

The following poem is a poignant statement of the challenges young people face when they enter into a new culture.

*I am caught between two different cultures;  
And both are important for me to carry on.  
But yet, I don't know which one to grow  
up with;  
for I am too young to distinguish the side  
effects.*

*Sorry my parents cannot help me academically  
because they are busy to survive themselves.  
Even when my parents have the time and  
heart to help me, they can't;  
because they don't speak English themselves...*

*Sure I can talk to my counselors and my  
teachers;  
but how am I able to express myself to  
them with my broken English?  
Even when I find my counselors and teachers  
who speak my language;  
but then I find them to have so many  
to care for.  
Sure, I have friends to turn to;  
but I find many are in a similar situation  
like mine.*

*Suddenly, I realize I am lost;  
because I have no where to turn into for help.  
I can't go back to the place where I  
came from;  
because my whole family is here;  
neither can I move forward to this new land;  
because I am not yet able to let go of myself.*

*Yes, I need help! I need help with my  
homework.  
Yes, I need help with my identity.*

Space still available! [scsbc@twu.ca](mailto:scsbc@twu.ca)



# Developing Christian Schools

8<sup>th</sup> Annual Development, Finance,  
Marketing, Stewardship and  
International Education Conference

APRIL 14-  
16, 2004

*Yes, I need help in making the right friends.  
Yes, I need sound advice to carry on my  
cultures.*

The challenge of integrating and supporting International Students is multi-faceted and the need for support and resources is vital. At the SCSBC we are available to provide support for individuals working with International Students through workshops, networking, and resource materials to enable schools to effectively meet the needs of these students.

Again this year at the SCSBC Developing Christian Schools Conference (see above) there will be a track of workshops for those who work with International Students and their families. These workshops and the opportunity to spend time sharing experiences and exchanging resources will be time well spent. In one of the workshops, participants will be able to experience first-hand the frustration of struggling to communicate with someone from a different culture and the difficulty of coping when the "rules change." It is an eye-opener!

Information regarding the conference can be found on the SCSBC website: [www.scsbc.ca/services/conferences/dev/devcon.html](http://www.scsbc.ca/services/conferences/dev/devcon.html)  
For more information about the specific International Education workshops, feel free to contact Marlene Bylenga: [ieprogram@scsbc.ca](mailto:ieprogram@scsbc.ca) or 604-533-4513.

Poem source: Ellen Lee, "Immigrant Youth". *Journal of Undergraduate Research* 2 (1), 1, Fall, 1995. Copyright by the State University of New York at Stony Brook.



# When the Rules Change *experiencing the effects of cultural differences*

by Marlene Bylenga,  
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[www.scsbc.ca/internationaled/index.html](http://www.scsbc.ca/internationaled/index.html)

One of the defining characteristics of Canada is that we are a multicultural society. We pride ourselves on the fact that as Canadians we are allowed to maintain our own cultural identity and yet be "Canadian". Although, we may live amiably side by side we often remain within our own cultural "comfort zone". As a result, we may learn very little about the diversity and commonalities the Lord has created within individual cultures. Historically, many of our schools have reflected a European cultural identity and have just recently shown the multicultural mix which is characteristic of our country.

With the increasing diversity in our schools, the challenge for educators, board members and the broader community is to build a school community where intercultural understanding and positive interaction become defining qualities of who we are. It would be naïve to assume that understanding and interaction will



Students at Langley Christian School

happen naturally. However, if we educate our students regarding the values and norms of the individual cultures represented within our student body we will enable them to develop healthy relationships across cultures and to become effective co-workers in God's kingdom.

Some of the challenges that may be encountered as schools integrate international students and/or recent immigrants into their community are differences in communication styles, expectations of the education system, and homestay issues. Another significant issue for international students entering into a new culture is dealing with the stages of **Culture Transition**.

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# Curriculum

Robert Koole, *Director of Curriculum* [koole@twu.ca](mailto:koole@twu.ca)  
[www.scsbc.ca/services/curric/curric.html](http://www.scsbc.ca/services/curric/curric.html)

## ELEMENTARY LANGUAGE ARTS

The SCSBC Elementary Team is working on renewed explanations, teaching ideas, and resource suggestions for the components of Language Arts. The following descriptions provide a taste of what is being developed.

