



seeking to do collectively what no school could or should do individually

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### DISCUSSION QUESTIONS

Great for staff & board meetings!

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SCSBC

www.scsbc.ca

## Envisioning 2020: Fear or Faith? Leading in times of exponential change, global recession, and declining enrolment

Henry Contant · SCSBC Executive Director

Ever since Vancouver won the bid to host the next Winter Olympics, British Columbians have been focused on 2010.

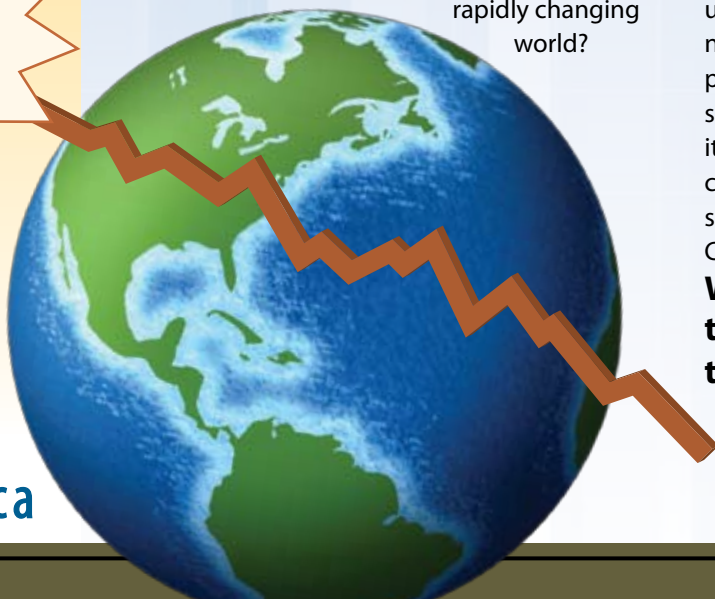
This past school year the SCSBC staff has been encouraging our Christian school leaders to think beyond 2010 to the year 2020, when our current grade one class will graduate from high school. Many important questions are being raised. What curriculum and program changes should schools be implementing now to meet the needs of students who will be graduating in 2020? What type of classrooms/schools should we be designing to best equip our 21<sup>st</sup> Century digital learners? What professional development and retraining do our teaching and support staff need in order to enhance student learning? How should our schools respond to the growing trend for students to want to take courses on-line? How does a Christian preschool program fit within the curriculum? How will our schools maintain their Christian distinctives within the globalization of a rapidly changing world?

The theme of the recent SCSBC Finance, Business Management and Development Conference was *Envisioning 2020: Fear or Faith?* Again, discussion focused on many questions school leaders are now asking. How will the current economic realities affect our Christian schools? Will enrolments decrease? What are appropriate salary and tuition increases? How will the global economic recession affect international student enrolments? Will more Christian school parents be unemployed or underemployed? Will school tuition assistance allocations be adequate to meet increased parental requests? Will annual giving and capital campaign fundraising targets be met? Is now a good time to refinance the schools mortgage?

I still remember the time prior to 1977 when our Christian schools in BC received no government funding (Christian schools in Ontario still don't). The early 1980's saw a global recession affect Canada with interest in BC climbing to unimagined rates of near 20%. Unemployment numbers increased and real estate values plummeted. And yet, through it all the Christian school movement in BC not only survived, it continued to prosper and expand. Several communities opened new Christian elementary schools during this time, and a number of new Christian high schools emerged as well.

**What lessons did we learn back then? God's economy is not set by the TSX or current interest rates.**

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### What are the new realities facing our Christian schools today?

- After many years of a steady economic growth, Canada is in another economic recession. Banks are tightening credit standards, making it more difficult to obtain lines of credit, finance construction projects and deficit budgets.
- For some Christian schools to survive and thrive, an aggressive plan needs to be implemented to protect them from further financial threats.
- Some tuition fees are too low and these schools find themselves heavily depending on donations to meet their basic operational budgets. Schools may need to increase both tuition fees and tuition assistance budgets.
- 2009-10 may see enrolment declines of 2-5% or more.
- Charitable giving is reportedly down due to the economic downturn and less discretionary income of supporting families.
- Some major donors may be more motivated than ever to give to our Christian schools.

