

## Sewing for Literacy Project

by Brenda West, Alberni Valley Times



*Sewing for Literacy Project volunteers included:  
(back row) Tammy Cardinal, Christine Robinson,*

*Krista Perry, Mary Jane Sabbas, Charley Frow, and  
(front row) Tina Fregin and Stephanie Jack.*

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The students of Port Alberni's Girls' Project have been busy sewing. They volunteered to sew book bags for the 'Books and Keys for Babies' program. In an effort to encourage parents to read to their babies from birth, Keys to Literacy, The Make Children First Network, School District #70 and the City of Port Alberni partner in the Books and Keys for Babies program.

Public Health Nurses and Nuu-chah-nulth Tribal Council Nurses present each new baby with a book, a book bag, their first rhyme, and a welcome letter. With the material donated by the local Wynan's Furniture store, students at the Girls' Project sewed the bags and showed their support for the program.

## FROM THE EDITOR'S DESK:



Welcome to our post-conference edition. It was my intent to have this issue out 'shortly' after our January conference. Sorry for the delay. I just had to re-define 'shortly'.

I'd like to extend my thanks to the folks who have contributed to this issue. They have shared reflections and some important information.

**NEXT ISSUE:** We would like to focus on programs and kids. I have received some articles, but, as always would like more. Have something to share? In these times of change we need to celebrate. Please take some time to help us do just that. Kids' writings are most welcome, especially if accompanied by pictures. Get the picture? Send pictures.

Pictures. Good.

Too much text. Bad.

Just like my grammar.

*Rob.Purgavie@sd79.bc.ca*

## President's Message

Jim Lawson

*Right: Marg, Warrior Princess,  
making a point with Jim Lawson,  
BCAEA President,  
at the 2003 conference.*



Thanks to all of you for your continued involvement in the BCAEA through your membership and participation in the Challenge and Change annual BCAEA conference. Your support allows us to offer dynamic speakers, valuable workshops and a host of other features. Thanks also to the dedicated volunteer executive membership who contribute many hours to ensure the success of the annual conference. The 16th Annual Challenge and Change BCAEA Conference was indeed, a huge success.

This year, three members who have served on the executive of the BCAEA for a combined 41 years are retiring.

Barb Strom was elected to the position of Membership Coordinator at the AGM in January 1993. In 1997, she was elected secretary and took on the responsibilities of the Conference Registrar at the same time. She has been the Conference Registrar ever since.

Dave Scott has booked all of the conference presenters and keynote speakers since 1991 as the Conference Speaker Coordinator/

Program Director. He put together this year's excellent conference presenters and speakers list as well.

Kathi Hughes is one of the founding members of the BCAEA. She came onto the executive 17 years ago as Ministry Liaison (1987), served as president, past president, newsletter editor, and treasurer before announcing her retirement plans in 2004.

The many years of service and level of dedication and commitment shown by these 3 members is much more than just admirable. It serves as an inspiration to us all. We are truly thankful.

On another note...recently, the Ministry of Education has introduced a number of initiatives (the new Grad requirements, accountability contracts, School Planning Councils, etc.) and, it would appear, have compelled school district administrators to educate and train their teaching staff in regard to these initiatives, without providing sufficient training resources or budgets.

*continued on page 4*

# Challenges and Change

by Anita Chapman

## for Alternate Programs in the New Grad Requirements

I presented a session on the new graduation program and its potential impact on alternate programs at the recent BCAEA conference.

Participants were not especially concerned with many of the changes to the graduation program. However, they agreed that there were three new graduation requirements that would pose a significant challenge for students in alternate programs:

- the addition of grade 10 to the graduation program,
- the new provincial exams at grades 10 and 11, and
- the graduation portfolio.

### Addition of Grade 10 to the Grad Program

#### The Change

Grade 10 will be added to the graduation requirements. In order to get a Dogwood Graduation certificate, students will be required to pass English 10, Science 10, Social Studies 10, one of the three Math 10 courses, Planning 10 (now a full course), and PE 10 as well as their required grade 11 and 12 courses.

#### The Concern

For the majority of students, this change will have no effect. However, for low achieving and at risk students, this introduces a formidable barrier. And it simultaneously reduces

teachers' flexibility to deal with the barrier.

Junior alternate education programs focus on upgrading and improving students' skills so they can enter Grade 11 and register in appropriate courses leading to graduation. Many of these students suffer from issues related to abuse, neglect, attachment disorder, and transience. The inclusion of grade 10 in the new grad requirements will seriously curtail these efforts.

Schools often put students who are grade 11 age but who, for various reasons, have not passed English 10, Science 10, etc. into Communications 11, Science and Tech 11 and so on. This is not cheating. It is not even bending the rules. There are no prerequisites and placements are to be made in the best educational interests of the students. This will no longer be an option under the new graduation requirements.

Because English 10 is more difficult than Communications 11, and Science 10 is more difficult than Science and Tech 11, making English 10 and Science 10 graduation requirements introduces a barrier to graduation for low achieving students.

#### What You Can Do This Year

- If you have a choice, place a student in grade 11 for September 2004 in order to keep them on the "old" graduation requirements.

This can generally be justified as an appropriate educational placement if the student is of grade 11 age. They may still have to pick up some grade 10 academic subjects.

- Lobby the ministry to ensure that students graduating under the "old" rules but still have to pick up or re-do some grade 10 or 11 subjects will not have to write exams. Ministry staff have said that this issue is not yet decided but they are planning to send an extensive communication to schools in February dealing with this, and other aspects of the new exams. If you would like to share your concern and perspective as a teacher in an alternate program, contact Britta Gundersen-Bryden's at the Ministry by phone (250) 356-7690, fax (250) 387-3682, or e-mail: Britta.Gundersen-Bryden@gems2.gov.bc.ca
- Work with other teachers to increase the use of adaptations (as opposed to modifications) in the classroom to increase the success rate of students, particularly those with low literacy levels.
- Check to make sure that your school district is pursuing BAA status for any locally developed courses that you would like to offer grade 10 students in your alternate program so that they will be able to count toward graduation credit.



## Challenges and Change

*continued from page 13*

### New Provincial Exams in Grades 10 and 11

#### The Change

There will now be provincial final exams in English 10, Science 10, and Math 10. In Math 10 and there will be separate exams for Principles, Applied and Essentials. Students will also be required to write a provincial exam in the Social Studies course they use for Social Studies 11 credit - Social Studies 11, First Nations Studies 12, or the new Civics 11 (name may change).

In all cases the exam will count for 20% of the student's mark. Students must pass the course to receive credit towards graduation but do not necessarily have to pass the exam.

Adjudication rules are not yet finalized but we expect they will be much the same as the ones now in place for grade 12 exams.

Current Grade 10 students will have to write the Grade 10 provincial exams this June. However, this is a field test, and it is up to schools whether or not to count the marks.

