

Pilot: Residential Building Maintenance 12

Sarah Douziech

Representatives from local First Nations and the school district were introduced to a new initiative that could provide youth and adult learners in the region with an alternative way to earn high school credits. The open house was aimed at providing information about a new course, Residential Building Maintenance 12, being piloted at Tin Wis Best Western Resort on the West Coast.

for more than 20 years with the district and a tradesman himself, Lawson said he jumped at the opportunity to develop the program.

“I’m over the top with excitement about this project,” he said. The course is the result of input from School District 70 staff, Nuu-chah-nulth Tribal Council staff and Tla-o-qui-aht and Ahousaht community members. Lawson took that input and sourced a model from a similar course offering through

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The course offers a hands-on way for students to build home maintenance skills for their personal lives, introduce them to trades career possibilities and allow them to attain high school credits in a less conventional way, according to its creator, Jim Lawson.

Lawson is a teacher with the Vast Education Centre in Port Alberni that offers alternative education programs to both youth and adults. A teacher



From the Editor's Desk:

And the Oscar goes to... all of our talented alternate students. Once again, we are proud to feature in our spring newsletter our student award winners. This year's crop is a skilled collection of diverse students who have found their groove in life and are making positive headway. Look at the details of the various awards we offer on page 10, and remember that while most awards have a March 15th application deadline, Student Activity Grants can be applied for any time of the year.

Speaking of skilled talent, this issue highlights two of the many alternate programs in BC that focus on "building" students' trades skills. It seems to me that more than construction skills are learned when students gain hands-on trades-related experience at school. Students actively apply their math and problem-solving skills, and achieve personal esteem as they work through challenging projects. Seeing the photographs of students and their projects had me wishing I was back at school.

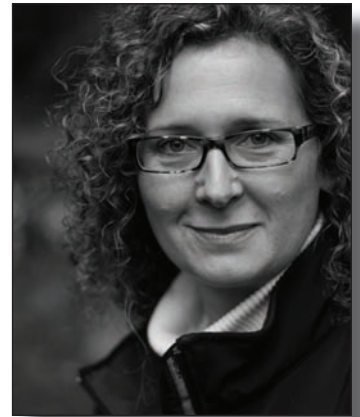
Lastly, we feature a unique collaboration between Langley School District and a caring community agency. The CJI agency has been providing Restorative Justice services in Langley for 25 years, and within schools for 10 years. Dive in and learn how discipline at schools can be about healing relationships, rather than seeking punishment.

Happy Spring to everyone...let the summer count-down commence!



President's Message

Karen Gadowsky



I would like to take this opportunity to commend those of you who encouraged and supported your students to apply for the bursaries and awards the association offers. We belong to an association that annually earmarks money to support students to continue with their learning after they leave our classrooms.

The dollar amounts of our bursaries may be modest but the potential effect on students is priceless! First and foremost, the award winners have a formal acknowledgement that the effort they expended is recognized, and recognizing effort is the leading factor in creating sustained success in learning – both in academics and “on the job.”

Secondly, I believe the awards serve to honour the individual since they are awarded based on criteria far more encompassing than that of a test score alone. With this in mind, students have verifiable evidence that who they are is as important as what they have achieved, and that diversity is to be respected.

Lastly, being selected as a successful candidate, serves as an indelible confidence booster. This is abundantly clear anytime you see a student receive the news that they have been selected as an award recipient. A picture of the gleam in their eyes would say more than a thousand words about the

positive impact that receiving an award has had on their self-esteem!

Unfortunately, contrary to what we do in alternate to support individual accomplishment, the Ministry of Education's continued demand to make Grade 10 and 11 exams mandatory, despite their move to make the Grade 12 Provincial Exams optional, has continued to place obstacles to graduation in front of our kids, the most vulnerable of students.

At a meeting on April 30th, at the BCTF to address the Provincial Exam situation, I was inspired by the insight that was brought forth from colleagues, representing a multitude of subject areas. This diverse group of teachers unanimously agreed that the practice of cumulative assessment was educationally sound. The bone of contention was the manner in which the cumulative assessments were designed, delivered and reported. Without a doubt, many more teachers would support provincial exams if they more accurately reflected best practice and the intent of the courses.

