

Herald



The Board and Staff Newsletter ~ December, 2018

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Our Brother's Family

Mr. Brian Kuiper, Administrator

*"For whosoever shall do the will of my Father which is in heaven,
the same is my brother, and sister, and mother."
(Matthew 12:50)*

As we enter the holiday season, it is a natural thing for us to focus on the birth of our Savior, to reflect on the work of our Savior, and to speak and sing His praise. Ideally we do that with our friends and families. Recently in my Board report, I referred to our families and wrote of some of the things going on in their lives. Specifically, I referred to a number of them who were hurting for reasons about which we are aware. This includes single spouses due to death and separation. This includes families with ongoing sicknesses. This includes those who have lost loved ones and the holidays bring back memories and a reminder of those loved ones.

In my report, I referenced a passage used recently in teachers' devotions. God said to the OT saints who felt forsaken, "I have graven thee upon the palms of my hands" (Isaiah 49:16). This comfort comes to each of us as well. The Lord who formed us, who knows us, who cares for us, is a God who has us on the palm of His hand. This knowledge gives us unspeakable comfort and the assurance of His love.

But there is still an earthly care that we need to have for each other. Our family extends beyond genetic ties that bind us biologically. Our family is a family of BELIEVERS! So we gather at school and church and social events with our brothers and sisters in Christ. We build up. We speak of His good work in us. We praise. We comfort. And we do so because of the work of our Brother whom we celebrate in this holiday season. May He fill our hearts with joy and peace – and comfort.

I'd like to use the rest of my allotted space to inform about a few things going on with the school.

Building Progress: It is great to see progress on the construction sites. As I write, the brick masons are more than halfway done with the 2 south classrooms. They have already completed the blockwork on the other 2 sites. They still have decorative brick to install, but the block being complete means the roof steel can be ordered. See some pictures on the final page of this issue of the *Herald*.

Conferences: At our most recent parent-teacher conferences, 92% of parents attended to speak with teachers about academic, spiritual, and behavioral progress that their children are making. This is an outstanding show of parental involvement! Several families schedule with teachers on their own, so this number may even be slightly low. Thanks for your attendance.

IEW: Mrs. Aalsma and the 3rd graders have some space in this issue in which they highlight our new writing partner, Institute for Excellence in Writing. If your child is talking about key word outlines, has shown excitement about written text, or is using some of what they have learned from IEW methodology to take notes, share that excitement with them. This is exciting and new, and all staff members have been

trained to teach it. We are hoping to see an increase not just in colorful writing, but also in understanding grammar and in reading comprehension.

MAP testing: I don't often publicly share school-wide test results. However, I recently did so for the staff, and will highlight some of the data for you as well. Three times per year our 3rd – 8th grade students take Measures of Academic Progress (MAP) tests. The report for the teachers and Board noted several things. Class averages tell us something about education and the process. They don't tell us something about each child. Thus, I report on apparent success of teaching and curriculum, when I refer to what % of HCS students scored ABOVE the 50th percentile (first number in chart). I also share what % fall BELOW the 20th percentile (second number in chart) so that we can see who needs more intensive help as well as track the success of interventions.

Grade	Mathematics	Language Usage	Reading
3rd	48%, 7%	54%, 8%	75%, 3%
4th	45%, 17%	64%, 6%	76%, 9%
5th	51%, 16%	55%, 10%	75%, 18%
6th	59%, 17%	73%, 5%	83%, 10%
7th	84%, 4%	82%, 0%	84%, 2%
8th	83%, 0%	77%, 0%	88%, 6%

While there are many things we look at besides these numbers, these numbers indicate a few things. One is that fewer of our students are ABOVE the 50th percentile in math than in other assessed areas. A few years back, we updated our K-6 math curriculum. Our hopes are to see those test results increase as

well. The other item of note – our graduates, as measured by MAP, are showing evidence of learning. That is the fruit of 9 years of education, not the result of a switch being turned in year 8. It bears repeating. No single child is an “average” person, and we are here looking at class averages. Individual teachers spend time looking at individual scores for the good of each learner.

School security: The Education Committee, and thus the Board, continues to study school security and procedures to make the school more secure. We have changed some physical things to the building in order to increase security, and continue to look for other physical ways to increase safety. Our staff has also worked on updating their CPR certifications as well as will shortly work with Metro Health and Nadine Boven on a “Stop the Bleed” course for response to events or to other school related injuries. Of note, during recent readings, studies, and conversations, one item keeps surfacing. It's a good reminder to all of us who own weapons. For school safety, and for home safety, be sure that yours are secure. Many school threats have started because young children or young people had access to siblings' or parents' weapons.

Water testing: State of Michigan law requires municipalities to inform schools of the PFAs levels in water. A few years back, our water was tested for lead, and we reported some good news in this area. The City of Hudsonville buys water from the City of Wyoming. An August 21, 2018 press release by Wyoming indicated that their water level test indicated that “PFAS and PFOA were measured near 2ppt each. Anything less than 2ppt is considered non-detect by the EPA”. For the full report, you can go to the City of Wyoming website. That means the water coming through our drinking fountains AND bottle fillers (!) is considered safe drinking water.

Federation Committee Report – Mr. Kent Deemter

The annual fall Federation of Protestant Reformed Christian Schools meeting was held November 1, 2018 at Adams Christian School. The purpose of the Federation is to deal with those matters pertaining to Protestant Reformed School Societies in common. This committee usually meets yearly and includes representatives from each of our schools. Members from distant school associations participate via video conference. Here are a few highlights from the ongoing federation work:

Teacher Mentoring Program

The Teacher Training Committee has been diligently working to develop a mentoring program for teachers and those working towards becoming teachers. A summary of their work was presented at the meeting. The mentoring program will provide a structured path of instruction and will aid in teacher development. The program will help teachers grow in their ability to apply Biblical principles to all areas of the curriculum. The program aims to foster professional growth and provide teachers with a broad source of educational resources through this structured mentoring plan.

Seminar on Biblical Counseling

The Federation is planning a summer seminar entitled “When Your Student is Hurting: Biblical and Reformed Counseling”. The goal of the seminar is to provide teachers with a Reformed and Biblical understanding of counseling principles. Teachers often find themselves at the side of hurting children. This seminar aims to shed light on some of the struggles our students come to school with and encourage teachers as they seek a wise and Biblical response.

“Why Teach?” Promotional Video

The Federation has also been active in producing a “Why Teach?” video. The video includes interviews with teachers, parents, and board members. Let's pray the Lord uses this video as a means of encouraging young people to think about teaching as their calling in life. The video can be found on YouTube by searching “Federation of PR Schools Societies” + “Why Teach?”.

