



A quarterly publication of the Society of Christian Schools in BC



www.scsbc.ca

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Employee Pensions: Why Are They So Important To School Boards, Teachers and Support Staff?

Henry Contant · SCSBC Executive Director

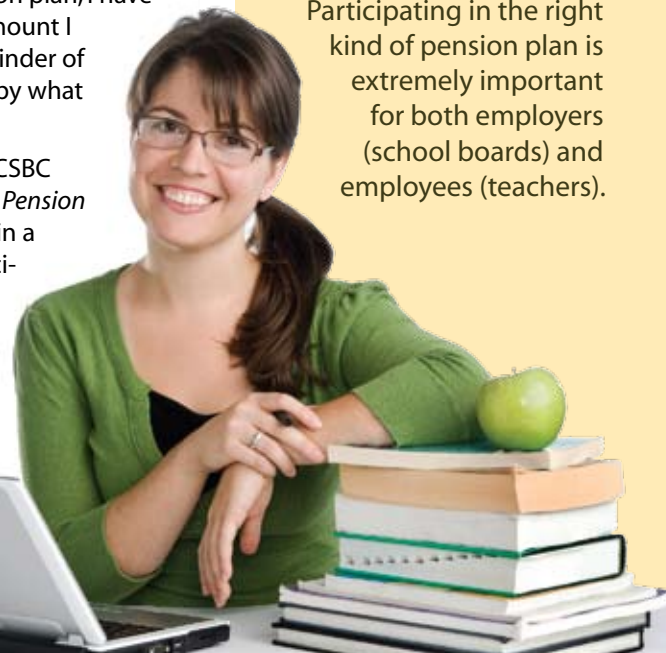
I remember the excitement I felt signing my first Christian school teaching contract as a keen, single, and not yet 22-year-old. My financial concerns at the time were whether or not my annual salary of \$12,000 would allow me to pay off my student loans, cover my rent, keep my car on the road, save for a wedding, and afford a down payment and mortgage payments on a home I hoped to purchase some day. To be honest, I paid little to no attention to the pension benefits that were part of my "Compensation Package". After all, I was just beginning my career in Christian education and retirement was 40-plus years away. Workshops at teacher conventions on the CSI Pension Plan were for the "old" teachers on staff, those who had taught for at least 10 to 15 years!

Time flies and I'm now completing my 33rd year in Christian education. My recent CSI Pension Plan statement informed me that I'm within 5 years of being eligible for early retirement benefits without being penalized. Somewhere along this journey in Christian education as teacher, principal, director, and now advisor to the SCSBC Compensation Committee, my perspective on the importance of pension plans has changed.

Participating in the right kind of pension plan is extremely important for both employers (school boards) and employees (teachers). Today, I'm incredibly thankful for insightful Christian school boards in both Ontario and BC that understood the importance of employee pension plans long before I ever did. When I moved from a Christian School in Ontario to British Columbia 31 years ago, I didn't realize the benefit of the portability of my pension plan. I sure do today! Because I could benefit from the prudent investment decisions of professional money managers that were supervised by a trained and competent Pension Board of Trustees rather than rely on my own limited financial insights, I worried less. Because my pension is a defined benefit plan rather than a defined contribution plan, I have the assurance of knowing the exact dollar amount I will receive upon my retirement for the remainder of my life, making it easier to decide when and by what means I should someday retire.

Since its inception, the vast majority of our SCSBC member schools have participated in the *CSI Pension Plan (6%)* program. However, there still remain a small minority of member schools that participate in the *CSI Pension Plan (4.5%)* program. A few SCSBC schools have opted out of the *CSI Pension Plan* program altogether and alternatively provide a matching group or self-directed RRSP program for their employees instead. Even fewer schools provide no pension benefits for their employees whatsoever.

Participating in the right kind of pension plan is extremely important for both employers (school boards) and employees (teachers).



Check out our new website!
www.scsbc.ca



Employee Pensions: Why Are They So Important To School Boards, Teachers and Support Staff?

For 35-plus years SCSBC has held the position that matching contributions to a healthy pension plan program is an integral part of an employee's compensation. SCSBC schools' commitment to the CSI Canadian Pension Plan fits well with its long held notion of community. An individualistic view of employee pensions does not adequately address issues of pension portability among schools, early retirement benefits, and the community nature of our Christian schools. SCSBC has always sought "to do collectively, what no one school could or should do individually." Continued participation in a national Christian school pension program spreads both the benefits and risks of the pension plan among a much larger pool of participants. Currently around 85% of CSI schools in Canada participate in the CSI pension program.

