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Was There Increase? - Mr. B. Kuiper, Administrator

“Who then is Paul, and who is Apollos, but ministers by whom ye believed, even as the Lord gave to every man? I have planted, Apollos watered; but God gave the increase. So then neither is he that planteth any thing, neither he that watereth; but God that giveth the increase.”

I Corinthians 3:5-7

Several years ago, I wrote an article to begin the school year regarding how to work with your child to help them become successful in school. Since I know that this article is *still* hanging on most refrigerators, I will not re-hash it today. My purpose in this article is to measure success at the *end* of the school year. The end of the year brings opportunity to reflect on teaching and learning and to measure success.

I addressed this topic in my May report to the School Board. In that report, I suggested first of all that success is subjective. How I measure success and how you measure success are perhaps drastically different. Perhaps I believe a child is successful if they have worked to the best of their ability (as far as I can see), have handed in every piece of homework, and have scored all B's in their classes. You, who know your specific child, determine success or lack thereof based on the B's that could have been better had your child wasted just a little less time on Fortnite or social media. Regardless of definition, it is a good practice for all of us to reflect on a year gone by, and ask what went well and what was successful.

For the student, this is necessary and good because if it worked this year, it likely will work next year. At the risk of being repetitive to a fault, if something is working, keep at it. Notecards help you learn terms? Use notecards. Is quizlet more helpful? Use quizlet. Does reading out loud help you better understand the text? Where is the comfy chair that helps you study best?

For the parent, this is necessary and good since we live busy lives. If the calling of our children is to learn about God and His creation to their utmost, what are we doing that supports them in this? And, what might we need to forego to better help them be successful?

For the teacher, the end of the year provides ample opportunity for reflection and critique. What lesson was taught well? What lesson plan failed, flopped, and fell on its face? How can I teach better and assess better next year to be sure that each student is successful?

For the Board and administrator, this question is valuable. How have I (we) supported the educational process so that each teacher had

the freedom to teach and each child had the possibility to learn? What can I (we) do better next year to make the school and each classroom a place where success is the norm?

In all of this discussion, there are two reasons why we must pause and be cautioned. The first caution regards the question of when can we measure success? Successful graduates are NOT successful *simply* because of the work of the junior high teachers. Education is a process. When we understand that the fruit is worked by the Lord, then we know that each person who plants, waters, and weeds is essential to the success of the child. Then each of us has been used by the Lord to ensure success. The other caution refers back to the definition of success. Your definition, my definition, and any other subjective definition falls short

of the mark. The Lord measures success in His own way, and His way is objective. I know what He commands of me. To love Him, and to love my neighbor. When this directs my life and I heed the command, I will be successful. And, each day, but ultimately in the last day, He will say, "Well done".

We extend congratulations to the following families whose youngest child graduates this year. They are: Jodi Hugg (Toby), Craig and Shar Kuiper (Jonathon), Mike and Teresa Potjer (Naomi), Jeff and Kim Scholten (Cody), Rick and Shawna VanBaren (Toby), Dan and Sheryl VanBaren (Zach), Brian and Shelly VanderKolk (Michael), and Dan and Shelley VanDyke (McKenna). Our prayer is that we have been successful in helping you obey the vow you made at baptism. Please keep us in your prayers as well.

Salary Committee Report – Mr. Jared Dykstra

As you may have heard, we are very blessed in that all of our teaching positions for next year have been filled. We are adding a new class this year and have a few teachers moving around and new ones coming to fill those spots. Since I don't want to be the spoiler for any other articles, I'll let you read who was hired for those positions in other reports.

Teaching contracts were handed out in the beginning of March. Salary increases were 2.25% for those with 13 years of experience or more. Teachers with experience less than 13 years were given increases based on years of service. The committee used the Christian School International Report as a guide to help make the decision of what increase our teachers would receive this coming year. This is common with the other Protestant Reformed schools in the area and the other local Christian schools.

The school budget for next year was just recently approved at the Society meeting, resulting in a tuition increase of 2.0%. The budget is established such that the revenue equals the expenses, so there isn't a surplus of cash to pay expenses when the revenue and specifically tuition doesn't come in as required. The Board encourages that you continue to pay your tuition in a timely manner enabling the Board to see to it that all the school bills and salaries of the teachers are paid.

The Board is thankful for the teachers we have who have taken the calling of teaching our covenant youth here at Heritage Christian School. We pray that God will continue to bless our teachers during the remainder of this school year and as they begin the 2019/2020 school year next fall.

Annual Secretary's Report to the Society – Mr. Josh Hoekstra

[The following report is adapted slightly from the Board Secretary's report delivered at the Annual Society Meeting in April.]

In this past school year, we have been blessed to carry out the cause of Christian education and watch as students continued to progress in their studies. The effort required to accomplish this task each year is nothing short of extraordinary. Teaching effort must be coordinated with a variety of educational resources so that the work of learning can productively occur in classrooms.

We are especially thankful to our faithful staff for fulfilling the great calling they have to educate our children. As with any year there are staff changes. Kaitlin Bylsma left teaching the 1st grade to take up her calling as a mother. Sandy Glashower took over in March to complete the year. Sandy will be moving to 4th Grade next year. Beth VanBaren has joined our staff, and she will also be

teaching 4th Grade. Kelly VanOverloop has joined as a 1st grade teacher. Within our existing staff, Liz VanDrunen will be moving from 4th Grade to fill our new section of 6th Grade. We will then have 3 sections of K through 6th grades. Finally, Jordan Pettit is moving from 4th grade to Special Education. We thank Kaitlin and Jordan for their years of service knowing that they will continue to serve the Lord in their new callings. We are thankful God has provided teachers to fulfill the open positions at our school. This year there are many more teaching positions available than graduates in our PR schools, and we ask each of you to encourage your children to consider seriously the great calling to be a Christian educator.

Thank you to those of you who completed this year's parent survey. This is the 3rd year we have sent out a survey, and we are looking forward to being able to not

only review the results, but to begin to compare them with surveys from prior years.

While our staff is critical to fulfilling the calling we each have to educate our children, there are many other resources that need to be in place so they can carry out their work unhindered. Some of these resources start within the staff and protocols of education itself. A new writing program is being implemented at Heritage. Almost every teaching staff member has been trained in the methodology of the Institute for Excellence in Writing (IEW) which helps the learner approach text with a goal of being able to retell or rewrite the material. In this program, children are also exposed to more grammar at a younger age. Excellence in writing will serve our school and churches well for years to come. Additionally, Sue Looyenga is working diligently on developing the curriculum for our School. She has been working with all teachers this year to collect information on what we are teaching in social studies, science, and Bible. Her goal is to align this content with recognized standards, perhaps make some recommendations for change, and publish this information in an electronic document that can be accessed easily and changed when necessary. Next year Sue will be working on mathematics and language arts as well as some of the non-core curriculum.

Last year, in response to the continued growth in enrollment, we approved, as a society, a seven-room building expansion which included five additional classrooms, one general support room, and one teacher's lounge, at an estimated cost of \$1,430,000 to be ready for the 2019-2020 school year. We are happy to report that the construction effort remains on schedule and on budget despite early delays with state permits. Painting, HVAC, and cabinet building are in progress on the interior and exterior concrete will be poured as the weather allows. Additionally, a lease agreement was finalized with Genesis Preschool putting the necessary legal work in place as we accommodate their work in pre-school education. From a building perspective we can say confidently that this resource is adequate to support our staff and student body.