The Federation website can be found at www.prcs.org. Watch the site for more detailed information as the work continues in the coming year. It is encouraging to see the cooperation of the school societies across the country. May the Lord continue to bless this important work.

Technology Committee Report – Mr. Jon Bult, Committee Chairman

This year, the Technology Committee will be developing a Technology Life Cycle Refresh (LCR) Plan. A technology LCR plan gives direction on how often to replace our computer hardware and helps us to budget for that replacement ahead of time.

All assets age over time. Technology assets are especially prone to the effects of aging. This has less to do with the actual hardware itself wearing out, but rather with the rapid pace of change in technology causing these devices to become obsolete. Obsolete devices show their age by performing poorly when running recent versions of software and not being compatible with other more modern devices or methods of communication. The LCR plan helps us determine when these devices no longer meet the needs of the school.

The technology LCR plan will also help us to better develop long term, strategic plans instead of replacing devices when they fail or when issues arise. There will be an annual inventory process that will help us see our technology assets from an overall perspective. This allows us to compare device types and quantities in order to make decisions about future purchases.

The trend toward using technology in education continues to grow, making it an important part of the educational process at Heritage. We are thankful to God that He has given Heritage the resources to use technology for this purpose. It is our desire to use the technology LCR plan in a way that glorifies God by improving our care of the technology resources that He has given to Heritage Christian School.

Foundation Board Report – Mr. Tomm Heyboer, Board Representative

Praise God from Whom all blessings flow! This is in our hearts and minds each year as we enjoy the praises lifted up from gifted saints at the annual Evening of Praise concert. As this is written, we are eagerly anticipating this upcoming event in the hopes that by the time you read this, we will have been blessed with another successful night.

The Evening of Praise is only one of the annual fundraisers for the HCS Foundation. We are happy to report that the annual golf outing was a great success this year, raising a record breaking \$22,097 this year! Many thanks to the individuals who contribute to organizing the outing, as well as those who perform and contribute at the Evening of Praise concert. We certainly see God's handiwork in the gifts He has given as well as the desire to serve these causes.

The Foundation Board continues to be committed to its cause of supporting our school, and is active in this cause, always eagerly

looking for any new opportunity to grow and seek out new ways to financially support Heritage and promote the Foundation. A committee has plans to contact individuals to increase the awareness of the Foundation's work now and in the future. Whether you are planning your estate, or would like to give a gift to the school, we hope that you will consider giving to the Heritage Christian School Foundation. This is a wonderful way to give as we have been blessed to support Christian education for many years to come.

The Foundation Board is thankful to have been entrusted with these duties, and covet your prayers as we continue in this work. As covenant families, let us always remember to keep the cause of Christian education in the forefront of our mind..."One generation shall praise thy works to another, and shall declare thy mighty acts." (Psalm 145: 4)

Trust in the Lord – Mrs. Courtney Jessup

So many times with my job I wonder, "Am I doing enough?" I wonder if I am doing enough for our students in the Special Education program to prepare them for their future. The difficult part is that I don't know what God has in store for them in the future. I don't know what type of job to prepare them for. I don't know if they will be able to get a high school diploma. I don't know if I am doing enough to support them in the general education classroom. I don't know if I am pushing them too hard or not hard enough. Am I doing enough for these students?

I am so thankful for the teaching staff at Heritage and many devotions they have shared with us this year that center around the theme of us being vessels that accomplish God's will. It is not of our own strength, but of His. I need this reminder often because I too soon rely on my own strength to try to prepare my students for a future that is unknown to me. Thankfully, God does know their future. Although I do not know what I am preparing them for, God does know and is using me to accomplish His will.

When reflecting on my need for trust in God, it's amazing how Proverbs 3:5-6 jumps to my mind: "Trust in the Lord with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths." God places this text in the Bible because He knows His people need this reminder often. When reading through the chapters in Genesis where God promises Abraham his seed will be great, it is easy to scoff at the lack of trust that Abraham shows in his actions. So many times, he tries to take matters into his own hands, and we can wonder why it is so difficult for him to just trust what God has promised. How humbling it is to read these passages and see that I can lack that same trust at times. God has promised all good and perfect things to His people, and we need to trust those promises. Trust that God is in control, and He can use us to accomplish His will even though we may be weak and sinful vessels.

Studying God's Creation in Michigan – Mrs. Jane Woudenberg

When I began teaching fourth grade I was thrilled to find out that I would be teaching students about the state of Michigan in Social Studies. I'm an enthusiastic Michigander, and I love teaching and learning about the place that God has seen fit for me to live my entire life.

It's my goal that my students learn to see God's hand in the place where we live. Social Studies encompasses history, geography, government, economics, and citizen involvement. When I apply these aspects to our state, I endeavor to look at each from a Godly perspective, so that my students see God working in the past and present events of Michigan.

Here's an example of what I mean. The Great Lakes are the largest group of freshwater lakes on Earth by total area, and second largest by total volume, containing 21% of the world's fresh water. But how were the Great Lakes formed? The most common explanation (and the one found in our Social Studies book) states that the Great Lakes began to form around 14,000 years ago, as retreating ice sheets exposed the basins they had carved into the land which then filled with meltwater. The Bible doesn't address the formation of the Great Lakes directly of course, but I firmly believe that these majestic lakes testify to a biblical timescale and a worldwide Flood as recorded in Genesis 6–9. I believe and teach that the Flood covered the whole world while greatly changing the earth's surface. I explain the likelihood that the entire Great Lakes area was covered in thick sheets of ice that rapidly melted, and the combination of ice and rock debris, and huge quantities of rapidly-flowing water carved the deep river beds and lakes, including the Great Lakes. This is the perspective that I joyfully teach, giving honor to God, the Creator of these marvelous lakes.

There's a significant period in Michigan's history, between 1845 and 1890, when about 700,000 people immigrated to Michigan from Northern European countries. It's likely that the ancestors of many of my students moved to Michigan from the Netherlands during this period. This is a prime opportunity for me to teach about God's providential hand in their own lives. During the second half of the 19th century, nearly 250,000 Dutch immigrants entered the United States. They were moved to do so largely by letters from family and friends already established in America. Many Dutch also came to Michigan as Seceders who had broken away from the Protestant Dutch Reformed Church. These committed Calvinists sought religious freedom from the state church of the Netherlands. God brought our ancestors to Michigan in His sovereign wisdom and for our good.