A development director shared an interesting conversation he had with one of their schools major donors. The donor stated, **"If I had known how much I was going to lose in the stock market, I would have given much more to the Christian school capital campaign"**

Randy Alcorn in his book *The Treasure Principle* introduces readers to a revolution in material freedom and radical generosity that is changing the lives of donors around the world. "You couldn't pay me enough not to give," exclaims the bestselling author, who believes there's a higher motivation for giving than guilt. "Giving infuses life with joy. It interjects an eternal dimension into even the most ordinary day."

Alcorn bases his message on the words of the world's foremost financial consultant, Jesus Christ, who advised listeners to "store up for yourselves treasures in heaven" (Matthew 6:20). He leads his readers toward the Treasure Principle mindset by proposing and illustrating key truths. "God owns everything," writes Alcorn. "I'm His money manager. What I call my money is really His. The question is, what does He want me to do with His money?"

**Increasingly, donors understand the wisdom of investing "God's money" in Christian education.**

**What should Christian school communities be doing?** A CSI Webinar on February 26, 2009 offered schools the following advice:

- Stay the course – do not act hastily.
- Carefully consider salary increases for 2009-10.
- Is it time for a personnel reduction?
- Interest rates are very low, is it time to refinance?
- Use caution regarding any construction project. However, it may be a great time to build, the construction industry needs the work.
- Put plans in place to collect all monies – eliminate all delinquencies.
- Use caution with large tuition increases – may need to maintain current levels.
- Marketing and recruitment plans might need a major overhaul
- Consider new tools for fundraising.
- Launch a planned giving program.

As we envision 2020 what's your perspective ... fear or faith? Corrie Ten Boom answered that question when she stated, **"Never be afraid to trust an unknown future to a known God."** I'm looking forward to the next decade in Christian education. I trust you are too!

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

### DISCUSSION QUESTIONS:

1. How is your school board, education committee and staff addressing the needs of the Class of 2020? What aspects of the curriculum need to change? need to stay the same?
2. What current challenges and new opportunities does the current economic recession present for your school?
3. If your school were faced with the need to reduce teaching and support staff for the following year, what process would you adopt?



# STAFF REDUCTION AND RECALL

Henry Contant • SCSBC Executive Director

Currently some school boards and administrators are facing the arduous task of needing to reduce staff due to declining enrolment and increased financial pressures. Yet, even in these difficult situations, staff reductions must be conducted in such a manner that it remains a witness to the strength of the Christian community. Rarely do schools face a sudden financial crisis or enrolment decline. Often these problems occur over an extended period of time. Conversely, solutions to reverse these situations should also be examined carefully by all concerned over an extended period of time. The *SCSBC Staff Reduction and Recall Policy (2003)* offers guidelines to assist school communities in doing so.

“The policy favours attrition as the best way to reduce teaching staff when necessary. Consideration needs to be given to part-time teaching assignments, known resignations, volunteer retirements and leaves of absence approved by the board before implementing procedures for layoff. In addition, the employment contracts of probationary, part time and interim teaching staff may be changed or permitted to expire at the end of the school year so that those teaching staff are not considered to be on continuing contracts.

In making a decision as to which staff is to be subject to layoff procedures, the major consideration shall be to retain staff deemed to best meet the educational needs of the students. Boards and principals are encouraged to consider the following points in this order:

1. The need to retain staff with the administrative and/or teaching expertise necessary for the maintenance of the total school program.
2. The availability of teaching staff positions in the school within the staff's area of training and preference.
3. Past teaching assignments of the teacher.
4. Evidence of on-going professional development.
5. The total length of service with the school, expressed in years and months.

If requested, boards are also encouraged to provide the teaching staff a written statement of the rationale used in making their decision. A transparent staff reduction process guarantees wider acceptance of the final decision by all stakeholders.”

## Effective Cross Cultural Communication Tips

Marlene Bylenga • SCSBC International Student Program Coordinator

I am sure that many of us can share times when we have dealt with individuals from another culture other than our own and communication has broken down. We may have come away quite perplexed by the breakdown in communication especially when we may have thought that we had been clear in our intentions.

So how can we bridge those differences and be effective communicators? What are some of the personal requirements for communicating effectively?