Safety is always an important topic at school and is frequently discussed in board and committee meetings. A variety of resources are in place to ensure adequate safety. This past year Deputy Mike Petroelje spoke with the staff on the CRASE program (Citizen Response to Active Shooter Events). Every year, to ensure that appropriate resources are in place to provide a safe environment, the deputy walks the facility and grounds with Brian Kuiper, Jim Noorman, and an Education Committee member to review building protection and access, safety policies, and procedures. This year, at the deputy's recommendation, we approved the purchase of pipe bollards in front of all the main entry doors of the school. We also installed bullet-resistant (or impact-resistant) film on the glass at both offices. This film was not installed on other windows because we need to ensure students and staff can escape through windows in the event of a fire or internal threat. As part of the

building expansion project we have also elected to unify and upgrade the alarm system for the entire school. This system includes new features that allow voice notifications, the ability to network with other future buildings, and a variety of channels to distinguish between things like fire, tornado, and lock-downs.

Transportation is another important resource that supports the education of our children. Proper transportation support is important to make sure our children are well rested for the work of learning, have time for homework, and still have time with their families. However, we are in desperate need of bus drivers. Please consider helping the school in this way, even if you just take an AM or PM route. With our current driver shortage, we are having to combine some routes, making the time children spend on buses excessively long.

Technology continues to be a growing resource for our school. You may be shocked to learn that there are 246 technology devices that our school is managing. Laptops, desktops, chromebooks, iPads, and networking devices are all a necessary part of education. Almost 30% of these devices will be 5-10 years old next year. Our Technology Committee has developed a life cycle refresh plan to thoughtfully replace old technology and set boundaries for the useful life of our devices. We are working on funding plans to initiate this program and ask that you keep this in mind as you plan your giving for the rest of the year.

Four board members are retiring this year, and we should take a moment to thank them for their work. Jared Dykstra was the Treasurer and chair of the Finance and Salary Committees; Jordan Vanderkolk was the chair of the Insurance Committee and served on the Finance and Building Committees; Paul Vink was the chair of the Education Committee and served on Transportation, Enrollment, Federation, and Salary Committees over the past 3 years; and Josh Hoekstra served as chair of the Technology Committee for one year and then had the privilege of serving the board as Secretary. I am sure I speak for all the retiring board members when I state that it was a privilege to serve on the board and I am humbled to see the many gifts of other board members, amazed by the great labor of the staff, and thankful for involved society members and parents who faithfully serve the cause of Christian Education.

In the past two years I have written the minutes for more than twenty meetings. The minutes often follow a formula and can even become a habit. There are two minutes that get recorded at each meeting on which I want to focus your attention. The first article states that our president read a Bible passage and opened with prayer. The last article states the name of a board member who closed the meeting in prayer. We do the same thing at our annual society meeting. Many of us record the same minutes in other society and association meetings. These minutes are easy to overlook when we read reports later. Often in our rush, we skip over them and try to get to the body of the

report. However, the body of the report is found in these two articles. What decisions matter without them? Money gets spent, educational decisions are made, various issues are settled, and the grounds are carefully thought out. For what cause though? For what purpose? Psalm 127:1 reminds us, "Except the Lord build the house, they labour in vain that build it: except the Lord keep the city, the watchman waketh but in vain." We have a building project going on this year and every year. The building expansion is a side venture when compared to the project I'm referring to here. We are

building the next generation of the church every single year in this school. None of it matters if we don't remember the Lord. None of it matters if we forget who really builds the house. The Lord builds the house. The Lord provides for all that we need. The Lord watches over our board meetings. The Lord watches over our society meetings, and it's the Lord who watches over our school. We have been given the care of many educational resources, a fantastic staff, and many precious children. Let us always remember the Lord in our work and praise Him for His work in His school.

Education Committee Report – Mr. Paul Vink

And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. Deuteronomy 6: 6-7

The responsibility of parents to raise their children in the commandments of the Lord is a very weighty responsibility. We have been so blessed by God to have a school where parents have joined together to accomplish this training. A vital part of this training is the teachers that instruct our covenant children each day. The need for more teachers, not only at Heritage, but at many if not most of our schools in this country and in Canada, is great. I would guess that if you would consider the top five people who have made a substantial impact on your early life, a teacher would hold at least one of those spots. Take the time to talk with your children and young people about the profession of teaching in our Christian schools. Is God calling you to be a teacher? There are some YouTube videos that you may find very helpful when you have this talk. Look them up by typing in the YouTube search bar, "Why Teach Federation of PR School Societies."

During this year at Heritage and moving into the 2019/20 school year, we have again seen a few changes. When classes resume in September, we will, the Lord willing, have three sections of K through 6th grade. Several teaching assignments have also changed. To fill the new 6th grade position, Liz VanDrunen will be moving

from 4th to 6th grade. Kaitlin and Brett Bylsma were blessed with a baby boy and Kaitlin left her work at Heritage at the end of February of this school year to take up the work of a mother in the home. Jordan Pettit is also leaving our staff. She will be moving to Special Education in the Fall. We are very thankful for the work of Jordan and Kaitlin at Heritage for the past few years. Sandy Glashower joined our staff in February and she took over for Kaitlin in March in the first grade classroom. Sandy will be moving to the 4th grade next year, and she will be joined by Beth VanBaren who will also start in the 4th grade classroom. Kelly VanOverloop has also joined our staff, and she will be teaching 1st grade. We welcome these new teachers to our staff and pray for the Lord's blessing on their work.

What to teach our children, how to teach them, and why we teach them may seem like very obvious questions that have been dealt with years ago. However with three sections of each grade, these questions must be addressed in a very systematic way. Sue Looyenga has been starting on this project this year as our new Curriculum Director and Junior High Teacher. Sue has tackled this project well and the benefits will be seen as we move forward.

Please continue to keep the teachers, our administrator, and all of our staff members in your prayers. The work that they do on our behalf is a great blessing to us in our families and churches.

Fundraisers Year End Report – Mrs. Michelle Bult, Secretary

Another year at Heritage Christian School is quickly coming to a close! Looking back, we see there is much to be thankful for this year. We have been truly blessed with the willingness of so many mothers who volunteer their time and talents to help support our school.

The work of Fundraisers began last spring with the Ways & Means Committee looking at the needs set before us from the School Board and planning fundraising projects accordingly. Though the fair restaurant only operates for one week in August, work already begins in the spring with planning and preparation for a smooth running operation. It was another fantastic year at the fair and a lot of fun for all involved. A huge thank you to the Fair

Committee, our generous sponsors, the volunteer workers, and all those who come to eat at the restaurant for making this such a successful fundraiser! In September, everyone was invited to the Fall Family Supper. This is a wonderful opportunity for everyone to meet their child's teacher and enjoy dinner with other families from Heritage. Our annual fall and spring clothing sales were held in October and March. Grandparents' Day was held in October and enjoyed by both the grandparents and the students. Also in October, although not a fundraiser, Heritage hosted the annual Teachers' Convention, with all the food needs being facilitated by Fundraisers. Thank you so much to all the mothers who baked, donated items and volunteered

their time to serve. The 3 on 3 Basketball Tournament was held in November and the All School Walkathon was held in May.

We also have many standing committees that keep us busy throughout the year. Some of these are TRIP, Hot Lunch, Family Fair Direct Your Dollars, and General Mills Box Tops. A special word of thanks goes out to the Kitchen Committee who keeps our kitchen clean and up to code year-round.

Much of the money raised by Fundraisers was given back to the school in response to requests from our School Board. These requests included money to offset budgetary expenses. It was noted that some water fountains were not working and were replaced with four new drinking fountains with bottle fillers. The hot lunch committee was able to cover the cost of paper plates. Monetary assistance was provided for the cross country meet held at Heritage in October.

In addition to these special requests, Fundraisers also provides teachers with an allowance to help get their rooms ready each year. We also give funds to support a birthday party/gift for each teacher, Teacher

Appreciation Week and an end of the year luncheon for the teachers and staff to show our appreciation.

We encourage every mother to get involved. Our purpose is to help keep tuition cost down. During the school year, we meet five times for our regular meetings, although there are opportunities all year long to be part of Fundraisers. We would especially like to thank all the committee members of each of the fundraisers. The extra time and energy they give to make each fundraiser profitable is very much appreciated - we thank you! A special note of thanks to our retiring nursery attendant, Jill Rus.

The officers for next year are the following: President - Anne Deemter, Vice-President - Susan King, Secretary - Megan Dykstra, Vice-Secretary - Danielle VanOverloop, Treasurer - Lori Duthler, Vice-Treasurer - Dee VanOverloop.

Thanks to the retiring President Kelly VanOverloop and Treasurer Audrey Decker for their year of leadership and support. *[We also take this opportunity to thank the retiring secretary, Michelle Bult, for her work this past year.]* May God continue to bless our labors that His name may be glorified at Heritage Christian School.

Because I Had a Teacher – Mrs. Jordan Pettit

A few weeks ago one of my students gave me a special gift. It was a book titled *Because I Had a Teacher*. While I read through it, I will admit I had tears in my eyes - partly because of the kindness of my student, but also because of the meaning behind many of the pages. This book not only reminded me of just how influential my role as an educator is in the life of my students, but more importantly, it reminded me of why I became a teacher.

Because I had a teacher, I love to learn. This is how the first page of the book starts. Teaching children to truly LOVE to learn is an amazing thing. And I find that when I am teaching my students to love learning, the more I grow to love teaching. Getting students to be engaged, motivated, and captivated by learning is not always an easy task, but it is always worth it. Poet William Butler Yeats remarked, "Education is not the filling of a pail, but the lighting of a fire." As educators, we have the power to light the fire of a love for learning in all of our students. Our callings are not to just fill their brains with a bunch of facts that they can regurgitate on tests, but our calling is to get them excited and passionate about learning about God and His creation. When you get a child to transition from learning for the sake of learning, to learning for the sake of loving to learn, amazing things can happen. Students begin to make connections you never dreamed possible, they look for ways to grow deeper in their learning, and they will look at learning about God and His creation with excitement and genuine interest!

Because I had a teacher, I discovered that I can do much more than I thought I could. One of the most rewarding things for me as a teacher is when a student

turns to me with a huge smile on their face and says "Mrs. Pettit, I did it!" The joy and confidence that radiates from them once they tackle challenges they never dreamed they could conquer is indescribable. Building up the confidence of students, even in the smallest areas can impact their learning for the rest of the year. In the beginning of 4th grade I always have some apprehensive students who will hear about some of the things we are going to learn, and I immediately notice the sight of panic in their eyes. But through patience and encouragement, and some trial and error, my students gain confidence and begin to tackle problems head on with a mindset of "I can do this and nothing is going to stop me." Getting to be a part of this process is rewarding in itself.

Because I had a teacher, I discovered that there are lots of ways to be smart. This one is especially important to me. A few years ago I wrote my Herald article on this very concept. In the body of Christ God has blessed us with many talents, which include many ways to be smart. If you were to ask me right now I would say each and every student in my class is smart. Some are mathematically smart, some are artistically smart, some athletically, others street smart. In my classroom, I seek to promote the strengths and talents of my students and I teach them to celebrate the talents and differences God has given to each student in our class. Expanding our students' understanding of what it means to be smart allows students to say with the Psalmist in Psalm 139:14 "I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well." They begin

to not only see their talents and abilities, but also start to see the talents and abilities of their classmates and look for ways to build them up in the body of Christ.

Because I had a teacher I know that mistakes are just part of getting something right. In my classroom, I have a sign on the back of my wall that says “Mistakes are proof that you are trying.” It took a little while for my students to really buy into this, but now that we are almost done with the year I think they truly believe it. I have students who would have shut down at the beginning of the year if they made a mistake in math. But now they look at the problem they get wrong and seek to understand where they went wrong and how to get it right the next time. When kids aren’t afraid to make mistakes they learn about perseverance and giving their best effort. They learn it is ok not to be perfect and that sometimes learning takes a bit of time and a lot of trial and error. They learn that it is rewarding to put forth their best effort and that mistakes are not the end of everything.

Because I had a teacher I learned that some of the most important things are said without words. We talk a lot about of actions in my classroom. Especially how our actions often speak louder than words. I am proud to say that I have an extremely kind class this year. They have a great deal of love and concern for their classmates and are eager to serve them. But there are times when we need to be reminded that showing someone we care about them is more important than just saying we care. It’s about doing the little things when no one is watching that speak loudly to others. They

learn it’s about taking the time to make sure someone knows they are appreciated. To let them know they are thinking about them. And to let them know they are cherished and loved. This is something I have learned is best taught through action myself, and I often find myself learning how to do this through my students every day.

Because I had you I learned to believe in me. As teachers, it is important to believe in our students. When we believe in them (and I don’t mean just telling them we believe in them, but truly showing them we believe in them) students start to believe in themselves. They believe they can learn multi-step word problems, or tackle challenging vocabulary in science. They believe they can tackle a complex IEW story, or answer questions on their MAP testing. As a teacher, I love seeing my students realize that they are capable of so much.

If I could, I would add this page to this book: **Because I had a teacher who loved and cared about me, I became a teacher.** I am thankful that I had good teachers while I was in school, teachers that inspired me to become a teacher myself. Teaching is one of the hardest things I have ever done, but it is also one of the greatest things I have done! There is nothing else I would rather do than teach. I hope that there are others out there who are inspired to become teachers. Our schools need good teachers, teachers who are passionate about teaching kids to love to learn about God and His creation. It is my prayer that God leads others to the great calling of being a teacher.

Summer Fun – Mrs. Mary VanOverloop

Summer is almost here. Teachers worry about summer regression, and students anticipate playing and forgetting all about school work. Parents attempt to balance the freedoms of summer with a little review through the break as they purchase “Summer Bridge” workbooks and enroll their kids into library reading clubs. These are all great activities to do with your children, but I have one more to add - play games!

Games are a great way to keep your brain alert and review skills that have been taught throughout the school year. Not computer or video games, but games that parents and kids can play together. Fortunately, playing games can improve basic skills that will help the academics come easier. Our bodies have been designed by God with very integrated sensory systems. Each system has a unique place in the functioning of our bodies and minds. Once a child reaches the age to attend school with requirements in reading, writing and math, we often over focus on these academics and forget about the physical and mental systems that must be in place to learn. As a result, hand-writing, learning, attention, and more may become a struggle. This summer keep working on those math facts and reading; but take the time to focus on learning through games that focus on developing the brain and sensory systems.

Listed below are a few games that are put into different categories to show how fun activities can benefit any player by directly working with academics or indirectly helping improve academics through the sensory systems. Keep in mind that if a child is struggling in a certain area, the game may be challenging at first; be patient and keep working at it until it becomes a favorite game. A last word of warning – don’t let your kids know these games are good for them, just let them have fun.

Math Facts – Fun ways to review the math facts

- ☐ Dominoes (Great for visual recognition and number sense)
- ☐ Countdown by Cadaco (Good for addition, subtraction)
- ☐ Head Full of Numbers by Learning Resources (Great for fact families)
- ☐ Pig (All you need is two dice; directions can be found on You Tube and start adding to 100)

Math Place Value – Understanding order of numbers is foundational to more complex math problems.

- ☐ Racko (Place value of ones and tens must be understood with this game)

- ❑ Qwitch by Out of the Box (Fast and fun card game where the numbers or letters are sequenced up or down)

Planning and logic – Good planning is needed to figure out how to carry out and complete assignments.

- ❑ Battleship
- ❑ Guess Who
- ❑ Connect Four
- ❑ Rush Hour (Navigate your car through a traffic jam with this puzzle)
- ❑ Quirkle (Match colors and shapes, but uses strategy to gain more points)

Auditory Sequence and Active Listening – Remembering a sequence and holding it in memory is a needed skill for following directions and actively listening to the teacher.

- ❑ Battleship
- ❑ Telephone game
- ❑ Simon Says
- ❑ Red Light Green Light
- ❑ Bop-It and Bop-It Extreme
- ❑ Guess Who by Milton Bradley

Visual – This is a complex area that can cause problems from handwriting to reversals to tracking to following what is written on the marker board.

- ❑ Zingo by Binary Arts (Like bingo with a fun twist for quick recognition of matching pictures)
- ❑ Blokus (Easy, quick game for all ages that takes strategy and planning)
- ❑ Trigon (Similar to Blokus, but with triangle shapes)
- ❑ I Spy (Great game to play anytime – Just need a sharp set of eyes to practice scanning)
- ❑ Spot It by Blue-Orange Games (Easy, quick game for all ages)
- ❑ Blink by Enterprises Inc. (Fast, fun game for children as young as 4 years old. You can be creative to adjust the “handicaps” to make it an equal race to match the shapes and colors)

- ❑ Set by Enterprises Inc. (Similar to Blink, but more challenging because you must match colors, shapes and numbers – Challenge yourself to find the relationships between the cards)
- ❑ Doodle Dice by Jax (Game for all ages played with special dice to match patterns)
- ❑ Tangrams – Any game with tangram shapes; for example Classic Tangoes by Tangoes
- ❑ Q-Bitz Jr. by Mind Ware. (Can be played alone or with a group – Great for visual discrimination)
- ❑ Zoom-ball by Goliath (Great outdoor activity for two players that keeps the eyes focusing from near to far which is a skill needed when copying from the marker board)
- ❑ Bounce and catch a 3-inch rubber ball. (Challenge your child to bounce and catch with one hand for 50 times without a miss; then keep making the bouncing activity more challenging with claps, etc...)

Spelling and visual patterning – Understanding the patterns found in words makes these games more fun; it also makes remembering how to spell easier.

- ❑ Boggle
- ❑ Quiddler by Enterprises Inc. (Fun for the young and old as you build words)
- ❑ Chunk Stacker by Smart Kids (Keep building new words as you add to your word stacks)

Vigilance – An important skill to complete tasks efficiently. These are games for the child who has difficulties sustaining and completing the task.

- ❑ Bopit and Bopit Extreme
- ❑ Musical Chairs/Cake Walks
- ❑ Red Light-Green Light
- ❑ Simon Says
- ❑ Whack a Mole (A favorite for listening skills too)

Summer Is for Learning Too! – Mrs. Deb Bleyenber

At 11:30 a.m. on June 4, the dismissal bell will faithfully ring, this time signaling the start of summer vacation. A symphony of sounds will fill the hallways: sighs of relief, shouts of hurray, and farewells of “Good bye! I’ll miss you.” As the happy chatter and footsteps fade away, teachers will be preparing to hand in reports and paperwork showing the progress and needs of twenty-some students we were each privileged to love and teach for the past nine months. I’m confident I won’t be the only teacher praying that the work of this past year may be a blessing to these children and that they will continue to learn and grow academically and spiritually, even over the summer.

Regrettably, I can recall many times in my own life when I finished a time of strenuous learning only to breathe that sigh of relief and put my learning completely behind

me. Can any of you relate? Do you remember ever thinking something like this: “School is finished for the summer!!! Now I don’t need to read books or practice math facts for three whole months!” Or what about, “I said my memory verse for the teacher. Now who cares whether I remember it?” Maybe you’ve thought, “I memorized all the Bible notes to repeat on that test. Now I can forget them.” Or sadly even, “I made confession of faith. Now I can be finished with catechism memorizing.”

I encourage parents to teach their children why and how to have better attitudes toward learning than this, especially over the summer. There are two main reasons for requiring summer learning from our children.

First, even though your child will not have a teacher holding them accountable in June, July, or August, we

are accountable to God all year round for how we've used our time and talents. In Proverbs 21, 22, and 23, wise King Solomon commands God's children to apply their hearts to understanding, knowledge, and instruction. Google's definition of *apply* is, "to give one's full attention to a task; work hard." We cannot expect ourselves or our children to grow in understanding or knowledge if we are not making the time to work at it.

A second reason for requiring summer learning from our children is that if we do not, summer regression DOES happen. It is said that the average student will lose 2-3 months of academic progress in reading and math over summer break. While I don't know the research to support that claim, I can say from experience that whenever a new 2nd grader's scores are lower than those of the previous spring, I inevitably discover that they did not read or do school work at all over the summer.

Rather than needing our students to catch back up at the beginning of each new school year, let's instill in them a love for learning all year round! By giving children choices and allowing them to learn about things THEY are interested in, learning can be enjoyable instead of a chore. My second graders and I had an outstanding discussion about why they should keep learning over the summer, what topics they are interested in learning about, and how they can do that learning. Once they realized that learning doesn't only have to be academic, they came up with endless ideas of things they don't know yet but would like to learn! Below are some of my "teacher" suggestions to help parents this summer, followed by wonderful ideas from the students themselves.

READING SUGGESTIONS:

- **Go to the library regularly.** Help your child try out a variety of genres, and do not force them to finish a book they are not enjoying. See if your library has puzzles and games to check out in addition to books!
- **Enroll in reading incentive programs** through your library, Barnes & Noble, or the Hudsonville Fair.
- **Make a fun activity of reading in interesting places:** a hammock, at the beach, or an outside fort.
- **Listen to audio books** on car rides.
- **Regularly have a special "Read-Aloud" time before bed** to encourage reading comprehension, visualization, listening stamina, and a love for good stories. Pause while reading to ask if your child understands a word or why a character thought or did something.
- **Teach your child to read the Psalter.** Require that they follow along while singing during church. Because words in our Psalter are separated into syllables, many young children can learn to read these words more easily!

- **Find opportunities for your child to read to someone else** like a grandparent or cousin. Summer is the perfect time to teach your family the value of visiting the elderly from your church. They would treasure listening to your child read a book!
- **Allow your child to video record themselves reading.** Then have them follow along in the book as they listen to the recording. This is great for improving fluency and expression!

MATH SUGGESTIONS:

- **Play board games and card games** that require logic, memory, and math skills.
- **Create or continue using your child's Xtramath.org account** or other online math sites.
- **Make a point of referring to a clock** and asking your child questions about time.
- **Give your child opportunities to earn and spend money.**
- **Make opportunities to interact with measurement:** woodworking, baking, or even just noticing and comparing food packaging.
- **Intentionally use math vocabulary in conversation.** Use words like: horizontal, vertical, more than, fewer than, half an hour, sum, array, quarter, cube, and sphere.

WHAT SOME 2nd GRADERS WOULD LIKE TO LEARN:

I'm so excited for summer. I will try to remember to find interesting rocks and shells because there can be cool ones. I can learn about places like Alabama and really cool water slides and new blanket forts! I want to learn about sports like basketball and make a fairy house. I will miss 2nd grade, but I can still learn about interesting stuff. {Jordynn Schut}

I can't wait to learn this summer! These are some of the things I want to learn. I would like to learn how to bake because then I can help my mom bake without her help. I would like to read a lot this summer. I would like to learn about lizards. Another thing I would like to learn about is cars. I would like to learn all about birds. I can hardly wait to learn this summer! {Joseph VanUffelen}

I'm going to miss 2nd grade because I had a great year! But this summer will be fun too. Some things I can do this summer will be to learn to drive my dad's tractor, build my Lego huge city, and practice my pitching for baseball, and practice my 20-gauge automatic shotgun, and quietly go in the woods to go hunting. {Nicholas Bleyenbergh}

I will miss school, but summer is fun too. My goal is to learn the way to my friend's house. I also would really like to learn how to cook! I would enjoy knowing how to climb trees without getting scratched! I would like to know multiplication and division. Learning how to build with Legos would be fun too! Those are my goals for the summer! {Hannah Drnek}

I can't wait for summer! It's going to be very fun! My goal is to get a lawn mower license. I'm maybe going to get a dog or a kitten. I want to know how volcanoes erupt. I'm going to Canada because my cousin Alaina is having a wedding. I'll either have soccer camp or basketball camp. This will clearly be an exciting summer! {Calvin Lotterman}

In the summer I can learn!!!! In the summer I want to learn.....because if I don't, I will be a blockhead. I want to learn about history wars!! And how to build a Lego tower!!!! And I also really want to learn how to build!!! And make new paper airplanes!!!!!! {Ethan Spruiensma}

This summer I want to learn how babies are born. Next, I want to learn nature. Next up is sewing and history. I am going to go to the instruments that I want to play. First, is the violin. Second, is the flute because they all sound beautiful. I want to learn to fish. I forgot I also want to play the piano. Well, I remember now. I also have a lot more but I will run out of room so I will just say this: school is awesome. I love school. {Alaina Key}

Summer is almost here! I'm really going to miss 2nd grade! But I can learn new stuff for 3rd grade this summer! And what I want to learn this summer is how to bake like my mom. Another thing I would like to learn is how to get better at math. I would love to get better at reading, and I could do it in the lovely sun. And I would love to learn how to swim because I love to swim a lot. What would you do to get better at something in the summer? {Autumn DeYoung}

I can't wait for summer because I can wear shorts. My mom might give me a summer packet. I hope I can go to the library more often. I hope my parents teach me how to do multiplication and division and some more addition and subtraction to learn more math. I also barely wear pants because it's so hot. I hope I can learn more geography, math, science, board games, card games, baseball, cursive, nouns, verbs, adverbs, kickball, and all kinds of things to learn about. {Joey Zuverink}

Bach and Beyond – Mr. Andy Kamper

The combined bands from all of our area PR schools played a Prelude and Fugue by Johann Sebastian Bach in our concert this May. One survey of conductors rated Bach as the #1 greatest composer of all time. He is my personal favorite, and I am grateful that some of his music has been transcribed for band so that students can experience it first-hand.

Along with the playing of his wonderful music, I tell the band members about Bach, the man of God. He was an obscure, hard-working composer, laboring in a Lutheran church in Leipzig, Germany for most of his adult life. His job was to compose music for the worship services, write out all the parts (with an ink and quill pen), train the musicians to play their parts, and teach catechism to young, unruly boys. He never became famous or made very much money during his lifetime. Some of his music was sold for pennies, while other pages were used to wrap fish at a market. It wasn't until 100 years after his

death that he was "re-discovered" and people came to realize how great a musician/composer Bach was.

In spite of his greatness, J.S. Bach never considered himself to be anything other than a humble servant of God, working hard to praise his Heavenly Father in everything that he did. When he was about to begin writing a new piece of music, he first wrote "Sola Deo Gloria" (to God be the glory) at the top of the manuscript paper.

I encourage the band students to think about Bach's commitment as they work hard to praise God with their music, but also in everything they try to accomplish. I want them to consider doing their work not first of all for rewards of good grades or other recognition by people, but to do it to honor and praise the great God of our salvation as His humble servants. I thank God for His gift of music and His grace toward His people, whom He has blessed with musical talent and humble hearts to serve His church in this very special way.

End of the Year – Mr. Greg Gritters

Here we are again, counting down the days until summer break. It seems like just yesterday I was showing up for my first day of school as a teacher, not quite sure what to expect. One hundred and sixty or so school days later, I hope that I have taught them all the skills and knowledge needed for 4th grade. As the days wind down to a close, I find myself reflecting on the year gone by, wondering about the things I have done well and what I could do better in the years to come. Although it is true that often there are many things we feel could go better throughout the year, it is so important to remember the words of Scripture: "Fear thou not; for I am with thee: be not dismayed; for I am

thy God: I will strengthen thee; yea, I will help thee, yea, I will uphold thee with the right hand of my righteousness" (Isaiah 41:10).

After having some of my own reflection on the year gone by, I asked the students to write their thoughts on some of their favorite memories of being a part of 3B. As a first-time teacher it was exciting to receive some feedback. Many of the students' responses surprised me. It is amazing to see how the students are all uniquely created by God and have different things they enjoy. I was reminded of Psalm 139:14, "I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well." Here

are responses that my students wrote about their favorite memories of third grade:

- Caleb Boven- I enjoyed the state parade because I was able to dress as the world's best state: South Dakota. I also love P.E. because we play mushroom ball.
- Isaac Kamps- I enjoyed having Mr. Van Dyke come to our room and show us many different types of rocks. He even let us take 12 different types of rocks home.
- Karli DeBoer- What I enjoyed most this year was seeing the Birds of Prey exhibit in the big gym. We got to see really cool birds like a peregrine falcon.
- Alex Gritters- The thing I enjoyed most this year was Mr. Van Dyke's rock collection.
- Alexis Looyenga- My favorite part of the year was going to swimming lessons. It was during the first week of October, so it was cold outside and the pool was still warm. I especially liked jumping off of the diving board.
- Ava Dykstra- I enjoyed learning about math fractions this year. It was fun to see which fractions are larger and smaller.
- Morgan Karsemeyer- What I enjoyed about this year is when we had two weeks of swimming practice. I had a lot of fun even when we did stuff like learning to swim and dive. They even let us do underwater spinning contests.
- Carter Potjer- What I enjoyed most about this year was math. We learned a lot about multiplication. I also enjoyed having swimming lessons.
- Olivia Uittenbogaard- What I enjoyed most about this year was the field trip we had to Mooville. We had so much fun learning about God's creation. We were able to taste maple flavored ice-cream.
- Dylan VanTil- What I enjoyed most about this year was spending time outside for recess with my friends.

- Ashlyn VanderZwaag- I enjoyed our Pajama party with my classmates on Valentine's Day.
- Grant Dykstra- What I enjoyed most this year was Bible class. We learned about how Paul wrote many different books of the Bible from prison.
- Andrew Engelsma- What I enjoyed most this year was playing basketball outside at recess.
- Nolan Corson- What I enjoyed most this year was learning different P.E. games to play. I also liked my classmates because they were smart and funny.
- Cameryn DeBoer- What I enjoyed most this year was the state parade where I was the state of Florida. I also liked going on the monkey bars at recess.
- Mila Baatenburg- What I enjoyed most about this year was all of school. We learned about fractions in math, rocks in science, made Mother's Day gifts; and most of all making new friends.
- Elijah Horvat- What I enjoyed most this year is learning about the different types of rocks. I also loved seeing the Birds of Prey exhibit.
- Jayson Hanemaayer - What I enjoyed most this year was drawing and making an owl mask for art class.
- Paige DeBoer- What I enjoyed most this year was swimming lessons at Hudsonville Public during the beginning of the year. I liked it so much I can't wait to go again next year.
- Madison Van Overloop- The thing I enjoyed the most this year is having great friends in my class. At first I was scared because I didn't have any friends from last year, and now I have many great friends in this class.
- Brayden Cleary- The thing I enjoyed most this year was jumping off of the diving board during swimming lessons.

IEW – A Solid Start – Mr. Dan VanDyke

The boldface, underlines, italics, and numbers are markups that we require of the students with increasing frequency and difficulty as they learn the concepts. I thought I was due for a dose of my own medicine.

[6] *Questions abound!* They can drive adults crazy sometimes, but we all know the value of **questions**. [5] Only when the child is asking questions can we be confident that we're beginning to teach to his misunderstandings. [3] Additionally, questions show us where the child's concerns and priorities are. [2] For the past several years, I have been trying to urge my students to ask more questions so that I don't run the risk of teaching them what they already know. However, until this year, questions from students remained woefully meager. This is only one benefit I have noticed from our new Language Arts curriculum from the

Institute for Excellence in Writing (IEW). [1] We were introduced to this new writing methodology at a Teachers' Convention sectional a couple years presented by Adams Christian faculty. The program boasted **writing** instruction integrated with **grammar**. [4] Attending a crash course this past fall, we were all trained in the IEW program after we had decided to make it our main official Language Arts methodology. All of our teachers in all grades are now using IEW. I won't describe the details of the program, but as we close out our first year, I'd like to notice a few of the advantages that we've seen as we've implemented this new writing instruction.

[5] First, as I've noted, the number and quality of questions from my students has never been better. [3] Especially during the class periods when they are writing

their first drafts and helping each other to revise and edit their papers, my role is often simply to field the stream of questions. [1] The beauty of this is not only that they are asking more questions, but their questions are high quality questions. The instructors who say, “*There is no such thing as a bad question*,” obviously haven’t spent much time in a middle school classroom. [4] Encouraging thinking skills, we spend much time teaching our students how to ask clear, relevant, and helpful questions. [2] Throughout this year I’ve often found myself complimenting the students on the excellent questions they’re asking – questions I’ve dreamed of getting my entire teaching career. “This doesn’t sound quite right. Can you help me fix it” “I can’t think of a way to capture attention. Can you give me some ideas?” “Am I using the right ‘your’ here?” “Did I use this #4 (participial phrase) sentence opener right?” [6] “Is this verb strong?”

The students’ questions also show the multifaceted nature of the writing instruction with IEW. [2] In past years, most of our curriculum was grammar-based. One of my main fears as we adopted the IEW program was this: *where would grammar instruction fit in?* [6] I was very concerned. [3] Surprisingly, I have actually found more opportunities to teach a broader range of grammar skills in a way that is more directly applicable to improving their writing, which is the whole point of grammar anyway. [1] I don’t have time this year to delve as deeply into the specific areas of grammar like the various types of nouns and pronouns like I have in the past. [5] However, because they need to comprehend so many of these concepts in order to complete the requirement of their assignments, the students understand the grammar of their own writing far better. For example, we are covering subordinate clauses much more thoroughly than ever before because the compositions must include at least three different types of clauses in every paragraph. [4] Developing their skills, the students then write sentences which become increasingly complex and mature.

It’s not all roses of course; there are a couple disadvantages which I should mention briefly. [3] Fortunately, most of the disadvantages I’ve seen are

largely selfish, and therefore, not real disadvantages for the student. It has been difficult, for example, to let go of diagramming sentences, which is still every beneficial for a number of grammar students. [5] Although we do briefly introduce diagramming, we don’t master it to the same degree as past years. [1] Another daunting change is the sheer amount of grading. [2] At least once every other week, my 90 students turn in their reports. [4] Piled high on my desk, these can intimidate and overwhelm. Next year, I may have to explore getting help with this. *The bright silver lining* to the piles of essays is that the evaluation rubrics are so clear that the students are able to see exactly where they need to improve in their writing. Again, this is exactly the goal of assessment. [6] Disadvantages diminish; benefits bloom.

[4] Outweighing all the rest, the last advantage is that the writing from these students is simply and clearly better. [1] They began to recognize the difference even before they had completed their first assignment. [6] The improvement was obvious. [5] Because the writing tasks are more difficult this year, they hesitate to celebrate their progress too loudly, of course. However, that also is *noteworthy news*. [3] Hopefully their struggles mean that they are being challenged, and the result is quality reports, stories, and essays. [2] In the last week of school, we will be comparing an essay they wrote at the beginning of the year to a recent one. I’m sure we will see clear improvement in the organization, style, and mechanics of their writing.

Overall, I am more pleased with the results of IEW than I expected to be. [5] As we explored it, we were optimistic, but one always anticipates hidden disadvantages which will show up after a period of use. [3] Happily, even though we have a clearer picture of the program now, we have not discovered any glaring deficit. [6] IEW has delivered. [Trip] [2] After only one year, our students are asking **better questions** than ever, they’re applying more **grammar skills** than ever, and especially, they’re **writing far better** than ever. [1] IEW has been a great improvement to our Language Arts instruction overall. [4] Impressed by this program, we anticipate even greater progress next year as we build on the foundation we’ve laid.

Rearing Covenant Children – a Process – Mr. Jason Holstege

One of the highlights of the school year for me is to teach junior high science students a unit on a practical application of God’s design of electromagnetism. We do this by explaining and understanding how robots work, and an interesting part of this unit is programming our own Lego robots to move. As my fellow robotics coach tells our robotics team members every fall, “It’s not the robot’s fault that it failed to do what you wanted it to do, because it did exactly what you programmed it to do.” We have had some pretty fantastic failures, such as one robot that took (and survived) a one meter plunge off a lab table this year. I have to introduce students pretty

quickly to the fact that they have to think through a step-by-step process to get their robot to do what they need it to do. It takes quite a bit of logic and a lot of steps to make a robot simply roll across a table, sense the edge, turn around, and come back.

This process also takes a lot of patience, on the part of both students and the teacher. Such a situation provides us with just a small example of our real need for patience in spiritual matters as we seek to get along with one another and especially as we train our children to follow Christ. At the end of a school year, it is easy for the teacher to get impatient with the student who has

struggled with - for the 20th time, now - his or her poor attitude towards both school work and the authority figure who gave that work. Likewise, as a parent, an impatient response arises quickly when you have to explain to your son - for literally the 1000th time, you are quite sure – why hitting his sister is not the way to handle the disagreement they are having about some worthless piece of plastic they call a “toy.” However, the apostle Paul reminds us of the necessity for patience in our day-to-day interactions with each other in I Timothy 1:16: “*Howbeit for this cause I obtained mercy, that in me first Jesus Christ might show forth all longsuffering, for a pattern to them which should hereafter believe on him to life everlasting.*” Paul points out that God’s patience with him (and us) should be a pattern for others to learn from as well.

Paul Tripp, in his book, *Parenting: 14 Gospel Principles That Can Radically Change Your Family*, outlines three mindsets which parents (and by extension, teachers) ought to have as they disciple their charges *without* the impatience that can so easily characterize our interactions with them. One of these is to parent with an eye **focusing on the process** more than on the instantaneous outcome. While we might think that this seems obvious, the angry, impatient words that we often use to correct our children contradict our actual practice. “*What were you thinking?*”, “*When I was your age, I never...*”, and “*I can’t believe that you...*” are all customary catch-phrases that we are tempted to fall

back on to try to shame the sinning child back onto the straight and narrow way in a single conversation.

Rather, Tripp argues, we need to see these times of correction and instruction in godliness as more of **one unending conversation**. This second necessary mindset for a parent sees the instruction and discipline process as “many mini-moments of change,” where we find as many bits of each day as we can – outlined well for us in Deuteronomy 6:7 – to provide loving instruction on the life of a citizen of God’s kingdom, making our parenting more naturally proactive than harshly reactive.

This all means then that our parenting must be done with a **sense of project**, as Tripp refers to this third parenting mindset. We know that any sort of project we start around the home, whether landscaping or sewing, to give two examples, requires preparation for those spare moments of time we find to engage in these projects. So also we need to be prepared spiritually with God’s Word and emotionally through prayer for those spare “project-time” moments with our children. Rather than reacting emotionally yet again to another problem they are experiencing or causing, we can find ways to address that situation ahead of time or make the time to point out some grand truth about their Creator and His love for them.

May God bless our HCS families this summer with time spent profitably and positively instructing children, preparing them bit by bit for their calling in this world and for their life in the world to come!

~ PARENTS – Some items to take note of ~

- **Report card pick up dates** are June 13-14 (Thurs. and Fri.) & June 17-18 (Mon. and Tues.) here at school. Please stop in between 9 AM and 1:45 PM and grab them in the hallway by the main doors!
- **2019-2020 class lists** will be emailed out the day after the August *Herald* is distributed. The email will be sent to the 1st of the two email addresses supplied to us on your forms at enrollment time.
- **TRIP summer dates** are (from 9-10:30 AM): June 18, July 2, July 16, July 30, and August 13. Regular TRIP hours will resume on August 27.
- **Room Moms** sign-ups will happen in the fall (so that you are aware which class your children are in before you sign up). Watch the first memo of the school year for info.

Grab your golf clubs!!

Our Heritage Christian Foundation will be holding their Heritage Foundation Golf Outing on Saturday, July 20 with a shotgun start at 7 AM.

The outing will once again be held at The Meadows in Allendale.

To reserve a spot for your team, please call Kevin Van Overloop at 616-662-4128 or Scott Koole at 616-293-1624.

Cost is \$500 per team. Please call soon as spots fill up quickly!

Thank you for volunteering your time at **Heritage Christian's Fair Restaurant**

Here's what you need to know before you come:

From the Health Department:

- No tank-tops, open-toed shoes or sandals allowed
- Long hair must be tied back, kitchen help must wear a hat, or we will provide a hairnet
- Food from home may not be stored in the restaurant kitchen. If you wish to bring in food for your break, please keep in your vehicle until break time.

Dress code and suggestions from the committee:

- Expect your clothing to get dirty, particularly if you are working in the kitchen.
- Neat, modest, clothing is always appropriate. Wear comfortable tennis shoes.
- Shorts are permitted by the Health Department, and suggested by the committee, since it is usually hot in the building.
- Please do not bring large purses or bags with you for your shift. We have limited shelving, so take only what fits in your pockets or a very small bag.

Other important things to note:

- Children may not accompany parents to their shift at the restaurant or the food prep day. We could be shut down by the Health Department if this rule is not followed.
- If you are working in the kitchen, expect to wear gloves for most of your shift. We will provide latex-free gloves in two sizes.
- You will have a short break on your shift, and may order from our kitchen at half price.
- Per the Hudsonville Fair Board, our volunteers are required to pay the regular gate admission fee of \$5. Please consider this a donation to our school. If this is a hardship, contact a committee member during your shift for reimbursement.
- Have fun! Be cheerful! Remember, we will be representing Heritage Christian School to many people this week!

You should get a reminder from Sign Up Genius confirming the date and time of your shift.

We are counting on you!

If you are unable to make your shift.

please find your own replacement

and notify a

committee member of the change.

Thanks again for volunteering your time! We are looking forward to another fun and successful week at the fair!

The Fair Food Fundraiser Committee

Cara Dykstra, Jen Eriks, Lanae Holstege, Susan King, Tara Koole, Ronda VanBemmel, Lori VanOverloop

HELP!

There are many lunch and breakfast shifts open during fair week, in both the kitchen and the dining room. We can't run the restaurant without enthusiastic participation from our Heritage Christian supporters! Sign up to work with a friend, a sister, a brother, or your in-laws. We love to see our Heritage Christian grandparents come and help, too. It's a fun place to be and the fellowship is great!

**This is a wonderful opportunity to serve our school by giving
a few short hours of your time!**

Go to signupgenius.com and search for heritagefairwork@gmail.com.

We are searching for:

- 18-22 quart roasters - we'd like to replace a few of our older, broken roasters
- Food prep assistants - involves 3 mornings during fair week
- A few food donations - also available on the Sign Up Genius website

Please call any committee member with questions or for help signing up for a shift.
Cara Dykstra, Jen Eriks, Lanae Holstege, Susan King, Tara Koole, Ronda VanBemmel, Lori VanOverloop

2019-2020 School Year Calendar

August 26, 2019 – First day of school
August 30 – September 2, 2019 – Labor Day Break
September 4 and 5, 2019 – School pictures
September 12, 2019 – Fall Family Supper
September 16-27, 2019 – Fall MAP testing
September 28, 2019 – Fall Children's Clothing and Toy Sale
October 16-18, 2019 – Teacher's Convention (out of state)
October 25, 2019 – Grandparent's Day
November 6 – 7, 2019 – Parent Teacher Conferences
November 14, 2019 – All School Program
November 28 – 29, 2019 – Thanksgiving Break
December 23 – January 1, 2020 – Christmas Break
January 20-31, 2020 – Winter MAP testing
January 29 - 30, 2020 – Parent Teacher Conferences
February 14, 2020 – Mid-winter Break
March 20, 2020 – HCS Auction
April 3-10, 2020 – Spring Break
May 4-15, 2020 – Spring MAP testing
May 25, 2020 – Memorial Day break
May 28, 2020 – Last day of school, ½ day, HCS graduation

2019-2020 School Supplies

Kindergarten Supplies - all labeled

Backpack
Lg size Pencil Box (> 4" high)
2 Large Erasers
2 Large Solid Glue Sticks
Thick Washable Markers
Crayons (24 or less)
Good Quality Scissors (round-tips)
1 Sturdy Folder with Inside Pocket
Gym Shoes (Velcro or Slip-on)
Art Shirt
Small Pillow (14" or smaller)
One pair socks
Picture of your kindergartener

1st Grade Supplies – all labeled

School Box – Large Size
10 Pencils
1 yellow highlighter
1 Large Eraser ("Pink Pearl")
3 Large Glue Sticks
24 Crayola Crayons
Colored Pencils
12 Thick Washable Markers
4 Dry erase markers
Fiskar Scissors
1 **wide** ruled spiral notebook
Paint Shirt
Gym Shoes
2 Strong, Durable Pocket Folders
Earbuds in a small bag/pouch

2nd Grade Supplies - all labeled

KJV Bible
Psalter
12 **Sharp** Pencils
24 Crayons
24 Colored Pencils
10 thick washable markers – standard colors
1 Yellow Highlighter
4 Dry Erase Markers – black or blue
1 normal pink eraser
Large Plastic Pencil Box (w/ Snap Lid)
Fiskers **Sharp-Point** Scissors
3 Large Glue Sticks
2 Hard Covered Composition Notebooks
2 Strong, durable Folders
Earbuds in a labeled bag/pouch
Art Shirt
Gym Shoes & Extra Pair of Socks

3rd Grade Supplies

KJV Bible
12 - #2 Pencils
Earbuds in a small bag/pouch
Fiskar Scissors
2 Red Pens

3rd Grade Supplies, continued

4 dry-erase markers
2 Glue Sticks. 1 Glue Bottle
Art Shirt
Small Pencil Box
12" Ruler w/Inches & Centimeters
2 Blue or Black Erasable Pens
1 yellow highlighter
Small Notebook for assignments
2 Black Flair pens (Papermate brand, fine point, non-permanent markers)
1 Black Sharpie marker
Crayons (~48)
Markers, Colored Pencils
3 Wide Ruled Spiral Notebooks
3 Single Pocket Folders – incl blue
Loose Leaf Paper –Wide Ruled
Psalter
Large Eraser
Gym Shoes

4th Grade Supplies

KJV Bible
Psalter – in Good Condition
Crayons
Red pen
2 Black Sharpie markers (1 fine and 1 ultra-fine)
Thin washable markers
24 pack of colored pencils
10 sharpened #2 Pencils
2 large glue sticks
Yellow highlighter
Large Eraser
12" ruler with metric and customary measurements
Pointed scissors
Zippered 3 Ring Binder/Trapper
Wide ruled loose Leaf Paper
Gym Shoes
1 wide ruled 1 subject spiral Notebook
6 2-Pocket PLASTIC folders (w/ holes)
Earbuds
2 dry erase markers

5th Grade Supplies

KJV Bible and a Psalter
Zippered 3-Ring Binder/Trapper
6 Folders
Colored Pencils
Markers
#2 Pencils
2 Red Pens
Blue or Black Erasable Pen
1 Yellow Highlighter
Large Eraser
Loose Leaf Notebook Paper
5 wide ruled spiral notebooks
Ruler (w/Standard & Metric)
Pointed Scissors

5th Grade Supplies, continued

Calculator
Gym Shoes
1 Large Glue Stick
2 fine tipped Black Sharpies

6th Grade Supplies

KJV Bible and a Psalter
Pencils and Eraser
Pens: Blue/Black for Work
Pens: Red for Correcting
Black Thin Tip Marker
Colored Pencils
Markers
Highlighting Markers
5 spiral notebooks (70-100 pgs)
Calculator
Gym Shoes
Ruler with inches AND centimeters
Glue Stick
Scissors
Zippered 3-Ring Binder/Trapper
5 Folders w/Pockets
200 pg. loose-leaf paper

Junior High Supplies

KJV Bible and a Psalter
Multiple Pencils and Pens (mechanical pencils preferred, but not necessary)
Colored Pencils
1 good eraser
Rubber cement
White-out
Scissors
5 3-Ring Binders (1" rings)
Three Spiral Notebooks
5 Folders w/Pockets
Folder for Art
Loose Leaf Notebook Paper (400 pages)
Ruler with Inches & Centimeters
Compass
Protractor
Scientific Calculator (TI-83 or 84)
Highlighter (optional)



Congratulations, graduates!
Heritage Christian School
Class of 2019

*“Be ye therefore followers of God, as dear children; And walk in love,
as Christ also hath loved us, and hath given himself for us an offering
and a sacrifice to God for a sweetsmelling savour.”*
Ephesians 5:1-2



*Samuel Thomas
Bergman*



*Sammantha Jade
Brower*



*Raeanna Grace
Brummel*



*Tessa Lynnae
Byker*



*Aiden Daniel
Cnossen*



*Logan Charles
Decker*



*Leah Ruth
Dykstra*



*Noah Jay
Dykstra*



*Spencer Rhys
Dykstra*



*Seth Michael
Engelsma*



*Garrett Samuel
Eriks*



*Isaac Everett
Geerlings*



*Derek Lee
Gritters*



*Aubrey Joy
Hoekstra*



*Logan Michael
Holstege*



*Max Henry
Holstege*



*Travis Scott
Holstege*



*Toby Daniel
Hugg*



*Dana Marie
Kamps*



*Makayla Rose
Kleyn*



*Corey Mark
Koole*



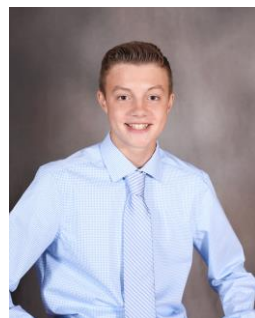
*Evan Franklin
Korhorn*



*Jonathan Isaac
Kuiper*



*Morgan Sue
Kuiper*



*Isaac Henry
Kuperus*



*Natalie Joy
Langeland*



*Calvin James
Looyenga*



*Carissa Marie
Looyenga*



*Everett Jacob
Pipe*



*Carson James
Poppema*



*Naomi Lynn
Potjer*



*Riley Ann
Quinton*



*Devon Lee
Ritsema*



*Ella Marie
Rus*



*Cody Allyn
Scholten*



*Josie Joy
Timmerman*



*Toby Jack
VanBaren*



*Zachary John
VanBaren*



*Natalie June
VanBemmel*



*Michael David
Troost VanderKolk*



*Morgan Alise
VanDerMeulen*



*Riley Jon
VanDyk*



*McKenna Joy
VanDyke*



*Anthony Michael
VanOverloop*



*Hayden James
VanOverloop*



*Sydney Joy
VanOverloop*



*Thomas Ryan
VanOverloop*



*Jackson Paul
VerStrate*



*Abigail Anne
Vink*