

# The LINK



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## [Disciple-Makers

by Joanne den Boer

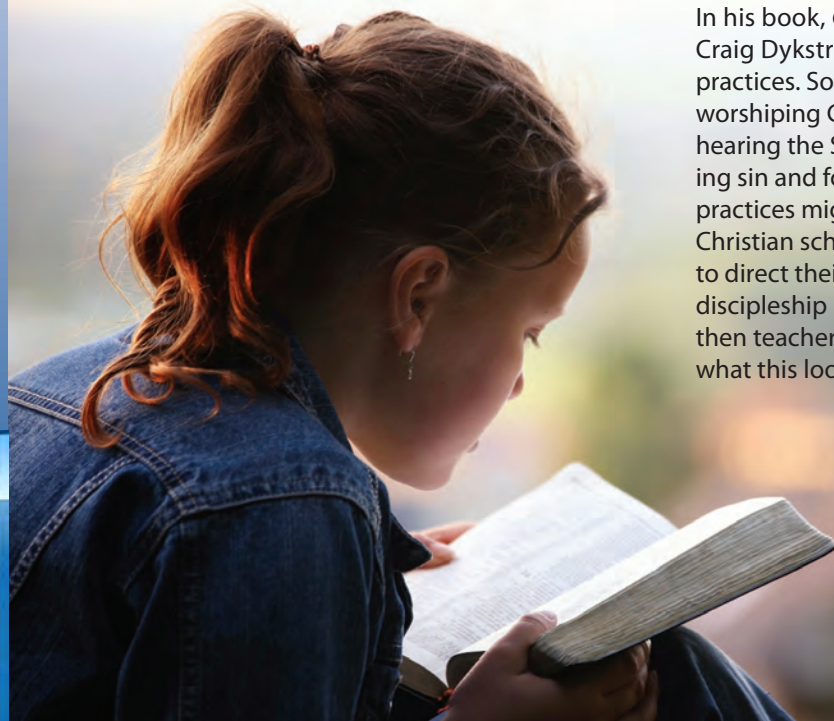
"I have no greater joy than to hear that my children walk in truth" (III John 1:4). The apostle John wrote this to Gaius<sup>1</sup>, who walked in the truth, as evidenced by the prospering of his soul, and by his generosity and faithful assistance to the brothers and sisters, and strangers. The Scriptures are silent about the antecedents regarding how Gaius came to know the truth, to walk in it, and to live out of the truth. One can surmise that he had been deeply influenced by the words, teachings, and actions of other disciples of the Lord Jesus Christ.

When asked what it means to be a disciple, Christian teachers offer the following. Disciples desire to emulate the master. They need faith in who and what they follow. They are devoted and loyal to their leader. They are in apprenticeship training, learning the skills of the master. It involves being hospitable to others. Being a disciple requires commitment, surrendering self to the cause; it requires humility and being teachable.

Concordances describe a disciple as a scholar, a learner or student, an adherent to the teachings of his master, or as one teacher put it, disciples need to study the leader's literature. Jesus would concur. In fact, he took it a step further, for he said, "You are my disciples indeed, if you continue in my word," (John 8:31), exhorting them to search the Scriptures. Discipleship has a responsive dimension. Jesus also said "By this shall all men know that you are my disciples, if you have love one to another" (John 13:35). Thus discipleship also has relational and responsible (response-able) dimensions.

The SCSBC has long held the position that "Christian schooling is to help children explore and experience what it means to be disciples of the Lord Jesus Christ."<sup>2</sup> Christian schools assert the same in their mission statement. Certainly, it can be argued, Christian education is a means of grace<sup>3</sup> used by parents to put their child(ren) in the way<sup>4</sup>, to learn about Christian practices.