It's true, certain individual teachers may do better financially in a self-directed, locally administered RRSP program. Not all teachers will do better in a defined benefit group pension plan. Younger teachers who do not intend to be career teachers, and those who anticipate switching careers frequently, may be better off in a defined contribution plan. Teachers who enjoy closely managing their own pension funds may be able to do better than those within a group pension plan. Clearly there are benefits to both a defined benefit (CSI Pension Plan) and a defined contribution (RRSP program). The intent of this article is not to debate the merits of one program over another.

However, the economic turmoil of the past 18 months have seen a world-wide devaluation of all investments. The *CSI Canadian Pension Plan* has served our members well over the decades; but it is under stress as are all pension plans. Therefore, the CSI Board recently approved a new redesign for the CSI Pension Plan

– one which has taken both member schools and individual members' input into account and aims at managing the current funding shortfall while providing for future pension benefits.

The new pension plan design will be implemented on September 1, 2010. Before the new *CSI Pension Plan* design is implemented, each participating school (board and employees) will have to select a new plan level and take their selection into account when budgeting for 2010-11. In terms of making a choice between the different plan levels, it will be up to each individual school to find the right balance between contributions made and pension benefit received based on the requirements of its school community.

This past year the SCSBC Compensation Committee had to face a new reality that it has never had to consider before: the long term viability of an adequate pension return for its employees. Committee members have stated that the SCSBC 2010-11 Compensation Report has been a challenge to prepare. The global economic turmoil of the past 18 months has made it difficult to prepare last year and this year's report. Although the economies of the world appear to have stabilized and one sees some room for optimism, there has been an unforeseen world-wide devaluation of investments which form the basis of retirement planning and payout. Therefore, this year's SCSBC Compensation Report unlike other years, is giving added attention to pension benefits. Will your school do the same?

Henry Contant (contant@twu.ca)
is the SCSBC Executive Director

Discussion Questions for School Board and Staff Members:

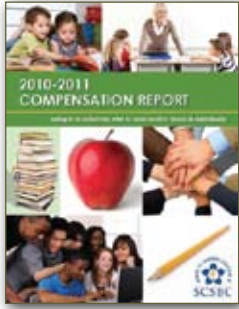
1. If your school currently provides no pension benefits for your employees, what steps might you take now to explore the possibility of doing so in the future?
2. Before the new CSI Pension Plan design is fully implemented, each participating school (board and employees) will have to select a new plan level of 8.05%, 7.0% or 5.55%. How will your school decide? (See the SCSBC Compensation Report and Memo for more details.)
3. Schools that provide their own pension benefits may wish to re-examine current contribution levels to ensure adequate employee pension benefits upon retirement. Does your school's current pension plan help or hinder a teacher's desire for early retirement?
4. Money is not the only factor to consider with regard to pension costs. For example, if a school provides no pension or chooses a plan level that provides a lower pension benefit, employees will have to work longer to make up the difference and retire at a later age. How will lower pensions affect future staffing patterns and salary costs within the school?
5. Over time, will schools that do not participate in the national CSI pension program, find the lack of pension portability an obstacle in their recruitment of new teachers and administrators?



Don't miss this opportunity to learn from experts in a variety of fields related to finances, business management and development, and to network with colleagues from the Christian school community.

Log on to www.scsbc.ca
to register online.

CTABC Endorses 2010 Compensation Report



Teachers expect and need a compensation package that includes provision for an adequate retirement income! Henry Contant's article will resonate positively with teachers and support staff. The Christian Teachers Association fully supports employment policies that offer teachers a reasonable pension plan to supplement their Canadian Pension Plan and Old Age Security.

This is the year for school boards and teachers to re-commit themselves to ensuring a viable pension plan will be there for the future. The economic turmoil of the last year has forced all employers and employees everywhere to consider their retirement commitments.

The SCSBC family of schools has always worked together. The CTABC membership is thankful that this year's compensation package recommends increased pension cost responsibilities will be absorbed into school budgets. Implementation of this recommendation will cost employees and employers equally. It is a cost that will have long term benefits.

Peter VanHuizen (peter.vanhuizen@twu.ca) is the CTABC Executive Director

No Change to Early Retirement Provision

Early retirement provisions remain the same under the new CSI plan design:

- Retire at 60 (with at least 10 years of service) with no reduction in the pension formula;
- Retire as early as 55 (with at least 10 years of service) with a 5% reduction per year for every year you retire in advance of age 60;
- With less than 10 years of service, retire as early as 55 with a 4% reduction per year for every year you retire in advance of age 65.

