

Herald



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Experiencing Anxiety?

Mr. Brian Kuiper, Administrator

"Be careful for nothing; but in every thing by prayer and supplication with thanksgiving let your requests be made known unto God. And the peace of God, which passeth all understanding, shall keep your hearts and minds through Christ Jesus." (Philippians 4:6-7)

The apostle writes that we should "be careful for nothing". Literally the meaning is that we should not be anxious about the cares and concerns of the world. Upon first reading, we might think he is too simplistic. Certainly Paul doesn't mean don't worry about anything! He just refers to some things. Or maybe he means we ought not worry about the easy things in everyday life. The big ones - we should spend a little time worrying about those. Or, perhaps we might think that Paul had little about which to worry. However we understand or interpret, it is clear that we do much worrying. I am not telling the reader something they don't know. Worry sometimes consumes us, and it is consuming our children. It is a topic of parental discussion often in today's conversations. Anxiety and worry is a real concern that parents and teachers are seeing become more commonplace in our homes and schools.

What is causing all of this anxiety? Experts cite many reasons for anxiety and even for anxiety disorders. Of note first is that our brains are wired for anxiety. When circumstances of life come upon us, our brain is often faced with a "fight or flight" decision. The chemicals that kick in during these times cause us to feel anxious for a time while the situation is being resolved. Occasionally, these brain chemicals can become unbalanced so that we feel anxious for a longer period of time. This piece of the anxiety puzzle is referred to as nature.

Also contributing to anxiety is our nurture. This includes home life, school life, friends, and the busyness of life. At a very young age, children are able to read the body language of adults. They are able to discern the tone of conversation. They realize so much more than we give them credit for. So, if parents or teachers engage in a discussion about death in the presence of a young child, the mind of some children begins to dwell on death - maybe even worrying about the possible death of their own parent. Discussions of family finances or schedules or other difficult decisions might lead to a child becoming anxious.

What should you do if your child is showing symptoms of anxiety? Early on I stated that some anxiety is to be expected in the normal course of life. Anxiety over a situation that is resolved quickly can become a good lesson for future situations in life. "Do you remember the last time you were worried about a big project? It worked out, and you finished in time and did well. This time it will work out too". Recall with them when they spoke to a teacher or peer about a difficult thing, and how that discussion led to a good resolution. This is one way to address the "smaller" worries. However, if your child is overcome with anxiety, here are a few interventions that ought to receive strong consideration.

Take the child to the doctor. Sometimes, a pediatrician can be a huge help in these matters. The doctor will review sleep habits, nutrition, exercise, and recent changes in the life of your child. Over time, this may be the “don’t worry tonic” your child needs to come out of the short term anxiety they are experiencing.

Be careful about discussions near children. This is intended for parents and teachers. Sometimes a discussion regarding the trash bill can be interpreted as a money problem. Occasionally 2 teachers having a discussion in the corner of the room can be misinterpreted by a student.

Speak together about the worries that your child is having. As spouses this is good for seeking to know causes and for helping find shared solutions. Please speak with teachers as well. Know this - teachers are not trained psychiatrists or psychologists. However, they are “parents” of your children for nearly 7 hours each day. Perhaps they will be able to help you get to the root cause of the anxiety if they know a little more. For sure they will be helpful and compassionate during this difficult time.

Pray and search the scriptures. The Bible is full of verses that remind us of God’s care of His creatures. The birds don’t have to

worry, so why should I? The Bible is full of stories of saints who could have been consumed with worry, but showed faith and strength during tough times. Joseph in Egypt. Moses facing Pharaoh. Daniel and his 3 friends. Paul as he went to the Gentiles and lands not before preached to. These stories remind our children of the love of God to His people in sending trials and in keeping His own through trials.

And, if the worries continue, seek professional help. Spiritual help is the answer to all of life’s cares. That is why parents, teachers, elders, and pastors need to speak together about these things. However, if brain chemicals are out of balance, God provides us with caring and trained experts who can help the mind through medical means. Do not be ashamed to use these means. When we are physically sick, we use doctors for surgery and restoration of health. So too when we are anxious and worried beyond what is normal.

The result of all of this? The peace of God will keep our “minds”. Dwell on Him. Use His means to keep body and mind healthy. And, we will experience His peace. That’s the ultimate worry fixer!

Building Committee Report – Mr. Chad VanOverloop

What a difference a year makes!

Last February, we were in the middle of our seven room expansion here at Heritage. Building materials were staged on-site, contractors were coming and going on a regular basis, and the playground looked more like the setting for a mud-run competition - until we had a week long polar vortex. Needless to say, there were a number of challenges we needed to navigate while still trying to carry on as a school. Now, some 12 months later, we have a completed expansion area with a school building of almost 90,000 square feet.

At this point, we need to stop and say THANK YOU to all those involved in this project. First, thanks to the HCS staff members and students for their patience during construction. Your daily routine was impacted significantly. Secondly, thanks also to the contractors, donors, workers, and countless volunteers who banded together to bring this project to a reality. Finally, a huge thank you to Mark Koole for his work as the project manager. Under his supervision, the expansion was completed on time and under budget. Yes, you read that correctly - under budget!!

In 2018, the Society approved the expansion project with a proposed budget of approximately \$1.4 million. With the help and hard work of those previously mentioned, the expansion was able

to be completed for approximately \$1.2 million, about \$200,000 less than budgeted. In addition, the Capital Campaign Drive has met its goal of \$750,000. With these factors, as well as a positive balance in our mortgage fund, we will be able to pay off the project sooner than expected.

The security of our staff and students continues to be a top priority. A new emergency alarm system was added throughout the entire building. This was necessary because there was concern that the new system in the expansion might not interface well with the existing system in the original portions of the building. The new alarm system can be used for fire, tornado, and lock down situations as well as other emergencies.

Other notable improvements include carpet replacement in several classrooms, pipe bollards installed at the main entrances, new paint on the ball field dugouts, and parking lot maintenance and striping.

Much has changed over the last 12 months, but one thing remains the same - the faithfulness of our God. None of our efforts amount to anything apart from His blessing. “And let the beauty of the Lord our God be upon us: and establish thou the work of our hands upon us; yeah the work of our hands establish thou it” (Psalm 90:17).

The Board, staff, and parents of HCS would like to express deepest appreciation to Mrs. Deb Bleyenber.

Deb taught here at Heritage for 10 years, touching countless student and parent hearts with her loving and cheerful demeanor. The Lord has called Deb and her husband, Rev. Heath Bleyenber to serve in Lacombe, Canada. We wish Rev. and Deb the best in this new endeavor, and pray for safety in their travels along with a smooth transition in the next few months.

