

Media Use: The Real Brain Drain

Bruce Watts, adapted from an article by Cris Rowan

The advent of technology has caused profound changes in children's development and their ability to learn. Delays in printing and reading, and a decrease in the ability to pay attention are increasing at alarming rates. Attachment and developmental disorders seem to be today's norm. As children spend more and more time connecting with technology, relationships are disconnecting at a very rapid pace.

home and teacher to our children? By allowing our children to watch this much TV, are we literally draining the life force from our children?

Parenting and teaching styles of the past no longer seem to work for today's students, causing frustration and *...continued on page 3*

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Statistics Canada reports children watch on average four hours of TV and video games per day, and parents spend on average 3.5 minutes per week in meaningful conversation with their children. By the time children graduate from high school, they will have spent more time in front of a TV than at school. Is virtual reality now



From the Editor's Desk:

301. No, that's not how much money I lost betting on the Leafs, but rather exactly how many photographs I managed to capture at our recent Challenge and Change Conference!

This year's conference was launched by the positive energy of the Vancouver TheatreSports League (did you know that they do school shows?), followed by insightful keynote speaker David Hatfield, who challenged us to re-think our perceptions of modern masculinity. And what was my minor role? I kept busy by re-directing lost workshop seekers, and by popping into presentations to capture a few learning moments for our archives. 301 clicks later, another successful conference wrapped up and planning began the next day for the 2011 edition.

And so, you may be asking yourself while reflecting on warm conference memories, how can I contribute to the BCAA? Email me the name of a person you think is running a unique program, and I'll try to turn it into a story for our newsletter. Better yet, take a rare spare moment and write a short summary about your program and email it to twilkinson@niscgaa.bc.ca

Lastly, I hope the article about retired teacher Garry Bock helps to inspire you on those difficult days. Garry's 34 years of teaching service stands as an Olympic feat of strength and endurance to newbie teachers like me. Here's saluting all our experienced educators and retirees, who have blazed paths in the challenging field of Alternate Education. Cheers!



Youth Report Card

Bruce Watts

I was walking past the Sheraton on a Friday night during the Olympics with friends I graduated with. As we made our way I found myself reminiscing about the Alternate Ed. conference just past and how the area had transformed since we were there a few short weeks ago in January.

The most apparent change appeared when we rounded the corner onto Granville Street and met the wall of Canadian youth who had come to spend their Friday night. Taking this in seemed like a good idea because our group were always fun-loving and very social, but to be out amidst the 10,000 strong under the age of twenty-five, was a bit much.

We ducked in for some sushi and braved the crowds again after our meal, on our way to go bowling. Each time we weaved our way through the masses we would hustle off to find our next vantage point from which we could watch safely from behind glass or above the street. But as the night passed, and in the days that followed, I found myself reflecting on what I had seen and heard that night.

Among these young people there was the greatest positive energy. Now granted, this was the night before they started closing the liquor stores at 7:00 p.m., so all that energy was fueled by more than simply youthful optimism. The tenor of the crowd was content, especially given that they may not have been able afford to attend Olympic events, let alone be organized enough to order their tickets so many months in advance. CBC

put it nicely: "they predicted fights and patriotism broke out." I did not see one instance of conflict between anyone. Police posed for pictures with flag-emblazoned revellers wearing maple leafs in every form imaginable. Joyful celebrations of Canadianism filled the air with "Oh Canada" as the default song of choice til the wee hours.

Now that the Olympic flame and the associated hullabaloo has faded, we find ourselves returning to the reality of education in our province. All members of our public school system try to imagine what our next year will bring as we hear about the next wave of hostile cutbacks, staff layoffs, increased workloads, and stress. Once more we hear the tired 'do more with less' platitude, uttered by administrators who are just as sick of saying it as we are of hearing it.

The graduates of our education system seen on the street that night, whose image was broadcast to the rest of the world were filled with pride in our Canadian identity, and respect for one another.

As educators you helped to influence the crowds that the world saw representing our civil society, and I hope you were as proud of them as I was. They depicted the legacy of your work in public education over the last decade or so more accurately than any hockey player ever could.

If BC gets to host a festival of this magnitude again I hope that the report card on our youth will be just as positive. ♦

Media Use: The Real Brain Drain

(continued from page 1)

the apparent resignation of teachers and parents. While we know that watching TV results in obesity, aggression, addictions and detachment, little has been done at schools or in the home to address this growing concern. Dr. Susan R. Johnson, Assistant Clinical Professor of Pediatrics at the University of Southern California, describes how children's developing nervous systems are adversely affected by watching TV and playing video games.