One interesting moral issue that the fourth graders and I have the opportunity to grapple with is the topic of labor unions. Michigan's economy has always relied heavily on industry, and during the Great Depression, factory workers were paid much less and had to

work longer hours under poor conditions. If they complained they were told that others would be happy to take their place. Walter Reuther, the father of the United Auto Workers (UAW), promoted the formation of Michigan's largest labor union in 1935. He is looked on with such admiration that he was awarded the Presidential Medal of Freedom. My question is this: Is union membership a good decision for a child of God? The answer that I guide fourth graders to is that labor union membership is a form of rebellion against lawful authority. God calls employers to be fair and just, but He also calls employees to be obedient and not rebellious. It surprises students to learn that their own grandparents and great-grandparents were affected because of their commitment to obey the fifth commandment rather than accept working for a company that demanded union membership. I think it's important that students know how history touched the lives of their own families.

The Great Lakes are an integral part of Michigan Social Studies. This is a wonderful opportunity to connect Social Studies and Science as we learn about the ecosystem of the Great Lakes watershed. One thing that we learn about is how the food web in the Great Lakes has been greatly impacted by the introduction of invasive species, such as the round goby, quagga mussels, sea lamprey, and many others. These plants and animals reproduce, spread, and compete for the food that would otherwise be eaten by native species. Why are these invaders living in the Great Lakes region? This problem is due to human carelessness and error. As Christians, we can see that this is an example of how humans have created a serious problem that may never be corrected. As citizens of Michigan, and children of God, students are learning that they have a responsibility to behave responsibly as stewards over God's creation. Here are some things that students learn they can do to prevent invasive species from entering the Great Lakes:

1. Clean your hiking and fishing gear
2. Don't move firewood
3. Fish using native bait when possible
4. Volunteer at removal efforts
5. Clean your boat before transferring to a new body of water
6. If you see an invasive species, report it
7. Plant native species in your garden and yard

For students it can be a joy to learn more about our state. Many have done some sight-seeing with their families, and it's great to be able to connect those prior experiences with new knowledge. For most of my students the history, geography, and culture of our state is personal. It's something that touches on them and their families. Most of all, learning about our state makes all of us more grateful to the One who made and sustains it all.

Wise up! Wake up! – Mrs. Kaitlin Bylsma

The 2018 Teacher's Convention began with the keynote address given by Rev. Haak. His text was Ephesians 5:15-16, "See then that ye walk circumspectly, not as fools, but as wise, redeeming the time, because the days are evil." Rev. Haak used this text to speak to the teachers about our Christian walk and how it affects the students we teach on a daily basis.

He broke the text and his speech into two parts. His first point, to correspond with verse 15, "See then that ye walk circumspectly,

not as fools, but as wise," was WISE UP! We must walk wisely as children of the light, not just outwardly, but in our hearts. Whether they are small children or young adults, our students are constantly watching our actions and hearing our words. They imitate what they see us do and repeat what they hear us say. A teacher is always in the spotlight, constantly observed, continuously mimicked. We need to recognize our potential to make an impact,

positive or negative, on our students, and then strive to walk in wisdom's ways.

Secondly, WAKE UP! For this point, Rev. Haak referred to verse 16, "Redeeming the time, because the days are evil." The time for us to make an impact is right now! We only have so much God-given time with our students before they move on; we must use that time wisely. The days ARE evil. Our students are daily bombarded with the filth of the world around them, and we must combat the influence of the world with our Godly example and Christian walk.

Rev. Haak's speech really resonates with me as I think back on my four and a half years of teaching thus far. I have been doing a lot of that - looking back. I will not, the Lord willing, be finishing this school year or returning to teaching next year, but instead will take up my labors as a mother in the home. I see clearly the truth and urgency in Rev. Haak's words: Wise up and wake up! I am

observed and mimicked daily. My time to make an impact is running out.

However, as I think ahead to my future calling as a mother, I recognize the same truth and urgency. Wise up. Wake up. As a mother, I will again be watched and mimicked daily. The best way for me to combat the evil influence of the world in my own child's life will be to walk in light and to be wise.

As I go forward to finish my time here at Heritage, and then, the Lord willing, as my husband and I enter parenthood, I will treasure the words of Ephesians 5. If any of my work here as a teacher has been a success, it is only through the grace of our Lord Jesus Christ, and the same will true about my work as a mother in the future. Thank you, Rev. Haak, for your beautiful and timeless message of exhortation to the teachers of God's covenant children

Between Your Child and Mine – Mrs. Katie Baatenburg

Between your child and mine, there can be so much that separates them. My child likes to read; your child likes to run. Your child is outgoing; mine is quiet. From the perspective of the world, they don't have much in common. Furthermore, they plain and simply don't gravitate towards each other in the classroom or on the playground. If they were children of the world, the story is penned; the conclusion written in stone, and they go on their separate ways. We as their teachers and parents would shrug our shoulders, and comment that as adults, we do the same thing. We too gravitate towards certain people. We place our stamp of approval on the situation as if all is well and right.

However, they are not children of the world; they are children of the Light. Thus their stories concerning friendships have just begun. They behold the pen in their hand, and teachers and parents must guide the formation of the words to this beautiful story, and dear reader, the story is breathtaking.

It is important as teachers and parents that we impress upon our children not to let earthly things get in the way of forming friendships that can last a lifetime. Our children have a Savior who has bridged all earthly gaps. When students start to think, "I really don't have much in common with that classmate," they are using earthly things to find the common denominator. There is nothing eternal in sports and other hobbies. Teachers and parents must step in and daily remind students that being children of God, and those purchased with a price, lays the foundation for friendships that last a lifetime.

Parents need to have daily conversations with their child that go beyond just telling them they need to be kind. It is necessary to identify that student your child believes they have nothing in common with by name, and tell them that they are going to show that student two acts of kindness, and then talk about how it went when they get home. When your child looks at you with those eyes that question if this is all necessary, the response is simple. "Dear child, welcome to life in the church. I would be doing you a strong disservice if I didn't prepare you for this wonderful truth."

It is saying to your child, "I notice that you like to hang out with hands and hands are wonderful. Tomorrow I want you to talk to a foot, and when you get home, we will talk about how it went." And, "Because we love you more than life itself, maybe too much, your father and I will wrestle with God on your behalf till you can by His grace come to no other conclusion than that your world is better, bigger and more beautiful because He placed that classmate on your path. It doesn't end there dear child, there are eyes, ears, and arms; all necessary parts of the body of Christ. Every single part is imperative in your life; without one, you are not complete."

Having these conversations daily, your child will feel it necessary to remind you that his or her classmates are not always kind to him or her. As parents, we need to validate these feelings; they are tangible. These feelings are so real, they left an imprint on their heart. We can gently remind our child that they, "Have a friend that sticks closer than any brother." He knows exactly how they feel; He too was hurt by His friends.

