

Policy Handbook

2021 edition



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CONSTITUTION

ARTICLE I – NAME

The name of this organization shall be “The Federation of Protestant Reformed School Societies”.

ARTICLE II – PURPOSE

The purpose of this organization in general is to deal with those matters pertaining to Protestant Reformed School Societies in common. Specifically, we aim at:

- A. Attaining cooperation and coordination in the areas common to all Protestant Reformed School Societies.
- B. Providing seminars to promote the development, understanding, and presentation of distinctive Christian education.
- C. Seeking ways and means for a more thorough training of teachers and prospective teachers in Christian principles.
- D. Recommendations in the areas of teacher contracts, salaries, pensions, insurance, etc.

ARTICLE III – BASIS

This organization is based on the following principles:

- A. The Bible is the infallibly inspired, written Word of God, the doctrine of which is contained in the Three Forms of Unity, and as such forms the basis for administration, instruction, and discipline in the school.
- B. Our Sovereign, Triune, Covenant God has from eternity chosen and in time forms a people unto Himself, that they may stand in covenant relationship to Him and live to His praise, friendship, and living service in all spheres of life, in the midst of a sinful world.

- C. The training of covenant children in the school, as well as in the home and in the church, must serve to reveal the glory of their God in a life lived from the principle of regeneration by grace.
- D. The schools have a common cause and calling in providing teaching personnel and textbooks in harmony with these principles.

ARTICLE IV – MEMBERSHIP

Any Protestant Reformed School Society accepting this Constitution is eligible for membership. Application shall be made to the Executive Director who shall refer this application to the Federation Board for approval.

ARTICLE V – REPRESENTATION

Each school shall appoint two or three school board members to represent their school as delegates to the Federation Association. All of the school's delegates make up the Federation Association. Each year a newly elected school board member shall be appointed so that his term of service to the Federation Association would be three years.

ARTICLE VI – FEDERATION BOARD

The affairs of the Federation Association shall be conducted by the Federation Board consisting of eight members. Four of these members shall be delegates from the member schools (President, Vice-President, Treasurer, and Non-Michigan Representative).

ARTICLE VII – OFFICERS & BOARD MEMBERSHIP

The officers shall be three in number: President, Vice-President, and Treasurer. The representatives shall be two in number: Non-Michigan Representative and Teacher Representative. The directors shall be three in number: Executive Director, Teacher Training Director, and Technology Director.

ARTICLE VIII – FINANCES

The Federation Board shall have the power to provide the necessary funds for the execution of Federation affairs by pro-rata assessments of each member school society, using as a basis the arithmetic mean of the ratio of students in school A to the total number of students in all member schools, and the ratio of families in school A to the total number of families in all member schools. In addition, funds may be provided by any other means as determined by the Board.

ARTICLE IX – AMENDMENTS

This Constitution, with the exception of Articles III and IX, may be amended or revised by two-thirds majority of the Federation Association.

ARTICLE X – TERMINATION OF MEMBERSHIP

A school society may terminate its membership at any time by written request to the Federation Board.

BY-LAWS

ARTICLE I – DUTIES OF OFFICERS

PRESIDENT: The President shall open and preside at the meetings of the Federation Board. He has the rights delegated to him according to Robert's Rules of Order.

VICE-PRESIDENT: In case the President is absent, the Vice-President shall assume the duties of the President.

TREASURER: The Treasurer is entrusted with the collection, custody, and disbursement of the funds of the Federation. He shall make disbursements only as authorized by the Board. He shall give a financial report at every regular meeting. He shall furnish a financial report annually to the Federation Association.

VICE-ALL: In the absence of the Executive Director or the Treasurer, the Vice-All shall assume their duties.

ARTICLE II – EXECUTIVE DIRECTOR

The Executive Director has the responsibility to develop a strong network of communication between the Federation Board, its committees, the member schools, and our teachers. He/she shall have a thorough understanding of the purpose and goals of the Federation and a commitment to work with the member schools in the pursuit of these goals. Specifically, he/she shall implement and coordinate the work and projects of the Federation and its committees, shall serve as secretary at Federation Board meetings, and shall execute all other decisions of the Board specifically assigned to him/her. The Federation Board shall review the work and position of the executive director at least every three years.