With continued collaboration between the Ministry and those in the field, especially those in alternate, hopefully our students will be supported in ways that move them forward. ♦

Pilot Project

(continued from page 1)

North Island College to create the Grade 12 credit course, adding a unit for mold prevention and remediation - a common issue for homes on the West Coast.

Once the program was developed on paper, Lawson said it was time to put it into practice. So, Tin Wis and SD70 partnered to make a two-week pilot of the project happen at the resort. In the conference centre at the resort, nine eager adult learners got the chance to learn how to safely use power and hand tools, install light fixtures, drywall, tiles, flooring, plumbing, as well as painting and finishing skills.

Lawson said math and geometry skills normally taught in a formal high school classroom are covered in the course, but with minimal "desk time." Tom McEvay, Vast Education Centre principal, said the flexibility of the course and the system itself allows the program to reach students, adult or youth, who have multiple barriers to education.

"Rather than telling our clients, you have to mold to the needs of the system, the system needs to mold to the needs of the client," McEvay said. "That's the mantra of the alternative education programs." Tin Wis manager George Atleo said he became interested in the development of the program because he saw it as an opportunity for his staff to improve their knowledge.

He said through the help and collaboration of SD70, Tin Wis maintenance staff has been able to learn about preventative maintenance, something he said they struggled with. "This is a whole new start for Tin Wis," Atleo said. "We're very excited about the program."

According to Tin Wis maintenance head Rob Thoms, who is participated in the two-week pilot himself, the course has been invaluable. "We've all had lots to gain by being involved," Thoms said. "When I think... beyond the pilot, I feel really encouraged,"

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Healing Harm Through Restorative Justice

Carly Hoogeveen

As a youth program co-ordinator, I have learned much about what people need to be healthy members of society. In talking with young people from all walks of life, there is one need that prominently stands out in many conversations: that everyone has a need to feel appreciated, listened to, and heard. People need to feel truly accepted and valued, whether through connections to family, peers, teachers, or their community as a whole.

Restorative practices seek to foster these social connections and provide community members with a sense of belonging. When a relationship is damaged due to conflict, restorative processes offer an opportunity to heal the relationship and restore the connectedness.

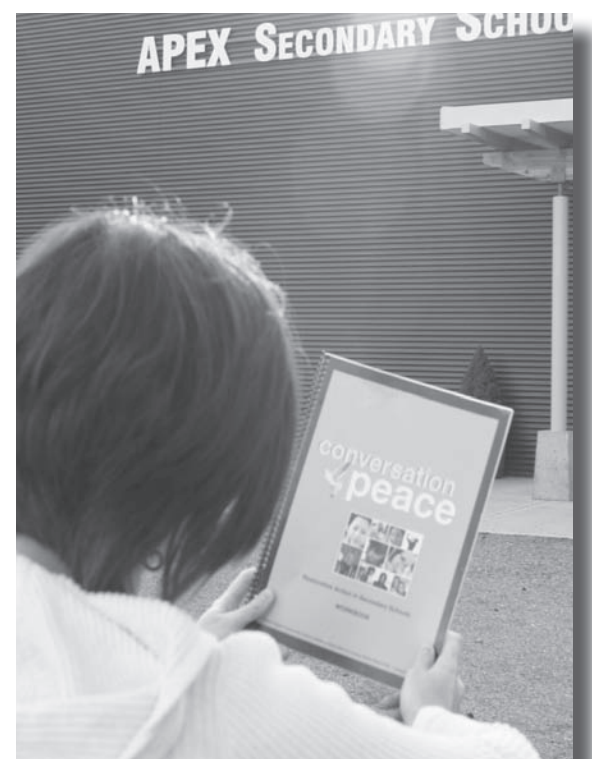
Questions that a restorative approach would ask include: who has been harmed, what are their needs, and whose obligations are these? (Zehr, 2002) This process focuses on healing the harm that was created and addressing the needs of all stakeholders involved within the conflict.