We too can share our struggles with our children. Children don't need us to be perfect; they possess a perfect Savior. What they need are Godly teachers and parents who share with them that their struggles are our struggles too. Because two is better than one, together as parent and child there can be open dialogue of what it is to be a member in the body of Christ. Thus comments like, "We really don't have much in common," don't have a home in this body.

In the end, when it is all said and done, your child and my child come face to face before the Cross. Both desperately need a Savior. Between your child and mine both have a Savior who loves them more than any father, mother, teacher, or friend ever could. This love is this foundation and a stepping stone on which friendships are built that last all the days of their lives.

A Successful Season – Mr. Doug DeBoer

What makes for a successful sports season at Heritage Christian? Games won? Huge margins of victory? Broken records? Skill development? These ought not to be our only standards of success. More important and significant markers are how well did we behave ourselves, and did we grow in Christ like behavior?

Just as kids learn math in school for use now and as adults, so also it is with sports. Sports are something which many adults participate in each week. Bowling, golf, pickleball, tennis, basketball, and softball are sports that will be played by our children when they are grown. The manner in which children play and the attitudes they develop now are laying a foundation for the future. Each sport can be divided into two parts: executing the skills of the game and participation, in other words, how one acts playing the game. With all the time spent practicing for a sport, students tend to improve their skills. That is a good thing because we enjoy watching a game played well, and players achieve a sense of satisfaction in playing well. However, sometimes it happens that one's sense of satisfaction in playing the game becomes tied exclusively to winning, and there is no enjoyment unless the game ends in a win for my team. "Winning isn't everything; it's the only thing", a famous coach once said. It is too bad that many feel that way, and that we as God's children are

easily caught up in such a spirit. Winning is not a bad thing, but the most important thing about a game is how we behave in the winning and losing of it. "For what shall it profit a man, if he shall gain the whole world, and lose his own soul?" (Mark 8:36)

Are we sending our children the message that cheating is fair if one gets away with it and you win? Or that they are somehow more worthy than their opponent if they win the contest? Do we tell our kids to respect those in authority but permit them and ourselves to belittle and yell at officials and umpires? Do we talk about loving our neighbor yet show no respect for an opponent? Do we tell our young ones that it's just a game, and then have them spend more time practicing sports than doing any other activity – including church related ones? Are we sending the wrong message? What will they think is the most important when they reach adulthood? As adults do we boast when our teams win and mope when they lose? Is the message that winning is success and nothing else?

We are successful when we play the game as a light shining in the midst of darkness. We must remember that in every game God holds us accountable for our actions, not keeping track of our wins and losses or how well we played. A successful game is not necessarily a victory. A successful game and season is the practicing and growing of Christian behavior.

Redeeming the Toddler – Mr. Mike Noorman

God calls us in Ephesians 5:16 to redeem the time. This command is very important for parents of children of all ages, including the toddler training years. In what ways should we be using the years we have with our children before they go to school so the foundations are built for learning in school?

Long before a piano player ever tickled the ivory, a chef even knew what a recipe was, or a teacher stepped into their first classroom, they were able to pretend to do these activities. They played dress-up, cashier, mom, mechanic, or builder. These children were developing the skills they would need to learn new things. With their parent's guidance and example, they were developing the skills that would make them ready to follow through on those dreams.

The years before school are vital years of preparation, and we know this in part because of the oath we take already at our child's baptism. We "promise and intend to see these children, when come to the years of discretion, instructed and brought up in the aforesaid doctrine, or help or cause them to be instructed therein, to the utmost of [our] power?" We have promised to train up our children in the fear of the LORD.

Sending our children to Heritage Christian School is one way we follow through on that promise, even though it is not the entire scope of their training. Prior to the school years, we immerse them in the wonders of God's creation, the songs of the covenant, and a love for their neighbor even before they can read a word of scripture.

Yet, as parents, when those school years come, we might wonder if we have prepared them enough and if our child is really ready for school. Sometimes we have to decide whether to send them "early" or "hold them back." A kindergarten readiness screening is

often an important part of the decision-making process for parents on the proverbial fence. With regards to children with disabilities, the struggles they experience in learning can have long-term effects and should be viewed appropriately in communication with the school.

There was a time when teachers and parents believed that having the knowledge of letters, sounds, colors, numbers, and other "academic" areas were the key to that decision. While those things are often the fruit of school readiness, they are not necessarily the most important factors.

Remember that if a school is a place of learning, we should not be asking ourselves if our child knows enough to be in school. We should be asking ourselves if our child is ready to learn. Are they developmentally ready to learn? Experts in the field tell us that children who are ready to learn will exhibit the behaviors and mental processes that make them primed for learning.

This begs the question, what are some things that parents should do in the years prior to school? First of all, there are great resources and activities available to take advantage of at your area Early Childhood Center. By becoming educated on the topic of child development from birth to kindergarten, you can help your child develop a few key mental processes that they need in order to prime their minds for learning.

Secondly, promote the development of executive function and self-regulation. According to research, executive function and self-regulation are mental processes that help us plan, focus, sustain or shift our attention, purposefully remember, and manage the energy we exert on a task. All of these things are what we need in order to learn something new. When children exhibit strengths in these two

areas, we can expect that they will have positive long-range outcomes in relationship to school, friends, and future work.

It is worth noting that executive function might be a better predictor of school readiness than general intelligence, which means that social and emotional learning must play a key role in a child's life in their pre-school years.

On a related note, executive function is also tied to several conditions that often negatively affect learning: autism, ADHD, and learning disabilities. As stated above, when a disability or potential learning struggle is present, early communication with the support staff at school will be an important first step.

What can you as a parent do to encourage the development of executive functioning and self-regulation skills, especially in the years before school from toddler to Pre-K age? You can encourage activities and habits that help them develop the brain in relation to focus, problem-solving, organization, memorizing, learning from mistakes, and managing impulses.

One way that parents can do this is by providing the tools and the environment for children to participate in mature, intentional make-believe play which can promote positive social interactions and future learning.

The second key area, self-regulation, enables children to control their attention enough to sit through a meal, listen to a story, or play a game. Children reveal self-regulation when they transition into the bedtime routine by cleaning up their toys and brushing their teeth, as well as persisting through a challenging task.

