

KNOX NEWS

February 2020

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Contributor to
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Letters to the Editor

We invite questions, comments, story ideas, as well as any general feedback you may have to the Knox News. Please email the editorial team at development@johnknoxbc.org

JOHN KNOX
Christian School

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Pictured on the Cover: John Knox Christian School students Jessney Slotman, Jimmy Wang, Iris Lasmarias, and Stephanie Hamagami

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WHAT STUDENTS THINK ABOUT THE NEW CAMPUS

by Jimmy Wang, Grade 10 Student

Photographer: Mike Davey



With its different rooms and beautiful construction, John Knox Secondary provides a great environment for teaching, sharing good ideas, motivating one another and enjoying campus life together. There are many aspects of the school building that provide a comfortable, chill vibe, but also remind the students that they come here to learn. Our students had lots of positive feedback about our new school:

Jessney in Grade 10 says, “There is a lot of natural daylight. The school looks nice, with wooden and glass construction materials. The heating system is very efficient in the winter, and the whole campus looks incredibly well thought out. The gym is very nice with its polished floor and the courts are astonishing.”

Naim in Grade 9 commented on the rationale of the building saying, “It is pretty good so far. It has a nice construction, rooms are pretty good, and I like the new desks and chairs. I also like the breakout rooms, and I like the improved lockers because they are a good size for me - I usually work and hang out around my locker so it is very convenient.”

Karina in Grade 12 takes a detailed perspective: “It is very spacious and bigger than the old one (our former Carver location). The parking lot and the stairs are very efficient, and it is easy to get from floor to floor due to all the staircases. Also, the chemistry lab looks a lot more professional, we have the right equipment, got rid of some old ones and added ones that help us more. The campus is very clean, free of rat infestation, and the wifi is drastically improved here. One thing though,

I live about twenty minutes away, so the commute is less convenient for me.”

And finally, Iris and Stephanie in Grade 11 give a holistic view. Iris reflects that “There are a lot of stairs which increases physical activity. There are also more water fountains, and I really like that. When you are in a new building, it is easy to learn. There is more daylight in the rooms, which helps us concentrate better. Also, I like the open concept, it makes the school very bright. I feel good about the breakout rooms.” Stephanie added: “Iris uses a breakout room every single day because she is taking a language that has a listening component, so it is not as awkward as it might be elsewhere like in the library. It is a space that is designed for learning. They chose to do the layout very similarly on the third and fourth floors. The Student Commons is also great because we do not have a cafeteria. I use the fitness room and will use it more often, when the equipment comes.”

From the students’ comments above, we are sure that building a new campus was definitely the right choice. Different parts of the building really benefit the students and provide them with a great learning atmosphere. Judging from the smiles on the students’ faces and the fact that they use the library, equipment, gym and different breakout rooms so much, this campus is the right place for staff and students alike.



Students in the photos: Jessney Slotman, Jimmy Wang, Iris Lasmarias, Stephanie Hamagami. Photographer: Aidan Cheung

REFLECTING ON THE BLESSING OF OUR SCHOOL FACILITIES

by Paul Tigchelaar, System Principal

JKCS is a community that has been tremendously blessed over the years with an Elementary facility and Secondary facility that are nurturing structures with generous learning spaces. Our school buildings contribute very intentionally to the intellectual, spiritual, physical, social and emotional aspirations of our students.

Our buildings benefit us in three ways:

- They closely serve the learning needs of our students in concert with the BC Curriculum.
- They effectively support the professional engagement, commitment and collegiality of our teachers.

- They foster the passions and dreams parents have for their children, our students.

It's exciting to see all the creative learning that happens in the large classrooms at the Elementary site. And a variety of classroom designs in the new Secondary site support a host of differing programming opportunities, such as cooking in the foods lab, sports games in the gym, concerts in the music room, and experiments in the science labs.

Because the sites are both in urban locations, students from both sites have additional opportunities to impact their respective neighborhoods.

The innovative architecture of our Elementary and Secondary buildings

reflect the integrity of our response to the well known and loved Proverbs 22:6,

“Train up a child in the way they should go,
And when they are old they will not depart from it.”

God has given us the gift of these buildings as tools to inspire our learning and faith community and to move from the ordinary to the sublime, from knowledge to wisdom, and from life to a life of purpose.

We are a community blessed!

Photo Credit: Mike Davey





FALL DRIVE UPDATE

by Arusha Vegt, Development Coordinator

This fall, John Knox reintroduced the Annual Fall Drive after a long break. The break was to focus on raising funds for the new secondary campus building. With thanks to God for His faithful provision, the Capital Campaign raised **\$2.8 million!**

This year's Fall Drive focused on three distinct needs at John Knox: The elementary campus is in need of a substantial gym and admin wing roof restoration, the secondary campus needs functional furniture for the Music Room, and working towards debt reduction for our school as a whole.

Gym Roof: This project raised \$50,000, and will be completed during the summer of 2020.

Music Room: Raised \$6,500. The furnishings will be purchased before spring break.

Debt Reduction: Raised \$15,000. This goes directly towards our commitments to our lenders.

Wherever Needed Most: Raised \$25,000

Total: \$96,500

Many families and friends of JKCS are continuing to honour their long term pledges to the Capital Campaign, and we thank you for your faithful giving.

We look forward to the K-12 Knox Walk that will take place in May. Look out for your favourite JKCS student and support their walk-a-thon fundraising efforts!