ARTICLE III – TECHNOLOGY DIRECTOR

The Technology Director has the responsibility to add, modify, or remove content on the website (www.prcs.org) as directed by the Federation Board through her working committees and/or director. The Technology Director will ensure the content on the website is fresh, relevant and accurate. The Technology Director will work with the web developer to ensure the site is working as expected. The website must always be kept in harmony with the stated *Purpose* and *Basis* of the Federation. The Technology Director will furnish regular reports to the Federation Board in order to communicate the activities, progress achieved and or difficulties to overcome. In addition to the website, the Technology Director will be responsible for various tasks related to the Teacher Training Committee as directed by the Federation Board. This would include the recordings of the History and Principles course. Finally, the Technology Director will be responsible for keeping the material from curriculum projects and seminars digitized and available to the member schools. The Technology Director will receive an annual salary for this work.

ARTICLE IV – TEACHER TRAINING COMMITTEE (TTC) DIRECTOR

The TTC director is the chairman of the TTC. (See TTC section of Board Rules for more information)

The director of the TTC will receive an annual salary for this work.

ARTICLE V – TERMS OF OFFICE OF THE BOARD

- A. Officers shall be elected annually by the board from its membership.
- B. The terms of office terminate at the Fall Federation Association meeting.
- C. The term of the teacher representative shall be for three years.

D. The term of the Executive Director shall be a renewable three-year term.

E. The term of the Director of the TTC shall be a renewable three-year term.

F. The term of the Technology Director shall be a renewable three-year term.

ARTICLE VI – MEETINGS

The Federation Board shall strive to meet monthly.

The Federation Association shall meet on an annual basis. Special meetings may be called by the Federation Board or at the request of any member school board. Notice of 45 days shall be given to the member boards. The agenda shall consist of: adopting the annual budget, electing new board members as necessary, approving new directors as necessary, reading of the executive director's report, and discussing any matters that have properly been brought to the Federation Board.

ARTICLE VII – QUORUM

Quorums of both the Federation Association and Federation Board shall consist of one-half of its membership present at any legally called meeting.

ARTICLE VIII – FISCAL YEAR

The fiscal year of the Federation shall be from September 1 to August 31.

ARTICLE IX – AMENDMENTS

The Bylaws of the Federation, with the exception of Article IX, may be amended or revised by the Federation Board and approved by the Federation Association at any of its meetings by a simple majority vote.

BOARD RULES AND PROCEDURES

I. Duties of the Executive Director

In general, the Executive Director has the responsibility to develop a strong network of communication between the Federation Board, its committees, the member schools, and our teachers, and to implement the work and projects of the Federation and its committees as stated in our Constitution Bylaws. Specifically, the Executive Director has the following duties:

A. To the Federation Association

1. Prepare and send agendas to individual member schools to the attention of each board secretary with sufficient copies to distribute to its Federation Association delegates 45 days in advance of the Federation Association meeting.
2. Attend all Federation Association meetings.
3. Maintain accurate records and correct minutes of the Association.
4. Send the minutes within two weeks after each Federation Association meeting to the delegates. Send the minutes of each previous Federation Board meeting after they are approved.
5. Give a copy of the Federation Policy Handbook to each new Federation Association member.
6. Take care of all correspondence.
7. Prepare placards for each member of the Federation Association for the meetings.
8. Be librarian for the Federation's material.
9. Compute and mail statement of assessments to each member school.

B. To the Federation Board

1. Prepare and send to each Federation Board member a copy of the agenda for the next meeting, with a reminder of the date, time, and place of meeting.
2. Report on suggestions and ideas obtained from the member schools, teachers, and prospective teachers.
3. Keep the minutes of every meeting.
4. Prepare a Director's Report for each Federation Board meeting which highlights the work of the Director since the last Board meeting. Prepare an annual Executive Director Report for the fall Federation Association meeting to be sent 45 days prior to the meeting.
5. Implement the decisions of the body Board, or if that work is shared with other members of the Board, coordinate all the activity.
6. Maintain regular contact with all teachers engaged by the Board to provide a service for which they are receiving, or will receive, a stipend from the Federation.
7. Keep a record of the Board membership; and alert the Board when three-year terms are about to expire, so that nominations can be presented to the fall meeting of the Federation Association for their election (if a double slate is presented) or their approval (if no choice is offered).
8. Maintain a mass database of all current Protestant Reformed addresses in North America.
9. Maintain a calendar of executive director responsibilities and deadlines.

C. To Member Schools

1. Send the approved minutes of each Federation Board meeting to the Federation Association members.
2. Develop and maintain a directory of prospective teachers with their addresses, phone numbers, and areas of knowledge, and see that each member board receives an updated copy annually by January 1.