#### The Concern

The new provincial exams at the Grade 10 and 11 level will likely increase the drop-out rate. Students who fail the Grade 10 exams may well just give up and quit school. This is what has happened in other jurisdictions that have introduced compulsory exams before Grade 12.

Teachers in alternate programs note that many of their students suffer from test anxiety and a fear of continued failure. They believe exams in the new Grade 10 and 11 will decrease the graduation rate in alternate programs and students will be forced to consider school leaving certificates or adult graduation.

#### What You Can Do This Year

- Make sure your school/district is not going to make the field test exam results count towards students' marks.
- Encourage all students to write the Grade 10 field test exams even if it will not count towards their mark. It is important that the ministry get an accurate idea of what the failure rate might be.
- Start advocating now for students to receive the psych-ed testing that is required for adjudications on Grade 10 and 11 exams. Many districts will find it difficult to get all the required testing done so an early start will help.

#### Subsequent Years

- Encourage students to aim for a school mark of 63% so they will pass regardless of how they do on the exam.
- Advocate for students to get adjudications.
- Work with your local association to establish and then track graduation and drop-out rates. Be alert to attempts to mask the true drop-out rate.

## Graduation Portfolios

### The Change

Students will be required to compile a cross-curricular grad portfolio documenting competencies in six areas:

1. Arts and design
2. Community involvement and responsibility
3. Education and career planning
4. Employability skills
5. Information technology
6. Personal health

The portfolio will be introduced in Planning 10 and must be completed by the end of Grade 12. It is to be assessed in accordance with standards that will be set by the Ministry. It is worth four credits and is a graduation requirement.

### The Concerns

*Logistical Issues* - Alternate ed teachers seem much less concerned about logistical issues than the majority of teachers for whom it is the main concern.

*Equity Issues* - It is clear to teachers that the portfolio requirement will not be onerous for students who are native speakers of English, who come from stable and advantaged families, who have computers at home, whose parents are involved in their education and have the skills to assist them, who live in communities with diverse opportunities, and who do not have any personal, mental health, or learning problems.

But teachers believe the grad-portfolio requirement will be very difficult for students without those

advantages. Teachers fear that without significant attention to equity issues on the part of the ministry, the portfolios will be a better measure of socio-economic status and parental involvement than of student learning.

The grad portfolio is one more barrier to success for at-risk students. Ghandi said, "Whenever you are in doubt, apply the following test: recall the face of the poorest and weakest person you may have seen and ask yourself if the step you contemplate is going to be of any use to them."

One group of teachers at the Federations' issue session on grad portfolios considered a student who struggles with mental health issues and substance abuse, sleeps in a truck, and attends an alternate storefront school. The teachers concluded that the grad portfolio requirement clearly fails Gandhi's test.

The teachers further noted that the grad-portfolio requirement is being introduced by the same government that has made cuts to the other services that young person needs.

Many of the students in alternate programs are dealing with where the next meal is coming from, whether they will have a roof over their head, and other issues on the lowest level of Maslow's hierarchy. The grad portfolio requirement asks the same students to operate at the highest levels of Bloom to compile a comprehensive cross-curricular portfolio.

**Privacy Issues** -The human and social development goal of public education in B.C. is a shared responsibility of the school and the family. Many aspects of the portfolio fall into that goal area and that raises

questions about home-school boundaries and privacy issues.

Potentially significant invasion of privacy may result from the portfolio requirements, especially in the Personal Health section and especially for at-risk students. On the one hand, teachers will want the activity to be as relevant as possible for students; on the other, we recognize students' right to personal and family privacy. That is a fine line.

Teachers feel the draft portfolio assessment document encourages invasion of privacy by requiring that evidence at levels 3 and 4 of the portfolio rubric must include such things as a description of one or more personal goals for improving personal health, documentation/evidence of the action taken to achieve goals, and an explanation of the personal impact resulting from the actions taken to enhance health.

It is probably more important to hear from students on this issue than from teachers. Here is an unsolicited response the BCTF received from a recent graduate:

*I graduated and everything but I didn't have a very good time in high school. This stuff about putting evidence about emotional well-being in a portfolio...I'm bi-polar. I can tell you one of the factors that contributes to positive emotional health: don't be bi-polar. Don't have a dad you inherit it from. And don't take the meds they give you for it either; they'll f- you up. I don't know about the impact of emotional health on schools but I know a lot about the impact of schools on emotional health. If you're bi-polar, you get busted to the office every day just for your symptoms. The bi-polar symptoms, you know, like being irritable or hyper, or*

*the ones from the meds, like falling asleep in class. Accessing information? I could write an essay about being bi-polar without even looking anything up, they'd probably take off marks for not having a bibliography, but I'd still be bi-polar. Knowing where to find help and support? You have to be kidding. I have my own copy of that red book, you know and there's nothing. I can't get any counseling or that because, well I work, but I don't make enough to pay \$90 an hour and apparently I'm not f-ed up enough to get free counseling, and I'm plenty f-ed up, believe me.*

### What You Can Do

- Arrange made-in-alternate-program solutions rather than implementing school or district-wide plans, formats, and requirements.
- Lobby the Ministry to ensure that the assessment standards that are set are realistic for alternate students. Contact Susan Kennedy by phone 250-387-6398 or e-mail [Susan.Kennedy@gems6.gov.bc.ca](mailto:Susan.Kennedy@gems6.gov.bc.ca).

Information on these and other changes to the graduation program can be found on the ministry's web site at <http://www.bced.gov.bc.ca/graduation/grad2004.htm>

Alternate ed teachers can discuss questions and concerns about the changes to the graduation requirements and other issues on the BCAEA listserv: [www.bctf.ca/bcaea](http://www.bctf.ca/bcaea)

I will monitor the listserv for questions and concerns and post updated information, but you can also contact me directly by e-mail: [achapman@bctf.ca](mailto:achapman@bctf.ca).

## President's Message

*continued from page 2*

An obvious solution for administrators would be to utilize the few, unpaid, Pro-days within the current school calendar to meet the agenda. As much as I support the need to train teachers in the requirements and expectations of Ministry objectives, I fail to see where this training should mean we are to sacrifice our professional growth opportunities to accommodate the Ministry.

Teachers need to be very vigilant about protecting the right to choose what professional development activities we engage in. Just as it is critical that we do not relinquish our influence in our College of Teachers, we need to maintain control over OUR professional growth.

As previously described, PSA conferences provide excellent opportunities and offerings for teachers and para-professionals to engage in self determined professional development.

Again I wish to thank all of you who have contributed to the British Columbia Alternate Education Association PSA through your involvement at whatever level.

On behalf of the current executive, I promise you we will continue to provide a variety of specialized, meaningful professional development opportunities to choose from.

See you next January.