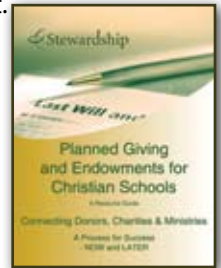
The input received from the focus groups and webinars across Canada suggest that current early retirement provisions constitute an important and highly-regarded feature of the CSI Pension Plan. Therefore, changes were not made in this area.

CSI Pension Update: September 2009

Update from Christian Stewardship Services

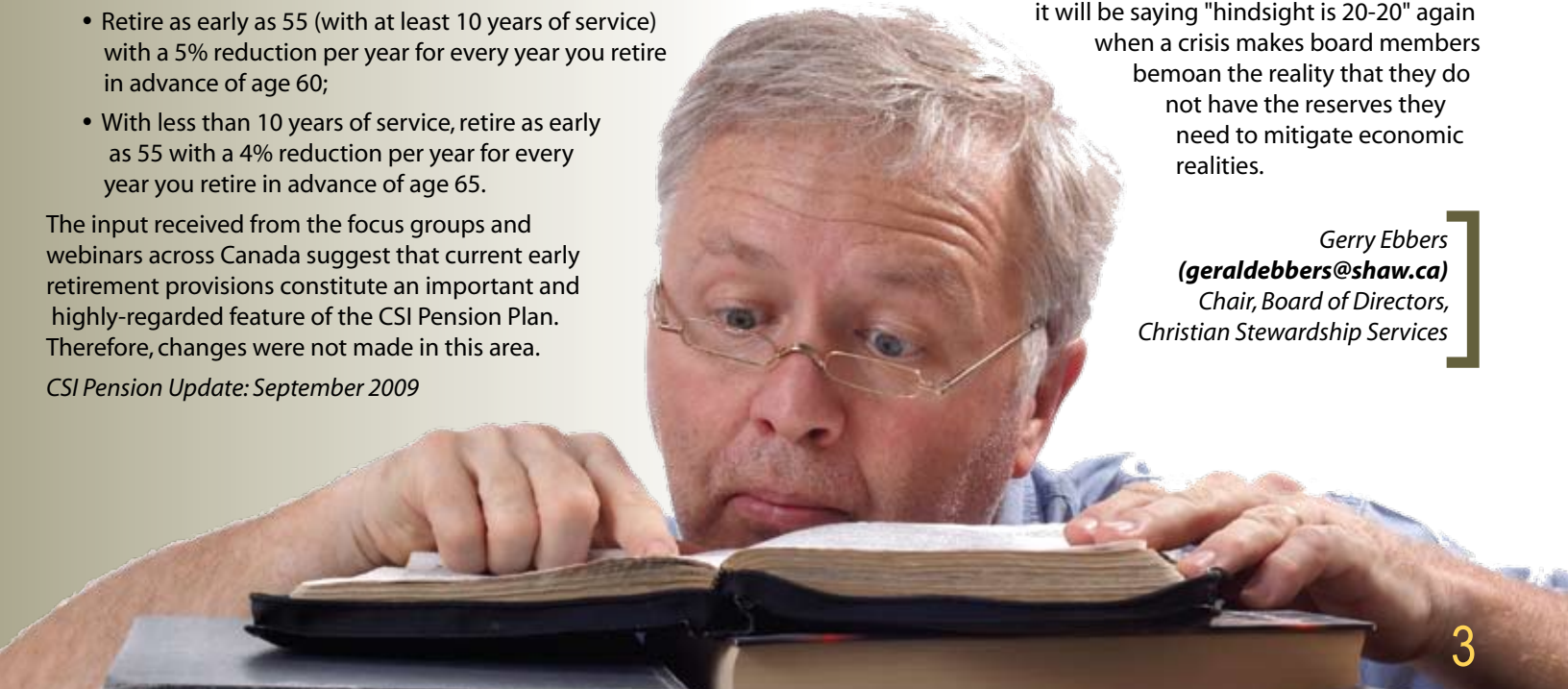
We've all heard the phrase, "hindsight is 20-20." Considering the economic challenges that many schools faced during the recent economic meltdown, news from Christian Stewardship Services on how they intend to assist their partners with planned giving and the establishment of an endowment fund is welcome. Schools with endowment funds can weather economic storms by drawing on these reserves to meet budget shortfalls when income drops because of lower-than-expected government grants or unforeseen declines in enrollment.

