

BRANCHES



Mission Statement
Credo Christian Elementary School
The purpose of our parental Christian School is to educate our children to develop their individual potential and to acquire the knowledge, skills and attitudes needed for a life of responsible stewardship in God's kingdom.

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The purpose of our parental Christian School is to educate our children to develop their individual potential and to acquire the knowledge, skills and attitudes needed for a life of responsible stewardship in God's Kingdom.

From the Chairman....

Chris Hoff

"Many are the plans in a man's heart, but it is the LORD's purpose that prevails."

- Proverbs 19

Perhaps it is a bit late to welcome the New Year, but we can still welcome you to the first edition of *Branches* for 2013! As far as the Board goes, this is a busy time of year as we actively plan for delivery of the 2013-2014 school year. As we go about this, it is good as a Board and community to reflect upon the basis of our school, and our role in perpetuating the vision of our forefathers.

The first Canadian Reformed School in the Fraser Valley was William of Orange, instituted in 1955. Our forefathers had a vision to establish a school on a covenantal basis, with the belief that "Christian schools are to assist parents in educating God's covenant children in His knowledge so that they will joyfully walk a life of obedience and trust with their Master", and that the "task of our schools, along with the home and the church is to instruct each new generation in God's story and to equip them to carry it forward"¹. Credo emerged from William of Orange in 1986 with the same vision, instructing successive generations of God's covenant children, and equipping them to be effective and active citizens of His kingdom

With that perspective, the Board is engaged in carrying on this vision, and planning for delivery of our school year 2013-2014 programs. This is a unique challenge, as some of our grades are at, or near, our class size pupil-teacher ratio. While this is not the only factor that is considered when planning for program delivery, it remains an important consideration along with a host of other factors such as character of large classes, available space in the building, and operational costs (which directly

convert to tuition). Special thanks should be given to the Education Committee for the yeoman work they have done, with support from administration and staff, to flesh out and assess our options for September 2013. We had hoped to be able to relate our plans in this edition of *Branches* - however we now expect to finalize program delivery at our February Board meeting. So until then ...

A consideration for 2013-2014 is also the status of the Joint Strategic Planning Committee (JSPC) work, and its potential implications for CCES. I can report that the JSPC had a busy January. Considerable progress has been made, and the JSPC is in the final stages of preparing its draft final report to the respective Boards. The JSPC mandate is no small challenge given the various perspectives among members of the school Societies, and existing investments in school infrastructure in the Fraser Valley. With both CCES planning for September 2013, and with JSPC, we press forward making plans to the best of our ability. We do so knowing that God is omnipotent and directs all things to His glory. Ultimately His purpose will prevail.

And last but not least, we congratulate former staff who have recently been blessed with children. Congratulations (belatedly) to Shawn and Kim Meints on the birth of their son Michael; and to Darryl and Leanne Hofsink on their twin girls, Kaylee and Kari. We already have three children pencilled in for Kindergarten in September 2018!

1 "Sharing: A Commitment to Christian Education from a Reformed Perspective", p.6, published by the Vision/Mission Committee commissioned by the Combined Boards of the four Fraser Valley Canadian Reformed School Societies, January 2003.

From the Principal....

Heres Snijder

**The LORD your God is with you,
the Mighty Warrior who saves.
He will take great delight in you;
in his love he will no longer rebuke you,
but will rejoice over you with singing."**

Zephaniah 3:17 is now artfully displayed on the wall of our newly renovated staff room. It is a daily reminder of the presence of our powerful, affirming and transforming God. Every day again, we may relish in His joy and delight instead of fearing His rebuke: amazing Grace!

God continues to make His transformative presence known to teachers and students at CCES. After a blessed Christmas Concert (*Thankful for Amazing Grace*) and Christmas break, regular routines were quickly resumed. On January 7 all students and teachers gathered in the gym to begin the new month together. The **30 Days of Prayer for our Students** was launched. In line with the year's school theme we prayed: "*Dear God, may our students be continuously transformed into Your likeness and reflect Your Glory.*" Staff and students will continue to arrange for **First Monday of the Month opening exercises**.

