

GAZETTE

GUIDO DE BRÈS CHRISTIAN HIGH SCHOOL

"Everything in Christ."

OCTOBER 2022 ISSUE

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FOR IMPORTANT DATES AND CURRENT EVENTS
PLEASE CHECK OUT [GUIDODEBRES.ORG](https://guidodebres.org)

PRINCIPAL

REPORT FROM THE

JASON HEEMSKERK



Have you ever experienced something quite random, and then, after a series of unintended metal leaps landed in a place unexpected?

This summer our family was camping at a provincial park in what is called the near north. While waiting for various members of my family to exit the comfort station, I noted that a lot of people were shaking water from their hands as they walked down the road. Not thinking much of it, but curious, I asked one of my children if the hand dryer was broken in the comfort station.

“No ... why?” was the reply.

“Oh,” I said, “Just curious as to why so many people walking out are still shaking water off their hands.”

In response, I got that look. Perhaps you’ve experienced it. It involves a slight frown, a tilt of the head, and a tweaked eyebrow. It is designed to tell you, without words being said, just how immersed you are in your ‘fog of oldness’ because you don’t see something that, for a young person, is a self-evident truth. Thankfully the look was followed by an explanation and my veil of ignorance thinned.

“Hand dryers suck in the air from the room at large, and then, just after you wash your hands, they high pressure coat your hands with all the air-borne fecal matter in the room,” went the explanation, “It’s gross. There was a video that came up about it in my YouTube feed.”

And that was it; the question was answered (assuming of course, that everyone in the comfort station had the same feed pushed to them). It slowly became clear that to dry one’s hands with a forced air dryer is one of the most dangerous things a person can do while camping at a provincial park...?

Considering how many millions of people do not get sick after washing and then subsequently drying their hands at public restrooms, the danger posed by the particles in question seems low to the point of being nonsense. That being said, the ‘ick’ factor of particles of fecal matter floating in the air (if it is true...) remains high.

And that was the random connection.

There is something about the mental image the floating matter creates that speaks to the culture we live in, and some of the things we experience in our schools too.

We (students, teachers, and parents) know that there is something dangerous in the culture floating around us. We know that it is potentially disastrous if it is allowed to gain a hold in our lives. We think, perhaps, that if left untouched, it won’t have an impact. Yet, this something is being collected along with a host of other, possibly good things, and they are all forced onto our lives by something we use. It could be the music we choose to listen to, the podcasts we choose to enjoy, the books we choose to read, the shows we choose to watch, or so many other things. We assume that our knowledge and love of God will act as a thick shell, and that will allow us to indulge in a little dirt. We decide that if we don’t allow it to get into our hearts it can do no harm – except, of course, that our hearts are not pure.

As Christians, we may wonder if the solution isn’t to simply play turtle. Should we just tuck our head, our hands, and our feet into the shells God has graciously given to us (our churches, schools, and, if possible, Christian workplaces) and pretend that the ‘ick’ in our culture is none of our business? There is likely a time and a place for that. Sometimes it is best not to stick our necks out, lest we lose what is attached to them. At other times though, we need to remember that it is hard to let the light of Christ’s grace shine in the darkness when our hands, feet, and heads are not interacting with the world around us.

Helping children distinguish which response is right at what time is part of what parents entrust our schools to help them with. We send our children to a Reformed Christian school so that they can be a little sheltered as they build an understanding about the things that will challenge their thinking. That is why, for example, in biology we teach about the theory of evolution in the light of God's word. In Health and Phys. Ed. we not only help to build physical health, but also work to strengthen the scriptural understanding of mental and spiritual health. And in Religious Studies, as you will read about in this edition, we also explore other belief systems even as we increase our ability to express our own with knowledge and grace.

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When teachers prepare their subjects, they do not do so in a vacuum. They know something of the 'ick' that is floating around too. They know that, try as they might, those the Lord has entrusted to their care experience evil swirling around like ... well, like air from a comfort station's hand dryer. That is why teachers, whether they are in their final year before a planned retirement, like Mr. Ronn VanAndel, or in their first year, like Mr. Matthew VanAmerongen and Mr. Stephen Redwood, need to be grounded in the word of God as much as they need an in-depth knowledge of their subject material. It is why our EAs, whether they are new to the school, like Mrs. Carolyn Bouwman, or in their 14th year, like Mrs. Diane Evink, not only know their craft, but understand they are helping brothers and sisters in the Lord – and that means something! Teachers all understand how important it is to support their students as they grow in knowledge and the ability to stand alone, and together with fellow believers, so, by the grace of God, they can add pure air back into the world around them.