Jim

# Conference





# Photo Album 2004



# Testimonials

## about the work of Conference 2004 Keynote Speaker, Ruby K. Payne

by Caron Jones

School District #59 (Peace River South) has been utilizing Ruby Payne's materials for three years. As we continue to see numbers of students who fit the "generational-poverty" profile rise, we felt it was essential to be proactive.

SD#59 has two trainers for The "Framework for Understanding Poverty" and have delivered the workshop to a vast majority of school district staff, including AO's, teachers, support staff and secretaries.

As Educators, we are confronted on a regular basis with unexplained behaviors from students and parents. The program delivers an understanding as well as effective strategies.

The program discusses key points, resources, discipline, family structures, hidden rules, relationships, and working effectively with parents.

To gain a better understanding and appreciation of Ruby's work, tap into her website at



**Ruby K. Payne, Keynote Speaker  
BCAEA Conference 2004**

[www.ahaprocess.com](http://www.ahaprocess.com) and purchase a copy of "A Framework For Understanding Poverty". This program is designed specifically for educators and I highly recommend it.

One elementary principal stated this program "has saved my life" as an administrator. Another, commented it to be, the most useful and practical approach to understanding the culture of poverty.

*Caron Jones is a Native Support Worker for the Dawson Creek School District*

[cjones@mail.sdr59.bc.ca](mailto:cjones@mail.sdr59.bc.ca)

by Kathy Corr

Five years ago Caron Jones and myself attended a youth at-risk conference in Phoenix, Arizona where Ruby Payne was the keynote speaker. We attended her afternoon session and came away rejuvenated. The kids she was talking about were the same ones we were dealing with in our district. It was not about being Aboriginal, Hispanic or Latino but more the understanding the culture of poverty, which is relative anywhere in the world. We bought Ruby's book and came home requesting that our superintendent

support the program and send us to Galveston, Texas for a five-day training workshop. Since our initial training we have had to re-certify every two years.

The impact of these workshops has had on staff in our district is astonishing. The way the information is presented with the videos and material has given teachers strategies and interventions to work with and to better understand students coming from poverty. Our district consists of

many aboriginal students who live in a culture of poverty and struggle in school right from the early grades. The information from Ruby gives teachers a different light on matters. The reviews from staff concerning workshops have been very positive and many outside agencies have requested the workshops.

*Kathy Corr is a teacher/middle school counsellor for the Dawson Creek School District*

[kcorr@mail.sd59.bc.ca](mailto:kcorr@mail.sd59.bc.ca)



# Understanding and Working with Students and Adults from Poverty

By Ruby K. Payne, Ph.D.

Founder and president of *aha! Process, Inc.*

Although this article was originally written for teachers, the information presented may be of help to those who are working with persons making the transition from welfare to work.

To understand and work with students and adults from generational poverty, a framework is needed. This analytical framework is shaped around these basic ideas:

- Each individual has eight resources which greatly influence achievement; money is only one.
- Poverty is the extent to which an individual is without these eight resources.
- The hidden rules of the middle class govern schools and work; students from generational poverty come with a completely different set of hidden rules and do not know middle class hidden rules.
- Language issues and the story structure of casual register cause many students from generational poverty to be unmediated, and therefore, the cognitive structures needed inside the mind to learn at the levels required by state tests have not been fully developed.
- Teaching is what happens outside the head; learning is what happens inside the head. For these students to learn, direct teaching must occur to build these cognitive structures.
- Relationships are the key motivators

for learning for students from generational poverty.

## KEY POINTS

Here are some key points that need to be addressed before discussing the framework:

**Poverty is relative.** If everyone around you has similar circumstances, the notion of poverty and wealth is vague. Poverty or wealth only exists in relationship to the known quantities or expectation.

**Poverty occurs among people of all ethnic backgrounds and in all countries.** The notion of a middle class as a large segment of society is a phenomenon of this century. The percentage of the population that is poor is subject to definition and circumstance.

**Economic class is a continuous line, not a clear-cut distinction.** Individuals move and are stationed all along the continuum of income.

**Generational poverty and situational poverty are different.** Generational poverty is defined as being in poverty for two generations or longer. Situational poverty exists for a shorter time and is caused by circumstances like death, illness, or divorce. **This frame-work is based on patterns. All patterns have exceptions.**

**An individual brings with them the hidden rules of the class in which they were raised.** Even though the

income of the individual may rise significantly, many patterns of thought, social interaction, cognitive strategies, and so on remain with the individual.

**School and businesses operate from middle-class norms and use the hidden rules of the middle class.**

These norms and hidden rules are never directly taught in schools or in businesses.

**We must understand our students' hidden rules and teach them the hidden middle-class rules that will make them successful at school and work.** We can neither excuse them nor scold them for not knowing; we must teach them and provide support, insistence, and expectations.

**To move from poverty to middle class or from middle class to wealth, an individual must give up relationships for achievement.**

## Resources

Poverty is defined as the "extent to which an individual does without resources. These are the resources that influence achievement:

**Financial:** the money to purchase goods and services.

**Emotional:** the ability to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.

**Mental:** the necessary intellectual ability and acquired skills, such as reading, writing, and computing, to deal with everyday life.

**Spiritual:** a belief in divine purpose and guidance.

**Physical:** health and mobility. Support systems: friends, family, backup resources and knowledge bases one can rely on in times of need. These are external resources.

**Role models:** frequent access to adults who are appropriate and nurturing to the child, and who do not engage in self-destructive behavior.

**Knowledge of hidden rules:** knowing the unspoken cues and habits of a group.

## Language and Story Structure

To understand students and adults who come from a background of generational poverty, it's helpful to be acquainted with the five registers of language. These are frozen, formal, consultative, casual, and intimate.

Formal register is standard business and educational language. Formal register is characterized by complete sentences and specific word choice.

Casual register is characterized by a 400 to 500 word vocabulary, broken sentences, and many non-verbal assists. Maria Montano-Harmon, a California researcher, has found that many low-income students know only casual register. Many discipline referrals occur because the student has spoken in casual register.

When individuals have no access to the structure and specificity of formal register, their achievement lags. This is complicated by the story structure used in casual register.

In formal register, the story structure focuses on plot, has a beginning and end, and weaves sequence, cause and effect, characters, and consequences into the plot.

In casual register, the focus of the story is characterization. Typically, the story starts at the end (Joey busted his nose), proceeds with short vignettes interspersed with participatory comments from the audience (He hit him hard. BAMBAM. You shouda' seen the blood on him), and finishes with a comment about the character. (To see this in action, watch a TV talk show where many of the participants use this structure.) The story elements that are included are those with emotional significance for the teller. This is an episodic, random approach with many omissions. It does not include sequence, cause and effect, or consequence.