Concerning **traveling mercies**, we continue to marvel at God's grace and safekeeping, and see His protective hand, also when an accident involving a CCSTA bus did occur right on 52nd Ave. **Yet another** service request for more safety measures on 52 Ave has been submitted to the Township of Langley. I have been served notice that 1.) a traffic count, a pedestrian count and a speed survey will be initiated and 2) the installation of a speed reader board and other speed reducing measures will be considered and 3) parking practices on 52nd Ave will be reviewed.

The involvement of Credo Aid in the **Skating Day on January 18** is duly noted and appreciated. Thank you, ladies, for adding extra touches to so many days during the school year!

On January 25, the combined **Professional Development Day** provided opportunity to staffs from JCS, CCES, CCHS, WofO and Cornerstone Christian to interact and reflect on the teaching of Science and Language Arts. Workshop leaders from the **Vancouver Aquarium Marine Science Centre** explored the dynamics of **inquiry-based science teaching**. The bottom line: not only are we... *more easily persuaded, in general, by the reasons we ourselves discover than by those which are given to us by others'*, (Blaise Pascal), inquiry based science also enables the student to draw on competencies that they develop in other areas of study: please see page 5). This

workshop, as well as the one on **Science Journals** was well worth our precious PD time. **Diane Cruchley** came alongside language arts teachers to wrap our collective teacher heads around the reality that *'our boys don't want to write, write the minimum, or don't write well. Both boys and girls need 21st century writing skills, but, the average Grade 12 boy still writes only as well as the average Grade 8 girl.* As you can imagine, this sobering reality gave ample food for thought and discussion. *Differentiation* and *multiple intelligences* are not just buzz words that are here today and gone tomorrow, but every day realities that colour and shape the interaction of student and teacher.

Foundational Skills Assessments (FSA) will be written by Grades 4 and 7 students during the month of February. It's a worthwhile activity on various levels, and yes, it will feel like hard work for the students and they will be challenged to apply competencies to content material they have not interacted with before. It is said that FSAs provide data that reflect on the rational and emotional intelligence of 9 and 12 years olds. It is also a well known fact that professionals disagree vehemently about this assertion. That's fine - as long as they go about processing these disagreements with the well-being of our children in mind, it will bring about a win-win situation.

On February 20, intermediate students are off to William of Orange to participate in and witness a **Spelling Bee** event! It's a first: hopefully it will become a treasured tradition, along the lines of speech contest and sports day. Competing well is a skill that needs to be learned, as it's root lies in respect and appreciation for one's opponent. Regrettably, winning is put on a very high pedestal in today's society. Opponents are often seen as enemies, not as fellow amateurs who **pursue competence out of love**. (*amateur: from the Latin 'amare: to love.*)

Currently, students can attend a **volleyball club** (coached by Jessica DeBoer and Natasja VanRhee) and a **visual arts club** (led by community member Ashley Bulthuis). As well, the idea of **Parent-led-after-school clubs** is topic of conversation here and there. What are your thoughts on this? What are your children doing after school? Would you and your child/ren get involved leading and participating if this were formally launched in September?

Thank you for ongoing support and involvement! Enjoy the rest of this edition! Do take note of J. Scholtens' and T. Vanderven's articles, and as always: don't hesitate to contact CCES to address concerns or share transforming events in your children's, our student's days!

A Transformative Affirmation

Jerry Scholtens

This article came about as a result of discussions I was having with a number of people who were questioning the value of Christian education. Essentially, their reservations could be summarized as follows:

1. As Christians, don't we have a responsibility to the public system and people working there, students as well as staff?
2. Are Christian schools truly preparing students to engage the real world into which they will be sent?

These questions are respectfully asked by Christians working in the public school system. They are wondering whether we, as Christians wouldn't be more effective as students, teachers, and parents, witnessing in public schools.

Allow me share my joyful experience of God's providential care and direction. I love the song "He's got the whole world in His hands",- and certainly He directs my life and professional development also. Exciting! He even rules, directs and initiates discussions at just the right time and place. There is certainly no coincidence at play here but divine orchestration, I am sure. In this case, just about the time these discussions were floating around my home, along came the suggestion that we pick our own professional development topic for this year. Also at this time, came the launch of the Cardus Report, a survey of educational outcomes comparing public, Catholic, independent religious, independent nonreligious, and home school graduates. And to top it off, at the Teachers' Convention there was a workshop about the [12 Affirmations of Christian Schooling](#).¹

Interestingly, these affirmations have been around a long time and have been revised to update them such that they stay current for the coming years. It seems that some of these affirmations could just as well be affirmations held by public schools as Christian schools. However there are a few which definitely set the Christian school apart and which seem to me to be reason enough to keep and fully support Christian schools. I just wish to highlight one of those affirmations here.

