

# Building Christian Education Together

Community Proposal  
April 2022



# Table Of Contents

<b>Introduction .....</b>	<b>Page 3</b>
---------------------------	---------------

<b>Executive Summary .....</b>	<b>Page 4</b>
--------------------------------	---------------

<b>Community Proposal .....</b>	<b>Page 6</b>
---------------------------------	---------------

1. Our Story .....	Page 6
2. Our Current Challenges & Opportunities .....	Page 7
3. Purpose, Mission & Vision .....	Page 11
4. Governance .....	Page 12
5. Christ-Centred Education .....	Page 13
6. A JK-12 School Community .....	Page 15
7. The Business Plan .....	Page 18
8. Impact Models for Different Communities Summary .....	Page 24
9. Decision-Making Timeline .....	Page 25
10. Summary .....	Page 25

<b>Appendices .....</b>	<b>Page 27</b>
-------------------------	----------------

1. Draft Constitution & Bylaws .....	Page 27
2. 2021-2022 Comparative Budget Projections .....	Page 39
3. Financial Impact Models for Different Communities .....	Page 41
4. Frequently Asked Questions .....	Page 56



# Introduction

On behalf of the Building Christian Education Together (BCET) Task Force, we thank you for taking the time to read through this important and exciting document! Our Task Force is made up of terrific representatives from each of the three schools involved in this discussion and has been meeting for well over a year. The team was tasked with a mandate to fully explore and make recommendations about the possibility of London Christian Academy (LCA), London Christian Elementary School (LCES) and London Christian High (LCH) combining into one, single entity.

Initially, you may ask, “Why would three different Christian schools, each with their own unique Christ-centred history and story, want to explore the possibility of combining efforts?”

## The short answer is that we believe we are better together.

The following “Community Proposal” is designed to more fully answer this question. In the pages that follow, we have included an executive summary, a detailed overview of some of the key reasons we have reached this conclusion, some of the important educational, philosophical and theological frameworks, as well as a business plan to help bring the vision to life. There is intentional repetition in the document. We have structured the document so that the Executive Summary, giving the “big picture” could be read in roughly two minutes. The “Community Proposal” could also be read in about twenty minutes if one focuses on the Executive Summary and the main body of the “Community Proposal”. Finally, another option would be to take two hours (or so) to read through the entire document, including all of the appendices and supporting information. We recognize that different people in our communities will interact with this document in different ways, and we welcome that variety.

Whichever way you choose to read the document, it is our hope and prayer that you will find in it a dynamic, forward-looking, God-honouring vision for the future of Christian education in London and the surrounding region. Over fifty years ago, our founders understood that it takes great faith, deep courage, and a life fully devoted to God to build and grow Christian schools, not only for themselves, but for generations to come. We seek to build on that visionary foundation for the next generation!

On behalf of the Task Force,



**Marvin DeVries**  
Task Force Chair

### Task Force Members

**Marvin DeVries**, Task Force Chair  
**Pascal Peloquin**, LCA Board Chair  
**Brian Aalbers**, LCES Board Chair  
**Ralph Luimes**, LCH Board Chair  
**Val Lover**, LCA Board  
**Steve Dozeman**, LCH Board  
**Mike Caskanette**, LCA Board

**Jerry Roukema**, LCES Board  
**Hubert Krygsman**, LCA Principal  
**Alison Lise**, LCES Vice-Principal  
**Tim Bentum**, LCH Principal  
**Henry Vandenbrink**, LCH Community Rep.  
**Stephen Janssen**, LCES Principal

# Executive Summary

The Building Christian Education Together (BCET) initiative was launched more than two years ago out of a deep desire to see Christian education flourish and grow in the London region both now and for generations to come. The BCET Task Force seeks to build on the solid historical foundation of each of the three schools, while also re-capturing the original entrepreneurial spirit of our founders who acted in faith and with a bold vision for Christian education in the greater London area, looking to meet our challenges for today and the next generation.

## The BCET initiative is designed to achieve three vital goals:

### 1. Enhanced Quality:

Combining three school communities into one, with a higher number of students and more efficient use of resources, will allow for more course and program options for all students, more extracurricular options, a more robust resource/student support program, a more diverse student body, more opportunities for teacher specialization, more spiritual formation activities and opportunities, and improved facilities—all while maintaining and building upon our current core Christ-centred approach to learning for all students.

### 2. Long-Term Vision:

A combined, larger school will make it more feasible for families to choose Christian education from JK through high school. It will facilitate an integrated Christ-centred learning experience with robust programs, such as learning support throughout this education model. It also will enable us to invest more heavily in support staffing positions such as admissions, communications, and fundraising, and other forward-looking support positions. In a combined school community, there will be less need for volunteers to carry out critical daily tasks for the school and more opportunities for volunteers to plug into the school community in optional and sustainable ways. In a single school community, there will be less fundraising confusion and fatigue given the large amounts of overlap that already exist between our communities. Further, a larger transportation network will be able to cover more ground more efficiently and more sustainably for all families. Finally, (a lesson from our Covid experience), a larger and more stable financial model will allow the New School to weather unpredictable admissions and financial challenges in an increasingly unknown future.

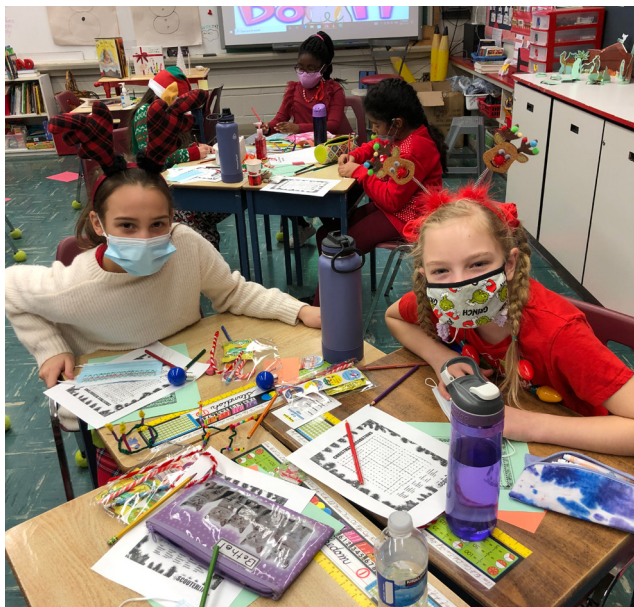
### 3. Financial Stewardship:

We expect the BCET initiative will be more cost-efficient and will be able to disperse those costs over a larger number of families. The added efficiency and volume create a scenario where a higher level of quality programming can be offered in a more forward-looking manner, while also passing along cost-savings to our families. In a combined JK-12 system, families who have children in both the elementary and high school will save approximately \$5000-\$6000 per year during the “double-tuition” years as compared to the present separate tuition models. Furthermore, average-sized families who send their children to a partner Christian elementary school outside of London or who are currently only involved with the Christian high school will save approximately \$14,000-\$16,000 in net tuition dollars over the life of their time at the regional high school portion of the proposed New School. Finally, for families who are currently involved with only the elementary school and do not plan to continue on to the high school portion of the school, there is little to no additional cost, and they still benefit from all of the added value outlined above!



Our vision for the New School is to see all of our students grow daily in the knowledge of Jesus Christ and the gospel message: that God created them, deeply loves and has saved them, and wants to live in a close, personal relationship with them for their entire lives. With this Christ-centred basis in mind, we believe that each student has a divine calling on their life to develop and utilize their gifts, talents, skills, and abilities to make our world a better place in all facets to the glory of God and the building of His Kingdom here on earth. By extension, we believe our education and our students must be beacons of truth, love, and wisdom for our city, for our region, and for our world.

We are excited about this vision, and we are excited to see how God will work in the lives of our students in a unified Christian school community! We encourage you to read the full “Community Proposal” that follows to learn more. We invite you to join us in this exciting venture!



# 1. Our Story

The Building Christian Education Together (BCET) initiative has its birth in the agreement of three schools (London Christian Academy, London Christian Elementary School, and London Christian High) to explore how we might work together, and possibly combine, in a common mission. Each of the three schools has a rich and vibrant history of 40 years or more of faithful Christian education, made possible by deeply committed families, generous supporters, dedicated staff, and above all, by God's amazing provision.

Through years of development within each of our schools, and growing interaction and conversation between us, our schools have come to realize how much we have in common:

- Unity in Jesus Christ and in Christian faith,
- Similar missions and visions for Christ-centred education,
- Similar parent-run governance structures,
- Similar curricula and curricular resources,
- Common professional standards, professional development, and membership in associations such as Edvance,
- Increasingly diverse, multi-denominational communities.

Along with these commonalities, our schools share a passion to sustain and grow Christian education, while being a shining witness for Christ in our community. Just as our founders worked sacrificially to establish Christian schools that have now benefitted us and our children, we believe that we are called to ensure that Christian education can be sustained and flourish for our children and the next generation.

In the winter of 2019, before the Covid-19 pandemic started, members of the three school communities began to engage about the possibility of working more closely together. The first formal meeting, with stakeholders from each school, took place in February of 2020. We could not have imagined how much the world would change within just a few months. However, by God's grace, we look back now and we see clearly that He was at work in the timing of our early discussions. Although the pandemic created challenges in communicating and coordinating together, the wheels were already in motion, and there was early momentum in dreaming about a new and exciting vision for what a JK-12 system of Christian education could look like in London and the surrounding region.

These discussions continued until May 2021, when the Boards of the three schools agreed to a Memorandum of Understanding (MOU) that established a formal Task Force with a mandate to fully explore and make recommendations on all aspects of this large-scale initiative. Since then, sub-teams of the Task Force have been hard at work exploring various areas of this potential enterprise including: legal implications, financial viability, mission and vision, governance and communications. In the third week of November 2021, each of the schools engaged with our respective communities about the BCET initiative at our Annual General Meetings (AGMs), providing our constituents an opportunity to hear about the progress of the Task Force and to provide feedback on the process.

Following the AGMs, the Task Force used the feedback to determine a set of next steps. It was clear that there was enthusiasm for the idea in each of our communities, but there were also significant questions and work to be done to further flesh out the key concepts. The publication of this document in April 2022 is the culmination of our work to more fully answer the questions that have arisen.

At this point, we would again like to engage with you, our supporting communities, as we prayerfully consider this exciting opportunity that God has laid out before us. All of our school communities were built by and continue to be supported by people like you. Each step of the way, our Task Force has prayerfully asked God to lead and guide us on straight paths (Proverbs 3:5-6) according to His plan. In order to move forward, we now ask that you also join us in prayerfully discerning our next steps.

## **2. Our Current Challenges & Opportunities**

While coming to realize our common vision for Christ-centred education, our schools have also encountered, in different ways, the challenges and opportunities of our current context.

### **2.1 Our secular and divided culture:**

As most of us have experienced directly, we live in an increasingly secularized culture, whose values are reinforced with increasing vigour throughout Ontario's public education systems. Along with this secularization, our culture has become deeply polarized – a reality that has been exacerbated during the past two years of the COVID-19 pandemic.

In response to these realities, our schools are seeing increasing numbers of Christian families who wish to enrol their children into Christian schools. These families come from diverse ethnic backgrounds and church denominations, but they share a common conviction that the values and culture of public schools do not align with their Christian beliefs and values. What they desire is Christian education that is rooted in and reinforces Biblical teaching, in a place where their children will be nurtured in Christian faith and discipleship, where they will be safe and loved, and will receive quality education that meets their children's needs and enables them to grow as whole persons.

The growing numbers of families seeking this Christian education provides a significant opportunity for our schools. However, it also should be noted that as families have fewer children (currently averaging about 1.8 children per family), our schools need to recruit more families just to maintain current enrollment levels. The growing numbers present an opportunity for our schools to remain sustainable, but it also challenges us to ensure that we can continue to offer a Christ-centred, high quality, well-resourced program that is visible and accessible in our community.

More broadly, our secular and divided culture cries out for followers of Jesus to give witness to, and equip our children with, an alternative vision for life, – a vision that constructively engages our culture and contributes Christ-like care, compassion, and peace to our wider community. In short, sustainable, unified, and dynamic Christian education is vital for enabling Christian families and churches to be the desperately-needed “salt and light” of Christ's Kingdom in today's culture.

### **2.2 Our school communities:**

While we welcome many new families to our Christian schools, it is important to recognize that they are several generations removed from our founding communities, or may be entirely new to Christian education. As a result, our current school communities display the following significant features:

- Smaller families, usually with both parents employed outside the home;
- Parents who have less time and energy for volunteer service to the school, committee work, etc.;
- More diversity than ever, in both ethnic and denominational backgrounds;
- Parents who are not necessarily motivated by long-term loyalty to institutions or denominations, but instead prioritize education that aligns with their convictions and values, and that meets their families' needs. In some cases, this trend can be described as more of a "consumer" than an "owner" mentality;
- Support and donor members who contribute to a wider variety of causes and prioritize specific projects rather than supporting general institutional budgets;
- Less direct financial support from churches that once had close ties to them.

## 2.3 Changes in Education, and desire for a robust comprehensive Christian education:

Education itself has changed dramatically since the founding of our schools. During our founding years, education was mostly assumed to be "one size fits all," with a uniform curriculum, classroom structure, and pedagogy. By contrast, Christ-centred education today emphasizes features such as the following:

- Every child is an image-bearer of God with unique God-given talents and purpose that need to be developed in diverse ways;
- Education that aims to develop our children as whole persons (i.e. spiritually, intellectually, emotionally, socially, physically), rather than meeting only their intellectual or academic needs;
- Schools that include, and meet the unique needs of each of our children, including the increased need for mental health support;
- Differentiated instruction, a diversity of programming in both the formal curriculum and extracurricular activities, and strong learning support programs;
- Effective learning and skills development requires more than "book-based" instruction; it includes pedagogical diversity and hands-on, experiential, and problem-solving forms of learning—all of which take time, resources, and staff energy to fully implement;
- Effective learning requires more than rote memorization; it involves an intentional, ongoing, spiralling progression toward deeper understanding and sophisticated, creative applications in real-world, authentic settings.

To summarize, the kind of high quality Christian education that families are seeking today requires robust, diverse, and comprehensive programming, ideally from JK through high school, and a variety of specialist and support educators to help students along the journey. Suitable facilities for such a diversity of learning are also important for providing effective learning experiences.

Providing this comprehensive, high quality educational experience is challenging for our schools, preventing us from implementing everything that we would truly like to see from an educational perspective. For example, in some of our schools, recent annual



operational budgets working at less than ideal capacity levels of enrollment means that desired supportive roles like resource, paraeducators, and specialty roles (like child and youth workers) are not realistic possibilities. Some of our families face similar dilemmas: though they desire Christian education, our schools may not be able to meet their children's special needs. Or, although they may desire Christian education from JK through high school, the current cost structure of "double tuition" when older children are in Christian high school is prohibitively unaffordable.

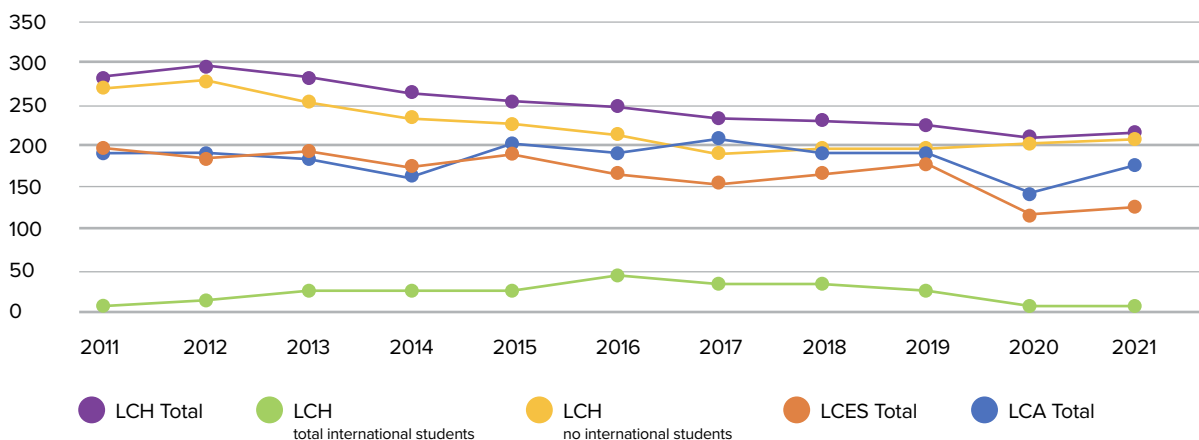
## 2.4 Financial constraints:

Although financial considerations are not the sole reason to combine our schools, they are a significant factor. It is important to recognize that each of our schools currently faces significant financial challenges, that if not addressed adequately, may impact our long-term sustainability. Although the past two years of the Covid pandemic have temporarily compounded those challenges, underlying financial strains would be present even without the impact of COVID-19.

For context, it is helpful to know that for smaller private elementary schools, an enrollment of 200-230 students is ideal to maintain a sustainable operational budget and remain affordable to most middle class families. This cost structure excludes the need for significant capital expenditures that may arise. The enrollment "sweet spot" is considerably higher for independent high schools due to their need for more varied and specialized programming.

