



Guido Gazette *"Everything In Christ"*

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MR AND MRS SMOUTER AND THEIR GUIDO GRANDCHIDREN

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do each day at their Co-op placement. These displays are then shared with the rest of the school on a specially designated Co-op Day. This year Co-op Day is scheduled for Thursday June 5, and parents, friends, and the rest of the school community are welcome to join us in the gym at lunch that day.

A mandatory part of Co-op is that the teacher visits the Co-op students at their training stations on a regular basis. This is particularly enjoyable for me as it gives me an opportunity to see all these students performing their tasks and growing in experience. One of the most gratifying comments made to me many times over the years is a supervisor stating, "This is the best Co-op student I have ever had."

PLANNING FOR THE FUTURE

The future looks promising for Co-op at Guido as it appears as if the program will continue to expand. One thing we do want to improve on is parental involvement in the program. We hope to accomplish this by holding meetings with parents of students planning to take Co-op and fully explaining to parents all the expectations of Co-operative Education.

If you have children who will be taking Co-op next year, you will be notified as to when we can meet together. We look forward to that.

THE CO-OP STUDENTS SPEAK

Let's end with a few quotes from this year's Co-op class:

"I love my Co-op; I want to become a kindergarten teacher!"

"This is not what I expected. I do not want to be a PSW anymore."

"All the paperwork for Co-op is too much like school."

"I was offered an apprenticeship by my placement!"

"Co-op is not what I had hoped it would be. It's too much work."

"My Co-op placement has enabled me to make many useful connections in the career field I hope to follow." Ω

I'M NOT IN SCHOOL & STILL LEARNING

THE PROGRAM

MR. TOM ZIETSMA

Co-operative Education, often described as learning outside the classroom, continues as an important part of education for senior students at Guido. This year there are twenty-five students enrolled in the Co-op program: fifteen all-day students and ten half-day students. Of the latter, two are in Co-op in the morning and the remaining eight are in the afternoon. A few years ago, Guido expanded the program and Co-op is now also available to grade 11 students.



Co-operative Education involves taking what is learned in a formal classroom setting and applying it to a workplace or training station, as it is called. Students can earn either two credits or four credits. The former requires 220 hours of Co-op while the latter requires 440 hours. For each two credits, there is a link to an in-school course that the student has taken and that bears some connection to the Co-op placement. For example, with Economics as the in-school component, the Co-op placement might be in a financial office setting.

EXPECTATIONS

Students have learned that not only is there a requirement to work well at their placement, but they also need to complete the required paperwork. That includes a weekly log explaining in detail what the student does each day at Co-op, a journal detailing experiences at the workplace, an employer expectations assignment, and a special research assignment for all-day students. In addition, the students complete an attractive display board showing in pictures and words what they

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Principal's Report

MR. R. VANOOSTVEEN



Recently we received the Ministry of Education inspection report. The report is sixteen pages in length, and just like a student who receives an essay back, I went

immediately to the last page to see the "grade" that we received.

There are four main areas in the conclusion to the report. The last item indicates when the next inspection will be. If there are major issues, they could come back in the same school year or in the following school year. In our case they are coming in two years, during the 2015/16 school year. This indicates that there were no serious issues that we needed to deal with. Therefore it was no surprise that in the second-last section of the report, it was stated that we continue to be able to grant credits to students.

The previous portion of the report addressed seven issues that we dealt with in the days following the inspection visit and were now reported as being resolved. Most of these involved establishing written procedures or developing forms to document procedures that we have already been doing. We also resubmitted a number of courses of study that needed some additional statements to bring them in line with Ministry regulations.

The fourth area of the conclusions to the report addressed three recommendations. These recommendations all have to do with continued professional development with respect to the implementation of Ministry of Education policies. Two words that I would use to evaluate the inspection are "thorough" and "fair,"

The Arts Alive program ran on May 1 and 2. This was the

first time that we did this over two nights. By adding a second performance, students had an opportunity to further polish their musical performances. It also provided for two less crowded evenings, which gave people a better opportunity to view over three hundred pieces of art that were on display in the gym, without having to fight through the crowd. The students put on a great show. This included not only those who were on stage and who produced works of art, but also all those behind the scenes who decorated the gym, hung the artwork, operated the audio and video technology, promoted the event, and sold tickets. An event like this involves numerous people with a variety of talents and in the end they put together a well-organized event. Thanks to all who contributed.

We often use the term "extracurricular" to describe events like Arts Alive, our inter-school sports program, Outdoors Club outings, SLT, and other clubs. I would argue that it is a potentially misleading term. The term suggests that these activities are add-ons and therefore when budgets are tight, they are the first thing to be cut, or that these activities are less important and not an integral part of the school's program.

The word "curriculum" is often defined very narrowly. For some the curriculum is limited to the textbook and materials used in a course. Merriam-Webster defines it as "the courses offered by an educational institution." A broader use of the term "curriculum" found at <http://alignguy.blogspot.ca/2011/09/foundations-series-what-is-curriculum.html> states that "Curriculum is what students are supposed to learn, what they get the opportunity to learn, what gets assessed, and what is actually learned." When this broader definition is applied to extracurricular activities, they are not really "extras" but are an important part of the curriculum of the school as a whole.

Consider the many things that we want our students to learn. Not only do we want them to learn the material taught in their various courses, but we also want them to come out of high school having developed numerous life skills. We would like them to learn how to work with other people, how to lead and how to follow leadership, and how to solve problems, to name just a few. We want our students to develop discernment and responsibility, and to apply them in all areas of life. Often times some of the most important things in life to learn are best learned and applied in an extracurricular activity.

Frequently our extracurricular events are very closely tied to the classroom. In the case of Arts Alive, the majority of the visual art was produced in art class and the choir and band classes performed pieces learned in class. Skills learned and developed in PE class are further developed on school sports teams. Math Club gives math students an opportunity to extend what they have learned in class. The direction can also work the other way. Students may take experiences gained from an Outdoors Club trip back to a science or geography class. I trust you see the importance of extracurricular activities and are not misled by the term. They are not extra; they are an indispensable part of a whole package. [Ω](#)

Chairman's Notes

MR. J. H. VANDERHOEVEN



all, as were the performances by the school choir. An excellent luncheon prepared by the Ladies Auxiliary concluded this annual get-together.

Another exciting event was the band trip to Winnipeg, where students took part in a concert with bands from Reformed schools from throughout Canada. It was a first for such an event and the schedule was busy and exhausting, but the students came back excited and happy to have had the opportunity to participate.

Now we have arrived again at the time when many class trips are organized to round out the educational program. Many of them are day trips but some are of longer duration, such as the Art trip to Ottawa and the French trip to Quebec City.

At our membership meeting on April 24, we as Society approved the budget for the coming school year. We are looking at a total of \$4.2 million. I would like to thank our treasurer for the clear

explanation he provided to the membership and also for all the work he does to make sure the school is operated efficiently. The principal's report gave us a glimpse of what goes on in school from day to day and also provided insight into what teachers are doing to stay up to date on important issues during R&D sessions.

Preparations for the new school year are well underway and it looks as if everything will be in place and ready to go by the time September arrives. For the students, it is now time to

prepare for final exams. We wish them strength in this often stressful time. May the Lord bless your endeavours.

The Board is faced with the annual changeover, as some directors have come to the end of their terms, while others are resigning for other reasons. This time we are looking forward to welcoming at least four new directors, so if you are asked to help in that capacity, please give it serious consideration. Yes, you will be asked to offer up some of your spare time, and sometimes the work can be somewhat demanding or difficult, but it is both worthwhile and rewarding to contribute to the proper training of covenant youth. We thank the retiring board members and wish them the Lord's blessing in whatever other roles they have to fulfil in His service.

Finally, I wish to thank you for your support and prayers over the past year. May we have a safe and blessed summer holiday season. [Ω](#)

After a long winter, many of us heaved a sigh of relief when the warmer weather arrived.

Looking back on the time of snow and sometimes severe cold, we may conclude with thankfulness that the school could operate on a fairly regular basis. We had a number of snow days, but the educational program was not severely affected and the students are on schedule to finish the curriculum for the year. Soon the cold will be forgotten and we may even start worrying (or complaining) about the heat, especially when working on the top floor of the original section of our building.

As we told you before, this summer a considerable amount of work will have to be done, first of all to keep our building safe and in the second place to renew a large part of the roof.

Not only does this come at a financial cost, but also Mr. Morris's cleaning schedule will have to be adjusted accordingly and in all likelihood we will have to finish the roofing job during the first couple of weeks of the next school year. The Maintenance Committee will be extra busy during the summer holidays. The Board and the Finance Committee are currently examining ways to alleviate the financial impact on the operation of the school and are thinking of organizing a drive for funds for these projects.

You may recall that we had our biennial school inspection early in January and we are happy to report that the principal and our teaching staff are doing a commendable job, according to the inspector. Just a few items had to be amended and this was done promptly and to the satisfaction of the Ministry of Education authorities. Our status as a qualified institution of secondary education was reconfirmed and we are thankful for this authorization.

A number of our students enjoyed their trip to the Netherlands as part of the OMF exchange and as school community we hosted a group of students from the Gomarus School in Groningen.

Founders Day was held a few weeks earlier than last year. As usual, this event was enjoyed by grandparents and students alike. It is an excellent opportunity to acquaint those who may not be closely involved with the school anymore with education as it takes place today.

It makes the youth of yesterday realize how many possibilities exist for today's youth, as they are taught in a school where they learn to use these possibilities to the glory of their Maker. A presentation by some of the students who went to the Netherlands was enjoyed by

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Important Dates

Friday, June 13	exam preparation day (no classes)
Monday, June 16 to Friday, June 20	second semester exams
Wednesday, July 2	report cards mailed home
Monday, August 18	office reopened
Tuesday, September 2	first day of classes

CHECK OUR WEBSITE FOR IMPORTANT DATES FOR THE WHOLE YEAR.

OMF

JEREMY BUIST

Our trip started the moment we parted from our parents. A world of independence awaited us beyond the customs doors, the point from which there was no return. Our first stop was Iceland, after which we arrived at Schiphol Airport at around lunchtime. We waited for our luggage, still with only our group of twelve. After we had collected our luggage, we strolled through customs and were shocked to find people already waiting to whisk us away.

From that point on, things were strange and new. The roads were cleaner, faster, had different markings. It was warm, green, and so... settled. Every square inch utilized, a cobweb of human efficiency. The first day was a bit fast, new, involuntary, and terrifying to us all, I think. We met our host families and started to figure out what the next three weeks of our lives would look like.

What do they eat in the Netherlands? Bread. Some other stuff too, but mostly just bread.

The idea that Dutch people bike everywhere is true. Every morning and afternoon we'd cycle to and from school, unless we took the train (they have really nice trains). Greijdanus (the high school) has a student body of around two thousand people, and the first few days we would often get lost trying to find our next classes. In the exchange program there were people from South Africa, India, and other parts of Canada. We spent a lot of time with these other exchange students in Greijdanus and on trips, and we got to know

The first day was a bit fast, new, involuntary, and terrifying to us all, I think.



them pretty well. Between us and the Dutch students there was somewhat of a language barrier, but it was kind of hilarious.

Our home lives and school lives began to take on contrasting characteristics. At school we could be with all of our friends, and we had a hilarious amount of fun together with them. Every day was an adventure, and we would often go into the old city on our bikes during school hours, and go to McDonald's or go shopping. Sometimes we would have class in English with the other exchange students and sometimes we would instead find ourselves in our host brother or sister's classes, which were in Dutch. At home, we were divorced from the people we saw at school; it was just us with our host family. This is where I think the cultural immersion really happened. At first awkward outsiders, we began to integrate ourselves into their households. Everything they had was different: their showers, their houses, their food, their routines, and so many other things that added up to a huge difference of culture. Home life could be awkward, painfully so, but it was hugely rewarding to be part of a real Dutch family's real everyday life, and it was something which made me realize what it is to be Dutch, and also why I am Canadian.

We went on many trips and adventures during our stay; the official ones included an overnight trip to Amsterdam and a visit to the Anne Frank House. We also went to the largest flower market in the world, the Batavia (a ship), a windmill, a war cemetery, and a war museum. We undertook a long, arduous bike ride to Giethoorn, "the Venice of the Netherlands," where we went punting and ate croquettes.

Three weeks is far too short. It seems like a long time at first, but it is not. I could have stayed in the Netherlands for three months with no problems. Even that would probably have seemed too short. This trip not only gave

us the chance to experience a different but familiar culture (with people who look like us), but also gave us a new independence and an opportunity, as Mr. Verhoof said, to "redefine ourselves" and grow as young adults. This trip was an incredible experience. The culture, the buildings, and the people are things we will never forget, and I think that I can speak for all twelve of us when I say that it was worth every dollar we spent and every day of school we missed.

I hope that many future Guido students will have the chance to experience what I experienced. If you are thinking of applying for this trip, do so! You will never regret it. Ω

YEARBOOK SHOUT OUT!



Every year countless hours go into the making of the *Flashback* yearbook. Behind the scenes many people are working diligently to create memories that will last a lifetime. This year the Yearbook Club would like to recognize the many sponsors who make the book affordable for our students. Without your support the book would almost be out of reach for some.

So a big shout-out to all our sponsors and thank you for your continued support!

EXAMINATION SCHEDULE

JUNE 2014

1. Exams are scheduled to take place from June 16, 2014 to June 20, 2014.
2. Students are to come to school only on days when they have an exam to write.
3. Exams will start at 9:00 and end at 11:00. Buses will then leave school around 11:10.
4. If school needs to be cancelled for any day during the exam period, all exams scheduled for that day will be written a day later. Subsequently, all exams scheduled for the rest of the week would also be written a day later. Postponed Friday exams would be written on the following Monday.

MONDAY, JUNE 16

- CHC2P - Gr. 10 Applied History
- SNC2D - Gr. 10 Academic Science
- SCH3U - Gr. 11 University Chemistry
- CHY4C - Gr. 12 College History
- FSF4U - Gr. 12 University French
- HRE43 - Gr. 11/12 Religious Studies

TUESDAY, JUNE 17

- CGC1D - Gr. 9 Academic Geography
- MFM1P - Gr. 9 Applied Math
- MPM1D - Gr. 9 Academic Math
- ENG2D - Gr. 10 Academic English
- ENG2P - Gr. 10 Applied English
- MFM2P - Gr. 10 Applied Math
- MPM2D - Gr. 10 Academic Math
- CGG3O - Gr. 11 Travel and Tourism
- ENG3U - Gr. 11 University English
- ENG4U - Gr. 12 University English

WEDNESDAY, JUNE 18

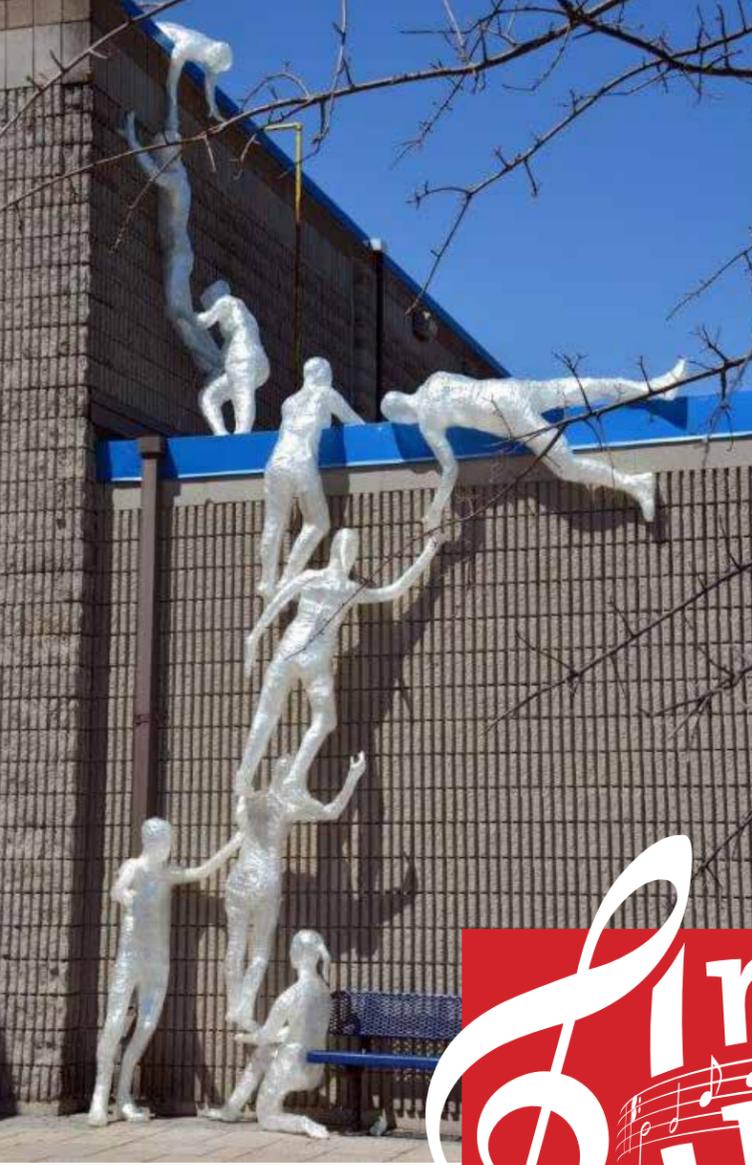
- SNC1D - Gr. 9 Academic Science
- BBI20 - Gr. 10 Business
- FSF2D - Gr. 10 Academic French
- CGF3M - Gr. 11 Univ./Col. Geography
- MCF3Mb - Gr. 11 Univ./Col. Math (Ms. Hulleman's class only)
- MCR3U - Gr. 11 University Math
- SBI3C - Gr. 11 College Biology
- CGW4C - Gr. 12 College Geography
- LVV4U - Gr. 12 Classical Civilizations
- SCH4U - Gr. 12 University Chemistry

THURSDAY, JUNE 19

- ENG1D - Gr. 9 Academic English
- ENG1P - Gr. 9 Applied English
- CHW3M - Gr. 11 Univ./Col. History
- ENG3C - Gr. 11 College English
- ENG3E - Gr. 11 Workplace English
- MCF3Ma - Gr. 11 Univ./Col. Math (Ms. Bultena's class only)
- MCV4U - Gr. 12 Calculus and Vectors
- MDM4U - Gr. 12 Data Management
- SCH4C - Gr. 12 College Chemistry

FRIDAY, JUNE 20

- FSF1D - Gr. 9 Academic French
- CLU3M - Gr. 11 Univ./Col. Law
- MBF3C - Gr. 11 College Math
- SBI3U - Gr. 11 University Biology
- ENG4C - Gr. 12 College English
- CGW4U - Gr. 12 University Geography
- CHY4U - Gr. 12 University History
- SPH4U - Gr. 12 University Physics



Arts Live!

MAY 1-2, 2014

