



# The LINK

MAY 2006

**John Luymes**  
SCSBC BOARD OF DIRECTORS

## How did we do? *Evaluating the work of the SCSBC*

### QUICK FACTS

- At least one survey was received from each of 31 individual schools for an SCSBC domain-wide response rate of 72% (using 34 school systems - a return rate of 76%).
- 96% of respondents gave the SCSBC a 4 or 5 out of 5 for "overall satisfaction"
- 75% of respondents gave the SCSBC a 5 out of 5 for promoting "a distinct Christian perspective in education"

The fierce nail biting for Society of Christian Schools in BC staff began in the spring of 2005 when the SCSBC Board began discussion on the merits of revisiting an evaluation of the organization. A previous, less comprehensive review was conducted in 2001 when Lee Hollaar was still director.

With a turnover of board members and with Henry Contant in his third year as Executive Director, it was deemed beneficial to both staff and board to conduct a broad look at its current scope of services. A survey was prepared for distribution to member schools in November of 2005. Additionally, it was considered important to interview staff individually using a modified self-evaluation questionnaire used in SCS school leadership reviews. Initial findings were shared with the board and a strategic planning day followed in mid-February (including the Christian Teachers Association of BC, the Christian Principals Association of BC, the SCSBC board, subcommittees of the SCS board, SCSBC staff, and other key people working in the realm of Christian school leadership.

### Survey Design

Survey responses were reviewed and compiled by an ad hoc working group chosen by the board: Barb McKenzie (representing the CTABC), Mark Nill

(CPABC liaison), and John Luymes (completing his responsibilities as recently-retired SCSBC board chair).

Responses were separated by the five regions in which SCSBC's 43 member schools are located (see below). In some cases, returns from school systems were received (simply defined as one in which a single board governs multiple campuses or multiple schools).

1. Vancouver Island and Sunshine Coast (10 schools and 9 school systems)
2. Greater Vancouver (13 schools and 9 school systems)
3. Fraser Valley (11 schools and 8 school systems)
4. Okanagan and Kootenay (3 schools and 3 school systems)
5. Central and Northern BC (6 schools and 5 school systems)

The questionnaires were designed to provide feedback as painlessly as possible under multiple choice rankings. For situations where respondents were not able to provide an educated choice, a 'Not Applicable' option was available. The broad categories for feedback

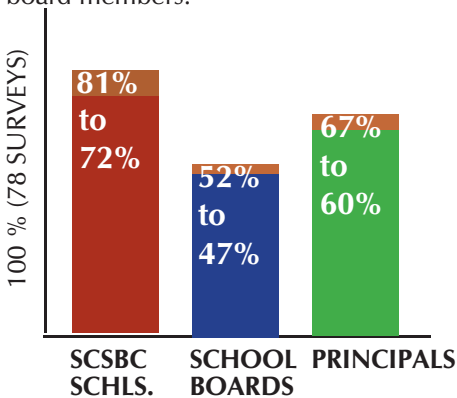


were School Leadership, Curriculum, Financial Stewardship, Development and Community Relations, International Education, Government Relations, SCSBC Office and Services, and an overall General Rating. Under each of these, 52 various subcategories were listed to allow opportunity for more specific rankings of services. The survey also invited comment under more sweeping questions on overall assessment/future direction of the organization.

The surveys asked whether respondents from schools/supporting organizations/subcommittees represented boards, administrators, and/or staff. A few schools chose to respond by single survey; however, much of the information was returned with some knowledge of the context within which people worked.

**Survey Response Rates: Excellent**

78 surveys were returned from members schools, principals, CTABC, and SCSBC board members.



*(Responses are indicated as a range due to the fact that some forms were sent from anonymous/unknown sources.)*

**Summary Comments**

Across regions, virtually every survey alluded one way or another to the blessing and continued benefit schools/associated organizations have received at the hand of the hardworking SCSBC staff. The recognition that this is done in a spirit of servant leadership stood out time and time again.

Henry, Bob, Jean, RuthAnn, Sheila, Gerry and Marlene can take pride in the stellar roles they assume under the SCSBC banner. The affirming individual responses, I am sure, have encouraged all staff of the important presence SCSBC projects into the larger Christian school community. Even in surveys with the odd strong criticism/suggestion for some change, tributes and thanksgivings for the overall value of the organization were loud and clear.

