

# BRANCHES



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**Volume 25  
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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

First of all, we must express thanks to all the volunteers who organized and executed the annual Mothers Day pancake breakfast. It is a great event to help bring our community together - and at the same time raises funds for some special projects around the school. I understand that it is good to express special thanks to Shauna Stam, as this is your last year as one of the chief organizers.

### **Spring Membership Meeting on May 29 2013**

Please mark our spring membership meeting, planned for May 29 at 8:00, in the CCES gym on your calendars! Elsewhere in this edition of *Branches* you will find material for this meeting. Highlights of the meeting will be:

- the budget for the upcoming 2013-2014 school year;
- a presentation by Harry Moes on the activities of the Federation of Independent Schools Association (FISA);
- a presentation by Nathan Boersema on his work in Nicaragua; and,
- a vote on a Special Resolution that follows the recommendation of the Joint Strategic Planning Committee (JSPC).

### **Special Resolution regarding the JSPC Recommendation**

As a reminder, the JSPC recommended closure of William of Orange in Cloverdale and creation of a new school in the Aldergrove to Central Abbotsford area; and amalgamation of the separate school Societies into one Society to deliver this core recommendation, so that Canadian Reformed Schools in the Fraser Valley would have a "common governance" mechanism. Thanks to all who filled out the CCES survey on this recommendation - your feedback was much appreciated.

William of Orange and John Calvin Christian schools plan to hold their membership meeting on the same evening, and will also present the Special Resolution to their respective memberships for a vote. If passed by a majority of 75%, this Special Resolution would commit the Societies to working cooperatively towards implementing this recommendation. As such, the Special Resolution does not amalgamate the three school societies, but does commit the Societies on the path towards amalgamation. If approved, working out the details of a common governance model would be an early implementation step, and a proposed governance model would be brought to membership for approval. Many of the future steps such as location of property would also be brought to membership for approval. **Please see the Special Resolution, and an explanation of it, in the meeting package and on the CCES website.**

This Special Resolution would be an important decision in the history of CCES, and the delivery of Reformed elementary education in the Fraser Valley. If approved, it will influence how we collectively organize our lives, and the communities that our schools serve. As Boards, and JSPC, we have been constant in prayer, seeking wisdom and insight from He who knows what the future holds. May that be your approach also, as you consider with us the future of the education of

our covenant children in the Fraser Valley.

### **Reformed Curriculum Development Committee - Physical Education Curriculum**

The integration of Reformed covenantal worldviews and God's sovereignty over all into teaching at CCES is central to our identity as a school. It is also fitting that we, collectively with other Canadian Reformed Schools in British Columbia including Ebenezer Canadian Reformed School in Smithers, collaborate to promote and develop Reformed curriculum. The vehicle for this collaboration is the Reformed Curriculum Development Committee (RCDC).

The RCDC is primarily a funding and administrative body. Projects approved by the RCDC are delegated to, and delivered by, the Curriculum Cooperative Committee (CCC). Since being established in 1989, nearly ten curricula have been developed, with the latest being social studies/history in 2006, and K-10 science in 2009. Of course, the flagship of the RCDC efforts has been a church history curriculum named *The Flame of the Word*. We are grateful for the efforts of those involved, including many teachers who work on the curriculum in rare spare moments throughout the school year, and during the summer break.

The latest project for the RCDC is renewal of the Physical Education curriculum, and this project was started last summer. The team extended beyond our typical boundaries, and consists of teachers from Hamilton, Edmonton and British Columbia - with contributions also from Australia! This is a multi-year project, and the RCDC/CCC plans to continue development of the curriculum this summer. We are pleased that two of our teachers - Stephen Chase and Alyson Bosch - will become involved this summer to round out the elementary school view. The feedback we hear is that curriculum development also serves as excellent professional development. Stephen and Alyson - thank you for agreeing to do this on our behalf, and we trust that you will find this constructive and up-building as well.

### **Golf Tournament on June 15 2013**

Following up on the theme of good things, you are all reminded of the Golf Tournament being planned by the Development Committee for June 15 2013. Thanks to Oliver Hansma, Christina Stel, Brad deBoer, Martin VanWoudenberg Deanna Van Dyke and Stan Pol for pulling this together. Spots are still available - and any one of the committee members will be pleased to take your reservation. As an incentive, there is a special draw for those who register early!

# ***From the Principal....***

Heres Snijder

There'll come a time, the prophets would say  
When the joy of mankind will be withered away  
A want not for water, but a hunger for more  
A famine for hearing the Word of the Lord  
Michael Card, *So Many Books*.

## **Reading Week**

With a special assembly on Monday the 13th, a special Reading Week was launched. Mr. Stephen Chase ably, and enthusiastically emphasized the centrality of the Bible in all our pursuits of knowledge and wisdom. Soon after, numerous volunteers poured into the school to help celebrate the gifts of reading, of books, a well-stocked library and the value of library volunteers. We celebrate the mystery of being able to add meaning to letter symbols and find Spirit led direction from them. This mystery of letter recognition and of decoding, analyzing and synthesizing words permeates all grade levels and every academic activity. Add a generous helping of curiosity and student engagement and we appreciate anew what the prophet Amos and philosopher Socrates are on about who said, respectively:

**"Behold, the days are coming,"  
declares the Lord GOD,**

**"when I will send a famine on the land-  
not a famine of bread, nor a thirst for water,**

**but of hearing the words of the LORD. Amos 8:11 (ESV)**  
and

**"Education is the kindling of a flame,  
not the filling of a vessel"**

## **Library**

Credo is blessed with a dedicated library staff. Along with staff liaison Stephen Chase, librarians Sita VanderPol, Joyce Meerstra, Helen and Pauline Bulthuis and Jackie VanOene see to it that the library collection is expanded, kept up to date and used regularly. On behalf of staff, students and parents - a big thank you to all of you for contributing to this essential program at CCES!