CSS intends to develop a stronger working relationship with its partners by guiding them through the process of establishing a planned giving program. Specifically for schools, executive director Henry Eygenraam will unveil a workbook at the development conference March 2-3, 2010. CSS wishes to become a more important resource for their partners in their planned giving programs by working with them to develop joint plans, schedules, and assignment of responsibilities. The workbook is very practical and contains a number of templates that will shorten the time it takes for schools to move their planned giving program from idea to realization. Identification of and marketing to individuals for estate planning will continue, with CSS providing the expertise to assist your donors with wills and bequests.



As the general population becomes more informed about leaving a legacy to charity, it becomes increasingly important that each school have a staff member or volunteer who understands some of the complexities of planned giving, the language, and the tools that can help their donors. An endowment fund of a few million dollars is not an unreasonable expectation, but it takes years for planned giving activities to produce results. But if a school does not take steps now, it will be saying "hindsight is 20-20" again when a crisis makes board members bemoan the reality that they do not have the reserves they need to mitigate economic realities.

Gerry Ebberts (geraldebbers@shaw.ca)
Chair, Board of Directors,
Christian Stewardship Services



Bucking the Trend

John Vegt · SCSBC Director of Finance

Christian schools in BC are experiencing changing enrollment dynamics. In the 1950's, schools were populated with students from large immigrant families. Immigrant children started their own families in the 1970's and later; usually these were smaller families but still with enough children to keep our schools growing. Then, Christians from Asia and many from various denominations in Canada embraced Christian schools and added many more students. However, some third generation immigrants did not automatically choose to send their children to Christian schools; some found public schools, French immersion, Catholic schools, homeschooling or non-SCSBC Christian schools more attractive. The recession of 2008/09 also took a number of families away from Christian schools. Enrollment growth has become stagnant or declined for a number of SCSBC schools.

What will happen in the 2010/11 and later school years? Population demographics in the public schools show a declining enrollment of 4.4% from 2004/5 to 2008/9. What will be the basis for future growth of our Christian Schools?

Collectively, from 2007 to 2009 SCSBC schools experienced a declining operating surplus from \$4.2 million in 2007, to a surplus of \$1.1 million in 2008, to a deficit of \$1 million in 2009. This results in a reduction in surplus over these three years of over \$5 million. The 2010 school deficit will likely be larger yet. Student shortfall from budget, recession, school building programs, philosophical differences in what Christian education is all about have all contributed to this.

How will we plan future staffing and facilities? Will competition and tuition fees continue to cause more families to leave? What will we do to attract families to our schools? What are our boards, development staff, teachers and principals doing to retain and attract students? What will be the effect of preschool and full-time kindergarten?

The biggest challenge for an immediate 2010/2011 budget plan is to have a hard look at enrollment assumptions for the coming year. Schools will need to plan staffing based on realistic but conservative enrollment projections. A review of what forms the school's enrollment base needs to be analyzed demographically. Any schools with declining or increasing enrollment projections need to deal with staff levels for next year in the next few months.

We encourage all schools to use the SCSBC budget template to assist them in developing a budget based on solid documented assumptions. We encourage all schools to prayerfully review recruitment strategies and discern the trends in their schools. Long-term recruitment planning should be high on the list of school board priorities. At the March 2 - 3, 2010, Finance, Business Management and Development Conference, we will examine the various tuition models SCSBC schools use and how we can learn from these.

Above all, schools are encouraged to maintain a strong Christian perspective in education and excellence in learning programs, ensure staff is trained from that perspective, be prudent in managing changing dynamics of enrollment and expand recruitment efforts among Christians who have not been exposed to Christian schools.

John Vegt (jvegtscsbc@shaw.ca)
is the SCSBC Director of Finance.

Inform and Invite

Marlene Bylenga · SCSBC International
Education Coordinator

At this time of the year school boards are already making plans for the upcoming school year. Budgets and staffing are directly affected by student numbers necessitating advertising, open houses and increasing the visibility of our International Student programs.

Recently, I have met international parents who did not have access to information regarding Christian schools in their home countries. They often comment that they wish they had known about Christian schools before they came to Canada. How do we get that information into the hands of prospective parents and how can we do that in a cost effective and efficient way?

The internet is an incredible tool and a rich source of information. Creating a link on your website with specific information regarding your International Student program is one way to give your school visibility. That link should be simple to use but also filled with information for parents which will enable them to make an informed decision. Here are some ideas you might consider including on your website:

- Clearly articulate how your school can help International Students achieve their goals and how that might help them when they return to their home country.
- Show how your school enables International Students to gain an integrated and enriching experience, include homestay, ELL programs and opportunities for students to interact with others outside of their own cultural comfort zone
- Have some of your key documents translated into the languages represented by your international Students and include them on your website. After the documents have been translated be sure to ask someone who is a native speaker and who is familiar with your school to check the material for accuracy.