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Fraser Region Community Justice Initiatives partnered with the Langley School District in 2000 to further develop the principles of restorative justice into Langley schools. From this creative collaboration spurred the development of school-based mediation practices and resources. In 2004, resource manuals were developed based on the Restorative Action program, including the Conversation Peace manual for secondary students and the Talking Peace manual for elementary students.

Fraser Region Community Justice Initiatives Association (CJI) is celebrating its 25th year of providing restorative justice services to the Langley community. CJI's mission is “To foster peacemaking and the resolution of conflict in the community through the development and application of Restorative Justice values, principles, and processes.”

The Educating for Peacebuilding program, also commonly referred as Restorative Action in Schools, will be celebrating its 10th anniversary this year. The Educating for Peacebuilding program has worked to further ingrain the values and principles of restorative justice into the Langley School District, and one dimension of this program is the thriving partnership with Apex Secondary School. *...continued on page 5*



Restorative Action: A Response to Harm

Five concepts to consider when offering a restorative approach to harm:

1. Invite full participation — Involve all those that have been harmed or who have caused harm in a conflict. Outcomes decided upon must feel fair and reasonable to all those participating.

2. Work towards healing what has been broken — A restorative response seeks to address the harms resulting from a conflict and do what is possible to help heal any and all affected.

3. Seek direct accountability — In cases where certain individuals are responsible for causing harm, those people should be held accountable for their actions to the people whom they have hurt. Appropriate reparation will be expected.

4. Reintegrate where there has been division — Conflict and harm can create outcasts, alienation, and distrust in the school community. Where possible, Restorative Action will help with reintegration and repairing of relationships.

5. Strengthen the community and individuals to prevent further harm — Restorative Action is future-focused and asks the question: "What needs to happen to reduce the chance of people being harmed again?" In this way, the focus is not on punishment but on how to create a healthier and safer community.

Apex Secondary is an alternative school in Langley, B.C. that is highly committed to ensuring that students' educational, emotional and behavioural needs are met. Apex's mission is to "re-engage students in their education, family and community through restorative practice." Apex was founded on the "Let's Wrap Around" approach developed in 1996.

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The Apex program utilizes intensive case management and draws upon existing community resources such as Ministry of Children and Families, Ministry of Education, RCMP, and other community agencies, such as CJI.

CJI works collaboratively with staff and students at Apex to foster a strong understanding of conflict resolution skills for students in conjunction with their academic learning outcomes. This unique relationship has reaped rewards for the Apex students. Students can fully engage in a variety of restorative processes, including becoming Restorative Action mediators, participating in Circle processes, and facilitating Peace Circles at Wix Brown Elementary School.

Annually, CJI provides training to Apex students, along with students from the Langley Fine Arts School. These schools gather for a weekend Restorative Action training retreat at the beautiful Chehalis Healing Lodge. This offers students opportunities to become trained mediators and time to make connections with other District students who are part of the Restorative Action program.

Dillon's Story: What a restorative process in schools looks like.

In 2008, two students from Apex Secondary were charged for setting off homemade explosives in their community. The incident left both young men injured. Community and school members were concerned about the events and the safety of their community.

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Tupper Tech: Innovative Trades Program

Karen Larsen

I arrive at the entrance to room B113 at Sir Charles Tupper Secondary School in East Vancouver, where I am greeted by a 17-year old male, dressed in marine-blue coveralls. He holds the door for me and welcomes me to Tupper Tech. I pause ... did that really happen ... without adult prompting?

I venture a little further into the auto shop where another young man, clad in the same blue-coloured overalls, hands me protective eyewear and instructs me to put them on. "Safety rules" he smiles, "this is a working shop." Something magical happens when they don their blue Smurf suits. I need to learn more about the program behind the coveralls.

Tupper Tech is a program like none other in BC's high school system. Tupper Tech offers trades training for grade 12 learners who know they want to pursue a trade, but who are not sure which trade. Student Lucky Nguyen says "If you don't know what you want to be in the future, it (Tupper Tech) gives you options."