Affirmation # 2 states: The Christian School Community stresses the restorative power of God's grace in individual lives and within the world community.

To me, this is one of the hallmarks of Christian education. We are Christians. We are the people who are to radiate this restorative power of God's grace to the world. Do we do so at every opportunity? Regrettably, *don't we frequently miss opportunities?* Should we train ourselves and our children to be those radiating vessels, those instruments of God's grace to the broader community? Of course we should. Could we do that in a school system which makes no attempt, and is openly hostile to radiating God's grace and restorative power to this world? I don't think so. Would the truth even be tolerated in a public school? I know we read a lot about tolerance in our society and yet the truth of the good news of Jesus Christ somehow seems to be forgotten in all that.

The key in this affirmation is that it is God's world. I don't think anyone in the public or any other school system would argue the fact that the world is diverse, complex or rich. But that *it is God's world* is the stumbling block. I think it important that we understand this very clearly. The norm is that it is God's world. And so the question of *why do we need Christian schools* is backwards. *Why would we want to educate our children in anything other than Christian schools?* If the norm is Christian, Godly education, then why would one send children to a pagan, ungodly school? And here, to me is the rub. We as Christian school supporters are not the ones who are going on a radical tangent. We are maintaining the thrust of the original educational purposes set out many years ago. It is with the secularization of the school system that our society has broken faith with what the school system was really intended for. The questions should then read,

1. As public community, don't we have a responsibility to work in schools that honour God and in so doing benefit our students to the best of our abilities?
2. Are public schools truly preparing students to engage God's world into which they will be sent?

Perhaps it is time for our broader community to answer those questions.

¹ Vryhof, Steven. 12 Affirmations 2.0: Christian Schooling for a Changing World. Grand Rapids, Christian Schools International, 2011.

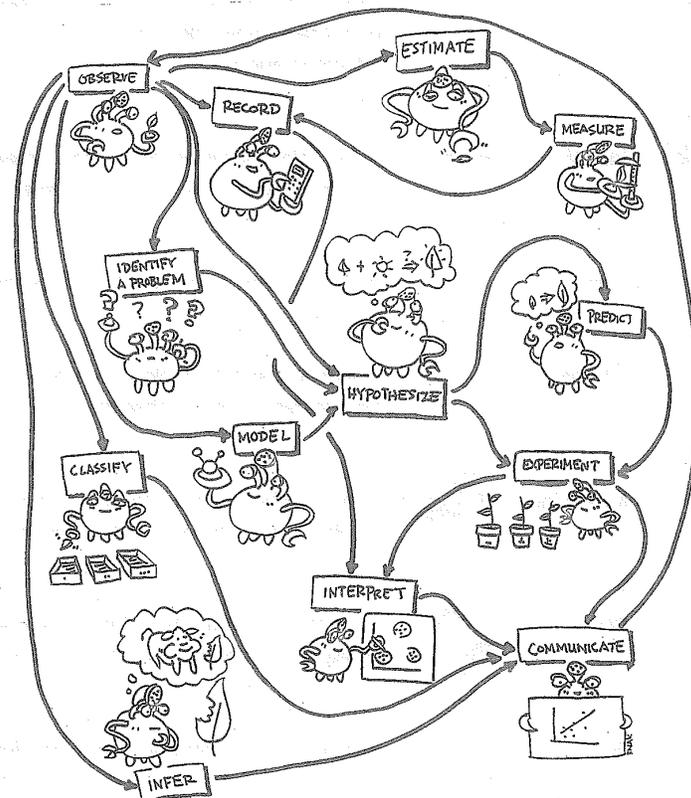
IMPORTANT STUFF TO KNOW

Living beings form a special realm of science, filled with eye-popping collages of butterflies, sheets of grasses, mildewing molds, people, bears, whales and bats, eggs and embryos, grandmothers and grandfathers. Biology is about life, and life is organisms...

