

Policy Handbook

2018 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 Delegate Board for approval.

ARTICLE V – DELEGATE BOARD

The affairs of the Federation shall be conducted by a Delegate Board consisting of three representatives from each Board. Each year a newly elected school board member shall be appointed so that his term of service to the Federation Board would be three years.

ARTICLE VI – OFFICERS

The officers shall be four in number: President, Vice-President, Treasurer and Assistant Secretary-Treasurer.

ARTICLE VII – ADVISORS

Two teachers and an Executive Director shall be advisors to the Delegate Board, having advisory votes. The Executive Director and the one teacher shall be chosen by the Federation Board. The other teacher shall be chosen by the Teachers' Institute. Teacher nominees will be provided by the TED committee. Teacher advisors shall have three-year terms. The Executive Director position shall be a renewable three-year term.

ARTICLE VIII – FINANCES

The Delegate Board shall have the power to provide the necessary funds for the execution of Federation affairs by pro-rata assessments of each 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. Or, if necessary, funds may be provided by any other means as determined by said board with the approval of the majority of societies, provided no other assessment be made upon the societies.

ARTICLE IX – AMENDMENTS

This Constitution, with the exception of Articles III and IX, may be amended or revised by two-thirds majority of the Delegate Board, providing such amendment or revisions have been submitted to all societies holding membership.

ARTICLE X – TERMINATION OF MEMBERSHIP

A school society may terminate its membership at any time by written request to the Delegate Board, providing its financial obligations are met.

BYLAWS

ARTICLE I – DUTIES OF OFFICERS

PRESIDENT: The President shall open and preside at the meetings of the Delegate 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. The Vice-President will become the President at the end of the President’s term.

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 member societies.

ASSISTANT SECRETARY-TREASURER: In the absence of the Executive Director or the Treasurer, the Assistant Secretary-Treasurer 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 meetings, and shall execute all other decisions of the Board specifically assigned to him/her. The Delegate Board shall review the work and position of the executive director at least every three years.

ARTICLE III – WEBSITE DIRECTOR

The website director has the responsibility to add, modify, or remove content on the website (www.prcs.org) as directed by the Federation through her working committees and/or director. The website director will ensure the content on the website is fresh, relevant and accurate. The website 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 website director will furnish regular reports to the TED committee in order to communicate the activities, progress achieved and or difficulties to overcome.

The website director will receive an annual salary for this work.

ARTICLE IV – TEACHER TRAINING COMMITTEE (TTC) MANAGING DIRECTOR

The managing director of the TTC is the executive of the TTC. (See TTC section form more information)

The managing director will receive an annual salary for this work.

ARTICLE V – TERMS OF OFFICE

- A. Officers shall be elected annually by the board from its membership.
- B. Terms of delegates shall be three years, appointed on a staggering basis.
- C. The Vice-President will become the President at the end of the President's term.
- D. The terms of office of delegates shall terminate at the Fall Delegate meeting.
- E. The term of teacher advisors shall be for three years.
- F. The term of the Executive Director shall be a renewable three-year term.

ARTICLE VI – MEETINGS

The Delegate Board shall meet at least once annually. Special meetings may be called by the Executive Board or at the request of any member board. Notice of 45 days shall be given to the secretaries of the member boards, if at all possible.

ARTICLE VII – QUORUM

A quorum shall consist of the number of delegates 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 Delegate Board at any of its regular meetings by a majority vote in favor thereof, provided the proposed changes or additions have been submitted to the member societies.

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 Board

1. Prepare and send agendas to individual member schools to the attention of each board secretary with sufficient copies to distribute to its Federation Board delegates 45 days in advance of the Delegate Board meeting.
2. Attend all Delegate Board meetings with advisory vote.
3. Maintain accurate records and correct minutes of the Board.
4. Send transcript of all pertinent minutes within two weeks after each Delegate Board meeting to the delegates and advisors.
5. Give a copy of the Constitution and Bylaws to each new delegate and advisor.
6. Take care of all correspondence.
7. At least once each year, prepare a newsletter pertaining to Federation activities, for distribution in the member schools.
8. Bring blank placards and a black marker to Delegate Board meetings in order to make nameplates for the delegates.
9. Be librarian for the Federation's material.
10. Compute and mail statement of assessments to each member school.

B. To the Teacher Educational Development Committee

1. Prepare and mail to each TED Committee 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 a record of the decisions of every meeting.
4. Prepare quarterly reports for the Federation Board, including a summary of the Committee's activities, an evaluation of completed projects or a statement of progress towards completion, and a list of all recommendations for future activities, at least 45 days in advance of the Federation Board meeting.
5. Implement the decisions of the body, or if that work is shared with other members of the Committee, coordinate all the activity.
6. Give a copy of committee mandates to new committee chairmen.
7. Maintain regular contact with all teachers engaged by the Committee to provide a service for which they are receiving, or will receive, a stipend from the Federation.
8. Keep a record of Committee membership; and alert the Committee when three-year terms are about to expire, so that nominations can be presented to the fall meeting of the Federation Board for their election (if a double slate is presented) or their approval (if no choice is offered).

