

the *Newsletter*

of the **British Columbia Alternate Education Association**

VOLUME 12, NUMBER 2

SUMMER 2001



Student Protest Gets Results

by Jas Biring

Alternate Education students celebrate victory at Langley School Board Office



I had lost control of my classroom. In alternate education, this is only one step short of a nightmare.

At first, two students walked out the door. As I tried to reel them in, all of the others stepped out as well. As I asked them to stay put, they announced "If one of us goes, then we all go." They were headed to the principal's office in order to get some answers.

The previous day, Scott Carruthers (a youth care worker) and I had told the kids that our alternate program was going to be cut. We're a half-day program that operates within HD Stafford Secondary in Langley. We've been in operation for

one and a half years helping students who have been unsuccessful in the mainstream. Our operating budget is derived from pop machine sales. We are in a de-centralised school district and due to the \$40 less per student provincial funding and our school having to repay \$50,000 of its debt, our program which "only" services twelve students was cut.

Back to my loss of control. I was very surprised by the passionate reaction of the students. As fellow teachers, you know that we don't often hear students glowing about how much they care about school and how happy they are to attend. We have endeavoured to make our classroom into a comfortable place where students can learn in a safe, caring environment. However, we could

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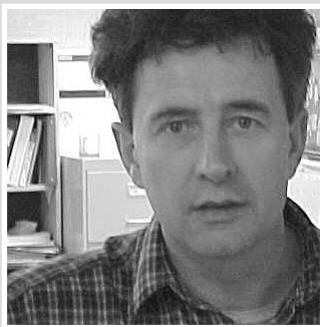
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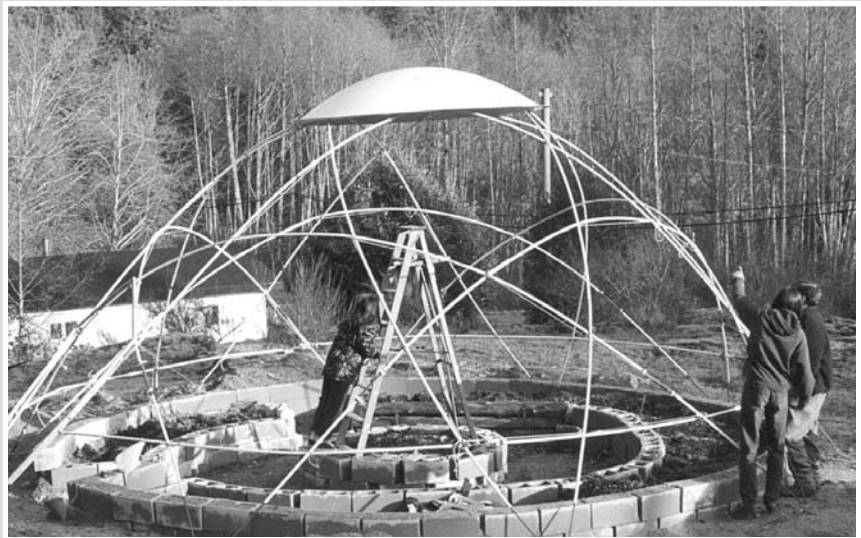
Many Thanks to Charlie Mayer, Retiring Newsletter Editor.



Charley Mayer, (Summerland Alternate) has been our Newsletter Editor for the past SIX years. We thank him for all his work and dedication as both Editor and contributor to our excellent BCAEA newsletter as well as serving on our Executive Committee. Charley developed and refined our newsletter to its current superb level of greatness. We'll miss him at the helm, but still look forward to receiving articles such as his recently submitted piece entitled "Spotting Teen Behavior".

We extend a warm welcome to Mary-Ann Cardwell who enthusiastically embraced the opportunity to "take over" the sometimes onerous task of newsletter editor.

Thanks also to those who contributed articles for this edition of *the Newsletter*. The level of support we receive from you dictates the quality of this publication. We couldn't do it without you.



Students at the Beaver Island Alternative School erecting the greenhouse which produced fresh produce. Students planted, cared for and harvested several crops.

Creating an Alternative Environmental Project

THE KATHI HUGHES INNOVATIVE PROGRAMMING AWARD 2001

Pulling weeds, fertilizing and harvesting fresh carrots is not how most students start their day at school. However, for some students at the Beaver Island Alternative School in Pender Harbour, it has become a daily ritual.

Under the guidance of teacher Michael Gabriel, students are tending to a garden paradise inside a greenhouse shaped like a geodesic dome in the school parking lot. "It looks a bit like something from outer space, but step inside and you are in a hot-house filled with an abundance of organic produce," says Gabriel.

The students who designed the garden, and planted and cared for it, were able to harvest fresh broccoli

strawberries, lettuce and eggplant to name just a few produce items.

For some students, the garden was a way to get back into school. "Working with the soil to build and nurture something has been very rewarding for students who feel school has nothing to offer them," says Gabriel. "Gardening has opened the door to other learning opportunities," he adds, "and some students are so enthusiastic they are starting their own gardens at home and even considering horticulture as a profession."

Gabriel's hopes are to see the community get involved in the garden next year so neighbours can share their

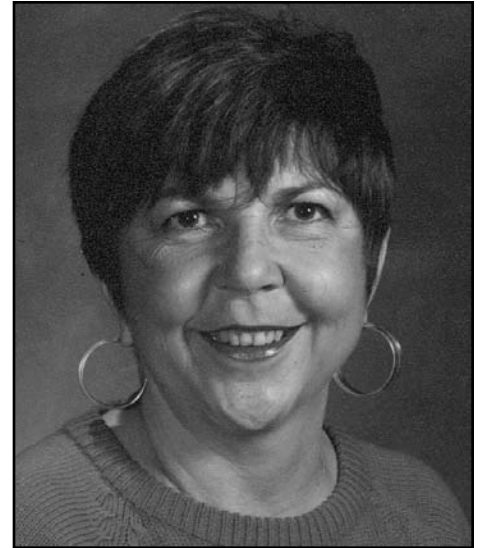
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IN APPRECIATION:

Wendy Neumann

innovator, mentor,
leader and friend

by Kathi Hughes



Wendy's career spans many years and too many successes to summarize in only one newsletter; we would need an entire journal to do justice to her accomplishments. For many years, Wendy has been, and is, my personal mentor. When work times are tough, I often reflect, "What would Wendy do or say?" I then follow her whispered lead and have yet to be fired!