## **The role of the library**

The primary focus of a school library program is to support the instructional program of the school. To do so, the school library must provide the resources necessary to help student 'learn how to learn'. The school library has a different focus and function than public libraries. Schools should complement, rather than duplicate the public library. In addition to providing resources that support the curriculum, the library's role is to promote love for reading and literacy. Stay tuned for the next issue of Branches for an update on the outcomes of the various activities that were planned to increase appreciation for the reading and literacy during reading week.

## **In class - novel study**

In order to be critical assessors and formers of society in the Information Age, Christians are challenged to search out,

evaluate, and use information independently. Students live in a world in which constant exposure to the secular, biased media is a fact of life. Christian schools are mandated to teach the skills necessary to evaluate a multiplicity of messages so that students will not be overwhelmed or confused when making decisions. The school provides a controlled situation in which teachers can guide students step by step through the process of handling information.

If it is the function of the Christian schools to promote informed critical thinking, not to isolate or indoctrinate the student, then teachers and students must have access to a wide variety of materials. Christian material not readily found in other libraries must be provided to help students develop a Christian philosophy of life. They must also be introduced to materials by non-Christian authors in order to understand other viewpoints and evaluate their inconsistency with the Bible. A well-organized collection of materials combined with a comprehensive instructional program will enrich the educational program of any Christian school. (Teacher's Handbook, p.75)

## **What makes a good novel?**

1. The work should have technical excellence and literary quality.
2. The study of the work as a whole should achieve a moral impact and should reflect an honest, penetrating and valid perception of human life. It may, therefore, depict human sinfulness, but it must do so in a context which ultimately is sensitive to biblical morality and in a way that is suitable for the age of the readers. There should be no obsession with sinful actions and ideas, and sin should be shown as something that is destructive and to be rejected.
3. In judging the merits of a work, it is more important to look at its theme than at any one of its parts. The moral and social significance of the work as a whole must decidedly exceed in value the possible offensiveness of any of its parts. (Teacher's Handbook, pp.75, 76)

## **Home and school: on the same -literary- page.**

Reading with our children is a wonderful and powerful way of holding on to our children. Scripture teaches us that the covenant relationship between child and parent is sacred. Faced with the challenges of invasive communication media and peer culture, sharing 'story' is an effective way to keep our children's attachments to us strong and to make these attachments last as our children need to be parented. Christians are people of 'the Book', and what we share through story, should be our prime concern and highest priority. Modeling reading (**do our children see us read?**) and building quality book collections at home and at school are of essential importance for nurturing a stance of faith based, lifelong learning.

## ***Musings of a First Year Teacher***

Alyson Bosch

"In everything set them an example by doing what is good. In your teaching show integrity, seriousness and soundness of speech that cannot be condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us." Titus 2:7-8

An experienced teacher once told me that my first year of teaching would be the hardest year that I would ever have. They told me not to be worried if all of a sudden I felt like I was not doing my job properly or I cried. "Everyone cries" they said, and they were right. They also told me that it would be the most rewarding, most exciting year that I have ever had. Once again, they were right.

When I moved from Edmonton, I did not really know how my first year would go. I remember shaking at the opening assembly wondering if I could be a good teacher to these 23 smiling grade 2 students.

I have always believed that teaching was not job, but a calling. The Lord calls teaching a gift, and in various parts of the Bible He motivates teachers. I knew that God was going to work through me to reach out to my students. I am astounded and amazed at how God works through my students to reach out to me every single day.

I like to say that I have a class of movers and shakers. We are always on the go, always working, discovering, interacting, and of course, laughing. I have often come home with a smile on my face because of something my students have said or done. In the first Bible test of the year, I asked

my students a question about what the Israelites did after they crossed the Red Sea. One student was a little stuck, so I demonstrated by dancing just a little. While marking his test the answer to the question was: "The Israelites boogied!" How could one disagree with that? In another instance, I was asking a student what his sister's names were and he replied, "I don't remember!" I have had marriage advice, sports advice, (I am not very good at long jump) and even from time to time scheduling advice. If I forget something, I am quickly reminded. If I pull a funny face, 23 funny faces get pulled back at me. I have had parents come up to me and tell me that their son or daughter wants to vacation where I am going to be, or that they talk about me all the time. I have also had a parent tell me that they were called Miss Bosch.

But through the laughter, and sometimes the tears, my students never cease to inspire me. The conversations in Science class that circulated when we talked about God creating the universe and everything in it were amazing. In Bible class the students always let their faith shine through when they discuss the wonders and awesomeness of Christ. So often I am taken aback with the amount of wisdom that comes from their mouths. They have such a childlike faith; so strong and so grounded. I am reminded daily how Christ works in us, through us, and around us, no matter what our age.

As this year draws to a close, I wonder if I was a good teacher to these 23 smiling students. But I know that God has put them where they were supposed to go, and I thank Him for giving me 23 gifts a day.

## ***One Wacky Day in Grade 2.***

The grade two class has written a story about a wacky day in Grade Two. They based it on Dr. Seuss' book Wacky Wednesday.

**One wacky day in grade 2, Josh rode his banana car straight through  
and Mikayla came to school with an elephant that said "MOO!"**

**Thomas V saw everyone dancing around on their heads, and Madeline said, "Everyone has to go to bed!"**

**Nathan said, "NO!" and Thomas S replied, "I don't know."**

**Taia spotted a frog kissing a princess, and Mac heard that Nelson had wanted to see that princess less.**

**Alexis came in with a bee coloured knee, and Kendra ate a GIANT pea.**

**Naomi had ten pony tails, and Carina had 15 snails.**

**Evan took a thick book and put it on his head for no reason, while Jaimee came in dressed for every season.**

**Logan came bouncing on his head, and Melissa brought a book she had already read.**

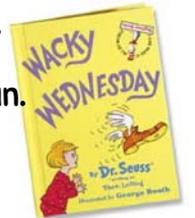
**Elijah came in with boots on his hands, and Grace came in with a ransom lands.**