To that end, the image that Paul presents to Timothy is so wonderful. "All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work." (1 Timothy 3:16-17) Our students, your children and brothers and sisters in the Lord, are using the word of



God to understand the of being washed by the blood of Christ, and coated, so to speak, with the pure breath of God's word. With that word God gives them a shell where they can shelter from the 'ick' that comes from the winds of the world. We teachers are privileged to be able to help parents, ministers and those who belong to the covenant community grow those shells layer by layer. However, those shells are not just a place of shelter for students. They also become a secure place from which they can do their good works and add the pure air of the joyful gospel message to the world – even if they are in a near north comfort station.

As staff we feel richly blessed to be a part of that work and thank you again for the support we receive from the community of believers to which we belong.

BOARD

REPORT FROM THE

BERT KNOL



This new school year marks the beginning of not just one, but two major renovation projects. One is the renovation of the hearts of young people for an “eternal home”; the other the renovation of the “future home” for Guido de Brès Christian High School (Guido). Two distinctly different projects with the same aim: To do everything out of reverence for Christ. Let me elaborate.

It is always exciting to welcome new students at the start of the new school year. Their parents have chosen to send them to Guido in order to learn how to evaluate the world they live in from a Christian perspective. With the intense secularization of society and the immense pressures from technology, it is increasingly more difficult for youth (and for that matter adults) to distinguish ‘right’ from ‘wrong’. They need tools to evaluate what is God’s will and what is in conflict with His Word. The youth require guidance to contrast society’s messaging of acceptance equaling love, with God’s call to live lives of holiness and reverence for Christ.

One of the opening paragraphs of the Parent’s Handbook states that Guido was established to “assist the parents in the fulfillment of the promises made at the baptism of the covenant children entrusted to their care. Reformed education aims to realize this assistance by equipping the students to employ their talents in the service of God and His Kingdom.” This is an immense task for the staff at Guido who are daily challenged to show the students God’s love for them. Together with the parents they are involved in a ‘renovation project’ of sorts so the students become more like Christ in

their life, their relationships, and their identity. At times this may seem like an impossible task, so we covet your prayers that God grant the staff at Guido wisdom to teach the students about His love for them, no matter who they are. Ask our Heavenly Father to grant patience when students challenge Christian values when they are influenced by the world’s norms and standards. Also pray that students, teachers, parents and supporters may remain united in their aim to glorify Christ in how we interact with one another.

The operation of the school is the primary focus of the Board of Directors at their monthly meetings. Brenda Vandervelde and Mike Tel just completed their terms and we thank them for their contributions during the past six years as part of the Board Executive and as members of the Education Committee. Their initiatives and energy were of great benefit to the guidance of the school. Jason Tenhage was voted in as the new Vice Chairman, and Tobi Bos has taken over from Brenda as the Corresponding Secretary. Meanwhile, we welcome Mark deBoer as a new Director. We are still praying for representation on the Board from the supporters of the Canadian Reformed Churches at Toronto, Brampton, Mercy, and Blessings. Participation from all the churches is a key asset in creating an active and interested membership who wish to grow and continuously improve the education of the students at Guido.

Following the successful tender for the Guido 2.0 property (formerly Elizabeth Bagshaw Public School) the Board now has a secondary focus for the next twelve months. In order to ensure that all matters pertaining to the daily education at Guido still remain our primary focus, a number of new committees will be tasked with the renovation of the new property. A professional project manager has been appointed to work with the Guido 2.0 team to prioritize the necessary improvements, establish budgets for each step of the process, and then execute the plans to completion by May 31, 2023. At the scheduled Fall Membership meeting November 3, D.V., we hope to share these plans with the membership; so please mark that date on your calendar!

A team of volunteers was active over the summer and raised a large sum of interest free capital from individuals in our community to cover the bridge financing of the new building until the present campus of Guido is sold.

A team of volunteers was active over the summer and raised a large sum of interest free capital from individuals in our community to cover the bridge financing of the new building until the present campus of Guido is sold. We thank them for their collective efforts which saves the membership a huge sum in interest payments and provides flexibility in selling the current building! Following the approval of the project budget by the membership, a new Fund-Raising Committee will immediately start to contact everyone to seek pledges and donations to cover the total project cost. Many other groups will be asked to use their talents for interior design, landscaping, painting, cleaning, etc.