Thank you to all who support John Knox through your giving, prayers, and time. We thank God for each and every one of you!



WEATHER DESIGN PROJECT

by Joyce Kwan, Grade 1 Teacher

Our world is constantly changing and students need to learn the ability to adapt. In British Columbia, students from Kindergarten to Grade Five work on building up foundations in design and technology skills through the Applied Design, Skills, and Technologies (ADST) curriculum. Our students learn about design thinking principles and are given opportunities to apply their skills through purposeful play and exploration. Students grow as they meet challenges and solve them in creative ways using appropriate technologies.

In Grade One, our students are provided with many opportunities to participate in ADST activities. They look at real world challenges and then collaborate with others to apply their design thinking and making skills. They practice ideating (forming ideas or concepts), making, and sharing.

One of the projects that our Grade One students complete is the “Weather Design Project”. After learning about different types of weather, our students are presented with a real world challenge. They work with a partner to design a playground that can be used year-round.

The space and structures in the playground must work in different types of weather: sunny, hot and dry days, rainy days and windy days. The students need to decide who they are designing for and why. Also, they need to discuss what the structures and spaces can do. Afterwards, our students interview each other to find out what playground equipment people like and don’t like.

Our students take their gathered information and have an ideating session. They come up with as many ideas as they can about what they want their playground to be like. They look at photos of different types of playgrounds and they talk with each other to choose an idea to pursue.

During the making stage, our students choose the materials they want to use to create either a poster or a model of their playground made from building toys. They are given time to explore, play, take risks, and use trial and error to make changes. For the last part of this project, our students take turns sharing the story of designing and making their playground. They are encouraged to ask questions and give encouragement to each other.

Student Reflections:

I like the weather design project. I like that I got to paint with my friend. I also like looking at people’s weather design project. - Harmony Ko

It was fun. I liked designing the playground and building it. I liked the playground because it was colourful. I liked working with a friend because we both got to add stuff to the playground like the playground equipment and see what was strong for the weather.

- Matthew Herfst

My playground theme was a cake. I drew a person saying, “Woo-hoo! It was very fun to go on the big slide.” I liked this project because I like art.

- Jocelyn Kim

I enjoyed designing the playground because I like art. We could either build or paint our playground.

I chose to do painting because I like to paint. I had fun painting the playground with my partner. I designed the playground for big kids and little kids so they can play together. - Mattea Biantoro





SEPTEMBER'S ENCOUNTER DAYS

by Steve Friesen, Teacher

Coming back to school is always a mixture of emotions. It is exciting to start a new school year and more so this year with the opening of our brand new building. But it is also difficult to say goodbye to the freedom and fun that the summer brings.

One tradition that began at Carver Christian School and has carried on at John Knox Secondary is "Encounter Days." This event helps ease the transition from summer to school and also provides students the opportunity to step out of their comfort zones and try something new. These two days are set aside every year to help

build school-wide community as well as strengthen individual class connections.

This year, John Knox Secondary spent one day at Fort Langley engaging in a First Nations drumming class, art lessons, a scavenger hunt based on historical facts, and group games led by Pinnacle Pursuits. The second day sent individual classes into six directions with the Grade 7's Dragonboating, Grade 8's Wakeboarding, Grade 9's White Water Rafting, Grade 10's Kayaking, Grade 11's Stand Up Paddleboarding, and the Grade 12's Sailing.

These activities, while challenging and fun, also provide teachers the opportunity to observe and get to know their students through interaction as well as seeing how they respond to the activities of the day. These days are always valuable, not only to transition from summer vacation into school mode, but to provide teachers with the more insights into our students prior to entering the classroom.





TEAM HIGHLIGHT: EDUCATIONAL SUPPORT STAFF

by *Lindsay Chimick (Elementary ESS Coordinator),
Trish Joyce (Secondary ESS Coordinator), and Annie Cheng (Grade 12 Student)*

Many people don't see the exceptional work that is done every day by the ESS (Educational Support Services) staff at John Knox. The dedicated teams at both campuses work with students who have unique needs to ensure that they have every chance of success in their academic, spiritual, and social lives. John Knox's excellent reputation for a strong ESS program is thanks to the work put in by the ESS teams as well as a real commitment to substantially financially support the ESS department. God has blessed us with the gift of these fantastic students and the staff who work with them!

ESS at the Elementary Campus

The Educational Support Services department at JKCS strives to support all students to discover and develop their God-given talents and gifts, to expand their knowledge of the world, and to deepen their relationship with God and people. JKCS is committed to providing an inclusive environment that recognizes and nurtures each unique learner so that they may reach their full potential. This department includes our Learning Assistance team, the Phonemic Awareness Enrichment Program, the Special Education team, and the Structure of

Intellect programs.

Our department has garnered a strong reputation both within and outside of our community, with great thanks to Mabel Sluis, who was our ESS Coordinator for approximately 27 years prior to receiving a cancer diagnosis in 2016. She served the school faithfully until going to be with Jesus on May 16, 2019. In her years at John Knox, Mabel was a passionate advocate for inclusive education, making sure that every child was a citizen of their classroom and cared for as one of God's precious children. Her legacy will be celebrated through the Mabel Sluis Scholarship for Inclusion, which will be given for at least three years to JKCS graduates who have been serviced through our program or have gone above and beyond to include students of diverse abilities. Mabel is greatly missed within our community, but we are forever grateful for the strong foundation she created in our ESS department, which has set us up for a wonderful future.