When your children pretend to play the piano on the coffee table, cook a meal with plastic food, teach a class or preach a sermon to their stuffed animals or their siblings, they are promoting self-regulation and executive functioning development. You can help by providing an environment with props and costumes for playing with. Set up a grocery store, a doctors office, or farm theme in the corner of your basement. Encourage your young children to talk by talking aloud to them throughout the day (even though you might feel like you are talking to yourself). Encourage your child to talk to their stuffed animals by "reading" them a story.

Writing 2.0 – Mrs. Erika Aalsma

The expression "you can't teach an old dog new tricks" isn't necessarily true. However, whenever we are faced with a change this can often become our mindset. This year Heritage Christian School instituted, school-wide, a new writing curriculum. In my 20 years of teaching I have worked to develop a system of writing instruction in my classroom that I loved. Did this mean that I would no longer be able to do biography reports or research posters with the students? What about our animal clue books? In talking with a colleague about this, and my reluctance to give up what had been working so well for me, he asked me a question. "Is it working?" Instinctively I responded "of course it is!" And yes, while it may have been working and students were learning, was it as good as it could be, or was there room to improve? I knew the answer to those questions.

This curriculum, developed by the Institute for Excellence in Writing (or IEW), is a comprehensive system for teaching writing skills. In short, the teachers model repeatedly mechanics, writing structure, and stylistic techniques, and will clearly outline guidelines and specific requirements. One concept is introduced at a time and the teacher, especially at the lower grades, models

Be careful, however, not to create child dependency on parental involvement. Children need to learn how to play by themselves, with their peers, and with those of different ages. As your child grows, they might involve you more in their play, but allow them to execute the play. You could however, take opportunities to teach them how to plan by showing them how you make the shopping list, use a calendar, a watch, or a timer. Teach them to plan their trips to the store, the zoo, or grandmas house by having them draw a picture of what they are going to do or see when they get there.

Supporting executive function means providing an environment that is free from the distraction of devices, and we can model that with our own cell phone and computer use. Look them in the eye and use fitting facial expressions when talking to them instead of talking to them at the same time as looking at your phone. Set up routines that are helpful for you as a parent and related to transitions such as bedtime, breakfast, and dinner. You can even teach time and time management as a part of this routine. Play games such as "freeze" and other stop and start games, or games that you can play when you are in the car such as "I Spy."

Many children cannot wait to go to school, while their parents might have a hard time letting them go. Other parents look ahead to sending their child to school. Sentiments such as this are also filled with gratitude for the Godly teachers who plan six hours of training and then send them home to you at 2:30 for continued training. As a body of believers, we work as a team.

In this season of thanksgiving, we can be thankful to God for Heritage Christian School. If we look to Him for all our needs, He will bless our efforts as parents and teachers. These efforts will equip even our toddlers for a world that is not going to make it easy on them to love and live the truth. "See then that ye walk circumspectly, not as fools, but as wise, redeeming the time, because the days are evil. Wherefore be ye not unwise, but understanding what the will of the Lord is." (Ephesians 5:15-17)

extensively to ensure understanding before the students work independently.

In third grade we started working with a piece of text, a short non-fiction piece, or a fable. We then worked to create Key Word Outlines to pick main ideas from each sentence of the text. The students then use the Key Word Outline to retell the text or the story. Our next step was to put away the text and use the Key Word Outline to rewrite the text. Students are encouraged to follow the plot of the story, but add their own originality. Below is a sample of some student rewrites of the fable The Dove and the Ant. The original text that the students received is included first. Following that are their versions of the fable. At this stage, yes, we still see similarities to the original text. But the victory comes when students are creatively altering the story to make it their own, while following the structure and mechanics of the original story to create a well-written, mechanically and grammatically sound text. We have been working hard to emphasize two stylistic techniques; strong verbs and -ly adverbs. Look for these as you read!

The Dove and the Ant

By Aesop

An ant went to the river to drink and fell in. He was carried along in the stream. A dove pitied the ant, and threw a small branch into the river. The ant climbed on the branch and soon gained the shore. Afterward, the ant spied a man with a gun aiming at the dove. Thinking quickly, the ant stung him in the foot sharply. This made the man miss his aim and so saved the dove's life. Moral: Little friends may prove great friends.

The Eagle and the Bear

By Tristan Ritsema

A bear went to drink and fell in the river. He was carried along in the stream. An eagle felt sad for the bear and threw a branch into the river. The bear climbed on the branch and soon went to shore. Afterward, the bear spotted a hunter aiming at the eagle. Thinking, the bear ran up and bit the man hard. This made the man miss his shot and saved the eagle's life. Moral: Little friends may prove great friends.

Awesome Friends

By Ella VanOverloop

One summer day a happy chameleon came to play in the mud, but fell in! He panicked and tried to get out but he couldn't. A monkey saw him and pulled him out. One hour later the chameleon saw a man with a gun pointing toward the monkey. Later he heard the monkey screeching very loudly. Thinking faster than ever, he ran as fast as he could, and licked the man's shoe, making it soggy wet. The man dropped his gun to grab his shoe. The monkey quickly went to the chameleon to thank him. Moral: Tiny friends can help big friends.

The Snake and the Deer

By Peter VanderSchaaf

Once a snake went to get a drink and fell in. He was carried along with the stream. The deer pitied the snake and threw a branch to him. The snake caught it and got to shore. Afterward, the snake spied a man with a gun aiming for the deer. He quickly bit the hunter in the foot. This made the hunter miss and saved the deer's life. Moral: Little friends may prove great friends.

The Dog and the Bee

By Josie Brummel

A bee went to a river to get a drink and the bee fell in. The bee got carried along the stream. A dog pitied the bee and threw a branch to the bee. The bee climbed on the branch and gained shore. The bee saw a hunter aiming at the dog. The bee

went and stung the man in the arm and made the man miss. Moral: A big animal and a small animal can turn out to be great friends.

The Zebra and the Lion

By Emma DeVries

One spring day a zebra was eating grass. She tripped on a branch, tumbling to the ground. A lion spotted her struggling helplessly. The lion gently flipped her over. Soon, a hunter came along and noticed the lion. The zebra chased after the hunter, kicking her legs. Terrified, the hunter scurried away, tripping and getting up. Together the lion and the zebra happily walked away. Lesson: Unusual friendships sometimes occur.

A Little Help

By Kimberly Korhorn

A bee was washing her clothes. She tripped on a rock and fell in. But there was a deer nearby, he grabbed a leaf and tossed it to her. After that the bee saw a man with a gun. Thinking, she stung the man, which made the man miss his aim. The bee had saved the deer's life. Lesson: Little friends can help big friends.