**Lydia was there with a nose TEN FEET tall; Ethan was bouncing off the wall.**

**Lionel saw a lion blowing down a garbage can and Natalie saw that lion and ran.**

**Alex came in walking on the roof, and Stripes just went poof!**

**Mrs. Spoor sat on the floor, while Miss Bosch cried out, "NO MORE!"**



# Short Report of Board Meetings

Short Report of the Meeting of the Board of Directors of Credo Christian Elementary School  
April 10, 2013

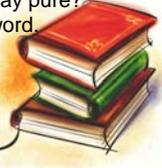
- **Opening and Welcome:** The Chairman, Chris Hoff, opened the meeting by reading from Psalm 22 and prayer. He welcomed all the Directors to the meeting.
- **Special Agenda Item:** Hans Vandooren reviewed the "Principal Assessment Final Report" with all Directors and provided an opportunity for questions and feedback. Hans Vandooren left the meeting, and Principal Heres Snijder joined the meeting. Next steps were discussed with Heres Snijder.
- **Agenda Approval:** The agenda was approved with minor additions.
- **Minutes and Short Report:** The Minutes and Short Report of the March 12, 2013 Board meeting are adopted.
- **Incoming/Outgoing Correspondence:** Two letters from CCHS and a short report from CCRTC are received. Two letters of response are sent regarding inquiries from a staff member and a school member.
- **Principal's Report:** Heres Snijder presented the Principals Report for April 2013 including activities related to staffing plans for this year and next, and the sustained success of the student led conferences.
- **Chairman's Report:** The Chairman's report for April 2013 was received for information. Chris Hoff reported on his activities as chairman.
- **General Business:** A number of matters were discussed including an application for enrollment, farewell plans for Emily Boot, the engagement of Kristen Sikkema to replace Emily Boot for the balance of the school year, memo to staff requesting expression of interest for the Vice-Principal position, delivery of Grade 4 in 2013-14 including the need to advertise for a part-time teacher assistant, JSPC survey results and next steps, CCES contributor analysis that revealed low community engagement from members without active students, preparations for the upcoming Combined Board meeting, and remuneration for Hans Vandooren's efforts related to the Principal Assessment.
- **Finance Committee:** The minutes for the Finance Committee meeting held on April 8, 2013 and the comparative income statements for the period July 1, 2012 → March 31, 2013 were received for information. Tim Bontkes reported on the activities of the Finance Committee including the draft budget for 2013-14.
- **Maintenance Committee:** Ed Visscher reported on the activities of the Maintenance Committee including the March break maintenance efforts and the refinishing of the gym floor. An advertisement shall be published to provide opportunity for individual(s) to express interest in the janitorial role for 2013-14.
- **Development Committee:** The minutes for the Development Committee held on April 2, 2013 are received for information. Oliver Hansma reported on the activities of the Development Committee including, plans for the Credo Golf Tournament, Credo Golf Tournament proceeds to support purchase of classroom computers for the students, school membership packages shall be provided to new incoming families.
- **CCSTA:** A 15% increase required for CCSTA to balance their budgets.
- **Next Meetings / Events:** The next Combined Board meeting is scheduled for April 24, 2013. The next Board meeting is planned for May 7, 2013. The membership meeting is scheduled for May 29, 2013.
- **Closing:** Ron Scheper closed with thanksgiving prayer. Chris Hoff adjourned the meeting and thanked all for coming.

Thank you, Lisa Vanderven!



Recently, staff was able to purchase some educational tools as a result of Lisa Vanderven's voluntary contribution in the form of counting and filing over 18,000 Campbell soup labels. Incredible! Thank you for doing that, Lisa!

And thank to you to all who faithfully save and forward these labels: your contributions are savoured! Speaking of soup: did you know that staff members serve soup to each other every Wednesday? Feel like connecting with staff, over a cup of soup? Consider yourself invited, eh!

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|---|--|
| <p><b>Reflections for Reading Week.....</b></p> <p>All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, 2 Timothy 3:16</p>   | <p>How can a young man keep his way pure?<br/>By guarding it according to your word.</p>  |
| <p>Let your steadfast love come to me, O LORD, your salvation according to your promise; then shall I have an answer for him who taunts me, for I trust in your word. And take not the word of truth utterly out of my mouth, for my hope is in your rules.</p> | <p>Open my eyes, that I may behold wondrous things out of your law. I am a sojourner on the earth; hide not your commandments from me!</p>                                     |

## Do You Send Your children to a Christian School so They Will Learn How to Become Worldly Christians?

T.M.P. Vandervan

Taken with permission from Clarion Vol. 46, No. 13 (1997)

Somewhat of a strange question, you might think. Aren't worldly Christians those who are not able to withstand the temptations of the world, like the seed that fell among the thorns? Understood in this manner, the answer to this odd question can be quite simple and short: no.

I'd like to approach it differently, though. This question is the second part of one that came from one of our readers. On an earlier occasion I shared some thoughts about how to help our children become Christians in the world. I wrote that, in order for a family and a school to function well, they need to provide a nurturing, safe, environment in which parents and educators and children can live and work together in a relationship of trust and harmony. Within such a setting, the children are to learn from the adults how to deal with the questions of life. These last four words are the focus now: children must learn how to deal with the questions of life.

We often hear it said about the environment in which our children grow up: wait till you find yourself in the real world; then you will really discover what life is all about. I guess the implication of this statement is that living in a Christian home, attending a Christian school, is not considered part of the real world: it's too protective, too safe, too idealistic. Our homes, and certainly our schools, provide our children with a greenhouse environment, it is claimed. Once our children get out "there," they will find themselves ill prepared for the societal pressures brought to bear on them. What are we to think of such comments?

We can readily admit that no type of education will prepare for all the issues of life that we may possibly face. Surely, preparation for life does NOT mean that we have memorized all possible answers to all possible questions.

