that teachers clearly understood that flexibility = cuts, and choice = privatization, even though these presentations were made before the government used legislation to strip contracts.

Some preliminary analysis of the SSCE recommendations can be found on the BCTF web site and in materials previously mailed to locals. The call to make early childhood education part of the public education system is a positive step in ensuring success for every student. However, many more of the recommendations hold potential threats to a strong and stable public education system, in the form of increased privatization, and increased emphasis on job training. Some recommendations, such as the proposed College of Educators, are a direct attack on the union.

PROVINCIAL ISSUES AND ACTIVITIES

- provide information and analysis for locals and individual members
- provide support materials to locals, and PSAs and individual teachers who made submissions, for lobbying MLAs

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Task Forces on Education *continued from page 2*

throughout BC over the next three months and report to the Minister of Education by Jan. 6, 2003.

Task Force on Student Achievement
(<http://www.bced.gov.bc.ca/whats happening/nr/nr2002/nr-09-02.html>)

TASK FORCE TO ENHANCE RURAL EDUCATION

A task force on rural education will recommend strategies to ensure students in rural and remote communities across B.C. have access to quality education, Education Minister Christy Clark announced September 5.

“School boards serving rural and remote communities face unique challenges in providing quality education to students,” said Clark. “They are having to deal with declining enrolment, problems in recruiting and retaining teachers, and difficulties in transporting students to schools.” The funding allocation system introduced last spring already includes fixed supplements for school districts with rural and remote populations, including those serving small communities with widely dispersed schools, and low enrolment.

The task force will recommend ways to improve BC’s education system by consulting with people living in rural and remote communities; identifying challenges faced by students, parents and school boards; and reviewing successful models of rural education in BC and elsewhere. A report of the task force’s findings and recommendations will be submitted to Clark by Jan. 15, 2003.

“Over the past 15 months, we’ve put in place a firm foundation for developing a quality education for all B.C. students, no matter where they live,” said Clark. “We have focused on improving achievement, increasing accountability of the system, enhancing choice for students and encouraging parental involvement.

“The B.C. government wants to ensure that this New Era in education also addresses the unique needs of students and parents living in rural and remote communities,” said Clark. “Rural communities play a vital role in our economy, and students in these communities have the potential to make an enormous contribution to our province.”

The Ministry of Education recognizes that schools in rural and remote areas face a variety of challenges, including enrolment, teacher recruitment and student transportation. As a result, the rural education task force has been formed to:

- * Listen to the ideas and concerns of rural communities.
- * Generate fresh perspectives on the issues.
- * Develop innovative solutions.
- * Report findings and recommendations to the Minister of Education.

Mandate of the task force

The task force will consult with people living in rural and remote communities; address and identify the unique challenges faced by students, parents and school boards; and review successful models of rural education in B.C. and other places.

Duties of the task force

- * Review the challenges and opportunities in providing a quality rural education program.
- * Review current best practices and evaluate how they could improve the achievement levels of rural students throughout the system.
- * Examine the role e-learning plays in rural education.
- * Visit rural and remote schools to consult on innovative solutions.
- * Recommend ways for students, parents, teachers, schools, school districts and education leaders to participate further in an effective rural education strategy.

Consultation

The task force will meet with educators, students and parents throughout BC over the next three months and report to the minister by Jan. 15, 2003.

TASK FORCE TO ENHANCE RURAL EDUCATION
(<http://www.bced.gov.bc.ca/whats happening/nr/nr2002/nr-09-02.html>)

In His Own Write

By ROB PURGAVIE, President

As I approached the ripe old age of 44, I decided to face my musical dragon. I enrolled in a week long guitar camp in Smithers. The theory behind music has long eluded me and it still does, however I have embarked on the path towards a greater understanding.

There were times during that week when it seemed that everyone around was speaking Dutch or Greek. "Tone, tone, semi-tone" or "using a suspended chord really adds tension that needs to be resolved". My favourite was "A Major 7th is really a sensitive chord, one that a lot of people from the Island use". Guess I'll have to figure out how to play a few more of those.

My point in sharing the story of "What I did on my Summer Vacation" is to reinforce the importance of what we do in alternate education. My Summer experience was rich beyond compare. Professionally it reinforced my empathy in dealing with students who struggle with some of the curriculum we deliver. I experienced the blank stare of not understanding (Sort of like stats class, except I really wanted to get it).

I reaffirmed many of my beliefs and the admiration I have for my students. They just keep coming. They want to learn and they are constantly willing to face their dragon.