Thank you, Mrs. Bleyenber, and may God go with you!

Heritage Christian School Foundation

Through our school's membership with Barnabas Foundation, you have complimentary access to trusted, biblically-based consultation and support for charitable gift and will planning. They'll help you...

1. Understand the giving options available to you, in a way that is clear and easy to comprehend.
2. Review your will to help ensure it reflects your family and charitable goals.
3. Give stock, real estate, commodities or other non-cash gifts while reducing your taxes.
4. Establish a Stewards Fund (donor-advised fund) account to streamline and simplify your giving.

There is no financial obligation for this confidential meeting to supporters of our school. To get started you simply chose to contact whomever you are most comfortable with.

- Heritage Christian School office 616-669-1773 or email: receptionist@hchr.org
- Barnabas Foundation 888-448-3040 or email info@BarnabasFoundation.com.
- A Heritage Christian School Foundation Board member. Mike DeBoer, Kevin Gritters, Tomm Heyboer, Doug Pastoor, Jeff Scholten, Titus Kamps or Wesley Koops

A Colorful Classroom – Miss Joyce Holstege

The Day the Crayon's Quit by Drew Daywalt is a children's book that has been popular for a few years now. In the book, the crayons all start a revolt because they are either being overused, underused, misused, or abused; but in the end, they all see the importance of every color in the box. The underlying message is that each and every color in the box is important and necessary.

In many ways a classroom is like a crayon box. Whether a kindergarten, an eighth grade, or a high school class, the group is made up of a variety of students who all offer their unique color to the class. There are the blues-true blues: steady, dependable, trustworthy, and loyal. There are the yellows: bright, sunny, cheerful, and vibrant. There are reds: spirited, fiery, energetic, and intense. Then there are the passive pinks: submissive, tenderhearted, easy going and sometimes overlooked. Each color in the box has its purpose. Each is necessary to create a colorful, balanced picture; but each different and useful in its own way. While we prefer the sharp new crayons, even the rounded, or broken crayons are important and useful in our crayon box.

So it is in the classroom. Each child in the classroom has his or her own special place. There is the child that you can always depend on. He comes in, sits down, gets right to work, and generally gets his work done quickly and accurately. There are the sunny and cheerful ones; always quick with a smile and spreading cheerfulness like frosting. There are those intense children. Like the red crayon, you never really know what you're going to get until they show their true color. Anyone who has ever used a box of Crayolas before learning to read, will understand that the "red" could actually be true red, violet red, or orange red. Some children are like that. They are intense. Sometimes they are intensely excited, sometimes intensely happy, and sometimes intensely unhappy; but most times intensely unpredictable. Then, there are those passive kiddos. They are so easy going, often very quiet, seldom raise their hand, and can easily slip through the cracks and not get the attention they need or deserve.

Providentially, there are also the broken babes. Those who God in His infinite-wisdom has given special needs or circumstances in their lives. This group of children can include any child and every child at any given time. Each child comes with his or her own set of needs that must be fulfilled. Each child needs love, attention, guidance and correction. At times, those needs are stronger than others. There may be a sickness in the family, the death of a loved one, struggles between parents, or any number of stressors in a child's life. At any given time, every child may need a bit of extra attention. There are also children who need a different type of attention on a daily basis. There are children with physical differences. There are children with Down's Syndrome, Spina Bifida, Cerebral Palsy, etc. There are children who have broken limbs or serious diseases. There are children on the autism spectrum or those with behavioral differences (i.e. ADHD, OCD, Sensory Disorders, etc.).

Like every color in the box, each and every child in our classroom is necessary and important. Whether these children are complements to each other or whether they contrast one another, they are all significant and essential in our classroom. The differences create opportunities for each child to either serve or to be served, to inspire or to be inspired, to comfort or to be comforted. In the vast and varied group in every classroom there are the components to create a beautiful portrait of the body of Christ. It is my job as a teacher, and your mandate as a parent, a friend of the school and a member of the church to work together to guide these children to recognize their purpose here on earth: to live their lives to the glory of God and for the furtherance of the kingdom of God. It is my prayer that the differences that each of us experience or see in one another do not divide us, but draw us together as members of the body of Christ.

"For as the body is one, and hath many members, and all the members of that one body, being many, are one body: so also is Christ. For by one Spirit are we all baptized into one body, whether we be Jews or Gentiles, whether we be bond or free; and have

been all made to drink into one Spirit. For the body is not one member, but many. If the foot shall say, because I am not the hand, I am not of the body; is it therefore not of the body? And if the ear shall say, because I am not the eye, I am not of the body; is it therefore not of the body? If the whole body were an eye, where were the hearing? If the whole were hearing, where were the smelling? But now hath God set the members every one of them in the body, as it hath pleased him. And if they were all one member, where were the body? But now are they many members, yet but one body. And the eye cannot say unto the hand, I have no need of thee: nor again the head to the feet, I have no need of you. Nay, much more those members of the body, which seem to be more

feeble, are necessary: And those members of the body, which we think to be less honorable, upon these we bestow more abundant honor; and our uncomely parts have more abundant comeliness. For our comely parts have no need: but God hath tempered the body together, having given more abundant honor to that part which lacked: That there should be no schism in the body; but [that] the members should have the same care one for another. And whether one member suffer, all the members suffer with it; or one member be honored, all the members rejoice with it. Now ye are the body of Christ, and members in particular" (1 Corinthians 12: 12-27).

The Best Part of the Day – Mrs. Beth VanBaren

Do you have a favorite part of the day? Do you love to get up early just to watch the sun as it appears on the horizon? Maybe you enjoy that first hot cup of coffee with your spouse before the children wake up. Perhaps you enjoy it the most when the whole family gathers around the word of God together. Sometimes I think the best part of the day must be morning. A fresh start to a new day. Weekdays, I come to school and greet smiling children as they come bouncing off the bus. Some mornings the sun shines brightly, others, the wind blows such cold air your breath freezes in your chest. On Monday mornings, we start the day with all-school devotions over the word of God together. Then, we sing. Oh, the sound of children's voices raised together in praise of God. What could be better?

Is the middle of the day better? In the middle of the day, we discuss the Bible, science, social studies, history, and mathematics. We discover so much about God's creation in science, and about God's order in math. We uncover truths about God's care for His people in Bible, social studies and history. Surely, this is the best part of the day. II Tim. 2:15 says, "Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth."

What about the end of the day? Now we can look up into the heavens and see the beauty of the moon and stars displayed. The moon reflects the brightness of the sun back to us and reminds us of how we mirror the light of our Savior, Jesus Christ, back to our Heavenly Father. Surely this is the best part of the day? Psalm 104:33 says, "I will sing unto the Lord as long as I live: I will sing praise to my God while I have my being."