Early in her career, Wendy's energy significantly impacted both the Chilliwack and Victoria School Districts. In her quest to enact positive change for "our other youth", she joined the Ministry in 1986 as "Rehab/Gifted/etc. Programs Coordinator". We still remember her advocacy and leadership with such projects as the "Rehab Protocol" document. As well, she chose, as one of her first Ministry tasks, the challenge of confronting the northern connection; she braved the snow and

flew to Prince George to meet with the reprobate rebels.

The next challenge was that of coalescing a ribald and unconventional group of provincial alternate/rehab teachers into a real working group known as the "Provincial Alternate Education Resource Manual" Writing Committee.

For two years this group toiled under Wendy's ruthless command. However, their time was short. They were fired....but they did not wither. They sprouted into a renegade group called the "Dead Riter's Society" and then blossomed into the nucleus of the current BC Alternate Education Association. Although her time with the Ministry was short, as she resigned in 1994, her efforts and impact were immense.

Wendy then directed her energies to youth and staff as teacher, mentor and coordinator. She implemented

several inter-agency initiatives. In 1991 she became Vice-President of the BCAE and then served as president from 1992-1995. As president, she ushered in a new era of political awareness and growth. Even after her retirement from an active pay cheque, she remained on the executive as our voice of political acuity.

In 2000, Wendy announced her resignation from the executive committee. Alas, priorities of travel, adventure, family and grandchildren shortened her time with us. However, Wendy's legacy and leadership will never cease.

She will always be a mentor and leader....short in stature, but tall in advocacy and impact. Wendy, thank you. You truly have made a difference. And we are happy for you—we know you will never be really shortof time ...or energy.

“WRAPAROUND... “ICM”... “IEPs”

ARE WE CONFUSED? THE SMORGASBORD IS JUST TOO MUCH...OR IS IT?

by Kathi Hughes

and what is this wrap-around:
 is it a sushi special?
 is it a vegetarian wrap?
 the answer to both....YES!

Trying to figure out the process and product of all these acronyms is indeed a true challenge. Read on!

HISTORY:

The Individual Educational Planning process was mandated by the Ministry of Education in 1995. The “who” and “the what” of the plan is very clear.

After the creation of MCF in 1995, MCF started to develop and implement a process called “Integrated Case Management”.

The “who” and the “what” is less defined. Typically, those youth involved with two or more service providers are the “who”. The “what” is similar to the purpose of the Individual Education Plan: to collaboratively formulate a plan to assist the youth in achieving goals.

“Who” is also less defined and the “what” is also similar to the purpose of both ICM and IEPs. Confused? Read on!

WHAT ARE THE KEY SIMILARITIES?

The key features of all are

- child and family team
- team facilitator (WRAP) and/or case manager (ICM)
- monitoring and evaluation
- assessment based
- goal focused

WHAT ARE THE KEY DIFFERENCES OF WRAP AND ICM? <i>(Note: I did not explain IEPs as most people should know these!)</i>	
WRAP	ICM
• focus on family access, voice and ownership	• focus on inter-agency collaboration
• unconditional	• due to mandates, sometimes conditional
• cultural competency	• cultural competency is not really a focus in the training sessions
• creativity - greater variety of players	• players defined by roles
• strengths and normalized needs	• not as focused on strengths
• emphasis on “getting ready” for the meeting by having critical conversations	• emphasis on “the meeting”
• family picks the team	• case manager usually picks the team

WHEN DO I USE WHAT?

Obviously, you must use the IEP process according to the guidelines. As to the practice of Wrap-Around and Integrated Case Management, consult with your principal and District.

The principles of each are similar; however, the practice might differ. Also, when asked to a “team” meeting, ask the purpose of the meeting; the purpose will help define the process and practice.

CONCLUSION:

The three processes are not exclusive; rather, they can be complementary. In some instances, a more informal Wrap helps the family feel they have more ownership of the process...this will then help them feel more empowered at an ICM. From this perspective, WRAP is a refinement and enhancement of the ICM.

A New Vision of the Alternative Learner

OLD VIEW	NEW VISION
<ul style="list-style-type: none"> • deprived 	<ul style="list-style-type: none"> • culturally different
<ul style="list-style-type: none"> • failing/low 	<ul style="list-style-type: none"> • unrecognized/ under-developed abilities
<ul style="list-style-type: none"> • unmotivated 	<ul style="list-style-type: none"> • engaged/self motivated
<ul style="list-style-type: none"> • at-risk 	<ul style="list-style-type: none"> • resilient
<ul style="list-style-type: none"> • in need of remediation 	<ul style="list-style-type: none"> • in need of acceleration
<ul style="list-style-type: none"> • norm-referenced assessment 	<ul style="list-style-type: none"> • functional assessment
<ul style="list-style-type: none"> • focus on weaknesses 	<ul style="list-style-type: none"> • focus on strengths

Some great one-liners heard at a recent WRAP training:

- if the horse is dead, dismount
- must understand and work with other systems' constraints
- team members have to step out of the box and 'take off their hats'
- collaboration is not just bringing donuts
- a mission statement should fit on a bumper sticker

Effective Alternate Schools

Penny Butler

Many authors point to various structural, curricular and personnel characteristics of effective alternative programs. There are two predominantly enduring characteristics of alternative schools. Alternative programs are designed for a group of students not being adequately served by the standard school and alternative schools differ from regular school in their organizations, programs and environments (Raywid, 1994, 1995).

Other major structural characteristics of successful alternative schools include small class size resulting in more individual attention, a rich and supportive environment, participatory decision making and student and staff voluntarism (Duke and Griesdorn, 1999; Kellmayer, 1998; Raywid, 1994, 1995).

Curricular aspects of alternative schools focus on self-concept, enhancing self-esteeming, social skills, basic skills, technology, community building, and anger and conflict management (Manning, 1993; Kellmayer, 1998; Raywid, 1994, 1995; Duke and Griesdorn, 1999).

Finally, personnel in alternative schools are flexible, collaborative, design the programs, access social services and promote continuity in leadership (Kellmayer, 1998; Raywid, 1994; Manning, 1993).

A major part of the Cowichan Valley Alternate School program is the point system. This system, which is similar to a token economy, is used to motivate students' behavior as well as to track and provide feedback on their behaviors. CVAS is the only alternative school in the district to use this system.

A point system as a motivator or behavior management tool is used at some other alternative schools (Duke and Griesdorn, 1999) however, not much is written about its influence on student behavior or motivation at those alternative schools. It would be useful for alternative school educators to have descriptions of various point systems and their effects on student behavior.

* See page 9 for details on Implementing a Token Economy.

School Violence

From the Perspective of William Glasser

by Maryann Cardwell

In the December 2000 issue of *Professional School Counseling*, Dr. William Glasser offers the perspective that unhappiness, combined with the strong feeling that others should be punished for the way one feels, underlies the majority of school violence.

As a result of this, almost all unhappy people carry within them the potential for violence. Glasser's position is that violence in schools can not be eliminated, but the likelihood of it occurring can be reduced by reducing the number of unhappy students.

According to the research reported in *Protecting Adolescents From Harm* (Resnick et al 1997), the only two groups that can effectively prevent adolescents from harming themselves or others are parents and school staff.

Glasser argues that it is violence prevention programs not typical security measures that are most effective. Given unlimited budgets both would be desirable, but dollar for dollar, a violence prevention program has the potential to yield better results than security measures. In fact, highly visible security measures may act as a challenge to violence prone students.

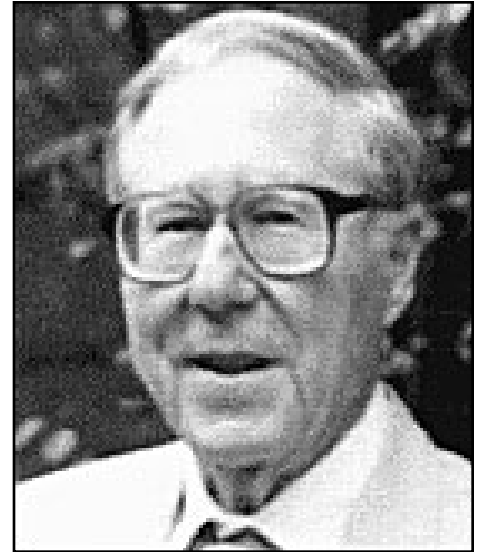
Glasser's proposed approach is based on the belief that common to all potentially violent students is

the lack of a strong satisfying relationship with a caring responsible adult.

Glasser's school based violence prevention program would incorporate two distinct groups: those who by their history, dress and actions elicit negative attention and those who are in touch with the most unhappy students. He stresses the need for a non-judgmental, problem solving approach based on effective relationship building.

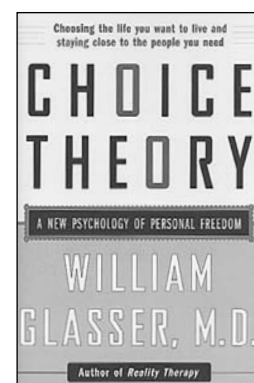
In addition to the targeted groups, Glasser argues for measures that are school-wide if not societal. These measures are based on his belief that the fundamental impediment to building and maintaining successful relationships, whether at work or in a personal context, is the tendency by almost everyone to use external control. This is characterized by criticizing, blaming, complaining, nagging, threatening, punishing and bribing.

The alternative is to avoid external control and replace it with choice (*Choice Theory*, 1998). Employing the rising tide analogy, Glasser implies that by building relationships, avoiding external control and promoting choice all students will benefit and the general propensity for violence will be reduced.



Relationship issues are common to much of the discussion on violence. As one of the two groups that are capable of making a difference, it is critical that we, as alternate program staff, understand and are effective in addressing this issue. Avoiding the pitfalls of what Glasser refers to as external psychology will benefit all students as well as those who are most at risk.

* **EDITOR'S NOTE:** Want to learn more about Glasser's work on the origins of violence? Check out our exciting announcement on page 14.



Also available by W. Glasser is *Choice Theory in the Classroom* (1999).



Stu Soward
reflecting on
the change
of nature

As educators we must never forget the sensitivity that surrounds pain nor the continuum of that experience. Working with young adults who do not respect boundaries is a wonderful opportunity to create and evaluate personal perspectives. As avenues of learning, we must encourage participation, expression should not be an assessment of their words, but a celebration of their efforts of expression. Start with what we're given. Hold it as the first word of a long discourse that has more opportunity than what is written; risk with them to uncover the silent curriculum.

What Is the Nature of Change?

Reflections from Sabbatical

by Stu Soward

Within the experience there is knowledge, reflecting on experience as a method of learning speaks passionately to our alternative school culture. Individuals in rebellion are rich in *critical incidences*. Stephen Brookfield uses this term to landmark milestones of revelation that, upon reflection, can be turning points.

Within the intensity of experience, there is a need for clarification. We must be certain what we are clarifying. The missed moment is often the teachable moment and our students do not make their offerings readily audible. You wander in the moment of

mentor, friend and parent the wave of trust comes with a big crest. We have softly prepared for this moment, but when students let you inside, you know is *their* time. You did not know you earned it, but then ask your self when WAS the last time you learned. I suggest it was the last time you risked.

Transformative experiences and those encounters that *Mezirow* calls emancipatory, that is, in the assumptions, which make up our meaning, perspectives are revealed. They cannot be demised; they require critical reflection, begging change.

Freire developed the *Pedagogy of the Oppressed* to find the language of liberation. I ask myself how often I oppress with my outcomes. Today they represent the dialectics of diversity, they have methods of surviving, the passion of resiliency, they will do it their way with our respect.

Change begins with dialogue, taking time to listen is very risky because we may hear ourselves.

Stu Soward, a past member of the BCAEA executive and teacher at SJ Willis in Victoria, is currently enjoying a year-long sabbatical. Stu is a wonderful advocate for experiential education and leads annual trips with his students on the Wet Coast Trail.

“The only thing constant, is change.”

King Solomon

CURRICULUM BRANCH UPDATE**MATH****MATHEMATICS 8 AND 9 IRP**

A revised IRP has been developed based upon the Western Canadian Protocol Framework. Approximately 150 responses to the draft IRP were received and reviewed by the IRP Writing Team. As a result the team made further revisions.

The Mathematics 8 and 9 curriculum now consists of those learning outcomes that provide all students with the opportunity to develop the knowledge, skills, and attitudes necessary to be numerate. This has resulted in an approximate 35% reduction in the number of prescribed learning outcomes for both Mathematics 8 and 9.

The prescribed learning outcomes are designed to prepare students for:

- Applications of Mathematics 10
- Essentials of Mathematics 10
- or Principles of Mathematics 10

Students intending to take Principles of Mathematics 10 are encouraged to explore the Suggested Extensions identified at the bottom of column one in the body of the IRP. It is the responsibility of the teacher to determine which, if any, of the Suggested Extensions will be studied.

The Suggested Extensions are not provincial curriculum, but can provide

students with opportunities for enrichment. The curriculum for each grade now consists of those prescribed learning outcomes that are considered critical. After completion of grade 9, students must choose one of three provincially developed mathematics programs of study:

- Applications of Mathematics
- Essentials of Mathematics
- Principles of Mathematics (which may extend to Calculus 12)

These curriculum changes will not require any changes to the learning resources that teachers are presently using in their classrooms.

MATHEMATICS TASK FORCE WORKPLAN UPDATE

The Ministry of Education continues to respond to recommendations made in The Report of the Mathematics Task Force. The following is a summary of the projects that are complete or in progress.

ESSENTIALS OF MATHEMATICS 10 - 12

Learning Resources - Pacific Educational Press (UBC) is in the process of developing textbooks and teacher support materials for these courses. The Essentials of Math 10 learning resources will be available February 2002.

MATHEMATICS 9A, 10A, 11A, INTRODUCTORY MATHEMATICS 11, AND ACCOUNTING 11

Mathematics 9A and 10A will be delisted as provincial curriculum effective August 2001. Mathematics 11A and Introductory Mathematics 11 will be delisted as provincial curriculum the following year (August 2002). Accounting 11 will no longer meet the mathematics graduation requirement beginning September 2002. For more information please check out the following websites:

<http://www.bced.gov.bc.ca/policy/01/01.htm>

<http://www.bced.gov.bc.ca/tuitionrebate/>

<http://www.bced.gov.bc.ca/branches/pser/pnu/meracy.pdf>

<http://www.bctf.bc.ca/bcamt/>

IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT:

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This article originally appeared in the BCAMT PSA Newsletter (May 2001). It is reprinted with permission of the author and BCAMT.

Implementing a Token Economy

by Penny Butler

There are a number of considerations when implementing a classroom token economy. First and foremost, decide which behaviors will earn tokens. Next, define these behaviors and the rules to be reinforced. Lastly, select the type of tokens that will be used such as play money or a tally sheet.

Another important consideration when implementing a token economy is to determine the rewards or reinforcers. The rewards must be something or an activity that the students consider desirable. Lazarus (1990, p. 38) strongly advises to seek the students' input in determining the rewards and to establish a menu of different activities that "helps personalize the system and prevents satiation that results in loss of student interest." The most important part of establishing a classroom token economy is to train the students to use the system. Provide modeling, feedback and practise time with the components of the token economy (Algozzine, 1985; Kazdin, 1982; Lazarus, 1990; Walker and Shea, 1991).

ADVANTAGES AND DISADVANTAGES

According to Algozzine (1985) and Walker and Shea (1991) the advantages include of a token economy are:

- Tokens provide immediate feedback to the students that the behavior was accomplished
- The system prompts teachers to look for desirable behavior and the learning environment is structured for positive reinforcement

- An assortment of reinforcers decreases the chance of satiation

According to Algozzine (1985) and Walker and Shea (1991) some of the disadvantages of a token economy include:

- Initiating a token economy is time consuming and involves many decisions and administrative tasks
- Managing the system is time consuming and can be complex
- The reinforcers can be expensive
- Students losing, stealing or counterfeiting tokens creates another set of problems

INCREASING THE EFFECTIVENESS OF TOKEN ECONOMIES

In a review of literature on token economies over a decade, Kazdin (1982) has recommended some techniques to enhance their effectiveness. These procedures include:

- Staff training in administering a token economy
- Allowing the student to help select the back-up reinforcers
- To increase behavior maintenance and transfer of training, gradually phasing out the token economy and replacing tokens with naturally occurring reinforcers such as praise

CONTRARY POINT OF VIEW

There are critics who view behavioral interventions such as the token economy as bribery. In addition, "all behavior modification techniques, its critics hold further, are unfair, highly manipulative,

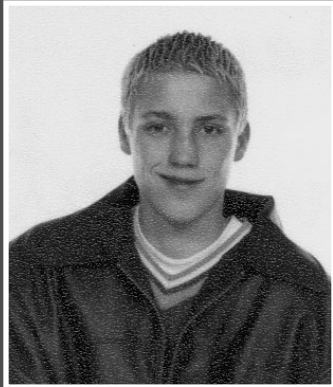
mechanistic, overly simplistic, demanding of extra teacher effort and generally promote a view of people as objects to be acted upon" (Goldstein, Harootunian, and Close Conoley, 1994, p. 75). Some people hold the view that youngsters should not need extrinsic rewards for doing or behaving how society expects.

Deci, Koestner, and Ryan (1999) conclude that extrinsic tangible rewards, such as money, awards and prizes, decrease intrinsic motivation. However, Cameron and Pierce (1994, p. 394) in a meta-analysis of 96 experimental studies find that "in terms of rewards and extrinsic reinforcement... there is no detrimental effect on intrinsic motivation." Eisenberger, Pierce and Cameron (1999) respond to Deci et al. (1999) by reiterating that there is a positive or null relationship between reward and reinforcement and intrinsic motivation.

Finally, Cameron and Pierce (1996, p. 49) suggest "rewards can be used effectively in educational and other applied settings without undermining intrinsic motivation." However, Cameron and Pierce (1996) make it clear in their findings that token economies and rewards can have either positive or negative effects depending on how they are administered.

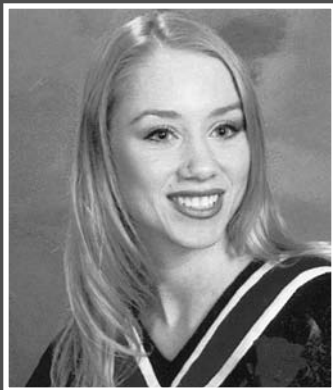
Penny Butler is a teacher at Cowichan Valley Alternate School. She recently completed her Master's thesis in Leadership and Training at Royal Roads University. The focus question of her project was "What is the relationship between the points/incentive system and positive behavior at Cowichan Valley Alternate School?"

Student Awards 2001



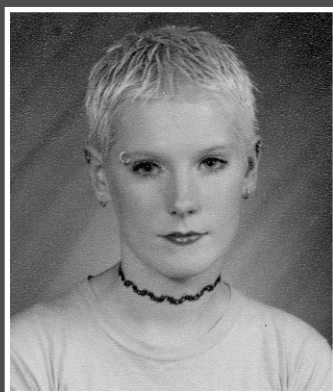
Adam Galbraith (\$250 Student Development)

I learned not to judge a person by their past or circumstances, or school, but by who they are inside. I'm a basketball player. When I got kicked out of school I played a lot on my own. I tried out for the grade nine team and I made it but needed to pass some courses but I didn't so I couldn't play. I played every day but I still had to work hard at the end of the year so I could play in grade 10. I didn't only make the team, I started for Mr. Shannon. He was more than a coach, he was a friend, who gave me confidence. I tried out for the Vernon regional team and made it. I tried out for the BC Summer Games team and made it. Playing basketball has helped me with my people skills. I learned to interact with people. I learned a lot from my teacher Dave. I can't always be right and that's OK. I also learned that I'm not always the boss. My teacher taught me to listen to others and finish things.



Kandis McNeil (\$500 Bursary)

Being at an Alternate School has made me become a stronger individual. Being at Coquitlam Alternate Basic Education (C.A.B.E.) has helped me in many ways. C.A.B.E. is a community family, because it's a smaller alternate school. It makes it easier to get to know everyone. Working at my own pace and in smaller class rooms made homework less stressful and helped me accomplish all my mandatory courses, one course at a time. The teachers and counsellors are very understanding and friendly, which makes it easy to talk to them and let them know I was having a bad day. It is really important to me that they were concerned and wanted to listen and help me out any way they could. My future goals are to work in the Tourism Industry and also I'm interested in becoming an Aerobics Instructor.



Heather Michelbrink (\$500 Bursary)

I learned that I needed to change my life around, and after a long and hard journey I am in grade 12 in the Integrated Studies Program (ISP) with an 89% average. I have been on the honour roll every term since the beginning of Grade 11. I no longer see my journey of life as a joke with no future. Many people have taught and shown me that I have promise and that I can accomplish many things, especially Judy Chapman my teacher of two years in ISP. My father has also been a very big part of my journey, even though he works full time as a truck driver and is not able to be around much. I am enrolled at CTC "Career Technical Centre" to take a welding course through UCFV. I would like to attend UCFV full time and to take a course in Fine Arts or Graphic Arts beginning 2002.

Tabatha Morrell (\$500 Bursary)

I started the Integrated Studies Program in September 1999 and became completely committed to the program. I attend regularly and began Grade 11 feeling very optimistic. I worked very hard and formed very good relations with my classmates and teacher. There was a lot more continuity in being with one instructor and a group of peers. I began to feel more capable and began to work harder. I am presently in Grade 12, I attend every day and I have a "B" average. I would like to take the "Home Care Attendant" Program at UCFV. I think I have the compassion and patience to work with the elderly.

**Christine Motut (\$250 Student Development Award)**

I have been attending A.C.E. for little over a year now, in this time I have completed English 9, Science 9, Social Studies 10, and I am now in the process of completing Math 9. I feel that I have worked very hard to accomplish these subjects. I have taken work home when I did not have to. I completed more goals than I set out to do. In the fall of 2001, I will be attending Abbotsford Senior high school where I will complete my senior year. I am looking forward to this move. I will complete High School with my peers. In the future, after I finish high school I will go on to college and become a Youth Crisis Councillor, while raising my son, who I just had on April 13.

**Kristina Stark (\$500 Bursary)**

Kristina was accepted into the Junior Alternate Program (Grade 10) at Duchess Park Secondary School in September of 1998 as a half time student. Kristina completed all required Grade 10 courses by October 1999 and then started working on Grade 11 courses. At this point she was still not ready to attend regular classes. After completing the 1999-2000 year successfully, she made the decision to return to regular classes with alternate education support in September 2000. During this school year, Kristina has worked very hard to meet the graduation requirements. She has applied to several universities and plans to major in archaeology.



SECONDARY SCHOOL APPRENTICESHIP SCHOLARSHIP PROCEDURE

Information for Career/SSA Coordinators

The following are steps for submitting SSA Scholarship Applications:

1. Student forwards application, including two reference letters, to their school's SSA or Career Coordinator

Schools report student's marks, using CPSSA 11A, 11B, CPSSA 12A, 12B codes to the Ministry of Education upon completion of 480 hours of paid workplace based training.

(electronic transfer code: 42 and program code: SB)
This is done using the Ministry's TRAX data system.

Ministry of Education sends verification of marks to District

2. SSA or Career Co-ordinator takes application(s) to District Steering Committee for approval.

The School District SSA Steering Committee must forward approved applications to the ITAC Counsellor no later than seven months after the applicant's graduation date.

Ministry of Education sends verification of marks to ITAC Counsellor

3. SSA or Career Co-ordinator forwards applications(s) to ITAC Counsellor for continuance verification.

This is the final criteria where, six months after graduation, the ITAC Counsellor verifies with the employer that the apprenticeship is continuing.

4. ITAC Counsellor faxes approved application form(s) to ITAC's Program Financial Officer for processing.

Four to six weeks should be allowed for generation of the cheque.

5. Student receives \$1,000 cheque.

Environmental Project

continued from page 2

gardening expertise and get to know the students. Plans are under way to donate the organic produce to needy families in Pender.

The Beaver Island Alternative School had 12 students attending, ranging in ages from 13 to 34. Gabriel was proud to see one of his students, aged 28, graduate in June. "Students work hard to achieve their best and there are great things happening here at the Alternative School, both indoors and out," he says.

Gabriel and the Beaver Island Alternative School received a \$500 grant from the BC Alternative Education Teacher's Association to develop the school grounds as a permanent culture site.

This article was reprinted from the Sechelt Scenario

A Kid's Wilderness Survival Primer

With school basically over for the year, Network Nugget staff are scratching their heads, wondering what would make sense as a Nugget during the Summer. Since many kids and parents will be heading for the great outdoors, this site might be timely:

"A Kid's Wilderness Survival Primer"
www.equipped.com/kidprimr.htm

FOR MORE NUGGETS SEE PAGE 19

Secondary School Apprenticeship Scholarship Program

1. What is the Secondary School Apprenticeship (SSA) Scholarship?

The scholarship is an award for a student's sustained effort as a apprentice which include graduation and continuance in the apprenticeship.

2. What is the scholarship money intended to be used for?

The \$1,000 SSA scholarship is to assist the apprentice with the purchase of tools, equipment or materials necessary for the practise of their trade.

3. Who is eligible for a SSA Scholarship?

To be eligible a person must:

- be a registered Secondary School Apprentice with an ITAC Apprenticeship Registration Number
- successfully complete 480 hours of paid workplace based training in their trade area,
- maintained a C+ average on Grade 12 numbered courses, have graduated from high school
- submit a Scholarship application form and two reference letters to the District Steering Committee for approval by the deadline
- complete full time apprenticeship training for six (6) months after graduation

To be Awarded the scholarship:

- the ITAC apprenticeship Counsellor verifies continuance of apprenticeship with the employer six months after graduation

4. How is application for a Secondary School Apprenticeship Scholarship made?

- the student fills out the application form - available from school/district career coordinator
- attach a reference letter from your employer
- attach a reference letter from a high school teacher supporting your application for the scholarship.

5. Where do students send their applications?

Submit application and two (2) reference letters to the school's SSA or Career Coordinator.

6. When is the deadline for submitting applications?

Districts will determine the student application deadline. A space is provided on the new application form for the district to affix their deadline. The deadline for districts to submit to ITAC is seven (7) months after graduation.

7. How many scholarships are awarded?

Scholarships are awarded to all students who meet the eligibility and awarding requirements.

8. How will the students know they have won a scholarship?

The ITAC Counsellor contacts the student once all requirements in number 3 above are completed and arranges for the presentation of the \$1000 cheque.

Please allow 4 to 6 weeks for the cheque to be generated.

The Scholarship appeal process outlined in the SSA Manual is still in effect.

Preventing Drug Abuse in Schools

Reviews of drug prevention programs show that the most promising approaches target individuals during the beginning of adolescence and teach drug resistance skills in combination with general personal and social skills. Effective resistance training has three social influence components:

1. Teaching students to recognize high-risk situations (including peer pressure).
2. Increasing awareness of pro-drug media influences (movies, TV, rock videos, music, etc).
3. Refusal skills training (form, content and rehearsal of effective refusal responses).

It has been found that an adolescent's pro-drug thoughts, attitudes and beliefs influence drug use. These factors, in combination with poor personal and social skills, are believed to increase susceptibility to drug use.

Drug prevention programs, which include generic self-management and social skills (or Life Skills Training), have shown initial smoking prevention effects of from 40% to 80%. Booster sessions have enhanced outcomes to 87%.

One large long-term study measured the effects of 15 drug prevention sessions in grade seven, 10 booster sessions in grade eight and 5 booster sessions in grade nine. No intervention took place during grades ten through grade twelve.

At the end of grade twelve, rates of smoking, alcohol and marijuana use were 44% lower for trainees versus non-participants. Prevention effects extended to illicit drug use and were reasonably durable past high school.

Botvin, G.J. (2000) Preventing drug abuse in schools. Addictive Behaviors, 25:6, 887-897.

Student Protest

continued from page 1

sense the anger in the room when we advised our students of the school district's decision.

Scott stepped in quickly and mindfully told the students to place their anger in the right areas. He reminded them that just because the plan is to dispose of the program doesn't mean that the students should act like "disposable kids". They were still ready to destroy and take their anger out on authority, but with prodding they sat and asked questions. Once we couldn't answer anymore, the exodus to the principal's office occurred.

I waited 20 minutes and saw the great sight of the students sitting quietly in the principal's office, listening and asking probing questions.

The next day, the students entered class dissatisfied. They decided that they would stage a sit-in if the program was not maintained for next year. It was interesting to see the leaders emerge. Certain students who you could sense as natural leaders finally had a cause to believe in. Scott and I sat back and watched the students organize.

On the following day (Thursday) the students received the official letter from the principal stating that the program would be cancelled. This was a very difficult decision for the principal as he really believed in the program and he was instrumental in designing it in the first place.

Conference Announcement

William Glasser, the renowned author and psychologist, has accepted our invitation to give the key-note address on the 'Origins of Violence' at the BCAEA 2002 Conference. Mark your calendar now.

Conference dates are January 24-25 at the Sheraton Wall Centre in Vancouver. Early registration is \$175 and begins in December 2001. Accommodation is \$99 per night.

On Friday, the students had a conference call with the assistant superintendent of the district. The call lasted 20 minutes and solidified the kid's positions. He told them that there was nothing the district could do. The students asked who was in charge and he responded "the minister of education". I nearly fell off my seat when one of the kids quickly asked "Well, what's her phone number?" And up the ladder they went. They called the Ministry and they were told that there was nothing they could do because it was a district decision.

The students were tired of the "buck passing" and they were ready to take action. They spent 4 to 5 hours on the phone and fax machines calling all of the media outlets. They also made a list of the different supplies they would be bringing. On Tuesday afternoon, the students were very energized - all of their supplies were brought in and they knew that the media would be arriving. At 2:30pm, Global TV, CBC, and the local papers arrived. The school district arrived with a media relation's advisory.

The students responded well to the press and got their message out, also, some of the parents arrived to support their kids. The district was concerned about the students staying after 10pm. Steadfastly, the students refused to leave. It would have been a media relation's nightmare to see police removing the students. Instead, a security guard was provided to protect against intruders. Parents of the kids decided to take shifts in order to supervise the kids overnight.

Protesting students were interviewed by local and national media during their sit-in at the Langley School Board Office



Over the course of the week, the students continued talking to the media and they settled into a routine. I would arrive at my portable in the mornings to a roomful of sleeping kids and parents huddled on couches and foam mattresses. On Thursday, a mediation team from the district arrived and had a five-hour meeting with the parents and kids. They provided pizza in the evening and came the next morning armed with muffins. Basically, they brainstormed about how the program could be saved and they realised that trying to fundraise \$60 000 would be impossible.

The weekend arrived and a plea was made to the students for them to go home and come back on Monday due to safety concerns. The kids were adamant about staying because they felt that going home would undermine their amount of resolve. The parents rented a port-a-potty for the kids and made plans to stay with them.

Monday was a pivotal day. The mediators arranged for the superintendent of the district, Brenda LeClair, to meet with the kids at 430

p.m. The meeting was amazing. The students were very eloquent about the program and they showed that the program was worth saving. To Ms. LeClair's credit she re-arranged her schedule to have an emergency meeting on Tuesday. They looked for and found the money necessary to save the program.

At 1p.m. The Vancouver Sun, BCTV and local papers were on the scene. They heard the announcement from Brenda LeClair that the program would be saved. The students were tremendously excited and relieved that they had won.

The seven days were very exciting and educational. I saw alternate kids actually stay in school during their summer vacation. I saw kids find a purpose and bring out their positive leadership skills. I loved seeing the bond that the kids developed with their parents during this battle. Finally, it was great to see that our most important stakeholders in the educational system, the students, had a voice which was heard.

Would you rather be **OUTSIDE?**

How often
have you heard
that little statement?

by Bryon Thompson

Wouldn't you really like to be outside on a warm, sunny afternoon? How many of you have sat at your desk and found yourself gazing out the window, your mind wandering through the trees or the grass or drifting along with the clouds rather than remaining focused on the last math problem.

I'm not just talking about distractions; we can easily find enough of those if we care to look. I'm simply suggesting that at some time or another we are all drawn to the out-of-doors in a more fundamental way. Stop trying to fight it; it's a good thing!

It is not necessary to be an Outward Bound Instructor. I'm not talking about coming up with a new course or a set of IRPs. But, there are ways you can treat yourself and your kids to the out-of-doors, engender a level of respect and connection that will last a lifetime and learn a few things as well.

I was told a so-called fact a few years ago, that 90% of the children of today spend less than one hour a year in a wilderness experience. I don't know how accurate it is, but it is alarming all the same. The more we can connect these kids to the environment around them, the better for all of us. If you are not comfortable with your own knowledge base, look to resources in your community.

One thing you can do is to approach a BC Parks staff member and find out if there are any interpreters in



your area. BC Parks used to have interpreters on staff years ago and then put the job out to private contractors. More recently Parks has been hit with cutbacks and a lot of the free interpretive programs that were offered are now user-pay programs; but still within reach of a teacher's budget.

A lot of these are geared to the elementary ages, but can be delivered to all ages. It depends on the interpreter. Another source may be a professional biologist. Go to the people who the interpreters go to when they are looking for information. Some biologists are great speakers and present some very good programs in their areas of study. The best ones make their presentations a hands-on experience.

Local naturalists clubs usually have members who have experience in talking to groups. Often they are very well versed in the issues that affect your students more directly.

I am not saying that you need to have a professional biologist to deliver a program to your group. You don't! You have more experience and knowledge in knowing how to approach your alternate kids, so don't wait if you can't find someone knowledgeable about the outdoors. You'll be surprised at the amount of learning and growth that happens if you allow it to. Don't forget that learning is a process, it's great to "model". As long as you take care of safety issues you don't need to be a textbook of information. A few tidbits and curiosities go a long way. The main thing is to try to instill an appreciation for the wonder of the outdoors.

A good natural history field guide will help immensely. There are a lot of them out there; it depends on the topic of interest and your geographical area. A few general ones that I have found useful are: *Peterson's Western Forests* by Tory Peterson, *Tree Book* by the Canadian Forest Service, *Food Plants of British Columbia Indians* and *Plants in BC Indian Technology* both by Nancy Turner, *Plants of Coastal British Columbia* by Pojar and Mackinnon, (This is part of a series which deals with the different geographic areas of BC—and all are

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OUTSIDE *continued from page 16*

excellent guides), *Birds of North America* by the National Geographic Society, *The Birders Handbook* by Paul Ehrlich, *Seashore Life of the Pacific Northwest* by Eugene Kozloff, and *Nightwatch* by Terrance Dickenson. Rather than suggest a ton of internet sites to surf and drown in, here is a Sierra Club page to get you started that has a lot of links to some other good sites: www.bluecrow.com/members/guardian/lands.html

The important thing to remember is just to get out there. Some of the most positive memorable events in a person's life are in some form of outdoor experience. If you can focus on the connections between the students and the greater environment they live in, and try to foster understanding in those connections, you will help to create an experience that they will remember for a long time. This kind of outdoor experience also has the potential to produce a more rounded and responsible individual in the future. And you just may surprise yourself! You may even have a good time! Enjoy!

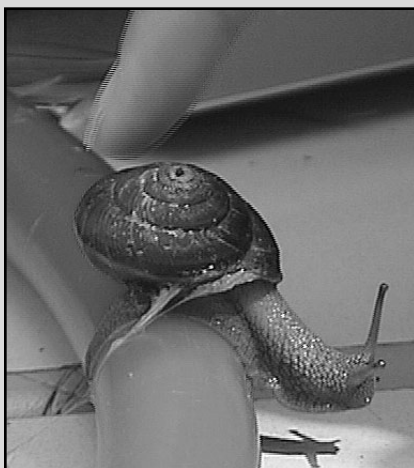


Bryon Thompson is a science teacher with a degree in music and a passion for environmental education.

What's green and travels 2 feet in 3.5 minutes?

If you're thinking that it's your students on Monday morning—guess again!

by Elaine Forsyth



If you answered Diablo, then you would have been correct. Diablo was the winner of the First Annual Slug Race at Pembroke Street School located in Victoria's Youth Custody Centre.

To let the students know that spring was definitely here and that summer was fast approaching, we decided to bring a little of the outdoors indoors. The inaugural Slug Fiesta was a huge hit with the students. It was phat!

In order to enter the race, the students were required to name their slug, develop a product that their slug endorsed, create a recipe that had slugs as the main ingredient, and write a cheer for their slug that was to be performed on race day.

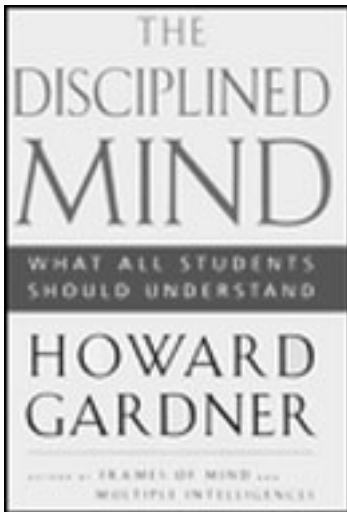
This all sounds simple enough and it was . . . until the night before the race. The star contestants got the pre race jitters. Yes folks, on the morning of the race I entered the

office (which was now doubling as the 'stable') to discover that there had been a mass escape over night. Not one contestant had had the moral fibre (or backbone) to remain in a carefully simulated, natural environment. Instead the marauders ate file folders, slimed counters, hung from extension cords, and relieved themselves where ever they saw fit. One unfortunate escapee slimed the power bar and was found shrivelled near by. Ah, the price of freedom.