## Cognitive Issues

The cognitive research indicates that early memory is linked to the predominant story structure that an individual knows. Furthermore, stories are retained in the mind longer than many other memory patterns for adults. Consequently, if a person has not had access to a story structure with cause and effect, consequence, and sequence, and lives in an environment where routine and structure are not available, he or she cannot plan.

According to Reuven Feuerstein, an Israeli educator:

- Individuals who cannot plan, cannot predict.
- If they cannot predict, they cannot identify cause and effect.
- If they cannot identify cause and effect, they cannot identify consequence.

- If they cannot identify consequence, they cannot control impulsivity.
- If they cannot identify control impulsivity, they have an inclination to criminal behavior.

## Mediation

Feuerstein refers to these students as "unmediated." Simply explained mediation happens when an adult makes a deliberate intervention and does three things:

- points out the stimulus (what needs to be paid attention to)
- gives the stimulus meaning
- provides a strategy to deal with the stimulus.

For example: Don't cross the street without looking (stimulus). You could be killed (meaning). Look twice both ways before crossing (strategy).

Mediation builds cognitive strategies for the mind. The strategies are analogous to the infrastructure of house, that is, the plumbing, electrical and heating systems. When cognitive strategies are only partially in place, the mind can only partially accept the teaching. According to Feuerstein, unmediated students may miss as much as 50 percent of text on a page.

Why are so many students unmediated? Poverty forces one's time to be spent on survival. Many students from poverty live in single parent families. When there is only one parent, he or she do not have time and energy to both mediate the children and work to put food on the table. And if the parent is non-mediated, his or her ability to mediate the children will be significantly lessened.

*continued on page 12*

## Hidden Class Rules

### Generational Poverty

The driving forces for decision-making are survival, relationships, and entertainment

People are possessions. It is worse to steal someone's girlfriend than a thing. A relationship is valued over achievement. That's why you must defend your child no matter what he or she has done. Too much education is feared because the individual might leave

The 'world' is defined in local terms.

Physical fighting is how conflict is resolved. If you only know casual register, you don't have the words to negotiate a resolution. Respect is accorded to those who can physically defend themselves.

Food is valued for its quantity.

### Middle Class

The driving forces for decision-making are work and achievement.

Things are possessions. If material security is threatened, often the relationship is broken

The 'world' is defined in national terms.

Fighting is done verbally. Physical fighting is reviewed with distaste.

Food is valued for its quality

### Wealth

The driving forces for decision-making are social, financial, and political connections.

Legacies, one-of-a-kind objects, and pedigrees are possessions.

The 'world' is defined in international terms

Fighting is done through social inclusion/exclusion and through lawyers.

Food is valued for its presentation

## Other Rules

- You laugh when you are disciplined; it is a way to save face.
- The noise level is higher, nonverbal information is more important than verbal. Emotions are openly displayed, and the value of personality to the group is your ability to entertain.
- Destiny and fate govern. The notion of having choices is foreign. Discipline is about penance and forgiveness, not change.
- Tools are often not available. Therefore, the concepts of repair and fixing may not be present.
- Formal register is always used in an interview and is often an expected part of social interaction.
- Work is a daily part of life.
- Discipline is about changing behavior. To stay in the middle class, one must be self-governing and self-supporting.
- A reprimand is taken seriously (at least the pretense is there), without smiling and with some deference to authority.
- Choice is a key concept in the lifestyle. The future is very important. Formal education is seen as crucial for future success.
- The artistic and aesthetic are key to the lifestyle and included clothing, art, interior design, seasonal decorating, food, music, social activities, etc.
- For reasons of security and safety, virtually all contacts dependent on connection and introductions.
- Education is for the purpose of social, financial and political connections, as well as to enhance the artistic and aesthetic.
- One of the key differences between the well-to-do and the wealthy is that the wealthy almost always are patrons to the arts and often have an individual artist(s) to whom they are patrons as well.

**The hidden rules of the middle class must be taught so students can choose to follow them if they wish.**



To help students learn when they are only partially mediated, four structures must be built as part of direct teaching:

- the structure of the discipline,
- cognitive strategies,
- conceptual frameworks, and
- models for sorting out what is important from what is unimportant in text.

## Hidden Rules

One key resource for success in school and at work is an understanding of the hidden rules. Hidden rules are the unspoken cueing system that individuals use to indicate membership in a group. One of the most important middle-class rules is that work and achievement tend to be the driving forces in decision-making. In generational poverty, the driving forces are survival, entertainment, and relationships. This is why a student may have a \$30 Halloween costume but an unpaid book bill.

Hidden rules shape what happens at school. For example, if the rule a student brings to school is to laugh when disciplined and he does so, the teacher is probably going to be offended. Yet for the student, this is the appropriate way to deal with the situation. The recommended approach is simply to teach the student that he needs a set of rules that brings success in school and at work and a different set that brings success outside of school. So, for example, if an employee laughs at a boss when being disciplined, he will probably be fired.

Many of the greatest frustrations teachers and administrators have with students from poverty is related to knowledge of the hidden rules. These students simply do not know middle class hidden rules nor do most educators know the hidden rules of

generational poverty.

To be successful, students must be given the opportunity to learn these rules. If they choose not to use them, that is their choice. But how can they make the choice if they don't know the rules exist?

## Relationships are Key

When individuals who made it out of poverty are interviewed, virtually all cite an individual who made a significant difference for them. Not only must the relationship be present, but tasks need to be referenced in terms of relationships.

For example, rather than talk about going to college, the conversation needs to be about how the learning will impact relationships. One teacher had this conversation with a 17-year-old student who didn't do his math homework on positive and negative numbers.

"Well," she said, "I guess it will be all right with you when your friends cheat you at cards. You won't know whether they're cheating you or not because you don't know positive and negative numbers, and they aren't going to let you keep score, either." He then used a deck of cards to show her that he knew how to keep score. So she told him, "Then you know positive and negative numbers. I expect you to do your homework."

From that time on, he did his homework and kept an A average. The teacher simply couched the importance of the task according to the student's relationships.

## Conclusion

Students from generational poverty need direct teaching to build cognitive structures necessary for learning. The relationships that will

motivate them need to be established. The hidden rules must be taught so they can choose the appropriate responses if they desire.

Students from poverty are no less capable or intelligent. They simply have not been mediated in the strategies or hidden rules that contribute to success in school and at work.

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- Ruby K. Payne, Ph.D., founder and president of aha! Process, Inc. (1994), with more than 30 years experience as a professional educator, has been sharing her insights about the impact of poverty – and how to help educators and other professionals work effectively with individuals from poverty – in more than a thousand workshop settings through North America, Canada and Australia. More information can be found on her website, [www.ahaprocess.com](http://www.ahaprocess.com).
- Ruby K. Payne presents A Framework for Understanding Poverty, a two-day workshop, on her U.S. National Tour each year, and also has produced accompanying materials. Both are available on her website, [www.ahaprocess.com](http://www.ahaprocess.com). Also opt-in to aha's email newslist for the latest poverty & income statistics [free] and other updates.
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# GOALS 2003-04

## BC Alternate Education Association

1. To advocate appropriate programming and services for alternative education students.
2. To promote alternative education programming and services provincially.
3. To support and promote professional growth and networking for alternative education teachers.