ESS at the Secondary Campus

Collaboration, community, caring and creativity are key words to describe the Educational Support Services (ESS) department at our

secondary campus. It consists of a team of twelve dedicated Special Education and Education Assistants who provide for the social, emotional and academic learning needs of the students entrusted to our care. The role of our ESS department is two-fold, providing support to students in our learning assistance program, or to students in the special education program. Students who receive learning assistance typically require course content be delivered or understood in different ways. For example, a student may need a lesson broken down into smaller or simpler components, benefit from being tested orally, have a reader or scribe for test writing, have small group instruction outside the classroom or simply meet periodically with ESS staff for help with planning and editing large assignments, such as an essay for a senior student. Students in the special education program are those with physical, cognitive or developmental needs who may not be able to access the regular academic curriculum, typically require one-on-one support, and have an individualized learning plan that focuses on helping each to develop the skills necessary for a fulfilling, productive and socially rich future. Developing independence in establishing connections in the

continued on next page >

broader community, managing money, using public transit and learning to access services to which he or she is entitled are some of the skills addressed in our Special Education program.

All of these programs are developed and delivered by our highly skilled Special Education and Education Assistants in collaboration with subject teachers and individual students and their families. Our ESS staff take pride in their professional development. They continually update

and expand skill sets to present the latest in evidence-based learning for our students. It is in this spirit of collegiality and community that we take a holistic approach to each student, helping them reach their true potential.

Reflections on the ESS Program at JKCS

Thanks to the help I (Annie) have received from the ESS departments on both the elementary and high

school campuses, I have become a much more independent student. I am excited, yet nervous about graduating high school and moving on, knowing that I will be saying goodbye to such an amazingly supportive group. Being a student diagnosed with autism has been difficult, but I defied the odds, and made it this far. Knowing that I will be able to rely on the skills I have acquired within these walls reassures me that I will continue to be successful with my future endeavors.

Poem by Annie Cheng

P/N (poet's note): Hi, Annie Cheng here! The creator of this poem.

I wrote this poem in honor of Autism Awareness Month, and because I had this special need.

I also want to remind every autistic person, big or small, out there that they are special, and they should be proud of their autism.

Enjoy.



Proud Autistic Girl

By Annie Cheng

I'm proud to have autism.

I'm cool with the fact that my brain is wired different from others.

I may not show the behaviors of a typical autistic person,

You know, flapping their hands, repeating the same words over and over again, all that jazz.

Even though I have autism, I'm a pretty chill girl, pretty cool.

Awesome

Nice

Neat

Intelligent

Empathic

Is who I am, and proud of it.

I thank my awesome mom and dad for being accepting of my special need, and supporting me every step of the way.

Especially my mom, who works hard every day helping parents of children who have the same special need as me. She's incredible at her job.

I love her so much, and I'm so privileged to have a mom like her.

I'm a proud autistic girl.

And I'm happy with that.

VIDEO: GROWING IN COMMUNITY

With the opening of the secondary campus in the fall of 2019, we decided to create a video to express the heart of the school from Kindergarten all the way to Grade 12. Over the course of two beautiful autumn days in November, we took video footage of students in Kindergarten, Grade 4, Grade 8, and Grade 12 in their every day routine at school. The video we put together shows and juxtaposes scenes and moments from our students' educational journey.

Here's what we've written to introduce the video, "Children are formed, in large part, through relationship and community. The key to this type of formation is not what they know but how they are known.

At John Knox Christian School, we are intentional about fostering a community where our students can learn, work, play, celebrate, worship, and pray together, from their first day of kindergarten to high school graduation. Through growing up in

our community we want each child to experience that they are valued and loved, and to carry this knowledge with them wherever they may go."

To watch the video, visit:

www.johnknoxbc.org/knoxnews



THE DIGITAL 10 COMMANDMENTS

by Steve Friesen (Teacher) and the Grade 9 Class

In Christian Studies 9, the students are studying about the life and teachings of Jesus Christ. The Beatitudes expand upon the 10 Commandments to include even the thoughts or intent behind the Laws of God. One connection I wanted students to make was that we shouldn't isolate our physical selves from our "online selves." In other words, we shouldn't be behaving in ways on the internet that we wouldn't in person. Below are some of the digital commandments that the students came up with.

TEN COMMANDMENTS

1. You shall have no other gods before me
2. You shall not make yourself an image in the form of anything in heaven above or on the earth beneath or in the waters below. You shall not bow to them or worship them
3. You shall not misuse the name of the Lord your God
4. Remember the Sabbath day by keeping it holy
5. Honour your father and mother
6. You shall not murder
7. You shall not commit adultery
8. You shall not steal
9. You shall not give false testimony against your neighbour
10. You shall not covet your neighbour's house, wife, male or female servant, ox or donkey, or anything that belongs to your neighbour