I don't know if I can decide which part of the day is my favorite. There are so many things to be thankful for in every hour. His mercies "are new every morning: great is thy faithfulness" (Lamentations 3:23). I thought I would ask my fourth graders to write about their favorite part of the day/week. This is what some of them had to say:

- *My favorite part of the day is school. I especially love it when there is art. I love it when it is summer during school. School is the best part of the day. A place where I can go to learn. And you can see your best friends who you really like. I also like recess because you can play with your friends. At school they teach you a lot of stuff. They make you so smart that your head will explode from all the smarts! That is how much fun school is!*
Olivia Wigger

- *My favorite part of the day is gym on Tuesday and Wednesday. I like it because it is fun and we get to play games. I like dodgeball, two-base kickball, alien invaders, or six-base kickball. In two-base kickball you go from one side to the other and keep going until you get out. Alien Invaders is the best!*
Peter VanDerSchaaf

- *My favorite part of the day is bedtime because God gives us sleep and rest. God gives us sleep because we need energy during the day and rest to get more of our energy back. I like bedtime because I feel safe and warm. God blesses us every day with wonderful gifts. It doesn't take a month for God to give us His blessings. God does it every single day!*
Malaya Kamps

- *God gives us new mercies every morning. Lamentations 3:23. My favorite part of the day is after school because I get to draw in my sketchbook. I really like drawing. I draw horses and lots of things outside. I also love being at school with my best friends.*
Paige DeBoer

- *My favorite part of the day is playing with my dog. She's an all-star player. First, she gets exercise. Second, I get exercise. I'm thankful for my dog. Without her, I don't know what I would do. I love my dog!*
Evan Bomers

- *My favorite part of the day is going home from school so I can play in the snow, have snowball fights and make forts. The best thing is sledding. When the snow melts I don't really care, because summer is better.*
Andrew Duthler

- *My favorite day is Saturday. I like it because my Dad and I make copper roses and stuff out of metal, I get to bake with my Mom, and I also play games with my family. My favorite part of the day is the afternoon. I like it because that is when we play games together.*
Evelyn Langerak

- *The time of day that really grabs my attention is the afternoon or evening. I like afternoon because I get to spend time with my awesome friends. I also like the afternoon because on Tuesdays and Wednesdays we have gym and I like gym a lot. What I like about the evening is how we come home and Mom has a very yummy snack waiting for us. I also like how we eat dinner all together at the dinner table.*
Ashlyn VanderZwaag

The Devotional Reader – Mr. Dan VanDyke

How much have you read in the past week? In the past month? In the past year? Notice please that I didn't ask how many books you've read. That's simply because I believe there is much quality reading out there that does not come in book form. It's one of the many blessings of our smartphones – good reading instantly available in the palms of our hands. However, this English teacher is going to preach once more to the reading choir (because obviously you're reading this) that we must continue to appreciate the gift of written language and encourage one another to read. I also intend, possibly shrinking the choir somewhat, to encourage you to discover or expand your reading and appreciation of good poetry and find God's truth and blessing there as well.

- Reason #1 – Out of the myriad possible ways He could have chosen, God chose to speak to us with a Book, that is with the written word. Every other communication from or about God has its foundation in this Book – no exceptions. Even a correct understanding of the created world can only come from a correct reading of the Bible. For this obvious reason, Christians must be readers if at all possible.
- Reason #2 – Throughout the history of the world, written words have been the most efficient way to stabilize communication for years, centuries, and even millennia. Corruption came most quickly into the church when the written word was least accessible to common people. Because written expression is captured on the page, the only way to alter its meaning is through changes in the language itself where words and expressions lose their original meaning over very long periods of time. For this reason, we can still be richly edified by the writings of long dead saints like John Calvin, Martin Luther, and even as far back as Augustine (circa 400 AD).
- Reason #3 – In the last approximately 600 years, the written word has been the most efficient way to disseminate communication over broad audiences. The Bible wasn't the only volume that benefited greatly from Gutenberg's printing press. In our modern era, it's almost impossible to grasp the rapid culture shift that took place when books were readily available to the masses. In a sudden period of only a few years, it became "in vogue" to be literate. It was a shift comparable to the effects of the smartphone in our own time. For this reason, we must never take the blessing of literacy for granted.
- Reason #4 – Directly related to Reason #3 is the fact that God has given the Church many gifted ministers, professors, musicians, and other lay people who are able eloquently to

meditate and expound on the deep truths of God and His world in a variety of media. It would be impossible to meet and listen to these brilliant, godly communicators were it not for the written word. For this reason, we should strive to appreciate a broad range of genres and media.

- Reason #5 – Tangential to Reason #4 is the sphere of poetry. For my purposes here, please take "poetry" to mean all poetic expression, whether it be found in poetry itself, in song, in prose, or even in slogans/memes. I first considered writing on this often-neglected genre alone, but that will have to wait for a later article somewhere. For now, be encouraged that God has gifted us with poetry far more than we realize or remember. Those who scoff most at the "outdated" school lessons in poetry are often most moved by the words of a Psalter number or hymn or choir song. We resonate most deeply with the poetic images given to us in the prophecies, both Old Testament and New, for example, "When thou passest through the waters, I will be with thee; and through the rivers, they shall not overflow thee: when thou walkest through the fire, thou shalt not be burned; neither shall the flame kindle upon thee" (Isaiah 43:2). Taken literally, these words are nonsense, of course, but because we all understand and love poetry, these words resonate with God's care for us far more deeply than prose ever could. With poetry, we can feed on the talent of far superior writers to meditate with our hearts, our emotions, our attitudes, as well as our minds on the multitude of wonders that we find in our Creator God. All of us who have ever read Spurgeon for our morning devotions have known the wondrous blessing of reading of the soul's communion with God in words that we've personally experienced but could never express so beautifully ourselves. And this is why we must never understand poetry with the same intellectual analysis with which we understand prose. To do so would put even Biblical poetry at risk – after all how could Christ possibly be both a lion and a lamb. Poetry – good, rich, deep poetry – enlivens our hearts and minds to meditate on God's multiplied goodness in fuller, truer devotion to Him. "Tune my heart to sing Thy grace. Streams of mercy, never ceasing, call for songs of loudest praise."

For further thoughts on the blessings of good poetry - Huber, Collin, and Leland Ryken. "Why You Should Read Devotional Poetry in 2019." The Gospel Coalition, 8 Dec. 2018, www.thegospelcoalition.org/article/devotional-poetry/.