### OBJECTIVE 1

#### To advocate for alternative education students.

##### Activities

- 1.1 Provide Student Awards.
- 1.2 Respond to Ministry of Education and BCTF requests for policy and program direction.
- 1.3 Encourage alternative education students to provide artwork and articles for the newsletter.
- 1.4 Publish newsletters.
- 1.5 Provide Student Activity Awards.
- 1.6 Liaise with Ministry for Children and Family Development.

### OBJECTIVE 2

#### To enhance programming and services for alternative education students.

##### Activities

- 2.1 Provide Innovative Programming Award.
- 2.2 Provide Special Project Activity Awards.
- 2.3 Hold Annual Conference.
- 2.4 Publish Newsletter.
- 2.5 Network with members via membership listserv.
- 2.6 Liaise with Ministry for Children and Family Development.

### OBJECTIVE 3

#### To network with other PSA's and other programs that support the association's goals.

##### Activities

- 3.1 Provide complimentary conference registration for PSA presidents.
- 3.2 Send the newsletter to interested groups.

- 3.3 Support BCAEA representative to attend other conferences.
- 3.4 Maintain a website homepage on the BCTF file server.
- 3.5 Develop and maintain a provincial directory of programs for at-risk students.

### OBJECTIVE 4

#### To support regional development.

##### Activities

- 4.1 Provide expertise and financial support for regional conferences and activities.
- 4.2 Provide start-up grants for the establishment of local chapters.
- 4.3 Provide a maintenance grant for local chapters based on number of PSA members.
- 4.4 Provide Innovative Programming Award.
- 4.5 Maintain a directory of programs for at-risk students.

### OBJECTIVE 5

#### To promote membership.

##### Activities

- 5.1 Include membership fee in conference registration.
- 5.2 Provide information regarding exemplary programming and services at conference.

### EVALUATIVE CRITERIA

1. Membership maintained.
2. Conferences held.
3. Representatives at regional conferences and other conferences.
4. Newsletters published.
5. Regional bursaries awarded.
6. Innovative Programming Award given and synopsis published in Newsletter.
7. BCAEA Homepage maintained on the BCTF Web-server.
8. Network with Ministry for Children and Family Development maintained.
9. Maintenance and refinement of Program Directory.

# 'The Dark Crystal'

by Steve Fachler

"... A street drug that steals young lives."

"... It's cheap, it's everywhere, it lasts for hours...  
and it does serious damage to the brain."

"Crystal meth is a recipe for mayhem." (Vancouver Sun, October 3/03)

"I never thought I could get to this place but I have. As I came to understand the effects of meth on the brain I stopped worrying that my son would die. I found out that death wasn't the worst thing that could happen to him.

I realized that if my son developed the extreme paranoid schizophrenia and other psychoses that I had seen in other meth addicts, I would have to make a decision - rescue him from the street and prolong his life in an institution, or leave him on the street to come to a mercifully quicker death.

He's clean now but if he goes out again I have my answer. I asked my son what I should do if it came to that. He didn't hesitate; he said to leave him out there to die."

*Mother of a Recovering Addict*

Speed is not what it used to be. It has become a more sophisticated and complex drug. Magnifying the problem is its increased accessibility compared to the amphetamines of the 60's. Crystal meth is inexpensively made from legal household ingredients, and in its new crystalline form it is more addictive and more appealing. This is a big and small town problem that is being played out daily all over North America. Growing numbers, and particularly kids, are suffering from this addiction.

Across the province RCMP Corporal Scott Rintoul estimates there are about 30 meth labs. But meth is so simple to make that it can be "cooked up" in a hotel room, a family kitchen or a basement and so lucrative that Rintoul figures labs may soon rival marijuana-growing operations. For about \$60.00 worth of ingredients, you can "cook up" \$3,000.00 worth of product.

What makes meth so attractive to drug dealers is that it's quick and easy to make and none of the ingredients are imported. Ephedrine, or pseudophedrine, found in Sudafed and Actifed, as well as some weight-loss drugs, are the active ingredients. These drugs are sold over the counter across Canada and sales are completely unregulated. The

ephedrine is then "cooked" in a stew of solvents such as paint thinners, household cleansers and red phosphorous found on match tips. The purer the meth, the clearer the crystals.

"Meth addicts never change. They say they are going to change, but they never do. Never."

*Friend of an Addict*

Crystal Methamphetamine is also called jib, crank, meth, crystal, ice, and speed. Often distributed as a capsule, powder, or in chunks resembling pieces of ice. It is difficult to know the exact strength of the drug or what dangerous chemicals it has been cut with, even when buying from a familiar supplier. Methamphetamine can be taken orally, snorted, injected, or smoked.

Crystal meth stimulates the release of high levels of dopamine in the brain. Dopamine is a chemical associated with pleasure and reward and also essential for movement. Over time, methamphetamine appears



## The Dark Crystal

Over time, methamphetamine appears to cause reduced levels of dopamine, which can lead to a chemical change in how the brain works.

### Short-Term Effects:

These include increased heart rate, blood pressure and breathing rate, increased talkativeness, insomnia, reduced appetite, hallucinations and confusion. Other effects of large doses include fever and sweating, dry mouth, headache, blurred vision, dizziness, irritability, tremors, anxiety, paranoia, hyperthermia and convulsions.

After the effects wear off the "crash" includes deep depression, followed by fatigue, headaches and decreased energy.

**"You gotta quit before you even get into it, cause it swallows you whole. There is nothing good that comes of it."**

*A Recovering Addict*

### Long-Term Effects:

These include violence and aggression, malnutrition, fatal kidney and lung disorders, liver damage, possible brain damage, and depression. Prolonged meth abuse can produce symptoms resembling schizophrenia.

Crystal meth is a drug with a low recovery rate (less than 10 percent). "A user has almost rewired their brain. It can result in decreased motor skills, loss of memory and decreased physical skills." (Vornbrock, Vancouver Sun).

Meth addicts are not only violent and paranoid; they are incapable of bonding with other people - even their own children. It's because the drug rearranges the brain's pleasure centres so that only sex and meth can gratify the user.

We have to act now before meth addiction spirals out of control!