Uncertainty is what sets Tupper Tech apart from other career-oriented trades programs offered province-wide. There are more than 180 dual credit programs offered across BC (where students simultaneously earn high school and college credit) – dual credit students, however, are focussed on one specific trade. Tupper Tech is not a dual credit program. Students do not earn post-secondary credits.

Vancouver schools run linear timetables, affording Tupper Tech students the luxury of spending all day, every-other-day in the Technology Education shops. For their efforts, students earn

sixteen Grade 12 credits (8 credits of Work Experience and 8 credits of BAA courses), as well as 4 credits for Math 11E.

The 2010 class is the third cohort to move through the program. Classroom projects vary from year to year, based on the interests and abilities of the students. Skills in carpentry, plumbing, welding, metal fabrication, tile-setting, drafting, electrical, and mechanical engine (automotive) service are taught. Eventually, each student seems to find his or her niche.

Mike Cuenta admits that Tupper Tech was the "... best choice for me. I was failing my academics. I don't excel in a desk. I'm meant to be a hands-on worker. I can see myself working on cars 30 years from now." Mike smiles when asked for his parent's reaction at his decision to enter the trades, "My mom was surprised to see 99% on my report card."

Ben Sheppard came to Sir Charles Tupper from a private school. He feels that "electives can get you somewhere in life if they have a practical application." Observing the action in the Tupper Tech classroom when he was still in grade 10 was enough to convince Ben to apply. His sights are set on BCIT Welding Level C.

Hemen Saed, formerly of David Thompson Secondary, transferred schools due to the allure of Tupper Tech. Hemen was not experiencing success at school, so his father met with a school counsellor; she suggested Hemen would be a good candidate for Tupper Tech. Dad came home, pitched the idea to his son, and Hemen bit. He has narrowed his career choices to carpentry or ...continued on page 7

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plumbing and feels that perhaps one day he will open his own home renovation business.

Leon Luu's initial passion was cars, but after a work experience in automotive service and another in electrical, Leon chose the latter. He is enrolled in the September 2010 BCIT Entry Level Trades Training electrical program. "My mom wanted me to be a doctor" Leon recounts. "Now she thinks I should do what I like."

After two hours in the Tupper Tech classroom I am dismayed that there really isn't magic woven into the fabric of those blue coveralls. Thoughts about ordering a set for my own classroom disappear. I was looking forward to the manners, work ethic, pride and confidence that the coveralls seem to instill in those who wear them. The real magic comes from their dedicated teacher Russ Evans.

Russ holds full qualifications in three trades: automotive service technician, marine mechanic, and small engine mechanic. He designed the Tupper Tech program, quite simply, because he saw a need. Seventeen-year-olds might know they are interested in a trade, but very few of them have enough life experience to know which trade best suits them.

Russ operates his classroom much like a business. He has a few classroom rules and they are clearly understood. Show up to class; students are permitted up to 1.5 sick days per month, beyond that there are consequences. Be on-time by arriving early; students must be ready to start work the minute the bell goes. Perform tasks correctly. According to

Ben Sheppard, "In this course you can either do something or you can't. There are no part marks."

These young people speak highly about Mr. Evans. They feel he embodies all the components of a great teacher. To 17-year-olds, good teaching boils down to:

- Encouraging critical thinking skills.** Ben explains, "He teaches you a technique, not how to do it. If he just told us how to do it, we'd always only do it that one way."
- Being persistent.** "Mr. Evans won't leave you alone until you've got a (career) path. Really, he's doing us a favour. In Tupper Tech, we send in BCIT applications and all have been accepted," says Hemen.
- Letting your personality shine through.** When asked why he believes Mr. Evans is a great teacher, Leon says, "He has a loud voice. He's scary ... a bit nice. He's not like any other teacher. He can relate to you. Really, he's not a teacher, he's a boss."

Keep up the good work, Mr. Evans. Your unique set of skills and your style of teaching are having the desired effect. You are one of many BC teachers who are making a difference for youth. ♦

Karen Larsen is on leave from her position as a career education teacher at RE Mountain Secondary School in Langley. She is currently on a temporary assignment with the Vancouver School Board, promoting trades and apprenticeship for youth.