Effective communication occurs when both parties possess a good self-esteem and are accepting of themselves. If we don't like ourselves, it is difficult to believe that others like us and we will become defensive and misinterpret the messages (signals) others send us.

We also need to be able to see ourselves as others see us. We are unable to do that until we know ourselves; we need to know who we are, our values, our personal strengths and weaknesses and why we react as we do. Until we step out and interact with others and then reflect on and learn from our interactions, we are not able to totally become aware of our own cultural values and norms. We cannot become effective in our intercultural communications by only gathering information, we need to put ourselves in situations where we come to an understanding of ourselves and our own culture and realize that people from other cultures have different ways of thinking.

In our interactions we need to develop a respect for difference, be eager to learn and be willing to accept that there are many different ways of viewing the world. We need to think about who others are. We need to keep a spirit of inquiry of who others might be, what they may want and what is important to them. This isn't always easy. At times we may feel defensive and angry, and we may find it difficult to maintain curiosity and deepen our understanding of the other. It may become easy to label the other person as unreasonable, or calculating, cold or cunning and come to the assumption that the other person is the one who is making the problem more difficult rather than stepping back and realizing that we are not maintaining a spirit of inquiry.

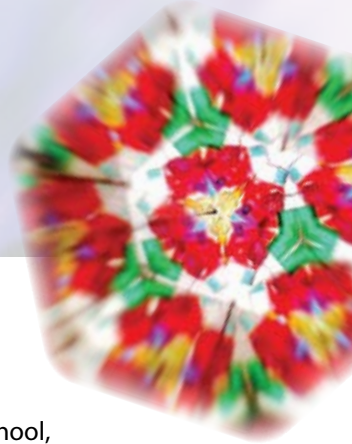
All too often we forget that it takes two people to produce a positive outcome. We often find it difficult to perceive our role in the conflict. Effective communication happens when both parties are interested in communicating. Effective interchanges will occur when both individuals are interested in each other and what each person feels and needs. We also need to realize that communication is complex and at best imperfect. There are times where we may need to realize that no matter how hard we try, communication will fail. It is very important that we recognize that this will happen and not give in to cynicism or despair.

And lastly, we need to enjoy the journey—there will be times when we will be stretched but if we are determined to grow and learn from our experiences, our lives will be enriched and deepened by the people we meet.

Marlene Bylenga ([ieprogram@scsbc.ca](mailto:ieprogram@scsbc.ca)) is the SCSBC International Education Coordinator.

# Curriculum as Kaleidoscope

Bill deJager · SCSBC Director of Curriculum & Instruction



A child is born. Immediately curriculum begins:

- cloth **or** disposable diapers?
- classical **or** pop music on the radio?
- the soft lullaby **or** the mindless banter and numbing laugh track of prime-time TV?
- left to cry after a feeding and changing **or** quickly rocked and cradled?
- no-name buys and hand-me downs **or** designer clothes for kids?
- parented by a house-dad **or** day care?

Every parental assumption and action, intentional or otherwise, becomes an incremental piece of a kaleidoscopic pattern of the *what*, the *how*, the *why* and the *who* of understanding reality and living life. It becomes curriculum for that child.

Whether they wish to admit it or not, all parents are God's creatures, created to:

- "reflect the nature and character of God [*or a god of their own choosing*] in their lives";<sup>1</sup>
- "commune and fellowship with God [*or a god of their own choosing*];"<sup>2</sup>
- "develop the ability to creatively and righteously care for the creation [*or misuse it for their own selfish needs*];"<sup>3</sup>
- "demonstrate their love to God and to fellow human beings in all appropriate ways"<sup>4</sup> [*or just to themselves*], and
- "become reconciling, redemptive agents [*or self-absorbed consumers*] working on God's behalf [*or a god of their own choosing*]."<sup>5</sup>

All parents are God's creatures.

So are their children.

Contrary to the prevailing assumption in our Western culture, knowledge is the fruit of God's truth, with its roots of Scripture, the created universe and the person of Jesus Christ. Although rationality is a powerful and useful tool for acquiring knowledge, it has limitations. There is a mystery of knowing beyond the rational mind that our Western culture finds difficult to understand. That mystery of knowing is revealed with intuition, experience, "gut-feel" and a faith in the working of the Holy Spirit within the hearts of God's people. There must be an acceptance that one's knowledge of reality can be broadened, deepened and enriched, but it will only be an incomplete rendition of Ultimate Reality—God Himself, the Truth, the Light and the Way.