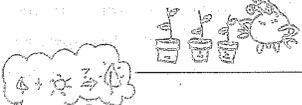
Michael J. Katz (1928-), American biologist

SCIENCE SKILLS

Doing science involves skills that most people already have. Science is more an approach to understanding the world than a body of knowledge. It requires looking at both the big picture and the details. It involves becoming aware of something (observation), imagining what will happen next (hypothesis), and then comparing what actually happens with what you thought would happen (experiment). Any of these steps may involve many substeps and last a long time. Someone who discovers and describes a new species of beetle is travelling the path of science without doing any experiments. These efforts would enable another scientist to make hypotheses and do experiments about how, for example, that species of beetle finds a mate or pollinates the trees that produce oxygen for us to breathe.



Branches

SCIENCE SKILL	HOW SCIENTISTS USE THE SKILL
	Classifying sorting objects or ideas into groups on the basis of observations
	Communicating presenting observations in an organized way (often involves rearranging data)
	Constructing models using a familiar object or system to describe or explain an unfamiliar object or system 
	Estimating determining the rough measurement of something
	Experimenting performing activities to test an inference, prediction, hypothesis, or model (involves recognizing what conditions might affect outcomes)
	Hypothesizing suggesting a possible solution to a problem based on present knowledge and experience (making an educated guess)
	Identifying a problem recognizing a problem and asking a meaningful question about it that can be answered through research 
	Inferring drawing a conclusion from facts or observations 
	Interpreting analyzing results by looking for a pattern or making generalizations about observations
	Measuring using numbers or instruments to obtain information about an object, e.g., how big or small, how hot or cold it is
	Observing using the senses to obtain information about objects in an experiment or events in the natural environment
	Predicting making a reasonable guess about the future based on what has been observed in the past and the present
	Recording keeping records of all observations, regardless of whether or not they support the hypothesis

Short Report of Board Meeting

Short Report of the Meeting
of the Board of Directors
of Credo Christian Elementary School
December 11, 2012

- Opening and Welcome: The Chairman, Chris Hoff, welcomed the Board members and Principal Heres Snijder to the meeting. No official opening, as this meeting was preceded by the Legal Authority Meeting.
- Minutes and Short Report: The Minutes and Short Report of the November 13 2012 Board meeting are adopted. The Short Report of the Ad-Hoc Board meeting held October 30 2012 is adopted.
- Incoming/Outgoing Correspondence: Incoming letters are received from the Inspector of Independent Schools and a school member family. Outgoing letters are sent to the Ministry of Education regarding the External Evaluation, and to two member families.
- Principal's Report: Heres Snijder presented the Principals Report for December 2012 including activities related to staff professional development and the Christmas program.
- Chairman's Report: The Chairman's report for December 2012 was received for information. Chris Hoff reported on his activities as chairman.
- General Business: Opportunity was provided to all Directors to review/improve Board operations and meeting structure. All Directors signed the Director Letter of Commitment that affirms the purpose and basis of CCES as well as the Directors' role and responsibilities. Enrollment, staffing, and classroom requirements for next school year were reviewed. The External Evaluation Report was positive and staff and administration were commended for their level of preparedness and cooperation in the evaluation process. Further, CCES is to be "commended for the strong faith community that authentically weaves their philosophy into every aspect of school life". Lastly, a Child Abuse Policy has been adopted.
- Education Committee: Wilfred Bulthuis reported on the activities of the Education Committee including the positive summary report of the first term classroom visits.
- Maintenance Committee: Ed Visscher reported on the activities of the Maintenance Committee including that janitorial services have been secured till the end of the school year. School traffic/safety received the attention of the Board and will be monitored for any adjustments required before/after school to enhance safety. Locks will be added to the classrooms to fulfill lockdown requirements.
- Development Committee: Oliver Hansma reported on the activities of the Development Committee including pending member visits.
- Finance Committee: Tim Bontkes reported on the activities of the Finance Committees as well as the progress of the Ad-Hoc Salary Committee.
- CCSTA: A revised funding model is being explored.
- Next Meetings / Events: The next regular Board meeting is planned for January 15 2012.
- Closing: Wilfred Bulthuis closed with thanksgiving prayer. Chris Hoff adjourned the meeting and thanked all for coming.