3. Keep track of the hiring of teachers by the member schools and communicate this progress to the member school administrators.
4. Communicate with administrators at the beginning of each summer to receive the following information: salary schedules, new Federation Association board members, and current enrollment information.
5. Distribute copies of salary schedules to all participating member boards after the fall Federation Association meeting (See IV, Salary Schedules section).
6. Visit and/or communicate yearly with member school boards to promote the Federation and its work, and to obtain suggestions and ideas from member boards.
7. Be available upon request to member school boards for counsel and information.
8. Send the Federation Association Policies (section of the handbook) to the member schools to ensure that the policies governing teacher contracts are followed.

D. To Our Teachers

1. Communicate at least yearly with all our teachers and prospective teachers to promote the Federation and its materials, and to obtain suggestions and ideas from our teachers.
2. Promote the Federation at the annual Protestant Reformed Teachers' Institute Convention.
3. Serve as the resource person for Federation material and activities.

II. The Federation Board

The Federation Board is the arm of the Federation Association by which it seeks to fulfill its main purpose, namely, to provide means for teachers and prospective teachers to gain new insights in various aspects of the work of giving distinctive Christian education in our covenant schools.

The Federation Board should meet monthly, or as need requires, to plan activities designed to accomplish this goal, and to see to the successful implementation of their plans.

Seminars, mini-courses, workshops, and individual writing efforts have been sponsored by the Federation in the past. Summer workshops should be devoted to principles of education. Seminars should be devoted to following up on the work done at workshops and giving practical application of workshops to classroom teaching. The Federation Board should continue to make selective and judicious use of these means of teacher development, and should at the same time be imaginative and innovative in proposing other means to inspire our teachers to be ever growing in their profession.

III. Audit of Finances

An audit shall be performed annually by two qualified individuals (they do not need to be members of the Federation Board) and shall be appointed by the President of the Federation Board.

The Committee shall:

- A. Review the check register and account balances to prove that the funds are in balance for the fiscal year end.
- B. Ensure that a flash drive is maintained with a copy of each financial statement issued to the Federation Board. These statements are a good financial summary, and should be readily available for future treasurers.
- C. Ensure that all statements correctly summarize the quantity of and location of the available funds.
- D. Report their findings to the Board in the form of a written Audit Report.

IV. Salary Schedules

Member schools are to send copies of their current salary schedule for the current year at the request of the Executive Director.

The Executive Director shall distribute copies of these salary schedules to all participating member boards after the fall Federation Association meeting.

It is not mandatory that a member school sends their salary schedule, but it is necessary if they want to receive a copy of the other member schools' schedules.

V. The Teacher Training Committee (TTC)

A. Purpose: This committee's purpose will be as follows: to operate and maintain a thorough teacher training program which eventually provides schools a complete, systematic and formal training of teachers in all aspects of Reformed education.

B. Principles: The principles which form the basis of Reformed education and the teacher training program are as follows:

1. The Bible is the infallibly inspired, written Word of God (II Peter 1), the doctrine of which is contained in the Three Forms of Unity, and as such forms the basis for administration, instruction, and discipline in the schools and teacher training program.
2. Our sovereign, triune, covenant God has from eternity chosen and in time forms a people unto Himself (Eph. 1) that they may stand in covenant relationship to Him and live to His praise, friendship, and living service in all spheres of life, in the midst of a sinful world knowing and understanding that this God is King over heaven and earth and will one day reconcile all things through Jesus Christ (Col. 1).

3. The training of covenant people must serve to reveal the glory of their God in a life lived from the principle of regeneration by grace.

C. Committee Structure:

Members:

Director

Educator

Member at Large #1

Member at Large #2

Member at Large #3

Member at Large #4

Each member has voting privileges. Members on this committee must have membership in one of our member school's societies.

Terms:

Each member will serve a 3-year term. Terms will begin July 1.

Elections:

By March 1, the TTC will recommend to the Federation Board for approval an individual for each vacant seat. Terms for the retiring members will end June 30.

Consecutive terms:

A member may serve consecutive terms. Election for a consecutive term will follow the same procedure as outlined above.

Salary:

Except for the director, the TTC members receive no salary or stipend for their work. The director will receive a yearly salary approved by the Federation Board.

Reporting:

The Director of the TTC will submit regular reports to the Federation Board for review. This reporting will include, at minimum, the minutes of each meeting.

Budget:

By March 1, the TTC will submit to the Federation Board a recommendation of the upcoming year's expenses.