As is evident in the chart below, each of our schools has not reached sustainable enrollment levels in recent years due to the pandemic. Thankfully, reserve funds, government aid, and extra donations have filled budgetary gaps through the enrollment decline of the pandemic, and each of our schools is beginning to experience modest enrollment recoveries in 2021-2022. Nevertheless, each of our schools has been operating with annual budget deficits for the past several years, and we project deficits into 2022-2023 and beyond. For reference, the early projections for our combined budgets for the 2022-2023 school year would yield a total deficit for the three schools of approximately \$400,000-\$700,000. This projection has improved somewhat in recent months, but it is still an important snapshot to consider. In addition to operating deficits, our schools face varying levels of capital needs, which in present circumstances can only be met with very significant donations.

**BCET 10 Year Enrollment Trend**



**As noted above, each of our schools face these challenges in different ways. For example:**

- For almost 15 years now, LCH has increasingly become overly reliant on international student enrollment to balance the annual operating budget in the face of a nearly two-decades long decline in domestic student enrollment. As the enrollment chart above illustrates, significant strides have been made in recent years to increase domestic enrollment and to diversify international student enrollment, but the fact remains that the pandemic has shone a bright light on this issue for the upcoming school year. If the BCET proposal does not proceed, LCH has its own secondary planning to fall back on, but will need to independently face this unique set of challenges and questions.
- LCA's enrollment has begun to recover from the Covid pandemic, with a projected enrollment of 190 in 2022-23, which is still significantly lower than its peak of 202 students in 2017. Moreover, achieving an optimal and sustainable enrollment level of 200-230 would strain LCA's facility capacity. In fact, LCA's building is in need of improvements that will cost multiple millions of dollars, and actually may be past its usefulness as a school facility. Meanwhile, despite improved enrollment in the current school year, the annual operating budget is still very tight, counts heavily on donations to balance the budget, and does not take into account large-scale capital expenditures that will be required for the current building in the coming years, not to mention the potential of a large-scale capital campaign in the future. If the BCET proposal does not proceed, LCA will need to explore other options, but again, those options will bring with them their own set of complexities for LCA to face as a smaller, individual entity.
- LCES is the only Christian school in the region that operates a fee-for-service transportation system which, due to decreased enrollment and subsequent decreased ridership, has now become a significant drain on the operating budget. Thus, even though the transportation model operates on a fee-for-service structure, due to these losses and the resulting deficit to the overall budget, all LCES families are in a sense currently paying for the buses whether they use the transportation system or not. A major decision about the transportation network needs to be made in the coming year due to ongoing lower-than-expected enrollment numbers, rising transportation costs, and a lack of drivers available to maintain the routes. As with the other two schools, LCES is also working on its own internal planning if the BCET initiative does not proceed, but hard decisions are on the horizon in either scenario, much like those faced by the other two schools. Of note, LCES continues to engage with families who are desiring Christian Education from an increasingly wider geographic area, which makes transportation solutions vital to its future strategy.

In the light of all of these challenges, it should be understood that the current position of each of our schools is not sustainable for the long term, and that “doing nothing” is not a feasible option for any of our schools. The BCET initiative is one viable solution to these challenges, but if this path is not chosen, each of our three schools will need to find new solutions to achieve long-term sustainability and high quality Christian education.

The BCET initiative and our three main goals are designed to provide a viable, and indeed visionary path forward. We see both the opportunity, based on our common vision, and the need, given our current challenges, to work together on the previously-stated three goals—all under the banner of unity in Christ:

- 1. Enhanced Quality** - To enhance high quality Christ-centred education, and to expand its impact and accessibility in the greater London area;
- 2. Long-Term Vision** - To think longer-term and to provide our families with a comprehensive and integrated Christian education from JK through Grade 12 that sets us up for success in an increasingly unknown future;

**3. Financial Stewardship** - To combine and steward our resources faithfully and effectively to ensure that this Christ-centred education is financially stewardly and sustainable on both a Capital Expense and long-term Operating Expense basis.

In summary, we believe that we can build on the faithful vision of our founders by combining our efforts in order to make Christ-centred education sustainable and impactful for both the present and for the next generation.

## 3. Purpose, Mission, and Vision

The following section outlines some of the key philosophical, theological, and governance-related topics that would eventually form a significant portion of a new constitution and set of bylaws in the New School. Some of the language in this section intentionally reads as if it could be included in a set of bylaws as it is meant to give our respective communities a solid understanding of the basis for this New School. For a complete draft version of a new constitution and bylaws, please see Appendix 1.

### 3.1 Unity in Christ

A guiding principle is that, as Christians already unified in Christ, we really are better together! In our divisive, polarized world, the BCET initiative provides an extraordinary opportunity for three different Christian communities to unite Christians from locations throughout our city and region, so that we become a more clear, faithful witness to Christ for our communities.

Our commitment to this unity rests on Jesus' final prayer for unity among all believers spoken before going to the cross: "I pray also for those who will believe in me through their message, that all of them may be one, Father, just as you are in me and I am in you. May they also be in us, so that the world may believe that you have sent me. I have given them the glory that you gave me, that they may be one as we are one—I in them and you in me—so that they may be brought to complete unity. Then the world will know that you sent me and have loved them even as you have loved me" (John 17:20-23).

### 3.2 Mission

Glorifying God together, we are a JK-Grade 12 Christian school offering Christ-centred education to families in the greater London area, to equip our students for lives of faith and service to God's Kingdom.

### 3.3 Vision

#### To be a community passionately committed to:

- Leading our students to grow in the knowledge of Jesus Christ and the gospel message that God has created them, deeply loves and has saved them, and wants to live in a close, personal relationship with them for their entire lives;
- Equipping and inspiring each student to realize God's calling on their life to develop and use their gifts, talents, knowledge, skills, and abilities to make our world a better place in all facets to the glory of God and the service of His Kingdom on earth;
- Being a shining light of excellent, transformative Christian education and witness in our city, region, and world.

### 3.4 Statement of Faith

We believe that God, by graciously giving us the Scriptures and through His creation, has revealed to His people ordering principles for all of life, including education, and that He mandates his people to bring the gospel message of Jesus to bear in education. For this reason, we believe Christian schools are vital to the growth, development, and discipleship of young people.

For more about the New School Statement of Faith, please refer to Article V of Appendix 1, which outlines sixteen faith statements meant to provide clarity and a foundation to understand the place of Christian schools in today's world. These principles are intended to be understood as orthodox, widely accepted, and deeply Biblical teachings on the Christian faith and its bearing on Christian schools.

## 4. Governance

Much like our current three schools, the New School would function as a membership-run not-for-profit (charitable) organization under the Ontario Not-For-Profit Corporations Act (ONCA). The “Draft Constitution and Bylaws” (Appendix 1) describe this governance structure in detail. Among the highlights of this structure are the following:

1. In keeping with ONCA regulations, the New School would be “owned” by an association of members (the “New School Membership Association”) who support the school. The membership would meet once or twice per year, and would have the duty or privilege to:
  - a. Appoint members to the Board of Directors;
  - b. Approve the annual budget;
  - c. Approve the annually-appointed auditor;
  - d. Approve major capital expenditures;
  - e. Receive and engage with reports from the Board, such as annual operational reports or strategic plans.
2. The Constitution and Bylaws of the Association and school includes the Purpose, Mission, and Statement of Faith listed above or as found in Appendix 1. Members, Directors, the Principal, Staff, and at least one parent of families admitted to the school are required to affirm their agreement with these documents.
3. The initial Board of Directors will consist of 9 Directors, with three appointed from each of our three schools. This ratio of Board members will continue for at least the first 5 years of the New School, allowing for consistent representation and continuity.
4. The Board of Directors will govern as a “policy governance” Board, meaning that they will set the direction, policies, strategic plan, and budget of the association and school. They also will appoint, oversee, support, and regularly evaluate the Principal.
5. The Principal will be responsible for leading day-to-day operations of the school, and will be accountable to the Board of Directors for ensuring that the school achieves the mission and strategic plan, within established policies, as set out by the Board.



## 5. Christ-Centred Education

Our mission is to provide excellent Christ-centred education. Doing so means not only meeting or surpassing Ontario Ministry of Education learning standards, but doing so within a thoroughly integrated Christ-centred perspective. Such excellent Christ-centred education is described in terms of the following characteristics, which we believe flow from our Statement of Faith:

### 1. We are founded on the Biblical narrative

Christ-centred learning begins with understanding all of reality within the context of the Biblical narrative from creation to the new creation. We hold that all of reality is created, ordered, and upheld by God, and it exists for His glory. In creating reality, God declared it “good,” and despite the presence of sin, God loves His creation and never abandons it, but instead works to redeem and restore it to His purpose. Jesus Christ is central to this story: He is the incarnation of the Word through which creation was made, and the revelation of the perfect image-bearer that humans are called to be. He also is the instrument of redemption through His death and resurrection, and in His ascension, He is the ruler of all creation who is making all things new.

Christ-centred education takes these realities of the Biblical narrative as the main touchstones for the development of our children and their understanding of the world.

### 2. We are image-bearers

Although individually unique, all humans are fundamentally the same in that we all are made in God’s image (Gen 1), to reflect God and to steward His creation. Although we all sin and are impacted by sin, followers of Jesus are being re-made into the image of Christ (Col 3:10) and are being equipped to serve His Kingdom. This shared status as image-bearers means that every child has immense God-given value, gifts, talents, and purpose.

Christ-centred education therefore strives to ensure that each child is valued, loved, and safe. It also strives to ensure that our teaching differentiates and addresses the needs of each student entrusted to us, to the best of our abilities, and to help each child develop into who God calls them to be as followers of Jesus.

### 3. We are one in Christ and the Spirit

While we have different gifts and abilities, we all share and are united in the same Spirit, who is able to work through every one of us regardless of our abilities or life circumstances. It is through this work of the Spirit that we come to faith, and become bonded together in love for, and in being loved by our Saviour. As Paul reminds us several times in his epistles, we also are “one in Christ” (Gal. 3:28). Because of Jesus, we are no longer strangers. All believers are members of God’s household, “being built together to become a dwelling in which God lives by his Spirit” (Eph. 2:22; also Eph. 4:4-6).

Christ-centred education affirms this unity and community in the Spirit among all of our students, and affirms that each of our students belongs as a vital part of the school community. It also values and patiently nurtures the transforming work and gifts of the Spirit in each child.

### 4. We are called to discipleship

Despite our “clay-pot” imperfections, God calls us to follow Christ and be re-fashioned into His image, faithfully using the gifts He has given in service to His rule (Luke 21:1-4, Matt. 25:21). The call to love and serve God and neighbour comes to everyone (Matt. 22:37-40). Each of God’s children is God’s agent in the world, carrying on the work of reconciliation and restoration (1 Peter 4:10-11). This call includes the Bible’s injunction to “seek wisdom,” and to “train up a child in the

way he should go” (Proverbs 22:6). “Biblical Wisdom” is not merely collecting “facts,” but includes the practice of living in right relations with God, fellow-humans, and the entire creation in accordance with God’s truth, so that we can be faithful image-bearers and stewards of His Kingdom.

Christ-centred education takes the formation of discipleship, understood in these broad terms, as its core purpose. As Harry Burggraaf et. al. write in their book *Transformational Education: A Framework for Christian Teaching* (2014):

At the centre of our convictions is that schooling is for responsive discipleship.... As students engage with God’s world and word they are encouraged to respond with wisdom and knowledge, with discernment and creativity, with playfulness and perseverance, with love and compassion. Responsive discipleship in the educational setting of the school is characterized by unwrapping God’s gifts, sharing each other’s burdens and working for shalom.... Transformation involves shaping the desires of students and teachers towards the Kingdom for the purpose of ‘shalom’, the integrated wholeness, wellbeing and harmony in every dimension of life that God intends for his creation. Transformation of heart, mind, spirit and life is the work of the Holy Spirit and the school shapes its educational experiences and settings in openness to the direction and guidance of the Spirit. (19)

## **5. We are whole persons**

We are created as multi-faceted whole beings with interconnected spiritual, intellectual, emotional, social, and physical aspects that impact who we are and how we relate to God and creation. We need to develop in all of these aspects to love God with our whole being and to engage with and lead creation.

Christ-centred education strives to develop children’s intellectual, social, emotional, physical, and spiritual capacity to relate to God, self, and others. To develop the whole child, our educational programming aims to include a rich, diverse range of subjects and experiences across both the formal curriculum and co-curricular activities such as devotions and chapels, class trips, extra-curricular arts and sports, etc.--all as part of our educational program and mission.

## **6. We are diverse and interdependent**

God has created each of us with different gifts and abilities, and each one of us has a purpose. At the same time, we are made to live in community, and the contribution of each of us is necessary to the welfare of the body (Rom 12; I Cor 12:12-27). Thus we image God not only as individuals, but collectively as a communal body.

Christ-centred education affirms the value of the diverse gifts of our students, and provides diverse learning experiences to develop those gifts. It also seeks to build up a community in which each child knows they belong. The educational process is profoundly relational, and in their relationship with their teachers and peers, children must first of all know that they are loved and safe, so that they can trust their teachers’ leading and feel free to take risks in developing their wisdom and creativity. They need to be given a context to grow in a mentorship relationship with Christian adults on an ongoing basis. More deeply, each child must know that they are loved by God, and are encouraged to respond to God in love.

## **7. We are called to engage the world**

As image-bearers and followers of Christ, we are called to care for and shape creation in ways that reflect and serve Christ’s Kingdom. A rich metaphor for a Christian school is more that of a greenhouse than an isolating fortress. We recognize that a school must be a safe place for students in all areas; but we also believe that our students need to be equipped to discern and engage with the world all around them through a Christ-centred perspective. A “greenhouse school” nurtures and grows students with an eye always towards increasing outward engagement and transformation of the world around them as students mature in their faith.

To foster this engagement, Christ-centred education should include active and experiential learning. It should focus on opening up a child's development and pointing them towards their calling, which is rooted in Christ. It therefore should focus on training for understanding, skills development, and relationship-building in their local and global communities. In recent years, a variety of pedagogical methods including project-based learning, responsive classroom, and experiential learning have all contributed immensely to the richness and impact of learning.

A Christ-centred, vibrant, engaged, "greenhouse" school community will display the presence of the "fruit of the Spirit", found in Galatians 5:22-23 and the absence of the "acts of the flesh" found in Galatians 5:19-21. A community that is filled with love, joy, peace, patience, kindness... despite the inherent hardships of our broken world, will be a strong witness to our city and our region of the love of Christ in our lives.

## 6. A JK-12 School Community

### 6.1 Imagine the Future: The Story of the Apple Tree

A group of JK students bursts excitedly out of the back door of the NewSchool on a beautiful sunny spring day. Their teacher tries to keep up with them, providing final instructions as the whole group runs excitedly toward the back of the property to the community garden and orchard area of campus. Today, the rain has stopped and the JK teacher has planned for the class to plant seeds as a part of their "God's Wonderful Creation" social studies unit. The driving question they are investigating is: How can we help a plant grow?

The JK students and their teacher have picked a spot in the orchard area to plant brand new apple trees. They have talked about the reality that the trees will take 8-10 years to grow and to start producing fruit. This is a long-term vision that the students can't really wrap their minds around, given that they are about half that age themselves and time doesn't have any meaning to them, at least not yet. Regardless, the JK class could not be more excited to plant trees in anticipation of one day seeing those bright, red apple blossoms take shape as a result of their hard work.

Fast forward a few years and that same class is now in grade six. They have been reminded of their work in JK at various points along their education journey through different projects and class work. In grade two they learned about the importance of eating healthy food, like the apples that they hope to eat someday. In grade four, they learned about ways that a community garden can positively impact an entire community, building a bridge between the Christian school and the local neighbourhood. Now, in grade six, the same class is being introduced to a new word: Stewardship. This idea is a key theme in the Bible and is part of God's commandment to human beings to "steward" the earth—to take care of it and to enjoy His blessings in our lives. For this grade six class, stewardship also means realizing that there may be people right here in our community who do not have access to good, healthy food. The driving question they are currently working on is: What can we practically do to help those in our community who are less fortunate than us? Someone from the class suggests that perhaps some of the food from the community garden could be sold or donated, which turns into a project that the class spends significant time and energy exploring throughout the year.

Fast forward another few years, and that same class is in grade eleven. Some of them have elected to take an Entrepreneurship course where their key culminating assignment is to launch and run a social enterprise that benefits the local community. Three of the students who are grouped together remember planting those apple trees, and they imagine a pie-baking social

enterprise that operates in partnership with a local restaurant serving those in need. The pies (which are delicious, given the students have also taken a Food & Culture course, where they learned how to bake and cook from the community garden), are sold for full price, and a portion of each sale goes towards a local non-profit that focuses on food sustainability.