Schooling: Whose Responsibility is it?

T.M.P. Vanderven

Taken with permission from *Clarion* Vol. 46, No. 10 (1997)

In most countries of the world, education is, by law, the responsibility of the state. In Canada, this responsibility is given to the provincial government. Although there is consultation among the ten provincial Ministries of Education, there is no federal Ministry of Education which decrees what ought to happen in the schools across the country.^[1] In turn, the responsibility for and control over the schools is delegated to regional school boards. These local Boards of Education^[2] are responsible for establishing schools and support services in their region. The Hamilton Board of Education controls all public schools in the City of Hamilton; the Halton Board of Education does the same for the political region of Halton, which includes the City of Burlington. Each Board has appointed a Director of Education who oversees the schools on behalf of the Board. In this manner a hierarchical system has been developed from the Minister of Education (in Ontario located in Toronto), right down to the classroom teacher. This pattern,^[3] is followed across Canada, and is generally accepted as an appropriate and efficient way to provide all Canadian citizens with a good education. Canadian public education is government-controlled and therefore also, in all aspects, government funded.^[4] This means, of course, that a portion of the taxes paid by citizens (property owners) is used for education.

The history of Canada's educational system shows that Canadian society has always considered that the state has responsibility for education.

In many countries across the world, Christian parents have joined forces to establish parent-controlled Christian schools. These parents desire an education for their children which is in agreement with their own - Biblically based - view of education. These schools have been established at great cost and with great effort, and their maintenance requires even greater efforts, particularly in those areas where there is no government funding of any kind, as is the case in Ontario.^[5] Why are such parent controlled schools not the usual pattern for the educational system in Canada, as is the case in the Netherlands, for example?^[6] The answer to this question must come from history.

From the early settlement days in North America, the pioneers were vitally interested in all societal activities, including schooling. The economic survival, the very livelihood of each settlement depended very much on the co-operation of all citizens. Having a school became an economic status symbol for many a settlement. Higher education was provided eventually on the basis of financial co-operation between a number of settlements, an

arrangement which in basic outline is still in place. In the seventeenth through the nineteenth centuries such co-operation among citizens was made possible, among many other things, by the fact that, despite differences, there was a general acceptance of Judaeo-Christian values. The United States and Canada have always been considered Christian nations because the citizens accepted Christian values and morality as the standard for societal behaviour. Thus it did not take Ryerson^[7] much to convince the people that it was the government's responsibility to provide its citizens with a good education based on the principles of Judaeo-Christian morality.^[8] Public schools were established from the late seventeenth century onwards. In Lower Canada (now Quebec province), predominantly Roman Catholic, these schools were under the control of the Roman Catholic Church. The priests were often the only literate persons in a settlement. In Upper Canada (now Ontario), the prevailing religion was Protestant, and thus the early public schools were Protestant schools. Eventually this arrangement became enshrined in the unwritten Canadian constitution, the British North American Act (1867), and remains so to this day. The Protestant public school system changed overtime into the secular system we know today. The Protestant churches apparently did not have the dominating interest in education as demonstrated by the Roman Catholic Church.

The history of Canada's educational system shows that Canadian society has always considered that the state has responsibility for education. The state acts on behalf and in the interest of the common good, the good of all citizens, rather than the religious interest of some. In North America, the very idea of a Christian school is rather unusual, often considered with suspicion since such a school serves the partisan needs of an elite group. This explains why, at least in Ontario, Christian parents have found it impossible to convince the courts via legal argument of the first right of parents to choose the kind of education they wish for their children. The Ontario courts have maintained that the prior obligation for providing education rests with the state, and that the state is not obligated to assist those parents that wish not to make use of the public school system. In other provinces, private (or independent) schools have been more successful in their quest for some government funding because of the political pressure brought to bear on the governments with the help of the Roman Catholic school communities.

However, in most cases such funds come with requirements, often in terms of curriculum and staff certification.