Celebrating God's Amazing Works in Creation at Science Curriculum Night! – Mr. Jason Holstege

Perhaps you've noticed that there has been a "Science Curriculum Night" (April 28, 6-8 pm) mentioned under the "Upcoming Events" on the school note for the past several weeks. Every other year, the students and staff of Heritage choose an area of our curriculum such as fine arts, math, history, etc., to highlight for a night in the spring. This time around we decided to focus on science.

As one of the four teachers who form the Science Night Committee (Matt Kuiper, Randy Kuiper, and Liz Van Drunen being the others), I thought I'd fill you in on the purpose of the night, and what you

can do to help your student(s) prepare for the night. Please keep in mind these are general guidelines, since different teachers have different activities, projects, and areas of their curriculum on which they hope to focus. In addition, students' projects will often depend upon their age and level of expertise and ability, so project requirements will vary from grade to grade and from student to student.

The purpose of science night is NOT to stress out students, parents, and teachers with lots of extra work. Since this is often

what tends to happen for a big event like this, we will try to address this problem by giving a few mini-deadlines that the students should meet. We do this especially so that you do not have to make an 11:30 pm run to Meijer's on April 27 to buy that jumbo container of glue and the 200 popsicle sticks that your child absolutely needs to finish up his or her project. Rather, the purpose of science night is to take some of the concepts we have already learned in the classroom about God's amazing work in His creation and expand on them, using our God-given talents and creativity to display this new knowledge of our created world. The finished projects will hopefully result in one of these three objectives being met: 1) to make inventions that apply the scientific principles learned in class; 2) to perform original research to answer a question that may be an extension of the science curriculum; or 3) to demonstrate some of these scientific principles learned with models and hands-on activities.

Over the next couple of weeks, students will be choosing and developing a topic to study. If a student has a particular area of interest, we'll try to steer them in that direction. There are many good websites such as www.sciencebuddies.com (among others) that can help students pick a topic which they will find engaging and on which they can successfully complete a project. In fact, in the lower elementary grades, the teachers will bear most of the responsibility for the topics and projects upon which their students focus. In the upper grades, we have been focusing throughout the year on science as a process and not merely a set of facts to memorize. Picking a topic and performing an experiment are part

of that process, so they will be allowed more freedom in the type of experiment or demonstration they wish to perform.

As a parent, it is essential that you remember that the STUDENTS need to do the bulk of the work on these projects. We all know how much more wonderful it would turn out if you did the project yourself (just a little humor there :-). This Science Night is a wonderful opportunity for the students to learn more by doing a project on their own. Your role as parents should be to review the plans for the students' projects to see if they can feasibly carry out the work, keeping in mind both their abilities (so they don't get too frustrated) and your wallet (so you don't go broke). Then, as they work to see the project to completion, give lots of encouragement. If you see a potential project problem, ask questions like, "Do you think that will work? Could you explain your reasoning about that? What can you do to make the project better/easier to understand?" Also, think SAFETY, both for your child and for the others who will be present at science night. Students' projects should not utilize poisons, dangerous chemicals, or open flames, and parents should exercise close supervision over the use of electrical circuits or live animals in any projects.

If you feel you could use some more ideas for your student(s), or you would like to volunteer your help or area of expertise in some way, please feel free to give me a call or send me an email (jaholstege@hchr.org) sometime. Thanks for your support, and we hope to see you on April 28!

The Rainbow: Science & Symbolism – Mrs. Kim Kuiper

As an art teacher, I spend some time talking to my 7th grade students about color and the science of color. During these lessons, someone always wonders about ROY G BIV, or the seven "rainbow" colors they were taught at some point in their early life. This idea is a little bit like stick people and corner suns ... simplistic. A quick lesson on the science of color, along with some of the worldly uses will give us a deeper look into our Christian view of the rainbow's symbolism.

In 1672, Sir Isaac Newton wrote a paper on light after discovering how to make a rainbow with cut glass. Until this time people thought water painted the sky to form a rainbow but Newton discovered water split the light into the spectrum of colors. Newton named seven colors, which is two more than previously recorded. He named "orange" after the fruit, and "indigo" after the dye and cloth made popular with trade from India. Having seven was important to Newton because of the seven notes in a scale of music. He understood sound and light were similar, although it was not until 1802 that wavelengths were discovered; thus the myth of seven colors began.

Color, like sound, is made with wavelengths. Red has the longest wavelengths, similar to a high note; the reason red is projected on the top of rainbow. Violet has the shortest wavelength, similar to low notes; thus found on the bottom and the hardest to see in a natural rainbow. Our eyes see these waves because of cones. A typical eye has three cones to see red/green, blue/orange and violet/yellow. A color-blind person is missing one or more of these cones thus making red and green look the same color. Some

people and many animals have four cones, allowing them to see 100 times more color than the average person.

The science of making color pigment stems from three main colors, or the primary colors of red, yellow and blue. These three can't be made from other colors but make all colors. When equal parts red and yellow are mixed, orange is made. Orange, green and violet are secondary colors, made from two primary colors. Mix a primary and secondary color together and you'll make an intermediate color (red with orange makes red-orange). These twelve colors are hues and make up the color wheel. Add white to a hue, and you'll get a tint. Add gray to a hue, and you'll get a tone. Add black to a hue, and you'll get a shade. And thus a full spectrum of colors is born through mixing. I won't get into neutral colors (browns) because that really complicates things!

The rainbow has been used in cultures and religions around the world since ancient times. Buddhists use the rainbow to describe the highest meditative state and enlightenment. Chinese use a five-color rainbow along with a black/white symbol for yin-and-yang, a harmony of perfect balance. Old Norse holds the tradition of the rainbow being a bridge between heaven and earth, between humans and gods. Even the shape of the rainbow being an arch is a symbol of an opening, portal or passage between worlds or realms. Native Americans used the rainbow as a sign of initiation, a time of transformation. And of course, the pot o' gold legend, stems from the Celtic culture. To them, the rainbow symbolized feminine energy and the gold at the end is offspring, an inheritance and new life. In South America a rainbow flag can be seen in many ancient towns and tourist attractions; it is a symbol for the native Incan

people who worshiped a rainbow god (the famous temple in Cuzco has a room honoring this god). Even in modern traditions, the rainbow is a sign of a new beginning or peace after a storm or a sign that bad times won't last forever. And we see the symbolism used to celebrate diversity with the LGBT community flying a flag of rainbow-colored stripes since 1978 (the same year the Inca flag appeared).