Dr. Johnson, in her article *Strangers in Our Homes: TV and Our Children's Minds* states that "Watching TV has been characterized as multi-level sensory deprivation that may be stunting the growth of our children's brains. Brain size has been shown to decrease 20-30% if a child is not touched, played with or talked to." Technology is now the teacher of our children; virtual reality is now our children's home. Dr. Johnson goes on to state that watching TV weakens the eye muscles necessary for reading.

Teaching programs at universities no longer instruct teachers in printing acquisition skills. Dr. Marvin Simner, psychologist and professor at the University of Western Ontario, and author of *Promoting Skilled Handwriting*, states "Handwriting is an essential skill, despite modern technology. People present themselves to the world through their handwriting, and are inevitably judged by it." Dr. Simner goes on to say that children who experience difficulty printing, are likely to be delayed in spelling and reading as well.

While newer teaching styles appear to have a greater emphasis on analytical thinking,

creative writing, and communication skills, printing efficiently will always be necessary to accomplish higher level thinking and learning. Dr. Jan Hasbrouck, Ph.D., Educational Consultant with Read Naturally, states "I cannot imagine a world in which printing won't be a part of what we do. There is still a need for printing, so the logical conclusion is that we should TEACH it!"

If we don't change something quick, we risk losing what we all live for; human connection. We also risk losing the functional ability to relate in a meaningful way to our children, teachers and families, an essential skill for living and learning. In order to save our children, we need to go back to the basics of our nature. For generations, human beings have engaged in heavy work, and sensory stimulation was nature-based and calming. We moved to survive; chopping wood, hauling water, plowing fields...listening, looking and smelling nature.

Advances in technology and transportation have resulted in a physically sedentary human body that is bombarded with chaotic and complex sensory stimulation. While TV and computers may be compelling and interesting, burying our heads in technology is causing sensory deprivation and a "disconnect" from our worlds. Dr. Gabor Maté, M.D., author of *Scattered Minds, A New Look at the Origins and Healing of Attention Deficit Disorder*, brings to light the importance of quality of "attunement" between parents and children and states, "The letters ADD may equally stand for Attunement Deficit Disorder."

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Student Activity Grant In Action

Tom Wilkinson

Last spring, the Alternate Education program at Nisga'a Elementary Secondary School was awarded one of four \$500 Activity Grants from the B.C. Alternate Education Association. The Grade 8-12 students of Grizzly House applied the grant to purchase a variety of woodworking tools and related building supplies. An unused room at Grizzly House was converted to a simple woodshop, complete with a tool pegboard displaying their new tools.

Since September last year, the students have learned and applied basic woodworking skills to build several projects. Students constructed a large plywood planter box and planted spring bulbs in it. A heavy-duty trolley was crafted for moving school music equipment. Students learned to cut with a jigsaw to craft animal-shaped key holders. Clock motors and hands were ordered from Lee Valley and students made wooden clocks. A cat playhouse and a doghouse are currently under construction, as well as a pine TV stand.



A larger project took many weeks to complete. Students built and painted a deluxe carpeted doghouse, carefully hand-painted in Canucks colours and logos. Auctioned locally, \$225 was donated on behalf of the Grizzly House students to the Kitimat Animal Shelter.

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Thanks to the BCAEA making these grants available, new skills and patience are being learned when working with hand tools, and our students are experiencing increasing pride and self-esteem as they stain and varnish their projects. It's our goal that the hand tools and the skills gained will last for several years. ♦

Tom Wilkinson is the BCAEA Newsletter Editor.



The Odd Squad

Mark Bradshaw

Odd Squad Production (OSP) is a non-profit society which was created in 1998 by seven Vancouver City Police officers. OSP developed a unique approach to community policing, crime prevention, and public education that addresses some of the major social problems affecting our community.

Odd Squad's approach to tackling these issues is accomplished by using reality-based/documentary video imagery as an educational tool. OSP ascribes to the notion that an ounce of prevention is worth a pound of cure. The goal of OSP is to educate and inform 'at-risk' groups throughout our province on the dangers of substance abuse and other anti-social and criminal behavior such as gangs.

In addition to producing documentaries, OSP has developed program tools and services such as audio-visual presentations to community and educational institutions.