It is important to visit the countries represented by your students. It is not only a positive way to connect with current parents, alumni and prospective students but it also provides a way to get a small glimpse of what life is like in your student's home countries.

Building relationships with reputable agents who understand the mission and vision of your school and maintaining regular contact with them is also an effective way of increasing enrolment. Provide them with quality brochures which highlight the programs available at your school.

Finally, ask for advice and support. The SCSBC hosts quarterly networking meetings for International Student Coordinators which have become times of mutual sharing and support. Marlene Bylenga is also available to provide information regarding International Student programs. Feel free to call or email for more information.

Marlene Bylenga (ieprogram@scsbc.ca) is the
SCSBC International Education Coordinator.

Kindergarten Choices

Joanne den Boer · SCSBC Director of Learning

Freedom of choice – this is one of the blessings of living in a democracy. As a Christian community we cherish the right and privilege to make choices in our Canadian society. Although we believe parents are the primary educators of their children (Deuteronomy 6:7), one of the most important choices parents make is when to send their child to school, and where. Many Christian parents partner with a Christian school that offers an educational program taught from a biblical framework, one that reflects the values in their homes.

Until very recently, most SCSBC schools have provided parents with a half-day kindergarten (HDK) program for their five-year-old child. For many schools, the half-day program is scheduled for a full day on alternate days. In the last year, two SCSBC schools have offered a concurrent full-day, every-day program for a few students, thus providing choice to the parents based on the needs of their child. But with the BC provincial government's commitment to fund only full-day kindergarten¹ to all five-year-old children in the province by 2011, some parents and some schools are raising questions about choice.

The concept of full-day, everyday kindergarten (FDK) is not new to British Columbia. It has been available to schools for years, most often targeting at-risk students. Typically, students with special learning needs, students whose first language is not English, or First Nation students are enrolled in FDK.² Up until now, it has been the decision of boards of education to decide whether to offer FDK. In other words, there has not been universal, provincially-funded access to FDK. This about to change.

Commencing September 2010, about half of all five-year-olds in BC will have access to funded full-day kindergarten, not just the vulnerable population. For one more year, the other half of the five-year-olds will continue in funded, half-day kindergarten. To prepare for this, the Independent School e-board bulletin of October 19, 2009 informed independent schools they could apply to the government of BC to offer a funded full-day option of kindergarten. It came with the understanding that "schools proposing to offer FDK and half-day programs concurrently [would] not be considered". This dilemma was a disappointment to many of our schools. Most of them did not apply, choosing to wait and see how the initiative will develop. With the inevitable full phase in of FDK for all five-year-olds in September 2011, nine SCSBC schools forged ahead and were approved by the Ministry to offer kindergarten, full day, every day.

An unexpected turn of events occurred on January 15, 2010 when the Independent School e-board announced that "independent schools whose FDK proposals were approved for implementation and funding in September 2010 can, if they choose, offer funded half-day kindergarten and FDK concurrently for the 2010/11 school year only." The SCSBC is pleased with this new

development, as it will allow the schools who have already been approved for full-day kindergarten to offer parents the choice of sending their child to either the FDK or HDK program. This opens the hope for discussion with the Ministry to see if this opportunity could be extended after September 2011.

Since 1977, independent schools have been receiving a percentage of government funding to provide educational programs based upon Ministry of Education prescribed learning outcomes and compliance with the Independent School Act. Within those parameters, independent schools could choose to design their own educational programs. Thus, a precedent to partially fund independent schools has already been set, including half-day kindergarten and some full-day kindergarten classes (albeit for a specific group of learners.)

Commencing 2011, the government states that it will fund only FDK but not HDK. Why? It claims research shows that parents, when given a choice, will switch to FDK, hence there is little point to offer HDK. Indeed, these claims are supported by research.^{3,4} However, one wonders if the data can be categorically applied to BC parents. When the government conducted a feasibility study in April 2008, there was plenty of support for FDK, but also caution that parental choice should be considered.⁵

The Ministry of Education does, indeed, offer parental choice. It states that it is a parental decision to enroll their children in kindergarten. Kindergarten is not compulsory. Five-year-olds do not have to go to school, although it is almost unheard of in the



Freedom of choice – this is one of the blessings of living in a democracy.

21st century. Parents can choose to send their child to kindergarten – full-day, alternate days, half-day – or not at all. The Ministry also states that “by the 2011/12 school year [full-day kindergarten] will be available to all who want it.”⁶ The choice here seems to be either FDK, or no kindergarten at all. Is it presumptuous to believe that most parents in BC who want kindergarten for their child will want access to full-day kindergarten only?