Education deals in practical things, but much more so in things of principle. In the home, father and mother instil into their children principles, values, standards - a life style. This will include a strong emphasis on personal responsibility - one of the main goals of Reformed education. Christian adults are called upon to make responsible choices, and children are to learn from them how to do this eventually on their own. Our reader wrote about his own experience as a Christian student in a public school.

*I remember incidents of ridicule for saying "Christian" things as a young child in a secular environment. This ridicule came not only from my classmates, but from the teacher also. My parents would often remind me of what I was while in school: I was to be a 'stranger' there; I was to be an example. I should not hide my light under a bushel ....*

In our Christian schools there ought not to be such ridicule; the light of God's Word ought to shine brightly in the hallways and classrooms. But, our young people might think, if there is already so much light, you won't see much of my tiny candle, will you now? Whatever I do will make precious little difference. And if I do try ....

Is this perhaps the problem we face in our families and in our schools: the tiny, often hesitant, lights of our children have little chance to make a difference since they are always overshadowed by the lights of the adults. After all, the adults know best, and we all are Christians anyway ... Are we, despite our good intent, educating our children into docile (there's no need to take a stand), or perhaps incompetent (we don't know how to take a stand) young Christians?

Human beings are inclined to choose the road with the least resistance: we'd rather be lazy than active; we'd rather let others do the work and sit back ourselves. If that would be our attitude, we would live our lives as docile, lazy Christians, taking things as they come without any attempt to make a difference. Then our spiritual lights will fade. Our religious life becomes routine and ritual, without the fire of commitment burning brightly. Christian behaviour will then become no more than icing on the cake, perhaps merely to satisfy parents. Eventually, for us the antithesis between church and world will be obliterated.

However, in combating such an attitude we ought not to build the wall of antithesis so high and thick that world and church can never interact - don't taste, don't touch, don't become involved. Any desire to create some contact with "the world" is considered with deep suspicion. We become introvert, inward looking, a community that exists as a lonely island in the midst of an ocean of depraved humanity. The Pharisees had precise rules for a religious life style. To them it was quite clear what was permitted and what was not. Their main responsibility was to follow the set rules. Then came our Lord and Saviour, who challenged this view at every turn, pointing to the responsibility that each one has to live from the heart rather than because of the rule. He did not come to lead His people to unassailable isolation; He placed us right in the middle of a challenging world, and He gave us the means to stand up to all those challenges - not in our own strength, but with the armoury which He Himself provides. In this manner we are to live and work in the world.

A Christian school is, of course, a place where students are encouraged to apply their Christian beliefs in all school subjects. But a Christian school is also a place where inimical, non-biblical, thoughts are NOT shunned as irrelevant to Christian education. A program of studies that does not show how it derives from soundly Scriptural principles is as inadequate as a program of studies that does not relate to real life issues and concerns.

Here lies the challenge of Christian education for the home and for the school: how shall we provide our children with real opportunities to learn to discern? Sure, there is a time when it is appropriate for a mother to say: Just listen to me, I know best. Yet, education is much more than providing good advice. Every generation needs opportunities to discover for itself what values are enduring and what behaviours are truly appropriate. No one can live our lives for us; nothing teaches

as powerfully as our own experiences, successes and failures included. Give us some examples, you ask?

Discuss with your children and students issues which emerge from the newspaper and TV programs. Do not say too easily: you should not read this book, or you should not watch this program. Challenge your children whether or why they ought to read this book or watch that program. Model discernment-in-action and be prepared for the challenges of your children. There are situations where a firm "no" is required, but there are also many situations in which children ought to be given space to make their own choices without the adults stamping all over them to show them the errors of their ways. Keeping in mind, of course, the age of your children, honestly help your children develop their own opinions, always grounded in Scriptural principles. Trust that Christ also lives in their hearts, and that they want to be obedient to His will.

Admit that not all of life's questions have ready answers. We often do not know either what to do or what to decide. Let's not pretend that adults are infallible and above reproach! Some teachers seem to believe that they **MUST** have all the correct answers. Such attitudes do nothing to help students become discerning Christians. In fact, we may cause them to become frustrated with their elders, noting the many inconsistencies in adult behaviour, and rejecting the values that are preached to them.

Don't be afraid - let alone upset when your teachers introduce controversial topics and issues. There is much value in opening the eyes and minds of the students to questions raised in secular novels and in non-Christian approaches to history and science. Train your children in careful analysis of ideas and views, also those that contradict Scripture. Trust the teachers to guide their students towards Scripturally independent thinking. Our selection procedures should not focus on determining whether a book is "Christian" or not. Instead, it should focus on instructional potential. Of course, there are books and topics that are better not read or discussed because our students will not gain anything from them. Much depends on the age, the interests, the needs, etc. of the children, as wise parents and teachers know so well. A book with controversial themes can become a powerful and enjoyable experience under the guidance of a discerning, loving teacher.

Create opportunities for your children to interact with those living around them - how else will they be able to let their light shine? No, do not neglect the friends within the school and church community. But neither ignore the people in your own neighbourhood. Unorganized, spontaneous, street play can provide a refreshing perspective on our self awareness. Participation in sports activities or other events often stimulates our children as well. Teach them how to be clear and up front about what they will and will not participate in. Also as school communities there are opportunities to participate in regional events of one sort or another.

Do we send our children to a Christian school in order to learn how to become - not worldly perhaps, but - world-wise Christians? The answer can be yes if it means that we want our children and students to be familiar with the ways of the world. That's the place where we all live and work; that's the stage for the drama of human lives. Indeed, there is much drama, much tragedy. Attempting to hide this from our children is foolish. The Bible sets a much better example. The heroes of faith in Hebrews II are human beings, sketched in Scripture with all their faults, shortcomings, warts and ugliness. Faith did not remove the ills of life, nor the effects of sin; faith gave them a new robe as white as wool, as scarlet as the most royal garment because Christ bought them free. Scripture speaks of these things as a struggle, not as an achievement. It is our task as adults to help our children in and with this struggle because it is also our own struggle.