A recurring theme throughout was the general level of professionalism and assistance that staff provide to member schools. Comments to the effect of how much is accomplished by so few were not uncommon. In this context, it is important for the current SCSBC board to gauge on an ongoing basis the workload of staff and to ensure that member expectations of such a small organization remain realistic. While a considerable number of respondents made reference to new ventures that SCSBC could embark on, any movement in such direction should be undertaken in the context of appropriate staff levels. There may come a time where member schools might wish to re-examine fee structures and formulas as to whether some increase in staff time with respect to new initiatives is warranted.

While there were no outstanding commonalities in the survey responses (save for the obvious appreciation of staff), there were some overall themes that warrant further examination by the present board. While not intended to be exclusive, several significant topics are summarized as follows (in no particular order):

- the role of SCSBC in evaluating the impact of shifting demographics on member school enrolment and sustainability
- continuing examination of the effectiveness of leadership reviews and how they might be improved
- the need to further develop policies and protocols for mediation and arbitration
- a re-examination of realistic expectations with respect to frequency of visits by SCSBC staff and contractors to regions outside the Lower Mainland and Fraser Valley and the possibility of teaming up more with the CTABC and the CPABC for such tours
- the recognition of the importance of curriculum development as a key or, arguably, the key component of SCSBC's raison d'être and how this might be expanded to include greater focus on elementary education and special education, to name two examples
- a consideration of hiring extra staff or secondments by principals or teachers for curriculum and/or policy development
- an examination of how better networking can be put into place for leadership development, including avenues on how SCSBC might tie into networks such as the Educational Leadership Development Institute
- a continued emphasis on keeping the moorings of SCSBC solid and rooted in its historical strength

**Conclusion**

Christian education provides a framework in which to embrace all of life under the umbrella of the Father's common grace. The strong support for such schooling, especially during its infancy in Canada when immigrant families made their first baby steps, provides the springboard for organizations with a broader interdenominational umbrella, like the SCSBC, to continue examining how God would want us all to better equip our schools to—in turn—equip our children in a world increasingly ignorant of Him.

SCSBC is recognized as a model organization in Christian school circles in

which this is fleshed out. By keeping the importance of witness in a broken world like a phylactery on its forehead, SCSBC can be confident that God will continue to bless all efforts made in this endeavour. With this awesome task, the SCSBC staff can be assured that the many thanks of member schools and the board ride on their coattails.

As a parting note for my last responsibility as board member, I can say that it has been a joy to work with staff and board the past six years. I've had the privilege of interacting with my former teachers whom I was heretofore in fear of (Bob Koole, Fred Herfst, John Vanderhoek, to name but three) in new lights and new contexts. I've experienced the excitement of trying to dig up dirt on Henry Contant via staff interviews and gleanings from surveys, and been relieved to find nothing. I've had the pleasure of being in the thick of deliberations with some board members who, now much more mature, were part of my Ladner life in ages past. Thank you all.

I am confident that God will show His favour to a thousand generations that love Him and keep His commandments, if we but continue to heed His call to teach our children well. SCSBC can be assured that its leading and guiding roles will reap benefits a hundredfold and more. We trust in God's sure promises as we dream about ways to more brightly shine the light that Christ-centred education is in much of a world entrenched in darkness. To you teachers especially we throw the torch; be yours to hold it high. All blessing and honour are God's. All glory and power be unto His Name.

On behalf of the current and abler Board,  
**John Luymes** - Delta Christian School,  
 Fraser Valley Christian High School, &  
 SCSBC Board Graduate

## SEEKING TO DO COLLECTIVELY WHAT NO SCHOOL COULD OR SHOULD DO INDIVIDUALLY

Henry Contant, EXECUTIVE DIRECTOR  
 contant@twu.ca

*This phrase serves as a focus for the SCSBC board and staff as it works towards a strategic plan for the next 5 years. The SCSBC mission statement declares that "our purpose is to strengthen and promote Christian education by serving, supporting and encouraging our members and others in this endeavour."*

The question remains: "What specific initiatives should SCSBC undertake or eliminate to best fulfil its mission in the next 1-5 years?"

All areas of current service to schools were strongly affirmed by respondents to the recent SCSBC evaluation. Not one school community indicated a strong desire to reduce or eliminate any of the services the SCSBC currently provides. However, many school communities did request that the SCSBC consider providing additional services to schools. These requests sent a strong signal to the SCSBC board/staff that our membership desires and expects our organization to change and grow to meet the increased demand for additional support in a number of areas.

