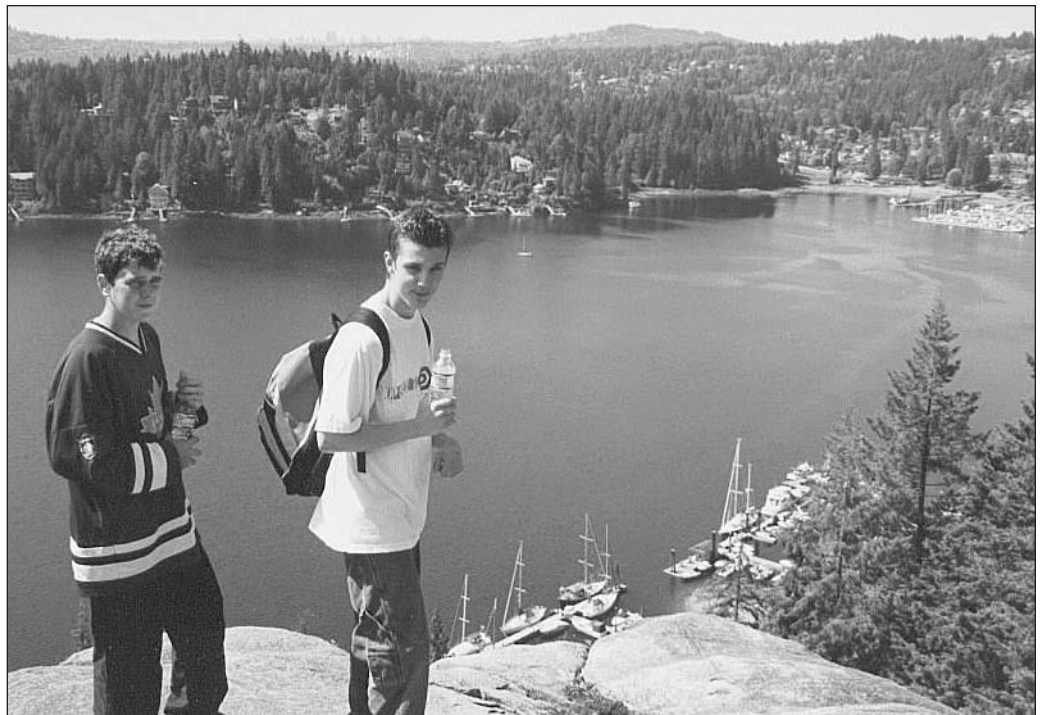


A Place Less Travelled

by Yvonne Price, Teacher, Cloverdale Learning Centre



As part of their year-end school activities, students from Cloverdale Learning Centre spent a day in

Deep Cove and hiked up to Grey Rocks for a panoramic view of Deep Cove and Indian Arm.

Few students at Cloverdale Learning Centre had been to Deep Cove. Some had never heard of it. Although only about one-hour away from Cloverdale, this small north-shore community (part of Greater Vancouver) might as well have been in a foreign country.

It seemed fitting, then, that Deep Cove should be the destination for Cloverdale Learning Centre's school-

wide outing to celebrate the 2004 school-year.

Cloverdale Learning Centre is a school where building relationships is of primary importance. Many students come to the school having experienced little success in the regular school system. They are the poor attenders, the isolates, the discipline problems, the rebels, the gifted—the list goes on.

continued on page 3

IN THIS ISSUE

Island Educators Speak Out on Grad Program	2
Camping Trip	4
Culinary Arts	7
Sharing Your Secrets	10
Youth Criminal Justice Act	11

Island Educators Petition Ministry

Editor's Note: *During our last conference in January, Island educators were able to take advantage of being in the same building at the same time to meet to discuss issues impacting us all. A number of initiatives came out of this meeting including the following letter written by Tom McEvay (check spelling) on behalf of the group. This letter is published with kind permission of the author and speaks loudly of the frustration felt by many working with older teenagers seeking to get 'back on track'.*

Dear Minister Christensen
and Deputy Minister Dossdall,

I am writing this letter on behalf of the numerous colleagues in the BC Education system who share my concern over the apparent lack of thought given to the potential negative impact of the new grade 10 graduation requirements on the most vulnerable and at risk youth in our school system. Over the past few months this has been a constant topic of discussion among our Island Alternate educators group and I have been asked to write this letter on behalf of all of us.

Over the past few months I have heard many people expressing specific concerns over these changes but I have yet to hear a thoughtful and thorough response from anyone in the Ministry that addresses this issue. Perhaps I have not spoken to the right people or been aware of plans that are now underway. If this is the case I look forward to being better informed when I receive a response to this letter.

What I have heard or read up until now has been that yes the Ministry understands these concerns and that these issues will have to be researched further. I have heard of no specific plans to address these concerns. I have been told that people such as my colleagues and I who work in alternate programs with at risk students will find a way to work around these issues as we always do. While I appreciate the vote of confidence I am left with a feeling of frustration that it is our responsibility to find band-aid solutions to circumvent policies that appear to have little regard for

the needs of marginalized students in our system. What then are the issues that so many others and I feel so passionate about. In an effort to be brief I will summarize them in point form.