The Porcupine and the Deer

By Ethan denHartog

One day in the spring, a porcupine came to the stream to drink and she fell in! She was carried along with a strong current upstream. Later, a deer saw her, and felt sorry for her and helpfully saved her by holding out his antlers for her to climb on. Later the porcupine noticed a man holding a rifle and aiming at the deer through the bushes. She quickly ran to attack the man by jumping and stabbing him in the leg with her prickles. She made him trip and fall. That didn't stop him from shooting. He fired at the deer but it went through his legs and saved his life! Lesson: Unusual friends usually help each other by being good friends.

Great Friends

By Eli Brummel

A termite was traveling and stopped at a river to get a drink. When walking to the river he tripped on a branch and tumbled in and the current carried him along the stream. An elephant was also traveling and saw the termite and threw a branch in. The termite climbed on the branch and gained shore. Afterward, the termite saw a leopard trying to catch the elephant. The termite ran to get his pals. All of his pals bit and stung the leopard. Lesson: Teeny friends can prove humungo friends.

Pros and Cons of Junior High Students From A Teacher's Perspective – Mr. Matt Kuiper

Teachers have many opportunities throughout the day to talk with one another. Some of the conversations are conversations about lives in general, but many deal with the students God has given us the opportunity to teach every day. Many of the conversations deal with ways to become better at what we do and how to deal with students more effectively. In order to do this, we need to discuss the classes we have, along with the multitude of different personalities in each class. I want to share my perspective of the pros and cons of the current seventh and eighth grade classes. The cons are usually things that can be worked on at home with the assistance of good, Christian parents, and by the teachers in the school. The pros are also often the result of good parenting in our Christian homes. So, I am thanking you for the work you have done to assist us in our jobs of raising your children well, and also asking for help to continue to make our students the best they can be. By no means am I judging parenting, as I fail in many of these things with my own children as well. I also want you to be assured that teachers do not sit around talking negatively about students throughout the day. We have an outstanding group of students at Heritage and the pros far outweigh the cons. However, it's always good to have something to shoot for. After all, 1 Peter 1:16 says, "Because it is written, Be ye holy: for I am holy." This verse applies to previous verses speaking of good conversation and being obedient. Obedience and good conversation apply to the three "cons" of junior high students.

Let's start with things students, along with their parents' and teachers' assistance, can work on. Keep in mind, these are general observations that do not apply to all students, but are often observed in students.

- Whining and complaining - The class ends and it's time to assign homework and it begins. We lose a basketball game and the next day it's oftentimes the ref's fault the game was lost. Class schedules get changed for some reason, and for some this becomes a perfect opportunity to complain. Hot lunch is five minutes late and the starving is unbearable. Change is an unwelcome intrusion in the lives of many young people. Do we allow this at home? Do parents complain, oftentimes in front of their children? Are teachers complaining in the classroom or allowing this in school? Philippians 2:14 says, "Do all things without murmurings and disputings." This may seem like an impossible task, but we can all at least work on it and strive to be Christlike.
- Manners - Are "please" and "thank you" a thing of the past? I hope not. I know I require the students to say "the magic words" when they need to go get something. They are getting better, but I still am quite sure that it's about 50% at best that use those manners regularly. I even get eyes rolled when I remind them to say please. Is this something that is no longer required at home and in school? I hope not. Let's be proper examples as referenced in II Thessalonians 3:7-10 where Paul speaks of himself being an example to the Christians in Thessalonica. It's tough and I fail often as a parent and teacher, however, it's attainable.
- Responsibility - We have a lot of responsible students. This could just as easily go in the pros column. However, we do have many students who really struggle with taking care of their own business. "They're only 7th and 8th graders," we say. That's true and, of course, teachers and parents cannot expect perfection. After all, we as adults often lack proper responsibility at times. One example that we run into often is when putting Chromebooks away. Ninety-nine percent of the time, a computer is left unplugged, and 100% of the time they are not all in the correct slots. Why? Students are maybe in too much of a hurry to get to their next class. Maybe they just don't care? I hope not. Parents and teachers, please continue, as we often do, to teach your children to be responsible citizens in the kingdom of God. I Corinthians 3:8 teaches the importance of responsibility where it says, "Now he that planteth and he that watereth are one: and every man shall receive his own reward according to his labour."

Some of the things we can work on are out of the way. There are so many good things about the students we have this year. This is a credit to the parenting and the Christian upbringing the students have had in their churches and in the lower grades. Let's look at a few of the really great things about our students.

- Kindness to one another - These students genuinely get along very well with each other. I am not naive to the fact that there is probably some unkindness going on behind the scenes. This can happen and is often not addressed properly by parents, teachers, and students due to a lack of knowledge or to misunderstandings. However, this is something that the teachers have talked about this year. Students are helpful. There are many different personalities and students with different ability levels, yet it does not usually matter. These students are absolutely willing to put aside differences to do what is right. If someone needs a pencil or glue, other kids are ready and willing to allow their classmate to use theirs. The students are living the example set forth by Christ in the sermon on the mount in Matthew 5:35-36 where he said, "For I was an hungered, and ye gave me meat: I was thirsty, and ye gave me drink: I was a stranger, and ye took me in: naked, and ye clothed me: I was sick, and ye visited me: I was in prison, and ye came unto me."
- Respectful - As a teacher at Heritage Christian School, I am so thankful for the opportunity to teach students who have been brought up properly. I have people often ask me why I do not go teach at a public school and make more money. They simply do not understand the privilege we have to teach Christian young people. Is the respectfulness always perfect? No. Is it something all of the students know they should do? Yes. This is because the home and the churches are doing what is important for our young people. I hear from the pulpit repeatedly about the need to respect those in authority. Parents, thank you for the work you are doing with your children.
- Friendly - I love mornings when I get to school. I enjoy seeing the students interacting with each other. I also love it when students say good morning without being prompted. I think this is something that can be worked on. There are times kids walk right on by without acknowledging our presence. We are teachers, after all, so it does make sense. Who wants to talk with a teacher? But, this is in the pro column and I, and other teachers, appreciate the willingness of students to be friendly to each other, and to us as teachers. School is an enjoyable place when people get along.

- God-fearing - I wish you all could have the opportunity to come to a chapel sometime or have the opportunity to read some of the assignments that students turn in for Bible class, or some other class. There is truly a deep understanding of our God from many students. We had chapel on the Wednesday before Thanksgiving. Third graders sang, "There is a Redeemer" and we had a group of 7th and 8th grade girls beautifully sing "Blessings", a song that speaks of how blessings are often not as we would imagine them. Sometimes they are through tears. This was a perfect song for putting us into the mindset of Thanksgiving. I wish you could have heard the kids sing, "Great is Thy Faithfulness". Hearing the kindergarteners singing it out, and hearing the other special numbers mentioned earlier can bring tears to the eyes sometimes. I

guess many of you have experienced this, most likely, at all-school programs and choir concerts in the past. Keep up the good work at home and we will keep working hard at school.

