

Put Away Those Bread Knives!

Bill de Jager & Joanne den Boer

It's happened to us! It's happened to you! The wonderfully designed techno-gadget that you ordered off the internet arrives in the mail. In your haste, you fail to notice the unpacking instructions attached to the box. After the irritation of now having a few broken fingernails as a result of your tugging and attempted ripping, you finally resort to the use of a bread knife to saw the belligerent ends open. Then you claw through the styrofoam peanuts and paper stuffing, grabbing the promised package. It's finally free, except for that indestructible clear plastic cover.

Unaware that the unpacking instructions have fallen on the floor, you look for a corner tab that will easily peel back. No tabs; no nothing! In your mounting frustration, you impulsively

grab your special ball-point pen and begin jabbing holes through the cover, only to snap your pen in half after the third hole, leaving a deep gouge on the prize and ink slowly seeping toward the holes. You snatch your bread knife again and desperately saw through the plastic, stopping only when you realize that you have cut right into the object inside! The unpacking instructions lie unread on the floor.

When will we ever learn?

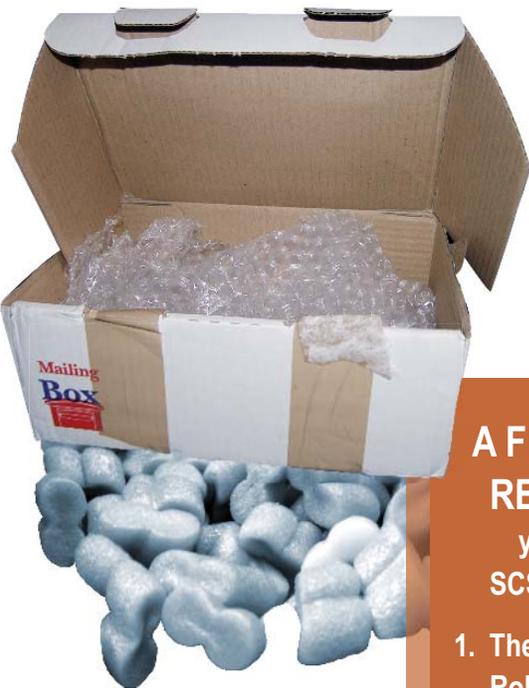
Sometimes, Christian learning communities are like that too. With less regard for their unpacking instructions, their unwillingness to review

Learning flourishes when the dynamic interplay between curriculum, instruction, assessment, and professional development is carefully balanced. Continual emphasis on one educational element at the expense of the others has its price—learning suffers.

In the past, many dedicated teachers have spent considerable time in the crafting of well-designed curriculum. Some are used only by their creator. Some are safely stored on the shelves of the school library's Pro-D section. Others are filling filing cabinets. Numerous educational resources have been developed and collated into resource handbooks by participating teachers and SCSBC staff; principals' offices politely display a shelf of SCSBC resources. Yet, how many of those resources seem to be wrapped with that indestructible clear plastic cover?

Instructing students by unpacking well-designed curriculum is both a craft and an art. Teachers effectively trained in pedagogy, aware of current learning research, and willing to invest in significant relationships with students are gifts from God to a learning community. Through teachers' creative instruction, students become deeply engaged and challenged. Then learning is natural. Things begin to make sense! It's delightful!

(continued on page 8)



A FEW OF THE RESOURCES you can find in SCSBC publications

1. **The Ed. Committee's Role in Evaluating the School & Its Programs** (Good Teaching Comes from the Inside)
2. **Unit Planning: Backwards Design** (Educating Toward Wisdom)
3. **Educational Support Program Scheduling** (Serving All Children Well)
4. **School Checklist: Earthquake** (Responding to a School Emergency)



“By asking questions you may just find that your ESS program is in a fluff-loved-off condition but still very useful and desirable as is. Or you may have to stitch up a few holes that have emerged over time.”

The “Well Worn” Department: Evaluating your Educational Support Services program

Joanne den Boer

There it sits on your family room sofa—that well worn, fluff-loved-off stuffed animal. It was yours when you were little, was handed down to your children, and now waits patiently for the grandchildren to be born. Full of soft stuffing, satin lined ears, real horse hair whiskers: the stuffy has wiped tears away, heard dreams of the future, and just been a faithful friend to the children who held it.