- We have a growing number of students in our system whose lives are in turmoil and the most difficult years can be around 14-16 or grades 9-10. Any increased requirements during these years must include flexibility in recognizing individual circumstances.
- It is often not until a vulnerable student is 17 or 18 years old that they are able to cope with many of the issues life throws their way. The previous flexibility that administrators and counsellors had with the grade 10 program gave these students light at the end of the tunnel. The new requirements have the potential to put another roadblock to their educational turnaround. Catching up on grade 10 credits and writing grade 10 exams when a student is 17 or 18 will not happen for most of these students.
- At risk youth do not need another "hoop" put in front of them when they are at their most vulnerable stage. The danger of increased grad requirements & grade 10 provincial exams is in increased failures, increased disheartenment, increased disengagement and ultimately increased dropouts.
- A significant number of high-risk students in our

continued on page 6

A Place Less Travelled

continued from page 1

Despite their varied personalities and experiences, they hold in common a lack of connection and belonging with the schools they have attended; sometimes they are also disconnected with the communities they live in and with their families.



Students from Cloverdale Learning Centre took instruction in basic kayaking skills before heading into the waters of Deep Cove.

CLC has always strived to find ways to connect students with the school, with teachers and with each other, to create a sense of belonging, and to make the school a community.

Creating these connections often involves going beyond the confines of the school and often means teachers and students are engaged in activities beyond academics. Over the course of the school year, the school takes students on hikes, canoe trips, and theatre outings. However, not everyone has a chance to take part in these outings. Part-time work, family commitments, or simply lack of interest can prevent participation.

This is the second year that the school has organized a school-wide outing. Such an outing,

where all students are expected to attend as part of their regular school day, gives everyone a chance to interact and cooperate in healthy outdoor activities. This year's trip to Deep Cove was promoted well in advance with a variety of activities: something for everyone. Students could try kayaking, be part of a dragon-boat team, or hike up to Grey Rocks for a panoramic view of Deep Cove and Indian Arm.

Good weather certainly played its part in creating a successful outing on June 1 this year. Twenty students opted for the kayaking option; many had never kayaked before and were somewhat nervous as they listened intently to the Deep Cove Kayaking guide's instructions. The dragon-boat option unfortunately did not attract enough interest. The rest of the

students opted for the hike and were suitably impressed by the expansive views of water, sky and mountains.

The morning's activities were followed by a make-it-yourself picnic lunch on the grassy slopes of Deep Cove's Panorama Park. A stroll through Deep Cove with stops at the local ice cream store and a game of touch football rounded off the day's activities. By 2:00 pm, there was a pretty tired group of teenagers dozing on the school bus heading back to Cloverdale.

It is with much gratitude that we thank the B.C. Alternate Education Association for providing our school with an Activity Grant to make this day possible.

BCAEA Sponsors a Legacy

by McCaffery Staff

McCaffrey Alternate School, located in Agassiz, BC hosts an annual Regional Sports Day. Alternate Schools from Kamloops to Vancouver are invited to attend. Each year there are at least 8-14 schools and 125-160 students who attend.

The annual Sports Day provides an opportunity for students to compete in both athletic and fun events. The athletic events include 100 meter, 400 meter, ball throw, discus, shot put, and long jump. Fun events include egg toss, mummy wrapping and tug-of-war. Awards are given to all students who participate in Sports Day. Awards are given to recognise success in competitions, enthusiasm, and sportsmanship.

Additionally, staff from each participating school are asked to put names forward names of students that deserve special recognition for overcoming obstacles, exemplary

improvement or other reasons that merit acknowledgement. Staff at the event meet once the competitive events are over to discuss the distribution of the prizes to ensure everyone is recognised.

Staff at McCaffery should also be recognised for their valuable role. They are involved in fundraising to ensure the concession costs remain minimal and collect prizes to given out at Sports Day. Local businesses and service clubs have also supported this event through out its 17-year history.

This extra-curricular outing is an event which we eagerly anticipate each year. Some schools have had the same staff for as long as we have been hosting the event and each year they comment on how much they look forward to this event.

Over time it has come to mark the end of the school year and a time to meet with old friends and enjoy making new ones.



Camping Trip a Bonding Experience

By: Andrea Davidson, Teacher
Combined Studies, Hugh Boyd Secondary

At the end of April, under beautiful blue skies, the Hugh Boyd Combined Studies Alternate Program from Richmond spent three days at Camp Jubilee on the Indian Arm. This trip was made possible in part because of the Student Activity Grant received from the BCAEA. The staff and students of Combined Studies offer sincere thanks to the members of the BCAEA for helping to fund this awesome adventure.

The anticipation of “camp” was emphasized by those students who had an opportunity to participate at last year’s camp with BC Extreme. As the departure day neared, the classes were abuzz with expectations of activities, packing lists and cabin assignments. There was some concern about the weather, but the forecast seemed to look good. The skies parted the morning we left and we couldn’t have asked for better weather the entire time we were there.



Team building exercises such as the low ropes course were part of the laughter and support.



Excitement and anticipation rule the day on the way to adventure. A short boat trip up the arm lead to a spectacular waterfall.

Our adventure started with a 15 minute boat trip up the Indian Arm to Camp Jubilee. After settling into our heated cabins (camping in style) we ventured off to our first round of activities. Some braved the very chilly waters to go kayaking while others were challenged by the low ropes course and team building activities.