The boards, principals and curriculum leaders of our member schools offered many excellent suggestions for new levels of service that the SCSBC might provide:

- "SCSBC has an International Student Coordinator, why not also consider having a Special Education Coordinator at SCSBC?"
- "The leadership, networking, and professional development provided by the SCSBC for a growing number of development directors has been excellent...Could SCSBC provide similar support for...school business administrators and bookkeepers?"
- "Is SCSBC providing enough support for smaller, struggling schools?"
- "Could more SCSBC services be delivered regionally...to Northern BC, Vancouver Island, & the Okanagan?"
- "What is the most effective



way to provide support to school-based curriculum leaders?"

- Is SCSBC paying enough attention to curriculum needs at the elementary level? middle level?
- Could SCSBC provide more support for our emerging Pre-school program?
- "What can/is SCSBC doing to identify and develop new leaders?"
- Could SCSBC develop additional template policies on a wider variety of issues...?

An insightful comment made during our recent SCSBC strategic planning day is worth further reflection and consideration: "SCSBC provides an invaluable service to our schools at the cost of 1.5% of what our school receives in the form of the government grant. What a bargain!"

This statement begs a larger question: "If SCSBC schools want additional services, how can we best generate the resources to fund additional services?" One possibility might be for SCSBC schools to consider linking their membership fees to a percentage of their government grant as other independent school organizations

have done. Government

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Curriculum documents should, first of all, be centred around our core commitments: the beliefs, values, and principles for Life that our mission statements reflect. Secondly, the curriculum documents should link with and meet provincial requirements.

This is a good time for SCSBC schools to re-commit themselves, individually and collectively, to developing excellent curriculum documents based on biblically-sound educational principles.

**Focus Question: what could/should SCSBC schools do collectively in curriculum so that schools and classrooms can individually reflect and embody their school's mission more clearly and more directly?**

Please discuss as a staff and send your school's ideas to the SCSBC by May 26, 2006



## WHAT IF WE STOPPED GIVING ZEROS ... AND STARTED LISTENING MORE CLOSELY?

*It's May and our conversations often become reflective about the year gone by:*

*"It looks like I'll make it through the year."*

*"Many of them have reached the expected levels of competence."*

*"The class average is about where it usually is."*

*"Somehow it seems this class hasn't done as well last year."*

*"Most of my students have completed their work. If the other students would only do their work!"*



"If they'd only do their work," is the title of an insightful article that provides a helpful reminder for principals and teachers as we complete this school year and look ahead to the next one. The article gathers ideas from educators who although they work in particularly challenging conditions have "worked together to transform students with little history of school success into young scholars who are engaged in doing academic work."

We wonder why some students fail to do their homework. We may conclude that they simply decide not to do because they don't want to do it. At the same time, when we persist in finding out why they don't we discover that in reality there are numerous reasons, many, if not most, of which are valid.

Unfortunately, we continue to take the easier road, give a zero for not doing the work hoping that receiving a failing grade will teach them a lesson. Deep down, however, we know that failing grades do not motivate students who struggle with understanding and knowing how to do the work, let alone completing it on time.

In the article, principals

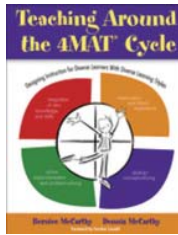
and teachers share some interesting and challenging suggestions:

- 1. Assign work that is worth the effort.** Does the work make sense? is it necessary? Is it meaningful and useful for doing at home? Will it be used the next day in class? Avoid work assigned merely for the purpose of checking whether or not students do the work.
- 2. Make the work doable.** Are the directions clear? Can it be started during class so the teacher can see where difficulties may arise? If you expect students to have help at home, do you know that the parent or guardian will be home to help?
- 3. Find out what students need.** Over time, ask students individually what would be necessary for them to complete the homework and the assignment. How does he learn? What motivates her? Suggest a different strategy.
- 4. Create space and time for homework.** Ensure opportunities for students to get their schoolwork done at school. Provide space and place for quiet work time. One school created "Drop In" – a place where students can sit in the presence of a caring, supportive adult for an extended period of time to complete homework. (This conveys quite a

# RESOURCES

## Curriculum

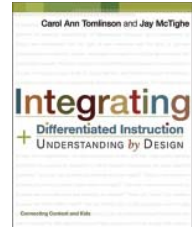
**Teaching Around the 4mat Cycle: Designing Instruction for Diverse Learners with Diverse Learning Styles.** McCarthy, B., McCarthy D., 2005. Thousand Oaks, CA: Corwin Press. ISBN: 1412925304



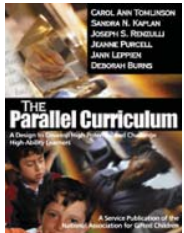
It illustrates ascending intellectual demand as a means of extending the intensity of challenges as students develop along a continuum toward expertise in learning. This resource delivers the guidelines needed for developing and implementing effective, valuable curriculum for all classrooms.

Learning styles are linked to preferences in the ways of people perceive and process experience. Bernice McCarthy's unique 4MAT cycle is a brain-based teaching method that emphasizes diverse learning styles, honors learner individuality, teaches concepts as well as facts. This resources offers a powerful tool to enhance teaching and learning for students with all learning styles, backgrounds, and preferences.

**Integrating Differentiated instruction and Understanding By Design: Connecting Content and Kids.** Tomlinson, C. A., McTighe, J., 2006. Alexandria, VA: ASCD. ISBN-13: 978-1-4166-0284-2; ISBN-10: 1-4166-0284-4.



In this book, the two models converge, providing readers fresh perspectives on two of the greatest contemporary challenges for educators: crafting powerful curriculum in a standards-dominated era and ensuring academic success for the full spectrum of learners. Tomlinson and McTighe show how to use the principles of backward design and differentiation together to craft lesson plans that will teach essential knowledge and skills for the full spectrum of learners.



**The Parallel Curriculum.** Burns, D., Kaplan, S. N., Leppien, J., Purcell, J., Renzulli, J. S., Tomlinson, C. A., 2001. Thousand Oaks, CA: Corwin Press. ISBN: 0761945598.

The parallel curriculum model offers four parallel approaches to curriculum development to ensure rich curriculum for all learners.

different atmosphere than a required 'Homework Club' which is often designed as after-the-fact punishment.)

5. **Make work public.** "...struggling learners benefit when learning goals and the desired quality of learning products are public and explicit." In the classroom, post content being studied and where the class is in that study; list products to be created to demonstrate their learning; show models of work that meets standards and post completed work.
6. **Collaborate and dialogue with colleagues about addressing the needs of struggling students.**

Many students would benefit if we developed a shared commitment to giving fewer zeros, or, better yet, eliminating the use of zeros for incomplete homework. Furthermore, commit ourselves to uncovering the deeper reasons for incomplete work and develop relationships and generate strategies to support struggling students.

### Sources:

- L. Darling-Hammond and O. Ifill-Lynch. "If They'd Only Do Their Work!" Educational Leadership 63:5 p. 8-13 (February 2006)
- M. Miller. "Where They Are: working with marginalized students." Educational Leadership 63:5, p. 50-54 (February 2006)

<i>Schools that have high-impact</i>	<i>Schools that have average-impact</i>
- have a culture of high expectations; stress achievement; embrace external standards or create their own	- have a culture of merely enabling students to graduate; focus on rules; have lukewarm attitudes toward external standards and don't create their own
- take responsibility for helping all students succeed; remove barriers to high-level courses; encourage students to take on academic challenges	- students have to jump more hurdles to gain access to the most challenging courses
- provide extra instructional support in English and math for students who started 9th grade far behind their peers; identify struggling students early and require them to get extra help	- provide extra instructional support but make it optional; provide help after students have fallen further behind and in a way that delays students' entry into grade-level courses

p. 88-89 D. Perkins-Gough. "Accelerating the Learning of Low Achievers" Educational Leadership 63:5 (Feb. 2006)

# Boomerangs Return Unexpected Blessing

**John Postuma**  
WORLDWIDE  
CHRISTIAN SCHOOLS  
<http://wscsa.convio.net/>

*At the recent 10th annual Developing Christian Schools conference, Tim Caughey (one of the conference speakers) decided to auction off 5 boomerangs to support Worldwide Christian Schools.*

Following an afternoon “free time” demonstration of the boomerangs for conference delegates, an idea sparked in Caughey’s mind. He stood up at supper and challenged the 80+ passionate development/community relations/business management/international education people attending the conference to demonstrate their commitment to the cause of Christian education.



*John Postuma with Daryl Verbeek of Abbotsford Christian*

Bids came slowly, but with some persistence \$500 was raised for one boomerang. The idea snowballed: Caughey, the Community Relations Officer for Tyndale Christian School in NSW, Australia, decided to auction all of the remaining boomerangs. It was not long before \$2,575 was raised to help the poorest of the poor in Honduras educate their children.



*Successful bidders with auctioneer Tim Caughey (right).*

Christians have been praying fervently for ways to provide Christian education for the children in that country. BC’s **Bridging Cultures** has been working in Honduras for the past decade to help these children receive a Christ-centered education. God knows the need and He moved through this SCSBC conference to see that it was met. This is my passion as the Director of Ministry Development for Worldwide Christian Schools, a passion I had not spoken of with Tim Caughey. As the auction unfolded, I was in awe at everyone’s generosity. Truly this is of the Lord!

The Bible says “cast your bread upon the waters and it will return to you.” Just like the boomerang, which returns to the thrower. The Lord blesses those who give to Him. If we give to those in need, the Lord will bless us. If we give to the poor, we are lending to the Lord and He will bless us.

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funding has increased in the range of \$500-780 per student (depending on school district) in the past 12 years; SCSBC fees have increased by only \$4.50 per student in the same time period. If SCSBC membership fees and government grants were linked, any increase to a government grant would automatically generate some additional revenue for the operation of the SCSBC office. For instance, due in large part to successful lobbying by FISA over the past 5 years, SCSBC schools now receive an additional \$3+ million in government funding for Special Needs students annually. If the SCSBC received approval from members to levy an additional fee of 2% of their school’s special education grant alone, it would generate an additional \$60,000 annually, going a long way toward covering the costs of employing an SCSBC Special Education coordinator.

The SCSBC continues to work in many of the other suggested areas as well. Many schools have added pre-school and middle school programs while others are dealing with changes to the Ministry of Education’s grade 10-12/graduation program. Thus the growing

requests for curriculum support affirm the logic of adding additional SCSBC curriculum staff. And the SCSBC is taking steps to further encourage the development of new leaders. In fact, I have been invited to participate in the 2006 Educator Leadership Development Institute at Calvin College in July, with a view towards leading an additional ELDI program somewhere on the west coast in Summer 2007. Additionally, to keep membership fees increases to a minimum, the SCSBC has worked diligently in the past 5 years to increase revenues through publication sales and additional contract work. Today approximately 20% of SCSBC budget revenues come from sources other than membership fees.

The SCSBC is poised to change and grow in support of new areas of service requested by member schools, but “are schools willing to consider new funding paradigms to support these changes?” The SCSBC community needs to again discuss what things we ought to do collectively rather than individually as a first step towards such change.

I look forward to such discussion.

# One Meeting Worth Having

Gerald Ebbers, FINANCIAL STEWARDSHIP  
& DEVELOPMENT geraldEBBERS@shaw.ca

*It's that time of year again! (Yes, it's time to polish up the golf clubs, but that's not what I had in mind.) It's time to hold your annual development planning session. This is the time you get together all your development related committees: fundraising, community relations, recruitment, advertising, hospitality, public relations, communications or whatever other names development activities go by.*

At this annual meeting, held in May or June, you want to outline your entire development program for the coming school year. Filling in the details and finding the volunteers comes later, in preparation for each event or activity. This is necessary so that you get the "biggest bang for your buck": since you are putting considerable effort into development activities, you want to be sure to accomplish your goals and not just have a good time.

This meeting starts by reviewing your success in all areas of development, deciding what things you need to do better. Note that it does not start by asking what you did last year and simply deciding you should do it again. You need to ask some questions:

- Are we recruiting enough students?
- Do we have good contact with our feeder churches and do we have their support?
- Do we have a good image in our neighborhood? Our community?
- Do we have a high level of financial support from our parents, alumni, parents of alumni, grandparents, supporters?
- Do we get a good turnout for our annual meetings?
- Are all our parents conversant with our vision and mission?
- Are we raising enough money every year in God-honoring ways?
- Are school activities and events covered in local papers?
- Do we have a multi-generational support base?

By answering these you will identify weaknesses in your development program. Having identified them, you can now set some benchmarks for improvement. You must have measurable goals or you will not be able to determine at the end of the year if your efforts have been worthwhile.

So how do you set measurable goals? Some are easy: increase enrolment by 25 students; send out a news release to your local papers every second week; double the number of church ambassadors you have. But how do you quantify success in the more subjective areas like awareness of mission and vision or image in the community? You may need to do some surveys. These need not be complex or lengthy; a few questions by telephone or in a handout at a school meeting might suffice (you will want to do a more thorough survey every 3-5 years or so). Here's an easy

assessment: ask your staff or board members to write out your mission statement. If they can't, it's a sure bet your parents can't either. And if we don't know where we're going, we're going to go in different directions. Maybe your mission statement is too wordy or too complex. You could try to narrow it down/condense it into a slogan that is easier to remember: "AB Christian School – God's children today, society's leaders tomorrow".