Our homes need discerning Christian parents and our schools need discerning Christian teachers who know how to create a biblical environment for the youngsters. In such an environment, neither the parent nor the teacher is the all-knowing answering machine. They themselves are deeply aware how confusing learning and living can be, how frustrating, how painful at times, and how their own efforts to educate in the fear of the Lord fall so far short all the time. Yet the parent and teacher are also the older brother or sister who can comfort the younger ones, encourage them, protect them when needed, let them go when they're ready.

Parents ... teachers ... are you actively involved in your own in-service training?

## ***Credo Aid Update....***

The Pancake Breakfast has now come and gone and we are happy to report that this community event was a success! The total amount raised was approximately \$2700. It was great to see so many people come to eat, socialize and support Credo. What a blessing! We also send out a huge thank you to all who made this event possible! Thank you to our sponsors: Better Blend, Donald's Fine Foods, Vanderpol's Eggs, The Bredenhof Farm, The Dewit Farm, The VanDelft kitchen and Holland Shopping Centre.



Thanks also to Darvonda Nurseries who donated all the plants for our plant sale. And to all the organizers and volunteers who worked hard to make it a great day: we so appreciate your willingness to help out - thank you! Finally, we'd like to give a shout out to Shauna Stam, who has for many years lead the organizing committee and is now retiring from that role. Thank you Shauna for your commitment and dedication to this great community event and fundraiser!!

# Credo Christian Elementary School

## Membership Meeting

May 29 2013 @ 8:00 PM

### Agenda

1. Opening and welcome
2. Minutes of the October 2012 GM
3. Business arising from the minutes
4. JSPC Recommendation and Vote
5. CCES Budget - Tim Bontkes
6. FISA - Harry Moes
7. Question Period
8. Closing

#### **Minutes of the Meeting of the Board of Directors of Credo Christian Elementary School with the Membership October 24th, 2012 CCES Gymnasium**

**Opening and Welcome:** The chairman, Chris Hoff, welcomed all those present. He opened the meeting with Romans 12: 1-8, followed by prayer and singing of Psalm 145:1. A quorum of members was present.

**Approval of Minutes:** The minutes of the membership meeting held May 30th, 2012 were distributed prior to the meeting and adopted as presented.

**Matters from the Minutes:** Nothing to report.

**Election of New Board Members:** Wilfred Bulthuis assumed leadership of the meeting. Membership was given the opportunity to vote for two Board members. Nominated were Oliver Hansma, Chris Hoff, Ryan Sikma and Sprout Vanderugten. Two members from the Society, and two Board members, served as the counting committee. Stan Pol was thanked for his valuable contributions over the last three years. Chris Hoff resumed leadership of the meeting after the ballots had been cast.

**Credo Aid:** Ang Deboer highlighted the benefits of the "Gift Certificate" program run by Credo Aid and encouraged membership to participate.

**Secretary's Annual Report:** Ron Scheper read the report. Thankfulness was expressed for the many blessing we could experience from the Lord last year at CCES. A number of highlights throughout the year were recalled. The Administration, Staff, and volunteers were acknowledged for their dedication to CCES.

**Financial Statements:** Tim Bontkes presented and reviewed the financial statements of 2011/2012. Motion to approve was seconded and carried. Thanks were expressed to Melissa Vanpopta and Rob Bisschop for their review of the financial records. Everything was found to be in good order.

**Voting Results:** Elected were Oliver Hansma and Chris Hoff. All nominees were thanked for letting their names stand. A motion to destroy the ballots was seconded and carried.

**Cardus Survey:** H. Snijder provided a brief introduction to the Cardus Education Survey 2012 Report and some of its findings. Further details of this report are available online (<http://www.cardus.ca/research/education/>).

**Development Committee:** The Chairman gave the floor to Stan Pol. A promotional video that succinctly captures the mission and vision of CCES as well as the blessings the Lord has provided us with as a school community was shown to the membership. Thanks were expressed to Martin Vanwoudenberg for his efforts in stitching the promotional video together.

**CCES Planning:** Chris Hoff highlighted to membership that the Joint Strategic Planning Committee (JSPC) is targeting to deliver a report to the respective Boards January 2013. Information release to membership is targeted for the May 2013 membership meeting.

Credo, short term planning options include exploring how to deliver grade 1 and 4 classes for 2013-14. Potential options include, delivering large classes, portables (1 or 2), converting the library to a classroom and storage room into a library, and the potential of shuttling a class to the high school.

CCES continues to collaborate with William of Orange and work with their Board.

An opportunity for questions was provided. There was a request for input into short term planning options for September 2013. Comments/concerns on the options that are under consideration are welcomed.

#### **Questions Period:**

With our budget surplus, is there any possibility to review the traffic situation at CCES? Is it possible to utilize lights/infrastructure to provide further awareness of school related traffic? Concern will be relayed to the Maintenance Committee for further review.

**Thanksgiving Prayer:** Rev. deJonge

**Adjournment:** Chris Hoff adjourned the meeting after encouraging the membership to participate in the "Meet the Teachers" event after the meeting.

## **From the JSPC – An Explanation of the Special Resolution**

At the April 24, 2013 Combined Boards Meeting, the JSPC presented its recommendation for the wording of a Special resolution to be voted on at each of the respective elementary school Societies in their membership meetings on May 29, 2013. The Special resolution was approved by the respective Boards, and is attached. This introduction explains the contents of the Special resolution, so that the membership is clear about what they are voting on.

### **JSPC RECOMMENDATION**

Section 6 of the JSPC report contains the following recommendation:

- Delivery of Scenario 4b, or closure of William of Orange in Cloverdale, and creation of a new school in the Aldergrove to Central Abbotsford area; and
- Amalgamation of the separate school Societies into one Society to deliver this core recommendation, so that Canadian Reformed Schools in the Fraser Valley would have a “common governance” mechanism.