Pre-dinner hours were spent lying on the beach and sharing stories with each other. After a delicious dinner, we sat around the campfire, listened to ghost stories and played a game of nighttime sardines. Hide-and-seek games in the woods, in the dark, certainly got the adrenaline pumping. The next morning, some chose to sleep in while others went rappelling, swung from the high-ropes, practiced their archery skills and attempted to paddle in unison in a voyageur canoe. The camp leader took us up the Arm in a flat-bottomed boat to a spectacular waterfall and we spent the afternoon playing beach volleyball and catching some rays.

Island Educator Petitions Ministry continued from page 2

April 1, 2004

Dear Minister Christensen
and Deputy Minister Dosdall,

I am writing this letter on behalf of the numerous colleagues in the BC Education system who share my concern over the apparent lack of thought given to the potential negative impact of the new grade 10 graduation requirements on the most vulnerable and at risk youth in our school system. Over the past few months this has been a constant topic of discussion among our Island Alternate educators group and I have been asked to write this letter on behalf of all of us.

Over the past few months I have heard many people expressing specific concerns over these changes but I have yet to hear a thoughtful and thorough response from anyone in the Ministry that addresses this issue. Perhaps I have not spoken to the right people or been aware of plans that are now underway. If this is the case I look forward to being better informed when I receive a response to this letter.

What I have heard or read up until now has been that yes the Ministry understands these concerns and that these issues will have to be researched further. I have heard of no specific plans to address these concerns. I have been told that people such as my colleagues and I who work in alternate programs with at risk students will find a way to work around these issues as we always do. While I appreciate the vote of confidence I am left with a feeling of frustration that it is our responsibility to find band-aid solutions to circumvent policies that appear to have little regard for the needs of marginalized students in our system. What then are the issues that so many others and I feel so passionate about. In an effort to be brief I will summarize them in point form.

- We have a growing number of students in our system whose lives are in turmoil and the most difficult years can be around 14-16 or grades 9-10. Any increased requirements during these years must include flexibility in recognizing individual circumstances.
- It is often not until a vulnerable student is 17 or 18 years old that they are able to cope with many of the issues life throws their way. The previous flexibility that administrators and counsellors had with the grade 10 program gave these students light at the end of the tunnel. The new requirements have the potential to put another roadblock to their educational turnaround. Catching up on grade 10 credits and writing grade 10 exams when a student is 17 or 18 will not happen for most of these students.
- At risk youth do not need another “hoop” put in front of them when they are at their most vulnerable stage. The danger of increased grad requirements & grade 10 provincial exams is in increased failures, increased disheartenment, increased disengagement and ultimately increased dropouts.
- A significant number of high-risk students in our system have huge gaps in their education. Often their skills are well below grade level as difficulties in their lives have prevented normal progress. The previous requirements gave these students hope since they could still graduate with a Communications English or an Essentials Math. The new English 10, Science 10 and Social Studies 11 requirements give no such alternative pathways. More students will get discouraged, disengage and drop out and fewer will graduate.
- High-risk youth usually have low self-esteem and

continued on page 18

Career Preparation Program in Culinary Arts

by Marlene Rubin-Stephens

The Culinary Arts Career Preparation Program is a concrete example of what an Alternative School can offer its students. The pilot project began with eight students who were chosen through interviews as well as recommendations from teachers, counsellors and parents.

Several of the students have difficulty not only in the traditional secondary schools but in the alternative settings as well. Social issues, from drug abuse, violence, low self-esteem, lack of motivation, classroom discipline and involvement with the courts are all present. Many students are diagnosed with learning disabilities, special needs, behavioural issues, attention deficit and hyperactivity as well as chronic health issues.

The main criterion of the program is a passion of cooking. Several of the students work part time in restaurants and many are the cooks in their families. These young people love to cook, but lack a well-rounded knowledge of culinary arts and most importantly, lack the confidence to realise their very real talent.

For three months the students attend three full days per week. The other two days they are expected to attend regular academic Pathfinder or other alternative program. They are

taught the basics of cooking, mimicking the curriculum of Culinary Arts Programs at vocational colleges. Several large events (250 person) as well as smaller ones are catered by the students during the program, this business being generated by the school district as well as through community support. The profit from these events goes directly into the program. The students have a wonderful reputation or flavourful and well presented food.

Instruction is given throughout the class and printed matter is limited to recipes. This method seems to be successful as it is non-threatening, meets the students various learning styles, and allows those students who have difficulty being given direction to learn through trial and error. They notice that perhaps the student who did listen, or took more time or used the recipe well had a better product.

Each student is allowed to work within their comfort level including working in partners for some students which initially aids those who are yet to develop confidence and boosts the ones who are able to be in a leadership position. The students naturally wean themselves as their own creativity surfaces and they are anxious to demonstrate their talents.

The common denominator in the group is that they want to learn the skills and produce a good result, so eventually they ask for help and turn to each other for assistance and suggestions. The key again is the students want to do well and will eventually give up their unproductive behaviour to do so. Of course there is mild and caring direction for each individual in both social and learning situations to assist them in seeing how they put themselves in their own way.

The course is deliberately unconventional in that it is very unlike school in its structure and setting. Our first year we operated in the kitchen of a restaurant unused during the daytime. The second year we used the kitchen of our local Legion 109.