In his book, *Growing in the Life of Faith*, Craig Dykstra writes about Christian practices. Some of the practices include worshipping God together, reading and hearing the Scriptures, praying, confessing sin and forgiving one another. These practices might fall under spirituality; "in Christian schools children are challenged to direct their hearts and lives to God."<sup>5</sup> If discipleship means emulating the Master, then teachers will help children know what this looks, sounds, and feels like.



seeking to do collectively what no school could or should do individually



# Disciple-Makers

continued from page 1

Other Christian practices are hospitality and service.<sup>6</sup> Discipleship requires involvement in acts of service, in the immediate environment of the classroom or farther away, with individuals or communities. In this way, schools help children experience what Jesus meant when He said, "For even the Son of Man did not come to be served, but to serve" (Mark 10:45). Service could come in the form of hospitality.<sup>7</sup>

Schools need to provide opportunities for children both to discover and develop the gifts and abilities God has given them and how they can be used to explore the vocation God calls them to. Some might be called to be fishers. Others may find their calling in professions similar to those of the disciples mentioned in the gospels, such as doctors, chief rulers of synagogues, or centurions. Some children may find themselves with gifts for the applied skills akin to tent makers, tanners, sellers of purple, or seamstresses. Great or small, engaging culture on a large scale or small scale, having a faithful presence in the community, their gifts are to be used in the service to God, to neighbours and to God's world.<sup>8</sup>

The practice of stewardship can be learned in the Christian school from a very early age. Creation is to be cared for and enjoyed, for all of it belongs to God. The wisdom literature teaches the importance of being stewards of time as well, allowing time for contemplation and for living balanced lives.<sup>9</sup>

Disciples of Jesus Christ also understand they live as individuals within community. One only needs to read the Acts of the Apostles for a rich insight into this practice. Discernment, seeking justice, and God-honouring communication are other marks of being a follower of Jesus Christ. Hence Christian teachers need to intentionally plan their educational program so that over the course of a year students will have opportunities to experience and explore these Christian practices. "We grow best in these practices when we participate in the activities involved in them with others ... these practices become the fundamental habits of life around which identity and character are formed."<sup>10</sup> These practices are timeless for disciples of the Lord Jesus Christ, relevant from the beginning of time, through the 21st century, even to Christ's glorious return.

Christian school curriculum, pedagogy and assessment need to be based on helping children understand what being a disciple of the Lord Jesus Christ is all about. The most essential tool a teacher needs to accomplish this is the Word of God. How can children follow a master they do not know? How can children live like the master without knowing what his literature is? When studying a novel, the oceans, government, weights and measures, are students encouraged to check what Scripture might have to say about the topic? In nutrition and textile classes, in the woodworking or automotive shops, in the performing arts classes, is God book-ended, or do His truths influence process and product and purpose? How are we

teaching what abiding in God's Word looks like? How do we help students walk in the truth if the pages of Scripture are closed? If we truly believe that Christian education is to be Christ-centred, God's Word will have the pre-eminence in all of our programs.

This raises the question, what is the time allotment in the schedule for studying Scripture? Of course, discipleship schooling should not be isolated to a specific class; it is imperative that it is woven into the entire schooling experience of the child. Since Jesus says that his disciples continue in his Word, then dedicating specific time to studying the Scriptures is germane to Christian education. It has been said that "if Christian schools do not consciously develop their programs so that they confront children with the significance of being a disciple of Christ, they quite possibly disciple them into some other way."<sup>11</sup>

After fourteen years in a Christian school, a child has had lots of opportunities to explore and experience what it means to be a disciple of the Lord, and to observe the Christian teachers who have discipled them. Yet there is no guarantee "that all who attend Christian schools will naturally become Christ's disciples. There are many other alluring masters that beckon."<sup>12</sup> Even in Christ's day, there were many who "followed him for love and learning, while others attended him only for cures"<sup>13</sup> and others, sadly, walked away entirely deeming his words too hard for them (John 6:60).

Giving children a steady stream of opportunities with Christian practices "helps them to understand how full-orbed Christian discipleship is."<sup>14</sup> When educators teach and practice abiding in God's word, "the Lord working with them, and confirming the word" (Mark 16:20), children will see what it means to be a disciple of the Lord Jesus Christ.

Go therefore and make disciples.

- 1 Gaius probably was a companion of the apostle Paul
- 2 SCSBC. (2003). *Educating with Heart and Mind*, p. 9
- 3 Dykstra, C. (2005). *Growing in the Life of Faith: Education and Christian Practices*. 2nd Edition. Westminster John Knox Press. Louisville, Kentucky.
- 4 compare to Gen. 24:27 (I, being in the way...)
- 5 SCSBC (1998). *Curriculum Planning. Vision I*, p. 11
- 6 Dykstra, C. (2005). *Growing in the Life of Faith: Education and Christian Practices*. 2nd Ed. Westminster John Knox Press. Louisville, Kentucky. p 42-43
- 7 for more examples of elements of discipleship, see SCSBC's *Curriculum Planning*. p 11,12
- 8 SCSBC. (2003). *Educating with Heart and Mind*, p. 10
- 9 SCSBC (1998). *Curriculum Planning. Vision I*, p. 11
- 10 Dykstra C. (2005). *Growing in the Life of Faith: Education and Christian Practices*. 2nd Ed. Westminster John Knox Press. Louisville, Kentucky. *ibid*, p 45
- 11 SCSBC. (2003). *Educating with Heart and Mind*, p. 11
- 12 *ibid*
- 13 Church, L.F. (1961). *Commentary on the Whole Bible*, by Matthew Henry. Zondervan Publishing House. Grand Rapids, MI . p. 1219
- 14 SCSBC, *Educating with Heart and Mind*, p. 11

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# [ Intentional Unity

by Marlene Bylenga

One of the most important tasks of administrators, board and committee members is to ensure that the mission and vision of the school is communicated and upheld. As new programs are developed or existing programs are expanded and changed, the continuing work of the board and administration is to ensure that these reflect the mission and vision. How do we continue to accomplish this as we deal with the reality of differing cultural expectations and norms, even in the educational context? If one of the aspects of your school's program's goal is to model inclusivity and mutual respect, how is this modeled when tensions arise and you are challenged to look at things from the perspective of another culture? How do you listen to each other in a way that brings positive change rather than results in misunderstandings and breakdowns in relationships?

When groups of individuals from differing cultural perspectives are brought together, there may be stumbling blocks to mutual understanding; Christian school leaders need to be intentional in building communities that affirm each others' values and seek to develop meaningful relationships with each other.

Believers share the same identity in Christ, however each have a personal history and come from differing cultural perspectives. When individuals and communities seek to follow Christ and live as he lived, their values and rules are transformed as people apply them in such a way as to honor him and love others. Our school communities should model forgiveness and grace as we seek to understand each other. [The keys for successful relationships] are obedience to the commands of Scripture and accepting that others have a viewpoint that is as worthy of consideration as our own. Obedient Christians create communities of inclusion and embrace. Such communities stand in contrast to the communities of exclusion and rejection that are typical in the world's cultures.<sup>1</sup>

It has been my experience that tensions and communication breakdowns are largely due to the fact that the parties involved do not listen to each other or are unwilling to take the time to hear each others' perspectives. We may also unwittingly offend each other because we do not have an understanding of each

others' culture, language and non-verbal communication patterns. We may judge individuals based on the stereotypes we have of their culture.

In intercultural encounters, then there are several filters that can prevent us from accurately understanding what others are trying to communicate, and that can prevent others from accurately understanding what we are trying to communicate: our tendency to interpret and evaluate behavior before we understand it, and our willingness to stereotype groups of people, which prevents us from interpreting behavior accurately. When we are looking and listening, the remedy is to try and increase the range of our perception, to observe and suspend our interpretation (what we think) and evaluation (what we feel), to ask for clarification when in doubt. When speaking, we should take care to clarify the intention behind our words and check to see if our message has come across correctly.<sup>2</sup>

So then, as we deal with change, let us be intentional in our interactions. Let us challenge each and every one within our schools communities to take time to hear each others' viewpoints and stories, take time to hear how God has worked in the lives of our students and families, and celebrate the differing expressions of the Christian faith within our community. And as we do that, let's be sure to take the time to evaluate what we have learned and if necessary make changes to policy and curriculum, all the while maintaining the vision and mission of the school.

It is my prayer that our school communities will become examples of what it means for Christian brothers and sisters from every tribe and nation to live in unity; the unity that comes from serving the same Lord and Savior Jesus Christ.

- 1 Ministering Cross-Culturally An Incarnational Model for Personal Relationships. Sherwood G. Lingenfelter. Baker Academic. 1986, 2003
- 2 Exploring Culture. Gert Jan Hofstede. Intercultural Press Inc. 2002

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SCSBC International Education Coordinator ]



# Passing on the Board Leadership Baton: *It's All About the Exchange*

by Henry Contant

Every track coach will tell you that the most important part of a relay race is the baton pass. In fact, the success or failures of all relay teams depend on a proper exchange. If the receiving runner has not started running before the exchange, valuable time and momentum will be lost. If the runner lets go of the baton before it is firmly in the hands of the next runner, the baton will fumble or fall and again cost valuable time and momentum. If the passing runner does not let go of the baton after it's firmly in the hands of the receiving runner, they will drag the receiving runner and prevent them from freely carrying the baton on the next leg. Coaches continually tell their relay runners, "Remember, it's all about the baton exchange!"

Scripture has many references to "running the race". Hebrews 12:1b challenges us to "run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of our faith." Board leadership has often been likened to a relay race. The current board is entrusted with carrying the vision and direction of the school – the board leadership baton – on a carefully chosen path. Yet eventually they need to pass the baton to new board members. How this exchange takes place is crucial. In fact, the success or failure of the school board's leadership may depend on it.

If new board members have not started to run in preparation to receiving the leadership baton, valuable time, experience, and momentum will be lost during the exchange. Board leadership should not stop, fumble, or change direction with the annual turnover of board members. Appropriate training and coaching of new board members needs to occur before the leadership baton is passed to them.

It would be unfathomable for a relay team member to randomly pick someone from the crowd of spectators to carry their baton; they only trust another team member who has been trained to carry it further in the same direction. Yet in some schools, retiring school board members simply throw the leadership baton to anyone who might be willing to catch it, hoping and praying that person is ready and able to run with it.

If retiring board members let go of their leadership baton without preparing someone else for the exchange – coaching them in the direction the school ought to be going – the leadership baton may fall to the ground. Untrained new board

members end up retrieving the baton from the ground or in mid-air and start running again, possibly in the wrong lane or in a different direction.

Sometimes retiring board members forget to let go. They hang on to the leadership baton too long. Eventually weariness, fatigue or burn-out causes the baton to slip out of their hands before it has been properly passed on to new leadership.

Has your board ever stopped to evaluate the level of success of the most recent leadership baton exchange among your school board and committee members? Will the next leadership exchange be better?

Has your board identified and prepared new board members to run alongside you, in training, so the leadership baton will not be fumbled or dropped? Has your board nominating committee

*Appropriate training and coaching of new board members needs to occur before the leadership baton is passed to them.*

selected new team members that will carry the leadership baton in the direction outlined in the school's strategic plan? Or will a new board member want to take the leadership baton and run in a different direction?

Will new board members understand their responsibility as trustees of the school's vision and direction, maintaining a big picture view? Will new board members

understand and see the obstacles that may lie ahead in their journey? Will they be prepared for leadership decisions they will have to make?

One Christian school board wisely adopted the following two motions to ensure an effective transition between incoming and outgoing board and committee members. The motions were designed to ensure adequate continuity during the transition, mentoring of new board members by current board members, information sharing on current and ongoing issues and annual training for all new or potential board members.

**Motion:** that the school board implement a three-month overlap period for retiring and incoming board members (new board members begin in June; retiring board members voluntarily continue in a non-voting, advisory capacity until September)

**Motion:** that all current and new board members attend the annual SCSBC Board Leadership Conference each November, with costs to be included in the school's annual professional development budget

*continued on page 5*

## Orientation for New Board Members

At an orientation meeting before new board or committee members are seated, take some time to:

- Talk about the board's or committee's task (mandate)
- Present and explain the school's vision statement
- Review significant issues addressed during the past year and those being carried forward
- Present new board members with the school's policy handbook
- Present new members with the Board Handbook (or appropriate committee handbook)
- Invite new members to share their personal dreams for the school
- Explain general board and committee procedures
- Discuss the appropriate handling of complaints
- Discuss the matter of confidentiality and openness
- Explain the matter of evaluating staff
- Discuss the need for the board or committee to speak as one voice—or it doesn't speak at all
- Commit to a regular five-minute timeout for the board or committee to reflect on the way it does business
- Outline other issues that will help to bring new members up to speed

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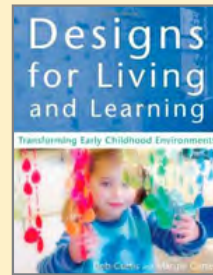
The following rationale was provided to adopt these motions:

- It provides needed continuity for the board and committees during their annual transition time.
- New board and committee members will benefit from the discussion and insights of retiring board members on issues they may otherwise be ill-equipped to deal with.
- New board and committee members will be able to ask questions and seek council and training from retiring board members on a variety of current and ongoing issues that the board is dealing with.
- All current and potential board members will receive some annual training to further equip them for their leadership responsibilities.

Remember the words of the track coach, "It's all about the baton exchange!" Boards, plan now for your next leadership baton exchange. How well your school runs its race and stays on track will depend on it.

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is the SCSBC Executive Director*

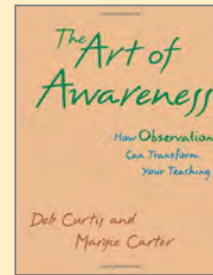
This article is adapted from *Lessons from a Track Coach* by Henry Contant, which was originally printed in *The Link* in May, 2006.



### Designs For Living And Learning

by Deb Curtis and Margie Carter

Discover principles for creating spaces and choosing materials for children from infants through school-age. You will find resources for unusual and affordable materials, and learn to set up invitations for learning that combine traditional and non-traditional materials, inviting curiosity and exploration.



### The Art of Awareness

by Deb Curtis and Margie Carter

Observing children provides a new way of thinking about learning and teaching, a way of making children visible just as they are, not just as teachers want them to be. Ideas, activities, experiences, and practical strategies are interspersed with photographs and observation stories. Teachers will find the list of resources for further study valuable.

### Young Investigators: The Project Approach in the Early Years

by Judy Harris Helm and Lilian G. Katz



Updated and expanded to help teachers use the project approach in child care centers, preschools, Kindergarten, Grade 1, and early childhood special education classrooms, this book introduces the approach and provides step-by-step guidance for conducting meaningful projects. Interviews, children's work, photographs, and teacher journal entries used to document the project process in actual classrooms are included.

### K Today: Teaching and Learning in the Kindergarten Year

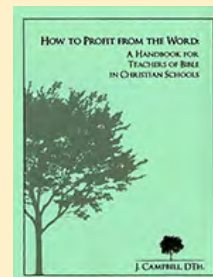
by Dominic F. Gullo



A vivid picture of kindergarten children, perceptive discussion of current context and policy issues, and clear guidelines for teaching and assessing kindergartners and, for six curriculum domains, leading experts outline what children should know and how effective teachers ensure that learning. This fresh, engaging resource gets readers thinking and promotes well-informed teaching and leadership for kindergarten.

### How to Profit from the Word: A Handbook for Teachers of Bible in Christian Schools

by Johanna Campbell



This book, a thoughtful, defensible and viable approach to teaching and studying the Bible in Christian Schools, presents a biblically grounded framework as well as concrete strategies to nurture students' faith, enabling them to listen to, obey and apply God's Word to all aspects of life and culture. This book will help teachers and schools reconsider and improve how the Bible, God's story of redemption, is taught and studied.

Request these books through our SCSBC online resource library at [www.scsbc.ca](http://www.scsbc.ca)

# Preventative Measures for Financial Health

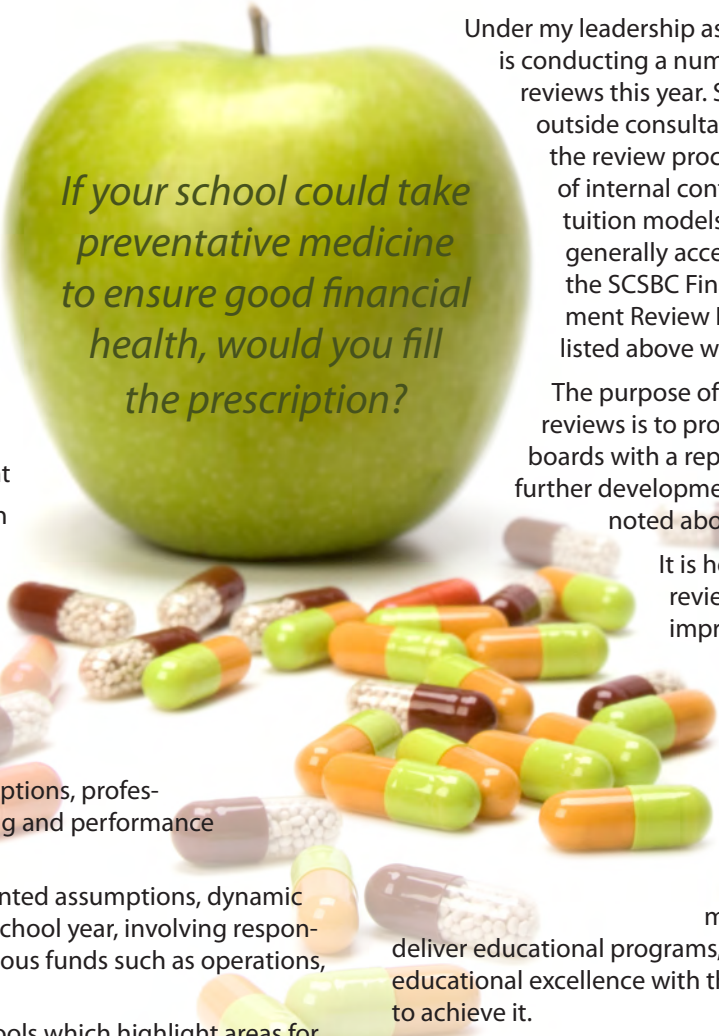
by John Vegt

Do you ever wonder about your school's financial health? When was the last time your school had a financial health check-up? If your school could take preventative medicine to ensure good financial health, would you fill the prescription?

As SCSBC Director of Finance, one of my responsibilities has been to maintain oversight of the proper implementation of the SCSBC Charitable Tax Receipting Framework. Doing so has required me to monitor the financial statements of all our member schools over the past four years. Through this process, it has become abundantly evident which processes and procedures need to be in place to ensure that a school remains financially healthy.

Let's examine the key ones:

- Adequate financial reporting with variance analysis and departmental statements
- Strong taxation and legal compliance for payroll, HST, donations and annual reports
- Application of generally accepted accounting principles (GAAP) for non-profit organizations with current GAAP Section 4400 requirement
- Effective internal controls which are documented, tested and compliant with the *SCSBC Internal Control Checklist*
- Accounting software and other software appropriate for schools
- Competent bookkeeping and accounting staff with job descriptions, professional development, goal setting and performance measurements
- Detailed budgets with documented assumptions, dynamic for significant changes during school year, involving responsible parties segregated for various funds such as operations, capital and other funds
- Application of benchmarking tools which highlight areas for improvement for all operational and capital performance indicators
- Appropriate long term financing with reasonable repayment periods, terms and conditions
- Informed administration with adequate financial literacy skills
- Qualified treasurer and finance committee with documented mandate to ensure solid financial recommendations to board and advise to the administration



*If your school could take preventative medicine to ensure good financial health, would you fill the prescription?*