With some measurable goals, you can begin to develop strategy. Insure that your strategy includes elements throughout the year since repetition is crucial for success. You need not scrap all of the activities and events you have been doing; sometimes just being more aware of your goals will show you how you can tweak something to do more than you have in the past. Some examples:

- If you have a quarterly newsletter that goes to your broader supporting community, you can be much more intentional about the messages you want to convey. Almost any school activity that you report on in the newsletter can be channeled to communicate your key messages.
- Can't get people to come to your back-to-school barbeque? Make it a free event and wait until then to post the class lists for the new school year.

Obviously there will be some events and activities that you will want to cancel because they are a lot of work and don't accomplish much. If there are people who will be upset if they are cancelled, combine them with some other activity. Hopefully some new ideas will surface in your meeting that you will want to try, but don't try to change everything in one year. Introduce new events and activities a couple at a time: give them time to work out the kinks and achieve your goals (three or four years is sometimes needed).

There are many more specific ideas that I would like to share with you; the best way for me to do that is to sit down with your committees and lead them through this process. If you would like

me to do this, please get in touch with me via phone or email.

○ *New principal appointments:*

- Dave Loewen (currently at Abbotsford Christian Elementary School) has been appointed principal at White Rock Christian Academy.
- Sandra deJong (currently at Surrey Christian School) has been appointed as Assistant Principal of Curriculum and Staff Development at Abbotsford Christian School.
- Craig Davis (currently at Duncan Christian School) has been appointed Secondary Vice-Principal of Dalian Maple Leaf International School in China.
- Ed Noot (currently at Abotsford Christian Secondary) has been appointed System Principal at Unity Christian School, Chilliwack.

○ *“See a Need, Lend a Hand” – Richmond Christian Elementary students raised \$30,245.22 for World Vision on February 9 & 10.*



*360 K-7 students participated in the 30 Hour Famine for the fifth year. Students are involved at various levels of fasting depending on their age. The goal of student participation in the famine is not only to raise money, but to raise awareness for “the many needs in our world”.*



○ *A team from Pacific Christian School recently returned from a Mexico missions trip. Grade 12 student Andrew Smith writes of the experience: “We really*

*wanted to exemplify the love of Jesus Christ, promote mission work, honor our brothers and sisters in Mexico and experience God’s creation . . . We all had a huge experience of how big this world is and who it belongs to. We travelled, worked, worshipped and walked a path of life together.”*

○ *Langley Christian School dedicated their new middle school wing and celebrated their 50th Anniversary April 7-8, 2006. Over 250 people attended the dedication/ grand opening on Friday night; 650 people attended a pancake breakfast and over 500 attended the evening celebrations on Saturday.*



○ *“Calling all former students of Haney Pitt Meadows Christian School (now Maple Ridge Christian School)! We will be celebrating our 50th Anniversary, Nov. 3, 4 & 5, 2006. We would love to hear from you. Please register on the alumni page ([www.mrcs.ca](http://www.mrcs.ca)) or phone the office at 465-4442.”*



○ *Penticton Christian School held a ground-breaking ceremony on April 17th for their new campus construction.*



# May-July CALENDAR

*May*

- May 4-5 CPABC Spring Conference
- May 5 Secondary Principals Meeting
- May 5 SCSBC Board meeting

*June*

- June 21-29 Grad Program Exams
- June 27-29 SCSBC’s Called to Serve, Prepared to Lead Leadership Seminar for New & Beginning Principals and Vice Principals
- June 30 Schools close for summer vacation

*July*

- July 3 TWU Summer Sessions for Educators begin
- July 10-14 CSI Educators Leadership Development

- July 13-15 Institute - Calvin College, Grand Rapids, MI, USA
- July 13-15 Googling Youth in Troubled Times: A Conference for Those Working with Youth amid the Culture Wars - Prince Conference Center, Calvin College, Grand Rapids, Michigan
- July 26-29 2006 CSI Leadership Convention: “The Gift of the Stranger” - Rehoboth, New Mexico

[www.scsbc.ca/calendar.html](http://www.scsbc.ca/calendar.html)



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