*Letter Sound & Word Study* – important component of a balanced literacy program. Examines letters/words for consistencies within written language, to help students master recognition, spelling and meaning of specific words, word parts and phonemes. Children may learn with little specific/explicit instruction or require more direct instruction. Learner needs to be consciously aware of sound segments that are blended into syllables and words.

*Read Aloud* – teacher reads to the whole class/small groups using a selected body of children's literature (a variety of genres, representing varied traditions of society). Can be a base for other activities. Teacher provides full support for students to access text; children encouraged to respond to pictures, meaning, and language.

*Shared Reading* – provides opportunity for teachers to demonstrate reading/interact with students. Teachers use common text to model/articulate how one thinks while reading (with whole class/smaller groups). Helps develop basic literacy skills. Students learn how print works, how pictures and words support each other. Helps children build vocabulary, comprehension. Students get the 'feel of reading'. Stimulates a growing interest, enjoyment of a wide range of genres.

*Guided Reading* – developing the skills that have been taught during Read Aloud and Shared Reading. Interaction in a small group setting is vital.

Descriptions for Guided, Interactive, and Independent Writing as well as Literature Circles, Novel Study, Readers Workshop/Book Club are still being developed.

Students must work with text at their instructional reading level (90-95% of text can be understood independently). Groups should be homogeneous in reading ability. Teacher guides with prompting statements and questions before, during, and after reading.

*Paired/Buddy Reading* – fluency building technique for less skilled readers. More able reader (tutor) and emergent reader (apprentice) read together in tandem. Tutor reads with apprentice, a fraction of a second behind. Apprentice may choose to read alone. When the apprentice misreads/makes an error, the tutor supplies the correct word and resumes reading aloud.

*Independent Reading* – students read and enjoy books at independent reading level (95 – 100% accuracy) from a variety of genres. Helps to build fluency and confidence. Teachers monitor student book selection. Could be one element of the "self-selected reading block": (a) teacher read-aloud (b) independent reading and conferencing and (c) student sharing.

*Modeled Writing* – teacher daily demonstrates the writing process while thinking aloud. Teacher writes about personal/classroom experiences. Can include different genres and mini lessons that address growth in student writing.

*Non Fiction Writing* – describes, explains, instructs, persuades, retells information and/or explores and maintains relationships. Opens doors to possibilities beyond narrative. Helps students discover different purposes/formats for writing; enables them to communicate to a wide audience.



## RECOMMENDED READING FOR LANGUAGE ARTS:

*The Joy of Language: A Christian Framework for Language Arts Instruction* by Robert W. Bruinsma. Colorado Springs, CO: purposeful design publications (ACSI), 2003. – A language-centered, redemptionist view of teaching the language arts that encourage us to be Christian teachers, not just Christians who teach.

*Literature through the eyes of faith* by Susan Gallagher and Roger Lundin, 1989. San Francisco: HarperCollins – Promotes "the study of literature ...enables us to respond to the order, beauty, and grace of God and his world and to the disorder that our sin has brought into that world."

See also the Language Arts section of *Educating with Heart and Mind (new)*: [www.scsbc.ca/membersonly/core/laenglish.pdf](http://www.scsbc.ca/membersonly/core/laenglish.pdf) (password required)

# Noteworthy



- **CHRISTIAN EDUCATION WEEK:** CSI's Christian Education Week 2004 is April 18-24. The theme is "Living Hope" (from 1 Peter 1:3). [www.csionline.org](http://www.csionline.org)
- **PROFESSIONAL DEVELOPMENT OPPORTUNITIES:** Trinity Western University offers several summer courses for educators. See [www.scsbc.ca/summer.html](http://www.scsbc.ca/summer.html) for more.