Research shows that parents who want FDK are often dual-income earners who are challenged to find quality before-and-after school child care that is affordable and accommodates their working schedule.⁷ This is exacerbated when the child goes daily to either kindergarten in a morning or afternoon session. These parents know that a seamless, wrap-around care reduces the number of daily transitions in the life of their young child. For others, their child already has had two years in preschool, and is now more than ready to attend school full time⁸. For them, FDK is a welcome option.

By contrast, several SCSBC schools, after polling their parent community, learned that there are some parents who do not want FDK. Some of these parents simply want to enjoy having their young child home as long as possible, and a half-day schedule suits them best. Some studies have found that proponents of the half-day schedule find it better suited for their child because “full day is too much for a five-year-old.”⁹ Dr. Brannon, in her developmental study, observed that parents who want the HDK option do so because they know their child lacks maturity to participate in school all day, every day. They also appreciated having more time to provide extra curricular activities emanating from the home that enriched learning, claiming these were advantageous to the maturing of their child.¹⁰

Parents on either side of the issue appreciate having choice for full- or half-day kindergarten, claiming that the decision is best made based on the child’s maturity to handle being in school all day, every day, or not.¹¹ Dr. Elkind, a well-known child psychologist, also advocates for both full- and half-day programs, and if a full-day program is offered, it should ensure that it is “most in keeping with five-year-olds’ levels of ability and of energy.”¹² Expecting that funding will be tied into offering full-day kindergarten only, running a dual option may present challenges for many of our schools in the future. In the meantime, nine of our schools may elect to offer both full- and half-day options, with funding provided.

Does the challenge effectually eliminate parental choice? Factually, no. Could a school still choose to offer a half-day kindergarten program? Yes, of course; it is not prohibited to

offer HDK. However, at this point, the government has not made any overture to fund it after September 2011. Thus, what the government has provided to its citizens for many decades may be withheld in deference to a new (unwanted, by some parents) FDK program. At the public school level, it would appear that schools will not have a choice but to offer FDK.

It is apparent that across our SCSBC community, parents have different needs, expectations, and desires for their kindergarten-age children. Since each Christian school is an autonomous, independent school authority, with a vision and mission that reflects its own unique characteristics, it is in the best position to know which program, full-day or half-day kindergarten, will best meet the needs of parents and their children. For some schools it is full-day kindergarten; for others it is half-day kindergarten; and for many schools a combination of programs would be ideal. Many schools would like to give parents a choice of programs, but may hesitate if the choice will come at a cost.

The Society of Christian Schools in BC is not opposed to FDK since research has shown that it can benefit certain children, at-risk or not. Although the evidence is mixed about the efficacy of FDK, there is no research to suggest that FDK is detrimental to children.¹³ There are many advantages to having a full-time option, but to say it is beneficial to all children is probably an exaggeration.

Parents know their children best, and the decision to choose the optimum scheduling option is preferably left to parents. Therefore, a best-case scenario would be to see funding available for FDK, HDK, and an educational program that offers both, just like it will be for September 2010. Doing so would continue to honour the government’s long history of providing parental choice.

Discussion Questions:

1. To what degree is it important for Christian parents to maintain educational choices for their children?
2. Which kindergarten schedule best serves our parent community: full-day, half-day (alternate day), or both?
3. In the future, would our school community consider providing a kindergarten option that may not necessarily be funded?

- 1 full day, every day; minimum 850 hours of instruction
- 2 www.bced.gov.bc.ca/early_learning/full_day_kindergarten.htm
- 3 Wolgemuth, Cobb, Winokur – *Comparing Longitudinal Academic Achievement of Full-Day and Half-Day Kindergarten Students – Journal of Educational Research*, May/June 2006, Vol 99, Iss 5, p. 261.
- 4 *A Qualified Teacher is Key to Success in Kindergarten, Response to the Report of the Special Learning Advisor*, September 2009, Elementary Teachers’ Federation of Ontario.
- 5 http://www.bced.gov.bc.ca/ecla/topics/ecla_report.pdf
- 6 www.bced.gov.bc.ca/early_learning/full_day_kindergarten.htm
- 7 David Elkind, *The Full Day Kindergarten*. Published May 2006.
- 8 <http://www.psychologytoday.com/blog/digital-children/200805/the-full-day-kindergarten>
- 9 Diana Brannon, *Full- or Half-Day Kindergarten: What Parents Pick – and Why*, Educational Digest, April 2005, Vol 20, Iss 8, p. 57 - 62.
- 10 David Elkind
- 11 Diana Brannon
- 12 Diana Brannon
- 13 David Elkind
- 14 13 Teachers of Kindergartners Adapt to Full Days. By: Jacobson, Linda. Education Week, 1/26/2005, Vol. 24 Issue 20, p6-7. and On Early Education: A Conversation with Barbara Day. By: Ronald S. Brandt, Educational Leadership, Nov 1986, Vol 44 Iss 3.