D. TTC Director:

Job Description:

In general, the Director will act as the chairman of the TTC. Specifically, the Director will carry out the following tasks:

1. Act as secretary at all TTC meetings.
 - a. Prepare agendas and gather reports for each meeting.
 - b. Take minutes of each meeting.
 - c. Take care of all correspondence.
 - d. Prepare and distribute meeting minutes to the Federation Board.
 - e. Maintain a calendar of TTC responsibilities and deadlines.
2. Communicate with the technology director regarding any use of the website by the TTC.
3. Organize and facilitate the use of technology to ensure long distance TTC members can actively participate in meetings.
4. Keep the TTC focused on their purpose and work by communicating the past, present and future work of the TTC to new/incoming TTC members.

V. Duties of the Technology Director

- A. Manage the website of the Federation, including making sure information is up-to-date.
- B. Coordinate with the director of the TTC regarding their technology needs, including managing the Third Tier Mentoring Program on Google Classroom.
- C. Manage the use of the video recording of the History and Principles, including its availability for the member schools in the Federation.
- D. Maintain the digital files of the Federation, including audio and video recordings of past seminars.
- E. Handle all the technology needs of the Federation Board and the Federation Association.

FEDERATION POLICIES

Formula for Member School Dues

A member school's yearly assessment is based on the number of students and the number of families in the school compared to the total number of students and families in all the member schools. The formula for computation is: *the number of students in the school divided by the total number of students multiplied by one-half the budget figure plus the number of families in the school divided by the total number of families multiplied by one half the budget figure equals the school assessment.*

The formula is demonstrated below using the following figures in our example:

Annual Federation budget =	\$6,000
Total number of students in all the member schools =	1,000
Total number of families in all the member schools =	750
Total students in the example school =	100
Total families in the example school =	60

100 students in the school divided by 1,000 students in all member schools x \$3,000 = \$300

60 families in the school divided by 750 families in all member schools x \$3,000 = \$240

Total Assessment for the school: \$300 + \$240 = **\$540**

Policy Governing Teacher Contracts

1. Teacher's Declaration of Intent

The intention of the teacher to remain in his present position shall be made known by January 15. Forms for this purpose shall be supplied by the principal of each school. The sole purpose of this survey is to enable the school board to advertise open positions.

2. Advertisement of Vacancies

- a. A teaching position shall be considered vacant if the teacher indicates he will not return or if the board has decided not to rehire a teacher. (See non-renewal of contracts)
- b. A board shall advertise its vacancies in an appropriate manner. Examples are the bulletins of all Protestant Reformed Churches, The Standard Bearer, and the Beacon Lights. Schools can also provide their information to the Federation's Technology Director for advertisement on the Federation's website.

3. Contracts

The dates for offering contracts only apply to the offering of contracts to candidates that are citizens of the country in which the school is incorporated or already have the necessary permissions to work in that country.

Administrative – After January 15, the school board shall issue an annual contract for the administrative or the principal teaching position in the school. This contract shall be reviewed annually to determine whether the principal is satisfactorily executing the school board's policy in the school.

Annual Teaching Contracts – After March 1, all certified teachers shall receive a regular annual contract unless the board determines a more

appropriate contract shall be given upon the recommendation of the principal or the appropriate committee of the school board.

Continuing Contracts – Continuing contracts may be used by school boards to give teachers longer contractual agreements. The teacher given a continuing contract must be permanently certified in the area he is teaching, must show professional competence, and must be recommended by the administrator and the Education Committee. A continuing contract shall not be broken except by mutual agreement of both parties or under conditions provided for in the individual teacher’s contract.

Provisional Contracts – The school board may issue a provisional contract by which specific weaknesses in teaching, preparation, or certification are brought to the teacher’s attention. If the weakness has not been corrected in the judgment of the school board by March 1 of the contractual year, the contract shall not be renewed and the position shall be declared open. This contract requires the principal to work with the teacher to aid and assist the teacher in correcting the deficiencies noted. A provisional contract shall also be given by a school board hiring a teacher on a one year basis to fill a particular need.

4. Tendering of Contracts

a. For contracts to administrators and teachers who are citizens of the country in which the school is incorporated or that already have the necessary visas to work in that country, written contracts may be offered on or after the following dates:

Administrative	January 15
Teaching	March 1
New Teacher Trainees	April 1

Written contracts may not be offered before these dates.