- **THE PERSONAL INFORMATION PROTECTION ACT (PIPA):** What are your school's obligations? The SCSBC has supported FISA in the development of two model policies (including suggested language for student registration forms). See [www.scsbc.ca](http://www.scsbc.ca)
- **WINTER CAMP:** In February, Agassiz Christian School concluded a two month "winter camp" for five international students from Korea: an "integration of cultural experience".
- **SCHOOL PERFORMANCES:** "The Sound of Music", Haney-Pitt Meadows Christian School (May 13, 14, 15); "The Pirates of Penzance", Bulkley Valley Christian School (May 7, 8, 13, 14, 15).
- **CHOIR TOUR:** At publication time, a choir from Timothy Christian School (students, alumni and parents) was preparing for a tour of Holland, to perform in several locations with a total of over 200 other singers.

What's happening in your community? Mail, fax or email your noteworthy items to us at the SCSBC: 7600 Glover Road, Langley, BC V2Y 1Y1, Fax: 604.888. 2791, Email: [scsbc@twu.ca](mailto:scsbc@twu.ca)

## SCSBC Calendar

([www.scsbc.ca/calendar.html](http://www.scsbc.ca/calendar.html))

### APRIL, 2004

- 1 Northern CTABC Pro D Day – Houston
- 5 Middle Team (Curriculum) Meeting 9:30-3:00
- 8 Interior CTABC Pro D Day – Vernon
- 9 Good Friday
- 12 Easter Monday
- 14-16 SCSBC Development Conference
- 18-24 CSI Christian Education Week
- 26 SCSBC LPG Committee Meeting

### MAY

- 6-7 CPABC Spring Conference – Trinity Western University
- 7 SCSBC Spring General Meeting

- 24 Victoria Day

### JUNE

- 28(-July 16) TWU Educators' Summer Sessions
- 30 Schools close for summer vacation

### JULY

- 22-25 CSI Convention – Washington, D.C. (Arlington, Virginia)  
Theme: "Habits of the Heart and Mind."

# Community News



Langley Christian Elementary School



King's Christian School



Bulkley Valley Christian Elementary School



Penticton Community Christian School

- Bulkley Valley Christian School has hired a new elementary principal for the coming year. **Mrs. Beth Ripmeester**, from southern Ontario, has worked as both a Christian elementary school teacher and Christian school principal.
- The Board of Directors of Langley Christian School is very pleased to announce the selection of **Susan Dick** as the new elementary school principal. Susan currently serves as the Assistant Principal at Abbotsford Christian School, Clayburn Hills Campus.
- Welcome to **Karl Boehmer**, taking over as principal at Penticton Community Christian School this fall. Karl has been the principal at Dease Lake Elementary/Secondary School in BC School District #87 (Stikine).
- King's Christian School, located in Salmon Arm, now has two students in the apprenticeship program. Students meet regularly with the school's education and career counselor, **Melanie Bartusek**.

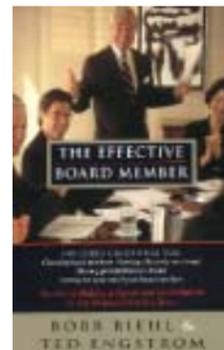
## new RESOURCES

[www.scsbc.ca/resources/curric.html](http://www.scsbc.ca/resources/curric.html)

### BOOKS

**The Veil Is Torn** (2002-2003). Byfield, T.; Demmon, C.; Thomas, G.; Hopkins, S.; Allen, C.; Galli, M. et al. Edmonton: Christian History Project – The first volume of the series *The Christians: Their First Two thousand Years*, published by the Christian History Project. **The Veil Is Torn** describes the period from Pentecost to the destruction of Jerusalem. To find out more visit [www.christianhistoryproject.com](http://www.christianhistoryproject.com) or call 1-800-853-5402.

**Student Advisories in Grades 5-12: A Facilitator's Guide** (2002). MacLaury, Susan. Norwood: Christopher-Gordon (ISBN 1-929024-46-0) – This book will help you to better understand what advisories (for middle and high school students) are and how they can be implemented and facilitated effectively.



**Teaching Redemptively: Bringing Grace and Truth into your Classroom.** Graham, Donovan L. Colorado Springs: ACSI (ISBN 1-58331-058-4 / 1583310584) – Teaching Redemptively challenges teachers to incorporate biblical principles into all areas of education, reflecting God's character in both process and content.