C. To Member Schools

1. Send a report of minutes pertinent to the school board to the secretary of each school board within two weeks after each Delegate Board meeting.
2. Supply a complete list of current delegates, advisors, and committee members two weeks after each annual meeting to each school board, delegate, and advisor.
3. Develop and maintain a Teacher 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.
4. Distribute copies of salary schedules to all member boards before or during the fall Federation Board meeting.
 5. 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.
 6. Be available upon request to member school boards for counsel and information.

D. To Our Teachers

1. Maintain a current teacher email database.
2. 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.
3. Promote the Federation at the annual Protestant Reformed Teachers' Institute Convention.
4. Serve as the resource person for Federation material and activities.

II. The Teacher Educational Development Committee

The Teacher Educational Development Committee (TED) is the arm of the Federation 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 TED Committee 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 TED Committee 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.

Plans for the year, with recommended budget, should be submitted to the Federation Board for consideration at their spring meeting. A progress report, with appropriate evaluation, should be prepared for all Federation meetings. In both instances, the documents from the TED Committee should be in the hands of the Executive Director of the Federation Board at least seven weeks prior to the date of the Federation meeting.

Membership of the TED Committee shall consist of:

1. President of the Federation Board as Chairman.
2. Executive Director as Secretary.
3. Two Federation teacher advisors.
 - a. Federation appointed
 - b. PRTI appointed
4. Three Federation Board delegates on staggering three-year terms.
 - a. Treasurer
 - b. Vice-President
 - c. Assistant Secretary-Treasurer

III. Audit Committee

An Audit Committee shall consist of at least two qualified individuals and shall be appointed by the President of the Delegate Board annually.

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 three-ring binder is maintained with a copy of each semi- annual 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 semi-annual 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 to the Executive Director before March 1.

The Executive Director shall distribute copies of these salary schedules to all member boards before or during the fall Federation Board 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. Teacher Training Committee (TTC)

A. Purpose: This committee's purpose will be two-fold. As such, it will be conducted in two phases.

Research Phase: Research and develop a plan for a more thorough teacher training program and receive approval by the Federation.

Operational Phase: Once Federation delegates approve, the TTC will 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:

Research Phase: President, Managing Director, Educator, Member at Large #1, Member at Large #2

Operational Phase: President, Treasurer, Managing Director, Educator, Member at Large #1, Member at Large #2

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, except the Managing Director who will serve a 4-year term. Terms will begin July 1. At initial organization, terms will begin at the following term year:

President:	year 1 of 3
Educator:	year 1 of 3
Managing Director:	year 1 of 4
At Large #1:	year 2 of 3
At Large #2:	year 3 of 3

Elections:

By March 1, the TTC will recommend to the TED Committee two individuals for each vacant seat. The TED Committee will bring one of these two individuals to the Spring Federation Delegate meeting for final approval. Terms for the retiring members will end June 30. In regard to the Managing Director position, the TTC will only recommend one individual to the TED for approval. Each year, the TTC will elect a member of their committee to the office of President and Treasurer (Treasurer for operational phase only)

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

Reporting:

The Managing Director of the TTC will submit regular reports to the Executive Director of the TED Committee for TED committee review. This reporting will include, at minimum, the minutes of each meeting, a regular financial report, and a regular activity report.

Budget:

During the Research Phase, the TTC has no budget. Any desired expense must receive approval by the TED Committee via request. By March 1, the TTC will submit to the TED Committee a recommendation of the upcoming year's expenses. The TED Committee will take this and formulate the yearly Federation budget which will be approved at the April delegate meeting.

During the Operational Phase, the TTC will gain a Treasurer Officer from its current membership. With their treasurer, the TTC will develop an operational budget which will seek approval from the TED Committee and the Federation delegates at the Spring Federation Delegate meeting. The TTC will operate within this approved budget, making expenses as needed. The collection and accounting of any revenue accumulated in the operation of the teacher training program will be the responsibility of the TTC. The fiscal year begins July 1.

D. TTC Managing Director:

Job Description: In general, the Managing Director will act as the main working agent of the TTC.

Specifically, the Managing 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. Keep record of all decisions made at meeting.
 - e. Prepare and distribute meeting minutes to the TED committee.
2. Communicate regularly with the TED Committee on activities and decisions made by the TTC. This will be accomplished by a written activity report sent to the TED Committee following each TTC meeting.

3. Prepare an activity report for the Federation delegates at all federation meetings.
4. Promote the teacher training program in the Federation's membership community by regular written articles or speaking engagements using various appropriate media.
5. Communicate with Website Director regarding any use of the website by the TTC.
6. Organize and facilitate the use of technology to ensure long distance TTC members can actively participate in meetings.
7. 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.

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 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:

Federation budget =	\$6,000
Students in all member schools =	1,000
Families in the member schools =	500
Students in the school =	100
Families in the school =	50

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

50 families in the school divided by 500 families in all member schools x \$3,000 = \$300

Total Assessment for the school: \$300 + \$300 = **\$600**

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. The sole purpose of this survey is to enable the 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 and *The Standard Bearer*. Schools can also provide their information to the Federation Website 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 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 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 board.

Continuing Contracts – Continuing contracts may be used by 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 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 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 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 (subject to the approval of the society). Constitutions of certain schools require society approval.

d. The 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 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 board or have access to the grievance procedure outlined by the 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. Buiters

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.

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-	Rick Mingerink

The TED Committee

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.

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

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

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 TED Committee 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.