If you have been involved in large scale renovation projects, you know that a lot of challenges and surprises need to be overcome during construction. Though good preparation makes the process easier, you cannot anticipate all obstacles in advance. Having a large pool of reliable supporters makes the project more enjoyable and easier to complete. In order to keep the costs as low as possible we trust that everyone will contribute as they are capable, using their gifts as they have been given. We look forward to enjoying the process of community building as we embark on this exciting new chapter in the history of Guido.

With the topic of 'renovation' first and foremost on our minds this year, we gain confidence and encouragement from Heb 11:9-10

By faith he (Abraham) made his home in the promised land like a stranger in a foreign country; he lived in tents, as did Isaac and Jacob, who were heirs with him of the same promise. For he was looking forward to the city with foundations, whose architect and builder is God.

We can plan for students to excel in education, and make a successful transition to expanded facilities in the near future, only when we trust that the Holy Spirit will direct us to do everything in Christ.



Core Beliefs

RONN VAN ANDEL

Guido's Religious Studies Department tries to update the membership every third year or so about what and how we are doing in our work here in the high school. It's a special honour to be able to do that because we also know that many of you take a real interest in the different subjects in our school—not just English, History, shop and Chemistry—but also our Religious Studies (Bible) courses.

Our desire is to give a solid grounding into as many different elements of Scripture and our life of faith as possible.

As you may know, every student takes a Bible course each of the four years he or she attends high school. Not only does this give a solid Scriptural foundation for these students as they enter the work or higher educational world, but it also provides them with an opportunity to put some of the practical elements of our program, such as apologetics, into practice.

Our desire is to give a solid grounding into as many different elements of Scripture and our life of faith as possible. One goal in this article is to provide some input from a number of Religious Studies teachers on features and strengths of the program so that you could understand what we hope to accomplish with your children during their four years here. In all of this we continue to be thankful and amazed that our God steers the provincial ministry in such a way to allow us to offer up to three credits for these locally developed programs. And each of these courses can contribute to a final tally of 30 credits. What you will be reading here is a brief summary from a number of Religious Studies teachers about a part of their program.

GRADE 9 PROGRAM

Our youngest students work with the knowledge they have accumulated through a lifetime of church attendance, home devotions and instruction, and of a Reformed Christian elementary school. Since they have this base, one aim in this course is to build on this foundation by increasing their Bible study skills, to discover how biblical history is shown in the study of archaeology, including specific case studies of excavations. Following this, several of the remaining

units examine specific topics such as “The Patriarchs and Archaeology”; and “Exodus and Archaeology”, and a moving towards the intertestamental period. This beginning study allows students to discover not only the world of excavations/archaeology, but also helps them to understand that the truth of Scripture can also be shown through the evidence of history and archaeology. You will understand that this course focuses primarily on the books and stories of the Old Testament and is a fine preparation for the Gr. 10 course which directs the student to the gospel message of the New Testament.

GRADE 10 PROGRAM

Over the last couple of years, the Grade 10 Bible curriculum has undergone some changes. Previously, the focus of the course was to show the history of the Intertestamental Period and make connections to the New Testament and beyond.

The focus has changed to studying the Gospel of Mark from beginning to end. This includes studying the connections between the Old Testament, the Intertestamental Period and the time in which Jesus lived. It also looks forward to the rapid spread of the gospel after Jesus’ death as it is told in the book of Acts and one of Paul’s letters to a New Testament Church (Philippians).

Also part of the course, is a comparison of the four different gospels in which students find out that each of the gospels was written for a different audience, that the order in which the different gospels are written is important, and how each gospel shows Jesus from a different perspective.

During the course students learn to use all parts of their study Bible and, with use of Bible study methods and study guides, techniques are modeled to start to discover the original meaning of the studied Bible parts. In a final group project, students demonstrate their understanding and application of the material in a comprehensive study of one of the parables.

So, it is clear in this description that the Gr. 10 course takes a more intensive, even deeper approach through the study of a single book. This also allows the student to put into practice some of the skills honed in the Gr. 9 course and prepares him for a wider exploration of a number of topics in Grades 11 and 12.

SENIOR PROGRAM

As has been reported at other times, the Senior Religious Studies course, ranging over two years - Grades 11 and 12 - is a presentation of a number of units that bring together many diverse topics.