- Fair compensation for staff but with efficient student staff ratios
- Fair tuition models including tuition assistance policies, collection procedures and flexible for families with single or multiple students
- Dynamic use of strategic plan reviewed and acted upon on regular basis focusing on future oriented financial information with operational, facilities, information technology and changing education program requirements
- Clear and appropriate communication at AGM with big picture story of financial position of the school

Under my leadership as Director of Finance, the SCSBC is conducting a number of school financial health reviews this year. School business managers and outside consultants will also be used throughout the review process. These reviews will make use of internal control checklists, benchmarking and tuition models. They will review financing terms, generally accepted accounting principles and the SCSBC Financial Stewardship and Development Review Handbook. All aspects of the items listed above will be addressed.

The purpose of these in-school financial health reviews is to provide school administrators and boards with a report of strengths and areas for further development regarding the financial aspects noted above.

It is hoped that such financial health reviews will result in assisting schools to improve their stewardship of financial resources, processes and procedures. Another goal would be to provide more assurance to administration and school board that the financial aspects of the school are operating at an optimum level. These financial reviews are not about determining the least expensive way to

deliver educational programs, but rather are intended to match educational excellence with the most efficient and effective way to achieve it.

Proverbs 24:3 provides a clue of a school's financial health: "Any enterprise [school] is built by wise planning, becomes strong through common sense and profits wonderfully by keeping abreast of the facts." (TLB) This hints at strategic planning, budgeting, effective processes and procedures and being fully informed of the financial situation. Let's consider them all!

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is the SCSBC Director of Finance

# Funding Specific Learning Outside the Classroom

by Gerry Ebbers

Students learn both in and out of the classroom.

Learning outside the classroom can be incredibly profitable experiences both for curricular objectives and for holistic student development. Such learning may include expeditions that demand field work, field trips that may include at least one overnight stay, and tours that may involve significant travel over a longer period of time. Financial resources need to be allocated to learning both in and out of the classroom.

Schools that simply allow or expect teachers to raise funds for learning outside the classroom (resulting in a plethora of sales, 'thon's' and 'asks') are being counterproductive because the more one asks, the less one gets. Nor is it fair that those teachers who have access to fundraising options, like the sales from the vending machines or the kitchen to make pies, always get their out-of-the classroom learning funded.

There are better ways of funding all learning. It would be safe to say that most of the learning done in the school's classrooms is included in the annual budget. However, it would also make sense to include the funding for all learning (whether in or out the classroom) in the annual budget. It is also understandable that some learning outside the classroom could be funded outside of the annual budget if it involves a limited group of students with a significant cost to achieve specific learning outcomes.

To provide a balance of engaging learning within and without the brick and mortar classroom walls, a school's educational leadership will need to wrestle with the allocation of funds for each. Those leaders will also need to frame the parameters for funding those situations that involves a limited group of students with a significant cost to achieve specific learning outcomes. Depending on a school's governance model, the decision-making process also may involve the development director, the educational committee or team, or the school board.



*Operating budget: If the trip or tour is an important, perhaps essential, aspect of the curriculum, then that will determine how much of its cost is included in the operating budget (and covered, therefore, by government grant and tuition). The operating budget pays for all other essential costs of education so it should pay for all or most of essential learning outside of the classroom.*

*Additional fee: It is reasonable to expect students to pay a fee in addition to their tuition for any trips that are course specific (like a biology campout) or limited to their involvement (like a band trip) since not all students are taking that option at the same time.*

*Sales: This could be profits from vending machines or lunch programs. It could also be profits from various product sales, but beware that these sales, unless handled properly, can negatively impact the school's more essential fundraising activities like its annual drive.*

*Sweat equity: This is the income earned by students doing various jobs. It could be a car wash for example, but, again, beware that how these work projects are organized can be seen by your supporting community as another 'ask'. What you want to do with these projects is sell to a much broader community.*

*Annual drive: Allowing donors to indicate which option they would like their donation to fund with their gift to the annual drive is an excellent way to secure resources for specific out-of-the classroom learning. The school's leadership may need to set some maximums on this option as it will for other options on drive gifts.*