In alternate education we are constantly willing to keep doing the best we can to provide an inclusive, safe environment that promotes risk-

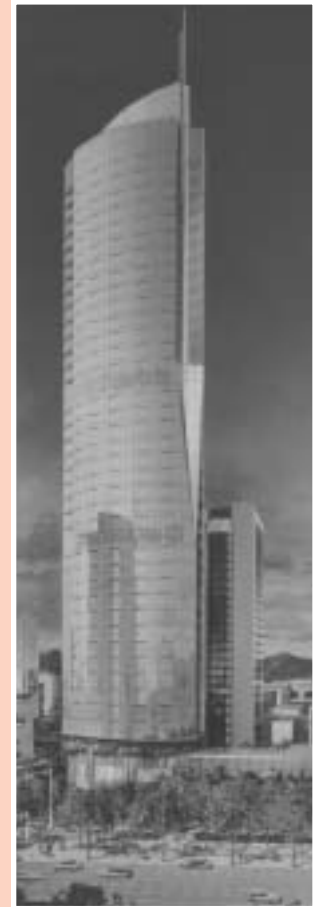


taking and learning. This, too, was my experience at guitar camp.

For the final student concert, I faced the mighty demon and pulled together a band. We appropriately called ourselves 'Face the Dragon'. The group included all those people who knowingly or not, supported me through my 'I-can't self talk'. This is what we do in our schools, we support each other and through that we support our students back to the world of 'I-can'.

During my week's absence, Kathi Hughes attended the Provincial Specialist Association Council (PSAC) meeting at UBC (political times conflicted with Guitar Camp times). thank you Kathi.

Our executive continues to be busy with preparations for the conference. Look for details in the conference brochure included with this mailing. In the mean time, check out our re-vamped website with links to the new listserv. The program directory has been temporarily removed from the web site in preparation for the upgrade to interactive status. See you in January at the Wall Centre for our 10th annual BCAEA Challenge of Change conference. ■



CONFERENCE 2003 Challenge to Change January 23-24

Sheraton Wall Centre
Vancouver

Early Registration by Dec. 15th
Forms available online at:
www.bctf.ca/bcaea

Hotel Reservations:
(604) 331-1000 or
1-800-663-9255
Rates \$99 prior to Dec. 22

EDITOR'S COMMENTS:



Another school year begins! The executive of the Alternate Teachers' Association wishes all of you well, and invites you to share your successes and challenges. Our phone numbers and email addresses are listed on the back side of this issue.

As well, our members have a wealth of expertise - refer to the directory which is on our website to correspond with each other.

This is an important issue to keep handy as it contains all the awards and scholarship info that you can use as a reference.

We also are enclosing our conference information so that you have time to apply for funding and for the sessions that interest you.

Have a great year!

Maryann Cardwell

Two new Task Forces on Education Announced

The Minister of Education has announced the establishment of a Task Force on Student Achievement and a Task Force on Rural Education. Details included in the press releases follow:

TASK FORCE ON STUDENT ACHIEVEMENT

The government has appointed a task force on student achievement to recommend ways of improving the performance of B.C.'s 600,000 students, Education Minister Christy Clark announced on September 3.

"We made a New Era commitment to develop a top-notch education system for students of all ages," said Clark. "We want to ensure our schools are giving students the knowledge and skills they need - and we know BC students can do better. For instance, one in four students does not graduate from secondary school."

"One challenge is that there is no commonly agreed-upon definition for achievement. There are also differing opinions of how to measure achievement, and best practices are not always shared among school districts."

"In order to develop a plan to improve student achievement, we need to ensure everyone involved with BC's education system is talking about the same thing."

The task force on student achievement will develop a common definition for achievement, review current levels of student achievement,

identify areas for improvement and make recommendations to increase student success rates.

A report with recommendations will be submitted to Clark by Jan. 6, 2003.

Mandate of the task force

To consult with BC's education community and recommend ways to improve the achievement levels of all students in every area of learning.

Duties of the task force

- Review the current achievement levels of BC students.
- Learn how student achievement is currently managed.
- Consider suggestions from educators, parents, and students across BC to improve achievement in all areas of the education system.
- Develop a common definition for achievement.
- Evaluate best practices to improve student achievement levels throughout the system.
- Recommend new ways for students, parents, teachers, schools, school districts and education leaders to participate further in improving student achievement.

Consultation

The task force will consult with educators, students and parents

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* The sidebar photo on the front page of this issue is one of several Cowichan Valley Alternate Schools, this one located at Providence Farm on the outskirts of Duncan.