### Websites:

Alcohol-Drug Education Service  
Website: [www.adef.bc.ca](http://www.adef.bc.ca)

Kaiser Youth Foundation  
Website: [www.kaiserfoundation.ca](http://www.kaiserfoundation.ca)

Prevention Source BC  
Website: [www.preventionsource.bc.ca](http://www.preventionsource.bc.ca)

B.C. Council for Families  
Website: [www.bccf.bc.ca](http://www.bccf.bc.ca)

*Steve Fachler is Principal of Alternate Programs School District #78, Fraser-Cascade*

**WEBCAST  
LAUNCH**

The Knowledge Network, in partnership with the BCTF and BCAEA, have created a variety of web-based resources on poverty.

They're available now! Look for links from the BCAEA web page. Revisit Ruby Payne's conference keynote address, listen to Clyde Hertzman's presentation, and much, much more!

# MINUTES

## BC Alternate Education Association

### Annual General Meeting

January 23, 2004 Sheraton Wall Plaza, Vancouver, BC

#### 2003-2004 Executive Members Present:

Bonny Burgess, Dorothy Pauls, Rob Purgavie, John Duncan, Kathi Hughes, Jim Lawson, Mike Shaw, Joyce May, and Rick Fitch.

#### 12:00 PM Call to Order

Adoption of Agenda-John Duncan and Dorothy Pauls-Carried

Adoption of 2003 AGM Minutes- Dorothy Pauls and John Duncan-Carried

#### Business arising from last AGM

Trying to promote media exposure we invited media outlets, none of which showed up. It was suggested we contact Nancy Nickerbocker of BCTF media relations to help promote our goals with the media.

#### Reports/Updates

##### President

- College of Teachers issue around holding fees seemed to be effective political move.
- The Ruby Payne video will be on the Knowledge Network - proposed launch date March 12, 2004.
- We will set up a link to the Knowledge Network on our site.
- Our executive is downsizing from 11 members to 8 members. The responsibilities of the leaving members will be distributed among the remaining members. This will cut costs.
- We will continue to lobby the BCTF on our position on grad requirements.

##### Vice President

- The executive is downsizing: the VP will take on the responsibilities of the Ministry Liaison, Jim Lawson and Bonny Burgess will share Conference speaker responsibilities. John Duncan's position of Database will no longer exist.
- See web site re: awards gift certificates will be given - not money.
- Reminder of new award category (Student Achievement) of \$100 which is attached to the IEP

##### Treasurer's Report

Discussion of handout

**Motion:** To adopt Treasurer's report- Mike Shaw and Dorothy Pauls -Carried

##### New Business

Teachers and staff from Vernon questioned whether it would be beneficial to hold a conference in the interior of the province. The suggestion was to start their own LSA as the BCTF has grant money for out of region. BCAEA also has funding for this- see Rick Fitch for this information. Rob Purgavie will promote LSA's on the web and in the newsletter.

##### Elections

**Motion:** Secretary (2 year term) July 1, 2004 Bonny Burgess name is forwarded. Joyce May -Carried

**Motion:** Treasurer (2 year term) July 1, 2004 Joyce May name is forwarded. Bonny Burgess-Carried

Motion to adjourn: 1:00 PM Moved Mike Shaw and Dorothy Pauls -Carried

# Forming a Local Specialists Association

by Rick Fitch

A Local Specialists Association (LSA) chapter affords opportunity for teachers to discuss local problems and exchange ideas. A group can invite speakers to locally sponsored workshops and can work through the local teachers' union on local conditions that need improvement.

## Organizational Points for a LSA Chapter

- Any interested group may form a chapter. As soon as members have made a decision to organize, they should inform the local union Professional Development chairperson and the provincial specialist association's president.
- The majority of LSA chapter members must belong to the provincial specialist association with which the chapter is affiliated.
- A chapter has certain responsibilities to its local union. It should keep the executive informed of its plans and projects and should go through the local union in any business with the school board or superintendent.
- The executive of a chapter is elected from the membership at a general meeting of members held annually (usually in the late spring for the following term). All members of the chapter executive must be PSA members and active BCTF members.
- Finances for the chapter:
  - a) A fee may be charged to all members of a chapter.
  - b) A registration fee may be charged for workshops. Often a collection is taken to offset the cost of refreshments.
  - c) The local teachers' union may have an in-service education budget, so consult the local PD chairperson.
  - d) The school board may allow in-service education expenses for LSA chapters. Apply through the local PD chairperson.
  - e) The provincial specialist association may offer grants to its LSA chapters.
- Attendance at meetings. A chapter may invite any people it wishes to attend its meetings, but only members of the LSA may vote and/or hold office.
- Notices of meetings should go to all members. Duplicated minutes or reports of meetings might be sent to the members. It helps everyone to keep in touch with the group, especially if it is not convenient for all the members to attend every meeting. It is important that material sent out by a chapter be carefully prepared and accurate.
- The executive will assume the responsibility of organizing activities, but the members should be informed of its plan and decisions. The membership is free to question or to offer suggestions at any time.
- Each LSA chapter determines the offices needed. Suggested: president, vice-president (president elect), secretary, treasurer, representative to the local union, program convenor(s).
- Meeting dates should be set well in advance and should be well publicized. Choose times and places that are convenient for the majority.
- It is better to have a few good meetings than many poor ones.

Each chapter of a local specialists association is expected to:

- Maintain a legislative organization and ratify a constitution. (Request a copy of your PSA's constitution in order to develop a compatible LSA chapter constitution).
- Ensure that as many local members as possible join the PSA.
- Communicate and co-operate with the parent PSA.
- Direct appropriate action through the PSA executive.
- Direct appropriate action through the local teachers' union (PD chairperson).

*Rick Fitch is a teacher in Mission.  
BCAEA Executive.*



# Book Reviews

## When Kids Can't Read: Methods and Materials That Work

By Mary E. Curtis  
and Ann Marie Longo  
Brookline Books: 1999  
ISBN 1-57129-069-9  
\$19.50

This is a “must have” for every Literacy teacher in the Alternate/Education/Regular Education Programs. In 53 pages, the authors summarize the key components of an effective Literacy Program. These include: direct instruction in word analysis, opportunity to apply word analysis skills during “real” reading and developing fluency through collaborative oral reading and independent reading.

Chapter Six suggests ways to increase students’ vocabulary – a real change in encouraging literacy in impoverished adolescents. These students often have very limited background knowledge and the authors suggest multiple opportunities for teaching new word meanings in a variety of contexts.

Chapter Eight lists different comprehension and study skills that need to be directly taught and how students can self-evaluate their reading. (i.e. using student surveys, criteria-based assessment, and parent feedback)

The research for this book was based at Boys Town, a facility that was established to provide care and treatment for students who were emotionally and socially at-risk

because of factors such as: school failure, broken homes, chronic neglect and abuse and illegal and anti-social behaviours. The Reading Center at Boy’s Town is an applied research and developmental facility where annually, about 850 youths are in residence.