Parents, continue the good work at home and be vigilant on the few things listed above that some students can get better at. I thank you for the work you do and the other teachers, I am sure, would concur. Ministers, elders in the church, and parents deserve much of the credit for the way students act in school. They are taught from a young age about respecting authority. They are taught early on about being kind, hearing each Sunday about loving our neighbor as ourselves. But the ultimate credit goes to God. We all know this, and your children and our students know this. He has done great things in our homes and in our schools. To God be the Glory, Great Things He Hath Done!

Journal Writing – Miss Becca Gritters

Each week, my students are required to write in a journal. The journal entries are formatted as friendly letters. Students are able to choose who they want to write to, and some of the favorites have been parents, grandparents, aunts, uncles, siblings, fellow classmates, cousins, and teachers. They are able to share their letter with the recipient before bringing it back to school the next week, and they are always excited when they receive a response. Not only do these journals work as good motivators to get pencil on paper (since writing is not always the most favorite part of the school day), but they are also a great opportunity to practice proper sentence structure, grammar, and overall writing techniques. Each week we set personal goals for ourselves that might involve the length of our writing, the types of sentences used, or the punctuation used. It has been fun to see the students' growth already in this school year. Here are a few of the letters that can be found in our journals:

**Dear Mom,
August 30, 2018**

I missed you when I was at school. I am going to miss you when I go to school again. This is my verse "O God, my heart is fixed; I will sing and give praise, even with my glory." Psalm 108:1. My favorite thing in school is math.

Love, Kyla

**Dear Dad,
September 6, 2018**

I can't wait to see you when I get home. I love you dad. We learned about a honey bee, and I think that I go all of them right. I want to go on a field trip.

Love, Makayla

**Dear Mom,
September 14, 2018**

I had my first Bible test today. It was very easy. How is it going at home? I had a FUN day at school! My favorite thing besides recess is gym. Today we went bug hunting. I love school! It was hot today. Our memory verse was the books of the Bible. We had singing with all the second graders. We are reading *The Indian in the Cupboard*. I love that book!

Love, Devin

**Dear Maddie,
September 21, 2018**

I am having a good day. Are you having a good day? I did flips with no hands like you taught me. It is easy. The one thing I do is go on the monkey bars but then I had to stand there.

Love, Charlotte

**Dear Paige,
October 12, 2018**

I had a fun week in school, did you? For P.E. our class played bombardment. It was fun. I am glad you're my cousin, and I'm glad you live across the street from us. I hope you have a fun week!

Love, Madison

Dear Mom,
October 12, 2018

I love you. Thank you for the awesome head phones. I love them. We have mystery at school. Every Friday, we do it. Do you have fun at home? Our poem is "Warm of Heart." You are the best mom ever! Can we go to the library today? I love you.

Love, Isaiah

Dear Joey and Oliver,
October 5, 2018

I hope you like the baseball cards I gave you for your birthday. I'm having fun at school. At recess, my football team that I play with has 3 wins and 1 loss. In math, I have to get 28 math problems right. At my school they are doing

construction and pouring concrete with a cement truck. I had a field trip this week. We went to a place where you learn about animals and then to a park by Lake Michigan. We played kickball.

Love, Lucas

Dear Grandma VT,
November 2, 2018

We are writing a story at school. It is "The Fox and the Stork." When I am done you can read it. We are only on the second sentence, and we almost filled our whole paper.

Love, Brandon

The 6 T's of Child Development – Mrs. Deb Altena

A few years ago I traveled to Chicago with some of my fellow Discovery Center teachers to attend the Learning Disabilities Association Conference. These conferences are always good to go to because they give us fresh ideas and remind us of ways to help children succeed. Another benefit is being able to talk to fellow teachers to share ideas and give help to one another about our teaching techniques.

One of my favorite sectionals was Early Warning Signs for Learning Disabilities. Some of the signs of possible language skills difficulties are a short attention span and confusion in following directions. A delay in talking and/or understanding what others say and not talking in sentences by three to four years of age are also included in the early warning signs. Continuous mispronunciations of words, failing to recall names of objects, and inattention when stories are being read aloud are symptoms that could indicate a later language disability. Make sure your child is reaching the developmental milestones. If you are concerned about a delay in reaching a milestone, insist that your doctor address it. Don't allow the doctor to have you wait another year. Early intervention with a child who is behind can make a huge difference.

Positively, the leader emphasized the great importance of spending quality time with your child starting when he or she is a baby. She gave us six T's that are important in your child's development: Trust, Tune-in, Touch, Time, Talk, and Teach. Bonding with your baby is crucial to establishing trust in you from your baby. Make sure your baby and toddler are tuned-in to you and their environment. Are they engaged when you speak or read to them?

Touch your child as much as possible. Take time for your child. In the kitchen, the car, the store, at bath time and before bed are all good opportunities to connect with your child. According to the speaker, average parents spend only six minutes a day talking to their child. In order to develop good language skills, it is very important to talk to your baby as much as possible. When the child is a toddler and he/she speaks in baby talk, say the word correctly back to your child. Teach your child whenever the opportunity presents itself. Work on one-to-one correspondence at an early age. Ask your child to give you one thing, such as asking where the two sponges are when they're in the tub.

Another way to promote good language skills is developing a love for books. A child is more inclined to read in later years if she has been read to and enjoys books. Point out the pictures and say the name what is pictured. The next time you read the book ask your child for the name of the picture. Give paper and crayons so the child can express himself about the book. Even if children struggle with reading when they are in school, they will be more willing to put forth the effort to read because they love books.

While not all difficulties in language skills can be avoided, practicing the six T's can greatly help in a child's development. Read to your child early on, talk to your child whenever possible, and stay in touch with your child, literally! An additional resource that can be used is a book that the leaders recommended: Building Literacy with Love: A Guide for Teachers and Caregivers of Children Birth Through Age Five by Betty Bardige and Marilyn Segal.

Learning Within the Body of Christ – Miss Joyce Holstege

“For as the body is one, and hath many members, and all the members of that one body, being many, are one body: so also is Christ.” (1 Corinthians 12:12)

When people hear that I'm a kindergarten teacher, their first response is usually awe...how fun, they are so sweet and so innocent at that age. So true, they are sweet, lovable, adorable and exuberant. My classroom is full of love, joy, and fun. I love my job! But I would be lying if I said they are always so sweet and innocent.