The gift of the rainbow is a beautiful symbol of God's grace. Let's get back to the true, Biblical meaning of the rainbow from Genesis 9. The rainbow was set in the clouds by God as a token of His covenant friendship with Noah and his family, and was a promise to never destroy the world with a flood again. Most importantly it points us to the promise of a new heaven and new earth - an everlasting life in heaven where we have fellowship with God. We will see God sitting on His throne, surrounded by light, and not just a white light, but a rainbow (Revelation 4:3). *"Every time there is a rainbow it is as if God takes a little wisp of His glory and paints it across the sky as a reminder to us, 'Someday, My people, you are going to see the reality of My glory before My throne that this*

rainbow represents, I have a home and a place for you with Me'. Our hope is there is a place for us at His table in the new heavens. The world hates that hope and the world wants to take our hope away by scoffing. Our hope must be sure and firm." (Rev. Lanning, 2019 YP Convention speech)

The rainbow is OUR symbol for that hope. We don't need to be like Newton, making the rainbow have seven colors to add symbolism to it. Seven is a significant number, the number of completion, but it is not Biblically a number of the covenant. Even if we do see a connection between three primary colors making a whole spectrum of colors and the Trinity creating everything from nothing, we don't need to get caught up in numbers and adding significance to a simple, beautiful truth God already gave us. We also should not be afraid to celebrate the rainbow either, just because another worldly group is claiming it as their own to celebrate sin and corrupting the God-assigned beauty. The rainbow is OUR symbol for hope and a reminder of God's grace.

Benchmark Literacy Skills Screening – Mr. Mike Noorman

Three times per year, the lower elementary students in grades kindergarten through second grade will be assessed in the basic skills of reading using a screening tool called DIBELS. These assessments occur in September, January, and May. Parents will receive a sheet of results each time this assessment is given.

The results of these assessments don't tell the whole picture. It is only a one-minute test that gives us insight into how the student performed at that moment. However, it can provide some valuable information for teachers and parents. In order to understand what these results mean, it is important to know what the student has to do in that one minute. What exactly is behind these scores?

In this article, I will explain what each assessment asks the students to do. However, in order to discover what those scores mean, I also encourage you to talk to your child's teacher, especially if you have any questions or concerns related to the results of these assessments. It also may give you insight into particular skills that can be worked on at home. I will do my best to lay out some information in order to guide you in your understanding of these results.

The DIBELS screening assesses a student's skills that are foundational to a successful reader. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills, and it is a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute in duration) fluency measurement that can be used to monitor the growth of a student's pre-reading skills.

The DIBELS screening determines if a student was able to reach a particular benchmark, if they are below, or if they are above the benchmark. If the student's score is below the benchmark, the teachers take a look at the student's performance in other reading activities and compare this to the DIBELS scores to get a more complete picture. If there is a need for improvement, interventions can be implemented in the classroom or through the Discovery Center.

The DIBELS assessment is different for kindergarten, first, and second grades, but may include the following assessments:

- First Sound Fluency (FSF): Students are given a word like man and they are asked to identify that the first sound is /m/. Students who perform well on this test are less likely to have serious reading difficulties than those who do poorly.
- Phoneme Segmentation Fluency (PSF): This assesses early phonemic awareness skills. Students are given a word like cat and asked to separate it into its individual sounds or phonemes /k/ /a/ /t/. Students need to give sounds, not letter names. Like FSF this is a big predictor of early literacy skills.
- Nonsense Word Fluency (NWF): This test student's understanding of phonics by having them read nonsense words like hig or nup. Using nonsense words allows us to check their decoding ability because they are not able to just recall a word they have already memorized. Since phonics and decoding is an essential early literacy skill, this assessment is a good indicator of early literacy development.
- DIBELS Oral Reading Fluency (DORF): This assessment asks students to read a grade-level passage for one minute, and the students are scored based on how many words they read correctly in one minute. They are also then asked to retell the passage which gives an indication of their comprehension. We use this assessment for the first time in first grade. Fluency is a key component of the reading process and students who are not fluent readers are likely to experience reading difficulties.

By screening our students in these basic foundational skills a few times a year, we hope to identify any students who may be struggling with attaining the tools to be successful readers. As I stated above, if you have questions about how these tools are used, contact your teacher to see just how they use the information that is gathered. Regardless of if your child is below, at, or above the benchmark, it is always worth having a conversation with your child's teacher to talk about your child's progress.

Farewell! – Mrs. Deb Bleyenberg

On March 1, my husband, Rev. Bleyenberg, will be preaching his farewell sermon at Providence PRC. Thankfully no farewell sermons are required of me, so I'll happily write a farewell *Heralder* article instead.

Over the past month, many have asked questions about my teaching and about our move. I found it interesting that so many answers could be more meaningful when a number was included. Instead of saying, "I've been teaching for several years," or "I've taught a lot of students," answering with numbers provides specific, exact detail that can be easily understood and compared. So here are a few notable numbers about my time at Heritage:

- 10** – The number of years I've been a full-time teacher at Heritage
- 3** – The number of grade levels I've taught
 - 2007-08: 2nd/3rd combined
 - 2008-09: 1st grade
 - 2012-13: 3rd grade
 - 2013-present: 2nd grade
- 3** – The number of Heritage school buildings I was privileged to teach in
- 196** – The number of students God blessed my life with

Since many are not familiar with Lacombe, Alberta (nor was I, until recently), here are a few notable numbers about our soon-to-be new home in Canada also:

- 1,800** – Miles from Hudsonville, MI to Lacombe, Alberta
- 30** – About how many hours it takes to drive to Lacombe
- 25** – Number of families in Immanuel PRC of Lacombe
- 2** – Years Immanuel PRC has been vacant and waiting for a pastor
- 13** – Years that Genesis PR School in Lacombe has been in existence
- 27** – Students currently in grades 1-8 at Genesis PR School

After living in Michigan for 35 years, I now bid farewell to our family and friends, Providence church family, and Heritage school community. Should you ever desire to see the majestic Canadian Rockies for yourselves, we hope you'll come and visit! Mizpah.

Changes – Mrs. Mary VanOverloop

There is something I dislike admitting. With Mr. Kamper retiring, only two original Heritage Chr. School staff members remain: Mr. Doug DeBoer and myself. September 1985, which was the year Heritage opened its doors, seems long ago. So many staff changes, facility changes, technology changes, and curriculum changes have occurred, yet all these changes are inconsequential when considering what did not change - teaching covenant children by infusing God's Word in every subject.

Starting my teaching years at Heritage was an exciting endeavor. The support and enthusiasm for a new school was seen financially and prayerfully, but also through volunteering. Singles, couples without children, couples with school age children, grandparents and those without any children willingly supported a new school. It was such a wonderful community that showed the communion of the saints. One of my first experiences of this first hand was the "shower" given to all the teachers to help fill empty classrooms with games, educational supplies and more. This shower was given in the elementary gym as we teachers opened gift after gift as the families watched. The fewer number of students and families made it possible to fit in the gym and have a party with everyone present. We had 216 students, twelve teachers, one administrator and one secretary. It was an exciting time to start as a teacher.

Work as a teacher 35 years ago was in many ways more difficult. Making worksheets and writing notes on carbon sheets were a messy process that usually ended with blue dye covered fingers. So, writing a weekly note was a chore, and one mistake meant starting over. No backspace to delete an error. No cut and paste from last year's notes to assemble the new note. Today, we may be frustrated when our copy machine is not working well, but we can print from a computer in color, copy, collate and staple with the push of a few buttons. A good example of this is the first grade

Mother's Day present – the first-grade cookbook which started in 1985. Mrs. Marty Crossen, our first secretary, spent hours typing each recipe on an electric type writer. Then she would painstakingly copy each page using the mimeograph machine. Finally, each book was painstakingly made as page by page was collated by aides and teachers going around the table to assemble each book. Today, it may take as much time because the number of students has grown exponentially, but we can use the computer to collect the recipes. We have become experts at copying and pasting to produce an original which then can be printed and collated with our copier.

Communication with parents was different too. No texting or emails because whoever heard of the internet? Instead, communication was only available in face to face conferences or phone calls at night because the only phone available was in the school office. And then there was technology in the classroom. Any teacher looking for a good video needed to use a service called REMC which was part of the public-school services available to private schools. Teachers could order films from the REMC library, and they would be delivered to our school weekly. Today, so much can be found on the internet. Educational films, stories read aloud, and more are all available at the touch of the keyboard. Perhaps an example of this is the yearly film the teachers would pre-order from REMC to entertain students after a particularly busy week. All the students, kindergarten to 9th grade, would fill the gym and laugh uproariously at the same bear antics as he destroyed a cabin in the video we played over and over through the years.

Technology for teacher planning has drastically changed in the last ten years. Teacher Pay Teachers is a site that allows teachers to inexpensively buy digital worksheets and lesson plans. Pinterest

feeds are full of educational ideas. Need an idea for gym or art? A quick search will find ideas and plans with explanations, videos and plans needed to carry it out. Yet another example for this comes from Mrs. Gertrude Hoeksema who was my first-grade teacher. She loved art and had some great art project ideas. When she retired, I was so excited to be given her original art projects in a folder. Just to get the ideas was inspiring and time saving. At that point, we as teachers, would have to search teacher stores for books to buy with ideas, and the books were expensive. So, I was grateful for her ideas, used them regularly for years and still have my favorites straight from her collection.

Opaque projectors and overhead projectors have been replaced by computers directly projecting onto our walls making power point presentations, videos and copies of worksheets simple to show. No longer are we teachers making copies of pictures and worksheets onto transparencies to use with a black and white overhead. Document cameras make it simple to project worksheets, books or anything you want to share with a group. These techniques have become so much a part of our teaching, that it has influenced the way kids learn. Oral directions which were originally the main staple of giving kids assignments has changed to oral along with visual directions. Through the years for various reasons, it seems that students rely more and more heavily on visuals. This has made our reliance on these visual aids imperative to teaching a visual society.

Other impacts of technology directly impact the students. Take for example, the computer evolution. Heritage added an air-conditioned room for computers in 2001. These bulky computers took an entire room and were a nightmare to get a whole classroom logged into. Later the bulky monitors were replaced with flat screens, but logging in was still difficult. Next came laptops and computer carts. These worked more efficiently and could be used right in our own classrooms. Today, in the lower grades at Heritage, we use chrome books. Logging in is as simple as waving a QR code in front of the camera. Now, instead of spending much of our year learning how to log in, we can get into using the computers to learn. Educational programs have changed too. Cost was and still is a huge factor, but so much is available for free or very inexpensively. Teachers can customize spelling lists, individualize math facts, get regular feedback on student activities and more. A good example of this is Xtra Math, a free program we use regularly. Before, students would do many practice worksheets and take timed tests to memorize the facts. Although these are still beneficial, the computer gives instant feedback for any incorrect answer, individualizes the problems and moves the students through the levels automatically. No longer does the

teacher have to grade worksheets and see the same problem was answered incorrectly five times, which means the brain now has the error embedded and to change this will take longer than getting it in the first time. Students receive instant positive feedback, and programs can be used at home as well as school.

This article would not be complete without mentioning changes in our buildings and locations. The original 40th Avenue building had two small hallways with a lobby, gym and main office dividing the elementary wing from the junior high wing. Through the years several additions provided more classrooms and a new library. The board, which at one point was sure that two classes per grade would suffice, was proved wrong as Heritage was blessed with more families and students than the 40th Avenue facility could hold. When Beaverdam Christian School disbanded, we moved kindergarten through second grade to the country for one year. It was busy year of moving and adjusting to changes which included surprise playground visits from cows and horses. Providentially, a larger facility became available in our present location. Remodeling and additions have made this facility more than adequate to house three classes per grade from kindergarten to eighth. The changes in our facility can be summed up in the hike to the main office, which was just a few steps in 1985, but now the same trip helps to reach the recommended 10,000 steps per day.

These are only changes that barely touch what has happened in the last 35 years. Yet, good or bad, these changes are just superficial. The most important things have not changed. Heritage still has the support of the parents and the community of saints both prayerfully and financially. Parent teacher conferences show this when we as teachers feel we are working cooperatively with the home and the school to raise children in the fear of the Lord. When the school, home and church are working together to meet the baptismal vows, it is a beautiful process that has remained the same through the years. Boards have changed as far as the men who have served, but the support to the staff as well as the board's ultimate goal has not veered. Our goal is still on the corner stone transferred from our facility on 40th Avenue to our new facility on Autumn Drive: "Train up a child in the way he should go; and when he is old he will not depart from it" (Proverbs 22:6). Our teachers and administration have also changed and grown through the years, but the love for the students and the dedication to the Christ-centered instruction has remained. It is all by the grace of God that we remain committed to making Heritage a place where every child is taught to follow Christ by living antithetically in this world and taught this through every subject whether it is Bible, english, history, mathematics, science, or art.

Spiritual 20/20 Vision – Mrs. Katie Baatenburg

In Matthew 19:26 Jesus tells the multitude that all things are possible with God. Over my span of twenty plus twenty-two years of existence, I have created in my mind a mental hierarchy of eleven people who have made a deep impression upon me. When I encountered these specific eleven, each one changed my perspective and shifted my line of thinking. Most importantly, the shift was one that was more conducive for my faith; it was a more sure and sound way of reasoning being a child of God.

My purpose in writing is to introduce you to Number Nine on "The Hierarchy of Most Influential Persons To Me." It is important to

mention that Number Nine and I have never met; our paths in life never crossing. However, I was in the 8th grade when I first encountered Number Nine. I still remember the decor of the room and the distinct smell. What I remember too was that the teacher always taught right through morning recess; which caused much distress among me and my peers. One might be thinking, "Why didn't someone just raise their hand and remind the teacher that it was recess time?" No, as students we knew our place; it was not respectful nor our job to remind the teacher of this fact. We would

just dwell and take comfort in knowing that we would have our lunch recess.

It was under those circumstances that I first heard about Number Nine, Casper ten Boom from the book called *The Hiding Place*. Casper was a Dutch, 84 year-old man living in Haarlem, Netherlands during WWII. He and his two spinster daughters Corrie and Bestie, found themselves living in truly evil times. Soon the ten Booms were hiding Jews, and their home became the center of the Dutch Underground Resistance. Eventually, they were betrayed by a fellow countryman, and as they were being registered for prison, a Gestapo office came up to Casper. "Old man, if you promise to never hide another Jew, I will let you return to your home." I remember my 8th grade mind thinking, "Mr. ten Boom, just say yes; you are too old to go to prison; you will never survive." However saying "yes" didn't represent Casper ten Boom nor his faith; the two being intertwined. Casper told the officer that he would welcome anyone into his home that needed help. A couple months later in prison, Corrie received a letter from Betsie. As only a sister could gently do, Corrie read the first sentence of the letter, "Corrie, are you brave?" That is when Corrie knew that her father had died. "The Grand Old Man of Haarlem" as he was called by all survived ten days in prison only to pass away and have his body carelessly and recklessly tossed in a massive unmarked grave never to be seen again.

As amazing as that story is, what made a deep impression upon me concerning Number Nine is that, according to Corrie, her father didn't see the differences in people. I remember my teacher reading that and whispering to the 8th grade boy next to me, "That's impossible!" The boy, thinking I was talking about recess, responded looking at the clock, "Yeah, recess isn't going to be possible today." I just stared at him shaking my head. This was truly the first time I experienced what it was like to be a teacher.

I had always been taught to include in my prayers that I would be kind towards others and accepting of the differences in God's

children. However, my perspective shifted in this concept of not seeing the differences in people. The foundation of this spiritual vision is that all one sees is a child of God "fearfully and wonderfully made." The two building blocks placed upon this foundation are the confession, "marvellous are thy works," and the Holy Spirit confirming in our hearts, "My soul knoweth this right well." That is spiritual 20/20 vision at its finest; a more profitable way to view God's children.

This is such a bold request to make, that God would bestow upon us this spiritual 20/20 vision. However, we are able to bring this bold request before God because of Christ's atoning work and because He is our Mediator sitting at the right hand of God "where He continues there for our interest."

Dear readers, what would it look like if the students at Heritage Christian School possessed this spiritual 20/20 vision? That all the students saw in their peers was a child of God who desperately needs the same Savior that they possess? Or all they saw is a fellow peer who has been freely forgiven a great amount of sins, the same amount that they have been so graciously forgiven? Or a classmate who needs an abundant amount of grace from their heavenly Father; the same grace that they have received sufficient for their needs of that day?

As parents, grandparents, teachers and friends let us wrestle with God on our students' behalf till by God's grace they are able to come to no other conclusion that this vision is a more profitable way of seeing their classmates, a way that is more conducive to their faith and their lives now and as future confessing members in the church. Parents can't change eyes; teachers can't change eyes; however, God the Creator of the eyes alone can do marvelous things. This spiritual 20/20 vision is a wonder that the world would shake their heads at and say is not possible; however with God ALL things are possible.

City On A Hill – Mr. Brad Gritters

"For we must consider that we shall be as a City upon a Hill, the eyes of all people are upon us; we are commanded this day to love the Lord our God, and to love one another, to walk in his ways, and to keep His commandments, His ordinance, and His laws, and the articles of our covenant with Him."

John Winthrop, A Model of Christian Charity

One of the first colonies we talk about in fifth grade history is the Massachusetts Bay Colony which was led by a preacher and lawyer named John Winthrop. The main desire that John Winthrop stressed in his sermons was that he wanted the Massachusetts Bay Colony to be a "City on a Hill". He based the entirety of his preaching on Jesus' Sermon on the Mount found in Matthew 5:14-16. "Ye are the light of the world. A city that is set on a hill cannot be hid. Neither do men light a candle, and put it under a bushel, but on a candlestick; and it giveth light unto all that are in the house. Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven." In his sermon, Winthrop encouraged the colonists to "bear one another's burdens" and to view themselves as a "company of Christ, bound together by love." In doing so, they would be as a city that is set on

a hill, so that the people around them would see the light of Christ shining bright. Both of these are applicable to the classroom and our everyday lives as Christians.

Bearing Each Other's Burdens

Galatians 6:2 says, "Bear ye one another's burdens, and so fulfil the law of Christ. For if men think himself to be something, when he is nothing, he deceiveth himself." How easy it is to see children bearing each other's burdens in the classroom! At the fifth grade level, students are very good at helping fellow classmates. More surprisingly, they even seem excited to help the teacher with various tasks throughout the day! They will do all this even when there is no "reward" given. They help with simple things like homework, when someone spills their pencil box, or when someone gets hurt on the playground. In a small way, they are bearing each other's burdens. This is the calling that comes to Christians of all ages. One of these burdens that Christ calls us to bear is the raising of our children. The burden to teach and raise covenant children falls on all of us whether we be single or married, parents or without children, teacher or non-teachers. We are members of the body of Christ, called to love and assist each other

throughout our pilgrimage here on earth. Parents and teachers are, of course, at the heart of raising children. The goal of our raising children ought to be to bring that child to a full understanding of God and the salvation by which He gathers His people into covenant friendship with Himself. How is that seen? We bring children the Word of God. This is why our schools are such an amazing blessing. Students are fed with the Word throughout the day in all of the different subjects, and then are brought the Word at home during supper and before they go to bed! Parents and teachers must teach their children what God has said to His people in His Word, demonstrate a walk of faith and righteousness, and manifest the love of God in their lives. One way this is manifested is by “bearing each other’s burdens” This clearly demonstrates how we as Christians are each “a city on a hill”. Our children see us and the way we act and talk and they follow our example. They should see in our lives how they too are called to act and live.

Company of Christ, Bound Together By Love

Parents and teachers are at the heart of child rearing, but just as the physical heart in a body needs the rest of the body to function, parents and teachers need the rest of the body of Christ. Teachers will be the first to tell you how much they appreciate the support and help of the parents. Children need the parents first of all, and when more help is needed, it must come from other members of the body of Christ. But what a blessing our schools are! Our children have the privilege to learn and mature alongside classmates and teachers of like faith! We are all unified in our love for Christ. John 17:21 says, “*That they all may be one; as thou,*

Father, art in me, and I in thee, that they also may be one in us: that the world may believe that thou hast sent me.” The words of Jesus Christ are clear. In showing our love for the body of Christ, we are witnessing to the world that we are in the company of Christ. We are one body with Christ as our head.

A City on a Hill

We, as Christians, are not all called to be preachers. It is not our goal to go out and “win” souls. The Word of God delivered by an ordained minister is God’s chosen way to spread the gospel. This is our Lord’s appointed means of gathering his church. We must be ready to give an answer of the hope that is within us. We are to tell others what God has done for us. The sound preaching that we all receive from week to week gives us the grace to stand for the truth. This is how we are each a city on a hill. Through our Godly walk those around us see that we are different; they can see that we are children of the light. It is our prayer that everyone we come into contact with can see our light shining bright in the midst of this dark world. This is the goal we have for our children in raising them as well. We are called to teach them to be a city on a hill, living a life that has God’s glory as its main goal.

“For this end, we must be knit together in this work as one man; we must entertain each other in brotherly affection. We must delight in each other and our community as members of the same body. So shall we keep the unity of the spirit in the bond of peace...We shall be as a city upon a hill.”

John Winthrop, A Model of Christian Charity

Parable of the Talents – Mr. Greg Gritters

In our third grade Bible class, we have discussed many of the Parables of Jesus. For each parable, we were able to learn the meaning of it and how it could be applicable to the lives of third grade students. One of the parables that really stuck out to the students was the Parable of the Talents. This is found in Matthew 25:14-30. In this parable there was a Master who was going into a faraway country. He gave three of his servants some of his talents (money). The first servant received five talents, the second servant received two talents, and the third servant one talent. After some time the master came back and found what the servants had done with the talents he had given to them. The servants who had five and two talents doubled their talents. The servant with one talent had buried it because he was scared to lose what he had been given.

How does the Parable of the Talents apply to the lives of third grade students? As the students studied the parable and its meaning, it became evident to them that there is much instruction for their lives. The master in this parable who leaves for the faraway country is a picture of Jesus. Jesus has already walked on this earth, and now we are anxiously awaiting his second coming. The servants are a picture of the people here on this earth. The talents symbolize the responsibilities and callings that the people are given.

Each person has a calling from Christ to labor. Before time, God had already ordained each one of our responsibilities and callings here on earth. He knew what our talents and abilities would be. In

His perfect plan, each one of us is given different strengths and weaknesses. Therefore our callings will be different as well. We read in Ephesians 4: 11-12,16 “*And he gave some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers; For the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ...From whom the whole body fitly joined together and compacted by that which every joint supplieth, according to the effectual working in the measure of every part, maketh increase of the body unto the edifying of itself in love.*”

In class we discussed the importance of the work and labor of third grade students here on this earth. The students talked about how they are called to be sons and daughters. That requires working at home by helping and listening to dad and mom. The students also brought up that they are called to labor at school by doing their school work to the best of their ability. At school and at home they are called to be good Christian friends. This involves being kind and loving their neighbor. There will be times when a fellow student has fallen and is hurt. It is their calling to be there to help pick them up. There will also be times when a student is picked on or laughed at. It is important for students to be there to tell those students who are laughing or mocking to stop and to build up that student who is hurt. These may seem like “small” responsibilities, but it is by doing these things that one really makes a difference in building up the body of Christ.

It is important to realize that our callings and responsibilities do not happen by accident. God has providentially ordered our every step. Psalm 37:23 says, *“The steps of a good man are ordered by the Lord: and he delighteth in his way.”* We should not take our callings lightly. We must be thankful to God for giving us the calling of students, sons, daughters, friends, and so on. We do not squander that calling as the wicked servant who buried his talent from the master. We should not think to ourselves, “ I should have a greater calling,” or “I’ll do it, but I’m going to complain about it”. Rather we need to see that our gifts and abilities that God has given us are

there for us to give all glory and honor to Him. We should do it joyfully and with excellence.

Our lesson ended by the students discussing how one day they will have a new calling. No longer will they be a 3rd grade student. They will continue to grow. What a beautiful blessing from God are our Christian Schools where we have the freedom to discuss and learn about God through the means of studying His Word and Creation. Then as we grow God will sharpen our abilities that we may fulfil our new callings through His strength.

Remaining 2019-2020 School Calendar

March 7, 2020 – HCS Auction
March 14, 2020 – Spring Clothing & Toy Sale
March 19, 2020 – Solo & Ensemble Festival
April 3 - 10, 2020 – Spring Break
April 15 & 16, 2020 – Hearing and Vision Screenings
April 27, 2020 – HCS Annual Society Meeting
April 28, 2020 – Science Curriculum Night
April 30, 2020 – Kindergarten Round-up
May 7, 2020 – Elementary Music Program (afternoon)
May 11-15, 2020 – MAP Testing (Grades 3-8)
May 14, 2020 – Band and Choir Concert
May 15, 2020 – Kindergarten Program
May 20, 2020 – All Schools Band Concert
May 25, 2020 – Memorial Day break
May 28, 2020 – Last day of school, ½ day, HCS graduation

2020-2021 School Year Calendar

August 31, 2020 - School starts
September 4-7, 2020 - Labor Day Break, no school
September 14-18, 2020 – MAP Testing for Grades 3-8
October 3, 2020 - HCS Fall Clothing & Toy Sale
October 22-23, 2020 - Teachers’ Convention, no school
November 12, 2020 – All School Program
November 18-19, 2020 – Parent Teacher Conferences
November 26-27, 2020 – Thanksgiving Break, no school
Dec. 24, 2020 – January 1, 2021 - Christmas Break, no school
January 18-22, 2021 - MAP Testing for Grades 3-8
February 3-4, 2021 - Parent Teacher Conferences
February 19, 2021 - Mid-winter Break
February 25, 2021 – 5-8 Band and Choir Concert
April 2-9, 2021 - Spring Break, no school
May 17-21, 2021 - MAP Testing for Grades 3-8
May 20, 2021 – 5-8 Band and Choir Concert
May 31, 2021 - Memorial Day, no school
June 3, 2021 – Graduation, last day of school