School boards may inform a particular candidate (existing teacher or new teacher trainee) of their intentions to offer a contract on or after February 21. **School boards may not communicate these intentions to offer a contract before February 21.**

b. For contracts to foreign nationals, there are no date restrictions on entering into contracts. This is necessary because a foreign national typically must have a signed contract when he applies for a work permit in the host country. A school board desiring to offer a contract to a foreign national (who is currently teaching) before March 1 shall inform the board holding that teacher's current administrative/teaching contract.

c. Only one contract for one position shall be offered and a contract signed by the board shall be binding upon both parties upon the signature of the teacher.

d. The school board shall allow 15 days consideration for initial contracts after which a new contract may be issued.

e. A school board desiring to appoint a person already under contract for the ensuing year shall obtain the consent of the school board holding the contract prior to issuing a contract.

5. Procedure for Non-renewal of Contracts

a. The principal shall inform the teacher in writing of unsatisfactory service, giving the areas where improvement is needed.

b. If, after sufficient and reasonable time has elapsed, the unsatisfactory matters have not been remedied, a written statement should be submitted to the teacher and the Education Committee by the principal.

c. Prior to this, the teacher shall be informed so that the teacher may have an opportunity to resign of his own volition.

d. The teacher shall be granted an interview with the Education Committee if requested by the teacher.

e. Written notification of non-renewal of a contract shall be given before the first day of issuing contracts.

f. The teacher should be accorded a hearing before the full school board or have access to the grievance procedure outlined by the school board.

Appendices

Appendix A:

Federation Materials

A Repertoire of Chemical Demonstrations by Joel Minderhoud, 1999
Art Curriculum for Protestant Ref. Chr. Schools by Connie Meyer, 2000
Advanced Art Lessons by Erik Lubbers and Connie Meyer, 2002
A Writing Program for the Covenant Child, 1972
Ancient World History (Teacher's Manual), 1977
Biblical Perspectives in the Social Sciences, 1972
Biblical Psychology by Professor Herman Hanko, 1984 & 2003
English Curriculum Guide by Gary Vander Schaaf, 1983
History Units on Medieval World History
Literature Studies Guide, 1971
Mathematics: An Overview of its History and Philosophy From a Christian Perspective by Vern Huber, 1989
Music Curriculum Guide, 1973
Music Anyone Can Teach, 2002
Physical Education Curriculum (K-2) by Mike VanderVeen, 2007
Scriptural Principles of the Human Body, 1984
Stream Ecology (Teacher's Manual), 1990
U.S. Geography (4th/5th grade textbook) by Mike Feenstra, 2011
Writing Standards and Expectations for a Protestant Reformed School, 2016

Appendix B:

Our History

The New Organization

During a turbulent period of history for our people, the Federation of Protestant Reformed School Societies was organized. This was the fifties. The church controversy of 1953 had severely tried the fledgling school societies in California, Michigan, and Illinois. At the beginning, when it was difficult to find trained dedicated teachers, three school boards sent delegates to Hope School in Walker, Michigan on December 7, 1956, to deal with their common problems in procuring and training teachers for their schools. When South Holland inquired whether there would be teachers if their school opened in the coming fall, Hope and Adams advised them not to start at that time.

After forming a constitution committee, the first order of business for the new organization was to establish a teacher training program which was referred to as a “normal school.” Minutes of this meeting were sent as information to Edgerton and Redlands which also operated schools at that time.

The Seminar Program

The establishment of a teacher training college was soon ruled out as an impossibility. As a first step, the Federation established a seminar program where the ministers and teachers met in monthly meetings to deliver papers and discuss biblical and Reformed principles of education. The first papers were delivered by ministers and professors, and it was determined that the seminary professors, H. C. Hoeksema and G. M. Ophoff, would serve as directors of the seminars. Since the seminar meetings were held monthly in the afternoon (from 1 PM – 5

PM), schools were dismissed early so that teachers could attend the meetings.

The seminar program ended in 1970. These seminars provided a forum for intellectual exchange between our pastors and teachers which was stimulating and spirited, and the level of debate (not often recaptured) was a mark of the commitment of these pioneers.