DIGITAL VERSION

1. Thou shall not spend all of your time on social media (*Maliya K.*)
2. Thou shall not worship celebrities on social media (*Tiffany C.*)
3. Thou shall not swear or text OMG (*Aryn K.*)
4. Thou shalt not skip church to play a 2K20 game at home (*SungJae*)
5. Thou shalt get off your device when your parents tell you to (*Joseph J.*)
6. Thou shall not spread hateful speech nor hurtful comments (*Deren J.*)
7. Thou shall not watch pornography (*Freya C.*)
8. Thou shalt not use illegal websites as methods to get content that requires a subscription (*John K.*)
9. Thou shall not pretend to be someone else online (*Ashton L.*)
10. Thou shall not covet someone else's Disney+ account (*Joshua D.*)

JKCS BOARD 101

by Arusha Vegt, Development Coordinator

In 1955, the year that John Knox Christian School was established, the school was started and run by a dedicated group of parents. That tradition continues today! Our board consists of parents (and the occasional grandparent) who love our school, believe in its mission, and are faithful followers of Christ. Every year a nomination committee prayerfully searches for new members to join the board, so this article will share the purpose and function of the board as well as qualities of a good board member.

The board serves to further the mission of John Knox, as well as ensure its long term sustainability. Board members don't look after the day-to-day running of the school – that's the role of the staff – but look many years

into the future. They are responsible for strategic direction, sound financial management, capital needs (like the need for and construction of our new secondary campus), and the hiring of the principal.

In a typical year, the board meets once per month for a few hours on a Monday evening. Many board members have additional tasks such as chair, vice chair, treasurer and secretary, or serve as committee members or department representatives.

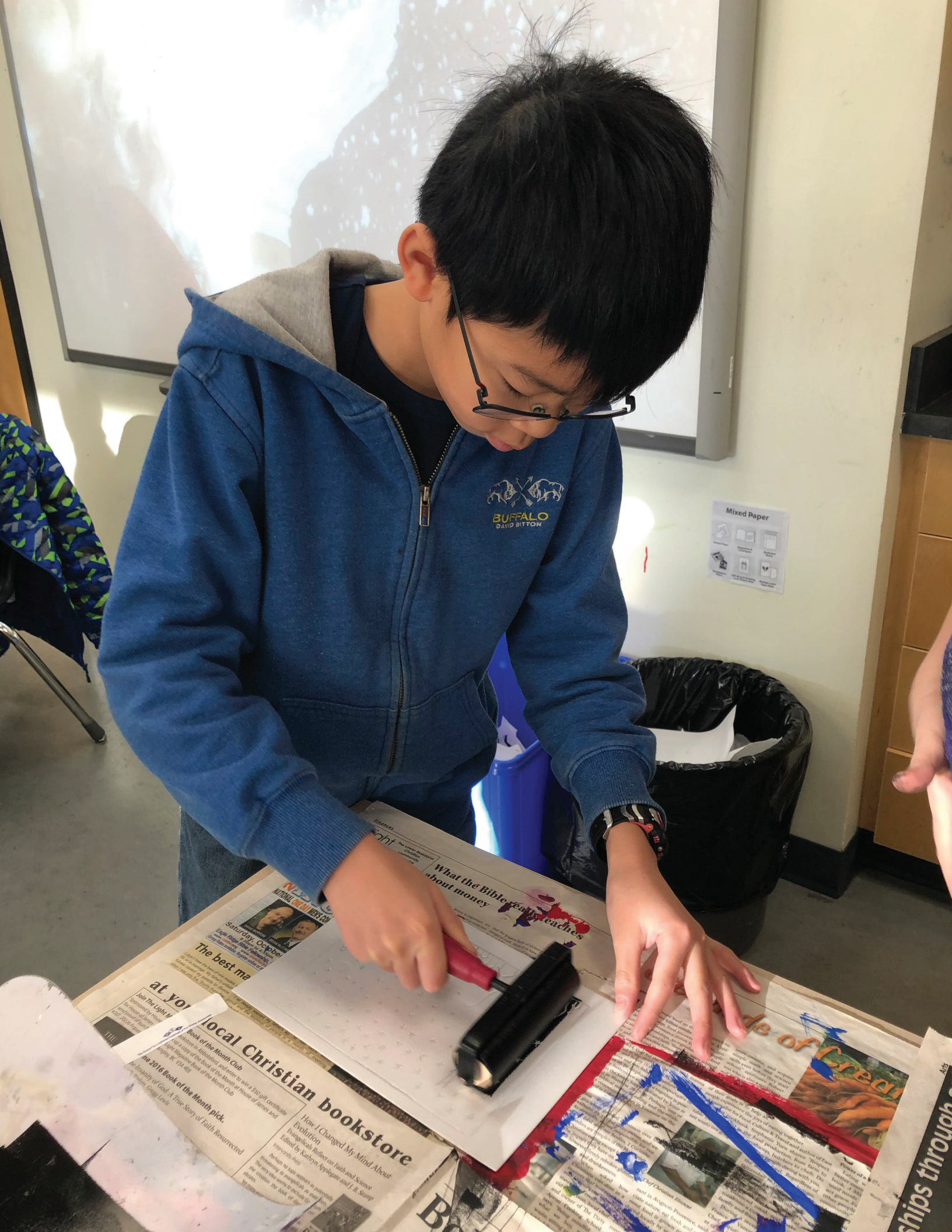
A strong board is made up of people with a variety of backgrounds. Our current board includes a scientist and post-secondary educator, a nurse, an accountant (or two!), an engineer, and more. While having someone with financial background on the board

to run the Finance Committee is preferable, we always appreciate board members who are educators, lawyers and full-time parents. Board members must be members of our school society in good standing.