We have spent much time introducing apologetics (defending one’s faith) as students prepare to enter the wider world of work and study, inspiration (of Scripture), sin, suffering and service, as shown in the book of Romans (chapter 1-3, 8 and 12-15). Such topics reveal that one of our intents is to introduce specific topics into our Bible study, rather than study an entire book. We think that this type of study can be helpful to young people who have to be able to counter different ideas of truth, life, human goodness and other secular concepts that often appear to rule our land.

CONTINUED ON PAGE 8



In addition to this, we offer smaller units on a range of topics such as offices in the church, Jesus's "I AM" statements, the biography (amazing story) of Paul, the book of Ecclesiastes, minor characters in the Bible, and an overview of some of the many parables in the Bible.

To give you a flavour of several of the senior Bible features, I'll share some thoughts from several others about a neat feature of their class, something that's worked well and we think, remains with the students well after their time here. For example, one teacher writes: "A vintage element of the senior Bible program is entitled "Test the Spirits" and that title is based on I John 4:1, in which the inspired apostle enjoins us to be discerning about the society in which we live. We try to implement this in two ways,

in our classes, in Current Events presentations, and "Thursday Thrillers". Current Events presentations are brief, and students in turn will bring in an oral report on something interesting that just happened. By questions and discussion, the class attempts to work out the meaning and implications of the event, employing Christian values. (A very recent example: a Christian teacher in Ireland is in jail because he refuses to use the "proper pronoun" for a transgender student.) Thursday Thrillers are lengthier, as each student in turn brings in an article, an opinion piece from a Christian magazine, or a secular publication. The class reads the article, and the student who supplied it, leads the discussion, usually based on a set of questions prepared ahead of time. Such discussions may last an entire period when students are grabbed by the

topic. That the students pick the articles ensures that what concerns the students gets brought forward. In Test the Spirits the students get to have input into the curriculum, and discernment is learned or developed and honed".

And we are always incorporating newer ideas to keep students engaged in the curriculum. Several teachers have used Christian podcasts to challenge student thinking and to allow the world of apologetics to be more approachable for our students. For example, asking students to choose one of the RealTalk presentations to listen to and then to present to others not only gives students an opening to the mind and ideas of a fellow Christian, but exposes them to some ideas that they may not have considered before. And by presenting to others, the entire class gets a large selection of topics and ideas to digest and to consider.

Likewise, in another class, a teacher uses chapters from Christian Literature to develop growth in discernment as students navigate the worldviews and thinking of various times, people, and cultures. And you will understand that all of this is done within the "more comfortable" confines of a classroom in which God continues to be held high. So, our youth have an opportunity to consider relevant Christian thinkers who may have something to add in an effort to apply faith to life, and also to assess the value of Christian thinking and resources from a reformed lens.

We hope, with this small taste of the entire Religious Studies program, that you see how we strive to bring a cohesion to the program as it develops over the four years. Ultimately, we would like to think that when a student leaves and heads into God's world, he is equipped with both knowledge and discernment to engage with all those put on his path of life. So, as prophet, priest and king, our young women and men can develop and fulfill their task in this world - to praise and enjoy God for as long as he/she lives.





THE PAST... AND THE FUTURE

FROM THE PR COMMITTEE

BY ERICA HOLTVLÜWER

As plans are now crystallizing for a permanent move to a new location on Albright Road in Hamilton, waves of nostalgia and moments of reflecting on the past are sure to come, especially for those among us who remember the humble beginnings of our school society in 1975. Growth is a blessing and making progress in this life is very good. By God's grace we have lots to be excited about concerning the future of Guido de Brès Christian High School (Guido). And yet, it is okay to take some time to look back to the past and remember how it all began. Perhaps doing so will inform our future and help guide us as we continue to grow.

Did you know: This is not the first move Guido has made. In 1977 we moved from downtown Hamilton to our newly-built current location, which was again largely renovated and expanded in 1994. And now, by God's providence, it is time to move again, Lord willing, in 2023 to Albright Road.

When the school society was first established, councils from fewer than 10 surrounding Canadian Reformed churches supported and encouraged the idea of establishing a Reformed Christian high school. Reference was made to Article 58 of the church order. Today, over 20 congregations support and pray for the work done at Guido. And their support still remains so crucial to the flourishing of the school.

In 1975, monthly tuition fees were just shy of \$120 per month, a challenge to afford back then just as it is today to pay nearly \$1000 per month.