Seminars (1958–1961)

History of Education

Education Among the Hebrews, H. Hanko

Education Among the Greeks, C. Hanko Education Among the Romans, H. C. Hoeksema Education in the Middle Ages, D. Slomp

Ed. During the Reform. and Renaissance, A. Lubbers

Enlightenment in Europe, F. Hanko

Enlightenment in America, W. Koole

The Nineteenth Century in Europe, J. Buiter

The Nineteenth Century in America, A. Reitsema

The Twentieth Century in Europe, J. Dykstra

The Twentieth Century in America, B. Woudenberg

Psychology and Pedagogy

Scriptural Psychology, H. Hoeksema

The Influence of Sin, Grace and the Operation of the Spirit, G. Vandenberg

Development of the Child, T. Pastoor

Place of Child in Family and Church, B. Woudenberg

Psychology of Learning, H. J. Kuiper

Criticism of Broudy's Philosophy of Education, J. Jonker

Obedience and Self-discipline, J. Dykstra Teaching Moral and

Spiritual Values, J. Jonker Child in Family and Church, K. Oomkes

The Christian Child in the World, R. Dykstra

Degrading the Grades, M. B. Lubbers

Seminars (1961–1969)

Methods of Teaching (1961–1964)

Methods of Teaching, L. Lubbers Principles of Teaching History, F. Hanko

Principles of Teaching Science-type Subjects, H. J. Kuiper

Principles of Teaching Appreciation Subjects, R. Petersen

Principles of Teaching Bible, A. Lubbers

Principles of Teaching Reading, F. Block

Principles of Teaching the Language Arts, D. Medema

The “New” Series of Seminars (1965–1969)

Thomas Aquinas, J. Huisken

Augustine and His Teaching, A. Lubbers

Scholastic Movement, A. Lubbers

Martin Luther, Reformer, P. Nobel

Education in Geneva under Calvin, J. Buiter

Jesuit Education, D. Huisken

John Dewey’s Impact, L. Lubbers

The People Called Methodists, G. Kuiper

New Approaches to Teacher Training

In 1970, at the request of the Teachers’ Institute, the Federation sponsored its first workshop for teachers. The subject of these workshops was to be the courses of study in our schools. The participants would be teachers from member schools who would work together during the summer months to discuss the assigned subject and to prepare a written product for use by teachers in the schools. The longest-running project was the history writing workshop. This group met in Grand Rapids continuously for six years. Their product was a series of outlines covering world history from Creation through the Middle Ages. The project was distributed to schools of the Federation. The outlines featured a study of world history from a biblical perspective.

The first mini-course was held in 1974 under the direction of the newly formed TED Committee. To reach as many teachers as possible, summer courses were planned to study various fundamental areas in Reformed education. The mini-course was close to the dream of the founders of the Federation who wanted to establish a normal course to train our teachers. Between 1974 and 1980, eight summer mini-courses were sponsored by the Federation.

The Summer Workshops (1970–1979)

Group learning and writing projects in specific disciplines

Language Arts Workshop

Social Studies Workshop

Literature Workshop

Music Workshop

Anatomy and the Bible Workshop

Stream Ecology Workshop

History Workshop

Individual Writing/Study Projects

Bible Manuals and Workbooks, G. Hoeksema

English Curriculum, G. Vander Schaaf

Curriculum for Computers at Covenant, B. Vermeer

Science Units Published, M. Martin

Mathematics, An Overview, V. Huber

Mini-Courses (1974–1980)

Lecture series which apply biblical principles in depth

Biblical Psychology, H. Hanko Reformed Education, D. Engelsma

Discipline, R. Decker & L. Lubbers Teaching Spiritual Values, J.

Heys Motivation, F. Hanko

Education for Special Children, M. Kracker

Spiritual/Emotional Needs of Special Children, R. Cammenga

and R. Dykstra

Hiring from a Limited Pool

Early on there was a concern that the member schools issue contracts at the same time in the year and that hiring procedures not give some school undue advantage. Concerns were aired about “teacher robbing.” Several times the rules for teacher hiring and contracts became the subject of long Federation meetings. If a school did not follow the rules, other schools were quick to note these exceptions. The current rules for hiring and teacher contracts are followed by most member schools of the Federation.

Salary Study Committees

The first salary study report was given to the Federation in 1960. Beginning teachers with two years of experience would receive \$2,560 per year. Teachers with a Master’s degree did not fit on the chart. The top pay that year was \$5,120 for teachers with 12 year experience and an A.B. degree. The goal was “to promote harmony between the schools.” The scale promised to give the teacher adequate compensation and not to put “undue hardship” on the schools. This wage was considered adequate for the next three years since no changes were proposed. Beginning in 1963, the wage was adjusted annually to meet changes in cost of living and experience.

The periodic deviation of member schools caused great concern from the other schools. There were frequent discussions whether the salary scale was a guideline or a requirement for the schools. Schools did indeed deviate from time to time, and some schools never reached the scale proposed. Finally, in 1993, the salary study report was discontinued. Today each member school is asked to report its current schedule for the information of the other schools.

The Pension Program

Pension plans for teacher retirement were proposed as early as 1959. Subsequently, three other pension study reports were filed. None of the plans were passed.

Member Schools

The charter members of the Federation were Adams, Hope (Walker), and South Holland schools. The growth of the Federation has been slow but steady. Some schools did not join immediately upon their formation. Schools which held back from entering the Federation questioned the Federation's ability to deliver the services needed. Western schools found it difficult to attend the meetings, and so were not represented. New schools put affiliation concerns on the back burner until they had their own ship running.

Several attempts to better accommodate the needs of the western schools were to hold the teacher workshops and mini-courses during the summer months so these teachers could participate. Also, minutes of the meetings have been sent to western schools for their information. At one time, a telephone hook-up was discussed as a way to directly involve our far-flung friends in the business of the Federation. Schools in the West benefit regularly at teacher convention time with the traveling funds provided by the Federation grants to the Teachers' Institute.

Since the early 2000s, the internet has allowed our western schools to actively participate in regular delegate meetings. In 2013, the Federation hired an Executive Director from the western schools. In 2016, a delegate from the western schools was appointed to a term on the TED committee. Also, in 2016, the Federation formed a Teacher Training Committee of which at least one member had to be from the western schools. Thanks to technology, the Federation has more and more added western delegates and individuals to various officer and committee positions.

Towards More Stable Leadership

During the first decade of the Federation, elected delegates served as officers of the Federation. There was a lack of continuity in the secretarial office (elected annually and lasting at times for two meetings). Better communication with the member schools and the delegates was needed. Therefore, the Federation formed a new

position—the executive secretary. Those who filled this new non-elective office were to have an important role for the Federation. The executive secretary (now called Executive Director) also provides contact with, and serves as a member of, the Teacher Education Development Committee (now called the Federation Board).

Executive Secretaries

1956–1967	(elected secretaries)
1968–1970	John Haak
1970–1976	Don Doezema
1976–1982	Peter Vander Schaaf
1982–1987	David Harbach
1987–1990	Brian Dykstra
1990–1995	Dan Van Dyke

Executive Directors

1995–2005	Agatha Lubbers
2005–2011	Deb Kuiper
2011–2014	Alex Kalsbeek
2014–2020	Rick Mingerink
2020–	Kyle Bruinooge

The TED Committee (now the Federation Board)

The formation of the Teacher Education Development (TED) Committee was proposed after it became apparent that existing committees were working on similar projects. Also, new ideas were being proposed by the Teachers’ Institute which were outside the scope of the existing committee responsibilities. The old committee system had a rapid turnover of membership. Adjustments in terms were made to ensure continuity of committee membership so that projects could be seen to their completion.

Over the years, the TED committee has served the Federation well. It has planned and given direction to directors of the workshops, the individual writing projects, and the mini-courses.

In 2021, the TED Committee was dissolved as the Federation restructured itself after the model of our school associations. The Federation now has an elected Board which is able to work more efficiently

Music Workshop, 1995–1996

Motivation and Instructional Techniques Workshop, 1998

Principles and Practices Seminars, 1996, 1998, 2000

Repertoire of Chemical Demonstrations, 1999

Art Curriculum Grades 1–6, 2000–2001

Art Workshop, Summer, 2001

Reformed Worldview Workshop, 2001

Music Project, Grades K–5, 2002

Advanced Art Project, 2002–2003

Biblical Psychology Seminar, 2003

Kingdom of God and Christian Schools, 2007

Meeting the Needs of All Children, 2010, 2012

Writing Program, 2016

When Your Student is Hurting Seminar, 2019

Teachers' Institute Relationships

The Protestant Reformed Teachers' Institute was formed shortly after the Federation. The Institute membership consists entirely of teachers, most of whom teach in Protestant Reformed Christian Schools. The Institute has regular meetings, sponsors the annual teachers' convention, and produces its magazine, *Perspectives in Covenant Education*. The need for such an organization was realized early and the Federation itself urged the formation of a "club" for teachers. Of the two teacher delegates to the Federation, one is elected by the Institute. Most of the Federation work involves members of the Teachers' Institute

With an Eye to the Future

The motion made in the 1994 Federation meeting to disband was a clear call to reexamine what we are doing and how we do it. It was also a warning that if we go through the motions without genuinely desiring to reach a goal, we ought to shut the doors of the Federation. The Federation must be much more than an opportunity for meeting other school board members. We must provide educational material and training for our teachers.

There are now sixteen member schools with approximately 2,200 students. The ranks of trained and available teachers have grown from 12 in 1956 to more than 180 teachers currently employed in our schools.