As the nomination committee begins its search to fill two vacant board positions for the 2020-2021 school year, pray that God leads the right people to serve as leaders of our school. If you would like more information about serving on the board, please connect with a current board member or anyone in the school office.

Board photo: Thomas Cheung, Peon Cheng, Angela Wolff, Deb Bliss, Francine Anselmo, Nick VanderKwaak, Pansy Hwang, Michael Kwan





GRADE 5 EXPLORES PRINT-MAKING

by *Hannah Buikema, Grade 5 Teacher*

In November, all the Grade 5 classes participated in the Burnaby Art Gallery's "Collection Discovery" Outreach Program. We were visited by an art teacher and we learned about Coast Salish design elements such as the trigon, ovoid, u-form, crescent, extended crescent and oval. These elements are commonly used on traditional tools such as the spindle whorl – a wooden tool used to turn wool into yarn. Then we made collagraph prints by gluing paper onto cardboard and used a brayer and ink to make a print.

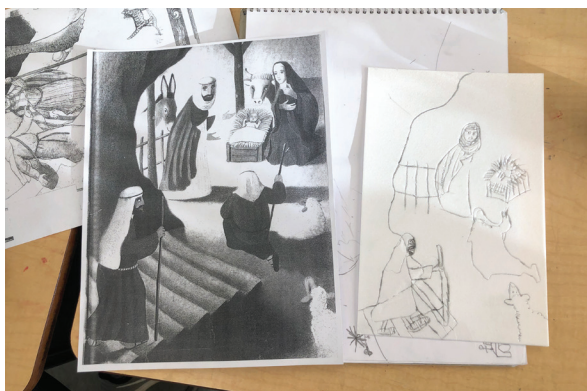
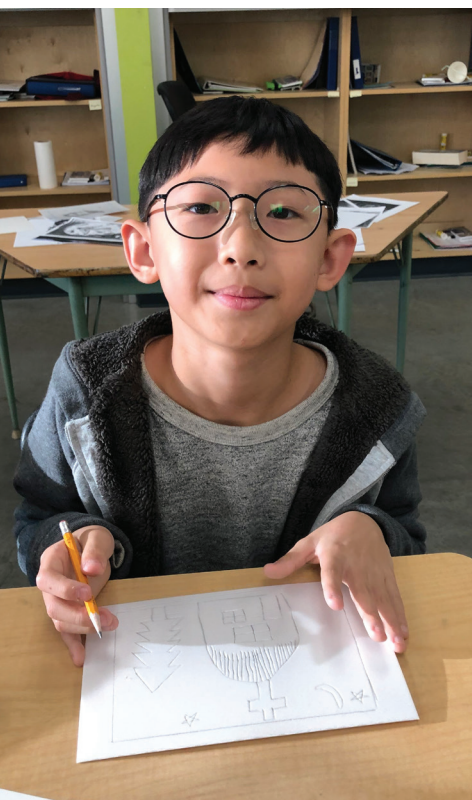
Inspired by this technique, we thought we would make our own

Christmas cards using our new-found skills! We used cross-cultural images of the Nativity Scene and a dull pencil on Styrofoam to make relief prints using a tray, Speedball ink and rubber brayers. The greatest challenge we had was learning how much ink to apply to our Styrofoam boards and how much pressure to apply when transferring the ink onto paper. In the end, we made 110 Christmas cards to give to the Elementary and Secondary teachers, EA's, TA's, and other staff. We also handed out about 40 Christmas cards in the neighbourhood around the elementary campus to wish them a Merry Christmas and to

thank them for watching out for us when we run laps.

This project satisfied the B.C. Grade 5 curricular competency of "intentionally selecting elements, materials and tools to express meaning in their work" and to study "traditional and contemporary Aboriginal arts and arts-making processes."

Thank you to Mrs. Flannigan and Mrs. Jenkins for their cross-cultural Nativity Scene images!



SCIENCE AND MIRACLES

by Adam Wasik (Teacher and Vice-Principal) and Samuel Tso (Grade 11 Student)

Over the last seven years, I (Adam) have had the privilege of teaching our senior students Biology, Chemistry, Physics, Math, Earth Science, and Christian Studies. As a passionate science educator and Christian, I enjoy reflecting on the integration of our Biblical worldview and how scientific inquiry enhances our understanding of the world and our role within it.

This year, in Christian Studies 11, we began by exploring the concept of truth and basic philosophies of knowledge. We discussed questions such as, “How do we know that something is true?” and “What evidence do you require to believe that something is true?” We explored our underlying assumptions about the nature of reality and how our perspectives influence the evidence we are willing to accept or dismiss. We investigated the history and reliability of the Bible. We considered the viewpoints of leading theologians and scientists regarding conflicts (real or nonexistent) between faith and science.

Grade 11 students then had the opportunity to research and write an essay discussing the connection between their faith and Biblical traditions with modern scientific evidence that reveal aspects of God's character through his creation. It was a joy to read their thoughtful, personal, and diverse papers. Here is an abridged example of a student's work that explored the concept of “miracles” through both a scientific and faith-based lens, generously

provided to our newsletter with his permission.

Science and Miracles - by Samuel Tso

Among [the] disputed topics [in the Bible] one of the most prominent and argued issues revolve around the question of miracles. It is commonly seen that science and miracles directly contradict one another, with miracles violating the laws of nature set out by our modern day science; however, science can only prove up to the extent of modern day knowledge, causing one critical problem, attempting to fully comprehend an incomprehensible God that exists beyond our time.