When the school first opened there were approximately 100 students with 7 teachers giving instruction in just three grades. Today, we have 433 students enrolled in all four grades plus a robust special education program with 44 teachers providing instruction over a diverse curriculum.

In May of 2015 we celebrated 'Forty Years of Grace' and took time to see what God has been doing among the youth of His Church in this place. If you were there, do you recall that we concluded that special event by singing the hymn 'Amazing Grace' by John Newton? We have been truly amazed that sinners like us have received so much in Christ's blood and by His Spirit! The work being done at Guido endeavours to pass on this message to every generation of Christ-followers so that they can pass it on to those who don't yet know about this amazing grace. As we look to this future, please join us in prayer support and financial support so that we can keep it going!

Contact your Guido Regional Promotion team at promotion@guidodebres.com with your ideas, questions, and/or intention to start financial support.

We aim to respond to your email within 24 hours or less.

GRADUATES OF

twenty twenty-two

Cole Lammert Alkema
 Darren Robert Bartels
 Gavin Benson Bartels
 Isaac Derek Bartels
 Karly Faith Bartels
 Levi William Bartels
 Reese Joelle Bartels
 Tyler Derek Bartels
 Jessica Amanda Beijes
 Anya Jayden Blokker
 Cameron Christianna Blokker
 Reuben Caleb Bontekoe
 Alexis Kennedy Bos
 Lily Kerin Bos
 Reuben James Bos
 Ariel Renae Bosch
 Taylor Selena Bosch
 Kailey Kimberley Ann Buikema
 Zachary Marc Buist
 Renata Adrianna Datema

Sean Mitchell de Jonge
 Evan Franklin DeBoer
 Leanne Gerry DeBoer
 Caleb Johnathan DeHaan
 Nicole Louise DeJager
 Sierra Tiana deJager
 Jenna Nicole Dekker
 Claire Evelyn DeVries
 Elora Geraldine DeVries
 Connor Hayden Dykstra
 Liam Peter Feenstra
 Eliana Rae Gansekoole
 Aaron John Harsevoort
 Aidan William Hart
 Devon Hendrik Heeg
 Simon Jason Heemsker
 Seth Steven Heikamp
 Emmalyne Jantine Helder
 Gabriel Frederick Holtvlüwer
 Olivia Gerda Hordyk
 Kyla Marika Jagt
 Lydia Jajou
 Zion Gerrit Jans
 Kaitlyn Nadine Jongbloed*
 Matthew Kyle Jonker
 Norah Hendrika Jonker
 Justin Hendrik Kampen
 Taylor Mackenzie Kampen
 Djese Ilunga Kasweka
 Hailey Jay-Lynn Kelly
 Kaitlyn Dawn Kiers
 Colm Jesse Kingma
 Meah Gabrielle Knegt
 Kaitlyn Joy Kuizenga
 Lydia Diane Lanting
 Mark David Leistra
 Annika Maria Lof
 Marissa Leanne Lof
 Joel Marinus Louwerse
 David John Ludwig
 Amber Caroline Mans
 Evan Reed Muis*
 Jonah Preston Nash Onland**
 Bradley Sean Petter
 Lydia Gerda Pierotti*

Miriam Anita Poort
 Amy Joanneke Ravensbergen
 Miriam Shalom Roukema
 Jordan Anthony Luke Schipper
 Anthony David Schouten
 Emily Sarah Schulenberg
 Nathaniel Pieter Schulenberg
 Quinton Blake Schulenberg
 Tara Leanne Schuller
 Scott Mitchell Schutten
 Zoe Christiane Schutten
 Violet Janice Schwantz
 Kendra Grace Sieders
 Mya Lynn Sieders
 Landon Philip Sikkema
 Leah Grace Smid
 Jonathan Asher Smith
 Abby Amanda Spoelstra
 Tyler John Stegenga
 Ryan James Stel
 Alayna Marie Struyk
 Kendra Joy Tenhage
 Levi Henry Tenhage
 Katie Rianna Tomlin
 Dylan Henry van der Velde
 Matthew Christian Van Raalte
 Shaelan Mariah VanAndel
 Casey Logan VandeBurgt
 Caleb Cornelis Vandenbeukel
 Levi Nelson VanderBruggen
 Corey Martin VanderLaan
 Brooke Lynn Vandervelde
 Caleb William VanderVelde
 Chelsea Claire Vanderwal
 Austin Robert Van Egmond
 Ava Elise van Popta
 Morgan Mackenzie VanPykeren
 Daniel Bernard VanRaalte
 Malia Taryn Van Veen
 Sydney Ryan Van Veen
 Tijuana Marie Versteeg
 Keegan James Vis
 Leanna Jane Vos
 Luther Jackson Wieske
 Jonathan Thomas Wildeboer