*Dedicated fundraiser: A school is wise to have only two or three major fundraisers each year and the first priority of any board is to fund the overall needs of the school, both for current operating costs and for long-term viability. However, one fundraiser each year could be used to generate the resources for specific out-of-the classroom learning.*

The challenge for a school's leadership is providing engaging learning opportunities both in and out the classroom walls in tandem to what the financial resources of the school community can allow. If it's planned well and in advance, everyone can benefit. If not, there can be a lot of hurtful competition among staff and parents as they push those opportunities that benefit only their students and children rather than the school community as a whole.

Need some more help with this challenge? Please get in touch with me.

Gerry Ebbers ([geraldebbers@shaw.ca](mailto:geraldebbers@shaw.ca)) is the SCSBC Consultant for Stewardship and Development

EXPENSES	RESOURCES
Travel: \$	Operating Budget: \$
Accommodations: \$	Additional Fee: \$
Meals: \$	Sales: \$
Fees: \$	Sweat Equity: \$
Other costs: \$	Annual Drive: \$
Other costs: \$	Dedicated fund-raiser: \$
<b>TOTAL: \$</b>	<b>TOTAL: \$</b>

The following are some considerations for funding a limited group of students with a significant cost to achieve specific learning outcomes:

# SCHOOL NEWS

# CALENDAR OF EVENTS



## Vernon Christian School Loft

Vernon Christian School has installed a loft in their Kindergarten classroom. This exciting addition not only adds more area to the room, but also brings other educational benefits including honing gross motor skills on the stairs and experiencing a bird's-eye perspective of the rest of the room. The loft sits over the sunken reading corner, which has become an intimate space of bookshelves and tiered listening levels.



## Surrey Christian School Cafe

The Falcon Cafe at Surrey Christian School's secondary campus provides an opportunity for students to learn and practice leadership and entrepreneurial skills, to help each other make wise food choices, to provide funding for the athletics programs and to continue the support of Global Partners in Sierra Leone and Honduras.



## Vancouver Christian School Tribute

Each fall, Vancouver Christian School honours the memory of Terry Fox and his coast to coast fund-raising campaign for cancer research with an event that uses the collective running capacity of the entire school community. On an 800-metre track set out around the school building, this year's students ran an astonishing 1,555 laps, or 1,244,000 metres, for a grand total equivalent of 29.6 marathons!



## Northside Christian School Computer Lab

This NCS Grade 5-6 computer class looks forward to becoming expert computer users. In the lower grades, Northside students are introduced to keyboarding skills for note taking and preparing assignments. In Grade 7, 8, and 9, the students take courses in Microsoft Word, Power Point, and Excel.

## Bulkley Valley Christian School Renovations

After more than a year of planning and preparation, BVCS in Smithers started the school year as a unified preschool to Grade 12 campus at its renovated and expanded facilities which formerly served as its secondary campus. More than 230 students enjoy being in a building which houses a new art room, a second computer lab, and a redesigned lower level for preschool to Grade 6.



## [NOVEMBER]

- 4: Board Chair and Principal Seminar
- 4: Business Manager and Bookkeeper Training
- 4: Charitable Tax Receipting Framework Training
- 5: Leadership Conference
- 5: SCSBC AGM
- 18: Destiny Specialist Day
- 22: Learning Leaders Meeting – K to 12 (formerly Curriculum Coordinators Meeting)
- 28: Middle School Principals Focus Day

## 2011-12

## [JANUARY]

- 10: Learning Leaders Meeting – K to 12 (formerly Curriculum Coordinators Meeting)
- 16,17: Project-based Learning Training
- 13: Music Focus Day
- 19: High School Principals Meeting
- January 20: Preschool Focus Day

## [FEBRUARY]

- 1: Special Ed / Learning Assistance Focus Day

## [MARCH]

- 8: Learning Leaders Meeting – K to 12
- 22-24: NAESP Convention for Elementary Principals



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