A Diagnostic test that was recommended is the DAR (Diagnostic Assessment of Reading) by Roswell Chall, 1992. Despite repeated attempts to try to find this test through publishers, I still have not located this assessment tool. I would like to locate this criteria referenced test which can be used to established mastery levels in six areas of reading and related language skills: word recognition, oral reading, knowledge of word meanings, silent reading comprehension, spelling and word analysis. If anyone has this useful test please contact me.

*Submitted by Heather Mallory  
VAST Alternate Programs  
School District 79 (Alberni)  
250-723-3744*

## Failing Our Kids

by Charles Ungerleider  
McClelland & Stewart: 2003  
ISBN 0-7710-8681-4  
\$37.44

Failing Our Kids, by Charles Ungerleider, is a marvelous book, with much to offer teachers, parents, administrators, and educational policy makers. At the beginning of the book, Ungerleider sets the stage by showing what the public school system contributes to Canada, our sense of national identity, and how it is a unifying force for the country. He also examines the changes that have

occurred to Canadian society, children, and families over the last several generations, paying particular attention to children and poverty, and the effects the media have on young people today.

Throughout the book, Ungerleider makes the point that our public schools are collapsing through malign neglect:

“But we are neglecting our public schools in a perversely malicious way: making impossible demands upon them, strangling them financially, creating trivial changes for the sake of ideology, avoiding necessary changes for lack of fortitude, saying their graduates don’t measure up, making fatuous comparisons between one public school and another, decrying their accomplishments, and just plain ignoring them.”

Ungerleider devotes an entire chapter to describing what the public school system should teach. He believes the public school curriculum should have four attributes:

- 1 It should be meaningful, enabling students to connect what they learn in class with their lives outside of school.
- 2 Students should be challenged by the curriculum to reach beyond previous boundaries in knowledge and experience.
- 3 The curriculum should stimulate students’ curiosity, prompting them to want to know more. And,
- 4 The curriculum must require students to think deeply, to invest mental effort in their learning.

In a chapter devoted to students with special needs, he makes the point that school boards and ministries of education establish relatively elaborate procedures to try and control the demands for additional services, which leads to delays in the provision of educational interventions to needy students. He also points out that the education system has failed miserably when it comes to the education of aboriginal students.

Teacher's unions are criticized for not changing with the times, for trying to use the same tactics that worked successfully for their members in the 60s and 70s, and for alienating their natural allies; parents. He believes teachers' unions must think more strategically by building and maintaining alliances with parents, principals, trustees, and education ministries. By doing this, they will create a reservoir of support and good will which they can draw on when needed. His criticisms are not directed solely to teachers' unions, though. Parsimonious education ministries, cash strapped local school boards, and the failure of leadership at the provincial, local school board, and school level also receive criticism.

He also turns his attention to the idea of accountability, noting that it is important to ask "To whom and for what should schools be responsible?" Implied in the prevailing narrow view of accountability is punishment of teaching staff, through shame or sanctions, while all other stakeholders, including parents, trustees, and ministry officials are absolved of any blame. Ungerleider believes that instead of accountability, schools should focus on responsibility. The success of an individual is the success of the whole school, while the

failure of an individual is the failure of the whole school.

Ungerleider closes with the thought that: "Our public schools cannot continue their successful trajectory if they are starved for resources, overburdened by demands too numerous to be achieved in the time allotted, pulled in different directions because of competing expectations, destabilized by changes arising from fads, fashion, and ideologies, and staffed by people who are routinely ridiculed, only modestly paid, and work under adverse conditions. Unfortunately, these are becoming the dominant trends in Canadian public schooling."

This is a highly recommended book for teachers to read. There is much to think about, and much to discuss (which my LSA did this fall over two meetings). The changes that Ungerleider proposes are for the benefit of all stakeholders: students, teachers, and society as a whole, but can be achieved only by a willingness to change on the part of all concerned. Still, as he rightly points out, "If we continue failing our kids, in the long run we will fail Canada."

*Submitted by Mike Shaw,  
Teacher, BCAEA Executive, Kelowna*

### **Alice, I Think**

Susan Juby  
Harper Trophy Canada  
2000  
0-00-639287-3  
\$15.99

After her first therapist has a meltdown, Alice MacLeod and her new therapist decide that Alice's horizons should be expanded. Enter Alice's Life Goals list. It's time to grow up, act her age, maybe even go to regular high school after years of being taught at home. Alice is on the hunt for a look, a social life, a job, and most important, a half-decent haircut. But getting those things in Smithers, BC, isn't easy. Particularly if Irma of Irma's salon is in charge of the new look.

This novel is just wonderful. Alice is 15 and hasn't been in school since Grade 1 when she wore her Hobbit outfit to class. Alice covers all the issues from how to be cool with clothing, to shopping in Prince George, to the family getting a computer, to proverbial bullying, to life in an alternative school to the realization that her therapist is on the receiving end of the therapeutic relationship.

Alice's parents are dysfunctional, out-of-step hippies. Alice gets a job in a New Age store in which her mother works - and gets fired. Her only sanity is her brother MacGregor. The ultimate great ending scene - Alice is caught making out with her new boyfriend, Gooseboy.

*Submitted by Kathi Hughes,  
Teacher, BCAEA Executive, Prince George*



*Students from Girl's Project School in Port Alberni take a break from raking leaves at Kiwanis Hilton Centre Community Park. Pictured (from left to right) are Stephanie Jack, Susan Fox (Centre Administrator), Tina Fregin and Christine Angus. This service based project was sponsored by Susan Dunbar, teacher and Holly Gibson, Youth Care Worker from the Girl's Project.*

## In Praise of Youth Care Workers

by Heather Mallory

I teach in School District #70 (Port Alberni) in the Alternate Education Programs. My job is to assess students, match materials and methods to their independent levels and write/implement their IEP's.

I also do direct teaching to upgrade the students' literacy and numeracy skills. I work alongside Youth Care Workers (YCW's) and I wish to include some of the skills/services these dedicated professionals provide.

First of all, in the area of emotional support, our Youth Care Workers accompany students who need to appear in court, counsel students who have family crisis, go to the hospital to "coach" a pregnant teen through the delivery of her first

child, take mother and baby to appointments at the Public Health Clinic, paint and help furnish an apartment for a single mom, assist in discussions on substance abuse and Sexually Transmitted Diseases, facilitate Girl's Group discussions, etc.

In the area of behavioural support, the Youth Care Worker assists the teacher in implementing Effective Behavioural Support (EBS). The YCW also accompanies the students when they go on field trips. At times, some students do not co-operate and have to be driven back to school or the home. The Youth Care Worker usually drives the student back.

During class time, the YCW also handles disturbances so the teacher

can carry on with instruction. Otherwise, other students in the program can suffer. In terms of academic support, the YCW provides one-on-one tutoring to students in Alternate Education Programs. These students have low frustration levels and need assistance immediately. Otherwise they "blow" and it is often difficult to re-direct them.