**The Effective Board Member (1998).** Biehl, B. and Engstrom, T. Nashville: Broadman and Holman (ISBN 0-8054-0174-1) – This is an indispensable tool for understanding and mastering the techniques of working successfully with other board members. Presents a detailed look at the decision-making process and the duties of the board and it's chairperson.

# Selecting Board Members

## Arm Twisting OR Investing in Leadership Potential?

by Henry Contant, Executive Director  
[contant@twu.ca](mailto:contant@twu.ca)

Each year Christian school boards face the important and challenging responsibility of nominating suitable members of the school society to serve on the board. In *The Effective Board Member*, Biehl and Engstrom point out that with the right board members the right things happen, and vice versa. As boards and as leaders, it is imperative to master the skill of selecting the right people for the right positions.

### DANGER SIGNALS IN A BOARD

#### CANDIDATE PROFILE

- Has personal (hidden) agendas
- Is consistently negative, always focusing on why something can't be done
- Is fearful of the future
- Is stingy
- Is extremely emotional, needy, or self-centered



### AN "IDEAL" BOARD MEMBER PROFILE:

- Meets scriptural qualifications (1 Tim. 3, Titus 1)
- Is God-oriented – life and sense of purpose focused more on God than on personal achievements, family or a mission or program
- Is motivated by faith in the supernatural

work of God – a board sized faith

- Is a person of prayer
- Is able to be decisive
- Sees the 'big picture' – has a global perspective
- Is positive and focused on the future, yet is also realistic
- Thinks critically, without a critical attitude
- Is a natural encourager, a cheerleader for the whole group
- Believes strongly in the mission of the school
- Feels at ease in an advising relationship with the principal
- "Fits" in with current board members
- Is not a 'rubber stamp' nor a "devil's advocate"
- Demonstrates ability to delegate effectively
- Enjoys a wide network of friends, professional contacts
- Can think independently, not insisting on "my way"
- Is humble and not judgmental
- Keeps priorities clear while able to sort out the many details in a confusing situation
- Shows a willingness to adapt a program to meet needs
- Has a spouse supportive of having one serve on the board
- Presents no conflicts of interest
- Has a servant-leader attitude: "How can I help the group win?"
- Is willing to work, to do homework, and to serve.
- Is able to work with the team, not against it.
- Brings a wide variety of successful experiences
- Has rebounded from failure with integrity
- Demonstrates a commitment to honesty, loyalty, and excellence.
- Understands the importance of confidentiality on sensitive information
- Shows a desire to grow and learn

R.C. Sproul said, "The best time to fire a person is when you don't hire him." The same is true of board members. Do you "twist arms" in order to fill your board positions? Do you accept any person who is willing? Has your board given thought to the kind of people you need? Do you inspire people with "vision" in preparation for service?

Biehl and Engstrom provide two helpful lists for selecting board members (see text boxes). Recognizing that no one person possesses all the "ideal" traits, discuss which traits are imperative and which can be developed during a term of service on the board. Before asking someone to serve on the board, tell them exactly what is expected of them. This will help to avert frustration and tension from wrong assumptions.

Remember, too, that board members are more productive when they are nurtured: provide adequate orientation and training, encourage/pay for their attendance at leadership conferences/seminars, build a "training" component into every board meeting, and share resources with them. One SCSBC school implemented a policy with an overlap period for retiring and incoming board members as a way of improving the annual transition time for all involved (see page 5).

Don't fall into the trap of trying to "arm twist" leadership from your society membership. Invest in growing their leadership potential instead. It will be one of the wisest decisions your board can make.

[www.scsbc.ca/services/leader/leader.html](http://www.scsbc.ca/services/leader/leader.html)

# Spring Cleaning your Development Department

by Gerry Ebbers, *Financial Stewardship*  
[geraldebbers@shaw.ca](mailto:geraldebbers@shaw.ca)

[www.scsbc.ca/services/finstew/finstew.html](http://www.scsbc.ca/services/finstew/finstew.html)



Be sure to do your spring cleaning before you plan next year's activities. Here are some things you should do:

1. **Review all of your fundraising events/activities and identify those where the returns exceeded your efforts.** Obviously, you need to make money on fundraisers, but your efforts should be returned five- or ten-fold.