* Pending successful completion of an online course

** Receiving an Ontario Secondary School Certificate

AWARD RECIPIENTS

GUIDO DE BRÈS AWARDS

Anya Blokker
Miriam Roukema
Emmalyne Helder
Emily Schulenberg
Kyla Jagt
Ava van Popta
Amber Mans
Sydney Van Veen

ACADEMIC ATHLETICS AWARD

Anthony Schouten

THE GUIDO DE BRÈS CHRISTIAN HIGH SCHOOL PARTICIPATION AWARDS

Cole Alkema
Simon Heemskerck
Tyler Bartels
Djese Kasweka
Leanne DeBoer
Mark Leistra
Nicole DeJager
Chelsea Vanderwal
Jenna Dekker

THE GOVERNOR GENERAL'S ACADEMIC MEDAL

Emmalyne Helder

THE LIEUTENANT GOVERNOR'S COMMUNITY VOLUNTEER AWARD FOR STUDENTS

Jenna Dekker

THE DR. F. G. OOSTERHOFF STUDENT-OF-THE-YEAR AWARD

Mark Leistra



UNIVERSITY OF WATERLOO MATH CONTESTS

Congratulations to Abigail, Tyson, Joel, Ethan and Lucas for earning medals in Math contests last year!



TREASURER

REPORT FROM THE

MIKE KRIKKE

As I'm sure you could guess, this summer was a busy one for the finance team as we wrapped up the fiscal year, purchased a new building and are mid-way through our annual audit.

In the last article I penned, I mentioned 'uncertainty' in the next chapter of Guido, but the certainty that the LORD always holds us in His hand. The Board of Directors and Finance teams were fortunate to be able to witness this unfold first hand as we were blessed to be selected for the new property, and subsequently worked within the community to fund the purchase of the new property.

We closed out last year in a much more difficult financial position than prior years, due to a steady dip in donations month-to-month and the inability to offset that by running well under budget on expenses as we had in prior years because of school closures. Late in the Spring we launched a mini-campaign to reignite the donor base and offset this deficit. These contributions made a difference! Still our bank balance, which was previously at a healthy amount floating around \$250,000, has still diminished to under \$100,000.

We're excited about the plans to launch a formalized capital campaign at the fall membership meeting for the 'Guido 2.0' project, but we still pray for regular monthly donations, if possible, to Guido. Monthly PAPs are our favourite donation stream, as it provides us a consistent cashflow and allows us to better forecast our financial position throughout the year. Every dollar is appreciated and we continue to find new ways to make donations easier.

- 1. PAPs** - Contact your local representative (see below) and get a Pre-Authorize payment (PAP) form.
- 2. Cheque or cash** can be brought to your local church as another option.
- 3. E-transfer** to finance@guidodebres.com. If you e-transfer we ask that you please also email your local finance representative for tax receipt purposes.

With respect to the upcoming capital campaign and new building purchase, much work was done over the summer to make this happen. Late in the spring the Board put together an Ad-hoc Expansion Financing committee, consisting of three board members and three members at large, covering all geographic corners of the membership base. The primary focus of this group was to organize finances to close on the 350 Albright property in the most feasible and cost-effective manner, and to help define a capital donation campaign. After half a dozen committee meetings and countless phone calls, emails and face-to-face meetings with donors and lenders within the broader school community, financing was put in place with 80% in the form of interest free loans from 16 separate lending parties. The remaining 20% of funds came in the form of a short-term mortgage through Christian Stewardship Services.

We're excited about the plans to launch a formalized capital campaign.

On behalf of the Board, I'd like to thank this committee for the tireless and sometimes daunting work performed on short notice with tight timelines. It was wonderful to hear the love for Guido as we spoke with potential lenders about the project, and continued to cement the beauty of what a covenantal reformed school can provide to our Christian community. I would also like to thank Tracey Strating for the work carried out throughout the month of August. Tracey was instrumental in handling the high volume of day-to-day transactions, banking activities, tax and legal research and fund transfers to ensure we closed on the property appropriately, all whilst working through our annual year end audit.