### **SPECIAL RESOLUTION – IN GENERAL**

In general terms, the Special resolution would commit the Societies to working cooperatively towards implementing this recommendation. As such, the Special Resolution does not amalgamate the three school societies, but does commit the Societies on the path towards amalgamation. Working out the details of a common governance model would be an early implementation step, and would be brought before the respective Societies for interaction, and voting.

The Special resolution would “bind the conscience” of the Societies to implement a common solution that follows the contours of the JSPC recommendation. However, it is also understood that, during the process of delivering the JSPC recommendation, more information will become available (e.g. availability and cost of land). As such, there is room within the contours of the Special resolution to revisit the final delivery of the JSPC recommendation – providing that there is consent by all three Societies.

### **SPECIAL RESOLUTION – PREAMBLE**

The “Whereas” portion is a preamble that describes the background to the Special Resolution:

- how it is that we got to this point as a community (pgh A);
- the recommendation made by the JSPC (pgh B);
- the boards’ agreement to present the recommendation to the membership (pgh C); and
- the desire of the societies to confirm their commitment to each other (pgh D).

## **SPECIAL RESOLUTION - CONTENT**

The Special Resolution is contained in paragraphs 1, 2, and 3:

- In paragraph 1, your Society adopts the JSPC recommendation. You will note that the two JSPC recommendations are presented as one motion. Based upon feedback from respective memberships, most people see the recommendations as linked – the large majority of those that are in favour of the first recommendation also approve of the second recommendation; and vice versa.
- In paragraph 2, your Society gives your Board the authority to move forward with implementing the JSPC recommendation.
- In paragraph 3, your Society agrees to commit to the other two school societies that it will be a good faith partner in the process of implementation. This is important for all three societies, as each one of them will be investing significant time, energy, and financial resources to implement the recommendations, and will also shelve the other options that they might have been considering to address their current and longer term challenges. It would not be fair that any one Society would be able to pull out of the process partway through, leaving the others having to scramble to implement another solution. As such, part of the agreement to proceed among the societies would also include a mechanism for resolving any otherwise insurmountable disputes among them.

## **A FEW FURTHER NOTES**

- if the Special Resolution is passed by all three societies, the boards will not be able to simply amalgamate the societies and move William of Orange from its current location without further consulting with their members. Rather, all boards will have to come back to their societies for ongoing input throughout the process – for instance, each of the societies will have to pass further Resolutions to adopt a new constitution, authorize any borrowing required for land purchase, etc. and other similar matters necessary to implement the JSPC's recommendations.
- The wording of the Special Resolution cannot be amended by motions made from the floor at any of the membership meetings. The Special Resolution will be voted on in the form that is attached.
- Each of the three societies will have to pass the Special Resolution by a super majority of 75% for the school societies to move forward with the JSPC recommendation.

We trust that this provides sufficient explanation of the Special Resolution, but if you are still unclear about anything in the Resolution feel free to contact any of the JSPC members as undersigned. We wish you wisdom from above as you consider the future of Reformed education in the Valley.

The JSPC

Tim Bontkes, Chris Hoff, George Gunnink, Jerome Lengkeek, Cam Aikema, John Schouten, Derek Hoogstra, and Martin Onderwater

Special Resolution of the members of the Canadian Reformed School Association of Langley, B.C.  
dated the 29<sup>th</sup> day of May, 2013.

Whereas:

- A. The Canadian Reformed School Association (operating William of Orange Christian School), the Canadian Reformed School Association of Langley, B.C. (operating Credo Christian Elementary School), the Canadian Reformed School Society of Abbotsford (operating John Calvin Christian School)(the "School Societies"), who together operate Credo Christian High School, together commissioned a report with respect to the future of Reformed Christian schooling in the Fraser Valley, which report was delivered to the boards of the School Societies in February 2013 (the "JSPC Report");
- B. The JSPC Report recommended the closure of William of Orange Christian School in Cloverdale and the establishment of a new school in the Aldergrove to central Abbotsford area, as well as the amalgamation of the School Societies into one society under a common governance structure (the "JSPC Recommendation");
- C. The boards of the School Societies have each agreed to put the JSPC Recommendation before their respective memberships to obtain their direction with respect to the JSPC recommendation; and
- D. While the final implementation of the JSPC recommendation will require further resolution(s) of the members, the members wish to confirm the Society's commitment to the other School Societies to proceed with implementing the JSPC recommendation to provide certainty for all of the School Societies

Now therefore, the members of the Canadian Reformed School Association of Langley, B.C. (the "Society") resolve, as a special resolution that, on condition that the other School Societies also approve these special resolutions:

- 1. The JSPC Recommendation is approved and adopted as the direction for the Society, in the interest of fulfilling and furthering the Society's mandate and purpose;
- 2. The board of directors of the Society is directed to take such steps as are necessary to commence with the implementation of the JSPC Recommendation, insofar as it requires the local action of the Society; and
- 3. The board of directors of the Society is authorized to enter into agreement(s) with the other School Societies, on such terms as the board considers reasonable and necessary, to confirm the Society's commitment to the implementation of the JSPC Recommendation.