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2010 BCAEA Bursary and Achievement Award Winner

It is with great pleasure that we present to you the winners of the BCAEA Student Bursaries and Student Achievement Awards for 2010. We congratulate them on their perseverance, determination, and hard work.



Rebecca Falow \$500 Bursary

In grade eight my anxiety got so bad that I refused to attend any of my classes. School was the bottom of my priority list because it brought with it so much hardship. South Delta Alternate completely changed my outlook on school; I realized that my education was my responsibility and I began to enjoy it. I never imagined I would graduate, especially a year early.



Jason Haxton \$500 Bursary

I've been a student at Central for twelve years, since I started Grade One in the home school program. Despite my dyslexia and an auditory processing disorder, I have been able to graduate because of the flexible programs Central offers. I was even able to complete the Dual Credit Welding program, achieving the top mark of my class at Okanagan College.



Bradley Kalutich \$500 Bursary

I have done well since I started attending Central in January, 2008. Although I am currently on disability, I've worked hard, and with the help of supportive teachers, I've attained my Adult Dogwood. My next goal is to take the Home Support/Resident Care Attendant Program at Okanagan College. I look forward to becoming a productive member of society, earning my own income.



Erin Murray \$500 Bursary

In my years at a mainstream high school I had not succeeded in getting more than a very few credits. I did not see graduation in my future. At Cloverdale Learning Centre, I felt I had found a place where my education and success was important. With the help of this school and its amazing teachers, I am graduating in June, and plan to take the Child and Youth Care Diploma program at Douglas College.



Jenna Van Haastregt \$500 Bursary

I began attending Cloverdale Learning Centre after fighting with addiction issues. The school saved my life and provided me with a new outlook. I volunteer as a teaching assistant at a local elementary school and am a representative of the Surrey School District Leadership Program. My future goals include entering Douglas College's youth care worker program where I hope to specialize in youth justice.

**Kelsey Loft** \$100 Student Achievement Award

I moved to Kelowna on my own in 2006, and I have supported myself ever since. It has been a hard go, and many times I was told that I would never finish school. But I did! Central has been a great support for me, motivating me, and helping me earn certificates for First Aid and WHMIS. After graduation, I plan to become a Medical Office Assistant.

**Sean MacAvoy** \$100 Student Achievement Award

I started in the Journeys Program in January, 2009, and since then, my attitude towards school has changed greatly. I find it a lot less stressful because I can work at my own pace, and no one judges you. The teachers are always ready to help when you have questions. I've realized that I need to graduate from high school and have to make something of myself.

**Rachel Perry** \$100 Student Achievement Award

I have attended Central for the last two years, working towards my Grade 12 graduation. I liked going there because people didn't tell me what to do all the time, and they helped me when I was having trouble. I am an outgoing person, and my dream is to become a herpetologist because I find snakes and amphibians very interesting, and I'd like to know more about them.

**Emma Webb** \$100 Student Achievement Award

I've attended Central since 2006, and since starting there, my grades have been the best they've ever been. Having to do the work on my own has forced me to become more responsible, more self-reliant, and more proficient at problem solving. In September, I plan on moving to Munich for a year to work as an *au pair*, then pursue a degree in History on my return.

Bursaries, Awards, and Grants

Bruce Watts

Our annual Challenge and Change Conference is well-received and well-attended, which allows us to make \$6,500 available each year in bursaries, awards, and grants. As a current member of the BCAEA, you are eligible to act as a sponsor teacher on behalf of your students or your program. (Don't forget that attendance at the annual conference includes membership in the association.) The available awards are as follows:

Student Bursary

This bursary is intended for a graduating student who plans on attending a post-secondary institution or education/training program, and who is enrolled, or who was enrolled this school year, in an alternate education program. Five awards of \$500 are available, and the deadline for applications is March 15th each year.

Student Achievement Award

This award is available to an at-risk student currently enrolled in an alternative education program which has resulted in progress towards achieving their personal and/or academic goals. Fifteen awards, consisting of \$100 gift certificates jointly chosen by the student and sponsor teacher are available, and the deadline for applications is March 15th each year.