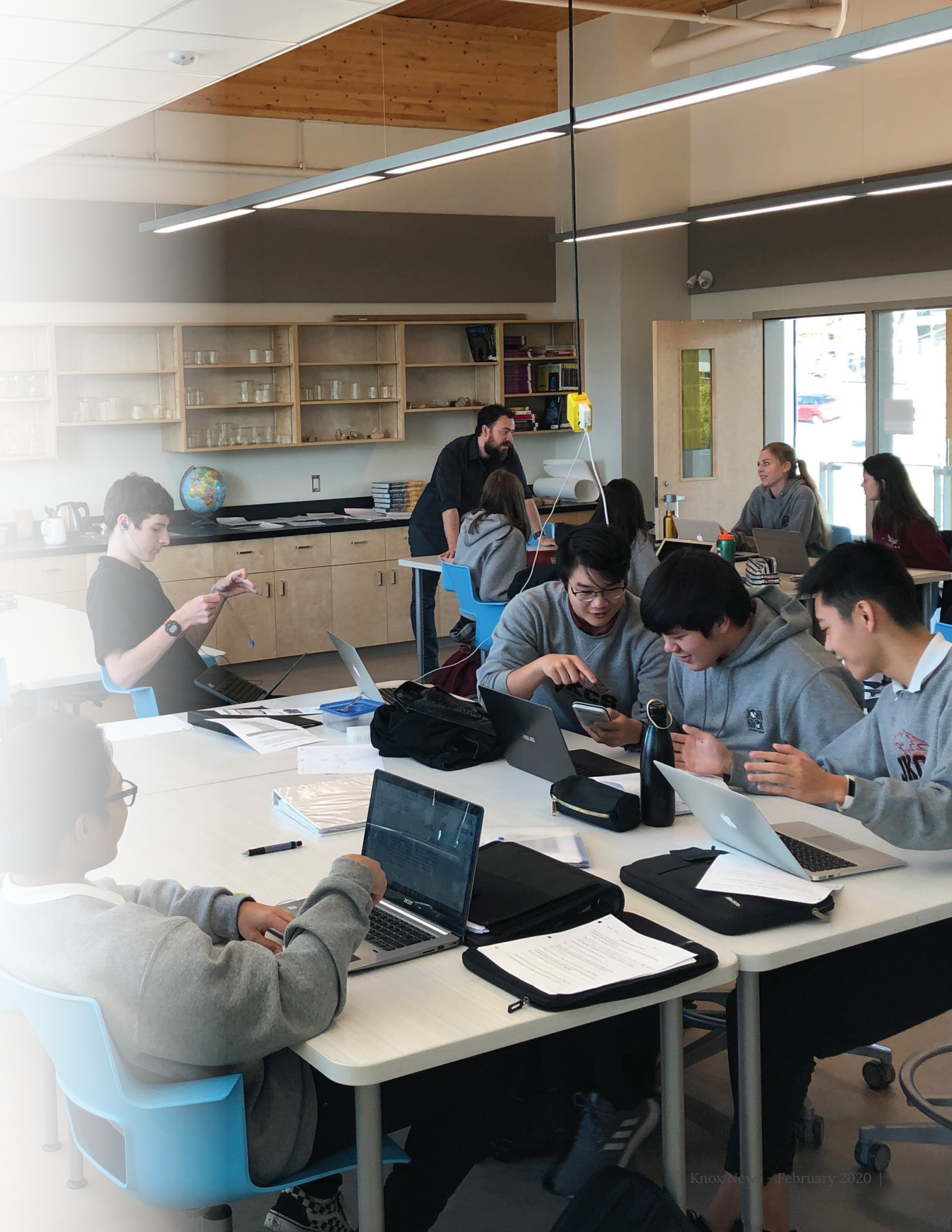
The undeniable importance and impact science has within our society today leads many to understand the world solely by what can be explained by science; therefore, it would come as no surprise as many disapprove of miracles because of the lack of support given by modern science. However, the word “modern” creates a hole in that ideology, restricting the abilities of an all-knowing entity to the borders created by the understanding of unknowing creatures. Much like if our modern technology was brought into the past, the work of our understandable science may seem to be acts of magic and impossibility in the eyes of those who lived years ago. Therefore, it would not be out of the realm of possibility for “miracles” to happen that are simply acts possible in the physical world that we have just not

come to understand yet. Although it is entirely possible for God to work outside of our world, we must understand that God is not tied down to our present understanding of science but has the ability to work and perform miracles beyond the modern understanding available to us right now.

Although science cannot approve of the acts done throughout the Bible, science can also not deny what could have been possible. Each day science continues to evolve and grow in understanding further proving to the point how much the world still has to learn about itself.

Although some things may appear to be beyond the possible nature of things, the God we worship constantly works within and outside of the natural law, but never against it.

We must recognize that the way we all see the earth is limited to the restricted resources we have, the research we have done, and the ideas we have come to understand. Putting aside a possibility before all the facts and evidence have been understood would be completely contradictory to the method of science. Having science as an essential factor on how we see the earth is important; however, our modern day understanding of science should not eliminate any circumstances or events that can become possible, especially one by a God who is not bound to the limits and comprehension of the earth.