Credo Christian Elementary School  
Budget 2013-2014

|                           | 2012-2013    | 2013-2014    |
|---------------------------|--------------|--------------|
| EXPENDITURES              |              |              |
| PAYROLL                   |              |              |
| Salaries & Benefits       | 831,000      | 854,200      |
| EDUCATIONAL               |              |              |
| Instructional             |              |              |
| Educational Aids          | 4,000        | 4,000        |
| Textbooks                 | <u>5,000</u> | <u>5,000</u> |
|                           | 9,000        | 9,000        |
| Supplies                  |              |              |
| Art & Music               | 4,000        | 4,000        |
| Class                     | 4,000        | 4,000        |
| Computer                  | 1,500        | 1,500        |
| Paper                     | 2,500        | 2,500        |
| Sports                    | <u>1,000</u> | <u>1,000</u> |
|                           | 13,000       | 13,000       |
| General                   |              |              |
| Library                   | 4,500        | 4,500        |
| Subscriptions             | 250          | 250          |
| Photocopier               | 9,000        | 9,000        |
| Computer Maintenance      | <u>4,000</u> | <u>4,000</u> |
|                           | 17,750       | 17,750       |
| PROFESSIONAL DEVELOPMENT  |              |              |
| Conventions               | 3,000        | 3,000        |
| Seminars                  | 2,000        | 2,000        |
| Courses                   | <u>4,000</u> | <u>4,000</u> |
|                           | 9,000        | 9,000        |
| TRANSFER PAYMENTS         |              |              |
| High School               | 496,500      | 500,550      |
| RCDC                      | 2,150        | 2,100        |
| Teachers College          | 4,000        | 4,000        |
| Special Education         | 13,610       | 28,340       |
| Affiliations(FISA)        | <u>1,005</u> | <u>980</u>   |
|                           | 517,265      | 535,970      |
| ADMINISTRATION            |              |              |
| Accounting and Legal      | 3,000        | 3,000        |
| Advertising & recruitment | 200          | 200          |
| Gift Expenses             | 4,000        | 4,000        |
| BCeSIS                    | 3,005        | 3,000        |
| Office Supplies           | 1,800        | 1,800        |
| Publications              | 2000         | 2000         |
| Staffroom Expense         | 600          | 600          |
| Student Insurance         | 400          | 450          |
| Telephone                 | 2500         | 2500         |
| Bank Charges              | <u>750</u>   | <u>750</u>   |
|                           | 18,255       | 18,300       |

Notes:

(1)

(2)

2012-2013

2013-2014

|                             | 2012-2013       |                  |               | 2013-2014       |                  |               |
|-----------------------------|-----------------|------------------|---------------|-----------------|------------------|---------------|
| <b>CAPITAL</b>              |                 |                  |               |                 |                  |               |
| Equipment                   |                 |                  |               |                 |                  |               |
| Audiovisual                 | 500             |                  |               | 500             |                  |               |
| Computer                    | 2000            |                  |               | 2000            |                  |               |
| Musical Instruments         | 3000            |                  |               | 0               |                  |               |
| Other                       | 200             |                  |               | 200             |                  |               |
| Office                      | 500             |                  |               | 500             |                  |               |
|                             |                 | 6,200            |               |                 | 3,200            |               |
| Furniture                   |                 |                  |               |                 |                  |               |
| Administration              | 200             |                  |               | 200             |                  |               |
| Classroom                   | 3,000           |                  |               | 3,000           |                  |               |
|                             |                 | 3200             |               |                 | 3200             |               |
| <b>BUILDING MAINTENANCE</b> |                 |                  |               |                 |                  |               |
| Repairs & Maintenance       |                 |                  |               |                 |                  |               |
| Building Maintenance        | 16,800          |                  | (3)           | 16,800          |                  |               |
| Garbage Disposal            | 3000            |                  |               | 1200            |                  |               |
| Grounds Maintenance         | 5,000           |                  |               | 5,000           |                  |               |
| Janitorial Contract         | 29,000          |                  |               | 29,000          |                  |               |
| Janitorial Supplies         | 4400            |                  |               | 4400            |                  |               |
| Equipment Maintenance       | 500             |                  |               | 500             |                  |               |
|                             |                 | 58,700           |               |                 | 56,900           |               |
| Services                    |                 |                  |               |                 |                  |               |
| Insurance                   | 11500           |                  |               | 11750           |                  |               |
| Utilities                   | 15,000          |                  |               | 15,000          |                  |               |
|                             |                 | 26,500           |               |                 | 26,750           |               |
| <b>TRANSPORTATION</b>       |                 |                  |               |                 |                  |               |
| Bus                         | 69000           |                  | (4)           | 87250           |                  |               |
| Field Trip                  | 2000            |                  |               | 2000            |                  |               |
| Tuition Rebates             | 1,680           |                  |               | 1,440           |                  |               |
|                             |                 | 72,680           |               |                 | 90,690           |               |
| <b>TOTAL EXPENDITURES</b>   |                 | <u>1,582,550</u> |               |                 | <u>1,637,960</u> |               |
| <b>REVENUES</b>             |                 |                  |               |                 |                  |               |
| Government Grant            |                 | 696,869          | (5)           |                 | 691,176          |               |
| Tuition                     |                 | 800,880          | (6)           |                 | 831,360          |               |
| Membership                  |                 | 68,640           |               |                 | 59,400           |               |
| Donations                   |                 | 13,661           |               |                 | 17,024           |               |
| Surplus -previous yrs       |                 |                  |               |                 | 35,000           |               |
| Interest                    |                 | 2,500            |               |                 | 4,000            |               |
| <b>TOTAL REVENUES</b>       |                 | <u>1,582,550</u> |               |                 | <u>1,637,960</u> |               |
| <b>TOTAL EXPENDITURES</b>   |                 | <u>1,582,550</u> |               |                 | <u>1,637,960</u> |               |
| <b>SURPLUS (DEFICIT)</b>    |                 | <u>0</u>         |               |                 | <u>0</u>         |               |
|                             | <b>Families</b> | <b>Fee</b>       | <b>Yearly</b> | <b>Families</b> | <b>Fee</b>       | <b>Yearly</b> |
| Kindergarten                | 6               | 255              | 18,360        | 7               | 260              | 21,840        |
| Grades 1-3                  | 18              | 460              | 99,360        | 13              | 470              | 73,320        |
| Grades 4-7                  | 34              | 480              | 195,840       | 33              | 490              | 194,040       |
| Grades 8-10                 | 32              | 620              | 238,080       | 28              | 635              | 213,360       |
| Grades 11-12                | 31              | 670              | 249,240       | 40              | 685              | 328,800       |
| Foreign students            | 0               | 3,639            | 0             | 0               | 3,716            | 0             |
| Membership                  | 52              | 110              | 68,640        | 45              | 110              | 59,400        |
| Total                       | 173             |                  | 869,520       | 166             |                  | 890,760       |
| # of students               | 204             |                  |               | 199             |                  |               |
| # funded students           | 191.5           | 3,639            | 696,869       | 186             | 3,716            | 691,176       |
| # families 1-12             | 115             |                  |               | 114             |                  |               |

Budget Notes

**(1) Salaries**

The increase in salaries reflects the acceptance of the salary committee's recommendation to increase salaries by an average of 1.38%. The total number of teachers or classes is not expected to change for 2013/14.