A more recent (1985) government report ^[9] underscored this view quite strongly: public schools have a most important role in strengthening the social fabric by providing a common acculturation experience for children. Compulsory schooling is necessary for the good of society, the commissioner argues, and schooling should be made available to provide, among other things, for the shared responsibility of the government and family; the family exercising its natural interest in and responsibility for the welfare of the child and the government acting on behalf of the wider interest of society and as protector of the rights of the children. ^[10]

The great diversity of Canada's society is in itself considered to be a good thing, but it also underlines the importance of the schools' responsibility to seek a common unifying core. Within this context there may be a place for private schools, but only as an alternative form of public education. Based on the argument that it is the public, government-controlled, school which exemplifies best the educational goals appropriate for all citizens, funding of private schools is denied unless the se schools are willing to become associated schools, essentially privately operated but government-controlled schools. The Canadian Reformed schools in Ontario have not been able to accept such conditions.

It will be clear that the question, Who educates our children?, will be answered in different ways, depending on what educational roles are accorded to the government and to parents. Whatever the arguments, as reformed people we maintain that "to be educated" is not merely a right of citizenship, but that "to educate" is the divine calling of parents. Therefore the responsibility for schooling cannot be the sole responsibility of the government. The government does not have a control task with respect to education; it has an enabling task. As Christian parents we desire that the government would enable us to exercise our God-given educational responsibilities. This not only means that we value a freedom of choice, but also that this parental freedom be enshrined in legislation. May the time come that the government of Ontario acknowledges that the schooling provided by Christian schools is, indeed, legitimate, and therefore worthy of at least taxation concessions. ^[11]

Notes:

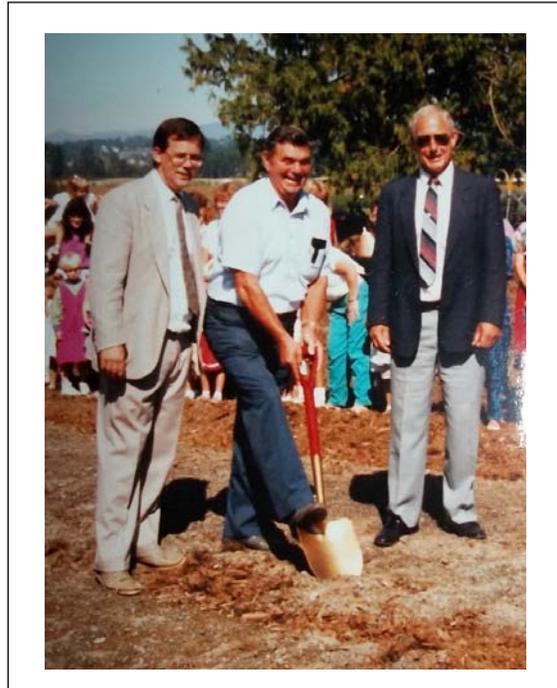
1. This is one of the reasons why the educational system differs somewhat from province to province. Taken altogether, the similarities are far greater than the differences.
2. The members of these Boards are elected by the taxpayers of the region. These members have a political rather than an educational function. Parents can exert influence by approaching the local Board of Education directly if they are not satisfied with their local school. Recently, parental action to ban a novel used in a local high school was front page news. Most public schools have a parent committee to facilitate the contact between home and school. In this way parents can actively influence the school's educational programs.
3. More recently, this pattern has been broken by the emergence of charter schools. These types of schools are essentially public schools operated by private interest groups and funded in full by the provincial government. They have come about as a result of political pressure: parents desiring to have much greater control over the education of their children. The idea of charter schools is not without controversy: public school supporters, including teachers' unions, consider them a threat to the public school system.
4. The attempts of the various provincial governments to restructure its financial commitments in order to combat the deficit have not left the public schools and their organization untouched. We might well see important changes that will have an impact for years to come.
5. In Ontario Christian parents do have to pay an educational tax to help fund the public schools, as well as contribute substantially to their own Christian school. To date, all lobbying efforts to remove this "double taxation" have failed. Today, Christian parents who send children to a Christian elementary and a Christian high school must contribute almost \$10,000 per year to these schools.
6. AN INVITATION: It may be of interest to our readers to hear how school systems have developed in other countries, particularly the history of the development of Christian schools.
7. Egerton Ryerson (1803-1882) is considered the father of modern, state-controlled public education in Ontario. In 1846 he founded the first teachers' college: the Toronto Normal School.
8. The phrase is taken from the current Ontario Education Act (1993). The relevant paragraph reads: It is the duty of a teacher and a temporary teacher. . . . to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues; Would the originator have read what the apostle Paul had to say about Christian living? .
9. The Report of the Commission on Private Schools in Ontario. Bernard J. Shapiro, Commissioner. Submitted to the Minister of Education in Ontario on October 31, 1985.
10. The state as protector of children is a notion which goes against the responsibility accorded by Scripture to the parents. This is not to deny that the state has a responsibility to oppose evil within society, including the evil of child neglect and abuse. May the Lord give us, as Christian community, the fortitude to deal with these problems in a truly Scriptural manner.
11. It would already be very helpful if the "double taxation" were removed, and if the full parental contribution to the schools could be tax deductible, as is the case with those who do not have children in school. Full funding will undoubtedly come with a great deal of government control, risking the very reason for having Christian schools in the first place.