KNOX HAWKS UPDATE

by *Christian Loro and Jessica Duncan, Athletics Directors*

The vision for our athletics program is to develop skills and character for our students. Starting in Grade 7, we encourage our students to try out different sports to explore their abilities. This gives them a chance to learn how play as a team, develop the ability to overcome fear, and practice pushing against their own perceived limits.

As our athletics program grows and we have more teams, we would love to have more involvement from the larger John Knox community. We need coaches and volunteers who have experience in athletics, but more importantly, are able to coach and mentor our students in character and faith. If you or someone you know would like to be involved, please contact us.

Basketball

The Senior Girls team started their season going 3-1, and bringing home a beautiful 2nd place trophy demonstrating their hard work, dedication, and determination.

The Bantam Boys team played 3 games in December and continue improving with each game.

The Junior Boys team started with a strong December with 4 wins and 1 loss. They also hosted The Knox Ball Invitational, inviting 8 teams to participate in a 2-day tournament.

The Senior Boys team started the season with a friendly match against the Carver Christian Alumni team that comprised of alumni that graduated between 2007-2019. It was a great night of basketball and

camaraderie. The Senior Boys team finished December with a 3-1 record and hosted 8 teams at their first tournament, the Knox Ball Invitational on Dec 6-7.

Tripleball

The Grade 6 Girls Tripleball team teamwork and leadership skills shined at the tournament on Nov. 13th held at Vancouver Christian School. They won 4 out of 6 games during round robin play and had a close playoff game to finish 8th out of 13 teams.

The Grade 7 Girls Tripleball team finished 8th at the CESS Championships hosted by Lightning Athletics on Nov 14.

The Grade 6 Boys Tripleball team took their passion and skills to the Triple Ball tournament on Nov. 13th at Richmond Christian School. Their teamwork and perseverance parlayed into some absolutely amazing rallies to earn them a 10th place finish.

The Grade 7 Boys Tripleball team competed to an 8th place finish at the CESS Championships hosted by Abbotsford Christian School.

Volleyball

The Grade 7 Girls and Grade 7 Boys Volleyball teams' practices led to the CESS tournament, where both teams competed to an 8th place finish.

The Junior Girls Volleyball team played 19 games in September and October, going for a 6-13 record. Highlights from their season included finishing the Vancouver Christian

School Phoenix Invitational as Tier 2 Champions!

Soccer

The Grade 7 Soccer team competed in the CESS Soccer Championship hosted at MEI in Abbotsford on October 10th.

The Junior Boys Soccer team played four games in September and October and finished the season with a 0-3-1 record.

Cross Country

The Grade 4-7 Cross Country Team competed well in November at Bear Creek Park.

Aquatics Team

What a great season for the JKCS Aquatics Team! The team of 16 swimmers and 1 Student Coach were a dedicated bunch who practiced on Friday mornings at 6:30am.

In the Provincial Championships, JKCS placed 45th out of 105 schools. Congrats to our Boys Aquatics team who took home the Provincial Championship in Boys 'A' Aquatics, which is our school's first blue banner.

Staff vs Grads Dodgeball

The JKCS Secondary Staff and the Grads of 2020 battled it out with a good ol' game of dodgeball on November 4th, with the staff squeaking out a victory. This dodgeball game may become an annual tradition at John Knox.



Top Row (left to right): Aquatics - Colvin Medals, the Aquatics Team, Boys Aquatics Provincial Championship

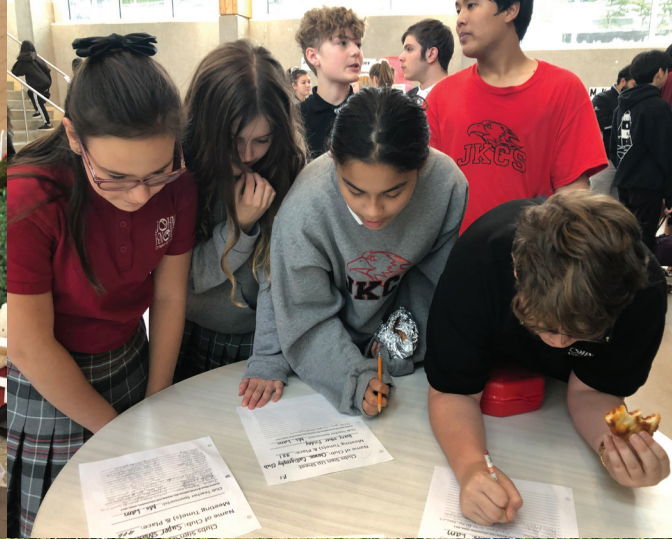
Second Row (left to right): Senior Girls Basketball 2nd Place, Senior Girls Basketball - Dorcas, Junior Girls Volleyball Team

Third Row (left to right): Gr 6 Boys Tripleball, Gr 7 Boys Tripleball, Senior Boys vs Carver Alumni Game

Bottom Row (left to right): Gr 6 Girls Tripleball, Gr 4-7 Cross Country, Gr 7 Girls Tripleball



JKCS PHOTO GALLERY



Photos (from left to right)

Top row: Buddies making pumpkin tarts, Gr 5 Recorder at Christmas, Secondary Band playing at Aberdeen Centre, Club Kick-Off

Second row: Character Dress Up Day in KB, Christmas Spirit Day (Photo Credit: Steph), Secondary Christmas Concert (Photo Credit: Dennis Li), Gr 3 students at recess

Bottom row: Filming Day, Gr 6 Band, Secondary Tuesday Chapel, Secondary Aquatics Team, Tacky Day 3 M

FROM HIGH SCHOOL TO ENTREPRENEUR: ALUMNI INTERVIEW WITH MARCELO PONCE

by Tim Chan, Knox News Editor

Marcelo Ponce graduated from Carver Christian School* in 2011 and is the owner of Urban Glow Maintenance Solutions which provides commercial cleaning services to businesses and schools, including our very own secondary campus. I caught up with him to chat about his high school days and how he ended up starting his own business.