It is a casual assembly; however, mutual respect is the expectation. Should a student report any discomfort caused by another student the issue is addressed in a pro-active manner. The 'offending' student is spoken to privately to hear what behaviour has hurt the other student. Often they are not aware of their actions and comments.

A harassment workshop is included in the course to assist and to protect them in their work

continued on page 8

Culinary Arts continued from page 7

placements in the future. The groups in fact become very strongly bonded and many remain fast friends and a support system for one another. The teamwork is an enhancement to their self-esteem as they see they can accomplish huge challenges with the assistance of people they may never have associated with outside of the class.

This aspect of the work is particularly remarkable to the students and is indeed a step in maturity from the adolescent who is bonded to one particular social group, to the exclusion of all others, to the astonishing fact that they are enjoying the experience of different people who share a common interest.

Much humour is encouraged in the classes and we “put happiness in our food”. Mistakes are seen to be learning opportunities and the students become easier on themselves, as well as become openly appreciative of their classmates’ work.

An important component is the various certificates the students achieve. They attend workshops on Super Host, Workplace Hazardous Materials, First Aid, Food Safe, as well as instruction in professional table and beverage service. These certificates go a long way to ensuring that they feel qualified and equipped to enter the food

service industry and greatly enhance their resumes.

Several field trips are undertaken throughout the weeks, including the Neptune Food Show as well as tours of college Culinary Art programs in Vancouver and Powell River. The vocational school tours help the students realise that they are more than capable to attend successfully and comfortably. Other trips include an instructional and purchasing tour of a local herb farm.

One of our most enlightening activities is our restaurant practice day. Half the students are the guests while the rest experience serving and taking orders and the rush of line cooking under pressure and then we switch positions.

The students qualify for their work experience credit through catering during the course as well as preparing and serving the Friday night dinner at the Legion. The two other credits are Cooking 11 and Cooking 12.

At the time of writing this article, we have trained our fourth group of students. The course has been offered to all students in the district. Those entering from a traditional secondary school simply enrol in the Pathfinder classes of the Alternative School for the semester. There were 24 applicants this term. Eight were chosen and

the others have the opportunity to interview for the next semester.

Parents and teachers continue to marvel at the accomplishments of these young people. Many of the students become interested in their academic progress and have goals of attending college. At this time we have four attending or completed Culinary Arts college programs. One student is attending second year Capilano college courses. Twelve students are continuing towards graduation. Twelve students are working in the food service industry. Thirteen are living independently and employed full time and out of these two are in supervisory positions, one has been main cook since graduation from the program and one is being trained to take over the kitchen in a Japanese restaurant.

The parents report that their kids are happy, their outlook and attitudes have changed, and they are cooking the meals at home. One of the particular aspects of food in every culture is that someone has to give and someone to receive. Many of these students have never had the opportunity to give to their families and friends. Suddenly there are young people racing through town with cakes, plates of sushi, and cinnamon buns taking them to former foster parents, their parents offices, to the

continued on page 9

Camping Trip continued from page 5



Students attempted new activities such as kayaking. Reactions to the cold water varied.

The next morning, we sipped coffee on the beach and then set off to pack up and clean up. Upon returning to school, many students were talking about where to go and what to do next year.

Camp had become the highlight of the year. Many friendships were made and strengthened and the students became a closer knit group than they were before (if that's possible). Thank you BCAEA for providing us with the opportunity to experience education in a different venue. Your support is greatly appreciated.

Student responses after camp:

- Christina: (chairperson of the fundraising committee)
 "Camp was an awesome adventure and a great learning experience".
- Jason: "Camp was awesome, full of thrills and chills".
- Jimmy: "It was better than being in the classroom".
- Kyla: "It was cool to see everyone without glue sticks and paper cutters" (key tools to success in the Combined Studies program).

Culinary Arts continued from page 8

police station and to teachers and of course home to family and friends, all to rave reviews.

We complete the course with a graduation ceremony and dinner planned and prepared by the students, for our guests, including school trustees, individuals in the community who have assisted us with support or sponsorship and the families and friends of the students. The students are allowed to invite whomever they wish and make very appropriate choices as they contemplate those people who have encouraged them in the past. The meals are prepared for 60 to 80 guests.

It is my basic premise that most people would rather have positive attention over negative, if only shown the way and I am happy to say these classes are proving the theory correct. As one student said at the end of the initial interview "Wow, I have never graduated anything before in my life!

By: Marlene Rubin-Stephens,
 Child Care Worker,
 Sunshine Coast Alternative School,
 School District No.46 (Sunshine Coast)

Sharing the Secrets of a Successful Alternative Program

by Stephen Inniss

People and personalities are at the heart of alternative education, and without a healthy dose of that special sense called common sense, most of us would have left for other work long ago. Without staff who have that ability to “get it” when it comes to human situations, most of our students, and ultimately most of our schools and programs, would be doomed to failure.

For many of us, our first entry into the field was not because of some special training or experience, but sheer good fortune or because someone saw that we had a knack with difficult personalities and situations.

For all that, there are some things that are beyond individuals who are perceptive, empathic and inventive. How courses are laid out, how attendance is handled, how staff make group decisions, the kinds and timing of special events – all these, and other aspects of a program, can shift the balance in favour of good outcomes, and can help save staff

inventiveness for the various bumps, curves, and never-heard-of-that-one-before situations that inevitably arise.

There is no one right answer to these kinds of things, but there are many more wrong ones, as even the brightest and savviest alternative education workers know from personal experience. It makes sense, then, to visit and talk with our colleagues and borrow ideas. Some alternative programs and schools get good results year after year, even if the founding staff long ago moved on. The people in these programs are definitely worth talking to.

For the past couple years, I’ve coordinated a session at the BCAEA provincial conference at which series of people from successful programs give short talks and provide handouts and examples, explaining the nitty-gritty of what they do and why it works.

I’ve been in alternate education for some time now, and have

visited and worked in a number of good programs, but I always learn something new by participating. These presenters have been excellent, but there is always room for schools or programs we haven’t heard from yet.

I’ve heard it said that intelligence is the ability to learn from our own experiences, but wisdom is the ability to learn from the experience of others. In alternative education, we don’t get as much opportunity as do some of our colleagues in the regular system to be ‘wise’ in this way, since there are fewer of us and we are more thinly spread.

If you have a successful alternative school program you would like to talk about at our conference in the new year, or if you know someone else who does, please contact me:

Stephen Inniss
Five Acres Secondary
 754-5341
 e-mail: sinniss@sd68.bc.ca

Steve and his colleagues in Nanaimo are helping to organise an "Island Alternate Sharing Session" for the October Pro-D Day. Details, when available, will be on our website at www.bctf.ca/bcaea. The idea is to keep the day as informal and as useful as possible. Based on conversations, the following items have been suggested:

1. Adaptations to the new Grad program (this includes program changes, plus any joint recommendations to the Ministry)
 2. Course outline & materials sharing session
 3. Other programs & activities sharing session
 4. Program outlines & updates sharing session; school/program plans
 5. Creation of a regional contact list
 6. Literacy issues and programs
- If you have some energy to help or have an idea for the day please contact Steve directly.*

Youth Criminal Justice Act

by Sylvia A. Burns, Youth Probation Officer
Duncan Youth Probation Office

On April 1, 2003 the Federal Government of Canada proclaimed new legislation pertaining to young persons and the law. This new legislation, the Youth Criminal Justice Act (YCJA) replaces the Young Offenders Act (YOA), which had been proclaimed on April 1, 1984. Prior to April 1, 1984 the Juvenile Delinquents Act (JDA) governed how juvenile delinquents were dealt with.

The changes in legislation have brought about changes in terminology. Youth were originally called “juvenile delinquents”. The next Act referred to the youth as “young offenders”. They are now called “young persons” under the Act. We have gone from a very simplistic 45 Section Act in the JDA, to 70 Sections in the YOA and the YCJA now consists of 200 Sections.

The premise of the new legislation is to:

- prevent crime by addressing the circumstances underlying a young person’s offending behaviour
- rehabilitate young persons who commit offences and reintegrate them into society
- ensure that a young person is subject to meaningful conse-

quences for his or her offence and this is done in order to promote long-term protection of the public.

The new Act also emphasizes that the criminal justice system for young persons must be separate from that of adults and it must emphasize the following:

- rehabilitation and reintegration
- fair and proportionate accountability that is consistent with the greater dependency of young persons and their reduced level of maturity
- enhanced procedural protection to ensure that the young persons are treated fairly and that their rights, including their right to privacy, are protected
- timely intervention that reinforces the link between the offending behaviour and its consequences
- the promptness and speed with which persons responsible for enforcing this Act must act, given young persons’ perception of time

It should be noted that the YCJA does not specifically state or speak to “the protection of society”, as did the YOA under Section 3(1)(a). When the YCJA speaks of proportionality it is referring to sentences that reflect

the seriousness of the crime, i.e. a “minor” offence can not have a serious consequence.

The Principles of this new legislation also stresses that no young person shall be dealt with more harshly than an adult person be for the same offence. The new legislation also indicates that consequences must be meaningful for the young person given his or her needs and level of development and, where appropriate, involve the parents, the extended family, the community and social or other agencies. Respect for gender, ethnicity, culture and linguistics must occur. The YOA and JDA did not specifically state the foregoing.

The YCJA, like the YOA, still confines its responsibilities to those young persons who commit offences between the ages of 12 years and 18 years. Both the YCJA and the YOA did begin to provide age consistency throughout the country. The JDA age limits were not consistent across our land.

Once a young person attains the age of 18 years, any criminal offence committed is dealt with in the Adult Court system. Young persons do not have a Criminal Record, as do adults. Their Court involvement is referred to as Youth

Youth Criminal Justice Act continued from page 11

Offence History and this information is confidential. The publication of young persons names is still protected under the YCJA, except in special circumstances:

- information that relates to a young person who has received an adult sentence
- there is reason to believe that the young person is a danger to others
- the publication of the young person's name is necessary to assist in their apprehension
- when a young person has been dealt with as an "adult" for the "presumptive" offences

Presumptive offences are first degree murder, second-degree murder, attempted murder, manslaughter and aggravated sexual assault.

Under the new legislation there are new sentencing options available to the Courts. At the street level the Police now have the official authority to keep a young person out of the Court system by ways of Extra Judicial Measures. This is now often referred to a Restorative Justice and there are programs run by the Police and by such agencies as the John Howard Society. There is no Crown Counsel or Court involvement at this stage.

The next "step" in sentencing

options is Extra Judicial Sanctions and this differs from Extra Judicial Measures in that the police actually process charges and proceed to Crown Counsel with the charges. Crown will then decide if there is sufficient evidence to proceed to Court but will refer the matter to a Youth Probation Officer for action. This is the old Alternate Measures programming. We still have the options of Youth Probation however the new legislation has added options to Community sentences. There are new Community Supervision Orders known as Intensive Support and Supervision Orders. These Orders are intended as an alternative to custody but may be used following a custodial sentence as well. There is a new custodial sentence known as Deferred Custody and Supervision. With these Orders a young person is actually serving the custodial sentence in the community. There is no ankle bracelet, though like in the Adult system. These sentences are not meant for "serious" violent offences.

Another new addition to sentencing options is a sentence known as Intense Rehabilitative Custody and Supervision. This is a community-based sentence and it is meant as an alternative to an adult custody sentence for a young person. These Orders can only be made with the prior approval of

the Executive Director of Youth Custody as there are significant financial considerations to be made as the supervision level is very high.

There is also a Delayed Custody and Supervision option and with this sentence the Judge can delay the young person's admission to a custody centre for such reasons as allowing a young person to finish their school year prior to serving their custody sentence. We also now have Peace Bonds available at the Youth Justice Court level.

Of significant difference in the custodial sentences for young persons is the fact that they now serve only 2/3rd of their custody sentence in custody. Like adults, young persons automatically serve the last 1/3rd of their sentence in the community. Under both previous sets of legislation a youth would serve their ENTIRE sentence in custody. An example is that in the past a six-month custody sentence was just that- six months in jail. Under the new legislation a six-month sentence means four months in jail and two months in the community, very similar to adult Provincial Parole.

The sentencing maximums have not changed significantly with the new legislation. A youth can still only receive a maximum of two years in custody unless it is an offence for which an adult could face life imprisonment, there is more than one offence and the

an offense for which an adult could face life imprisonment, there is more than one offense and the sentences are consecutive. The maximum fine a young person can receive is \$1000.00.

For the offense First Degree Murder, the maximum sentence is 10 years and it is served as six years in custody and four years in the community. Second Degree Murder carries a maximum sentence of seven years- i.e. four years and three years.

The YCJA spells out the sentencing principles that are expected of the Courts and these include:

- the sentence must not be greater than what an adult would receive for the same offense
- the sentence must be similar to sentences imposed in the “region” for similar offenses and circumstances
- sentences must be proportionate to the seriousness of the offense and degree of responsibility of the young person
- all available sanctions other than custody have been considered
- the sentence must be the least restrictive sentence capable of achieving rehabilitation and reintegration
- the sentence must promote a sense of responsibility in the young person and an

acknowledgement of the harm done to the victims and the community

In regards to this last sentencing principle the new Act does have a Section where a Judge can make an Order for a Family Group Conference. This allows a trained facilitator to bring together the young person, family and/or victims for reconciliation and/or planning and advice on sentencing and options for the young person.

In order for a young person to be detained in custody the YCJA requires that strict criteria be met, namely that the young person must have committed a violent offense, the young person must have failed to comply with non-custodial sentences (violations of Bail Orders is not included), the young person must have committed an offense for which an adult would be liable for a custodial sentence of more than two years and there must be a history that indicates a pattern of findings of guilt.

No longer is the Court in a position to even consider detaining a young person for their protection as it was able to do under past legislation. The purpose of this is to prevent the criminalization of young persons for behavioural problems. The new legislation expects the communities to find appropriate services, treatment or options for youth that are

behaviourally at risk.

As stated earlier this new Act has moved from a limited number of Sections to many Sections and it is a complicated Act to manoeuvre ones way through. As time progresses the participants in the Youth Justice system become more familiar and more at ease with the legislation. The unfortunate part of this legislation is that the communities across the Country do not have the resources or services to match the options or range of options available in the Act.

There is too much information in this new Act to try to encapsulate it all in this one article. I do hope that this information is of assistance to teachers in helping them understand some of what now occurs within the Youth Justice system.

2004-05 BUDGET

BC Alternate Education Association

INCOME

99921	Income surplus (deficit), June 30, 2004	\$101 151.57
99930	Membership fees, 300 @ \$30.00	9 000.00
99931	BCTF grant, 300 @ \$18.50 (\$3,000 minimum)	5 550.00
99933	Sale of back issues	300.00
99934	Interest	2 500.00
99939	Other (Guest tickets/reception)	300.00
99940	Conference fees	60 000.00
99943	Conference exhibits/sponsorships	1 500.00

TOTAL INCOME

\$180 301.57

EXPENDITURES

99950	Meeting-executive	\$17 000.00
99951	Meeting-table officers	1 000.00
99952	Meeting-council	500.00
99953	Meeting-subcommittee	2 500.00
99954	Meeting-annual general meeting	2 500.00
99958	TOC costs	3 000.00
99961	Publication-newsletter	8 000.00
99962	Publication-other	1 000.00
99970	Operating	1 000.00
99972	Chapter support	2 000.00
99973	Affiliation fees and meetings	1 500.00
99978	Scholarship	7 000.00
99979	Miscellaneous	1 000.00
99980	Conference-operating	5 000.00
99981	Conference-facilities	5 000.00
99982	Conference-catering	13 000.00
99983	Conference-printing	4 000.00
99984	Conference-promotions	2 500.00
99985	Conference-committee costs	3 000.00
99986	Conference-entertainment	9 500.00
99987	Conference-equipment rental	5 000.00
99988	Conference-speakers	18 000.00
99998	Conference-hold, future conf. expenses	66 301.57
99999	Conference-miscellaneous**	1 000.00

TOTAL EXPENDITURES

\$180 301.57

The association will present its 2003-04 financial statement and 2004-05 budget to members at its AGM on January 22, 2005 in Vancouver.