Members of the original JK class, who are now in high school and are nearing the end of their journey at the New School, take frequent walks through the orchard area of campus, reminiscing about the trees they planted thirteen years ago. There is a distinct and deep satisfaction in knowing that their teacher's long-term vision to be a blessing in the community had tangible outcomes that they are now seeing bear fruit (literally). Because they are high school students, they may not go out of their way to express this deep sense of meaning and purpose, but there is something undeniable about this school and the educational journey that "draws them in". It is the realization that they have been working on some of the same curricular themes, with some of the same fantastic teachers, on the same beautiful campus, for most of their lives now. This is their home. There is a profound sense of ownership and beauty in seeing God at work through a long obedience in the same direction.

Finally, the example of the tree being planted and then utilized throughout a student's educational journey offers up many Biblical connections, but it is also intended to elicit a connection to "place". London is the "Forest City", after all. We believe our calling, wherever we are planted, is to be a shining light to the city and the surrounding region through our educational program at all grade levels. Like Abraham and his descendants, we are blessed to be a blessing (Genesis 12:1-3). Some students may not join the JK-12 journey at the beginning, but like Abraham, they too will be grafted into God's unfolding story and find their place whenever they join. In the big picture, we believe Christians are called, no matter our age, to "seek the welfare of the city" (Jeremiah 29:7) and to invest deeply, with a long-term horizon in mind. We envision a dynamic Christian school that seeks to introduce our students to God and His great love for them throughout their JK-12 experience, while also pointing our students towards His calling on their lives beyond and outside of the school, for a lifetime of service.

## **6.2 Benefits of a JK-12 school**

Although a JK-12 Christian school model is uncommon in Ontario, there are several JK-12 Christian schools in Ontario (Chatham, Niagara, Windsor etc.), and JK-12 Christian schools are very common in many other places in Canada and around the world. In fact, Ontario is actually something of an anomaly in terms of Christian school structures. This point is important because our research of JK-12 schools around our country and in the United States has led us to conclude there are many benefits to this structure that are under-represented in our Ontario context. Thus, we believe we are paving the way towards the future of Christian education, not only in the London area, but also in our province.

So how would a JK-Grade 12 school work, and what are its benefits besides the financial considerations that are discussed in Section 7 below?

### **1. Continuity of vision and curriculum**

The imaginary fable above (6.1) presents just one of a multitude of curricular examples that could take place in a JK-12 system of schools that is aligned and intentional educationally, culturally, and theologically for the entire duration of a child's JK-12 journey. The learning is deeply moving and beautiful, and there are new ideas that can begin early, be built upon during a child's educational journey, and be understood from a fuller perspective years later, much like many things in a Christian's life. Relationships matter in education, and a JK-12 Christian school that takes God's unfolding Biblical story as its central heartbeat would be a truly dynamic place for everyone.



## **2. Building healthy community and a culture of responsibility**

We recognize that some parents who are unfamiliar with a JK-Grade 12 school might initially worry about negative influences that teenaged high school students could possibly have on their young primary grade children. While it is true that teenagers wrestle with different issues than young children, and different stages of children's development present different challenges, we also want to assert that there can be an unhealthy isolation of different age groups or the creation of a self-fulfilling expectation that all teenagers are troublemakers. Just as a healthy family or church community aims to build connections and growth between their image-bearers of all ages, we similarly see in a JK-Grade 12 school the opportunity for older students to exercise care, responsibility, and leadership in helping younger children and for younger children to be known and valued by older students.

To clarify, in all of the JK-Grade 12 schools that we examined, high school students and elementary students rarely cross paths except when doing so is intentional and/or programmatic, such as in combined assemblies or reading buddy arrangements. Instead, high school students, and often middle school students and primary students, are located in separate building wings with separate washrooms, changerooms, etc. They also typically have separate recess or break times. Further, while they may share parts of the facility, such as a gym, they do so at alternating times.

Being “under one roof,” however, offers a variety of occasions for positive interaction. For example, they might share experiences like an all-school Christmas concert. Or, high school students might provide volunteer help in middle school or primary classrooms, or serve as extra hands in a Kindergarten class. Even in the context of busing, older students can be very helpful in assisting and supervising younger students, – in fact, we are aware of cases where, in emergency situations, having high school students on the bus was enormously helpful in protecting and caring for younger children. It is important to note here that LCES and LCH already share a busing system for some of its students and there are very rarely any issues on the combined transportation network. Furthermore, as described in more detail elsewhere in this document, the first proposed portion of this combination would see the two elementary schools combine on a single site, while leaving the high school portion of the school at its current location.

## **3. Small-school feel and being known**

A question that has arisen about a larger JK-12 model concerns the size and potential loss of intimacy in the community. Although it is true that smaller schools can feel more intimate, it is also true that students can and often do feel “lost” in smaller school settings as well. Sometimes this is because they do not have as many friend options in their class and they find themselves “left out” of social interactions. In the proposed combination model, we are projecting an elementary school that is roughly 325 students. Many Christian elementary schools in Ontario operate with student numbers close to this amount, and there are many stories of terrific community and culture that abound in these environments. A big part of developing a healthy culture is simply intentionality in the process. There are many school-based programs that exist to create a healthy student culture regardless of the school size. In summary, smaller schools do not necessarily equal intimacy, and larger schools do not necessarily mean a loss of community. An intentional and ongoing effort to build relationships across the spectrum is key.

## **4. Robust support programs and staff**

One of the most important reasons the BCET initiative is compelling is because, with more resources, we are better able to serve a wider range of student support needs. This is true at both the elementary and high school levels where every year we face increased diversity in terms of student programming needs. Diverse and individualized academic support has always been a central part of a robust student support program, but increasingly student support also means mental

health support. As the Christian school continues to take on more and more responsibility and ownership of student development, more and more resources are required to meet the needs of an increasingly diverse student population.

Furthermore, a huge advantage of a JK-12 model is the long-term consistency of having students in the school, working with the same people and tracking their development over a longer period of time. It cannot be overstated how much relationships mean in supporting students from both an academic and also a social perspective. With a longer-term framework, the New School will be better able to meet these needs.

## **5. Facilities layout**

Another question that has been raised about the New School relates to the actual design of the facilities for a JK-12 entity. The “leading idea” at this moment is to consolidate the three facilities into two facilities to maximize efficiencies and spread out costs over a larger number of families. In practice this means that we are looking for a “third site” option for the two elementary schools to join together for the first few years of operation until a “single site” location can be identified. We have been in contact with the city of London and others about a possible shared site location for the interim period. For the start of our proposed journey together, this means that the elementary school students will meet together in a shared, central facility, and the high school will continue to operate at its current location.

While it is simply too early to say anything definitive about a single, shared site, we can make a few comments about some best practices from our research into JK-12 schools. Many of the schools had some sort of separation between the different age groups. For example, the primary wing would be physically separated from the middle school wing, perhaps in a completely separate building or perhaps in the same building, but with a gym or a different set of hallways between them. An advantage of living together on a single campus is that it maximizes space usage and potentially scheduling allows elementary students to use the same gymnasium or auditorium as the high school students, but at alternate times, which optimizes the efficiency of the space. The outside play/hangout areas were usually separated in various creative ways, sometimes by natural or physical structures, sometimes by fencing, and sometimes by timing of usage. There are countless ways to make these things work, so that the overall experience of each student, no matter the age, can be positive.

# **7. The Business Plan**

There are many reasons why the BCET plan is compelling for the future of Christian education in the London region and beyond. LCA, LCES, and LCH are each currently experiencing financial strains that have been compounded, at least temporarily, by the Covid pandemic. The pandemic has also heightened the awareness that we need to prepare for a “new normal.” The Business Plan that follows highlights the stewardship and cost-effectiveness of working together in response to our third goal of Financial Stewardship.

## **7.1 Big picture combined budget model**

In order to assess the potential financial impact that combining our schools might have, we analyzed the 2021-2022 budget projections of each school as of September 1, 2021, and calculated what the projections would be in a combined (or “amalgamated”) budget (Appendix 2) if we were a single school system operating at two sites (7.2 item 1. below). Although our actuals for the year have improved since those September 1 projections due to improved enrollment / tuition revenue and donations, the operating cost differential between functioning as 3 separate schools or as a combined school at two sites remains significant.

Based on our cost calculations, and assuming the conditions that are described below, we believe that we will save between \$500,000-\$600,000 per year by combining our schools together. These savings would be found in staffing, utilities, building repairs and maintenance (including third party contracts), transportation, and various other economies of scale. Importantly, this potential savings is approximately equivalent to the combined net deficit that our schools would have if operating separately. In other words, in this calculation, combining our schools would allow us to sustain a relatively balanced operating budget.

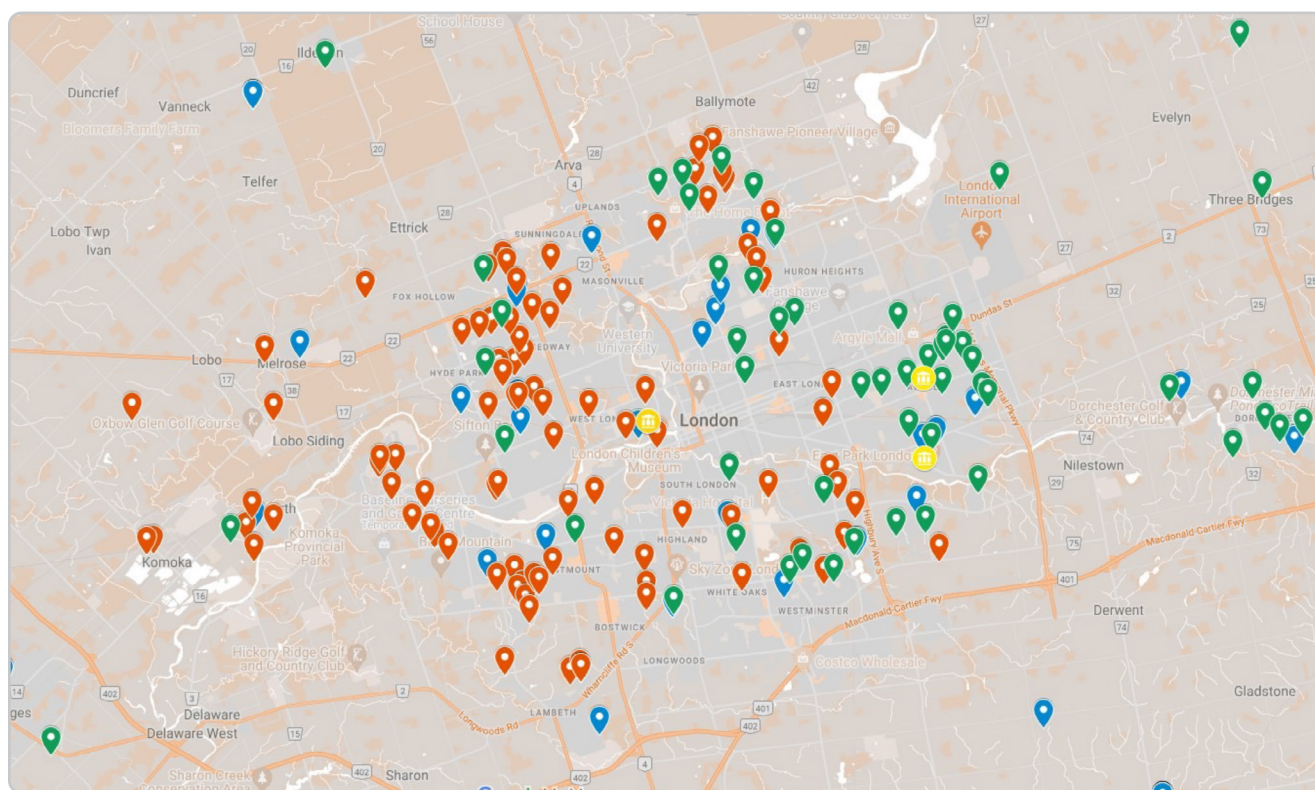
## 7.2 Assumptions

To further understand the “big picture” described above, and its implications for how a combination of our schools could work, it is important to understand key assumptions that were built into the financial model:

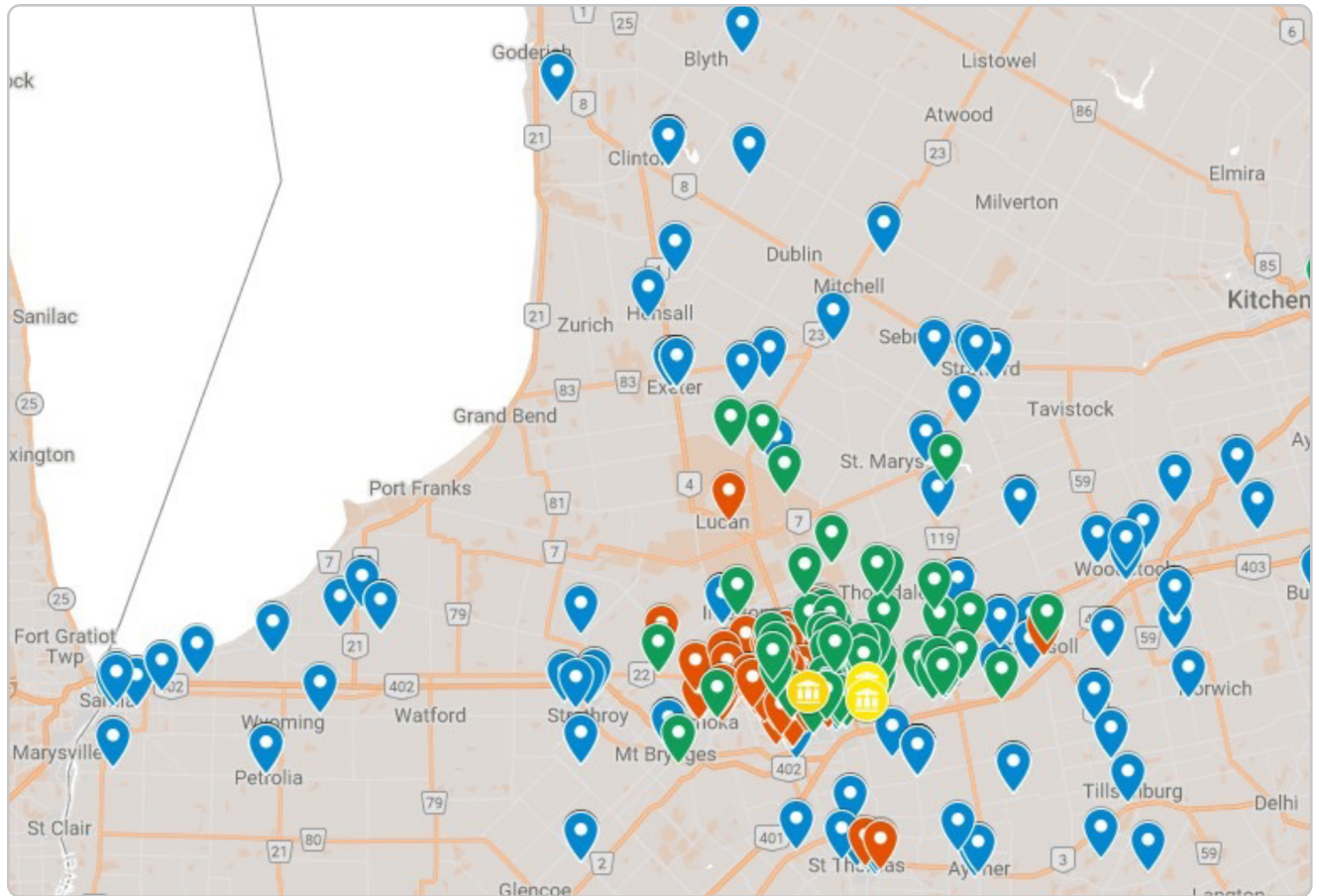
### 1. Timing and shift to 2 building sites and 1 site:

If approved by all three communities, the BCET initiative is scheduled to take effect in the Summer or Fall of 2022. During the 2022-23 school year, all three schools will remain in their own buildings and operate much like they normally would. The BCET financial model is predicated on the idea that in the Fall of 2023 we will move from three school buildings into two school buildings and form a single JK-Grade 12 entity serving approximately 300 total families in two buildings.

The preference for a location for the two school buildings in the Fall of 2023, would be for a combined elementary school site that is central to current elementary school families, in addition to the current high school location. The maps below provide a picture of the distribution of current combined families across the London region and show the distribution of families across south-western Ontario.



● LCH    ● LCES    ● LCA



The leading idea right now is that LCA and LCES would both vacate and begin a process to sell their buildings and move to a suitable new central location in London (ie. rental of a vacated public school building). There are several reasons for this proposed step including freeing up cash flow for the New School and creating a “level” playing field for all elementary families and staff as a part of the transition. Significant strides have already been made on developing options in this regard, although nothing formal is currently in place given where we are in the decision-making process. Meanwhile, LCH’s daily operations will likely remain at the same location and operate in much the same way, continuing with its regional focus and with strong and growing relationships with all of its regional partner schools.

This two-site model should be seen as the first step in the plan, with an eye towards an eventual move to a single-site location at some point in the future. While there is planning and research being done to identify a possible new single-site location, this discussion is not yet far enough along to say anything substantial at this time. Please see Section 7.3 “Future Single-Site Feasibility” for more information on this topic.

It is important to note that it is entirely possible that the New School entity may remain on two separate sites for some time to allow time for a capital campaign, site planning and site development. In any scenario, the one-site possibility is heavily predicated on significant donations from the wider community and will not be dependent on raising tuition rates.

## 2. Tuition:

Each school currently has a distinctly different tuition structure. LCH has a one-child/family rate that includes transportation, with a 20% reduction for families also enrolling children in a Christian elementary school. LCA has a graduated tuition rate



for 1, 2, and 3+ students and does not offer transportation. LCES has a 1 child rate, and a 2+ child rate, with transportation being offered for an additional fee.

The enrollment data of all three schools as of October 2021 was analyzed by size (1, 2, 3, 4+ children) and type of family (elementary only, elementary plus high school, high school only). Examples of JK-12 tuition structures were obtained from other Christian schools for reference. The goal was to establish a proposed revenue neutral tuition structure for the New School, which included transportation and improved the affordability for families enrolling children at both the elementary and high school levels; the central vision is a flourishing JK-12 Christian school.

The estimated effect that a merger would have on the donation portion of tuition was also deemed an important consideration to ensure the least negative impact and the greatest positive impact on any one segment of the community. The rate structure below is in effect an “as if merged” picture, which uses the tuition rates from 2021/2022. Importantly, if a merger were to take place, the 2023/24 tuition rates would implement a close approximation of this structure plus two years of appropriate inflationary increases at that time. Please note, it is simply impossible to predict all variables in the future. The following rates are a framework for illustration purposes and are subject to slight variations. Having said this, we do believe that the actual family rates for the 2023/2024 school year would be close to these projections, plus two years’ worth of inflationary increases.

### Proposed Tuition Rate Structure (includes transportation)

	1 Child		2 Child		3 Child		4 Child	
	Tuition	After Tax Cost	Tuition	After Tax Cost	Tuition	After Tax Cost	Tuition	After Tax Cost
Eldest Grade JK to 8	12,500	9,700	15,000	13,400	17,000	16,800	18,000	18,000
Eldest Grade 9-12	16,500	12,100	19,000	15,800	21,000	19,200	22,000	22,000
High School (HS) only	16,500	12,100	19,000	15,800	21,000	19,200	22,000	22,000
HS (also enrolling in partner elem.)	12,375	9,625	14,250	12,950	15,750	15,750	16,500	16,500

Note: After tax cost takes into account estimated tax refund using \$5,500/student as estimated non-receiptable portion of tuition # of students enrolled.

It should also be noted that combining our three schools will have an impact on the donation portion of tuition for all parents. Currently, the non-receiptable cost to educate a student at the high school level is about twice the cost of educating an elementary student, which is consistent with most Christian high schools across the province due to the specialized programming offered at the high school level as well as differing government tax calculations. Following a potential merger, the costs of running a JK-12 school would be apportioned to all students equally, regardless of grade level. It is impossible to predict the exact cost to educate per pupil for income tax purposes in a future year because it is based on actual data from the preceding fiscal year. However, we expect the new non-receiptable cost to be around \$5,500 per student in the new scenario, as compared to an estimate of \$8,500 per student for LCH currently, \$4,000 for LCA currently and \$3,600 for LCES currently. These estimates have been factored into the supplementary analysis.

### 3. Staffing and Staff compensation:

In relation to compensation expenses, certain staff positions would become redundant or combined, which would largely be addressed by taking into account planned upcoming retirements, staff hired on a temporary or short-term basis, and/or other planned staff movement between now and September 2023. Having said this, the savings from fewer staff

positions would be somewhat reduced by the additional costs for aligning all staff compensation to a common contract as well as a common salary and benefits system.

Currently, each school has distinctly different employee salary and benefit (health, pension, and tuition) packages. All three schools, however, are members of Edvance, an organization that provides recommendations to independent Christian schools regarding compensation among a variety of other things. These recommendations provide a model for the compensation package to be used in the New School, which is more thoroughly explained for staff elsewhere. We anticipate a clear and transparent plan and process for all staff in this proposed transition, detailed further in the staffing section of Appendices 3 and 4. Please note, the New School is expected to be a new legal entity, and we do not have the legal authority to bind the New School.

#### **4. Busing:**

The tuition models presented in this document all include busing built into the total tuition cost for every family. Including busing in tuition will be a change for some families, but it is deemed to be essential to the viability of the plan. However, you will also notice that due to the after tax calculations, the added cost of transportation is largely offset to each individual family, which is a huge blessing. The key caveat here is that any transportation network has limits, and depending on where an individual family lives, they may be required to drive to a central location to meet the bus. Generally, the further you live from the school, the higher the likelihood that a central meeting point may need to be used in your case. Finally, the added convenience and the larger, more efficient transportation network is available to everyone while also positioning the school well for future growth.

#### **5. Other potential programming options:**

The financial model described above does not yet include other potential program options:

- **Before and After School Programs:** LCA currently offers this option to families. Although it currently operates as a revenue neutral program, it is very beneficial to some families. If operated at a larger scale, such a program could bring positive revenue to the school.
- **Preschool/Daycare:** There have been preliminary discussions about starting a preschool as a part of New School. We see this step as being a very logical and practical one to take as we envision a “one-stop shop” experience for busy families regardless of the age of their children.
- **Off-time rentals/partnerships:** Each of our schools currently rent parts of their facilities (when not in use by the school) to community groups for modest revenues. Although rentals have been curtailed by restrictions during the Covid pandemic, we anticipate that more rental or partnership opportunities would be possible with a combined school.

These programs are not spelled out in detail as a part of the BCET plan, but we see them as important ideas to be explored more thoroughly by the future leadership team if the BCET proposal is adopted by all communities.

### **7.3 Future Single-Site Feasibility**

At this point, it is too early to say anything concrete about a new, single-site location. This remains the eventual goal of the BCET initiative, but again, the first step in the process is a move from three sites to two to maximize efficiencies and capitalize on volume. However, there are a few concrete things that we can say about a new proposed single-site location for the New School:

- We have received a few different property evaluations on the current school sites and we have learned the properties that we presently occupy are valued in the following range:
  - LCH: \$3.85M-\$5.5M;
  - LCES: \$3.3M-\$4.7M;
  - LCA: \$980,000-\$1.5M.
- These property valuations are only estimates, but it is worth noting that the sale of the three properties would be roughly equal to the projected cost to purchase a new, large (ie. 11-12 acre) plot of land in the London region, which is somewhere in the \$11-\$12.5M range.
- It is important to note that there is large variation in pricing depending on the purchaser and the opportunities that arise.
- It may be possible to receive a land donation for a property in or near London, which is an opportunity that has been discussed to some extent. Ideally, this would be a 20-25 acre site close to major transportation corridors.
- Zoning for education could be complicated, depending on the type of property that we consider purchasing. Zoning issues could also affect the timeline for a new build.
- There is a possibility that we could explore land swap scenarios with existing sellers to obtain a future home for the New School, rather than or as a part of a purchase outright.
- A capital campaign for a new building (not counting the property itself), would likely come in between \$15M-\$20M. Without conducting a feasibility study on this scenario, it is not possible to know how viable this would be. However, it serves to reason that if we are able to combine efforts amongst three separate communities, we would be able to focus our efforts and achieve more.
- The timeline for the completion of a new proposed single-site property and building would likely be 4-5 years following the initial acceptance of the BCET initiative by the respective communities.

## Summary: Stepping into the Future

In summary, a reasonable estimate of net overall operating savings in the New School is between \$500,000-\$600,000 on an annual basis. This figure is a significant amount of annual savings to the operating budget, and a critical step toward ensuring the long-term sustainability of a vibrant Christian education system in London and for the surrounding region.

If our communities choose to combine, the 2023/24 school year is when the “rubber hits the road” in the BCET initiative. Leading up to this year, much work will have been done to ensure the smoothest transition possible with the hope that most, if not all, current families will continue on together into the New School, joined by many more who are compelled by the new story. The overall cost savings will be used to pay any transitional costs deemed necessary and at least start to repay any potential debt created in 2022/2023 school year.

While only our Lord knows the future, from a financial perspective each additional step beyond the basic framework presented here (and detailed further in the pages that follow) needs its own cost/benefit analysis. At the very least, we have a solid starting point from which we can begin this shared journey. As we start enjoying the benefits of travelling together, we trust God to guide us as we take each additional step in faith.

## 8. Impact Models For Individual Communities Summary

The following information is presented in a summary format to illustrate the impacts on the BCET initiative to each of the constituencies that the current schools serve. For a much more detailed analysis and discussion of the impact on each of the communities and families affected by the BCET proposal, please see Appendix 3.

### Model A: I'm A Current LCA Family...

The LCA community has a history of offering their families Christian education in a JK-12 system and the BCET initiative re-captures this opportunity for the community at a very affordable tuition rate structure. The BCET initiative envisions all the benefits of a larger school for its families, while maintaining a small-school feel and the Christ-centred focus that the LCA community has come to love. Even if LCA families do not intend to send their children to the high school portion of the New School, they still enjoy all the benefits of the larger system with little to no additional cost. (See Appendix 3 for more detailed information).

### Model B: I'm A Current LCA & LCH Family...

Families who already send their children to LCA and LCH will see significant tuition savings due to the increased efficiency and volume that a larger entity brings. These families will also likely see many other efficiencies and benefits, while continuing to experience Christ-centred education from JK all the way through to grade twelve. Cardus research suggests that a JK-12 Christian education has a powerful influence on the faith formation trajectory of a person for their entire life. Statistically speaking, taking this step for your child is one of the most important things you can do as a Christian parent who is seeking to see your child disciplined in Christ. (See Appendix 3 for more detailed information).

### Model C: I'm A Current LCES Family...

The LCES community has a history of strong support and partnership with the LCH community, dating right back to inception. The BCET initiative envisions that this already strong partnership will only be further enhanced and deepened. LCES families will experience the benefits of a larger school for its families in combination with the LCA community, while maintaining a small-school feel and the Christ-centred focus that the LCES community has come to love. Even if LCES families do not intend to send their children to the high school portion of the New School, they still enjoy all the benefits of the larger system with little to no additional cost. (See Appendix 3 for more detailed information).

### Model D: I'm A Current LCES & LCH Family...

Families who already send their children to LCES and LCH will see significant tuition savings due to the increased efficiency and volume that a larger entity brings. These families will also likely see many other efficiencies and advantages, while continuing to experience Christ-centred education from JK all the way through to grade twelve. Cardus research suggests that a JK-12 Christian education has a powerful influence on the faith formation trajectory of a person for their entire life. Statistically speaking, taking this step for your child is one of the most important things you can do as a Christian parent who is seeking to have your child disciplined in Christ! (See Appendix 3 for more detailed information).



### Model E: I'm A Current LCH Family...

The goal of the BCET initiative is to enhance the benefits of working together for all families, both those inside London and those in the surrounding region. In a very tangible way, LCH partner school families will see significant net tuition savings when factoring in the new estimated tax implications of this potential merger. Some of the up-front tuition rates have also decreased for partner school families in the New School proposed tuition model. Beyond the tuition benefits, all partner school families will benefit from a larger, more diverse, more stable and more forward-looking school entity as a whole. We look forward to seeing what God could do through the BCET initiative for the entire region. (See Appendix 3 for more detailed information).

### Model F: I'm A Staff Member At One Of The London Christian Schools...

The goal of the BCET initiative from a staff perspective is to maintain as much stability as possible for as many people as possible through a significant process of change for the benefit of each individual and the school entity as a whole. Given that there are a large amount of individual contractual details that cannot be fully unpacked until after a community vote, the broad goal right now is to see few staff negatively impacted while seeing many or most staff positively impacted in terms of total compensation and overall employment situation. We will strive to be clear and transparent along the way as key decisions need to be made about staffing at all levels. (See Appendix 3 for more detailed information).

### Model G: I'm A Wider Community Supporter...

The BCET initiative envisions a robust, ecumenical, diverse, multi-denominational gathering of Christian families, all desiring a Christ-centred education for their children, grandchildren, nieces or nephews. The communities that support these three schools have a rich history of serving London and the surrounding area, and we seek to build on that beautiful foundation under the banner of unity in Jesus Christ in a single organization. There are many advantages in working together as Christians across a spectrum outlined already, and we look forward to a day where we can gather together to celebrate God's goodness in our lives in this New School. (See Appendix 3 for more detailed information).

## 9. Decision-making Timeline

- **April 8** - Release "Community Proposal";
- **Weeks of April 11, April 18** - Each school holds in-person community meetings followed by another community survey;
- **April 28** - Each school holds a 'support in principle' decision according to their bylaws to determine whether they will accept the BCET proposal.

## 10. Summary

Thank you for taking the time to read through the "Community Proposal". For more comprehensive information on the impacts of the BCET initiative, please read through the attached appendices. There you will find specific information that pertains directly to you and to each of our communities, along with more precise information about governance, financial modelling, and other levels of detail not captured in the main body of this document.

We believe that the BCET initiative offers a compelling, forward-looking, God-honouring path forward for Christian education in London and the surrounding regions for generations to come. We believe this Community Proposal describes in detail how we plan to accomplish our three main goals of:

1. Enhanced Quality - To enhance high quality Christ-centred education, and to expand its impact and accessibility in the greater London area;
2. Long-Term Vision - To think longer-term and to provide our families with a comprehensive and integrated Christian education from JK through Grade 12 that sets us up for success in an increasingly unknown future;
3. Financial Stewardship - To combine and steward our resources faithfully and effectively to ensure that this Christ-centred education is financially stewardly and sustainable on both a Capital Expense and long-term Operating Expense basis.

**We look forward to engaging further with you on this exciting journey! To God be the glory!**

## Appendices

1. Draft Constitution and Bylaws
2. 2021-2022 Comparative Budget Projections
3. Impact Models for Different Communities
4. FAQ



Appendix 1

# Draft Constitution and Bylaws



The London Christian  
School Association



## Constitution and By-Laws

The Constitution and By-laws were developed using resources from:

- Existing LCH, LCES and LCA constitutions and by-laws;
- Constitution and By-laws “template” from Edvance;
- Other sample constitutions and by-laws from Chatham Christian School and Abbotsford Christian School;
- Ontario Not-for-Profit Corporations Act (ONCA), 2021.

Additional policies with appropriate details should be developed in the form of:

- Board Policy Manual;
- Parent Handbook;
- Staff Handbook.

## Preamble

The purpose of the Constitution and By-Laws is generally and comprehensively to set out the internal rules and regulations of the London Christian School Association (LCS), that is as a Corporation and a registered charity under the laws of the Province of Ontario (Ontario Corporations Act, R.S.O 1990, c. B. 16, revised from time to time and most recently as the Ontario Not-for Profit Corporations Act, 2010).

## Article I - Name

This organization shall be known as “The London Christian School Association,” hereinafter called “LCS”. The governing body of this organization shall be known as the “Board of Directors of The Association,” hereinafter called the Board or the Board members.

## Article II - Registered Office

The registered office of the corporation shall be located

at the School building in the County of Middlesex, the Province of Ontario, Canada, and at such a place therein as the Board may from time to time determine.

## Article III - Purpose

The purpose of the Association is to:

1. Maintain a Christian JK-Grade 12 school for Christ-centred education of our children
2. Faithfully teach our students and assist them in developing spiritually, intellectually, emotionally, socially, and physically, so that they grow to maturity in:
  - a. Christian commitment to Jesus Christ as Lord and Saviour;
  - b. A deeper understanding of that faith, demonstrated by God-honouring character qualities;
  - c. Their knowledge and understanding of God and his world from the perspective of a Creator God and His redemptive work in Jesus Christ, and through the lens of His Word, the Holy Bible;
  - d. A personal commitment to the development of their individual talents and abilities and a vision for using their God-given gifts to become well-functioning members in the church, the community, the nation, and the world in joyful gratitude;
  - e. A positive relationship with all others in the school community.
3. To hire, engage, or otherwise secure the services of educators and other support staff for the promotion and carrying out of any objectives of the Society.
4. To secure and maintain such facilities and resources as it deems necessary for achieving the above objectives.

... ALL TO THE GLORY OF GOD!

## Article IV - Basis

It is our goal to see our students grow in the knowledge of Jesus Christ and the gospel message that God

created them, loves them deeply and has saved them, and wants to live in a close, personal relationship with them for their entire life. With this Christ-centred basis in mind, we believe that each person has a divine calling on their life to develop and utilize their gifts, talents, skills and abilities to make our world a better place to the glory of God and the service of His Kingdom on earth as it is in heaven. To this end, we present the following three guiding principles in this endeavour:

1. The supreme standard of the Corporation shall be God's Word as revealed in the Old and New Testaments of the Bible.
2. The presentation of Jesus Christ as Saviour and Lord, and the education of children in the love and nurture of the Lord, is the responsibility of Christian parents.
3. Instruction given in school, being a continuation and extension of training given at home, is likewise the responsibility of Christian parents to preserve, regulate, and sustain in the Christian worldview of life.

## Article V - Statement of Faith

We believe that God, by graciously giving us the Scriptures, has revealed to His people ordering principles for all of life, including education, and that He mandates his people to bring the whole Word of God to bear in all its power upon education, and therefore the Directors and members of the Corporation confess that:

1. We believe that the Holy Bible is the Word of God, written under the inspiration of the Holy Spirit, that it reveals the relationship between God and His people and the world and the story of God's redemptive work in Jesus Christ, and that it is the supreme authority in all matters of faith and conduct, including the education of our children (Mk. 12:26-36; 1 Cor. 2:13; 2 Tim. 3:16-17; 2 Pet. 1:21).
2. We believe in one God, eternally existing in three equal persons: God the Father, God the Son (Jesus

Christ), and God the Holy Spirit. We believe that they execute distinct but harmonious offices in the work of creation, providence, and redemption (Gen. 1:26; Matt. 28: 19-21; 2 Cor. 13: 14; Heb. 1: 1-3).

3. We believe in God the Father, infinite, personal spirit, perfect in every respect including (but not limited to): holiness, wisdom, power and love. We believe that He is the creator and sovereign ruler of all that exists, and that He concerns Himself with love and mercy in the affairs of creation and people, that He hears and answers prayer. He gives, by grace, salvation from sin and eternal death to all who come to Him through faith in Jesus Christ, apart from works (Rev. 4: 8-11; Lk. 18: 1-8; Jn. 5:24; Eph. 2: 8-9).
4. We believe in Jesus Christ, who is God's Son. He is the Word from the beginning through whom all creation was ordered, and was incarnate as God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, miracles and teachings, and that He lived a sinless life. We believe in His substitutional atoning death, bodily resurrection, ascension into heaven, intercession for His people, and His imminent return. We believe Jesus Christ to be the only mediator between God and Man. We believe that God the Father has designated Him to have all authority on heaven and earth, and that through His redemptive work and the ongoing presence of the Spirit He is "making all things new" (John 1:1; 1 Sam. 7:14; Matt. 1: 18-23; Jn. 5: 37; Acts 1:11; 17: 2-3; 28:23; Matt. 28:18; Rev. 21:5 ).
5. We believe in the Holy Spirit, who proceeds forth from the Father and the Son (Jesus Christ) to reprove the world of sin, of righteousness, and of judgment. He regenerates, sanctifies and empowers all who believe in Jesus Christ. We believe that the Holy Spirit dwells within every believer in Christ and that He is an abiding helper, teacher and guide (Jn. 7:14; 14: 16-17; 15: 3-15, Acts 1: 8; 2: 1-4).



6. We believe that God is the creator and authority of all creation, including human life. God created, ordered, and sustains the entire cosmos, which exists for His glory. Therefore we can understand creation only in its relationship to God.
7. Humans were created in the image of God, to enjoy covenantal fellowship with our Creator and to reflect in our person and our works the excellencies of our Maker, and to exercise dominion, care, and stewardship over the world in strict and loving obedience to God, all for the flourishing of creation according to God's design and for God's glory (Gen.1: 27-28).
8. We believe that sin entered the world through human disobedience to God in the Fall. In rebelling against God, humans also brought disruption and brokenness to their relationships with each other and across creation. In the wake of the Fall, all people are sinners by nature and by choice, and are, therefore, under condemnation. As a result of sin, we have become corrupt in heart and blind to the true meaning of life and repress and misuse the knowledge of God which confronts us in creation and in scripture.
9. We believe that in response to sin, and out of His infinite love for us, God sent His only Son, Jesus Christ, to live among us, to die on the cross in atonement for our sin, to rise again triumphant over death, and thereby bring redemption and restoration of our right relationship with God. We believe that those who repent of their sins and trust in Jesus Christ are regenerated by the Holy Spirit (Jn. 5: 40; 1 Tim. 5: 6; Rom. 5: 12-19; Eph. 1: 13; 2: 8-9).
10. We believe that, as the risen and ascended Saviour and Lord, Jesus Christ's Kingdom is already present but not yet complete. We believe in the personal, physical return of Jesus Christ and the complete establishment of His Kingdom. We believe in the resurrection of the body, the final judgment, the everlasting blessedness of the righteous, and the everlasting punishment of the unrighteous, and the renewal of creation under Christ's righteous reign. Furthermore, we believe that Christ's reign of grace and power makes education possible and meaningful. In obedience to Christ, we submit in every area of life to his commandment to love the Lord with all our heart and mind (1 Thes. 4: 13-18; Jn. 5: 24; Rev. 20: 11-15).
11. We believe in His church as a living, spiritual body, of which Christ is the Head, and that all who have been regenerated by the Holy Spirit are members. We believe in the local church consisting of a company of believers in Jesus Christ, who are associated for celebration, community, edification, evangelism, prayer, and stewardship (1 Cor. 12:12-27; Jn. 4: 23; Heb. 10: 24-25; Matt. 4:11-13; Rom. 10: 13-15; Acts 2: 2-24; 1 Tim. 6: 17-19).
12. We believe that individual Christians should live for the glory of God and the well being of others, should be a faithful stewards, should seek to realize for themselves and others the full stature of maturity in Christ, and should be committed to obeying the Holy Bible (1 Cor. 6: 12-18; Lk. 19: 11-27; Jn. 14: 15; Col. 1: 28-29; 2 Tim. 3:16).
13. The purpose of Christian education is to direct and guide the child to commit their heart to Christ the Truth, to attain understanding, wisdom and righteousness, and to perform their competent and responsible service of the Lord in every aspect of life.
14. God has given parents the responsibility to nurture and educate their children. Therefore, parents and fellow Christians should establish and maintain Christian schools.
15. The student as child is entrusted to parents by God, needs direction, correcting and instruction. We believe that Christian education provides a unique and meaningful way to provide this direction, correction, and instruction in God's truth. We also

recognize the unique giftedness of every student and respect each child as an image-bearer of God. Therefore, the school strives to develop the individual talents and abilities of all students for the purpose of building Christ's community.

16. Christian teachers, both in obedience to God and in cooperation with parents, have a unique pedagogical responsibility and authority while educating the child in the school. As dedicated professionals and servants of Christ, the staff is committed to pursuing Christ-centred, excellent education within a caring environment.

## Article VI - Membership

1. The London Christian School Association (LCS) consists of a single class of members.
2. To be eligible to be a member, one must:
  - a. Be eighteen years of age or older;
  - b. Be a resident of Canada;
  - c. Subscribe to being a Christian;
  - d. Agree in writing to the Mission, Statement of Faith, and Constitution and By-Laws of LCS;
  - e. Support the mission of the school by paying membership fees, tuition, and/or donations.
3. At least one parent and/or guardian of a student must comply with Article IV and V for acceptance as a member of the Association.
4. The purpose of membership in the LCS shall be to:
  - a. Encourage, support, and enhance the ministry of the school;
  - b. Elect new Directors to the Board;
  - c. Approve the annual operating budget;
  - d. Receive the annual financial statement and approve the annual appointment of an auditor;
  - e. Assist in the work of the school in voluntary capacities;

- f. Promote the understanding and advancement of the cause of Christian education in their churches and the community;

- g. Submit recommendations for consideration to the Board.

5. An annual fee for membership will be established at the discretion of the Board of Directors. Where two members are married, they shall each have one vote.
6. In addition to the purposes identified in 4.a-g, members shall have the following privileges:
  - a. Submit nominations for new Directors to the Board for consideration, by submitting their nomination in writing to the Board chair;
  - b. Request a special meeting of the Membership, by submitting a request in writing to the Board chair with the supporting signatures of 10% of the Membership;
  - c. Submit proposals to the Board to amend the Constitution and Bylaws or require any matter to be discussed at a regular Membership Association meeting, by submitting their proposal to the Board chair;
  - d. Access corporate records, such as the Membership list or the Audited Financial Statements;
  - e. Participate in all activities entered into by the organization.

## Article VII - Termination of Membership

A membership in the Association is terminated when:

1. the member dies, or, in the case of a member that is an Association, the Association is dissolved;
2. a member fails to maintain any qualifications for membership described in these by-laws;
3. the member resigns by delivering a written resignation to the Board chair, in which case such resignation shall be effective on the date specified in the resignation;

4. the member's term of membership expires; or
5. the Association is liquidated or dissolved under the Act.

## Article VIII - Membership Meetings

1. The Association shall meet at least twice a year, generally once in the Fall and once in the Spring. The time of day and location are to be set by the Board, and are to be announced to the Membership not less than 30 days in advance of the meeting. All pertinent information for the meetings shall be delivered to the membership not less than 14 days before the meeting takes place.
2. A quorum for the transaction of business at any properly constituted meeting of Association shall consist of those members in attendance at the meeting.
3. A registry of those in attendance at the meeting will be maintained.
4. Every question shall be decided by a show of hands or voice vote unless the members request otherwise. Election for Directors of the Society shall be done by ballot.
5. Members may vote by absentee ballot. Absentee ballots:
  - a. shall be on a form obtained from the office of the Directors of the Society, which shall be available when notice of the meeting is distributed;
  - b. must be signed by a member;
  - c. must be in a sealed envelope;
  - d. are to specify the resolution(s) and are valid only for the stated resolution(s).

In the event of a tie vote, absentee ballots will not apply to a second round of voting.

6. A record of the voting results will be maintained by the Secretary, through a record in the meeting minutes.
7. The Fall Membership Meeting shall be designated the Annual General Meeting, and the agenda shall include:

- a. A report by the Chairperson on the activities of the Board in the school year past, and the Board's plans for the school year just begun;
  - b. A report by the principal or the most senior manager on the activities of the Administration in the school year past, and the Administration's plans for the school year just begun;
  - c. A report on the Audited Financial Statements of the Corporation for the school/fiscal year ending July 31 of the past year, and a motion to accept the report by the Membership;
  - d. A vote by the Membership to approve the auditors for the current school/fiscal year as recommended by the Board;
  - e. Other reports or activities that the Board deems appropriate for consideration by the Membership, such as a Strategic Plan update,.
8. The agenda of the Spring Membership shall include:
    - a. A report on the Board's recommended budget for the ensuing school/fiscal year, and a vote by the Membership to approve the budget;
    - b. Introduction by the Board of nominees for Director positions, and a vote by the Membership to elect Directors from among those nominees;
    - c. Other reports or activities, such as a Strategic Plan update, that the Board deems appropriate for consideration by the Membership.
  9. Special meetings of the Association may be called by the Board of Directors when deemed necessary, or upon receipt of a petition by at least 10% of the members for a Special Meeting. The Board must give at least five days written notice to all members of such plans.
  10. It is the responsibility of the Board to set the agenda and publish it. As a rule, additional items are not added, but received for information and future Board consideration. reserves the right to determine

additional agenda items for any regular meetings.  
The agenda of a Special Meeting can only address the reason(s) for the meeting.

## Article IX - Board of Directors

1. LCS shall be managed by the Board of Directors.
2. The Board of Directors shall consist of not less than 7 persons and not more than 11 persons.
3. Directors shall be elected by the LCS membership.  
\*\* For at least the first five years of Board appointments, the membership of the Board of Directors will consist of three representatives of each of the founding school communities; London Christian Academy, London Christian Elementary School, and London Christian High School. It is further recommended that the Boards of each founding school community appoint one member to a one year term, another to a two year term, and the third to the full term, so as to ensure a stable form of succession and rotation.\*\*
4. Members of LCS may submit nominations to fill Director positions to the Governance Committee of the Board. The Board will present candidates for Directorship to the membership.
5. Eligibility: To be eligible to be a Director, a person must:
  - a. have been, or is currently, a member of the Association in good standing;
  - b. demonstrate an ongoing personal relationship with Jesus Christ;
  - c. be a member in good standing of a Christian church;
  - d. not be an employee or an immediate family member of any employees of the school;
  - e. be a resident of Canada;
  - f. not have been found incapable of managing property under federal or provincial statutes;
  - g. not have been found incapable by any court in Canada or elsewhere;
  - h. not have the status of bankrupt;
  - i. not be an “ineligible individual” as defined in the Income Tax Act.
6. The term of office for each Director is three years. Directors may serve up to three consecutive terms provided that they are duly elected by the Membership. An outgoing Director steps down once the succeeding Director is appointed.
7. Vacancies occurring during the term of office may be filled by action of the Board. A person filling a vacancy on the Board shall stand for election at the next Spring Membership meeting as per paragraph 3 above.
8. The Principal/School Leader, and other administrative officers as appointed from time to time by the Board, shall be members of the Board ex officio (by virtue of their position) without voting rights.
9. Membership on the Board is strictly voluntary and as such, no Director shall receive remuneration as an officer or Director of the Corporation.
10. The office of a Director shall be automatically vacated if:
  - a. a Director resigns their office by delivering a written resignation to the Secretary of the Association;
  - b. at a special meeting of the members of the Association a resolution is passed by ordinary resolution that such Director be removed from office immediately;
  - c. on the death of a Director;
  - d. a Director ceases to be a member of the Association;
  - e. a Director fails to attend 3 consecutive meetings without acceptable notice;
  - f. a Director becomes ineligible under any of the points listed in eligibility of Directors.

## Article X Duties of the Board of Directors

The Board of Directors shall perform the following duties:

1. Provide oversight, direction and leadership in the LCS.
2. Without limiting the generality of paragraph 1 above, the Directors of the Association shall:
  - a. determine Association policies in harmony with the Purpose and Bylaws, including, without limitation, respecting the:
    - i. admission of students for enrolment, and for the suspension or expulsion of students; and
    - ii. the recruitment, hiring and termination of administrative, teaching and other staff; and supervise the administration of such policies by the administration of the Association, and/or by committees established by the Directors for that purpose;
  - b. develop, review, update and maintain all Board policies and ensure that all such policies are in harmony with the Constitution and By-Laws of the New School;
  - c. employ administrators and other personnel qualified to carry out the programs and policies of the Association;
  - d. recruit, appoint, and regularly evaluate a Principal/School Leader. The New School leader will select a Leadership Team and be empowered to hire a faculty and staff of committed Christians who are qualified to carry out the educational programs and policies of the school;
  - e. establish the budget, and devise ways and means of obtaining the necessary funds for carrying out the programs and policies of the Association and determining how these funds shall be disbursed;
  - f. receive regular reports from the Principal/School Leader on issues pertaining to the operation of the school;
  - g. assure itself that the programs and policies of the Association are faithfully carried out;
  - h. Prepare job descriptions for, and appoint officers consisting of Chair, Vice-Chair, Secretary, and Treasurer from among the Board members at the first meeting following the AGM;
  - i. appoint out of its members and the Membership of the Association such committees as it may deem necessary for the performance of its duties;
  - j. oversee committees. Standing committees will be Compensation, Governance and Audit. All other committees are ad-hoc. All Committees will be supported with Terms of Reference;
  - k. ensure that all necessary books and records of the Association required by the bylaws of the Association or by an applicable statute or law are regularly and properly kept;
  - l. recommend to the Membership for approval an independent auditor who has no foreseeable conflict of interest in relation to the Corporation, and whose function will include reviewing or auditing the financial records for reporting to the Directors and Membership;
  - m. enter into any arrangements with any authorities, federal, provincial, municipal, or otherwise, including agreements for affiliation or federation with any other school, college or university that may seem conducive to the Association's objectives and to obtain from any such authority any rights, privileges and concessions which the Association may think it desirable to obtain and carry out, exercise and comply with any such arrangements, rights, privileges and concessions;
  - n. promote and propagate the cause of Christian day-school education in the community wherever and however possible.
3. In all things pertaining to the Association and school, act honestly and in good faith with a view to the best interests of the corporation, and exercise the care, diligence, and skill that a reasonably prudent person would exercise in comparable circumstances.



## Article XI - Board of Directors Meetings

1. The Board of Directors will meet at least 10 times per year (typically once a month for September through June), at a time and date determined by its members.
2. Two-thirds of the Directors shall form a quorum for the transaction of business.
3. On all voting issues, each Director is entitled to one vote. Motions require the approval of +50% of Directors present, plus absentee ballots to be adopted.
4. Directors may vote by absentee ballot provided they do so in writing prior to the meeting. The Secretary will keep a record of the voting results in the meeting minutes.
5. Special meetings may be called when requested to the Chairperson by two-thirds of the Directors. Notification of such meetings will be communicated by telephone or electronic means to each Director not less than seven days before the meeting is to take place or shall be mailed to each Director, not less than fourteen business days before the meeting is to take place. Notice of special business must contain enough information to allow the Director to make a reasoned decision.
6. Where all Directors consent, a Director(s) may participate in a Director's meeting by digital communication systems that permit all persons participating in the meeting to hear each other.
7. On any business matter, Directors must declare any conflict of interest. Every Director or officer of the Association who:
  - a. is a party to a material contract or transaction or proposed material contract or transaction with the Association; or
  - b. is a Director or an officer of, or has a material interest in, any person who is a party to a material contract or transaction or proposed material contract or transaction with the Association,

shall disclose, at the times provided by the Act, to the Board or request to have entered in the minutes of the meetings of the Directors the nature and extent of their interest. Subject to the Act, a Director to whom the foregoing applies shall not attend any part of a meeting of the Directors during which the contract or transaction is discussed and shall not vote on any resolution to approve the contract or transaction.

## Article XII - Indemnities to Directors and Officers

Every Director and Officer of the Corporation and their heirs, executors, administrators, and other legal personal representatives shall from time to time be indemnified and saved harmless by the Corporation from and against any liability and all costs, charges, and expenses that such Director or Officer sustains or incurs in respect of any action, suit, or proceeding that is proposed or commenced against them for or in respect of anything done or permitted by them in respect of the execution of the duties of their office, and all other costs, charges, and expenses that they sustain or incur in respect of the affairs of the Corporation except such costs, charges, or expenses as are occasioned by their willful neglect or default.

## Article XIII - Insurance for Directors and Officers

The Association will purchase and maintain reasonably adequate insurance for the benefit of current and former Directors or Officers of the Association, against any liability incurred by them in their capacity as a Director or Officer of the Association, except where the liability relates to their failure to act honestly and in good faith with a view to the best interests of the Association.

## Article XIV - Remuneration of Directors

The Directors shall receive no remuneration for acting as such; provided that a Director may be paid

reasonable expenses incurred in the performance of duties for the Association.

## **Article XV - Executive Officers of The Board**

The Board of Directors shall, from time to time and normally at their first meeting of the school year, elect from its members the following officers:

1. **Chairperson:** The Chairperson shall preside at and chair all meetings of the Members and of the Directors of the Association, and shall be charged with the general supervision of the business and affairs of the Association, and enforce the provisions of the Constitution and Bylaws. The Chairperson shall be responsible for the preparation of meeting agendas and the overseeing of the fulfilling of responsibilities assumed by members of the Board. The Chairperson may attend meetings of all committees, but shall not have voting privileges, as such. The Chairperson shall be appointed from amongst the Directors.
2. **Vice-Chair:** During the absence or inability of the Chairperson, the duties may be performed and powers may be exercised by the Vice-Chair. They shall also perform such duties and exercise such powers as the Chairperson may from time to time delegate to them or the Board may prescribe. In the absence of the Chairperson and Vice-Chair, a chairperson shall be appointed by the Directors of the Association for meetings occurring during their absence.
3. **Secretary:** The Secretary shall take care of the official documents of the organization. The Secretary shall conduct all correspondence and keep the Chair informed about correspondence received, and shall enter, or cause to be entered, into the records all correspondence and the Minutes of all meetings of the Membership Association and of the Board after they have been duly approved. In collaboration with the Administrative staff, the Secretary will give notice to the members of the Association and the

Board regarding approved Minutes of all meetings and the location, dates, and pertinent information of forthcoming meetings. They shall be the custodian of the stamp or mechanical device generally used for affixing the corporate seal of the Association, and of all books, papers, records, documents, and other instruments belonging to the Association.

4. **Treasurer:** The Treasurer shall be responsible for the organization's funds and the proper disbursement of the same. The Treasurer will collaborate with the Book-keeper of the School. The Treasurer shall ensure that full and accurate books of account are kept and in which shall be recorded all receipts and disbursements of the Association and, under the direction of the Directors of the Association, shall control the deposit of money, the safe-keeping of securities and the disbursement of the funds of the Association; they shall render to the Directors of the Association at the meetings thereof, or whenever required of them, an account of all transactions as Treasurer and of the financial position of the Association. The Treasurer shall oversee the provision of receipts for donations and tuition payments accompanied by appropriate letters of appreciation.

## **Article XVI - Committees**

The Board may, from time to time, appoint standing and ad-hoc committees as deemed necessary by the Board. Among the standing committees, the Board will normally maintain, at minimum, an Audit/Finance Committee, a Contract Partnership Committee, and a Governance Committee.

Duties and membership of standing committees shall be specified in the Board Policy Manual. Unless otherwise stipulated, at least one member of each committee shall be a member of the Board of Directors. The term of office for committee members shall be for one year, renewable annually, except for the administrative officers who are permanent. Each member shall be approved by the Board of Directors.

Committees do not make decisions on behalf of the Board, but instead make recommendations to the Board for the Board's decision. In general, the committees function to advise the Board of Directors on matters requiring specialized knowledge and detailed deliberations. Consequently, the Board of Directors would normally appoint members acquainted with and sensitive to the normal matters handled by each of the committees.

## **Article XVII Finances**

1. The fiscal year of the corporation shall run from August 1 of each year through July 31 of the following year.
2. No disbursements shall be made except by authorization of the Treasurer and co-signed by another Board member so authorized, or by employees so authorized. No non-routine payments shall be made without the approval of the Audit/ Finance Committee.
3. All cheques, bills of exchange or other orders for payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officers, or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors, and any one of such officers or agents may alone endorse notes and drafts for collection or account of the Corporation through its banks, and endorse notice and cheques for deposit with the Corporation's bankers for the credit of the Corporation, the same shall be endorsed "for collection" or for "deposit" with the banks of the Corporation by using the Corporation's rubber stamp for the purpose. Any one of such officers or agents so appointed may arrange, settle, balance, and certify all books and accounts between the Corporation and the Corporation's bankers, and may receive all paid cheques and vouchers, and sign all bank forms or settlement of balances and release or verification slips.

4. The Board of Directors may borrow money on the credit of the Corporation, or issue, sell, or pledge securities of the Corporation on charge, mortgage, hypothecation, or pledge all or any of the real or personal property of the Corporation, including book debts, powers, franchises and undertakings, to secure any securities or any money borrowed, or other debt, or any obligation or liability of the Corporation.

From time to time the Board of Directors may authorize any Director, officer, or employee of the Corporation to make arrangements with reference to the monies borrowed or to be borrowed as aforesaid and as to the terms and conditions of the loan thereof, and as to the securities thereof, with power to vary or modify such arrangements, terms and conditions, and to give such additional securities for any monies borrowed or remaining due by the Corporation as the Directors may authorize, and generally to manage, transact, and settle the borrowing of money by the Corporation.

5. The Members shall decide on the erection, purchase, or sale of a school building or buildings. This decision must take place by special resolution.

## **Article XVIII - Execution of Documents**

1. Deeds, transfers, licences, contracts, and engagements on behalf of the Corporation shall be signed by the Chairperson or the Vice-Chairperson, and one other appointed officer. The Secretary of the Board shall affix the seal of the Corporation to such instruments as require the same.
2. Contracts in the ordinary course of the Corporation's operation may be entered into on behalf of the Corporation by the Chairperson, Vice-Chairperson, or by any person authorized by the Board of Directors, and in accordance with pre-established guidelines.

## **Article XIX - Dissolution**

In the event of dissolution of the Corporation, any assets remaining after payment and satisfaction of debts and liabilities, shall be transferred to other charitable Christian educational organizations having similar religious and charitable objectives, which carry on their work solely in Canada. In no case shall the Board of Directors, officers, agents, or employees participate in the distribution of assets.

## **Article XX - Amendments**

With the exception of ARTICLES IV and V and this article, the Articles of the Constitution and/or By-Laws of the Corporation may be altered or amended at any duly called meeting of the Board and Membership Association, provided that at least two weeks previous notice of the proposed change has been given to members, and that the modifications proposed are sustained by the consent of at least two-thirds of the Board of Directors and the Members of the Association present.

Appendix 2

# 2021-2022 Comparative Budget Projections



The London Christian  
School Association



\*Note: these projections are as of September 2021. Actual growth in enrollment/tuition revenue and donations have improved the current budget projections considerably since September.

## LCH and LCES and LCA Projected Statement of Income and Expenses

	2021/2022 FALL PROJECTION				
	LCH	LCES	LCA	TOTAL	As if Amalgamated (2 sites, no pandemic)
<b>OPERATING REVENUES</b>					
Domestic students, net of reductions	\$2,197,371	\$825,967	\$1,107,089	\$4,130,427	\$4,387,927
International students, net of direct costs	115,613	42,210	12,075	169,989	179,898
Wage Subsidy Revenue	46,341			46,341	
Fundraising, net	73,690	66,330	50,500	190,520	190,520
Donations	18,000	29,500	80,000	127,500	127,500
Building rent, net			2,000	2,000	25,000
Before/after school program, net		-	-	-	
Interest income	3,000			3,000	3,000
Memberships	2,350	4,500		6,850	6,850
<b>Total</b>	<b>2,456,365</b>	<b>968,507</b>	<b>1,251,664</b>	<b>4,676,536</b>	<b>4,920,695</b>
<b>OPERATING EXPENSES</b>					
Education, net	1,991,443	982,076	1,100,551	4,074,070	3,771,578
Transportation, net	589,200	80,000	-	669,200	870,000
Administration / Building	561,000	235,825	335,078	1,131,903	860,778
<b>Total</b>	<b>3,141,643</b>	<b>1,297,901</b>	<b>1,435,629</b>	<b>5,875,173</b>	<b>5,502,356</b>
Net Surplus (Deficit) from Operations	(685,279)	(329,394)	(183,965)	(1,198,638)	(581,661)
<b>RESERVES</b>					
Accum. Operation Reserves, start of year	819,355	123,410	117,134	1,059,899	
Projected Accum. Operating Reserves, end of Year	134,077	(205,984)	(66,831)	(138,739)	
Other reserves/designated funds, start of year (not adjusted for current year)	41,581	273,774	33,510	348,865	
<b>Total</b>	<b>175,658</b>	<b>67,790</b>	<b>(33,321)</b>	<b>210,127</b>	

## Appendix 3

# Financial Impact Models for Different Communities



The London Christian  
School Association

Now that we've outlined the BCET initiative, its guiding principles, background, context, and future goals, we provide more detailed information about what it would mean for YOU!

## Model A: I'm A Current LCA Family...

...and I don't currently have children at London Christian High because they are not old enough yet, or I may only have one child, or perhaps we have already decided to send our older children to another high school in the area.

### How will BCET impact me?

- BCET offers a JK-12 vision for Christian education, which has been a part of the history at LCA in the past. This unique opportunity brings that JK-12 vision back to life. LCA is no stranger to school mergers—having also been a part of several beneficial school mergers in its rich past. BCET offers LCA a strategic and forward-looking opportunity to re-capture some of this historical foundation.
- BCET offers the JK-12 vision to the LCA community again, at an extremely affordable tuition rate; one of the most affordable JK-12 tuition models in the entire province! (See tuition comparison Chart 3 in Model B: I'm a LCA & LCH Family...).
- The LCA Board has been clear about the growing need to embrace a new and intentional direction with the LCA building. One way or another, a new plan is urgently needed to address the crumbling physical plant, and BCET offers a very compelling way forward in this regard without requiring a substantial increase in tuition or capital campaign.
- There have been expressions of interest in the past from the LCA community to look into the possibility of providing busing, potentially in conjunction with LCES and/or LCH. The BCET plan offers LCA busing at an affordable price and at a scale that is sustainable over the long term.
- Even if you, as an LCA family, have no intention of carrying on with the Christian high school portion of the BCET proposal, there is little to no additional cost to you (approx. \$180-\$350/year; similar to a basic inflation increase in a given year) to join the New School, which would include the addition of a viable transportation network plus all of the other benefits of a larger Christian school noted above (See Chart 1 Below).
- Beyond the fact that the BCET proposal will cost you, as an LCA family, little to nothing in addition to your present total school costs, you will still receive the benefit of even higher quality Christ-centred programming, more extracurricular opportunities, a more robust student support system, increased teacher specialization, and countless other improvements to the overall educational experience of your child. All of these enhancements will be included in your child's educational experience while maintaining and even building upon the unique, Christ-centred education that you have come to love at LCA.
- If you decide to embrace the full JK-12 vision and send your children on to the high school portion of the New School, due to the efficiency of working together and the increased number of families involved, the transition into the high school will be extremely affordable! (See Model B: I'm A Current LCA & LCH Family).
- BCET offers all elementary school families the opportunity to send their children to a school that has roughly 325 students. Although this is obviously a larger entity than either elementary school individually, it is still certainly not a large school by any publicly-funded school standards. With target class sizes of 22-24, elementary students will have the best of both worlds: the critical Christian school element of a small, supportive, Christ-centred community combined with the diverse opportunities and learning support

available at larger Christian schools. In other words, your child will be seen, known, and loved in the New School much like they currently are in their present school.

- Beyond the financial implications, the BCET initiative offers the LCA community the extraordinary opportunity to tangibly unite the broader Christian community in London and the surrounding region to be a light in and through our students for our broken world like never before.
- Summary: The LCA community has a history of offering their families Christian education in a JK-12 system, and the BCET initiative re-captures this opportunity for the community at a very affordable tuition rate structure. The BCET initiative envisions all the benefits of a larger school for its families, while maintaining a small-school feel and the Christ-centred focus that the LCA community has come to love. Even if LCA families do not intend to send their children to the high school portion of the New School, they still enjoy all the benefits of the larger system with little to no additional cost.

## Chart 1

Note: Current vs. “as if amalgamated” tuition analysis, including tax effect of donation receipts. It should be noted that even though LCA did not have a transportation cost, there is always a cost to get your children to school (fuel, vehicle wear and tear, time). For the sake of the analysis, a cost of \$2,000 has been included in the current scenario, so that you can more closely compare “apples with apples”. In the New School tuition structure, transportation is included in the tuition. While it is believed that most families will wish to use the bus transportation service, especially due to the potential for a change in location for the elementary school, a time and scope-limited opt out option is being considered for those families who need to drive their children and/or wish to avail themselves of before/after school care.

## LCA - Elementary Only

# of Children	1	2	3	4
Current Tuition Cost per pupil \$4,000	10,350	13,200	15,600	15,600
Less est. tax refund	(2,540)	(2,080)	(1,440)	-
Plus transportation	2,000	2,000	2,000	2,000
	<b>9,810</b>	<b>13,120</b>	<b>16,160</b>	<b>17,600</b>
Tuition (inc. Trans) Cost per pupil \$5,500	12,500	15,000	17,000	18,000
Less est. tax refund	(2,800)	(1,600)	(200)	-
	<b>9,700</b>	<b>13,400</b>	<b>16,800</b>	<b>18,000</b>

## Chart 2

Note: The alignment of the elementary tuition structure across the entire system could mean there is a reasonable net change up or down in any given category of family. In other words, because we do not yet know what the cost to educate per pupil figure will be, it is entirely reasonable to expect that the projected costs when comparing the current scenario vs. the amalgamated scenario will be very similar, perhaps identical, and also maybe even less than current costs. The costs comparison above is only for illustration purposes, all after tax costs are estimates.

## After Tax Cost Comparison

LCA for Size of family Spaced 2 yrs. Apart

Amalgamated	2 Child	3 Child	4 Child
Total Elem. Tuition	170,000	212,000	250,000
After tax cost	146,000	193,200	231,600
LCA Current	2 Child	3 Child	4 Child
Total Elem. Tuition	171,000	215,800	251,000
After tax cost	144,200	188,680	226,760

## Model B: I'm A Current LCA & LCH Family...

...and I already know the value of a JK-12 Christian education. I am committed to this long-term vision and I am interested in learning more about how we might be able to further enhance the quality of the education, structure the school so that it is even more forward-looking, and do all of this in a more efficient and cost-effective manner.

### How will BCET impact me?

- As already noted, BCET offers the LCA community the opportunity to re-embrace a JK-12 vision for Christian education that has already existed in its rich history.
- For those LCA families who are planning to send their children to LCH or are already a part of both LCA and LCH, the BCET proposal will save most families over \$5000 per year as compared to the current tuition models at both schools!
- Further, the BCET tuition rate proposal will limit the total amount of tuition paid by a “double-tuition” family to \$22,000 in a given school year, creating significant cash-flow for each family and eliminating the “sticker-shock” of paying for two tuitions at one time.
- To further illustrate the financial savings of the New School system, please see Chart 4 below where three different scenarios have been included to quantify the savings in a 2 child, 3 child, and 4 child family, spaced two years apart. In this illustration, these sample families will save between \$12,000-\$43,000 in up front total tuition costs and between \$14,000-\$35,000 in after tax costs over the duration of their time in the New School! That is like getting between one and three years of free tuition as compared to the current JK-12 tuition model!
- As a part of a larger school system with a wider regional focus, LCA families will benefit financially

themselves, but they will also have the satisfaction of knowing that their decision to join BCET will financially benefit Christian school families across all of south-western Ontario! (See: Model E: I'm A Current LCH Family). This, in turn, is projected to create more interest in the New School as a whole. The result of this increased interest is that the overall costs are borne by more families, making everything even more efficient, more stable, and more forward-looking over time.

- Families who send their children to both LCA and LCH, may also see several synergies and advantages in being a part of one combined system. Transportation planning for families will be easier as all students from one family will be able to get on one bus in the morning to head to school. Planning for events, involvement in extracurricular activities, and coordinating schedules will be much more streamlined in a single entity. In general, families will experience less tension in scheduling for their children at multiple levels of schooling.
- Beyond the financial details, the BCET initiative offers the LCA & LCH communities the extraordinary opportunity to tangibly unite the broader Christian community in London and the surrounding region and to be a light in and through our students for our broken world like never before.
- Summary: Families who already send their children to LCA and LCH will see significant tuition savings due to the increased efficiency and volume that a larger entity brings. These families will also likely see many other efficiencies, while continuing to experience Christ-centred education from JK all the way through to grade twelve. Cardus research suggests that a JK-12 Christian education has a powerful influence on a person's faith formation trajectory for their entire life. Statistically speaking, taking this step for your child is one of the most important things you can do as a Christian parent who is seeking to see your child disciplined in Christ.



### Chart 3

Note: Current vs. “as if amalgamated” tuition analysis, including tax effect of donation receipts. It should be noted that even though LCA did not have a transportation cost, there is a cost to transporting your children to school (ie. gas, vehicle wear and tear, time). For the sake of the analysis, a cost of \$2,000 has been included in the current scenario. In the amalgamated tuition structure, transportation is included in the tuition.

#### LCA Elementary Plus High School, Eldest 9-12

# of Children	2 (1,1)	3 (2,1)	3 (1,2)	4 (3,1)	4 (2,2)	4 (1,3)
Current Tuition Elem Cost per pupil 4,000 (Elem) \$8,500 (HS)	10,350	13,200	10,350	15,600	13,200	10,350
Less Tax Refund	(2,540)	(2,080)	(2,540)	(1,440)	(2,080)	(2,540)
Plus Transportation	2,000	2,000	2,000	2,000	2,000	2,000
Current Tuition HS	13,159	13,159	14,583	13,159	14,583	14,583
Less Tax Refund	(1,864)	(1,864)	-	(1,864)	-	-
<b>Total</b>	<b>21,105</b>	<b>24,415</b>	<b>24,393</b>	<b>27,455</b>	<b>27,703</b>	<b>24,393</b>
Amalgamated. Eldest 9 to 12, Cost per pupil \$5,500						
Tuition (inc. Trans)	19,000	21,000	21,000	22,000	22,000	22,000
Less Est. Tax Refund	(3,200)	(1,800)	(1,800)	-	-	-
	15,800	19,200	19,200	22,000	22,000	22,000
<b>Savings</b>	<b>5,305</b>	<b>5,215</b>	<b>5,193</b>	<b>5,455</b>	<b>5,703</b>	<b>2,393</b>

### Chart 4

#### After Tax Cost Comparison

LCA + LCH for Size of Family Spaced 2 yrs. Apart

Amalgamated	2 Child	3 Child	4 Child
Total JK-12 Tuition	254,000	312,000	362,000
After tax cost	214,000	279,600	334,000
LCA + LCH Current	2 Child	3 Child	4 Child
Total JK-12 Tuition	266,670	340,636	405,002
After tax cost	228,802	302,448	369,694

## Model C: I'm A Current LCES Family...

...and I don't currently have children at London Christian High because they are not old enough yet, or I may only have one child, or perhaps we have already decided to send our older children to another high school in the area.

### How will BCET impact me?

- BCET offers a JK-12 vision for Christian education, building on the significant historical ties that already exist between LCES and LCH. Almost 60 years ago, the original founders of LCES were also some of the key individuals who eventually also saw the need for a Christian high school to serve London and the surrounding area. This unique opportunity brings that JK-12 vision to life in a new way and for a new generation of Christian school supporters, while also building on the strong historical foundation that has always existed between the two schools.
- Not only does BCET offer a JK-12 vision to the LCES community in a new and dynamic way, it does so at an extremely affordable tuition rate; one of the most affordable JK-12 tuition models in the entire province! (See tuition comparison Chart 7 in Model D: I'm a LCES & LCH Family...).
- The Board at LCES has expressed a need to re-vision its transportation system due to the low usage of its current fee-for-service model. The BCET opportunity creates economies of scale, more efficiency, and a larger reach to provide a higher quality transportation option for the network as a whole.
- Even if you, as an LCES family, have no intention of carrying on with the Christian high school portion of the BCET proposal, there is little to no additional cost to you to join the New School, and you'll gain the addition of a viable transportation network and all of the other associated benefits of joining a larger school system (See Chart 5).
- Beyond the fact that the BCET proposal will cost you, as an LCES family, little to nothing in addition to your present costs, you will still receive the benefit of even higher quality Christ-centred programming, more extracurricular opportunities, a more robust student support system, increased teacher specialization and countless other improvements to the overall educational experience of your child, while maintaining and even building upon the unique, Christ-centred education that you have come to love at LCES.
- If you do decide to embrace the full JK-12 vision and send your children on to the high school portion of the New School, due to the efficiency of working together and the increased number of families involved, the transition into the high school will be extremely affordable! (See Model D: I'm A Current LCES & LCH Family).
- BCET offers all elementary school families the opportunity to send their children to a school that has roughly 325 students. Although this is obviously a larger entity than either elementary school individually, it is still certainly not a large school by any publicly-funded school standards. With target class sizes of 22-24, elementary students will have the best of both worlds: the critical Christian school element of a small, supportive, Christ-centred community combined with the diverse opportunities and the support available at larger Christian schools.
- Beyond the financial projections, the BCET initiative offers the LCES community the extraordinary opportunity to tangibly unite the broader Christian community in London and the surrounding region to be a light in and through our students for our broken world like never before.
- Summary: The LCES community has a history of strong support and partnership with the LCH community, dating right back to inception. The BCET initiative envisions that this already strong partnership will only be further enhanced and deepened. LCES families will experience the benefits of a larger school for its

families, while maintaining a small-school feel and the Christ-centred focus that the LCES community has come to love. Even if LCES families do not intend to send their children to the high school portion of the New School, they still enjoy all the benefits of the larger system with little to no additional cost.

### Chart 5

Note: Current vs. “as if amalgamated” tuition analysis, including tax effect of donation receipts. While not all families at LCES opted into the transportation system, it is added into the analysis. In the amalgamated tuition structure transportation is included in the tuition.

### LCES - Elementary

# of Children	1	2	3	4
Current Tuition Cost per Pupil \$3,600	12,894	14,200	14,200	14,200
Less est. tax refund	(3,718)	(2,800)	(1,360)	-
Plus transportation	2,251	2,251	2,251	2,251
	<b>11,427</b>	<b>13,651</b>	<b>15,091</b>	<b>16,451</b>
Tuition (inc. Trans) Cost per pupil \$5,500	12,500	15,000	17,000	18,000
Less est. tax refund	(2,800)	(1,600)	(200)	-
	<b>9,700</b>	<b>13,400</b>	<b>16,800</b>	<b>18,000</b>

### Chart 6

Note: The alignment of the elementary tuition structure across the entire system necessitates a more significant net change up or down for elementary only families at LCES as the current tuition structure had only two steps: a one child rate, and a family rate.

### After Tax Cost Comparison

LCES for Size of Family Spaced 2 yrs. Apart

Amalgamated	2 Child	3 Child	4 Child
Total Elem. Tuition	170,000	212,000	250,000
After Tax Cost	146,000	193,200	231,600
LCES Current	2 Child	3 Child	4 Child
Total Elem. Tuition	192,188	225,090	263,216
After Tax Cost	154,916	190,858	226,480

## Model D: I'm A Current LCES & LCH Family...

...and I already know the value of a JK-12 Christian education. I am committed to this vision and I am interested in learning more about how we might be able to further enhance the quality of the education, might structure the school so that it is even more forward-looking, and also might do all of this in a more efficient and cost-effective manner.

### How will BCET impact me?

- As already noted, BCET offers the LCES community the opportunity to deepen their long standing relationship with the LCH community.
- For those LCES families who are planning to send their children to LCH or are already a part of both LCES and LCH, the BCET proposal will save most families approximately \$6000 per year as compared to the current tuition models at both schools!
- Further, the BCET proposal will limit the total amount of tuition paid by a “double-tuition” family to \$22,000 in a given school year, creating significant cash-flow for each family and eliminating the “sticker-shock” of paying for two tuitions at one time.
- To further illustrate the financial savings of the New School system, please see Chart 7 below where three different scenarios have been included to quantify the savings in a 2 child, 3 child, and 4 child family, spaced two years apart. In this illustration, these sample families will save between \$33,000-\$56,000 in up front tuition costs and between \$25,000-\$35,000 in after tax costs over the duration of their time in the New School! That is like getting between two and three years of free tuition as compared to the current model!

- As a part of a larger school system with a wider regional focus, LCES families will benefit financially themselves, but they will also have the satisfaction of knowing that their decision to join BCET will financially benefit Christian school families across all of south-western Ontario! This, in turn, is projected to create more interest in the New School, and as a result, the overall costs are borne by more families, making everything even more efficient, more stable, and more forward-looking over time.
- Beyond the financial implications, the BCET initiative offers the LCES & LCH communities the extraordinary opportunity to tangibly unite the broader Christian community in London and the surrounding region and to be a light in and through our students for our broken world like never before.
- Summary: Families who already send their children to LCES and LCH will see significant tuition savings due to the increased efficiency and volume that a larger entity brings. These families will also likely see many other efficiencies and advantages, while continuing to experience Christ-centred education from JK all the way through to grade twelve. Cardus research suggests that a JK-12 Christian education has a powerful influence on a person's faith formation trajectory for their entire life. Statistically speaking, taking this step for your child is one of the most important things you can do as a Christian parent who is seeking to have your child disciplined in Christ!

## Chart 7

### LCES Elementary Plus High School, Eldest 9-12

# of Children	2 (1,1)	3 (2,1)	3 (1,2)	4 (3,1)	4 (2,2)	4 (1,3)
Current Tuition Elem Cost per pupil \$3,600 (Elem) \$8,500 (HS)	12,894	14,200	12,894	14,200	14,200	12,894
Less Tax Refund	(3,718)	(2,800)	(3,718)	(1,360)	(2,800)	(3,718)
Plus Transportation	2,251	2,251	2,251	2,251	2,251	2,251
Current Tuition HS	13,159	13,159	14,583	13,159	14,583	14,583
Less Tax Refund	(1,864)	(1,864)	-	(1,864)	-	-
<b>Total</b>	<b>22,722</b>	<b>24,946</b>	<b>26,010</b>	<b>26,386</b>	<b>28,234</b>	<b>26,010</b>
Amalgamated, Eldest 9 to 12, Cost per pupil \$5,500						
Tuition (inc. Trans)	19,000	21,000	21,000	22,000	22,000	22,000
Less Est. Tax Refund	(3,200)	(1,800)	(1,800)	-	-	-
	15,800	19,200	19,200	22,000	22,000	22,000
<b>Savings</b>	<b>6,922</b>	<b>5,746</b>	<b>6,810</b>	<b>4,386</b>	<b>6,234</b>	<b>4,010</b>

## Chart 8

### After Tax Cost Comparison

LCES + LCH for Size of Family Spaced 2 yrs. Apart

Amalgamated	2 Child	3 Child	4 Child
Total JK - 12 Tuition	254,000	312,000	362,000
After Tax Cost	214,000	279,600	334,000
LCES + LCH Current	2 Child	3 Child	4 Child
Total JK - 12 Tuition	287,858	349,926	417,218
After Tax Cost	239,518	304,626	369,414



## Model E: I'm A Current LCH Family...

...and I may or may not have an affiliation with a Christian elementary school. In either case, I am interested in learning more about how we can make our Christian high school even more dynamic, with a wider range of course offerings, a larger student body, and more opportunities to learn, serve, and grow in Christ during the critical teen years, all at a reduced after tax tuition cost.

### How will BCET impact me?

- The most critical point to understand is that we are all better when we work together. This point is equally true for all LCH families, even if you have no affiliation with LCA, or LCES, or a partner Christian elementary school!
- To illustrate this point, JK-12 systems of Christian schools calculate the cost to educate per pupil significantly differently than an individual Christian high school. Due to this important change, ALL LCH families will benefit in total net tuition costs.
- The majority of LCH families paying for two tuitions will immediately pay hundreds of dollars less in tuition per year, and almost all LCH families will save between \$1,100-\$2,000 per year in total net after tax costs! (See Chart 9 below).
- For families who are paying tuition at a partner elementary school and at the Christian high school simultaneously, Chart 10 below illustrates the tuition savings of families with 2 children, 3 children, and 4 children, spaced two years apart. Over just the span of time these families are at the New School high school, they will save between \$14,000-\$16,000 in total net tuition or the equivalent of a full year's tuition!
- We reiterate that the vision for BCET has always been to benefit all of the partner Christian school families in the region, not just the London-based schools. One

of the questions raised about this initiative from the partner elementary schools in the region relates to the possibility of families leaving their local school to join the New School due to projected tuition savings. As Chart 10 below illustrates, generally speaking, based on the proposed tuition structure, there is little financial incentive for partner school elementary families to look at switching schools during the elementary years. Most of the financial benefit for the partner elementary school families is realized in the high school years, thus limiting the incentive to leave their current elementary school. There are some exceptions, and conversations are ongoing between LCH and all of its partner schools to mitigate these potential issues. To be clear, the New School is deeply interested in the health of all partner Christian elementary schools in our region.

- Further, the move to a JK-12 system of Christian schools significantly lowers the need for the high school to enrol large numbers of international students to remain viable and able to offer high levels of programming. It also makes the high school much more stable overall and less susceptible to a sudden loss of international students as we are experiencing during the pandemic.
- With a larger presence in London, all regional partner elementary school families will benefit from the increased diversity and multi-denominational makeup of the New School at the high school level.
- We believe the future of Christian education in the London area is regional in its focus. This New School creates the opportunity that more families will join Christian schools and stay in Christian schools longer, which benefits the whole system across the Board.
- It should be noted that some partner elementary Christian schools already offer very generous discounts to their "double-tuition" families. For the purposes of the illustration below, we have only included an "average" discount of \$1000 to the partner elementary school family, but in some cases that number is higher, meaning that the total costs are actually lower than those listed.

- Beyond the financial benefits, the BCET initiative offers the LCH community the extraordinary opportunity to unite the broader Christian community in London and the surrounding region and to be a light in and through our students for our broken world like never before.
- Summary: The goal of the BCET initiative is to enhance the benefits of working together for all families, both those inside London and those in the surrounding region. In a very tangible way, LCH partner school families will

see significant net tuition savings when factoring in the new estimated tax implications of this potential merger. Some of the up-front tuition rates have also decreased for partner school families in the New School tuition model. Beyond the tuition benefits, all partner school families will benefit from a larger, more diverse, more stable, and more forward-looking school entity as a whole. We look forward to seeing what God could do for the entire region through the BCET initiative!

## Chart 9

Note: This group of families will see their after tax cost of educating their high school aged children drop up to \$2,000 per year as a result of the same cost per pupil being used across all levels of students. The only exception is when there are three children at the highschool level (which is quite rare), and if it happens in your family, it generally is only for one year. Currently, there are no four child families at the high school. There is, however, a need for three and four child tuition rates/analysis in the amalgamated rate structure as there are many larger families with children across the larger spectrum of grades.

## HS Only Current

# of Children	1 + Elem	2 + Elem	3 + Elem	1	2	3
Current Tuition Cost per pupil \$8,500	13,159	14,583	14,583	16,448	18,228	18,228
Less Est. Tax Refund	(1,864)	-	-	(3,179)	(491)	-
<b>Net Cost</b>	<b>11,295</b>	<b>14,583</b>	<b>14,583</b>	<b>2,251</b>	<b>17,737</b>	<b>18,228</b>
HS Only After Amalgamation Cost per pupil \$5,500				13,269		
Tuition	12,375	14,250	15,750	16,500	19,000	21,000
Less Est. Tax Refund	(2,750)	(1,300)		(4,400)	(3,200)	(1,800)
<b>Net Cost</b>	<b>9,625</b>	<b>12,950</b>	<b>15,750</b>	<b>12,100</b>	<b>15,800</b>	<b>19,200</b>
<b>Savings</b>	<b>1,670</b>	<b>1,633</b>	<b>(1,167)</b>	<b>1,169</b>	<b>1,937</b>	<b>(972)</b>

## Chart 10

### HS Add'l Cost for Size of Family Spaced 2 Years Apart

#### HS Famalies In Amalgamated System

	2 Child	3 Child	4 Child
Total Extra Tuition	84,000	100,000	112,000
Total Extra After Tax Cost	68,000	86,400	102,400

#### HS Famalies From Partner Schools Current

	2 Child	3 Child	4 Child
Total HS Tuition	95,670	124,836	154,002
After Tax Cost	84,602	113,768	142,934
# of Years of Reduction at Elem.	2 Years	4 Years	6 Years
Avg. Est. \$1,000/yr.	2,000	4,000	6,000
Net After Tax Cost	82,602	109,768	136,934

#### HS Famalies From Partner Schools After Amalgamation

	2 Child	3 Child	4 Child
Total HS Tuition	95,750	124,250	152,750
After Tax Cost	70,650	100,950	126,850
# of Years of Reduction at Elem.	2 Years	4 Years	6 Years
Avg. Est. \$1,000/yr.	2,000	4,000	6,000
Net After Tax Cost	68,650	96,950	120,850

## Model F: I'm A Staff Member At One Of The London Christian Schools...

We know that the staff who work at our schools are the most important part of accomplishing the core mission and vision of each school. They are the ones who make the difference in ensuring that each child's JK-12 experience is characterized by being known, seen, and loved as they grow in faith and wisdom.

### How will BCET impact me?

In considering how BCET affects the current staff who work at all these Christian schools, there are three main details to understand:

- First, within the BCET proposal, the financial modelling is based on the concept that nearly all staff will benefit from a stronger "total compensation package" which includes the total combination of wages, health benefits, pension, and, where applicable, a tuition reduction for staff who are also Christian school parents. As part of this transition, the goal is to see every staff member maintain, or perhaps even increase, total compensation from their current level.
- Second, it is anticipated that all current staff, including support staff, on permanent contracts (whether full-time or part-time), will be offered similar employment in the New School. This does not necessarily mean that each current staff member on a permanent contract will be given the exact same job description, or class to teach, or set of extra-curricular activities to lead etc. Importantly, the structure of the responsibilities in the New School will need to be determined by the new leadership team when they are put into place by the new Board of Directors. The new leadership team will make every effort to consult with and place current staff on permanent contracts into positions that fit their skill-

set, and aim provide ample time to plan for changes.

- Third, it is true that an overall reduction in staffing would be required in a consolidated school. An ongoing survey of planned staff retirements and confirmed decisions to move on to other pursuits before September 2023, suggests that each school community already has or very soon will have, some staff who will no longer be desiring employment in their existing schools. Strategic and shorter term decisions related to any future hires leading up to September 2023 will be the primary area by which the consolidated New School will likely arrive at the collective reduction in staff that is required. Should that not be sufficient, each school currently has a redundancy process in place that is consistent across most of the Edvance-affiliated network of schools in Ontario. A key part of the roadway to a consolidated New School is ensuring the redundancy and human resource structures are aligned and clear to staff before reaching that step. Early work in this area has already been completed.

Summary: The goal of the BCET initiative from a staff perspective is to maintain as much stability as possible, for as many people as possible, through a significant process of change for the benefit of each individual and the school entity as a whole. The New School Board will be committed to clear and transparent communication along the way as key decisions need to be made about staffing at all levels.

## Model G: I'm A Wider Community Supporter...

...and I have loved Christian education my whole life. I may be a grandparent, a past parent, an alumnus, or just someone who appreciates the tremendous impact that Christian schools can make in the life of a child. I may have sacrificially donated time, talent, and resources in the past to see these schools grow, and I like the sound of combining efforts for a longer-term vision of flourishing for Christian education in the London area. However, I am worried about the loss of history and a change in culture that might occur at a New School.

### How will BCET impact me?

- The New School envisions community events where hundreds (perhaps even thousands?) of students, parents, grandparents and supporters can gather to celebrate God's goodness in a corporate setting. This may be hard to imagine in the middle of a pandemic, but it is worth thinking ahead and dreaming about the potential. Events like Grandparents/Seniors' Appreciation Day will draw together multiple generations of Christian school supporters. Graduations will take place in a larger and even more celebratory setting with even more people in our community cheering on our graduates as they pursue a lifetime of service for Christ. Celebrations of Learning will take place on a larger and more diverse scale and have a wider reach right across our city and our region. Suffice it to say, that supporters of the New School will have many opportunities to meet and gather together as the large and ecumenical body of Christ in London and the region.
- The BCET initiative envisions community involvement in the school in helpful and forward-looking ways, but does not intend for volunteering to become an expectation or a burden in order for the New School to operate on a daily basis. Fewer volunteers will be required, which will set up the New School for a more stable vision moving into the future.
- The New School will be governed by a membership and a Board of Directors and will follow all Ontario Not-for-Profit Corporations Act (ONCA) requirements. The Board of Directors will be made up of three members each of three of the current schools to start. ONCA requires regular communication between the Board of Directors and the membership, and so membership or annual general meetings will occur as many Christian school families have become accustomed to seeing.
- The BCET initiative believes that there will be less fundraising confusion and fatigue between our communities, as our communities become more intentionally aligned. Fundraising for the New School will become more forward-looking, more efficient, and more effective overall.
- The history and stories that live inside each individual legacy school are all worth celebrating and recognizing as we travel along into this new potential direction. Efforts will be made across the spectrum to honour the past, thank God for His provision in each school community, and build on the solid foundation laid out before us.
- The New School will remain a distinctly Christ-centred independent school, offering Christian education to families in London and in the surrounding region. In this sense, the New School will look different, but the core purpose will remain the same.
- It is important to note here that many or indeed, perhaps most Christian schools in Canada, the United States and around the world operate as JK-12 systems of schools. Ontario is really an anomaly as we look around the Christian school landscape. As has been noted throughout this Community Proposal, the reasons for working together in a JK-12 system are fairly self-evident because the system as a whole benefits everyone who is a part of it.



Summary: The BCET initiative envisions a robust, ecumenical, diverse, multi-denominational gathering of Christian families, all desiring a Christ-centred education for their children, grandchildren, nieces, or nephews. The communities that support these three schools have a rich history of serving London and the surrounding area, and we seek to build on that beautiful foundation under the banner of unity in Jesus Christ in a single organization. There are many advantages already outlined in working together as Christians across a spectrum, and we look forward to a day where we can gather together to celebrate God's goodness in our lives in this New School.

## Appendix 4

# Frequently Asked Questions



The London Christian  
School Association

This document uses the November 2021 community feedback summary document to outline key themes and responses to the major questions that arose out of conversations with staff, at the AGMs, via survey responses, and through other channels of feedback to this point.

### Major Themes:

1. Christian Diversity: we come from different theological traditions and we may operate and teach out of a different value system.
  - a. The reality is that we do come out of different theological traditions. A shorthand way to understand the two primary traditions that we come out of is “Reformed” and “Evangelical”. It is important to note that both of these terms can be defined in different ways, and as with any sweeping statements or definitions, will never completely define where we have come from or all of the people involved. When trying to better understand why we do the things that we do in our schools, however, these may be helpful terms to start with.
  - b. While the two main historical traditions can be labelled Reformed and Evangelical, it is also important to note that all three of our schools have become very diverse in recent years in terms of the churches and denominations represented. Notably, there are many families from each of the three schools that attend one another’s churches in large numbers (ie. Forest City, Gateway, North Park, West Park, West London Alliance etc.). Within this context, it is likely fair to say that the theological differences that exist today are less prevalent between the schools themselves. Rather, the theological differences that exist are currently present in all of our schools as represented by the individual and increasingly diverse list of families that make up our school communities. Additionally, and perhaps even more importantly, our staff teams have also become increasingly diverse, representing a wide range of Church affiliations and actually attend church together in the same buildings on a weekly basis across a spectrum of denominations.
- c. Further, it is extremely important to highlight that we can all agree the Bible is very clear about the common unity that we all have in Christ, as Christians. We may do things differently, think slightly differently, perhaps use different language, and put more or less emphasis on certain things within our common faith tradition. However, the average Londoner would not be able to tell the difference between our schools (indeed, each of the schools often receives phone calls or emails meant for one of the other schools), and our common witness will undoubtedly be strengthened by working together.
- d. Because there is growing theological diversity in each of our schools, we have a fantastic opportunity to learn from one another. The world is filled with all kinds of divisions but, as Christians, we are called to be humble, to ask questions, to act with grace, and to seek to encourage and build one another up in the name of Jesus. An even more diverse, multi-denominational school would offer us this kind of opportunity, which we trust God would provide us with the wisdom to navigate together.
2. Location: desired close proximity especially for elementary school
  - a. The first step in the process is a move from three sites to a two-site scenario, where we see the cost benefit analysis of increased efficiency and projected increased volume of families.
  - b. We continue to explore several different one-site scenarios, but it is too early to say anything substantive about this at this point. The one-site scenario remains the long-term goal, but the short-term focus is on a two-site scenario.

- c. Focussing on a two-site scenario, the current idea is to combine the two elementary schools into one entity and look to move to a new and central location in London. This location may be a rental of an old public school building, a partnership with a church, or a space that could be reimagined into an elementary school. We are currently exploring 2-3 different possibilities in this regard, and there are options available to us. In terms of the high school, the leading idea is to maintain the use of the current property and operate it in much the same way.
- d. The location of the New School elementary site needs to be close enough to the current high school to allow for a shared busing system on a daily schedule that allows both buildings to operate smoothly.
- e. In the event that, for whatever reason, we are not able to secure a new, central location for the proposed combined elementary school for the start of the 2023-2024 school year, LCES could host all elementary school students on its property as a fall-back option with minimal additional cost.
- f. The reasons why we are looking into a new combined site location for the two elementary schools are two-fold. First, based on the feedback that we have received from our constituencies, we believe it would be more palatable for everyone if both elementary schools left their current properties and formed a new entity, starting fresh together. Second, if the two elementary schools were to vacate their current properties, it allows for the sale of those properties, which frees up capital to re-invest into a new building, or a renovation of the temporary site, and deal with short-term cash flow challenges as they may arise.
- g. The two-site scenario may be a short-term or a longer-term solution, depending on our ability

to locate a new, suitable, affordable one-site location. We are prayerfully working through several different scenarios, and we would welcome feedback from our supporters who may have connections to such a property or location.

- h. In any scenario, the New School will take into consideration where all current families live and construct a viable plan for everyone, understanding that the elementary school needs to work for everyone in London and that the high school has a regional focus both inside and outside of the immediate London area.

### 3. London Centricity: What does this do to the regional Christian elementary schools?

- a. Importantly, a key concept in these discussions has always been the regional nature of the high school. All three London-based school communities have expressed a deep desire to maintain and grow relationships in Christian education across the entire region.
- b. Within this context, we have been intentional about building our New School tuition structure, so that it does not negatively impact any current family, and so that there are many benefits built into it for most of the families across the region.
- c. Further, we will continue to work closely with all of our elementary school partners across our region to encourage current families to stay in their current schools. One way to encourage this is to offer financial incentives and possibly disincentives to families in the wider regions to maintain enrollment in their local elementary schools.
- d. As a very practical point, we believe it is likely that we will not experience a high number of families looking to pull out of their local Christian elementary school simply due to the physical distance that exists between LCH and some of

our partner school communities. For example, it is hard to imagine a family putting their primary school student on a bus for over an hour one way purely for financial reasons. Additionally, there are only a few partner school communities who currently have “cross-over” regions they service in close proximity to London: Woodstock, Aylmer, and Strathroy are the biggest potential areas here. The other four schools, Huron, Sarnia, Wyoming, and Stratford are likely too far away. So, there is a relatively short list of families living in these areas when looking at the total number of families represented in our schools.

4. Finances: affordability of a capital campaign for a new facility and location
  - a. The one-site scenario is important to plan for and dream about, but it is not a first order of business in the BCET process. The move from three sites to two sites is the primary focus to start with, as that is where we are able to realize the greatest amount of financial flexibility up front.
  - b. The ability of the New School to be able to enter into a large-scale capital campaign is heavily dependent on the success of the first critical steps in the process, namely a move from three sites to two.
  - c. We are not building our present financial models based on an increase in tuition fees to pay for a new, possible single site scenario. Again, the first step is a move from three sites to two, wherein most of the up-front financial benefits are realized.
  - d. Finally, it is entirely possible that we decide to remain on two sites for a significant period of time and wait on God to make our path clear in this regard. Many JK-12 school structures operate on more than one site, and we believe we could put together a viable and flourishing New School in this scenario as well. If a one-site location were to

open up at a cost that is feasible to explore, we would be ready to engage in that discussion.

5. Staff Impact: a more detailed plan is required in order to see more clearly what impact a merger would have on staffing.
  - a. We are committed to:
    - i. Move all staff onto the same compensation package;
    - ii. See no (or very few, depending on how you define it) staff lose total compensation in the process;
    - iii. Provide lots of notice for changes;
    - iv. Be fair, open, and transparent about opportunities and potential job redundancy;
    - v. Utilize as many “natural” staffing transitions as possible between now and Sept. 2023 (ie. retirements, short-term contracts, planned leaves, other transitions) to limit redundancies; our financial plan already includes many of these transitions based on situations we are aware of already. We also know that there will be more natural staff attrition between now and Sept. 2023, which we anticipate will open up more flexibility in our financial modelling.
6. K-12 System: loss of heritage and community intimacy in a larger institution, potentially larger class sizes, and general safety/comfortability of younger students with older students.
  - a. The potential loss of heritage and community is a big deal; it needs to be dealt with sensitively and intentionally. It is important that all staff, Board, leadership, and students understand that they are entering into a new entity. It is not one entity taking over the others, it is brand new. There should be no assumptions about what “we used to do”.
  - b. We should find ways to honour and celebrate the past in each school (ie. memory walls, artifacts, stories, ceremonies etc.) to ensure that everyone



feels included and proper points of grieving and celebration can occur.

- c. An elementary school of approx. 325 students is actually not that big of a school. The high school may grow slightly, but most of the concern around class sizes etc. exists on the elementary side. It is important to note that at 325, there are many more options for sports, drama, music etc.
  - d. There are also many ways to keep schools feeling “small”, even if they grow (ie. tribes, Crew, advisory, homeroom, families etc.), and we would be intentional about using them.
  - e. Feelings of “intimacy” and “community” can be achieved at any school size, and the reverse can also be true if the school is not intentional about building relationships. We are aware of small schools that do not have strong community culture, and we are aware of large schools that have tremendous intimacy. Intentionality and Christ-centred program planning are key points here.
  - f. It is also important to note that LCES and LCH students already ride buses together every day and have for many decades. There are very few issues that arise culturally between the different age groups. In fact, there are actually lots of advantages to splitting up students over a wider age range on buses (ie. student mentors, less “group-think” etc.).
7. Governance and Membership: who provides leadership and preserves our Christian identity and Christ-centred learning culture and ethos.
- a. The Board and the leadership team are key in this.
  - b. The staff will all need to be committed Christians, be a part of a church community, sign a contract that outlines faith commitments etc.
  - c. Membership also has unique requirements including the signing of a faith statement and unique commitments to the Christian school.

## Process Questions

1. How and who will make this decision?
  - a. Each school will have the responsibility of deciding how a decision would work given their individual constitutional requirements.
  - b. In the two schools that have a formal membership (LCH, LCES), as per any major decision, the membership and community will be asked to provide feedback on this initiative. In order to become a member, please contact your home school for information.
  - c. In the school that does not have a formal membership (LCA), it is presumed that a community feedback meeting would occur.
2. What is the timeline of the decision?
  - a. We anticipate that there will be another information meeting in April, where more specific information will be shared and answers to the questions raised from each community to date will be provided.
  - b. Following this April meeting, the Task Force and respective Boards will use the collected feedback to formulate a next step.
  - c. Although subject to change, it is anticipated that a formal decision will be made sometime in April or early May.
  - d. If the decision is a “no”, all three schools will then have a mandate to go back to their respective drawing boards to determine a different way forward for each school. If the decision is a “yes”, the Boards of each of the schools will eventually dissolve and appoint three members from each of the Boards to form a new Board. The remaining Board members will remain in place as a “ghost Board” and complete the work of the individual entities until the merger officially takes place. The new Board would then begin in earnest the work of the New School, including the hiring of a

New School leader. Further decisions beyond this point will be a highly collaborative effort between the new Board and the new leadership team.

3. How would the process of getting from three schools to one school work?

- a. The target for a formal ‘merger’, wherein the three school sites move to two sites, is Sept. 2023.
- b. There may be other, smaller steps that can be taken throughout the 2022-2023 school year, but they will be less visible to the average person in each school.
- c. We are not yet sure about a one-site model, which is heavily dependent on the right financing and site location becoming available. Land requires an investment in and around London, and we need time to discern this step. A two-site scenario is a clearer step to imagine and plan for at this point.
- d. Given the state of the LCA building, it does not make sense to move extra students to LCA. After doing an analysis of the map of all current families, we have concluded that there are two viable options that exist to move forward:
  - i. Look to sell both elementary buildings and move all students to a central location somewhere in London. This could be to a former public school, a church or a different location entirely that could be retrofitted to accommodate a school. This step could potentially free up capital to reinvest in the building to enhance it for future use. In this scenario, it is possible that grade eight and perhaps seven could move into the LCH building, forming a “middle school”. However, the preference would be to find a central location that works for all elementary students. The key point here is that our New School tuition model will include transportation for all families, so the location becomes more workable for everyone regardless of where they live.

- ii. A second possibility would be to look at selling just the LCA property and moving all elementary students to LCES, potentially just temporarily or perhaps longer-term. We recognize this scenario creates issues for people who live on the west end of town. However, with transportation being available to everyone, the location may be less of an issue. Grade seven and/or eight could potentially move to LCH in the process if needed, but our early indications are that this would likely not be needed with only minor adjustments to the LCES building.

# Building Christian Education Together

Community Proposal  
April 2022