One of our workers took materials to a new teen mother so she could continue with her academics at home. YCW's take students to Work Experience assignments in different jobs in the community and help students prepare resumes. They have taken students out to chop firewood, clean up an elderly neighbour's yard, and help build a storage shed at a

*continued on page 21*



## Youth Care Workers *continued from page 20*

local daycare. In this way the teacher can spend more individual instructional time with other students.

As the government cuts more and more in the areas of social and educational programs, our at-risk youth are going to be even more vulnerable. YCW's perform many worthwhile services and much of it is done on their "own" time. They shop for groceries, prepare nutritious food for students, "counsel" our needy clientele, as well as countless other services.

Further cuts could affect not only the Youth Care Workers, but also the students, teachers, and other staff that value their efforts and dedication.

*Heather Mallory is a Learning Assistance/Advisor for VAST/Alternate Education Programs School District #70/Port Alberni*

## PE 10 and the new Graduation Program 2004

Many of us in alternative education settings, especially storefront settings, are struggling with the new PE 10 requirement for graduation.

In speaking with colleagues at our recent conference, many sites already offer PE in one form or another. Perhaps those with creative ideas and/or established PE courses might be willing to share their thoughts and suggestions on our listserv.

To join our alt-ed listserv go to the BCAEA Website at [www.bctf.ca/bcaea](http://www.bctf.ca/bcaea) and look for the link to the discussion list.

I look forward to your responses on our listserv or to my personal e-mail address: [rmelnyk@sd35.bc.ca](mailto:rmelnyk@sd35.bc.ca)

*Ray Melnyk  
Langley Education Centre, SD 35 Langley  
604-534-7155 fax 604-534-9332*



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- Social Studies 10

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# No Cow left Behind

by Kenneth Remsen

As a principal facing the task of figuring out all the complexities of the 'No Child Left Behind' legislation and its impact on education I have decided that there is a strong belief that testing students is the answer to bringing about improvements in student performance.

Since testing seems to be a cornerstone to improving performance I don't understand why this principle isn't applied to other businesses that are not performing up to expectations.

I was thinking about the problem of falling milk prices and wondering why testing cows wouldn't be effective in bringing up prices since testing students is going to bring up test scores. The federal government should mandate testing all cows every year starting at age 2.

Now I know that it will take time out of the farmers necessary work to do this testing every year and that it may be necessary to spend inordinate amounts of money on the testing equipment but that should not detract us from what must be done.

I'm sure there are plenty of statistics to show what good milk producing performance looks like and the characteristics of cows who achieve this level of performance. It should, therefore, be easy to figure out the characteristics necessary to meet this standard.

We will begin our testing finding out which cows now meet the standard, which almost meet the standard, which meet the standard with honors and which show little

evidence of achievement. Points will be assigned in each category and it will be necessary to achieve a certain average score. If this score is not achieved, the Department of Agriculture will send in experts to give advice for improvement. If improvements do not occur over a couple of years, the state will take over your farm or even force you to sell.

Now I'm sure farms have a mix of cows in the barn but it is important to remember that every cow can meet the standard. There should be no exceptions and no excuses. I don't want to hear about the cows that just came to the barn from the farm down the road that didn't provide the proper nutrition or a proper living environment. All cows need to meet the standard.

Another key factor will be the placement of a highly qualified farmer in each barn. I know many of you have been farming for many years but it will be necessary for all farmers to become certified. This will mean some more paperwork and testing on your knowledge of cows but in the end this will lead to the benefit of all.

It will also be necessary to allow barn choice for the cows. If cows are not meeting the standard in certain farms they will be allowed to go to the barn of their choice.

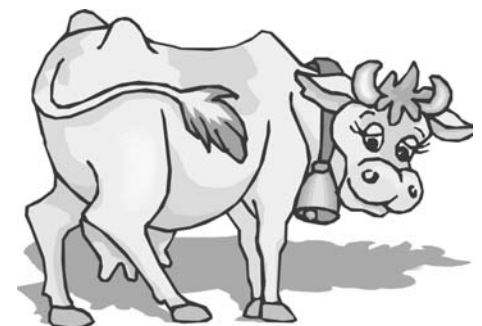
Transportation may become an issue but it is critical that cows be allowed to leave their low performing barns. This will force low performing farms to meet the standard or else

they will simply go out of business. Some small farms will be probably go out of business as a result of this new legislation. Simply put, the cost per cow is too high. As taxpayers we can not be expected to foot the bill to subsidize farms with dairy compacts.

Even though no one really knows what the ideal cost is to keep cows content the legislature will set a cost per cow. Expenditures too far above this cost will be penalized. Since everyone knows that there are economies of scale, small farms will probably be forced to close and those cows will merge into larger farms.

Some farmers may be upset that I proclaim to know what is best for these cows but I certainly consider myself capable of making these recommendations. I grew up next to a farm and I drink milk. I hope you will consider this advice in the spirit it is given and I hope you will agree that the NO COW LEFT BEHIND legislation may not be best for a small state like Vermont.

*Kenneth Remsen is the principal at Underhill I.D. School Jericho, Vermont, USA*



## Program Directory now available in interactive format

- Are you looking for a program for a student moving to another district?
- Are you looking for program ideas?
- Would you like to locate an 'old' colleague?

In order to maintain the accuracy of the BCAEA listserve and interactive website we need a little help from you. Interested in helping out? We are looking for a volunteer from each district to log-in to their section of the directory to update their school district's basic information. Please contact John Duncan [jdunc@sd20.bc.ca](mailto:jdunc@sd20.bc.ca) for a password.

The following is a list of school districts where we still need up-dated information:

5 Southeast Kootenay	58 Nicola/ Similkameen
6 Rocky Mountain	59 Peace River South
8 Kootenay Lake	60 Peace River North
10 Arrow Lakes	62 Sooke
19 Revelstoke	67 Okanagan Skaha
28 Quesnel	68 Nanaimo/ Ladysmith
36 Surrey	69 Qualicum
40 New Westminster	71 Comox Valley
41 Burnaby	73 Kamloops/ Thompson
42 Maple Ridge/ Pitt Meadows	74 Gold Trail
43 Coquitlam	82 Coast Mountains
47 Powell River	83 North Okanagan/ Shuswap
49 Central Coast	87 Stikine
50 Haida Gwaii/ Queen Charlotte	91 Nechako Lakes
51 Boundary	92 Nisga'a
52 Prince Rupert	100 Band Schools of BC
53 Okanagan Similkameen	101 Out of Province of BC

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Math 11 Principles\*  
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Science 10  
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\*Western Canadian Protocol

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## WEBSITE

The most current listing of courses available, as well as samples in Adobe PDF format are available online at [www.proactivecurriculum.com](http://www.proactivecurriculum.com)