GOALS 2004-05

BC Alternate Education Association

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

OBJECTIVE 1

To advocate for alternative education students.

Activities

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

OBJECTIVE 2

To enhance programming and services for alternative education students.

Activities

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

CONSTITUTION

Jan 2005

BC Alternate Education
Association

From time to time, the BCTF requires amendments to the constitution of the BCAEA. At the next AGM on January 20, 2005, the underlined changes in the document will be voted upon.

NAME

The name of this association shall be the British Columbia Alternate Education Association (BCAEA), a provincial specialist association of the B.C. Teachers' Federation.

GOALS

The goals of this association shall be:

1. To promote and advance alternate education throughout the province.
2. To act as a clearinghouse for ideas and a source of trends and new developments.
3. To recommend and advise the B.C. Teachers' Federation on matters affecting alternate education and alternate education teachers in accordance with policy 33.06 (representative policy for PSA's) of The Member's Guide to the BCTF.

REPRESENTATION OUTSIDE THE BCTF

1. As a recognised provincial specialist association, this association shall conform to the constitution and by-laws and to the policies of the BCTF.
2. Representations shall not be made by the association to any authority or agency outside the BCTF on any matter that is properly the concern of the BCTF without due consent.

BASE OF OPERATION

The operations of the PSA are to be carried throughout the province of British Columbia but chiefly through the BCTF office, located in Vancouver.

ARTICLE 1—MEMBERSHIP

Membership shall be open to any person who is a member of the BCTF.

The membership year shall be for 12 consecutive months from the date the application is processed at the BCTF.

MEMBERS:

Active

Active membership shall be open to any person who is an active member of the BCTF upon payment of the appropriate PSA fee. An active member shall be entitled to vote and hold office.

Associate

Associate membership shall be open to any associate member of the BCTF upon payment of the appropriate PSA fee. An associate member shall be entitled to vote and to hold office in the PSA for positions other than president, vice president, and representative to an outside agency.

Student Associate

Student Associate membership shall be open to any student enrolled in programs of study in university/college program leading to certification as teachers upon payment to the appropriate PSA fee. A student associate shall be entitled to vote or hold office in the PSA for positions other than president, vice-president, and representative to an outside agency.

Retired

Retired-teacher membership shall be open to any honorary-associative member of the BCTF, upon payment of the appropriate PSA fee. A retired-teacher/honorary-associative member shall be entitled to vote and hold office in the PSA for positions other than president, vice-president, and representative to an outside agency.

Honorary Life

Honorary-life membership may be conferred by the PSA. The honorary-life member's eligibility to vote or hold office depends upon his/her BCTF-member status.

Subscribers

Subscription is available to any person who is not a regular, associate, student, retired, or honorary-life member who subscribes to the PSA journals and newsletters. A subscriber shall not be entitled to vote or hold office. The subscription year shall be for 12 consecutive months from the date the application processed at the BCTF.

ARTICLE 2—FEES AND RECORDS

1. Membership fees shall be established by resolution at the annual general meeting (AGM) of the association.
2. The financial records of the association shall be maintained by the treasurer and shall be open to the membership and to the executive of the association.
3. The fiscal year shall run from July 1 to June 30.
4. A financial statement shall be published in a newsletter to the members each year.
5. Upon written request to the PSA president, any member may examine the records of the PSA. Regular inspection and auditing of the financial records of the PSA will be done as a regular part of the annual audit of the BCTF.

ARTICLE 3—TABLE OFFICERS

1. The table officers shall consist of a president, vice-president, secretary, and treasurer.
2. Table officers shall be elected for a term of two years by a majority ballot at the annual general meeting.

ARTICLE 4—EXECUTIVE COMMITTEE

1. All members of the PSA's executive shall be BCTF members.
2. The majority of the PSA's executive shall be active BCTF members.
3. The executive committee shall consist of the table officers, the past president, a newsletter editor, and a conference co-ordinator.
4. The executive committee may appoint other members to the executive committee provided that the number of appointed members does not exceed the number of elected members.
5. Whenever a vacancy occurs in the executive committee through any cause, the executive committee may name a member to fill the vacancy until the next general meeting.
6. Both the term of office and means of assigning a member to a non-elected position shall be decided by the executive committee.
7. The term of office of an appointed member of the executive committee shall not exceed one year. This appointment may be renewed.

ARTICLE 5—DUTIES

1. The duties of the table officers and executive committee shall be as defined in Simplified Rules of

Order (BCTF Publication) when not in conflict with any clause of the BCAEA Policy and Procedures Manual.