It’s had its day, but does it still have value and a purpose? Absolutely! It just needs some new button eyes and a little stitching along a few seams. Good as new, it can be passed on to serve and be loved by a new generation of children.

Perhaps your Educational Support Services department is the stuffed animal of the school. It serves a great purpose—providing appropriate learning opportunities for children—but has it been a long time since your Educational Support Services was fresh and new? How do you know...

- if you are still meeting the needs of the students in your school in a way that supports their learning, that helps them to achieve the goals set out in their Individual Education Plan (IEP), and that supports the classroom teacher effectively in this collaborative adventure?
- if your procedures for referral are up to date?
- when your last pro-d for educational assistants took place?

A way to answer these and similar questions is to refer to the new SCSBC Educational Support Services handbook, *Serving All Children Well*, which your school recently received. One of the sections addresses evaluation of the ESS program.



- Educational Support Services Department every few years: an in-depth program review with involvement by the SCSBC and requested by the school’s education committee and/or board” (p.3)

How does one start an in-house evaluation? The new ESS handbook has some practical helps available in the Evaluation section, including checklists, questionnaires, and self-evaluation sheets that can be used by classroom teachers, coordinators, educational assistants—all providing valuable feedback to the department.

By asking questions you may just find that your ESS program is in a fluff-loved-off condition but still very useful and desirable as is. Or you may have to stitch up a few holes that have emerged over time. And, yes, you may conclude that it’s time for an overhaul.

But if you don’t inquire, how will you know if you are “serving all children well”?

SAMPLE QUESTIONS: ESS Teacher Self-Evaluation

- I plan student programs or IEPs in collaboration with classroom teachers.
- I provide in-service opportunities for educational assistance staff including leading in-service sessions.
- I look for new materials and resources to provide effective services to students.
- I am familiar with the primary, intermediate, and/or high school programs.

Why evaluate?

- “to implement an effective program that meets the needs of the school community
- to facilitate school program growth plans designed to improve student learning
- to make the necessary program procedure changes” (p.3)

When should an evaluation be done in ESS?

- “on a yearly basis: conducted by the

Joanne den Boer (joanne.denboer@twu.ca) is the SCSBC Director of Curriculum and Instruction, Early Childhood-Elementary (preschool-grade 5), with oversight of Educational Support Services.

“ The process of adjusting to a new environment is called ‘Culture Shock’ and is the reaction to feelings of disorientation and confusion that occur when individuals leave familiar surroundings and enter into unfamiliar surroundings. ”



Helping Students Cope with Culture Shock

Marlene Bylenga

A new school year is well underway. For the most part both new teachers and students have become familiar with the routines of their new school.



It is safe to assume that all is going well, however in the past few weeks I have been reminded again of the incredible challenges international students and their families face entering a new culture. Most students and families enter their new environment with a great deal of excitement. As the newness wears off, though, individuals may discover that the transition is not as easy as anticipated; they may become frustrated and question their abilities and gifts. It is very important for staff to recognize and understand the process these students are going through as they adjust to a new culture. The process of adjusting to a new environment is called “Culture Shock” and is the reaction to feelings of disorientation and confusion that occur when individuals leave familiar surroundings and enter into unfamiliar surroundings.

At this point in the school year, new students may discover that it is not always easy to make close friends. Returning students may have their own circle of friends and may not be sensitive to the needs of new students. The international student may begin to feel that he/she has lost his/her identity. Sometimes limitations in language hinders them from sharing their history, abilities, talents, normal responses, accomplishments or areas of expertise. Feelings that people of the host culture do not care begin to surface and students may question whether their achievements in the previous setting were as significant as they thought. The difference between what was expected and what they are experiencing can trigger a sense of panic.

During this stage the student can become more self-centered than normal. They may worry about their health, relationships and personal safety to a far greater degree than usual. Culture shock often includes actual physical problems such as headaches, stomach aches, inability to sleep or oversleeping, and loss of appetite or overeating. People experienc-

ing culture shock may be quick to cry and become angry, forgetful or extremely shy. These are normal reactions to the extreme stress and confusion that happens when some one is trying to adapt to a new circumstance.

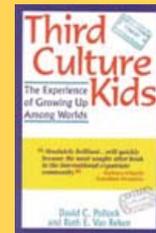
Differences in educational systems also cause a lot of stress. Teaching, grading and discipline styles vary from one culture to another. Many of our students come from school environments where discussion and other forms of participation are not encouraged; for many of them their mark on tests and quizzes determine their final grade. It can be very frustrating for students who are used to receiving high grades to receive a lower grade because of their lack of participation.

Being aware of the challenges students are experiencing can assist us in encouraging students and in helping them deal with their disappointments and ease the symptoms of culture shock. Being empathetic and making students aware that this is somewhat of a normal process, and encouraging them to remain flexible and open-minded, will help ease their culture shock. It is important to encourage the students to talk with other students who are going through or have gone through the same experience and also work at developing a balanced routine of study, leisure and rest.

There are many resource materials available outlining the process of culture shock and describing the joys and challenges of crossing cultures. The books highlighted (right) are useful resources that could be included in the teacher resource area of your library.

RESOURCES

THIRD CULTURE KIDS: THE EXPERIENCE OF GROWING UP AMONG WORLDS, by David C.



Pollock & Ruth E. Van Reken – What happens to children when they

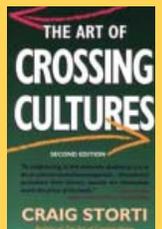
are raised outside their parents' home country?

THE ART OF CROSSING CULTURES, by Craig

Storti – This resource describes what it's like to encounter another culture, to be thrown by it, and to

make the adjustments necessary to succeed

and feel at home in an overseas environment. The author provides a plan of action for dealing with the effects of culture shock.



“ This legal obligation exists even though board members and volunteers may not be paid, and employees may not have signed any contracts or other documents related to confidentiality.

A BIBLICAL VIEW

Some board members may tend to think of breaching confidentiality as a “misdemeanor” sin. However, when God talks about gossip, he puts it on the list with things like sexual immorality and murder.

Why? Because it is so destructive to relationships. Gossip can not only tear a friendship apart, it can do the same to a family, a church, and a Christian school community. It has been said that more churches have been destroyed by gossip than persecution. What about our Christian schools? It's incredibly destructive to relationships when you trust someone and then find out they have violated that confidence.

There was a man who went to the priest and confessed the sin of gossip and asked him, “What penance can I do for this sin?” The priest said, “Here's what you do. You take a feather pillow and walk up on this mountain, rip it open and let the feathers fly everywhere.” The man did that and came back and said, “Is that it?” “No,” said the priest. “Now I want you to go pick up every feather.”

That's what a breach of confidentiality or gossip does. It just goes everywhere. One may never know the full impact that it's having but we do know that it can tear relationships apart and tear whole communities apart. May the wisdom of Proverbs 11:12 shape our conduct as board and committee members:

“A man who lacks judgment derides his neighbour, but a man of understanding holds his tongue.”

- Henry Contant (contant@twu.ca) served Christian schools for 30 years as a teacher, principal, and development director before becoming the Executive Director of the SCSBC.

Maintaining Board and Organizational

Nothing could be more frustrating! Supposedly confidential information discussed at a board meeting has been leaked to staff, members or others. The organization struggles to maintain confidentiality while some individuals feel it is their duty to “inform” members and others about what the board and organization is doing.

This better practice addresses two issues related to protecting board and organizational confidentiality:

- Is there a need for it to be confidential? If everything is considered confidential, then respect for confidentiality will decline. Also, the reason confidentiality is required should be explained.
- Do board members and staff know their responsibilities regarding confidentiality?

Need for Confidentiality

Associations and non-profits board members often acquire, maintain, and use confidential information such as:

- information generated in self-regulatory programs (e.g. through education, standards, certification, or codes);
- confidential member economic and other information collected in surveys or reporting programs;
- legal counsel opinions; employment and compensation information;
- trade secrets arising from association undertakings or those of partners or suppliers; and
- deliberations from in-camera sessions or other confidential discussions of the board.

The personal information of employees, members and donors is also increasingly protected by privacy legislation, and must be protected by the organization.

Confidentiality may be necessary for the best interests of the association or because disclosure of the information could cause injury to individuals or other organizations. The need for confidentiality exists when information is designated as “confidential”

(e.g. stamped or announced). It also applies where the need for confidentiality is obvious or evident (nature of the material or context of the situation), or required by applicable law, even though the information is not specifically designated as confidential.

Responsibilities to Maintain Confidentiality

It is not up to the individual to determine what is and is not confidential. If the organization considers and treats information as confidential, then board members, staff and volunteers must respect that need for confidentiality. As well, individuals are not permitted to overrule or disregard their duty to maintain confidentiality.

Board members, volunteers and staff are legally required to keep certain association information confidential. This legal obligation exists even though Board members and volunteers may not be paid, and employees may not have signed any contracts or other documents related to confidentiality. Board members have been placed in a position of trust, and it is their fiduciary responsibility to honor the association's need to keep certain information confidential.

A board member, volunteer or employee, who discloses confidential information, could impose liability on the association if the organization was legally required to maintain confidentiality. The board member, volunteer or employee may also face personal liability as a result of disclosing confidential information.

Tips for Maintaining Confidentiality

Train and educate board members, staff and volunteers who have access to confidential information about their responsibilities.

Board members have been placed in a position of trust, and it is their fiduciary responsibility to honor the board's need to keep certain information confidential. ”

Confidentiality

Wayne Amundson

Carefully preserve the confidentiality of any information that is designated “confidential” or appears to be of a confidential nature. For example, the federal privacy commissioner provides useful tips on how to handle personal information to keep it private, and many of them are applicable to other forms of confidential information.



While the “need to know” approach may seem to be overkill, it is a good practice to restrict confidential information to those who need it. Do not disclose confidential information (even within the organization) to anyone who does not need to have the information.

- Set policies regarding confidentiality so the expectations and responsibilities are defined, and the designation of confidentiality is not used to needlessly restrict membership rights or for political purposes.
- Always designate information as “confidential” if there is an expectation that it be maintained as such by board members, staff or volunteers.
- Encourage board members, staff or volunteers who are uncertain whether information is confidential, or how the organization sets confidentiality, to ask questions before disclosing anything.

The author is not a lawyer. As well, the information in this article is general in nature, and requirements and circumstances may vary according to an organization's constating documents or its geographic jurisdiction. Therefore, if this article raises red flags about what is happening in your organization, then you would be well-advised to consult your legal counsel.

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3 POLICY MODELS YOUR BOARD SHOULD CONSIDER

1. **PERSONAL INFORMATION PROTECTION ACT (PIPA) - 2003: Sample policies for staff and volunteers, parents and students:** www.scsbc.ca/resources/adminhdbk/sectional/index.html#privacy
2. **CONFLICT OF INTEREST & DISCLOSURE POLICY:** www.scsbc.ca/resources/members/intdisc06.pdf
3. **PROTECTING DIRECTORS & OFFICERS THROUGH LIABILITY INSURANCE:** www.scsbc.ca/resources/members/directors%20liability.pdf

A member school password is required to view these documents on the SCSBC website

3 Notes FROM THE INDEPENDENT SCHOOLS E-BOARD:

1 SET-BC Forms Due: Dec. 4, 2007 – Following the review of screening forms, Request for Service forms will be issued to approved schools. The screening form is available at: www.bced.gov.bc.ca/independentschools/is_forms/spec_ed/setbc.pdf

2 Pre-populated spreadsheets for submitting the teacher data required for the **Employment Registry** have been distributed. Completion instructions are available at: www.bced.gov.bc.ca/eboard/ind/topics/emp_inst.pdf

3 Daily Physical Activity Requirement – Effective Sept. 2008, the Province requires 30 minutes of daily physical activity for students. For more see: www.actnowbc.ca/EN/actnow_bc_for_students/the_requirement/

NEWS

- **VERNON CHRISTIAN SCHOOL's** elementary students participate in the Terry Fox Run each year. This year, Steve Onsonge, the newly appointed elementary assistant principal, told the students that if they raised over \$2100.00 he would kiss a pig. They did . . . and so he had to. The grades 1-6 students (numbering approximately 150 students) raised \$4706.00 for the Terry Fox Run; they ran/walked for 5 KM and then had a pig kissing ceremony.



- **CEDARS CHRISTIAN SCHOOL** had the final inspection of their four new classrooms! The school purchased a 7 acre parcel of land on



the west side of its property; during the summer months an area was cleared for the new buildings, which provided an extra 4500 square feet of classroom space, including a spacious development office. With waiting lists for more than half their grades, however, further develop-

ment is being planned including a new gym, four specialty/multi-purpose classrooms for the high school, and a new administration area and foyer.

- On October 2, twenty-one students and three adults travelled to Sendai, Japan to visit **PACIFIC CHRISTIAN SCHOOL's** sister school, Miyagi Gakuin. They spent a few days touring Tokyo and then headed up north on the bullet train. In Sendai they spent about 10 days staying with a Japanese family and experiencing what it's like to live in Japan. By visiting a drastically different culture, eyes get opened and horizons are broadened.



- The Dedication and Celebration of the new **LANGLEY CHRISTIAN ELEMENTARY SCHOOL** building took place on September 26. The new campus is located at 22930 - 48 Avenue,

just down the road from the Middle and High School.

- **ABBOTSFORD CHRISTIAN SCHOOL** held their 26th Annual Fundraising Auction on October 13th. It was another great success that wouldn't happen without all their volunteers—their thanks to all for the support.



BEACON CHRISTIAN CELEBRATES 20 YEARS

In 1987, Parksville Christian School opened its doors at Parksville Fellowship Baptist Church in mid-Vancouver Island. In 1997, the board decided to relocate to a former public school building in Nanoose Bay. The school bought the property, carried out renovations and became **BEACON CHRISTIAN SCHOOL**. To celebrate this significant anniversary BCS hosted a **Welcome Back BBQ** where families and teachers were encouraged to make connections and become involved in the mission of the school. Further celebrations are planned throughout the year.



The BCS Board has put together a 3-5 year strategic plan (including initiatives such as redesigning the school logo and piloting a high school program), the first step in sharing with the community Beacon's commitment to providing a distinctly Christian education with the mission to educate students to know God and walk in the fullness of that knowledge as ambassadors of Jesus Christ, through the pursuit of academic excellence and spiritual maturity.

RESOURCES ON THE WEB

Go to the Resources tab at <http://www.calvin.edu/kuyers/>

Middle Level

Preparing Students to be Caretakers of God's Creation - Using Christian worldview, students will identify how creation, fall, redemption, and renewal can help them better understand/respond to the way they view/care for the natural world that God has given us.

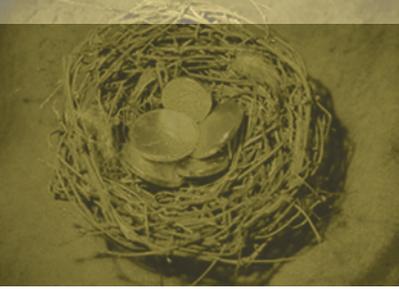
- Part 1: Creation – Why it is important, gaining appreciation for its complexity
- Part 2: Fall – How the creation is negatively impacted
- Part 3: Restoring creation

This is set up to be a 3-week unit (middle school classroom, block schedule with 45-minute class periods).

Secondary

Mathematics Units – Kuyers Mathematics is a curriculum resource funded by the Kuyers Institute for Christian Teaching and Learning. Topics range from the philosophical (why a study of math is important), to the beautiful (examining the Fibonacci numbers and the golden spiral); from the theoretical to the applied.

“ ... schools that have invested in development staff and who have a good annual development plan are definitely reaping significant benefits in both the short and long term. ”



Development Directors Meet

Gerald Ebbers

On September 28, development directors and assistants from 11 SCSBC schools and 1 Seattle school met together to compare their development programs and grow professionally. Most of these development directors now work full time with one or more part time assistants in data entry, event organization and/or communications.

Development is built on sharing vision and mission and building relationships, so how are our development departments doing? Most schools began the year with some community building event like a back-to-school BBQ (see photo). Surrey Christian School did this for the first time and brought out a thousand parents, students and staff to get the year off to a good start. The event was free to everyone since the development director, Doug Stuart, had secured a sponsor to cover the cost of the event.

All of the schools at the meeting reported an increase in new families anywhere from 10-25%. This means that all of the schools have a lot of new parents, people who don't really know a lot about Christian education and how our school societies function. So what are our development directors doing about that? All schools have a plan for new parent orientation; meetings that explain what the schools do and what the schools expect of parents. Langley's Cathy Kits and Sandra Osterby have set up an exemplary buddy program which matches new and existing parents even before the new students arrive in September.

Directors at the meeting reported on their annual fundraising efforts. They all stressed how important it is to share the mission of the school and how crucial it is to impress upon parents that it takes more than tuition and government grants to run the school; it takes charitable gifts from current parents and many other people who are committed to Christian education. So how are our directors doing? New director, Al Scholing from Abbotsford, following the pattern that Dan Dowber implemented at Vancouver Christian School, raised about \$90,000 the first time.

Directors also discussed what events allow for the sharing of the school's mission, give people an opportunity for a fun-filled evening and an opportunity to give. Auctions are popular, but only those that are designed to raise support and not undersell Costco.

And finally, the directors shared how to recruit mission-appropriate families during the recruitment process. The best process is to tour prospective parents through the school so there is a lot of time to get to know them; then ask them to submit the application package; and finally to have the interview with the principal. Best practice suggests



TOP 10 WAYS Christian Fundraising Can Be Different

1. **The Development Person's View of God** - God owns it all and supplies the increase.
2. **The Donor's View of God** - Believers are giving to the Lord Himself.
3. **The Development Person's View of the Donor** - This is discipleship.
4. **The Development Person's View of their Job** - Bathe your work/donors in prayer.
5. **The Message Delivered** - Deliver hope in Jesus' name.
6. **The Methods Used** - The methods used should emphasize God over the goal.
7. **The Audience Reached**
8. **The Standards Maintained**
9. **The Internal Motivation of Donors**
10. **The External Purpose of the Organization** - There is an eternal dimension to ministry.

-Mike Buwalda, Christian Stewardship Association, www.stewardship.org

that schools need to be intentional about screening for students who will require learning assistance prior to the students enrolling in September.

Some of our development directors are becoming very competent in their roles; others are still in their first year and very new to the challenges. Collectively, however, a considerable body of competency is growing in this crucial field. Those schools that have invested in development staff and who have a good annual development plan are definitely reaping significant benefits in both the short and long term.

Gerald Ebbers (gerald_ebbers@shaw.ca) is the SCSBC consultant for Stewardship and Development. He served 17 years as a high school teacher and principal in the Edmonton, AB and Lynden, WA Christian school systems. His development work includes positions with The King's University College (Alberta), Trinity Western University and Dordt College (Iowa).

Scripture strongly supports the role of instruction in the life of a learner. The imperative to “listen ... to your father’s instruction and do not forsake your mother’s teaching” (Proverbs 1:8) is clear. Christian teachers support parents in their task in unpacking God’s goodness to their children.

As new SCSBC staff, we also offer our support. As Directors of Curriculum and Instruction, we are offering to work together with teachers and administrative teams in “unpacking” SCSBC resources.

We are also excited about working together with schools in the area of assessment. How teachers are grading student work and growth is being challenged by current research. Assessment of learning needs to make

It has been demonstrated many times, through numerous surveys and research studies, that of all the things (including compensation) that are important to teachers, none is more important than being recognized for achievement through regular feedback and encouragement by their principal. If the most important role of a principal is “to ensure that only excellent teachers have contact with students,” then regular teacher evaluations should stimulate attainable yearly goals for continual improvement. Additionally, teacher growth comes from attending workshops, presenting workshops, marking FSAs and provincial exams, serving on educational committees, taking graduate-level courses, reading, and tweaking those course overviews, just to list a few.



room for assessment for and as learning.

It’s time to talk to each other about our As, Bs, Fs and 85%. These conversations should be considered professional development.

Furthermore, continual and current professional development can only enrich our curriculum, instruction, and assessment practices because student learning flourishes when teachers are continually learning! Teacher professional growth plans can’t be optional anymore; those plans may have to begin with teacher evaluations.

As new Directors of Curriculum and Instruction, we wish to learn and grow with you.

Need any help unpacking?

Bill de Jager (bill.dejager@twu.ca) and Joanne den Boer (joanne.denboer@twu.ca) are the new Directors of Curriculum and Instruction, focussing on Middle and High School (grades 6-12) and Early Childhood-Elementary (preschool-grade 5) respectively.

November

- 3 Leadership for Christian Schools Conf. - Langley Christian Middle/High; SCSBC Annual General meeting
- 12 Stat. holiday in lieu of Remembrance Day

December

- 10 Intl. Coord. Networking mtg.
- 21 Schools close; Christmas break

January 2008

- 7 Schools re-open after Christmas vacation
- 25 Sunshine Coast Pro D day - Powell River

February

- (Jan. 30)-2 CSA Conf. 2008 - Albuquerque, NM
- 1 SCSBC Brd. Mtg.
- 14,15 Interior Pro D day - Vernon
- 20-22 Mosaic Conf. for Int. Stud.Coord., ELL Coord./Instruct., Acad. Advisors, Admin. - Victoria, BC
- 22 Island Pro D day - Nanaimo