In some cultures, historically or even today, parents retain the responsibility of curriculum until their children reach adulthood. Then, with new parents and new children, the curriculum begins again.

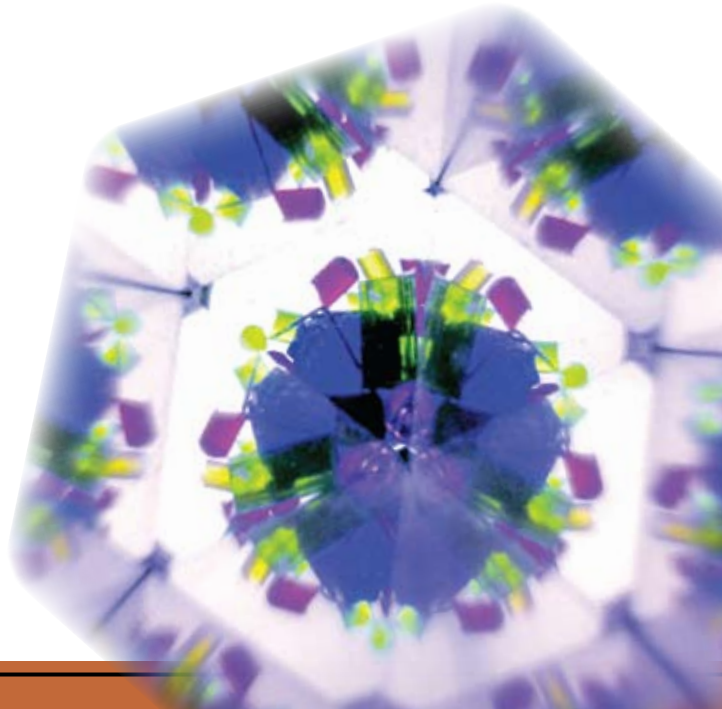
In our Western culture, a few parents retain the complete responsibility of curriculum by home schooling. For the vast majority of parents, their children are sent to a school, necessitating a curricular partnership.

Christian parents who partner with the secular public school need to be well aware of the underlying disparity between their basic assumptions of life and those of each teacher with whom their child comes in contact. Their child will be exposed to a curriculum that fluctuates from school to school and from teacher to teacher. Christian parents also should be well aware of that those schools and teachers probably share some common values: an unspoken faith in rationality, the growing goodness of human nature, and the autonomy of persons.<sup>6</sup>

Historically, many Christian parents have partnered with Christian schools: some hoping for a safe haven from the secular school, some expecting and insisting on academic excellence, some demanding only "Christian" curriculum, and some assuming that learning and knowing would be done in the context of schooling for responsive discipleship.

Based on my own experience working in Christian high schools, I believe in Christian schools that provide a culture and curriculum that develops responsive discipleship.<sup>7</sup>

Responsive discipleship must be reflected in an increasing degree of authentic responsibility expected of students. An effective step in providing a more authentic, meaningful, and experiential curriculum within a high school setting would be providing ownership and accountability for a multitude of tasks, currently performed by adults, that could be done by our teenagers.





# My Top Ten List For Hiring New Teachers

Dan Beerens - CSI Vice President of Learning Services

Curriculum planning must be a dynamic craft, carefully and creatively selected and arranged by teachers working together. Curriculum crafters will be very aware of understanding their purpose, knowing their audience, and speaking their audience's language. Besides efficient process and mastery, curriculum implementation will include engagement and the experiential.

Curriculum is much more than courses and classes; it is evident in every school's culture — in the official policies, handbooks and administrative directives, and also in the underlying unspoken acceptance of how staff and students all will live together as they teach and learn.

The principal is pivotal in establishing a school's culture and curriculum. Her interest in truly shaping culture and curriculum has a profound effect – "As goes the queen, so goes the country."

Her leadership in the selection and arrangement of the cultural and curricular "bits and pieces" within the kaleidoscope of a school community will determine the infinite possibilities of design when her school is held up in the Light.