If a particular fundraiser is not producing this return, get rid of the event/activity or decide that it is really a community-building event and treat it that way instead. Every school needs one or two good annual fundraisers that raise big bucks and develop community. Two big events/activities are better than a dozen small ones.

2. **If you do decide to jettison some event or activity,** realize that some people may be passionately involved and the loss could be traumatic.

Retire events graciously, thank those involved profusely, and channel them into more productive activities.

3. **Review the records you have been keeping on new contacts for the school.** How have new parents heard about the school? Review your public relations and marketing plans to insure that your efforts are reaching your markets with the most potential.

4. **Finally, review your internal public relations program.** What are the key messages you will want to get across to your parents and supporters next year? Use these messages to guide your presentations at annual meetings and to determine what articles you want in your newsletters.

The most important thing you can do is send a team to the SCSBC development conference in April. All of the above issues will be covered in workshops and roundtable discussions. For a detailed conference schedule, see the SCSBC website: [www.scsbc.ca/services/conferences/dev/devcon.html](http://www.scsbc.ca/services/conferences/dev/devcon.html). If your school would like additional help, I am available to attend your development and community relations committee meetings to help your school achieve these objectives.

## Improving Your Board's "Transition Time"

To invest in growing the leadership potential of board members, and to improve the annual board transition time for all involved, one SCSBC school has implemented a policy for an overlap period:

*Newly elected board members begin their responsibilities in June and retiring board members voluntarily continue their board and committee service in a non-voting (advisory) capacity until after the September board meeting.*

### Rationale:

1. *This policy provides needed continuity for the board during its time of transition each year.*
2. *Newly elected board members benefit from the discussion and insight of retiring board members on issues that they may otherwise be ill-equipped to deal with.*
3. *This avoids newly elected board members from being asked to consider recommendations that they may otherwise have little context in which to make their decision.*

Spring is one of the busiest times for development committees and community relations committees. The latter is busier than a one-armed painter on a ladder getting out all the advertising and information for open houses and recruitment efforts. The former is probably doing the final planning for an annual spring fundraising event. So spring may not be a good time to do a review of your activities, but do plan a meeting before the school year is over to concentrate on this issue.

 **Christian Principals  
Association of  
British Columbia**

### Spring Conference

May 6-7, 2004

TRINITY WESTERN UNIVERSITY  
REIMER STUDENT CENTRE

Plan now to attend!

Information will be posted on the SCSBC website as it becomes available: [www.scsbc.ca/services/conferences/cpabc/cpabc.html](http://www.scsbc.ca/services/conferences/cpabc/cpabc.html)

## SCSBC Spring General Meeting

[www.scsbc.ca/services/leader/aggm.html](http://www.scsbc.ca/services/leader/aggm.html)

MAY 7, 2004 - beginning at 7:30 pm

Main Floor, Fosmark Centre  
TRINITY WESTERN UNIVERSITY CAMPUS  
7600 Glover Road, Langley, BC

\*Be sure to appoint your delegates now.

Our thanks to FISA for  
lobbying to change the operating grant  
payment schedule for independent schools!  
Group 1 and 2 grants will now be paid to school  
authorities in four rather than three installments:  
October 31-20% January 31-20%  
March 31-30% June 30-30%

## Curriculum Resources on [www.scsbc.ca](http://www.scsbc.ca)

Now available to our member schools as part of the SCSBC website, these resources can be found under "Member Resources (password protected)" at [www.scsbc.ca/resources/curric.html](http://www.scsbc.ca/resources/curric.html)

### Elementary

- *Serving all Children Well: A Resource for Differentiating Learning* (SCSBC Elementary Curriculum Team, 2003)

### Middle School

- *The Middle School Reality: More than a dream* (Delta Christian School, 2003)
- *Learning Together in the Middle: an introduction* (SCSBC Middle Level Team, 2003)
- *The Christian Middle School: An Introduction to The Middle School Concept* (PCS)

### Secondary

- *Board/Authority Authorized Courses (2004)*
- *Graduation Program Exams (2004)*