Since its inception, Odd Squad Productions has been involved with production of award-winning educational films for youth. OSP's first partnership was with the National Film Board of Canada for the documentary film *Through a Blue Lens* (1999). This continues to be one of the most popular drug-education films for high school classrooms across Canada. It has become the most successful film in the history of the NFB. ♦

Mark Bradshaw contribuyó estos artículos de América del Sur donde está aprendiendo español.



Vancouver Police Department Gang Prevention

Mark Bradshaw

The Vancouver Police Department has several strategies to target gangs. They include programs such as the Bar/Restaurant Watch and the Firearm Interdiction Team which targets gang members mostly in the Entertainment District in Vancouver.

The Vancouver Police Department also participates in numerous multi-police agency programs aimed at targeting gangs. Some of these programs include, but are not limited to: The Integrated Gang Task Force (IGTF), IGTF Violence Suppression Team and the Combined Forces Special Enforcement Unit (CFSEU).

All of these programs are great when it comes to dealing with gangs. However, the programs do little to deter and prevent young individuals from joining gangs in the first place. That's why the Vancouver Police Department has made prevention a priority when it comes to targeting youth before they join a gang.

The Vancouver Police Youth Services Section is one of the most unique services offered by a police department in British Columbia. The Youth Services Section contains three units:

- Police Community Response Team
- The School Liaison Unit
- The Youth Services Unit

The Police Community Response Team works in partnership with various agencies including the Ministry of Children and Families, and Vancouver Coastal Health Authority, Outreach workers and Youth Probation officers. By having these relationships, we are much better able to address some of the often complex issues arising in some people's lives.

The School Liaison Unit consists of fifteen police officers who patrol the Elementary and Secondary Schools in Vancouver. The School Liaison Unit has a great working relationship with the Vancouver School Board and is very effective in preventing violence from occurring in our schools.

The Youth Services Unit consists of four investigators who work in conjunction with the other units to provide a safe, secure and positive environment for youth, especially in and around schools. The Unit's goal is to address criminal involvement through investigation and the justice process, and to refer those at risk to the appropriate partnership agencies.

The Youth Services Unit also participates in the Police Athletic League (PAL) as a way to reach out to kids and have a positive relationship with youth.

As a deterrence to prevent youth from joining gangs, the Youth Squad has developed a presentation called "The Truth About Gangs." The presentation has been shown to youth as young as grade 5 and is frequently presented to teachers, youth workers, parents and other law enforcement personal. The presentation provides youth with information about the realities of gang life and aims to prevent youth from ever considering gang membership. VPD Officers Elvis Bellia and Doug Spencer presented this workshop at the conference.

It is hoped that by connecting with youth at schools and when they are young, we are able to give them the tools to make far better choices about their lives in the present time and the future. ♦

Mark Bradshaw put together the incredible lineup of sessions at this year's conference.

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Conference Musings

Karen Gadowsky

Fabulous conference – thank you all for your hard work in organizing this,” says a conference participant to a number of volunteers at the registration desk where I am momentarily situated. Having enjoyed the BC Alternate Education Association’s conference for the past six years, this was the first time I had participated behind the scenes.

It was comments like this that I heard over and over again from the many I met and spoke with at the Schmooze, or bumped into along the way. Others were willing to critically reflect upon their experiences and, when prompted, make suggestions for improvement. Both solicited and not, I greatly appreciated the excitement and interest participants took in sharing their views! But what else should have I expected – this is, after all, “Alternate!”

So what does it take to organize a conference, for upwards of 500, that gets great reviews year after year? I’m not quite sure. From what I can tell, the BCAA Conference Team, some of whom have contributed their time and energy for the last 18 years in a row, have this conference “planning thing” down to a fine art or perhaps more accurately defined as an integrated science. To meet the professional development interests of a wide variety of people who work with the types of students typically found in Alternate Schools, you’d have to!

Enter Mark Bradshaw who works to put together a well-balanced line-up of speakers so that all concerned, Youth Care worker, teacher, EA, principal, Aboriginal leader, police liaison, social worker, counselor, psychologist, foster parent and the many others who support Alternate Stu-

dents, continue to find meaningful and valuable sessions to attend. The reviews that the sessions receive are, by in large, extremely positive which speak volumes about Mark’s ability to gauge the needs of the audiences year after year.