Joanne den Boer (joanne.denboer@twu.ca) is the SCSBC Director of Learning, focussing on Early Childhood - Elementary.



Our Schools Send Love and Aid to Haiti

Northside Christian School in Vanderhoof

We have long term connections with Haiti; many of our parents served in projects there while they were in school at Northside. To raise funds for a school or orphanage in Haiti, our parents served a hot lunch, selling a bowl of rice to parents, students and staff members for \$5. The mayor dined with us. We raised about \$450 at the most simple meal we have ever planned, cooked, and served. This is a concrete way in which our students can better identify with our friends who have suffered terribly in the tragic earthquake.



Pacific Christian School in Victoria

Pacific Christian School addressed the relief efforts in Haiti in several ways. The secondary school was putting on the play, *Little Women*, so they took up a freewill offering to be matched by the Red Cross. Secondary students also collected goods for the Compassionate Resource Warehouse. These items are shipped directly to high needs areas. Both the elementary and secondary schools raised funds through in-house activities as well.

Mount Cheam Christian School in Chilliwack

On Monday, January 25, the Leadership students at MCCS held a pizza fundraiser for students, parents, and interested community members. Following that, in two assembly presentations, Mr. Jason and Mrs. Willemien Krul who are active in Haiti with Mission Aviation Fellowship shared their experiences. A collection for Mission Aviation Fellowship in Haiti was received.

Vancouver Christian School in Vancouver

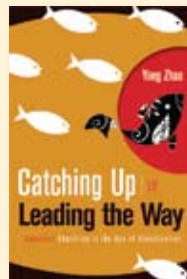
Vancouver Christian School has a partnership with The Salvation Army for all of its service projects. In connection to the tragedy in Haiti, our Grade 6 students had a visit from The Salvation Army's disaster response unit so students can see firsthand how The Salvation Army supplies disaster relief. Vancouver Christian School's student council had a Hawaiian Day planned for January 22, and students and teachers decided to sell lemonade and ice cream bars in order to raise funds for Haiti via the Salvation Army.

White Rock Christian Academy in White Rock

Grade 10 students held a Toonie Drive to begin raising support for the effort in Haiti. A further opportunity for support was Ginette Clark's relief trip to Haiti on February 1 with an aid team from God's Chosen Ones Ministry who will assist at an orphanage run by Gladys Thomas Sylvestre. This orphanage and hospital sustained little damage from the earthquake and became a refuge as well as a trauma treatment centre for the injured. School families donated practical emergency care items, clothing and personal hygiene products to be flown in with the team, as well as helping offset the cost of shipping. Ginette is of Haitian descent and was a White Rock Christian Academy student from 1995 to 2005.

New Resources!

Check them out online...



CATCHING UP OR LEADING THE WAY

American Education in the Age of Globalization

Yong Zhao

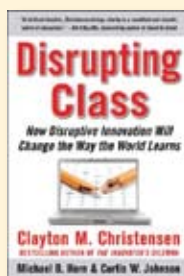
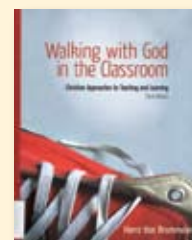
At a time when globalization and technology are dramatically altering the world we live in, is education reform in the United States headed down the right path? Are schools emphasizing the knowledge and skills that students need in a global society? Are education systems in China and other countries really as superior as some people claim?

WALKING WITH GOD IN THE CLASSROOM

Christian Approaches to Teaching and Learning

Third Edition Harro Van Brummelen

A broad scope of topics for the Christian educator – the role of the teacher, classroom structure, learning models, curriculum development, student assessment, and many others – are skillfully presented within the framework of a biblical view of the person and of knowledge. Every chapter contains numbers suggestions, examples and activities for immediate application.



DISRUPTING CLASS

How Disruptive Innovation Will Change the Way the World Learns

Clayton M. Christensen

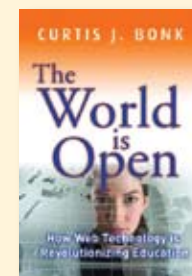
According to recent studies in neuroscience, the way we learn doesn't always match up with the way we are taught. If we hope to stay competitive, we need to rethink our understanding of intelligence, reevaluate our education system and reinvigorate our commitment to learning.