GRANDPARENTS DAY 2013

FRIDAY – FEBRUARY 15, 2013

Students and staff of Credo Christian Elementary School invite grandparents and special guests to join us on February 15th.

Assembly at 10:00 AM
Refreshments at 10:30 AM
Classroom visits: 11:00 – 12:00



Psalm 145:4
One generation commends your works to another.
They tell of your mighty acts.

CERTIFICATE ORDER FORM

GROCERY STORES – ALWAYS AVAILABLE

Superstore (5%)	_____	x	\$50.00	= \$	_____
	_____	x	\$100.00	= \$	_____
	_____	x	\$250.00	= \$	_____
Save On Foods (8%) (Pricesmart)	_____	x	\$50.00	= \$	_____
	_____	x	\$100.00	= \$	_____
IGA (reloadable)(5%)	_____	x	\$50.00	= \$	_____
Safeway (8%)	_____	x	\$50.00	= \$	_____
	_____	x	\$100.00	= \$	_____

COFFEE AND TREATS

Tim Horton's (5%)	_____	x	\$10.00	= \$	_____
	_____	x	\$25.00	= \$	_____
Starbucks (5%)	_____	x	\$10.00	= \$	_____
	_____	x	\$25.00	= \$	_____
Esquires (10%)	_____	x	\$25.00	= \$	_____

RESTAURANTS

Available in \$25's:

- Domino's (10%)
- Olive Garden (7%)
- Earls (7%)
- The Keg (7%)
- Kelsey's Multibrand (3%)
(Milestone's, Kelsey's, Montanna's, Second Cup)
- Moxie's (10%)
- Red Robin (7%)
- The Boathouse (7%)
- White Spot (7%)
- Boston Pizza (5%)
- Old Spagetti Factory (5%)
- Wendy's (3%) and Subway (5%) also available in \$10

SPECIALTY STORES

Available in 25's

- | | | |
|--------------------------|---------------------|---------------------------|
| Aeroposte (7%) | American Eagle (5%) | Best Buy (2%) |
| Canadian Tire (3%) | Chevron (2%) | Future Shop (2%) |
| La Senza (7%) | M&M Meat Shops (3%) | Mark's Work Wearhouse(7%) |
| Old Navy (7%) | Payless Shoes (5%) | Petro Canada (2%) |
| Shoppers Drug Mart(3%) | Sport Chek (4%) | Staples (3%) |
| Toy's R Us (2%)(or \$10) | Winners (7%) | |

Available in \$20's – Chapters (10%), Roger's Video (7%)

Available in \$50's – Spa Utopia (7%)

Please use this space to write your orders for specific stores (other than grocery/coffee):

Send your form to the school (marked Credo Aid) or phone Shauna Stam 604-514-9805

DEPARTMENT STORES

Available in \$25 and \$100's

- Sears (2%)
- HBC (3%)
(The Bay, Zellers, Home Outfitters)

HOME IMPROVEMENT

Available in 25's and 100's

- Home Depot (2%)
- Home Hardware (3%)
- Rona (3%)

Credo Aid Update....

Babysitters Course: Our first fundraiser of 2013 is coming up soon! Do you have a child (11 years +) interested in becoming a certified babysitter? Mark your calendar for this year's Babysitters Course, scheduled for Saturday, February 23 from 9am-3pm, and taught by Mirjam Scholtens and Nellie Bisschop. Thanks ladies for being willing to share your expertise and thank you as well to 'retiring' Marnie VanEgmond for all her work as the previous organizer and teacher for this event! The cost of the Babysitters Course is \$40 - please register with Ang VanSpronsen @ ang.vanspronsen@gmail.com).