I think I've run out of column space now, so stay tuned for further details in upcoming Gazettes and at the Fall Membership meeting. Thank you to all those who contributed to the Guido 2.0 project, and to those who continue to provide for the day-to-day operation of the school. We thank the LORD that He continues to move your hearts and pray that he blesses you, for we know that "Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows." - James 1:17



GLAD TO BE BACK!

Whether it was looking forward to the year on the first day of school, or looking back on the antics of last year in the Flashback, laughter and smiles filled the halls!





SPORTS

Our sports teams are in full swing again. Students are involved in Grade 9 Soccer, Girls Basketball, Cross Country and Boys Volleyball, there is never a dull moment.





SLT

REPORT FROM THE

JULIANA & ZOË

Hello from the Student Leadership Team! We are a group of senior students at Guido whose goal is to foster a God-centered atmosphere inside and outside of the classroom. We plan and organize activities, programs, and theme days throughout the school year. We also work to support grade nine students in their transition to high school.

The SLT has several exciting things planned for the first semester! We've already had a fantastic Grade Nine Day, filled with fun games for the grade nine students to get to know each other. We have several barbeque days and pizza lunches that happen throughout the year. Fall Fest is planned for around Thanksgiving. This is a week with different events every day, including games and a fall cafe. Banquet is happening on November 25th this year; an evening of entertainment, photo ops, and a fancy dinner. During December we plan to have Winterfest, a week of winter-themed events, including candy cane grams, outdoor games, and door decorating. We also have various theme days which take place about once a month, so be sure to look forward to them!

The SLT is very excited to see what God does through the students here at Guido this year!

Till next time...

JERSEY DAY

Our first school spirit day had students showing their true colours by wearing the jerseys of their favourite teams.



GRADE 9 OUTING

While there are many ways to get to know your peers, the Grade 9 Outing at Famee Furlane is probably the most fun!



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BOARD OF DIRECTORS

Mr. B. Knol	Chairman
Mr. J. Tenhage	Vice-Chairman
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Mrs. A. Langendoen	Recording Secretary
Ancaster	Mrs. E. Holtvlüwer
Attercliffe	Mr. J. Vis
Blessings	Vacant
Brampton	Vacant
Burlington (Ebenezer)	Mr. B. Sipkema
Burlington (Fellowship)	Mr. B. Knol
Burlington/Waterdown (Rehoboth)	Mr. M. Krikke
Dunnville/Wainfleet	Mr. H. Kamstra
Flamborough	Mr. E. Jans
Glanbrook (Trinity)	Mr. A. Mans
Grassie (Covenant)	Mr. B. Ludwig
Hamilton (Cornerstone)	Mrs. T. Bos
Hamilton (Providence)	Mrs. A. Langendoen
Lincoln	Mr. E. Poort
Niagara South	Mr. J. Homan
Smithville	Mr. C. Komdeur
Tintern (Spring Creek)	M. Deboer
Toronto (Bethel)	Mr. M. Tel

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Mr. P. Leistra	Vice-Principal
Mr. R. VanAndel	Vice-Principal
Mrs. E. Alaimo	Mr. J. Scott
Mr. G. Alkema	Mrs. C. Scott
Mr. P. Bartels	Mr. D. Sikma
Mrs. J. Bork (PT)	Mrs. S. Sikma (PT)
Miss B. Bultena	Miss W. Smeding
Mr. F. DeWit	Mrs. A. Smid (PT)
Mrs. P. Douma (PT)	Mrs. H. Timmerman (PT)
Mr. D. Dykstra (PT)	Mr. R. Tomlin
Mrs. J. Hart (PT)	Mr. M. VanAmerongen
Mrs. H. Hofsink (PT)	Mr. R. VanAndel
Mrs. S. Hofsink (PT)	Mr. M. VanderVelde
Miss G. Hulleman	Mr. M. van Popta
Mr. J. Kingma	Mrs. C. VanVeen (PT)
Mr. P. Leistra	Mrs. R. Van Velzen
Mr. J. Lof	Mr. J. Versteeg
Mr. J. Oliver	Miss. A. Westerhof
Mr. S. Redwood	Mr. C. Wieske
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Mrs. J. Nobels

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Mrs. T. Strating Financial Administrator
Mr. G. Van Iperen Treasurer

CHIEF CUSTODIAN

Mr. W. Morris