As the start time of the race was fast approaching, not all of the AWOL contestants had been located. My fast-thinking teaching partner set out once again to the slug inhabited forest of Elk Lake to capture more would-be racers. With only a kindergarten class between him and the precious resource, he managed to out-smart both the kindergarten kids, and the slugs, to capture a few new stars for the newly transformed racecourse - an officially sanctioned hula-hoop.

With enough contestants for the race safely back in the stable, all were relieved that the race would start on time. The racecourse was set up and the race was on. The contestants started from the center of the course and finished the race by leaving the outside of the hoop. Diablo might have won the race, but by the time it was over, all involved felt like winners.

BOOK REVIEWS... a little light Summer reading



The Disciplined Mind: What all Students Should Understand

Gardner, H., (1999)
NY Simon and Schuster

Gardner's book synthesizes his writings on cognition, creativity, multiple intelligence and pedagogy mired in linguistic and logical skills. He puts forth a revolutionary model of education based on an integrated learning experience teaching the virtues of beauty, truth and morality.

His school is grounded in a curriculum that teaches understanding beauty through the study of Mozart's Marriage of Figaro, the moral issues within the Holocaust and the search for truth as it relates to Evolution.

He selects these three to promote purposeful learning, conveying social history and inspiring response. There is an integrative inquiry approach based on classical traditions in education that stressed the whole person as an expression of physical,

rational and moral beauty (Greek Confucianism). He resists entering debate about educational reforms, charter schools or vouchers, but would rather present and explain his model. This frees him from labeling by progressivists or a traditionalist. I think his educational model is almost a postmodern adaptation of Dewey's ideas.

Gardner expresses criticism of educational models structured around a prescribed core of knowledge that is sequential (K-12) as put forth by E. D. Hirsch and the traditionalists. He favours learning based on inquiry, strongly integrated into the community that is a wealth of understanding and relevance. The probing for answers, the primacy of questioning and reflecting are integral parts of his pedagogy, fostering an individual search for truth, beauty and morality. He feels that his model will result in a humane education, a prerequisite for a humane future.

Gardner is quick to point out that his selection of Mozart's Figaro, evolution and the holocaust are personal biases and as long as truth, beauty and morality can unfold within the themes of study he is satisfied, adding a somewhat universal perspective to his utopian vision. Which is a "world citizenry that is highly literate, disciplined, capable of thinking critically and creatively, knowledgeable about a range of cultures, able to participate actively in discussion about new discoveries and

choices, willing to take risks for what it believes in."

The Disciplined Mind provides up-to-date information on the human mind and brain development, influenced by Gardner's research, which claims knowledge can be successfully obtained in a variety of methods. He does suggest that childhood learning is strongly formative and difficult to change.

The experience outside the classroom from a nature/nurture perspective is discussed, as well as how community learning can be maximized, utilizing educational practices that cultivate understanding.

This section focuses heavily on attainment of understanding and multiple intelligence, cornerstones to his model, explained within the three themes comprising his selected course of study.

The process of implementation is discussed, but the vision does not address the resistance to bureaucratic change, so perhaps his model should be viewed as an alternative model, rather than an ideological movement.

There are many innovative instructional ideas for educators and reformers, his comprehensive bibliography and referencing makes further research very easy. I enjoyed the inspiration of his vision and found it very easy to comprehend.

Reviewed by Stu Soward

An Unquiet Mind

Kay Redfield Jamison (1996)
Vintage Books \$16.95

An informative examination of manic-depressive illness from the dual perspectives of the healer and the healed. Dr. Jamison is one of the foremost authorities on manic-depressive illness - and she has experienced it firsthand. While she was pursuing her career in academic medicine, she found herself succumbing to the same exhilarating highs and catastrophic depressions that

afflicted many of her patients, as her disorder landed her into ruinous spending sprees, episodes of violence, and an attempted suicide.

This book is a fascinating read on its own - and will certainly help the reader understand the world of those youth and adults who suffer from this illness.

Reviewed by Kathi Hughes

Scattered Minds

Gabor Mate (1999)
Alfred A. Knopf \$22.95

This is a very "readable" book which grips and compels the reader to continue on. The author is a physician, psychotherapist, writer...and has ADHD. He tells his story, and that of many others,

- it demonstrates that ADD is not an inherited illness, but a reversible delay, a developmental delay
- it explains that in ADD, circuits in the brain whose job is emotional self-regulation and attention control fail to develop in infancy - and why
- it shows how "tuning out" and distractibility are the

psychological products of life experience, from in utero onwards

- it allows parents to understand what makes their ADD children tick, and adults with ADD to gain insights into their emotions and behaviours
- it expresses optimism about neuro-logical development even in adulthood
- and it presents a program of how to promote this development in children and adults alike.

Reviewed by Stu Soward

NETWORK NUGGETS

Network Nuggets is a free service of the Community Learning Network Website (<http://www.cln.org/>) and the Open Learning Agency of British Columbia (<http://www.openschool.bc.ca/>).

These announcements are sent to subscribers of CLN's Network Nuggets, to inform them about potentially useful educational resources on the Internet.

TO SUBSCRIBE:

<http://www.cln.org/lists/nuggets/subscribe.html>

SUMMER READING NUGGETS

<http://www.acs.ucalgary.ca/~dkbrown/index.html>

This Website has a stated "secret subversive purpose" - to get us off the Internet and back to books. This goal is likely close to many teacher's hearts. As the school year winds down, it's time to think about some suggestions for summer reading. An excellent starting point is the Children's Literature Web Guide, from David K. Brown, Director of the Doucette Library at the University of Calgary in Alberta.

Here you will find links to many other sites, with lists of award winners, Children's Choices, and lists of links to teaching ideas for books. A few sites that I visited from the "What's New" link I found particularly rewarding: <http://www.bookmuse.com/pages/kids/common/kidscorner.asp>

BookMuse Kids' Corner has reading suggestions divided into grade levels: K to 2, 3 to 5, 6 to 8, and Young Adult. Each book reviewed has Notes, Discussion Suggestions, and Reader Reviews.

The next two sites deal with new book releases and are colorful, though less focused on using books in the classroom. Both sites have newsletters you can sign up for, and the Kidsread site has the books classified by age.

<http://www.kidsreads.com/>

<http://www.teenreads.com/>

Happy Summer reading everyone.

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