It's hard to be 5 or 6 years old. Developmentally, a child at that age is still very ego-centric. They tend to see things only from their own perspective, both positively and negatively. They think most things that happen are for them alone. For example, if we are going on a field trip on the bus, someone might tell that class that they are going on the bus for a field trip, not realizing that we are all going on the bus to the same place.

It's hard for them to look out for the good of one another and understand the feelings of others. They have a hard time walking in someone else's shoes. While they may show kindness for one another at some level, they generally haven't developed a high level of compassion or empathy.

This is evident throughout the day in the classroom and on the playground. It's obvious that the kiddos in our school are taught to be kind and loving at home and in their family life. It's hard for them to always be on their best behavior and looking out for the best interest of others (it's hard for adults, too); yet, as members of the body of Christ and future leaders in the church of Christ, it is something that must be learned.

As a kindergarten teacher, I find that there are things that come out of my mouth that I never thought I'd say, but I've learned that in order for these kiddos to grow and learn together, they need to be told (sometimes over and over again, sometimes very directly) what is acceptable to do or say for the building up of one another.

They also need to be taught how to handle differences. Some of them are in a classroom of children with varying abilities, strengths, and “not yet strengths” for the very first time. While some of the differences are immediately evident to them, other differences are not so obvious. When there are children with physical differences, walkers or wheelchairs, they tend to be more helpful and compassionate. They are also very forgiving of children with Down's Syndrome, Digeorge Syndrome, Spina Bifida, Cerebral Palsy, etc. They have strong compassion for children who have broken limbs or serious diseases. I have even found that generally when there are children with special needs in the classroom, children learn to be much more caring and compassionate overall.

Unfortunately, not all special needs are evident or diagnosed. I've found that children on the autism spectrum or those with behavioral differences (i.e. ADHD, OCD, etc.) tend to be treated differently. Since their differences are mostly social or behavioral and their appearance is no different than other children, they are expected to act the same as everyone else. When those social behaviors present themselves, they are generally viewed as naughty or as the children grow older they are viewed as weird. This is not acceptable.

As a teacher and as parents, we are blessed with the opportunity to teach all children to treat others with love and compassion. I have been blessed to have many children in my classroom with

various needs. In fact, I can say all of the children that I have taught have special needs. Some of those needs are very evident, some are known only to a few, and some are known only to our Heavenly Father.

When a child acts inappropriately in the classroom, it is my responsibility to try to teach them acceptable behavior. This is not to say that I don't deal with disobedience, disrespect, selfishness, and other sins accordingly. As a sinner teaching sinners, I need to discipline when necessary. I also need to look for answers behind the behavior and recognize that sometimes, it isn't naughtiness as much as it is lack of control, lack of understanding, or lack of conformity to our social standards.

In addition, I need to teach the rest of the children to be compassionate and understanding and to deal with them as members of the body of Christ. If someone is being naughty in the bathroom or doing something that they aren't supposed to, the tendency is to tell the teacher. I'm sure that they are even taught that at home. As young members of the body of Christ, they also need to be taught to talk directly to the person who is doing something against them in a kind, loving way. This is hard (even for adults...maybe even more so for adults). If someone has hurt them they would really like to have someone else on their side. They would really like to have the other person punished. They would really like to have everyone else know how awful that other person's behavior is, but, as little members of the body of Christ, they have an obligation to talk to the person who has hurt them.

For example, at school, the first few minutes after a recess can become a “tattle-fest”; a plea to get someone in trouble. Obviously, if it is a serious offence or is something dangerous, I handle it right away. But if it is minor, possibly even a misunderstanding, my first question is always “Did you tell him you don't like it when he _____?” If they have already told the other person, and that person has stopped, problem solved. If they've told them and the other person doesn't stop, I try to make it clear that they need to tell me by whispering it in my ear, not by telling me in front of the whole class. When they come back to me and ask me if I talked to the person, I remind them that once they tell me, it is between me and that other person. This is a Biblical approach to social problem solving (Matthew 18), but it also teaching them to be more kind and compassionate.

At home, parents can also teach their child to be more compassionate to those who are different and sometimes difficult to get along with. Teach your child that not everyone is the same, and that's okay. Teach your child that their own way is not always the only way. Teach your child to look for things that they DO enjoy about someone who is unique. Teach your child that some children are still learning. Teach your child that some children are good at reading; others are still learning. Some are good at drawing; others are still learning. Some are good at playing a sport; others are still learning. Some are good at being a good friend; others are still learning, and it is our job to help them by encouraging them.

Many of these children will be friends and fellow church members for the rest of their lives. They need to learn and know how to treat one another with Christian love, compassion, and respect **for the edifying of the body of Christ**: We, together, parents, teachers and other church members have the daunting task of teaching them. “That there be no schism in the body; but that the members should have the same care one for another.” (1 Corinthians 12:25)

Remaining 2018-2019 School Calendar

December 24 – January 4, 2019 – Christmas Break
January 20 – February 1, 2019 – MAP Testing (Grades 3-8)
January 30 - 31, 2019 – Parent Teacher Conferences
February 15, 2019 – Mid-winter Break
February 28, 2019 – All School Program
March 29 – April 5, 2019 – Spring Break
March 29 - April 5, 2019 – Spring Break
May 2, 2019 – Kindergarten Round-up
May 9, 2019 – Elementary Music Program (afternoon)
May 13 - 24, 2019 – MAP Testing (Grades 3-8)
May 15, 2019 – Band and Choir Concert
May 17, 2019 – Kindergarten Program
May 21, 2019 – All Schools Band Concert
May 27, 2019 – Memorial Day break
June 4, 2019 – Last day of school, ½ day, HCS graduation

Beginning of the 2019-2020 School Year Calendar

August 26, 2019 - School starts
August 30-September 2, 2019 - Labor Day Break
October 16-18, 2019 - Teachers' Convention (IA)
November 28-29, 2019 - Thanksgiving
December 23, 2019 – January 1, 2020 - Christmas Break
February 14, 2020 - Mid-winter Break
April 3-10, 2020 - Spring Break
May 25, 2020 - Memorial Day
May 28, 2020 - Graduation



UNDER CONSTRUCTION



We are very excited to report that progress is being made on the construction of the additions. The following pictures give you the beginnings of an idea on what the project will look like:



Beginning stages of the South classrooms (at the far SW corner of school)



Teacher's Lounge area walls are up and waiting for the roof. (Adjacent to the library on the South side of the building)



Three Junior High classroom walls are up, and waiting for the roof. (On the west wall of the Main Gym)

The next step:

