

# Herald



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**Not to Vape**

**Mr. Brian Kuiper, Administrator**

*“Let everything that hath breath praise the LORD. Praise ye the LORD.”  
(Psalm 150:6)*

The Word speaks in many places about the breath of God and how He used His breath to form and fashion us. It also refers to us breathing not simply as a part of our daily need for air, but our using our breath to praise God.

Some of these references and Bible verses came to mind recently as I sat through a presentation on the dangers of vaping and e-cigarettes. I came quickly to be ashamed of myself because I was so uninformed and misinformed. Also, I left the meeting with an informative *Herald* article in my mind.

The presentation was sponsored by the Ottawa Substance Abuse Prevention Coalition and held at Hudsonville High School. Presenters included a member of the safety coalition, a victim who referred to himself as a consumer “advocate”, a pulmonologist, and an enforcement officer from Hudsonville Public Schools. Alarming and eye-opening information is summarized in the following paragraphs.

The FDA has been slow to act on regulating JUUL, vape, e-cigarettes, and similar products. This is because many of these products do not claim to be smoking cessation products, and therefore might fall between the regulatory cracks. Early on there was also confusion among merchants about minors buying. It should be noted that the FDA is playing some catch-up in this area in spite of their initial hesitancy.

A JUUL pod, which contains the liquid necessary to create vapor, contains roughly 200 puffs. This pod contains the amount of nicotine equivalent to a full pack of cigarettes. Also included in the vapor are traces of formaldehyde and asbestos that are inhaled during the process. I don’t intend to go into the chemical health risks any more than that. We know them.

Of greater concern to the pulmonologist who has been treating young vapers are 3 greater health risks. The first is because of the way in which God created our lungs. The tender cells that line our lungs were created to help our immune system by filtering out allergens and bacteria. Early tests on lungs of vapers show damage to these cells likely due to the chemicals in the vape. Likely some of this damage is also because of the second noted concern. Our lungs were not made to breath HOT vapors. This too damages the lung cells referred to above. A note to men who drain pasta for their wives – be careful not to breathe the steam. It causes lung damage. Her main and greatest concern is because of the third factor.

The consumer (dis)advocate who spoke suffered from an addiction. His addiction? Three bags of microwave popcorn per day! His greatest delight? Opening the bag and sniffing the buttery, oily smells as soon as he finished popping the kernels. When his lung capacity dropped to 28%, and he and his pulmonologist did the research, they found that popcorn manufacturers used a drug called diacetyl to enhance the smell. Diacetyl has now been banned by the FDA in all popcorn bags.

Guess what vape manufacturers are using to enhance the fruity flavor of a JUUL pod??

If you are still reading because I have you spellbound, thank you! If your spouse stopped because I am boring, encourage them to finish this article. Some of you are thinking right now, we do not have to worry about this. I don't see this phenomenon occurring in OUR youth. You might be right. Or, you might not. Vapor disappears quickly. Delivery devices are nearly impossible to spot. In fact, many look like normal, everyday school supplies. Is that a

USB drive in my child's computer or their JUUL delivery device? Is that a marker or an e-cigarette? Manufacturers are making them this way especially for the reason of disguise.

What you do with this information is up to you. My hope is that you are more informed than you were 5 minutes ago about another of the dangers facing our covenant youth.

**JUUL device and pods:**



**Wireless mouse receiver:**



For more information Google "popcorn lung" or visit [truthinitiative.org](http://truthinitiative.org)

### **Insurance Committee – Mr. Jordan VanderKolk**

My sister spent her professional life before she had children in the insurance world, and as a recent conversation showed me, she is still very passionate about it. But for purposes of a *Herald* article, I suspect a great many will skip this brief article. For those of you who stopped to read, thank you.

I'm finishing my last year as a board member and as a member of the Insurance Committee. For those three years I don't need a full hand of fingers to count the number of times the committee had a report. We are on an annual basis reviewing three simple questions. Do we have enough liability coverage? Do we have enough replacement coverage? Have we provided sufficient benefit versus costs to our staff?

In the past year we have revisited coverages to account for the growth our school has seen in staff and students as well as in facility. We have good partners in our liability agency and our health benefits agency who help us manage needs and costs. The 2016 election brought relief from the expectation of substantial health premium increases as parts of the Affordable Health Care Act were deferred or scrapped entirely. Premiums are rising generally but not at a pace we can't manage. All of this is to say that the care of our Heavenly Father has been evident in that with the many challenges our Christian school(s) face, insurance hasn't been the greatest, and for that we give thanks.

### **Building Committee Report – Mr. Chad VanOverloop**

A few years ago, when we acquired our current facility, we were excited about what the building and grounds had to offer. At the same time, we recognized that we also had several challenges facing us. Many changes and renovations have taken place in the short time we've been here, and this year is proving to be no different.

This summer we were able to re-shingle the roof on a large portion of the elementary wing. Many volunteers came out to help which made things go much easier. In addition, we were able to replace the carpeting in 8 classrooms, and make some improvements to a few basketball hoops as well. Thank you to all who donated their time to help out with these projects!

The most noticeable ongoing project is our current expansion. In the spring of 2018, the society voted in favor of adding 6 classrooms and a teacher's lounge. Great! Let's get started, right? Not so fast... After a long and difficult permit application process, we were finally able to break ground and begin foundations in late August. That's right, at the very same time the new school season started again. Building an addition comes with its challenges, and this expansion has two of its three phases inside the playground area. All too quickly, we had construction traffic vs. Ga-ga ball, power tools vs. studying and class time, and a muddy construction site vs. new school shoes. At one point, a temporary picnic table "bridge" was set up to reduce tracking mud into school. The

cooperative spirit shown by all those involved has been very much appreciated. The three areas of the expansion are now enclosed, and interior utility work is ongoing. Mark Koole is our construction superintendent, and is doing a fine job of keeping the project moving forward and on budget. Thank you, Mark.

Jim Noorman, our facility manager is in his first season in this capacity. Jim has adapted well while learning on the job. A large building such as ours comes with a lot of responsibilities, but Jim and his team are working hard to keep it clean and maintained. Keeping construction mud out of the elementary wing is almost a full-time job in itself. Thanks to you and your team, Jim.

Another large change is the addition of the Genesis Chr. Preschool building near the north drive entrance at San Ru Dr. The building is nearing completion, and they are looking forward to moving in. A ground lease has been formulated between Heritage and Genesis for lease of the property.

We also are working on a couple projects to be completed this summer. Plans are in place to install new carpet flooring in the lobby by the junior high gymnasium. The board recently approved the purchase and installation of a new emergency alarm system throughout the school. This alarm system can be implemented in a variety of emergency situations such as fire/smoke, tornado, lock-down and more. We also anticipate addressing some exterior improvements as the expansion project comes to a close.

Many good things are currently taking place at Heritage. We should pause and give thanks to God not only for these opportunities, but also for the talents and abilities to see these projects to their expected end. All of these opportunities drive us to this one confession: "Great is Thy faithfulness!"

### **Help Needed!! – Mrs. Jessica VanderKolk (Transportation Supervisor)**

As I'm sure many of you have heard, Heritage Christian is short one driver for a PM bus route this school year. The drivers have been making it work, but this is not ideal. In the upcoming school year, we are losing an AM driver as well, leaving a vacancy for both morning and afternoon routes in the 2019 – 2020 school year. Additionally, we must consider the fact that drivers may retire in the near future as well, leaving another potential vacancy in the 2020 – 2021 school year.

This all means there would need to be drastic changes to busing and the structure of the routes if another driver is not hired. There would likely need to be more pick-up/drop off locations at which many families' children get picked up at a single location, or a route would need to be dropped. These are difficult situations to be considered by the transportation committee and supervisor.

Heritage is not the only school that is short on bus drivers. There is currently a statewide shortage! That means for HCS, a driver would most likely have to come from our churches or schools.

If you are even slightly considering being a bus driver for Heritage, for either an AM or PM route, or both, please call or email us! We would love to talk to you and show you how much we love our jobs, and what the job entails. Heritage would ensure you are properly trained so you are comfortable and confident in all you need to know prior to taking the test to be a bus driver.

This is an awesome opportunity to serve our school, and a wonderful chance to get to know the children, and even the teachers on a more personal level.

Additionally, mothers should know that they would be allowed to take non-school aged children on the bus with you while you are driving your route! Two of our current drivers were able to do this when our children were only two!

We look forward to you joining our team!

### ***Some reminders from the office***

- Remember to have your children check in AND check out of the office when arriving from or leaving for appointments. We must have an accurate number of people in the building at all times.
- If you happen to be inside visiting school, please don't open the doors for others who arrive. This is one of the main ways that we "miss" the departure or arrival of students. Office staff opens the doors from our desks – every time! Students and teachers are not allowed to open the doors either, so if you happen to be standing outside and see people inside, we still need you to ring the doorbell. If, by chance, someone inside disregards these guidelines, please check in at the office before proceeding into the hallways.
- From time to time questions come up regarding school – as your first resort please call or email us at school for the answers instead of posting questions on social media. We would like to be able to make things more clear in the future, and knowing the questions that come up helps us to do that. ([receptionist@hchr.org](mailto:receptionist@hchr.org) or 616-669-1773)

## **God is My Rock – Mr. Brad Gritters**

During a class reading in science this past month, we came across a statement that really struck me. The statement was, “Rocks seem sturdy, strong, and unchanging. The Bible even compares God to a rock. God is unchanging, but nothing in his creation is unchanging – not even rocks.” Such a simple statement, but yet a huge comfort for us ever-changing creatures!

We used that science class period as an opportunity to look at places in scripture where God is compared to a rock. The one example we talked about was, “Ebenezer”. In 1 Samuel 7: 10-14, Samuel put up a large stone memorial in memory of God's gracious help for the people of Israel up to this point. Here, rather than a pile of stones as some memorials were, the memorial built was one large stone—a slab of granite or some other stone, stood on end, possibly as large as 10 to 15 feet high. One can still see such memorials in the ruins in the land today. This was a memorial of Jehovah's help. It was named: “Ebenezer—Stone of Help.” The purpose of the memorial? To recognize God's help in the past, and memorialize the memory of it for future generations. They could remember that God is an unchanging God! We too can look back at the past year. God has always been with us through every trial every second of our lives. Ebenezer therefore also means we can go forward in confidence, “hitherto hath the Lord helped us”, meaning that this coming year, no matter what trials God sends our way, He will help us and sustain us in every aspect of our life for he is unchanging.

When I asked the fifth graders to share what changes they have seen in their lives and how God has been unchanging in their lives, they came up with...

### **What changes do you see in your lives?**

“There are many changes happening in my life. I changed physically. I am taller and more mature. I like different foods and different subjects in school. I try to be neat, and when I color I am neater. Another change is that we got new neighbors a couple years ago, so we have their dogs to play with. I also have a new teacher, so there are different rules to learn. A good change is that I met another Tressa before, so now I know that I'm not the only Tressa. A bad change is that I broke my arm so now I have to be more careful on the playground.” – Tressa Lenting

“I see that I am older and smarter. I can grow in the Word of God. Summer changes everything. There is no school, so I can stay up late. I can go swimming and tubing. Going tubing with my brother makes me better at tubing and not being a baby. Having my brother move out caused me to get my own room. I have a very big family, and now I have more sisters. Finally, I have a dog that has caused me to be more responsible.” – Annikah Brower

“Since I was born, 3 of my grandparents have died. These deaths helped me realize that life is precious. When I was two, I broke my leg when my training wheel bike tipped over while going down a hill. I didn't like my bike until I got a 2-wheeler. These were all bad changes in my life. Some good changes were that almost every two years another of my siblings is born. This helped me learn how to take care of babies.” – Cody Feenstra

“To me change means that when we were born, we will grow up and our faces will change. When we were in preschool, we didn't know that much about God, and now in fifth grade we know a lot more.” - Laelle Terpstra

“When I moved to Michigan that was a big change in our family like making new friends and going to a new school. It was a good change because I made many new friends, but it was also a bad change because I miss all my other friends in Iowa. From Kindergarten to 5<sup>th</sup> grade I have had a big change, spiritually and outwardly. I know a lot more about the Bible, God, and other spiritual things than I did in Kindergarten. Now I am more mature and know to listen and obey those in authority over me better. God promised us a place in heaven, and he will keep his promise because he is unchanging. Romans 8:33, ‘Who shall lay anything to the charge of God's elect? It is God that justifieth.’” – Micah King

### **How is God unchanging to you?**

“God is unchanging. He will always love us and He will always forgive our sins. He promised us a place in heaven and He promised to send Jesus Christ. He promised us that He would send Christ to come again. I believe that He will never break His promises. God is unchanging in many different ways. When we sin, He isn't going to not love us anymore. He will always love us no matter what. No one can take us out of His book of life.” – Samantha Koole

“I think God is unchanging to me because God has loved me since I was born and now He loves me. He has loved me for 11 years and will always love me. God also promises me a place in heaven. God also forgives my sins always, ever since I did my first sin until now He forgave my sins when I ask for repentance. Going to kindergarten all the way to fifth grade was God's plan, and he still has a plan for me until I die. God never changes even though all of his creation does. Not even rocks, though many times they do seem unchanging. Nothing is unchanging except God.” – Addison Drnek

“He promises that he will have a place for us in heaven. He promised he will never send a flood again. This shows that he will never not keep a promise. He always loves his people; he doesn't forget about them. He doesn't change his mind about them. He always loves and remembers them.” – Caleb Vink

“God will always be my God. When I wake up in the morning, I know that I'm going to sin, but God still loves me. I don't have to worry about not going to heaven. ‘Wherefore also it is contained in the scripture, Behold, I lay in Sion a chief Cornerstone, elect, precious: and he that believeth on him shall not be confounded.’ I Peter 2:6” – Anthony Mowery

God is unchanging in his covenantal promise to save us unconditionally. We have that comfort that God causes the seasons to change, and the daily changes in our lives, but He does not change. God used rocks in the Old Testament to signify to His unfailing strength and love for His people. It's a blessing to see that fifth grade children can understand the comfort of knowing that we have a faithful, unchanging God. He is Jehovah, the I AM THAT I AM.

## Inside Recess – Mrs. Brenda Pastoor

If you remember my last Herald article about the importance of play, you will remember that I finished with the following paragraph.

“The benefits of play are so numerous: decision-making skills, social-emotional skills, language development, higher level thinking skills, communication skills, language skills, listening skills, cooperation, gross and fine motor skills, personal awareness, and the list goes on. Based on that list, the following statement from Kay Redfield Jamison rings particularly true. “Children need the freedom and time to play. Play is not a luxury. Play is a necessity.”

Well, given the challenges of mud due to construction, bitterly cold wind chill temperatures, rain (and then more mud) and melting snow (and more mud), the Kindergartners have had lots of opportunity for indoor play this year. While we would love to have these kiddos head outside to burn off some energy, I must admit that it has been great to see the cooperation and imagination involved in our play!

What kinds of things do Kindergartners do during inside recess?

There is always a restaurant open using the kitchen set in our room. I am kept well fed all day long! We have a big box of building blocks which become cities, spaceships, a zoo, tanks, aircraft carriers, you name it! There are always a few puzzles being assembled and of course some coloring and stencil tracing. Whatever we have done in class in the morning is re-taught by a multitude of future teachers. We have a full menagerie of animals available for observation. Mommies are taking care of crying babies. And the things that are created out of Legos! Wow!

I asked the students of KC to complete a simple writing project that declared their favorite things to do during inside recess. While it became more of a “What I did during the last inside recess” writing project, I still want to share it with you. If you know any of these kids, maybe you’ll recognize their personalities in what they like to do during recess! As we are learning to associate letters with sounds and how those sounds form words, I asked the Kindergartners to sound out their words the best they could. I have not corrected their spellings, but if you think about how they wrote their words, I think you’ll have to agree they did really well sounding things out! Enjoy!

- My favorite thing to do for inside recess is Leep Pad’s. Casen Pipe
- My favorite thing to do for inside recess is Lagos. Wyatt Lenting

- My favorite thing to do for inside recess is AniMLS. Anderson Mowery
- My favorite thing to do for inside recess is tablets. Anabelle Doezema
- My favorite thing to do for inside recess is SPi-ng on the GrLs. Blake Spronk
- My favorite thing to do for inside recess is Legos. Tyce Feenstra
- My favorite thing to do for inside recess is LEp Pab. Samuel Byker
- My favorite thing to do for inside recess is BLOCS. Cameron Boverhof
- My favorite thing to do for inside recess is BABES. Samantha Horvat
- My favorite thing to do for inside recess is LAGOS. Chloe Van Overloop
- My favorite thing to do for inside recess is BOOGEBORDS. Nolan Van Singel
- My favorite thing to do for inside recess is LEGO. Seth Drnek
- My favorite thing to do for inside recess is PLA SPIS. Andrea Visser
- My favorite thing to do for inside recess is BABS. Aubrey Dykstra
- My favorite thing to do for inside recess is LaGo. Blake Noorman
- My favorite thing to do for inside recess is PADSS. Natalie Griffioen
- My favorite thing to do for inside recess is LAGO. Hudson Koole
- My favorite thing to do for inside recess is LEGOS. Cade Schipper
- My favorite thing to do for inside recess is BLOX. Brendan Vink
- My favorite thing to do for inside recess is Babes. Abbie Pols
- My favorite thing to do for inside recess is CULR ON THE BORD. Joelle Pastoor
- My favorite thing to do for inside recess is Animlz. Elsie Uittenbogaart



## **Trust – Mr. Greg Holstege**

“Preserve me, O God: for in thee do I put my trust.” Psalm 16:1 For the Christian who lives in this world today, this verse is the basis for our hope in this sin-cursed world. All one has to do is look around themselves and see a world that shows itself to be quickening in its pace in coming closer to the end times and the second coming of our Lord and Savior. All one has to do is turn on the television and watch the news or read the newspaper and see the signs of Matthew 24 that indeed tell us that we are to become the watchmen for Christ’s return. As a teacher and a father, it does seem a little scary to wonder what the world is going to be like in the next 20 years or so for my students and my children to live in. The last 20 years have brought about changes that I would not think possible to happen, yet in the world of science, of socialism, of an age of tolerance, technology, and many other venues in society, we see things happening and wonder, “What is the world coming to?”

That is when we are reminded of Psalm 16:1 and that world we live in seems a little less scary for ourselves and for future generations. That word, “trust” is a word that emits a powerful emotion from us in that trust is the basis for any type of love or hope that we might have for what we are putting our trust in. For example, look at the summary of the Ten Commandments that God has given to us through Christ’s teachings. We are to love the Lord our God with all our heart, soul, mind and strength, and we are to love our neighbors as ourselves. Now, can we truly love God if we don’t put our trust in Him as the Psalmist teaches us to do in Psalm 16:1? Can we truly love our neighbors if we don’t have a certain trust in them because their actions show themselves not to be trustworthy? That’s why I believe our lives have many facets in them where we are to be trusting, first in God, as the verse teaches us, but also that we trust one another as brothers and sisters in Christ.

In a school setting, trust is an essential aspect of the daily running of the school. You, as parents, have a great trust in the teachers that take your place in the educating of your children that were given to you by God. You trust that we will train up your children in the fear of God as we study the various aspects of God’s creation using His Holy Word as the basis of that education. You trust that we as teachers will use our God-given talents to teach them to be citizens of Zion that they may grow in wisdom and knowledge of God through their years while in our care.

We as teachers trust that you the parents will work with us in that endeavor while the students are at home. We trust that you take great interest in what they are doing at school, discussing with them daily what they are learning, what work they have to do, and aiding them in their educational learning. Both the teachers and parents have to work hard to develop that trust with one another. That’s why school functions like parent-teacher conferences are so vital to helping build that trust between teachers and parents. Communication between teachers and parents also helps develop trust and working relationships. It is when parents take to social

media outlets like Facebook or Instagram to vent about school issues that the trust begins to wane between the school and parents. May God give us proper wisdom and discernment in using such outlets.

There is a tremendous calling for us as teachers to be trustworthy to our students and for our students to show their trustworthiness to us as teachers. Teachers must work hard not to give occasion to the students to doubt our trustworthiness. Our lives are an open book to them by the way we live, by the way we dress, by the way we communicate with them, by the way we discipline them, and by the way we interact with them. They watch us as they sit in our classrooms and roam our halls. Are we examples of trust to them each and every day? At the same token, students must show themselves to be trustworthy as well. Is that homework assignment actually yours or your friend’s work that was copied? Not a year goes by that a student is not tempted by cheating and follows through on it. It saddens a teacher when that happens because when that bond of trust is broken, the student has to work doubly hard to reestablish that trust with his or her teacher. Lying is another way the trust is broken quite often by students with their teachers or with their friends. Usually one lie leads to another and ultimately, the trust that once was there becomes lost and has to be regained.

Another area where trust is an essential ingredient to proper Christian schools is with our school boards. Men are asked to give up much time and energy when nominated to serve on our school boards. These men, when elected by our school societies, are entrusted by the parents of that society with the proper care for our schools which our forefathers worked so very hard to establish for generations to come. The policies that are established and kept are trusted to be in accordance with God’s Word. The relationship between the school boards with its administration and its staff has to be a trusting relationship as well. That is why school board visits in the classroom, regular and honest communication between the boards and their staffs, and policies implemented and upheld, are vital to establishing a trusting relationship between each other.

Yet all these relationships that are established in trust and love for one another are nothing if there is not first that trust in God that David speaks about in Psalm 16. The way of the world is to put their trust in the things of the world. Those who put their trust in the governments of today do not heed the warning of Psalm 146:3, “Put not your trust in princes, or in the son of man, in whom there is no help.” We are warned not to put our trust in the riches of this world in Proverbs 11:28, “He that trusteth in his riches shall fall; but the righteous shall flourish as a branch.” Instead, listen the words of David in Psalm 34:8 which are the words we live by: “O taste and see that the LORD is good: blessed is the man that trusteth in him.” If we live by these words, then we will have the trusting relationships with one another that are needed to keep our schools strong in the faith for generations to come.

## **We’re Amazed by the Human Body! – Miss Liz VanDrunen**

I was a guest at a baby shower a few weekends ago. While I was there, I participated in an intense game of baby-themed Jeopardy. Though my baby knowledge was not as comprehensive as the majority of ladies there, I ended up coming home with the grand prize. How did I end up winning the coveted

bottle of lotion you may ask? Well, I have my fourth graders to thank for that! The final question came down to this: “If a grown adult has 206 bones, how many bones is a baby born with?” The fourth grade human body unit I teach came in clutch for this final Jeopardy question. In fourth grade, we get the privilege of

learning about the human body in science class! Diving in to this topic always amazes me and leaves most fourth graders awestruck. Did you know, a grown adult has 206 bones, yet a baby is born with over 300 bones?! As babies grow, some of their bones fuse together. Many infant bones are made entirely of soft, flexible tissue called cartilage that's slowly replaced by hard bone as the baby develops. That's just one astounding fact about the intricate design of the human body God created. Here are a few of the student's comments and observations on the remarkable body God has given us:

- Jordan Koole: *I think it is amazing how God makes the body work on its own. It is cool that the body has 37 trillion cells, and an average human heart pumps 100,000 times each day!*
- Kent Kuiper: *The brain sends signals to make our body know it's time to do things, and we don't have remind it!*
- Shane Cnossen: *I think it's amazing that when you touch something hot, your nerves tell your brain, "Ouch! That is hot!"*
- Elise Bruinooge: *Some people are not born with all their bones, and they are still amazing people who can do things! God made them wonderful and they just function a little differently!*
- Anna Hassevoort: *It amazes me that some people don't have all of their heart. What a miracle that doctors can fix it!*
- Martin Langerak: *God created us out of nothing and even made everyone different!*
- Bailey Dykstra: *We don't have to tell our brain to feel. It just does it!*
- Owen Boverhof: *It is amazing how dry bones have joints that help us move. It is also cool how if you break a bone, it fuses itself back together.*
- Aaron Spriensma: *The power of the brain is awesome! Just how you can write a sentence: amazing! But, that is just one wonderful thing that God added to his beautiful creation of the human body!*
- Kailyn DeBoode: *Did you know your heart is a muscle? And it just keeps beating, even when we're sleeping!*
- Casey Karsemeyer: *I like how it only takes one minute to pump blood to every cell in your body.*
- Peyton Hopkins: *It is amazing how God created our bones, and put them together in the exact right spot, to do the exact right thing.*
- Derek denHartog: *The human body can function and fight sicknesses, and you don't have to tell it what to do!*
- Landon Kuperus: *God made us so we can give our bodies to other bodies. We can give blood to other people who need more, and kidneys to help someone in need!*
- Lauryn Looyenga: *Our femur is an amazing bone, because God gave it to us so we would be able to walk. "I will praise thee, for I am fearfully and wonderfully made."*

### **Psalm 113– Miss Emily Gritters**

"From the rising of the sun unto the going down of the same the LORD's name is to be praised." Psalm 113: 3

Every morning I get the privilege (as I often have to remind myself) of making the small trek to school. Some days are gorgeous; some days are grey and cold. Some days it is a struggle to climb over the mountain of snow that has developed in between the apartments and school thanks to the plows that work hard to clear our roads and parking lots. All of those days are days created by God. My favorite mornings are the cool mornings when the sun is just rising over the horizon, and the sky is painted many colors of red and orange. It makes me stop and just wonder at the greatness of our God. It is especially on those days that Psalm 113 comes to mind.

We are called by God to praise His name from sun up to sun down. This includes immediately in the morning when I wake up. When I arrive at school and think of the list of things I have to do before the students come, I need to do so to the glory to God. When the children arrive with their happy faces, glad to be at school, thrilled to be with each other and with me, I am reminded of God's covenant faithfulness to His people. We begin each day in prayer to our God, and the joyful singing of children's voices is a blessing that God gives me. What can compare to the songs of Zion being sung so beautifully by His covenant youth? The Lord's name will be praised!

We begin the day with prayer and song, but the glory of God's name does not end there. We move on to one of the children's favorite subjects, the Bible story. What better way to transition from

devotions to school work than by exploring God's Word and the many wonders and miracles performed! Up next is time for VoWac. This involves learning letter names, exploring how spoken words are made up of sounds, and associating letters with parts of spoken words. This helps prepare them for reading, which is one of the many aspects of the God-given gift of language—a gift given for the purpose of communication. Daily Five gives the students a chance to work in stations on different reading concepts: listening, spelling, reading out loud, reading quietly, and writing. All of these use different skills given to us by God, skills which we are called to use to the best of our ability. Often the children need reminding of this when they would rather goof off. Lunch time arrives, and we get a break from our studies to enjoy eating the food and drink packed for us in our lunches—then outside we go to relax (or freeze) in nature. The children have a chance to show kindness to one another, include each other, and love one another. Inside, the teachers have a chance to breathe, prepare, and clean up the rooms for round 2.

After lunch devotions there is always a good time to discuss how we are blessed with so many blessings including a warm classroom and food prepared by our loving parents. It is also a good time to discuss how we are fed spiritually through God's Word and talk about how there are many Christians who do not get these same opportunities that we do. After prayer is our math class. Numbers—a wonder picture for children to see visual patterns, consistency, and repetition. I love talking with the children about

how we can see God even in our numbers, and encouraging them to keep a happy attitude while working with them. (Another good time for me to remind myself of how I am an example, and need to show love and patience to them—even when they spill their pencil box on the floor for the 4<sup>th</sup> time while getting an eraser). Some days we get the opportunity to stretch out our bodies in the gym. It is always amazing to see the energy our heavenly Father has put into these little bodies. They can go forever! It is also a chance for us to discuss how we should use our bodies. Sometimes gym can get a little rough and we have to take a step back and examine how we can still have fun, but without becoming so absorbed with winning that it harms other players. When we become self-absorbed it is taking the glory away from our God and putting it into ourselves.

Throughout all the day, the teacher is called to be a model of Christian love, virtue, and morality. In these ways, I can glorify God in my work. Students are called to be obedient and hard working. Yes, we can look at specific ways that subjects glorify God, and we should be using these specific subjects to glorify God. However, if

you really look into it, it isn't the subjects themselves, but rather how we approach the subjects. It is remembering that everything we do, we do out of thankfulness to God. It is remembering that we are all dead in sin, and although we don't deserve it, we have the promise of salvation through Christ. It is the internal attitude that we experience during the day that really reflects how we glorify God.

At the end of each day, as I reflect on my day I see the many times I fall short. I am reminded of my sin, and how underserving I am. I also see the times where God was carrying me through the day, using me to help build up the students and teach them things that are necessary to know. I see the ways the students teach me in their innocent love and eagerness to learn.

God is apparent all through the day and by keeping our faces turned toward Him, we can glorify Him from the sunrise to the sunset—and even through the night. This is not our own doing, it is only through Christ—the Sun of Righteousness.

### **Gym Time – Mrs. Rhonda Holstege**

The bell rang, and we lined up for gym class. The kids were all excited for this time. They wish we would be able to have gym every day. Teachers are able to use this time to teach them certain skills. But the students only seem to care about what game we are going to play. When I announce what we are doing, it always comes with mixed emotions. Some love what we are going to do, others have no care at all, and the rest usually will have audible groans. You can't please everyone - or can you? The most popular thing for my class to do is play dodgeball. The first couple of months, dodgeball was the only game they seemed to know how to play. Of course I knew better, but that is what they told me every time. We eased out of the habit of asking if we were going to play dodgeball. Now we work on different skills and exercises during gym time. Once a week I have them jog around the gym for five minutes. The first time some made sure to let me know they were never going to make five minutes while others said five minutes wasn't long enough!

This always happens as well during gym. There are students who prefer to stay in the background during class and try to participate very little, while others make sure everyone sees and hears them as they are sure they are the best athlete in the class. I remember once we were going to play hockey, boys on one half and girls on the other half, and a student made sure to say loudly enough that they were the best hockey player in the whole class. As teachers, we never get away from teaching, even during our gym class. We have to remind them of the different abilities God has blessed each student with, whether in the classroom or in the gym. We don't look down on others for not having our special talent. We have to build each other up in both places as well. Teachers will usually pick the teams for gym to get away from having one team stacked with all the "good" players. This encourages all to lift each other up as they want to win whatever game or activity we are doing that day. The students wrote why they enjoy gym time and then their favorite game.

- Kara B.: *I like running - dodgeball.*
- Josie K.: *I like to get my exercise - dodgeball.*
- Cohen V.B.: *Gym is fun and I like to throw balls and run - hockey.*

- Josiah VDK.: *I like gym because we get to run physically, not figuratively and I like physical games and doing warm-ups - dodgeball.*
- Janelle F.: *P.E. is fun because I get exercise - dodgeball.*
- Ella B.: *I like to be free and exercise - alien invaders.*
- Conner G.: *I love gym because it gives you a lot of exercise. You can run, throw, kick and a lot of other things. You also get to have fun - alien invaders.*
- Micah V.: *I like to get exercise by running - dodgeball.*
- Natalie B.: *Gym is fun because I like to run around and exercise. I also like to catch the thrown balls - dodgeball.*
- Evelyn L.: *I like to run around the gym - kickball.*
- Gavin H.: *I like to lose some pounds in gym - dodgeball.*
- Brendan W.: *I like to go to gym because it is not work for me - dodgeball.*
- Olivia W.: *I really like sports and it will help me with my swim team. Gym is a lot of fun - color tag.*
- Sarah K.: *I love running around in gym and playing all the games - prisoners.*
- Zachary P.: *I like gym because we get exercise by running and jumping - alien Invaders.*
- Sam D.: *I like playing fun games - hockey.*
- Livie B.: *Gym is fun because you get to run and play games. People shout out your name when you are in and most others are out - prisoners.*
- Brielle G.: *I like gym as I like to run and gym always has running in the games- jail.*
- Jake K.: *I like to do the five minute run on Tuesdays. I like running games - alien Invaders.*
- Evan B.: *I like gym because I like to run around and play fun games. I like to go wild. It is fun to practice throwing balls - alien invaders.*



## Writing and Basketball – Mrs. Sarah Decker

What do writing and basketball have in common? Is writing a skill or a talent? What would you say? Are some people talented in writing and the rest of us not?