## DISCUSSION QUESTIONS

1. What definition of "knowledge" is reflected in our school's vision and curriculum?
2. Does our school's culture and curriculum develop responsive discipleship?
3. What additional tasks could be done by our high school students? (Check out George Wood's book, *A Time To Learn*, Chapter 5: Developing Responsible Citizens).
4. Is curriculum planning an on-going, dynamic craft at our school?

Bill deJager ([bill.dejager@twu.ca](mailto:bill.dejager@twu.ca)) is the Director of Curriculum and Instruction, focussing on Middle and High School (grades 6 - 12).

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|---|--|
| 1. D.L. Graham, "Biblical Norms for Educational Purpose," p.51. | 5. Ibid., p.56.  |
| 2. Ibid., p.52.   | 6. H. Van Brummelen, <i>Steppingstones to Curriculum</i> , p.36.             |
| 3. Ibid., p.54  | 7. D.L. Graham, "Distortions in Christian Thinking About Purpose," pp.69-72. |
| 4. Ibid., p.55.   |  |

Allow me to encourage you to consider some recent research done by Dr. Laurie Matthias, assistant professor of education at Trinity International University. She wondered what themes and qualities would emerge from studying professors considered exemplary by their peers in the integration of faith and learning at Wheaton College. She discovered a common core virtue of integrity/wholeness in these individuals. This sense of integrity and wholeness resulted from these characteristics: genuine faith, an attitude of humility, passion for their academic discipline, and openness to change.

I certainly agree with her assessment and submit this attempt as a "Top Ten" list of qualities needed in a Christian teacher:

- 1 Passion for God, kids, subject – in that order
- 2 Desire for, and skill in, nurturing faith in kids
- 3 Integrity – wholeness as a person (see above!)
- 4 Strong emotional intelligence (what we sense about others and what we do with that awareness)
- 5 Curiosity/creativity
- 6 Team player – working well with others
- 7 Commitment to personal learning and flexibility with change
- 8 Strong understanding of biblical perspective and skill in revealing God's truth in the curriculum
- 9 Desire to build community within classroom and school
- 10 Sense of humour

What would you add or subtract?

Source: Dan Beerens, *Nurturing Faith blog* (<http://nurturingfaith.wordpress.com>) March 16, 2009



# Beware the Shortcuts

Gerry Ebbers · SCSBC Consultant for Stewardship & Development

When Christian schools in BC began to receive government funding for operating costs some 30 years ago, there was an audible sigh of relief from board members who had been responsible for fundraising to cover the difference between operating costs and what parents could afford for tuition. After all, no one likes to ask for money. So the time of annual drives and fundraising banquets came to an end as schools thrived in a time of government support and increasing enrolment.

Over time a lot of “small” fundraisers crept in as boards, reluctant to get back into fundraising, allowed teachers to raise money for trips and projects. As well, insufficient operating budgets forced staff and parents to raise money for library books or furniture for the staff room or whatever. (Check your school’s history and you’ll find lots of examples.)

Eventually these shortcuts in good fiscal and development policy led to our current situation:

- There are so many fundraisers going on that parents are tired of the constant “asks” and the dollars being raised annually are decreasing;
- We don’t look any different from our local public school when it comes to the plethora of stuff we sell or the “thons” we run;
- We can’t raise the significant money we need for capital projects because we have lost our connections to our broader supporting community (former parents, alumni, grandparents, churches);
- Our parents see our schools as a fee-for-service rather than as a broad-based community that is committed to Christian education;
- Our founders and grandparents are not including the school in their estate planning.

Development work is not hard work, but it is constant. It’s reminding people of the vision and mission of the school and inviting them to be part of it. No opportunity should be missed to communicate that message. It means staying in touch with parents after their children graduate, with alumni, and with that important founding generation of the school. How much money have we lost over the decades? When you include lost estate gifts, probably as much or more than we’ve received from the government.

Thankfully the situation is changing as boards recognize the importance of development and are willing to put the people and resources in place to make it happen. Schools that have made this change are seeing more funds raised through one or two good activities than from their previous multitudinous fundraisers. It took decades to lose the support we used to have and it will take a decade to get it back. We may be able to reconnect with alumni, but we’ve probably lost the support of former parents and founders whom we have ignored for decades. There are no shortcuts or quick fixes. And **boards that reduce development resources and staff when the budget is tight or when enrolment decreases are simply “shooting themselves in the foot.”** No business cuts its sales staff in order to get more sales, nor can a board expect more students or increased funds if it cuts its development staff. If you don’t do the right things now, the losses in the future will be even greater than what you have already experienced.

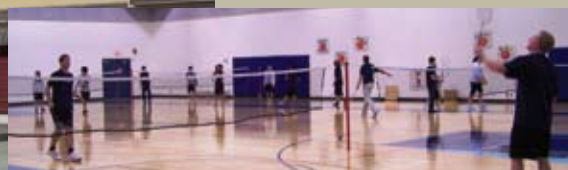


Gerry Ebbers ([geraldebbers@shaw.ca](mailto:geraldebbers@shaw.ca)) is the SCSBC Consultant for Stewardship and Development.

## DUNCAN CHRISTIAN SCHOOL GYM

### SOME FACTS:

- 10,000 square foot gym with sprung athletic hardwood floor
- 8,000 square feet of change rooms, weight room, concession, foyer, mezzanine and computer lab
- Can hold 6 badminton games, 2 basketball or volleyball games at the same time or one game in spectator mode.



# Internal Controls for Schools: Trust versus Fiduciary Responsibility

John Vegt • SCSBC Director of Finance

At our recent SCSBC Finance, Business Management and Development Conference some discussion took place regarding internal financial control procedures within our Christian schools. Our schools have a rich history: many were established without much money, had a presumption of trust in financial matters, and held a deep conviction that education must be taught from a Christian perspective.

So why worry too much about proper procedures and internal financial controls? Some school boards thought that nothing major has ever gone wrong; therefore our schools should spend our precious funds on distinctive Christian education and keep the financial administration of schools to a bare minimum.

Previously, most SCSBC schools had few tools to monitor the financial affairs of the school. It may have been as simple as requiring two signatories for a cheque and producing monthly and year end financial statements. And having two members of the school society reviewing the financial records on an annual basis, considering this an "audit". Many thought "Why go much beyond that?"

What has changed today? The combined operational budgets of our 45 SCSBC schools now account for \$75.7 million in revenues and \$74.3 million in expenses. This is a significant amount of money. There are now many reporting requirements from our banks, different levels of government and our society membership.

Are our school boards confident that school assets are safeguarded against waste, inefficiency and fraud; that financial data is accurate and reliable; that procedures are in compliance with approved policies and that operations are run efficiently? These are important questions for every school board to consider. School board members and administrators need to ask whether fiduciary responsibility is exercised and whether minimum standards to be covered under the school's director and officer liability coverage have been satisfied.

What should occur with regards to internal controls? How does a school board and administrator know if they are in place?

Internal control problems may come from any one of the following examples:

- Lack of segregation of duties: one person who performs a full cycle of cash receipts, banking, bank reconciliation and recording of revenue
- Not matching supplier invoice/contract with receiving report and purchase order before cheque payment is made
- Failing to establish a write-off policy for unpaid tuition
- Insufficient detailed chart of accounts
- Poor budgeting assumptions and no detailed backup worksheets
- Inappropriate approvals for payroll and benefit changes
- Not using pre-numbered documents for cash receipts, tuition invoices and cheques

There are dozens more.

One of the main ways to know whether internal controls are in place and followed is to document what the schools internal controls are; establish who is responsible for each control and to document tasks within job descriptions for those involved in the financial matters of the school.

Over the course of the next six months, SCSBC intends to develop a typical set of internal financial controls for our Christian schools. Look for it, implement it and modify it for your school's specific situation. A good set of internal controls should allow the principal, treasurer, finance committee and school board to know that a system is in place to safeguard assets, to ensure financial data is accurate, policies are followed and financial operations are efficient.

Let's use preventive medicine rather than reactive medicine for our schools; let's develop and document the internal controls. And while we are at it, let's celebrate the work of the many business managers, bookkeepers, treasurers and finance committees that make our schools tick financially.

John Vegt ([jvegtscsbc@shaw.ca](mailto:jvegtscsbc@shaw.ca)) is the SCSBC Director of Finance.