Now is also a good time for a brief refresher list of all our ongoing fundraisers:

For Purchase:

- **Gift-Certificates:** Yep, they're still available to purchase! Contact Shauna Stam (604-514-9805), Marcia Wildeboer (604-856-3574) or Ang deBoer (604-857-0524).
- **Eco-cloths:** Micro-fibre cloths, excellent for cleaning windows and polishing stainless steel, are available for only \$5 each! Contact Wenda Sikma @ 604-534-7875.
- **Rookworst:** Purchase Rookworst (1 for \$4.50 or 3 for \$12) from the upstairs school freezer. Payment envelopes are beside the freezer or in the office - please hand in to the Credo Aid mail slot. Contact: Esther Vandergugten

To Collect: (unless additional details are specified below, all 'collectable items' can be placed in the school mailbox, passed on to Credo Aid board members, or given directly to the contact person listed.)

- **Otter Co-op Receipts:** Save your Otter Co-op receipts - both food and gas! We collect them and when they reach a certain retail amount Otter Co-op gives us back a percentage in gift cards. Just recently we received about \$200 in gift cards! These gift cards come in handy for hot lunch food purchases! Note: giving your receipts does not affect your own Co-op account. Contact: Greta Wildeboer
- **Canadian Tire Money:** Donate your Canadian Tire money to the school to use for purchasing sports equipment and other school merchandise. Contact: Ang VanSpronsen
- **Labels for Education:** Keep all your Campbell product labels (with the UPC codes intact) to help us collect points that we redeem for free school merchandise. For a list of eligible products visit: http://www.labelsforeducation.ca/english/eligible_exp.asp Labels can be placed in the allocated box in the school kitchen. Contact: Lisa Vanderven
- **Ink Cartridges Etc:** Don't throw away your old ink cartridges, iphones, cellphones or cameras! Bring them to the school; we participate in a recycling program that gives us cash back for them. Items can be placed in the box located in the school kitchen. Contact: Mirjam Vantil



Thanks to all of you for your contributions. Every little bit counts!



Credo Christian Elementary School
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Phone: 604-530-1131 Fax:604 530-4268
e-mail cces@telus.net
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Mrs. V. Sikkema (2014)	CCHS/SpEd
Mr. E. Visscher (2013)	CCSTA/Maintenance

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Mrs. J. VanOene	Mrs. C. Visscher
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Mr. E. Visscher	Mr. H. Snijder
Mr. J. Lof	Mr. M. Homan
Mr. C. Vandergugten	Mr. R. VanSpronsen
Mr. R. Wiegens	

Staff

Mr. H. Snijder	Principal, Music 4-7
Mrs. K. Boersema	Kindergarten A
Mrs. J. Onderwater	Kindergarten B
Mrs. M. MacDougall	Grade 1
Miss A. Bosch	Grade 2
Mr. S. Chase	Grade 2/3
Mr. N. Boersema	VP/Grade 3
Mr. J. Scholtens	Grade 4
Mrs. L. Vanspronsen	Grade 5
Mrs. N. VanRhee	Grade 5
Mrs. J. deBoer	Grade 6
Miss R. Vanderhorst	Grade 7
Mrs. D. Huttema	SpEd, LA
Miss E. Boot	Educational Ass't
Miss M. Bosma	Educational Ass't
Miss A. Douma	Educational Ass't
Mrs. J. Spoor	Educational Ass't
Mrs. A. VanSpronsen	Educational Ass't
Mr. E. Kuntz	Office Administrator

Credo Aid

Mrs. E. Scheper (chair)	Mrs. L. Leyenhorst(sec.)
Mrs. E. Vandergugten (vice-chair)	Mrs. L. Saide
Mrs. A. VanSpronsen (treasurer)	

Fee Structure 2012-2013

Membership	110.00
Kindergarten	255.00
Elementary (1-3)	460.00
Elementary (4-7)	480.00
Junior High	620.00
Senior High	670.00

CCSTA office 778-395-1706
Curtis Braun email: CCSTA@shaw.ca