To answer this, we need to investigate the concept of skills vs. talents. Coaches spend a lot of time in practice teaching basketball skills. Players expect to develop proficiency in dribbling, passing, and shooting from this training and practice. Players will not become better shooters by standing along the sideline and reciting the components of a good shot - no, they have to do it. They have to shoot over and over again. Players will not become better shooters by having discussions on their shooting form in the coach's office. No, they must practice their shooting stroke over and over again. Basketball shooting or dribbling are skills because they can be learned.

If a person is able to use effort and training to get good at something, it's a skill.

Talent, on the other hand, has the idea of natural ability; the word implies an apparently native ability for a specific pursuit. Some people have a talent for basketball. Because of this innate ability, basketball skills are easier to learn for the athletic one. The sport, however, is not only for the talented - anyone can expend great energy and effort to learn the various skills of the sport. But, it is entirely possible that one would not be motivated to expend the energy and effort required to learn the skill.

Skills require coached practice; they cannot be developed by memorization of steps; they cannot be developed by only having discussions in an office with a coach. Learning a skill requires

practice, a repetition of simple drills that build up to more complex maneuvers.

Now back to the original question. Is writing a skill or talent? Since a person is able to use effort and training to get better at it, writing is a skill. The teaching of writing is the teaching of a skill. And like a basketball coach, a writing teacher must understand the pathway and coach the students along the way. Students will learn how to write by practice, by doing. Writing isn't only for those gifted in the language arts; all students that give energy and effort to the basics of writing will improve!

Heritage Christian School is in its first year of implementing a new school-wide writing curriculum. The company that developed this curriculum, The Institute for Excellence in Writing, claims that they "present a method of teaching writing that every teacher can use in his or her classroom, so every parent can be confident that every student will learn to write." The curriculum offers a step-by-step, sequential, and concrete method of teaching writing. Our students will be doing LOTS of writing - but isn't that exciting? We wouldn't want it any other way because writing is a skill that must be practiced over and over again in order to become an expert in it. Writing can't be learned by classroom discussion or by memorizing the parts of a good paragraph. Writing is learned by doing!

The new IEW curriculum is helping our teachers to become fantastic writing coaches. And because this curriculum can be taught with consistency from classroom to classroom, and built upon from grade to grade, we are excited to see the development of writing skills in ALL of our students!!

## Insects – Mr. Randy Kuiper

Insects. Hard to think about when snow is so high you can't see out your window. However, spring is not far from now, and while some people may consider insects to be a nuisance, my students find them fascinating. We learned about insects at the beginning of this school year, and my students still talk about what they learned to this day. Because students were so interested in learning about insects when we studied them, I extended the unit so that students could research an insect that they wanted to learn more about. After spending time reading up on the insect they chose, students filled out a graphic organizer which they then used to write a paragraph. The paragraphs were too good not to share. Enjoy!

- Calli Timmerman: *The katydid is an amazing insect. Did you know the katydid has a leaf like body, green body, and long antennae? You can find the katydid in wooded shrub areas. They eat leaves from trees, nectar from flowers, and fruit from trees and bushes. A katydid goes through incomplete metamorphosis: egg, nymph, adult. Did you know the katydid is related to grasshoppers and crickets?*
- Karissa Bol: *The fly is an interesting insect. The fly's color is metallic blue green. They live in houses and warm places. They eat plants. They go through complete metamorphosis. Did you know that their wings beat 1,000 times every second?*
- Peyton VanderZwaag: *Stink bugs are a cool insect. Stink bugs have antennae, a shield, and long legs. The stink bug lives in*

*crop fields and meadows. Stink bugs eat plants, juices, and sap. The life cycle of a stink bug is called incomplete metamorphosis which is egg, nymph, and adult. The stink bugs have a bad-smelling liquid that smells like stinky socks.*

- Leyton Schipper: *Silverfish are very small and they are very cool! Silverfish are silver and have small legs and no wings. Silverfish live under rocks so they don't get eaten by other animals. Silverfish eat silk and love to eat sugar. A silverfish's life cycle is egg, nymph, and adult. Silverfish can go one year without eating food.*
- Rylan Veldman: *Fireflies are cool lightning bugs. They are black and brown and have leathery wings. Fireflies live in debris and beneath bark. Fireflies love to eat pollen, nectar, snails, and slugs. Fireflies go through complete metamorphosis. They hatch from egg to larvae and then it pupates and changes into an adult. Did you know that a firefly's light bulb has a cold light?*
- Addison DeGram: *The grasshopper is a very cool insect! The grasshopper is a green or gray insect. Grasshoppers live in grassy fields. The grasshopper only eats grasses and crops. The grasshopper's life cycle is egg, nymph, and adult. Did you know that each grasshopper has its own song?*
- Anthony Bomers: *The mayfly is a cool insect. The mayfly is green or it can be brown. They are usually found by ponds.*

Sometimes they can be found by streams. The mayfly does not eat. It just stays and sits and gulps air. The mayfly's life cycle is egg, nymph, and adult. Mayflies live only two days or less.

- Emma Nead: *The weevil is an interesting insect. Weevils are dark brown insects. Weevils live in woods and vegetable fields. Weevils eat seeds and fruits. The life cycle of the weevil is complete metamorphosis which is egg, larvae, pupa, and adult. Weevils are destructive pests.*
- Norah Dykstra: *The gypsy moth caterpillar is an interesting insect. They have black hairs. They are sometimes brown and they have blue and red spots. The gypsy moth caterpillar lives in hardwood or pine trees. The gypsy moth caterpillar only eats leaves. The life cycle of the gypsy moth caterpillar is egg, larvae, pupa, and adult. In early summer they cross the streets.*
- Landon Noorman: *The cockroach is very cool! The cockroach is reddish-brown and it has pale wings and it is oval. It lives in homes and it can live outside. The cockroach eats plants. Cockroaches go through incomplete metamorphosis. When you touch a hissing cockroach, it hisses!*
- Case Kuiper: *The earwig is an amazing insect! The earwig is a slender, long, and flattened insect. They live in dark places that are usually cool and damp. Earwigs eat organic matter, living insects, or dead logs. Their life cycle is incomplete metamorphosis which is egg, nymph, and adult. The earwig is active at night and it smells very bad.*
- Miriam Cnossen: *Termites are interesting and cool insects. Most termites are white and small and they are wingless. They live in tunnels, wooded areas, and trees. Termites like to eat wood. Their life cycle is egg, nymph, and adult. Did you know that there are a hundred million workers and that the queen can live up to fifteen years?*
- Parker Griffioen: *Moths are cool insects. They are gray and brown. Moths live in trees and in dark wood areas! They eat plants and clothes. Their life cycle is egg, larva, pupa, and adult. They really like to eat clothes.*
- Paige Noorman: *Cicadas are cool insects! Adults are brown and they can fly. Cicadas live in wood areas and pastures. Cicada nymphs suck tree root sap. The stages of this insect are egg, nymph, and adult. Cicadas live long lives. They can live up to 17 years!*
- Carter Barton: *A yellow jacket stinger is cool because it is skinny. Their body is black and yellow. They live in hives that are near flowers. They eat flowers and nectar. Their life cycle is egg, larva, pupa, and adult. Yellow jackets make nests that look paper-like and they have special compartments for their eggs.*
- Amber Spronk: *Have you ever seen a spittlebug? They are really cool. Adults are brownish and the babies are pale green. The babies look really cool when they are that color! Spittlebugs live in weeds and grass. Spittlebugs are herbivore*

*and they eat plant juice. The adult and nymphs suck the juice. The spittlebugs go through incomplete metamorphosis. Did you know that people call adult spittlebugs froghoppers?*

- Lucy Cnossen: *The flea is a very cool insect! The flea has a flat abdomen and many spines. It is dark brown. The flea lives on feathers or hair. The adults eat blood. The flea goes through complete metamorphosis. Fleas can carry diseases and they can bite humans.*
- Drew Karsemeyer: *Dung beetles are cool insects. They have black bodies and two antennae. They live where dung from cattle is found. Dung beetles eat dung. It goes through incomplete metamorphosis which is egg, nymph, and adult. Did you know that the dung beetle can roll a ball of dung much larger than itself?*
- Molly Bergman: *Do you know how cool an aphid is? Aphids are tiny insects and they are mostly green or brown. The aphid likes to live in orchards, gardens, trees, or plants. Aphids enjoy eating plants. That means aphids are herbivores. The aphid goes through incomplete metamorphosis which is egg, nymph, and adult. Did you know that the aphid gets eaten by ladybugs?*
- Ella Decker: *Walking sticks are cool because they can camouflage. They are long, dark brown, and thin. They live in woods, forests, and grasslands. The walking stick eats fruit leaves and plants. The life cycle of the walking stick is egg, nymph, and adult. A fun fact about the walking stick is that they can regrow a lost leg!*
- Julia Rus: *Hornets are cool insects. Hornets are often reddish brown. Hornets live in the forests and towns. They eat flies and caterpillars. A hornet's life cycle is complete metamorphosis which is egg, larva, pupa, and adult. They abandon their nest each year.*
- Adalyn Bylsma: *Did you know that crickets are cool and interesting insects? Crickets have long hind legs and small wings. Their hind legs are very powerful. A cricket's home can be in bakeries and even people's homes sometimes. Crickets eat plants and sometimes even animals too. The life cycle of a cricket is egg, nymph, and adult. Crickets rub their legs together to make a chirping sound.*
- Cole Drenek: *The rhinoceros beetle is the coolest beetle in the world. The rhinoceros beetle has one to three horns on its head. The rhinoceros beetle lives in damp, woody, areas. Rhinoceros beetles eat nectar, plant juices, and rotten wood. The rhinoceros beetle's life cycle is egg, larva, pupa, and adult. Did you know that this beetle is the largest beetle in the world?*
- Nolan Schipper: *The mosquito can suck blood. The mosquito can be brown, black, or gold. The mosquito can live by a lake, a pond, or by trees. Mosquitos eat plant nectar, blood, and honeydew. The mosquito's life cycle is egg, larva, pupa, and adult. Mosquitos are fast eaters. They can stab their needles in your skin!*

## “What Mean These Stones?” – Mr. Bill Joostens

*“And some of the Pharisees from among the multitude said unto him, Master, rebuke thy disciples. And he answered and said unto them, I tell you that, if these should hold their peace, the stones would immediately cry out.” (Luke 19:39, 40)*



The Canyon of Destruction, Powell

The incredible testimony of rocks! And they WILL speak and be heard. Even more, their message is undeniable. And the Rock of our salvation Himself refers to this expression of the rocks of His design, they will EXALT His Name. Creation’s ROCKS display the unmistakable, irrefutable message of God’s sovereignty, power, and judgment.

The Eighth Grade has recently considered such a spectacular testimony of rocks in a unique way in Bible class. Through a presentation produced by Institute for Creation Research, we’ve been taking a closer look at a renowned area in the southwest United States often cited for its rock evidence of the Earth’s development, the Grand Canyon! The magnificence of this canyon has struck man since time immemorial, but few in the past or present view it as the message of judgment and salvation it was designed to be.

Among the first viewers, were pagan natives that made this North American area their home called the Anasazi. The Anasazi’s descendants, the Hopi, in pagan blindness, believed the Grand Canyon to be a Sipapu, a place from which all people emerged from another world into this one. Much later in 1540AD, García López de Cárdenas a scout in the well-known expedition of Francisco Vasquez de Coronado became the first European to see the spectacular sight. Their eyes however were trained on finding the fabled treasures of the Seven Golden Cities of Gold, which ultimately eluded them as much as the



Chief of the Paiutes with J.W. Powell

Maker’s majesty before their eyes. In 1869, Major

John Wesley Powell, the first U.S. geologist to go through the canyon, chronicled its splendor. His namesake landform, Lake Powell, is part of the Colorado River system and is today harnessed by the Glenn Canyon Dam in Page, Arizona. Powell marveled and remarked:

*“The wonders of the Grand Canyon cannot be adequately represented in symbols of speech, nor by speech itself. The resources of the graphic art are taxed beyond their powers in attempting to portray its features. Language and illustration combined must fail.”*

He missed the real message entirely, but the rocks did not fail to exalt God’s name. What failed was his unbelieving heart, though speech may fail in a stony awe, the soul of man is commanded to give praise to the true Creator in the display of His majesty. Instead, Powell saw the canyon matter-of-factly as a “great book of the earth,” a testimony to a self-developed, ages-old earth. He laid the groundwork for today’s unbelieving geologists who erroneously view it simply as recording nearly 2,000 million years of the Earth’s history exposed as the Colorado River cut through layer after layer of sediment as the Colorado Plateau uplifted. But the clear display of the one true Creator God’s work of judgment and redemption, sculpting this canyon in the process, completely escapes them.



The boats in Marble Canyon

How does the canyon truly speak? There are two opposing views of “hearing” these rocks, the uniformity and catastrophe views. One is based in the lie and the other in truth. Uniformity is the belief of the scoffers of 2 Peter 3:3-4 “walking after their own lusts saying, all things continue as they were from the beginning of the creation.” Their God-opposing view goes something like this - if the Colorado River carries away 500,000 tons of sediment material per day today, this would be its uniform, consistent “carving power” and then concluding that our eons old earth was scarred by the Colorado River cutting a channel over millions of years, resulting in this grand canyon.

The biblical Catastrophe view, however, interprets the canyon using scriptural spectacles. The earth “is before our eyes as a most elegant book...leading us to contemplate the invisible things of God, his power and divinity...all things which are sufficient to convince men, and leave them without excuse.” (The Confession of Faith). The Earth underwent catastrophic geologic change, in the short period of time of the biblical global Flood.

Bible-believing, creationist geologists took us on a video tour to outline their geologic interpretation of the canyon from the biblical perspective of the Flood. They pointed out many geologic details which point to the truth of the global biblical flood. Even more, they expressed their thoughts on “the invisible things of God” in these rocks. As one of these geologists, George Van Burbach expresses it, “When I look at this canyon, I don’t see just a testimony to the forces of nature sculpting the landscape. I see an incredible testimony to the greatness of our God. Not only to the forces at work in creation and in the flood, but to the whole council of scripture. I see here evidence of the consequences of man’s rebellion against God. This great chasm, these rocks filled with testimony of what the Fall brought to us, of death. You know, our God bridged a much greater chasm than this when He came and delivered us from our own bondage to sin, from the consequences of sin, which is death. I’m reminded of what the Psalmist said, “Oh Lord our Lord, how majestic is Thy name in all the earth. Who has displayed Thy splendor above the heavens.” I thank the Lord for

this canyon. I believe this canyon is an incredible testimony not only to His power, to His creative forces, to His judgment in the flood, but also to His Grace.”

To the unbelieving and uniformitarian – the Jonah-like message still resounds, “repent and believe!” The display and evidence of the truth is fundamentally undeniable and leaves them without excuse, yet “...this they willingly are ignorant of, that by the word of God the heavens were of old, and the earth standing out of the water and in the water; whereby the world that then was, being overflowed with water, perished; but the heavens and the earth, which are now, by the same word are kept in store, reserved unto fire against the day of judgment and perdition of ungodly men.” (2 Peter.3:5-7)



The boats in Marble Canyon

To believers and their children, God’s glorious majesty is seen in this canyon as in all things through eyes of faith. Thanks be to God that our eyes may graciously be open to see these wonders which move us to praise our God and Maker. Let’s always be prepared to answer the question, “When your children shall ask their fathers in time to come, What mean these stones? Then ye shall let your children know...the hand of the Lord, that it is mighty, that ye might fear the Lord your God for ever.” (Joshua 4:21,22,24) The canyon is a monument to the judgment and the salvation of our God. Let us give witness with our children to God’s revelation in all these things and apply our hearts to wisdom’s ways. “Seeing then that all these things shall be dissolved, what manner of persons ought ye to be in all holy conversation and godliness...But grow in grace, and in the knowledge of our Lord and Savior Jesus Christ. To Him be glory both now and forever. AMEN.” (2 Peter 3:11,18)

(NOTE: Photographs are from John Wesley Powell's second expedition (1871) down the Colorado River through what would later be known as the Grand Canyon. There were no photographs made during the first (1869) trip. Archive photos are from U.S. National Park Service site: <https://www.nps.gov/media/photo> )

## Are You Smarter than a 5<sup>th</sup> Grader? – Mr. Rick Gritters

As an adult, do you agree or disagree with the following five statements? And what do you think your 10 or 11 year old would think about them?

1. Teachers should have regularly scheduled read aloud times each week.
2. Kids should be allowed to eat candy in class.
3. If the outside temperature is -2 degrees or colder, then school should automatically be cancelled.
4. School bathrooms should be equipped with automatic soap or water dispensers.
5. The intramural champion student team should play a team of teachers.

Recently, I asked my 5<sup>th</sup> graders to share with the rest of the class a rule change that they would implement at Heritage if they were in charge, and those were some of the ideas they came up with. They were then asked to choose one of those topics along with a position or opinion on the topic and defend it. They needed a topic sentence, 3 arguments with support, and a closing sentence. I was not surprised by the rule changes they proposed. Kids are often very creative in this regard. What did surprise me was the position they argued for. Eleven of the eleven students who picked to write about candy in class argued that it is NOT a good idea. Kids and candy!! Are you kidding me!?! Only three of the four students who wrote about ‘read aloud time’ argued that it is a good idea. I was surprised it wasn’t four out of four! What student wouldn’t want to have a teacher read to them, I thought!?! Both boys who wrote

about automatic soap dispensers argued that kids would waste soap, or that installing and replacing them would be too expensive. What mature young minds! Finally, two of three girls argued that school SHOULD BE cancelled when the temps are under -2. I thought all three of those girls would think school should be cancelled in any weather conditions. ☺

Following are the paragraphs produced by young, thinking minds. Enjoy reading them. And as you do, remember, sometimes kids actually do think like adults!

### ***Candy in Class by Luke Deemter***

I think allowing candy in class is a bad idea and this is why. If kids were chewing gum in class they might not feel like throwing it all away so they stick it under desks and chairs. Nobody wants gum to stick on their hands when you put your hands under your desk, that’s just gross. Also, I think candy is messy. If a kid was eating a fun dip during math and spilled it all over the carpet, that would make a big mess and waste a lot of time cleaning it up. Gum on the floor would also make a big sticky mess. Finally, I think the wrappers make a big mess. People might just leave wrappers on the floor and that just eventually leads to a messy room. And I think janitors don’t like messy rooms to clean. That is why candy shouldn’t be allowed in class.

### ***No Candy in the Classroom by Camden Gritters***

I think allowing candy in the classroom is a bad idea. First, wrappers would be on the floor. This makes it hard for janitors to clean up. Second, if we had candy it would get all over the classroom. Your sticky fingers would touch everything. Third, if you

chewed gum, it would be annoying to the person next to you. Also it would be tempting to stick it under your chair. THAT WOULD BE DISGUSTING TO TOUCH ANOTHER PERSON'S GUM. If candy was not allowed, the room would be much cleaner but not much fun!

#### ***Candy in class by LJ Steenwyk***

I don't think allowing candy in the class is a great idea. Some kids might be messy and leave their wrappers on the floor. Ants could come in the class because of the sugar and sticky types of candy. It wouldn't be nice to see ants and bugs in the class. Think about all the smacking of candy in students mouths it would be hard to concentrate during class. Also, the computers would get messy, greasy and nobody would want to have computer class. Finally, it would be a pain for the janitor to scrub off the gum and sticky chocolate and wrappers. What if you find gum under your desk? That would be gross! That is why I disagree with candy in class.

#### ***Candy in Class by Jack Byker***

I think candy in class is a bad idea. It's a bad idea because people can choke. If people choke all the time then parents would send their kids to a different school where candy is not allowed. Second, we could find lots of gum under the chairs and desks. If we had gum stuck everywhere it would be unpleasant to touch things or sit on things. Kids could also leave wrappers everywhere. If we had wrappers everywhere our school would look messy. Finally people might leave candy in their desks. Then ants would come and we would have to clean them up. That's why I think candy in class is a bad idea.

#### ***Candy in Class by Treyton VanBaren***

I think candy should not be eaten in class. Because it would be loud with everyone eating candy. It would distract people. People would leave wrappers everywhere and leave gum under their chairs. This would be more work for the janitor. People would always be asking to go to their lockers to get their candy. They would ask if they could put their candy back in the trash when they were done with it. That's why you shouldn't keep candy in class.

#### ***Eating Candy in Class by Grady Machiele***

Eating candy in class is a terrible idea. It is a terrible idea because kids and teachers might get more cavities. If kids get more cavities then dentists earn more money which would make the parents bills go up. I also think it is a terrible idea because parents would be paying more money to buy candy for their kids. If parents bought too much candy for their kids, their grocery bill would go up. Finally, if candy was allowed in the class, there would be more insects in the classroom eating the spilled candy. There would be more disease going on because insects carry disease. This is why I think candy in class is a TERRIBLE idea.

#### ***Candy in Class by Maddie Kooienga***

I think that candy in class is kind of a bad idea. You would find candy wrappers everywhere! There would probably be gum under the desks and chairs! And the second thing is that there really isn't a good reason to eat candy in the middle of class. You have three different times to eat here at school, just fill up then. And then there's the last thing, it would be really annoying to have to listen to the sound of the unwrapping of candy, and the chewing of mouths. For example if I was trying to get some homework done and the person next to me was chomping on a piece of gum, that would drive me crazy! So those are my reasons why candy in class is a bad idea.

#### ***Candy in Class by Brielle V.O.***

I think we should not have candy in class. Everyone would be constantly hearing wrappers. Students would be opening their candy wrappers and making noises. Another issue would be some people are loud chewers. We wouldn't be able to hear the teacher. Finally, the wrappers would be a distraction to that one person. If they were a distraction they might not get good grades because they aren't listening. That's why we shouldn't have candy in class.

#### ***No Candy Allowed by Alaina Uittenbogaard***

I think that candy should not be allowed in class for the following reasons. It would be very annoying and a distraction. School owns many books and careless people might make pages stick together and spill and wreck books. It would cost money to replace them. Some kids are allergic to peanuts. Peanut butter and peanuts are often found in candy. Some people might bring gum. They can stick that gum to the bottom of desks and chairs. Candy in class also means more work for the janitor. Some small candies like nerds or fun dips can spill and make a huge mess. We would all have rotten teeth. Nobody likes the dentist that much. Everything would be a mess. And that is why I strongly disagree with candy in the classroom.

#### ***No Candy Allowed by Amber Kuiper***

I think candy should not be allowed in class, unless it's like a birthday treat. One reason is because some kids won't pay attention in or during class because they would just be eating candy. Also, it's obnoxious and annoying to others. Secondly, some kids would leave candy wrappers everywhere and make the room a mess. Plus, some kids might put gum on the bottom of their desks. Thirdly, kids would eat way more sugar which would lead to more cavities, and cavities aren't that cheap. And most kids don't pay for their own cavities, I know I don't. You don't want your teeth to get pulled out either because of cavities. Plus, it's gross to look at people with disgusting teeth/or stinky breath. Fourth, those who can't eat it might feel bad. For example, Bella can't have it, because of her diet, and she also reaches for things, so if you sit by her it would be dangerous for her because then she would put it in her mouth. Also, those who have allergies might trade and get whatever happens when they eat the things they can't or if they're not careful on what candy they eat. Those are the 4 reasons I think candy should not be allowed in classrooms.

#### ***Agree/Disagree by Everett Kamps***

Eating candy in class should only be allowed at certain times, for example, lunch recess and snack time unless teacher says so. Candy is distracting and can make it difficult to learn. Not only are the wrappers loud, but your friends may ask you for some. Then they are also distracted. Candy by itself is not bad, but too much candy is bad for you. Your dentist will know when you have too much candy, and so will your parents when the dental bill comes! Candy causes cavities in your teeth and can also make someone gain weight. People sometimes throw candy wrappers on the ground. If most of the people who eat candy don't throw their trash away in the can, then the classroom gets trashed, and eventually the school. People that throw trash on the ground at school will probably throw it on the ground outside too. This will lead to a messy environment, which in the end will lead to a miserable place to live. God commands us to take care of the world, and if we are littering, then we are not doing what we should. Philippians 4:13 "I can do all things through Christ which strengthens me." Genesis 27:8 "Now therefore, my son, obey my voice according to that which I command thee."

### ***Read Aloud by Quinton Dykstra***

Mr. Rick Gritters' class of 2018-2019 should have a certain time each day for read aloud. I believe this because we are reading a book called Lunch Money. We haven't read it in weeks! It's a very good book, and we never get time to read it. Secondly, reading is good for the brain. It's nice to have time to relax and listen to a book. Thirdly, the other classes do it so why can't we?! Reading would brighten all of our days. I hope you all agree that we should have a special read out loud time.

### ***Read aloud time in class by Ainsley Jurgens***

I think we should have read aloud time in class. Reading allowed in class can help you become a better reader. Many programs are used in schools at different reading levels based on this idea. Reading aloud in small groups gives us a chance to show kindness and support and to build each other up. This time would provide an opportunity to do that. Reading aloud in class can provide others a chance to work on their listening skills. Taking information in different ways is important for building and improving different areas of our brain. And that is why I think we should have read aloud time in class.

### ***We Love Reading! by Amber DeVries***

I think some regularly scheduled read aloud time would be great! Sometimes in our class we don't have enough time for free time or read aloud. We work hard and should have some time to rest. Also, if you're in band, read aloud time would give you some free time, like a study hall does. The study hall people get to work on homework while the band people are still in a subject. Free reading time would get some kids minds refreshed. Then when you go back to school work, it might not be as hard. I love reading and listening to reading and I think that's a good suggestion to have a regularly scheduled reading time in class.

### ***Read- Aloud Sessions by Ellie Eriks***

Read-aloud sessions that are regularly scheduled are a complete waste of time! Why? I think so because students might like to pick their own books and read in their own time and not as a class. Some students might like different genres and not agree on books to read. Secondly, students need time to catch up on work, and when teachers are reading aloud, they can't focus on homework. This is annoying and frustrating for some people. Thirdly, if a book is being read by a class, and a student is in Discovery Center or other places, they will miss parts of the book. When you are in that situation, you feel bad because you were elsewhere and don't know what is happening in the book. Fourthly, teachers need free time, also. They need time to grade papers, help students, and make lesson plans. Unfortunately, they can't do all these things during recesses, between classes, and after the school day is done. I think this way because of students and because of teachers, and I think you should think this way, too.

### ***Rule change by Megan Visser***

If the temperature outside is under 2 degrees school should not be cancelled. First, if the roads are not icy outside you can go to school. That is no problem. Second, if it is too cold to go outside you can have indoor recess. That could always give you time to work on your homework. A lot of the time it is cold in Michigan and under 2 degrees. Third, if our school happened to have that rule, school would be cancelled way too much. And then our school would have to add days and have school in the summer! What

would the families that have plans do? Even though I love snow days, I believe school should not be cancelled when the temperature is under 2 degrees.

### ***Should schools be cancelled for low temperatures? by Madison Lubbers***

I think school should be cancelled if the temperature is below 2 degrees. My first reason is a lot of kids ride the bus and have to wait outside for the bus to come. Waiting in this type of weather is dangerous because the kids could freeze to death or get frostbite. The school that I wait at for my bus does not let you go inside unless it is raining. My second reason is a lot of younger kids love outside recess, but in these conditions teachers make the kids stay inside. The kids get bored inside because they can't run around. The kids are loud when playing games, and that distracts the teachers, then they can't finish their work of grading papers or any of the other jobs teachers have to do. Thirdly, on most cold days there are snowy or icy roads. That makes people go slow, and that makes traffic. But if schools cancel that means less people on the roads, which makes less traffic, and less accidents. Those are my reasons for why schools should cancel if the temperature is below 2 degrees.

### ***Time for Change by Carmen Dykstra***

I think school should be cancelled when the temperature is under 2 degrees. I think it's a great idea. First of all, vehicles have more problems in the winter. There would be more traffic because of a car accident that happened. Secondly, if they live far away, it would take longer to get to school because of all the snow and traffic. They would miss some of the subjects. Thirdly, nobody wants to be stuck in the ditch, it wouldn't be fun. It would be a really good idea. That's why school should be cancelled if the temperature is under 2 degrees.

### ***Soap Dispensers and Faucets by Calvin Timmerman***

Automatic soap dispensers and faucets should not be installed. And here's why. We would have to raise our tuition and some people can't afford that. And because they're automatic we would have to have someone come and fix it if it's broken. If someone is horsing around and it breaks, we would have to buy a whole new one. Kids are going sensing the sensor and soap is going to be everywhere. And normal soap dispensers are just as clean because you're washing your hands right after you touch it. And this is why I think we should not have automatic soap dispensers and faucets in school.

### ***Automatic Soap Dispensers and Faucets by Toby Holstege***

We should not have automatic soap dispensers and faucets at school. Here are my reasons. They wouldn't spread as much germs. It would cost money. The kids who went to the doctor would cost money as well. Some kids might just waste the soap and paper towels. They would probably put their hand under the automatic soap dispenser and quickly move their hand away. The soap would get on the counter and make a mess. That would just be wasting money. Some kids with the paper towel would try and see how much they could use. So those are my reasons why I think we should not have automatic soap dispensers and faucets because kids would waist them and they would be wasting money.

**Remaining 2018-2019 School Calendar**

March 14, 2019 – Solo & Ensemble Festival  
March 29 – April 5, 2019 – Spring Break  
April 22, 2019 – HCS Society Meeting  
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

**2019-2020 School Year Calendar (more will be added later)**

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 – Last day (1/2 day) and Graduation

## **Now Hiring**

Heritage Christian School is looking for a bus driver for an AM and PM route for the 2019/2020 year

- Drivers must be 21 or older
- 1-year minimum commitment
- Open to driving field trips
- Drivers need a class B license with a “P” and “S” endorsement and air brakes
- Drivers need to pass a DOT physical
- A run includes: Pre-tripping bus, fueling bus when needed and keeping the bus clean
- Drivers are subject to random drug testing

Heritage Christian School will pay for all training and CDL endorsements for license and DOT physical.

This is a wonderful opportunity to serve our school, please consider serving the school in this capacity. We look forward to you joining our team!

Any questions, please contact our bus supervisor:

Jessica Vander Kolk

616-688-5456

[transportation@hchr.org](mailto:transportation@hchr.org)