2. At the annual general meeting, the treasurer shall report in detail on the business of the association during the year, and shall submit a written report including a balance sheet of the financial condition of the association.
3. The annual budget of the BCAEA shall be set and approved by the Executive committee at its first meeting of the year.

ARTICLE 6—MEETINGS

1. The annual general meeting of the association shall be held each year at a time and place to be designated by the executive committee.
2. Other meetings of the association shall be held as determined by the executive committee.
3. The quorum for the annual general meeting for which proper notice has been given shall consist of the number of members present.
4. Executive committee meetings shall be held at times and places determined by the executive committee.
5. The quorum for an executive meeting shall consist of fifty percent (50%) of the executive committee, providing at least two elected officers are present.
6. Meetings shall be governed by rules of order in Simplified Rules of Order (BCTF Publication).

ARTICLE 7—ELECTION OF OFFICERS AND COMMITTEE MEMBERS

1. The positions of president, vice-president, secretary, treasurer shall be elected by a majority ballot at the annual general meeting.
2. Any member of the association may hold an executive office subject to the following:
 - a) presidents and vice presidents shall be active BCTF members
 - b) PSA council delegates shall be active BCTF members
 - c) representation of the association within the BCTF and to outside authorities and agencies shall be active BCTF members
 - d) the majority of the executive shall be active BCTF members.
3. Nominations for elected positions shall be received by the secretary up to one month prior to the AGM and from the floor of the AGM.

Constitution continued from page 17

4. Following the annual general meeting, if there are any unfilled positions, the executive committee may make appointments to fill the positions until the next AGM.
5. Other positions shall be filled by appointment or election as described in the Policy and Procedures Manual when not in conflict with Article 4.
6. Honorary life membership in the association may be bestowed by the executive.

ARTICLE 8–VOTING

1. At annual general meetings, only BCTF members (active, associate, affiliate) in good standing who are present may vote. Each member has one vote.
2. At executive committee meetings, each member who is present has one vote.
3. Secret ballot shall be used for election of officers or any matter when requested by one-third of the members present.
4. On all other occasions a show of hands shall be deemed constitutional.

ARTICLE 9–CONSTITUTION

1. A copy of this constitution shall be filed in the BCTF office.
2. The constitution may be amended by a three-quarters majority vote of the members present at any regular session of the annual general meeting or a special general meeting.
3. Amendments to the constitution may be proposed at the AGM provided two week's written notice has been sent to each member prior to the AGM.
4. Amendments to this constitution are not valid until approved by the BCTF executive committee.
5. A copy of any amendments to this constitution shall be filed with the BCTF.

Island Educator Petitions Ministry continued from page 6

low confidence levels. They do not need to be told again and again that they are functioning below their peers. They often cannot even emotionally deal with this thought. Grade 10 provincial exams will be a huge mountain that many will not even attempt to climb even though the exams are only worth 20%.

- Most schools and certainly most alternative programs have identified literacy and numeracy as key areas of concern in their school plans. Provincial exams and increased grad requirements will do little to help high-risk students achieve progress in these areas unless schools have flexibility in how these are implemented and

managed. Nonreaders do not need an English 10 grad requirement with a provincial exam to improve their reading. Previously we could give them intervention that could prepare them to eventually tackle Com 11 and Com 12.

- Marginal students in regular schools, or as we often call them the “gray area” kids, are in danger of becoming very discouraged when confronted by the changes coming their way. Many of them are on the border now. Regular secondary schools do not appear to have flexibility in helping these students meet the new requirements. We fear that more of these students will be forced into alternative programs. Ultimately, fewer marginal students will

Alternate Education Program Directory Update

It was a pleasure to access the program directory as a user the other day and look up contact information for another program in the province. A student from Vernon was applying to attend our school. I simply accessed the database through the web site and looked up the Vernon School District. Found the program and voila! I had a name and phone number from the school this student had last attended. It was so easy and useful.

As the person responsible for creating and maintaining this database it was nice to experience one of its usefulness first hand. Thanks to all School Districts and the persons behind these districts keeping their school and contact information current.

The following districts have not updated their information in the last year. We are asking someone from these districts to come forward and help us all out by providing this information. Contact John Duncan at jduncan@sd20.bc.ca

District	District Name
5	Southeast Kootenay
6	Rocky Mountain
8	Kootenay Lake
10	Arrow Lakes
28	Quesnel
40	New Westminster
41	Burnaby
42	Maple Ridge-Pitt Meadows
49	Central Coast
50	Haida Gwaii/ Queen Charlotte
52	Prince Rupert
53	Okanagan Similkameen
59	Peace River South
60	Peace River North
67	Okanagan Skaha
68	Nanaimo/ Ladysmith
73	Kamloops/ Thompson
74	Gold Trail
91	Nechako Lakes
92	Nisga'a

NEWS FLASH

THE BC ALTERNATE EDUCATION IS GOING HIGH TECH!

The BC Alternate Education Annual Conference is moving to a paperless registration format using a "Online" registration. Advantages to moving to an electronic registration system include:

- conference registrants will know immediately whether a particular session is full
- less work for the Conference Registration team
- save on paper and thus trees

Look for the link on our web site after your school receives the Conference Information package in late September or early October.