As our schools continue to grow and schools join our Federation, the work of the Federation increases in value. The Federation of the future must provide leadership to the member schools to solve our common needs and stimulate our teachers to become active in the broader cause of Protestant Reformed Christian Education.

Teacher Training

In 2015, with input from various individuals, the Teacher Educational Development (TED) committee of the Federation produced *A Concept Plan for a Future Protestant Reformed Teacher Training Program*. A short quote from this document provides the purpose for it: “this document is designed to articulate a vision for such a program [teacher training program] and to inspire potential supporters to embrace this ideal and to acknowledge its feasibility.” This plan was presented at the annual Federation delegate meeting in October 2015 as information. In the months following, the TED committee reached out to her member schools asking for feedback on the ideal of a teacher training program. Additionally, a delegation from the TED committee visited the Covenant Canadian Reformed Teacher Training College (CCRTC) in Hamilton, Ontario, Canada. This is a small teacher training college

which provides training for elementary school teachers who plan to teach in the Canadian Reformed Christian schools.

In April 2016, after assessing the feedback from the member schools and evaluating our observations from CCRTC, the TED committee presented the Federation delegates with a revised direction. The direction proposed by the TED committee was the establishment of a new committee called the Teacher Training Committee (TTC). This committee, headed by a paid director, would have the purpose of conducting more detailed research into a teacher training program with the eventual goal of obtaining approval from the Federation to begin providing more teacher training opportunities. It has become clear to the TED committee that the complex endeavor of teacher training requires more time and energy than what the TED committee can provide. Members of the TED committee already serve on local school boards and the work required for this endeavor is more than what this committee can handle as it is structured now. The new TTC would ideally be comprised of individuals who are not currently serving on school board but have the skill and heart for the great work it is tasked to do. We also want to see committee membership from individuals outside the West Michigan community. This is possible thanks to the use of various communication programs on the internet.

*By Lamm Lubbers
Revisions by Agatha Lubbers, Rick Mingerink*

Appendix C:

MEMBER SCHOOLS

(go to www.prcs.org for more member school information)

Adams Christian School

5539 Byron Center Ave.
Wyoming, MI 49519

Covenant Christian High School

1401 Ferndale Avenue, SW
Grand Rapids, MI 49544

Covenant Christian School

9088 Northwood Road
Lynden, WA 98264

Eastside Christian School

2792 Michigan Street NE
Grand Rapids, MI 49506

Faith Christian School

611 N Columbus St.
Randolph, WI 53959

Free Christian School

821 West Fourth Street
Edgerton, MN 56128

Genesis Christian School

5940 60th Ave. Close
Lacombe, AB, Canada T4L 1X8

**Heritage Christian School &
Protestant Reformed Special Education**
6340 Autumn Ave.
Hudsonville, MI 49426

**Heritage Christian High School &
Protestant Reformed Christian School**
10790 Calumet Avenue
Dyer, IN 46311

Hope Christian School
1309 E. Brockton Avenue
Redlands, CA 92374

Hope Protestant Reformed Christian School
1545 Wilson Avenue, SW
Grand Rapids, MI 49544

Hull Protestant Reformed Christian School
218 Second Street
Hull, IA 51239

Loveland Protestant Reformed Christian School
705 E. 57th Street
Loveland, CO 80538

Northwest Iowa Protestant Reformed School
PO Box 67
Doon, IA 51235

Protestant Reformed School of Wingham
292 Edward St.
Po Box 570
Wingham ON, N0G2W0

Redeemer Christian School

P.O. Box 95
Zeeland, MI 49464

Trinity Christian High School

1811 Hayes Avenue
Hull, IA 51239

Appendix D:

PROJECT PROPOSALS

Guidelines for Federation Project Proposals

1. A description of the proposed project.
2. A statement of specific objectives along with a preliminary outline of the project which can be used as a basis for the evaluation of the project.
3. An assessment of the need for the project along with the advantages which the project will provide over existing resources.
4. A statement of the benefits which the project will provide to the participants, our schools, our teachers, and our students.
5. The names of the participants in the project, along with any special qualifications they may have for the project.
6. A statement of the estimated hours that will be necessary to complete the project along with a willingness to commit to these hours.
7. A proposed budget for the completed project.

**Once a project has been proposed, the Federation Board has a set of procedures which will guide them in the execution of a project. The document which contains these procedures will be kept on file by the Executive Director.*

The above guidelines were formulated by the TED committee in 2006 out of a need to add organization and accountability to the projects undertaken by the Federation.