THE WORLD IS OPEN

How Web Technology is Revolutionizing Education

Curtis J. Bonk

As technologies have become more available, and as more people contribute a wealth of online resources, the education world has become open to anyone anywhere. Education guru Curtis Bonk explores ten key trends that make up the WE-ALL-LEARN framework for understanding the potential of technology's impact on learning in the 21st century.



CULTURE MAKING

Recovering Our Creative Calling

Andy Crouch

It is not enough to condemn culture. Nor is it sufficient merely to critique culture, copy culture or consume culture. The only way to change culture is to create culture. This landmark book is sure to be a rallying cry for a new generation of culturally creative Christians. Discover your calling of culture making.

Request these books through our
SCSBC online resource library at
www.scsbc.ca today!

SCHOOL NEWS & EVENTS

CALENDAR OF EVENTS:

VANCOUVER CHRISTIAN SCHOOL 60TH ANNIVERSARY

In the beginning, people prayed. Throughout the lean 1930s, a committee from the Vancouver First Christian Reformed Church planned and prayed for a Christian school in Vancouver. These Dutch immigrants had come from a land where Christian schools were well established and they longed to see Christian schools here in their adopted country, Canada.

Vancouver Christian School celebrated its 60th anniversary at a gala dinner event this past November. Things have changed significantly since the early days with families now from many different cultures and representing over 110 different churches. One constant over the years has been excellence in Christ-centered education.

Special guests were Mr. Theo Vandeweg, Assistant Deputy Inspector of Independent Schools, Mr. Adrian Dix, MLA for Vancouver-Kingsway; Mr. Don Davies, MP for Vancouver-Kingsway. As well, there were many former students of VCS, some who attended the first classes 1949. Alumni, current families, faculty and staff had the opportunity to share memories, perspectives, and plans for the future.

One of the highlights of the evening was a video presentation of interviews with former school board members, staff, and alumni. There was a sense of appreciation for the vision, dedication, and sacrifice that it took to build and develop this school. The community was challenged not to rest on the achievements of the past but to have a vision for the next 60 years in Christian education.



Principals from left to right: Frank DeVries, Jack Vanden Born, Ron Donkersloot, Ellen Freestone, Conrad Vanderkamp, Paul Tigchelaar, Gerry Ensing



We are pleased to announce that Carol and Matt Van Muyen's new son, Drew Cornelius, arrived safely on January 14, 2010. He weighed in at 7 lbs. 9 oz. All is well and everyone is extremely happy!

While Carol is on maternity leave, her position of Communications and Publications Coordinator at SCSBC is being filled by Karen Bush. Karen is a graphic artist who previously worked as the Publications Designer for seven years at The Salvation Army in Abbotsford. She is no stranger to SCSBC – she filled a maternity leave for us just over a decade ago.

Volleyball and Soccer Provincial Championships

Girls A Volleyball

- 1st: Langley Christian
- 3rd: White Rock Christian
- 7th: Houston Christian
- 9th: Richmond Christian

Girls AA Volleyball

- 2nd: Fraser Valley Christian High

Boys A Volleyball

- 1st: Houston Christian
- 3rd: Bulkley Valley Christian
- 4th: Richmond Christian
- 7th: Cedars Christian

- 11th: Duncan Christian

- 12th: Vernon Christian

Most Sportsmanlike Team: Duncan Christian

Boys AA Volleyball

- 3rd: Langley Christian
- 6th: Abbotsford Christian
- 15th: Pacific Christian

Boys A Soccer

- 6th: Langley Christian

Boys AA Soccer

- 5th: Fraser Valley Christian High

(Girls' Soccer season is in the spring.)

[FEBRUARY]

- 12-28: 2010 Olympic Winter Games
- 12: Middle School Focus Day
- 15: CTABC Island ProD
- 19: Distributed Learning (DL) Focus Day
- 19: Kindergarten Focus Day
- 26: CTABC Lower Mainland Schools ProD
- 26: Enrichment Focus Day (Part 2)
- 26: Preschool Focus Day

[MARCH]

- 2-3: SCSBC Finance, Business Management & Development Conference
- 8-12: Spring Break
- 8-19: Spring Break (2 week)
- 12-21: 2010 Paralympic Winter Games

[APRIL]

- 2: Good Friday
- 5: Easter Monday
- 9: Library Specialists Day
- 9: Curriculum Coordinators Focus Day
- 22-23: CTABC Northern ProD
- 21-23: CPABC Spring Conference



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