## FROM THE STUDENTS:

👉 **Awesome! Amazing! Stellar ... Makes our school look more welcoming ... Right size to host tournaments ... All round spectacular! Proud of our school for completing a gym like this ... Way surprised at the floor! Gorgeous ... Classy ... Sweet to have our team logo and the centre curtain ... Makes you feel enthusiastic about physical education ... Amazing facility ... Brings up the school spirit!** 👉





# SCHOOL DRAMA / MUSICAL PRODUCTIONS

Abbotsford Christian School - *The Foreigner*  
 Bulkley Valley Christian School - *Emperor's New Clothes*  
 Centennial Christian School - *You Can't Take It With You*  
 Duncan Christian School - *The Prince & The Pauper*  
 Fraser Valley Christian High School - *Lady Windermere's Fan*  
 Langley Christian School - *Our Town*  
 Nanaimo Christian School - *The Music Man*  
 Richmond Christian School - *Wizard of Oz*  
 White Rock Christian Academy - *King Arthur's Kitchen*  
 ... and many band & choir concerts, and music festivals!



# CALENDAR OF EVENTS:

[ MAY ]

4: International Ed. Networking Meeting  
 18: Victoria Day

[ JUNE ]

26: Schools close for summer vacation

[ JULY ]

6-10: ELDI Pacific  
 27-30: CSI Convention

## TWU SUMMER COURSES FOR EDUCATORS June 29 - August 28

- Teaching and Learning in a Christian Preschool
- Assessing Students with Learning Needs - Level B
- Worldview Foundations for Schooling
- School Leadership & Supervision
- Providing for Student Diversity in the Classroom
- Christian Approaches to Teaching and Pedagogy
- Teaching Biblical Studies in Christian Schools

Visit [www.twu.ca/glc/program/teachers](http://www.twu.ca/glc/program/teachers) and register today!

# MISSIONS TRIPS & SERVICE OPPORTUNITIES



<b>Costa Rica</b>	<i>Carver Christian High School Fraser Valley Chr. High School</i>
<b>Guatemala</b>	<i>White Rock Christian Academy</i>
<b>Mexico</b>	<i>Cedars Christian School Duncan Christian School Valley Christian School Vernon Christian School</i>
<b>Nicaragua</b>	<i>Abbotsford Christian School</i>
<b>Panama</b>	<i>Carver Christian High School</i>
<b>Sierra Leone</b>	<i>Fraser Valley Chr. High School</i>
<b>South Africa</b>	<i>Langley Christian School</i>

And many other schools assisted their neighbours, food banks, homeless downtown, participated in famines, shoe boxes, and even baked cookies for local inmates.

# CENTENNIAL CHRISTIAN SCHOOL AWARDED THE NATIONAL INCLUSIVE EDUCATION AWARD

Staff at Centennial Christian School in Terrace have received a National Inclusive Education award, for creating an inspirational example of what a truly inclusive secondary school looks like. Centennial Christian School has been recognized because of the staff's commitment to providing an atmosphere of inclusion for all students, which helps provide quality education to an increasingly diverse student population, including students with a developmental disability.

***"Staff and students realize that having students with special needs included is as good for all of them as it is for the student. Each student is loved and respected for who they are and the blessing they are to the school community."***



Congratulations to Shannon Kumpolt (left) and Marybeth Esau (right), Centennial Christian School special needs staff members, receiving their award from Premier Gordon Campbell.

# HIGH SCHOOL BASKETBALL PROVINCIALS

## A Boys Provincial results:

3rd: Langley Christian School  
 4th: Abbotsford Christian School  
 8th: Houston Christian School  
 (Most Sportsmanlike Team!)

## AAA Boys Provincial results:

4th: White Rock Christian Academy  
 (School Spirit Award recipients)

## A Girls Provincial results:

2nd: Unity Christian School  
 3rd: Abbotsford Christian School  
 6th: Cedars Christian School  
 7th: Bulkley Valley Christian School  
 10th: Richmond Christian School

**CONGRATULATIONS TO ALL TEAMS!**



**Society of Christian Schools in BC**  
 7600 Glover Road,  
 Langley BC V2Y 1Y1  
[www.scsbc.ca](http://www.scsbc.ca)  
 604.888.6366