Speaking about year after year, the much-anticipated Schmooze continues to be a big hit and a much spoken about event! Many believe that the conference would not be complete without Joyce May, long-serving Secretary-Treasurer and our current President, and her entourage, who work tirelessly to create an “appetizer extravaganza extraordinaire” at the infamous Schmooze! Everything from chocolate fountains to seafood delights, with fusions of Asian to keep everyone’s palate interested and amused. How she does it, nobody knows for sure, but heaven help us if she decides to retire!

And pray that DJ, the Conference Co-ordinator for the past 18 years, doesn’t decide to retire any time soon either! DJ’s superb attention to detail ensures that all the spaces, tables and chairs, coffee and refreshments, amenities and accessories are ready and in their proper place at the proper time. The pages and pages of banquet orders to be reviewed is staggering and I, for one, am glad that DJ is a seasoned pro, eagle-eyeing the accidental omissions and making the necessary adjustments well ahead of time to guarantee that all events run smoothly!

And don’t forget JD, the Conference Registrar and computer-tech, who has everything to do with the smooth running and easy to use registration system. You get immediate verification of session availability and receive instant payment confirmation!

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So
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23rd Annual Challenge & Change Conference

Yet again, our annual conference was a smashing success! Due in no small measure to the many people who work hard behind the scenes ensuring a smooth running event and a Schmooze to die for. See you next year!





The Schmooze!





As always, the Schmooze was the event-to-die-for! Joyce May and her incredibly talented team worked feverishly behind the scenes yet again to bring us an incredible array of edible delights.

Media Use: The Real Brain Drain

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30% of
primary
classroom
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attention
problems”

Dr. Maté points out that “happy interactions” between parent and child generate motivation and arousal by activating cells in the mid-brain that produce endorphins, and activating cells that trigger the release of dopamine. Dr. Maté goes on to say “A relative scarcity of dopamine receptors is thought to be one of the major physiological dimensions of ADD.” How well have we evolved to accommodate to these changes? Human evolution takes time, lots of time. Have we adapted as a species to accommodate to this sedentary yet frenzied existence? Are we pushing evolution? What will be the consequences for our children if we continue?

” Although the answers to these questions are largely speculative, Cris Rowan, a Paediatric Occupational Therapist, believes we are already seeing the results of sedentary lives and high levels of chaotic sensory input levels in our children – and they aren’t adapting as well as we would hope.

Cris observes that 30% of primary classroom children have attention problems, with energy levels ranging from sleepy and lethargic to charged and wired, while 20% have printing delays, primarily in the areas of planning movement. Changes to home and school settings have contributed to these delays. Continued budget cutbacks have resulted in overcrowded classrooms with subsequent “caged animal” symptoms in children (anger, anxiety, chewing, and depression).

Sedentary home lifestyles, as well as decreased school gym, supervised recess and organized sports, have contributed to observed delays in sensory and motor devel-

opment. Consequently, these delays have an effect not only on children’s ability to print and read, but also impact their energy states, creating either hypo- or hyperactive children with huge attention difficulties.

So how do we learn, and how can we improve attention? We take information in through our sensory channels, we make “sense” of that information, and we produce an output – which could be how we behave, feel, move, and learn. The principles of Sensory Integration Theory, and Cris Rowan’s Body Energy Model, posit that sensory input is energy, and can either charge, deplete or ground body energy. Movement, in the form of heavy work,





is an energy outlet. In energy terms, “what goes in, must come out” because energy is neither created nor destroyed, only transferred. When sensory input is balanced with movement output, the energy body is at its optimal state for learning.

As a society of parents, teachers and professionals, we need to work together to address how we can assist children to balance sensory stimulation with heavy work, to increase attention and reduce sensory overload (fright, flight, fight). For example, at home, a parent might allow one hour of “box time” (TV, video game, computer) for one hour of heavy work (bike up hill, haul wood, dig in garden). Schools could work toward increasing classroom-based resistive type movement through desk isometrics (hand push/pull), or through recess/gym activities (tug of war, climbing ropes). Schools could also reduce sensory stimulation by decreasing classroom visual and auditory “clutter”, creating sensory hide-outs, and as well, could improve children’s ability to attend by utilizing sensory tools and techniques for optimizing energy states.

www.bctf.ca/bcaea

So while the pace of our society may not allow us to stop pushing evolution, we must start listening to our bodies, if we want to successfully accommodate to recent advances in technology and transportation. We need to intersperse our daily lives with increased heavy work and need to moderate

daily amounts of sensory stimulation to get back on the natural evolutionary track. Increasing necessary touch and movement sensation can be achieved by daily hugs, playful wrestling, nature games and by quite simply “reattaching” to our children!