**(2) Special Ed Transfer**

Substantial Increase due to extra staff time required for Special Ed program. The level of assessment is more in line with assessments in the years prior to 2011/12.

**(3) Classroom Upgrades**

New carpet and paint and blinds in some of the primary classrooms.

**(4) Busing**

Reflects a 15% increase in busing costs due to underfunding in the past and a decrease in ridership for other schools.

**(5) Government Grant**

Grant amount suggested by Ministry for 2013/14.

**(6) Fees**

Increased by \$5 for Kindergarden, \$10 for Elementary and \$15 for Highschool to cover increased operating costs.

Special Education Program  
Budget 2013-2014

|                           | May-12    |                | Sep-12    |                | May-13  |                |
|---------------------------|-----------|----------------|-----------|----------------|---------|----------------|
|                           | 2012-2013 | fam            | 2012-2013 | fam            | 2013-14 | fam            |
| <b>REVENUE</b>            |           |                |           |                |         |                |
| Government Grant          | 100,700   |                | 100,700   |                | 82,350  |                |
| CCES                      | 13,610    | 88             | 3,390     | 93             | 28,340  | 87             |
| William of Orange         | 4,790     | 31             | 1,010     | 28             | 9,110   | 28             |
| Previous year surplus     |           |                | 14,000    |                | 6,000   |                |
| Donations                 | 3,500     |                | 3,500     |                | 3,500   |                |
| <b>TOTAL REVENUES</b>     |           | 122,600        |           | 122,600        |         | 129,300        |
| <b>EXPENDITURES</b>       |           |                |           |                |         |                |
| <b>Teaching</b>           |           |                |           |                |         |                |
| Salaries and Benefits     | 110,000   |                | 110,000   |                | 116,700 |                |
| Consultants/Workshops     | 2,000     |                | 2,000     |                | 2,000   |                |
| Therapists/Testing        | 9,000     |                | 9,000     |                | 9,000   |                |
|                           |           | 121,000        |           | 121,000        |         | 127,700        |
| <b>Materials</b>          |           |                |           |                |         |                |
| Supplies                  | 500       |                | 500       |                | 500     |                |
| Textbooks                 | 100       |                | 100       |                | 100     |                |
| Miscellaneous             | 1,000     |                | 1,000     |                | 1,000   |                |
|                           |           | 1,600          |           | 1,600          |         | 1,600          |
| <b>TOTAL EXPENDITURES</b> |           | <u>122,600</u> |           | <u>122,600</u> |         | <u>129,300</u> |

# GOLFER / SPONSOR SIGNUP!

The highly anticipated Golf Tournament is coming soon.

Saturday, June 15

Enter your team (up to 5 players) and sign up without delay!

This event is filled with camaraderie, competition, and community support for Credo. After a morning on the course you are treated to a sumptuous lunch, and door prizes as well as prizes for outstanding accomplishments on the course!

Last year we were SOLD OUT – so register early to reserve your spot!

Langley Golf Center  
21550 – 44<sup>th</sup> Ave, Langley

Arrive by 8:00, Shotgun start at 8:30

Golf from 8:30 – 11:30

Delicious lunch to follow:

Cost of \$125 per person, Seniors/Students \$85, Under 15 - \$65  
(Please make Cheque payable to CCES)

Player \_\_\_\_\_ Player \_\_\_\_\_

Player \_\_\_\_\_ Player \_\_\_\_\_

Player \_\_\_\_\_

As always this is a great opportunity to advertise your business or services with a hole sponsorship -available for a suggested donation of \$250 or more.

Hole Sponsor \_\_\_\_\_

Tax receipts will be issued to hole sponsors.

Door prizes gratefully accepted.

EARLY REGISTRATIONS AND PAYMENTS  
WILL BE ENTERED IN OUR SPECIAL DRAW...

Details to follow.



# CREDO GOLF Tournament

Register your team of up to 5 players, and enjoy a great day of golf, fun, and community support for Credo Christian Elementary.

All proceeds go to support the purchase of new classroom computers for the students



Langley Golf & Banquet Centre - June 15 2013

## HOLE SPONSORS!

Hole sponsorship opportunities are available for individuals and businesses. Have your company in the golfer handout, and your sign proudly displayed around the tee boxes (signs can be provided by sponsors, or we will have one made for you).

This great exposure opportunity and way to support the CCES community is available for a suggested donation starting at \$250.

*Contact one of our reps for more information, or to sign up!*

## DOOR PRIZE SPONSORS!

We eagerly welcome business door prize items, giveaways, and other opportunities to reward the golfers for their support, and to help CCES make this event a memorable one. A wide variety of donation items are accepted, ranging from gift cards to products to grand prize items.

If you are interested in being a sponsor in this way, and increasing your business exposure, please contact one of our reps.

Langley Golf & Banquet Centre 21550 - 44th Ave, Langley | Arrive by 8:00, Shotgun start at 8:30. Golf from 8:30 - 11:30. Lunch to follow

Cost: \$125 per person, Seniors/Students \$85, Under 15 Yrs \$65 | Cheques should be made payable to CCES

### CONTACT OUR REPS:

Oliver Hansma 604-807-5344 | Christina Stel 604-539-8095 | Brad Deboer 604-857-0524  
Martin VanWoudenberg 604-308-1297 | Deanna Van Dyke 604-533-9559