Student Activity Grant

This grant is available to fund an activity which will be of benefit to at-risk students in an alternative program. Four awards totalling a maximum of \$2000 are available. There is no deadline for applying; submissions are reviewed when received.

Regional Conference Grant

This grant is to support a regional alternative education conference that promotes membership in the BCAEA. A single grant of up to \$500 is available.

Kathi Hughes Innovative Programming Award

This award will be given to an alternative education teacher who is willing to share a unique aspect of their program. One award of \$500 is available, and the deadline for applications is March 15th each year.

Specific Projects Grant

This grant is to support an activity which furthers the goals of the BCAEA, such as curriculum development, policy or directory update, or membership recruitment. A single grant of up to \$500 is available.

Application forms can be downloaded from our website. The address is at the bottom of this page. ♦

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Joyce May: 17 Year's Service!

Mike Shaw

It is with much sadness that we announce that Joyce May has resigned from the BCAEA after more than 17 years of stellar service to the association. First elected in January, 1993 as Treasurer, Joyce ably filled that role until 2005 when two executive positions were amalgamated and became the combined Secretary-Treasurer position. She was elected Secretary-Treasurer for 2005-2006, and appointed Acting Secretary-Treasurer from 2006-2009, while also serving as the Vice-President. She became President in July 2009.

But perhaps more famously, Joyce was also the force behind the legendary Schmooze. Known in the early days at the Westin Bayshore as the wine

and cheese reception, Joyce began feeding us in January, 1994, and has done it every year since. Long time conference attendees will remember the crush of people in the Marine Room at the Westin Bayshore, and the incredible culinary delights Joyce concocted for us. Our move to the Sheraton Wall Centre in 2000 opened up the vast spaces of the Pavilion Ballroom, and Joyce rose to the challenge by filling that much larger space with yet more incredible delights. Who will ever forget the amazing food Joyce delivered over the years?

I am sure you join all of us on the executive in thanking Joyce for her immense contribution to alternate education and wish her well. She will be missed! ♦

New Alternate Education Policy

Tom McEvay

I am happy to pass on confirmation that the Ministry of Education now has official policy on Alternate Education. This has been a long time coming and gives our programs much greater credibility and funding certainty than we have ever had. We appreciate that this policy was arrived at after consultation with the BCAEA and administrators working in Alternate Education programs. I believe the policy is very reflective of the realities and best practices of Alternate programs in the province. Thank you to Janine Harris of the Ministry's Diversity and Equity Branch for initiating and seeing this process through to fruition.

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POLICY STATEMENT

Alternate education school programs – Type 3 facilities – focus on the educational, social and emotional issues for those students whose needs are not being met in a traditional school program. An alternate education program provides its support through differentiated instruction, program delivery and enhanced counselling services based on student need.

RATIONALE

Students who attend alternate education school programs are most often ...continued on page 14

Restorative Justice

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The initial decision was to indefinitely suspend the two students. As mandated by policy, it was the only option for administration. Grade 10 student Dillon, was one of the two students involved in the event.

Apex had been Dillon's last chance to graduate high school. He was removed from the mainstream school system in grade 8 after being caught with large amounts of drugs. Apex now gave him a second chance at continuing his education, but because of his actions, Dillon faced being removed indefinitely.

To Dillon's relief, the staff at Apex offered an alternative option to suspension. The school's principal, Suzanna Eppich, school coordinator, Mitch Quinn, and school counsellor, Mindy Janzen, were able to offer Dillon a restorative process that addressed the harm that was created. A mediation process was organized by Janzen, and held at the school. Participants included Dillon, other students, and staff. CJI's Restorative Action Coordinator, Dan Basham, facilitated the process.

For Dillon, the process was both difficult and rewarding. He was able to recognize the hurt that his action had on others. It was not until he heard differing perspectives that he realized what kind of impact and fear he had created for others. The mediation process also allowed others to gain a better understanding of Dillon's perspective at the time of the incident.

With the aid of the successful Restorative Action process, Dillon graduated from Apex in 2010. He currently works as a chef and his

Apex's Guiding Principles

- Be flexible
- Treat youth as people not as problems
- Provide continuity and stability while meeting basic "needs"
- Develop strong mentorship relationships with adults
- Include "invisible" girls
- Facilitate the involvement of community members and community services

future plans are to attend VCC for the culinary arts program.

For more information about the Restorative Action in Schools program, training opportunities and resources, please contact Langley's Restorative Action Coordinator, Dan Basham at: danbasham@cjibc.org or visit CJI's website at www.cjibc.org.

To learn more about other initiatives happening at APEX Secondary, please visit: <http://www2.sd35.bc.ca/Apex/>

Resources:

Fraser Region Community Justice Initiatives Association (2004) *Conversation Peace: Restorative Action in Schools Workbook*. Langley, BC; School District #35.

Zehr, H. (2002) *The Little Book of Restorative Justice*. Intercourse, PA; Good Books

Carly Hoogeveen is a Restorative Action Coordinator and Community Development Coordinator for Fraser Region Community Justice Initiatives Association (CJI).

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Pilot Project

(continued from page 3)

he added. "I can see down the road, having this available to Grade 12 students, it's going to be a really valuable learning tool."

Brenda Young, an Ahousaht staff member who works in social development, who also took the two-week pilot, echoed Thoms' sentiment. "What I want to do is get kids motivated into something like this where they can learn different skills," Young said. She explained that many young adults in her community don't graduate and as soon as they are 19 or 20, start collecting social assistance and stay on it.

She said she sees the potential for this program to motivate youth to not only take a course that can help them complete high school, but can add to their resume when they want to find a job. "If I can do it, they can do it," she said.

Because the program is still in pilot phase, McEvay said the district could potentially offer it to adult and high school learners, either



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through the alternative education programs or right in high school, but added it was too early to know yet.

"The course still has to be approved by the board," he said. "It could take many different routes." ♦

Sarah Douziech is a reporter for the Westerly News in Port Alberni.

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Program Policy

(continued from page 11)

the most vulnerable population in the school system. Alternate education school programs have disproportionate numbers of children and youth in care, aboriginal students, children and youth living in poverty or the street, gifted children who have difficulty in social situations, children and youth involved in drugs, alcohol and the sex trade and youth with mental health concerns. Alternate education programs offer an opportunity for these vulnerable and at-risk students to experience success.

LEGISLATION/ REGULATIONS

The relevant sections of the School Act with respect to the alternate education programs include the following:

The preamble to the School Act states:

WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy;

Section 85(2)(c)(iv)(A)

(1) For the purposes of carrying out its powers, functions and duties under this Act, a board has the power and capacity of a natural person of full capacity.

(2) Without limiting subsection (1), a board may, subject to this Act and the regulations, do all or

any of the following:

- (c) make rules
- (iv) respecting the establishment, operation, administration and management of
 - (A) schools operated by the board and educational programs provided by the board.

POLICY

Alternate Education school programs must have a number of things in place to be deemed a Type Three facility and consequently have their students eligible for 1.0 FTE funding. Schools of Choice (Fine Arts Schools, French Immersion, etc.) and Provincial Resource Programs are not considered Type 3 facilities and are funded in a different manner)

Each Alternate Education Program will have:

1. An intake process to facilitate district referrals or self referral.
2. A regularly reviewed learning plan for each student, whether it be an official Individual Education Plan (IEP) or a Student Learning Plan created by the school that clearly defines the objectives for the student, additional services provided, progress made, and any transition plans.
3. An exit strategy to facilitate the students transition either back into regular school system, continuing education centre, graduation or to work and to post secondary training and education.
4. Evidence of additional services as required by the student population (i.e. youth workers, drug and alcohol counsellors and/or sessions, etc.).

Funding

Non-graduate school-aged students that also meet the criteria for funding in

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the K-12 General funding policy, and are enrolled in a Type 3 facility, will be funded as 1.0 FTE. Adult and graduated school-aged students are funded on a per-course basis in accordance to the Adult Funding Policy and K-12 Funding Policy respectively. Supplemental funding for ESL, Aboriginal and/or

Special Needs is provided if criteria are met in those respective policies. Funding amounts are published in the Operating Grants Manual. ♦

Tom McEvay is the Principal for SD 70 Alternative Programs, and a staunch supporter of alternate education.

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Real Men Do Eat Quiche!

Tom Wilkinson

Real men (and students) do eat quiche... especially when it's bacon and cheddar quiche. Recently my class learned a new recipe together. The results were delicious, and disappeared quickly. I was surprised at how easy it was to make, so I thought I'd share the steps. Give it a try with your class.

The following recipe fits well into one standard frozen pie shell.

Ingredients:

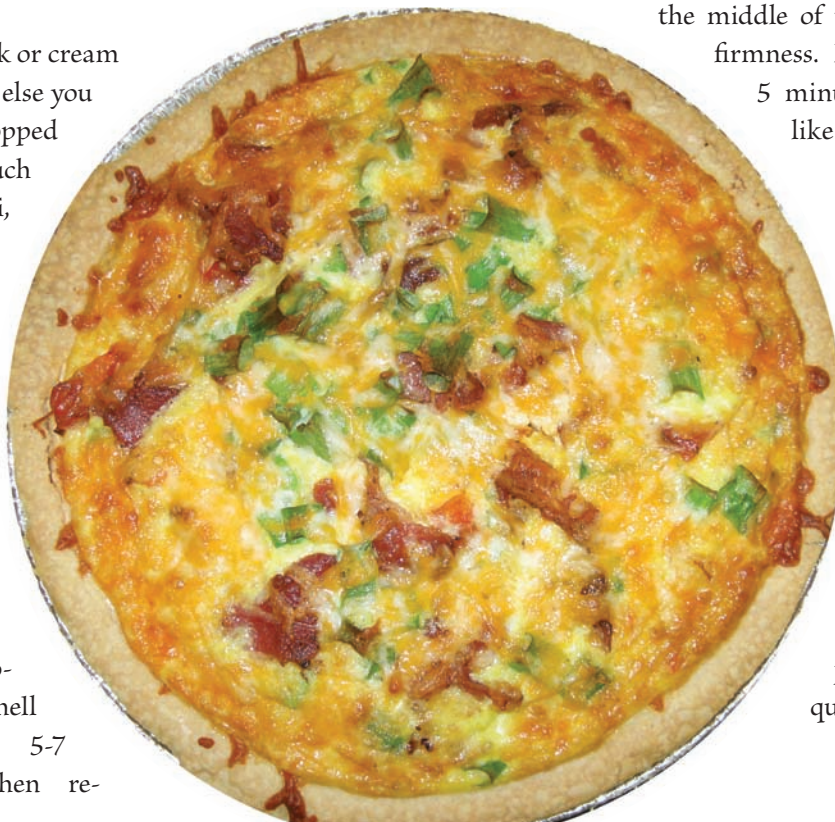
- ½ package of bacon
- ¼ - ½ medium white onion
- ¼ - ½ red pepper
- 2 cups of grated cheddar (do not use mozzarella)
- 5 eggs
- ½ cup milk or cream
- Anything else you like, chopped small, such as broccoli, chicken, ham, green onion, etc.

Method:

1. Pre-heat oven to 375° F.
2. Bake a frozen pie shell for about 5-7 minutes then re-

move to cool. Place on a cookie sheet now; doing it later will be tricky since your pie shell will be very full.

3. Fry bacon until crisp. It won't cook any further once in the quiche. Set aside.
4. Sauté the onions and peppers. Set aside.
5. Grate cheese.
6. Beat eggs and milk or cream together well.
7. Spread half of the bacon, onions, peppers, and cheese in the bottom of the pie shell, and cover with half the egg mixture.
8. Add remaining bacon, onions, peppers to pie shell evenly, then cover with remaining egg mixture. Do not over fill.
9. Sprinkle remaining cheese on top of the egg mixture.
10. Carefully place on the middle oven rack and bake for about 25 minutes. Check the middle of the pie for firmness. Let sit for 5 minutes. Serve like pie.



Variation:

Use mini-pie shells so each student gets to make a personal quiche! ♦