Now is the time to plant the seed for children to learn in a new and conscious way. Teaching children to be aware of their bodies, so they know who they are, creates a strong and healthy foundation for learning. Using their energy in positive and productive ways, children learn to create balance and wholeness of body, mind and spirit. ♦

Bruce Watts is the newly elected BCAEA Secretary-Treasurer and the former Newsletter Editor. Cris Rowan has been an Occupational Therapist for 20 years, working in schools for the past eight years. Cris has recently developed two new educational programs, Zone’in and Move’in, for use in schools and at home. You can learn more about these programs at www.zonein.ca

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Reduce
sensory
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New Deadlines for BCAEA Awards & Grants

We would like to remind you that March 15th is the new deadline for receipt of applications for most BCAEA awards and grants. Each year we distribute \$6,500 to students and programs. Revised forms are available on our website.

Student Activity Grant

This grant consists of four awards totalling a maximum of \$2000, and is available for an activity for the benefit of at-risk students who are receiving alternate programming.

Kathi Hughes Innovative Programming Award

This award of \$500 is available to a teacher who is willing to share a unique aspect of his or her program at the annual BCAEA conference.

Student Bursary

Five awards of \$500 each, available to a graduating student who is or who has been enrolled in an alternate program, and who is continuing their education or training at a post-secondary institution.

Student Achievement Award

Fifteen awards of \$100 each, available to a student who is demonstrating responsibility for behaviour, a significant level of self-motivation, improved self-esteem and self-confidence, and mastery skills.

Regional Conference Grant

A single grant of \$500 is available to help offset the costs of holding a regional conference, one of whose aims is to promote membership in the BCAEA. ♦

PROActive CURRICULUM

For 11 years, ProActive has created self-paced, mastery-based courses for Grades 7-12 that follow the BC IRPs in Applied Skills, English, Health & Careers, Math, Science and Social Studies. We currently have more than 30 courses available.

Coming soon:

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- Math 10 (WNCP versions)
- Social Studies 10 (revised)

Visit us online at www.proactivecurriculum.com to see samples, textbook lists, or place an order.

Or email info@proactivecurriculum.com.