What were some highlights from your days at Carver Christian School?

I really liked our times of worship. The school allowed us to play the music and I was part of the worship team. It was one of the ways I really connected with God and received a lot of peace in those times.

Another highlight was community – not just with my class or my grade, but with the entire student body and with the teachers and staff. I think we had a strong community because of common faith foundation and because it was a small school. That sense of community got us through tough times that parents and teachers didn't necessarily know about. The connections I made in high school have lasted until today and it's something I'm grateful for.

Speaking about tough times, what was challenging about high school?

One challenging part was keeping faith. I was exposed to other ideas that were not necessarily Christian, since I had friends in public school and was invited to their parties. It raised questions about my faith and doubt. At times, I didn't know whether I was believing in the right thing or not.

So what happened after high school how did you get to where you're at now?

I graduated in 2011 and had decent marks in high school, but I didn't have much direction in life. Ever since I was 14 years old, I worked with my grandfather who did cleaning and maintenance work at Vancouver Christian School. I looked up to my grandfather and he encouraged me to go to university. I was interested in business, so I decided to study business.

To get into business school, I took Math and English at the Vancouver School Board to improve my grades. I applied and was accepted into Langara, where I received a diploma after two years of study. Then I transferred

to Simon Fraser University, where I graduated from business school with a double specialty in Marketing and Entrepreneurship.

I started my business in my 2nd year at Langara and continued growing the business after I graduated from university.

Tell me about your business and the inspiration behind starting this business.

My business is called Urban Glow Maintenance and we offer commercial cleaning services. Our clients include John Knox Christian School, Vancouver Christian School, several offices, retail companies, and industrial companies.

The idea for my business came from my grandfather, who is a main guiding light in my life. He came to Canada in the 1970's as a refugee from a marginalized community in Santiago, Chile, and worked in many cleaning and property maintenance jobs. He taught me all that I know about this type of work. My mom, who was a single mom, worked with my grandfather for a second job in the evenings.

My grandfather has a lot of business savvy, but language was always the biggest barrier to him starting a business in Canada. Understanding the opportunity that I had and the sacrifice that my family made to build roots here propelled me to start my business. They are my inspiration. I wanted to start a business that helped immigrants, refugees, single moms, and kids leaving high school by providing them work.

We currently have 9 people on my team. These are students looking for work experience or immigrants that need a flexible job. I try to teach them as much as I can, and give them opportunities to excel in their skills. For example, Chris is one of my team members and also an alumni of this school and he wants to go into trades. I try to give him the right opportunities to learn and practice those skills, so when he's applying for school or an apprenticeship in the future, he'll have skills and experience to bring with him. My team is great and they are the reason our business can excel.

How do you see your faith integrating with your work and your business?

Faith is really important. Before I started the business, I asked God, "Is this what I should be doing?" God provided direction to me, helping me see opportunities, and reassuring me that I'm doing the right thing. God also provides me with a sense of peace, which is really important as an entrepreneur. Without peace, it's easy to run yourself dry.

I remember the story of three bricklayers that Mr. T (Paul Tigchelaar) told us at Carver. Each bricklayer was asked the question, "What are you doing?"

The first bricklayer replied, "I'm a bricklayer. I'm working hard laying bricks to feed my family."

The second bricklayer responded, "I'm a builder. I'm building a wall."

But the third brick layer, the most productive of the three and the future leader of the group, replied with a gleam in his eye, "I'm a cathedral builder. I'm building a great cathedral to The Almighty."

Sometimes I tell that story to my team, especially when doing work at this school. I know there's a greater purpose in the work that we do. We're here to ensure the school can be an environment that is pleasing to God and to support the mission of the school.

How has your high school experience shaped you and prepared you for your life now?

I was part of an amazing community in high school where the students, staff, and teachers supported each other. Experiencing the benefits of community has helped me appreciate my network, trust the support I have, be grateful for that support, and offer that same support to others. It's really important to me to take care of the people that took care of me.

High school also helped me keep faith. Faith was something I experienced in high school, and not just something that I was told that I needed to believe in.

If you could give some advice to your younger high school self, what would it be?

That's funny - I ask that question to other people a lot, but I haven't thought of answering that question myself.

If I could give my young self advice, it would be, "Be grateful

for what you have." When I was in high school, I took a lot for granted. I've learned and matured since then. Looking back I'm grateful for the opportunity to work with my grandfather. I'm grateful for the school, the community, the effort the teachers put into their work. There were a lot of blessings in high school that I didn't realize were all around me at that time.

**Carver Christian High School was a joint partnership between John Knox Christian School (JKCS) and Vancouver Christian School (VCS). It closed in 2017, when JKCS and VCS opened their secondary campuses.*





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