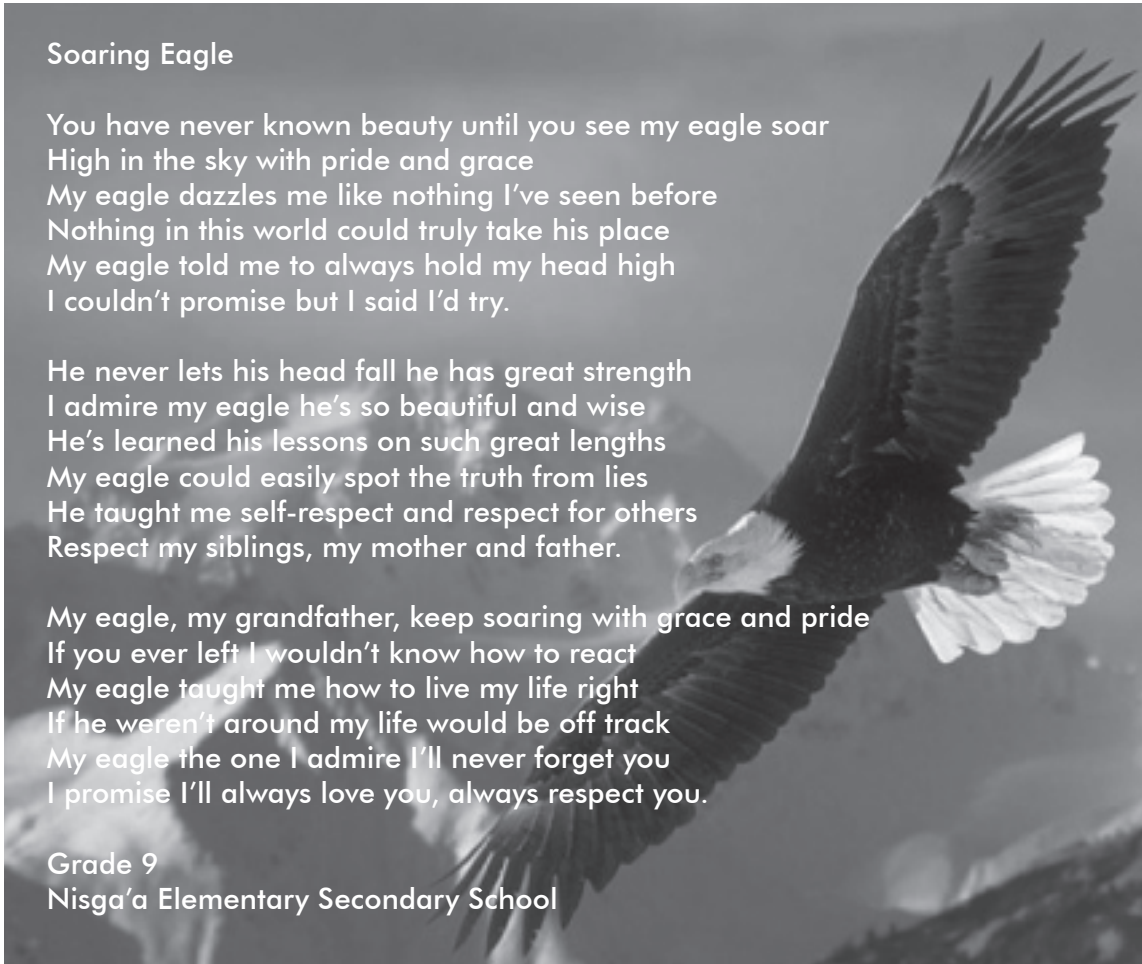
Soaring Eagle

You have never known beauty until you see my eagle soar
High in the sky with pride and grace
My eagle dazzles me like nothing I've seen before
Nothing in this world could truly take his place
My eagle told me to always hold my head high
I couldn't promise but I said I'd try.

He never lets his head fall he has great strength
I admire my eagle he's so beautiful and wise
He's learned his lessons on such great lengths
My eagle could easily spot the truth from lies
He taught me self-respect and respect for others
Respect my siblings, my mother and father.

My eagle, my grandfather, keep soaring with grace and pride
If you ever left I wouldn't know how to react
My eagle taught me how to live my life right
If he weren't around my life would be off track
My eagle the one I admire I'll never forget you
I promise I'll always love you, always respect you.

Grade 9
Nisga'a Elementary Secondary School



Conference Musings

(continued from page 7)

Of course these conference masters are supported by the rest of the Executive and numerous other teams of volunteers who spent countless hours stuffing registration packets, setting up computers, carting supplies, making pick ups and deliveries, collecting money, hosting sessions, printing out receipts and creating systems for dealing with all things from orchestrating participants traveling off-site to AV emergencies.

I would not even venture a guess as to how many volunteers or how many hours went into making

the 2010 BCAEA Conference one of the best attended Provincial Specialist Association conferences in British Columbia. But I am grateful. On either side of the registration desk, I am proud to be a part of an association that works so hard to meet the needs of a diverse student population. But I shouldn't be surprised should I? This, after all, is what we do – we're Alternate! ♦

Karen Gadowsky is BCAEA Vice-President.

Garry Bock: 34 Years in Alternate Education!

Karen Howard

How do you sum up 34 years of teaching in Alternate Education? In one word: dedication! Not only did Garry Bock survive a challenging educational system, he finished his career with intense passion and dedication for his students and his work. While working for various boards and superintendents, changing governments and policies, Garry has remained a consistent champion of Alternate Education.

Garry launched his career in Trail as an at-risk youth and family counselor— a bit unusual for a PE major who skated through university on hockey scholarships. He began teaching for the Trail School District in 1975 when Alternate Education was in its infancy. The Trail Alternate Education Centre was created to get drop-outs off the streets. Currently all of the district's Alternate programs are under one roof. This amazing school with its dedicated staff serves the vast needs of the district's most at-risk and vulnerable youth.

Garry's unique talents include being a highly skilled woodworker. This special gift helped him connect with students while teaching valuable life lessons. Garry helped many discouraged kids build self-esteem and pride. He encouraged students to think for themselves, develop problem-solving strategies, persevere through frustration, all while modeling a strong work ethic.

He developed a Community Projects program where a selected 'crew' would be hired to take on various community jobs. Student projects included garden sheds, a gazebo at the golf course, fences, school crossing signs and necessary equipment for physically challenged children. In one proud project, Garry's students, some who had 'experience' with the juvenile justice system, constructed a courtroom podium for the local prosecutor. These projects

helped to break down some of the stereotypes and stigma attached to our troubled youth while earning them recognition and respect.



His no-nonsense approach earned him the esteem of students and colleagues alike. His compassion was limitless for any student trying to make positive changes in his or her life, but he had no time for enabling helplessness. He strongly believed in empowering others to be independent and responsible.

Over his 34 year career, Garry served as head teacher and took on a leadership and mentoring roles for new staff. He served as a regional rep. for the BCAEA for seven years in the early 90's and worked on the Kootenay Columbia Teachers' Union executive for the past five years.

Garry's career is also marked by the rare partnership he has had with me, a child/youth care worker. For 20 years we worked together like Ma and Pa Kettle with students in an off-site facility. It's unique to have that kind of continuity and consistency in a program.

The decision to retire did not come easily. I watched with amazement the sheer joy he received from teaching right until the end of school. There will be many of us who will miss Garry's support and contribution to Alternate Education, but we wish him all the best in his retirement. ♦

Karen Howard worked alongside Garry for 20 years.

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2009-2010 Association Goals

- *To advocate appropriate programming and services for alternative education students.*
- *To promote alternative education programming and services provincially.*
- *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 students.

Activities

- 2.1 Provide Innovative Programming Award.
- 2.2 Hold Annual Conference.
- 2.3 Publish Newsletter.
- 2.4 Network with members via membership list-serv
- 2.5 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.

Financial Statement

Statement of Receipts and Disbursements for the Year Ended June 30, 2009

Balance, July 1, 2008 \$141 126.59

Receipts

BCTF grant	5 661.00
Membership/subscription fees	18 539.28
Sale of back issues	0.00
Other	(17 944.07)
Interest	2 588.56
Conference fees	84 125.00
Conference exhibits/sponsorships	1 875.00

94 844.77

Disbursements

Meeting - executive	11 041.39
Meeting - annual general meeting	438.15
Meeting - subcommittee	138.58
Meeting - TOC costs	6 865.75
Publication-newsletter	3 131.04
Publications-other	580.73
Operating expenses	245.98
Scholarships	8 900.00
Miscellaneous	332.90
Conference-operating	5 266.39
Conference-facilities	8 325.00
Conference-catering	12 270.91
Conference-printing	271.04
Conference-promotions	3 112.29
Conference-committee costs	17.53
Conference-entertainment	10 376.66
Conference-equipment rental	5 232.13
Conference-speakers	15 336.45
Conference-hold for future expenses	3 000.00
Conference-miscellaneous	1 163.49

(96 046.41)

Balance, June 30, 2009 \$139 924.95

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

2009-2010 Budget

Income Accounts

Income surplus (deficit), June 30, 2009	139 924.95
Membership fees, 300 @ \$30.00, 200 @ \$50	16 920.00
BCTF grant, 285 @ \$18.50 (\$3,000 minimum)	5 272.50
Sale of back issues	100.00
Interest	3 000.00
Other	300.00
Conference fees	70 000.00
Conference exhibits/sponsorships	1 500.00
Total Income	\$237 017.45

Expense Accounts

Meeting-Executive	12 000.00
Meeting-subcommittee	2 000.00
Meeting-annual general meeting	2 500.00
TOC costs	6 000.00
Publication-newsletter	5 000.00
Operating	1 000.00
Chapter support	2 000.00
Scholarship	8 000.00
Miscellaneous	1 000.00
Conference-operating	8 000.00
Conference-facilities	5 000.00
Conference-catering	13 000.00
Conference-printing	2 000.00
Conference-promotions	3 000.00
Conference-entertainment	12 000.00
Conference-equipment rental	5 000.00
Conference-speakers	22 000.00
Conference-start up costs (registration)	3 000.00
Conference-hold, future conference expenses	123 517.45
Conference-miscellaneous	2 000.00
Total Expenditures	\$237 017.45

The Association presented its 2008-2009 financial statement and 2009-2010 budget to members at the AGM held on January 22, 2010 in Vancouver, and publishes them in this edition of the Newsletter.

Association Executive Contact Information

The following dedicated individuals volunteer their time to ensure the smooth running of your association. Information on the roles and responsibilities of each position may be found on our web site: www.bctf.ca/bcaea/executive.html

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