



# HIGHLIGHTS

*Spring Issue*

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*March 2018*

*"Put on therefore, as the elect of God, holy and beloved,  
bowels of mercies, kindness, humbleness of mind, meekness,  
longsuffering;*

*Forbearing one another, and forgiving one another, if any  
man have a quarrel against any: even as Christ forgave you,  
so also do ye.*

*And above all these things put on charity, which is the  
bond of perfectness.*

*- Colossians 3:12-14*

## A REWARDING EXPERIENCE

Mr. Ron Koole, Principal

*"Pretty amazing and exciting!! If Hope School had a marketing department, we could use this as a case study! 'Hope School now offers international students a one month immersion program. Come to America and experience a Christ-centered education!!!'"* These are words taken from a Board member's email, which followed these three things: a skype interview with a South Korean woman named Heejung Jun, my email informing her that the Board had accepted her request to have her two daughters attend Hope School for five weeks with no required tuition, and this email she sent to me in response to this news: *"Dear Ron, It is so good to meet you with skype. It was amazing. I understand about 'fee'. I am going to make a donation of \$2,000, the amount I thought of my children's tuition. (I do not want to have any objection to revealing the amount. I have a very grateful heart for accepting my daughters). My daughter's name is Eunwoo Ha (gr 8) and Yeonwoo Ha (gr 7). They study Korean, English, Korean history, Math, Science, Gym, Philosophy in school. Since the school has been decided, I am looking for a house and booking tickets for airplanes. I will let you know when my house is done. We are all excited about going to Michigan in the winter. In every thing give thanks: for this is the will of God in Jesus Christ concerning you. (1 Thessalonians 5:18) That is my favorite. Thank, again. I will keep posting. Bye~ Sincerely Heejung"*

Now let me start from the beginning and then all of the above may make a little more sense. It was back in September, shortly after the new school year began, that school received an email from Heejung requesting that her daughters be granted enrollment to Hope School for a five week period in January and February, 2018. The email also explained that her daughters should have no problem adapting to an English speaking school, since they both could speak English pretty well and had gone to a school in Canada for two years in their early elementary years (that's another story). Since requests from halfway around the world aren't made every day, I was sure, in my own mind, that this request could only be a direct result of a contact that a delegation from the PRC had made. (Prof. R. Cammenga and Rev. W. Langerak were visiting South Korea at this very time.) Based on that assumption, I fired an email reply back to Heejung thanking her for the request and telling her that I was sure that our Board of Directors, who would be meeting in a few days, would gladly assent to her request.

But then I had second thoughts about my reply. I would have to supply the Board with some details about this request and my assumptions would likely not be quite enough to convince them to grant this request. Knowing I had to obtain more information, I worked up the courage to ask Heejung to supply me with information concerning the reason for the visit, how she knew about Hope School, and details about her family. Along with my questions, I sent along a copy of the enrollment guidelines which explain the nature of the Christ-centered and covenant-based education at Hope School. Based on these guidelines, I wondered if I would hear back from Heejung.

I must say that I was more than a little surprised when I received a response from Heejung stating that she had read all the information in the enrollment guidelines and would be delighted to have her daughters attend Hope School. She explained that her daughters were on a two month "winter break" from their Korean school and that the reason for their trip to western Michigan was to visit her son, Gunwoo, who is presently an exchange student at Grand Haven High School. She then debunked my assumption by telling me that she didn't

know a Prof. Cammenga, and that she acquired information about our school from our website when she googled, "West Michigan Christian Schools". It was at this point that I turned things over to the Board's Enrollment Committee. The skype interview followed, along with the email quoted above.

As the time of the arrival of our guests drew closer, questions filled my mind. Not so much questions that had to do with academics and homework and the like, but questions of a more spiritual nature. How would our 7<sup>th</sup> & 8<sup>th</sup> graders and our teachers receive these "foreigners"? They seemed excited, but would they be given to hospitality? (Romans 12:13, 1 Peter 4:9) Would their light shine as a witness to do good to all men? (Galatians 6:10) Would their love for the Lord be demonstrated by their showing love to the stranger even as the Israelite in the Old Testament was commanded to do? (Deuteronomy 10:18, 19) And what would our guests think of us, our school, and their experience overall?

Looking back, I must say that the experience was overwhelmingly positive and it is difficult to convey this fully in writing. The teachers and students let their light shine in so many amazing ways. Let me just mention a few. The teachers were so very open to receive additional students into their classrooms and did an amazing job of not only preparing our students for this golden opportunity to display their hospitality, but also to warmly receive these Korean young ladies and help them feel very much at home. They made sure the girls had all the school materials they needed including text books, notebooks, writing materials, Bibles, Psalters, and more. The students were tripping over each other to assist the girls in learning the school day routine. They took turns bringing a lunch and snacks to school each day for the girls (much appreciated by Heejung, as any mother would be). The students were so encouraging and inclusive during recess activities, PE classes, and intramurals. Although not very athletic, the Korean girls enjoyed the physical activities and enjoyed being included. Oh how I wish that our students would always treat each other like they dealt with these girls! The students displayed a genuine kindness which was so heartwarming to witness. Thanks, teachers and students.



I need to relate one more school event which communicates this experience. The students planned a farewell party for the last scheduled day of our guests' visit. Cake was ordered and gifts were purchased. However, the Lord sent snow, and school was cancelled on that Friday in early February. An email was sent informing the students that the party would be held on Saturday and whoever wanted to come should be at school at 10am. To my surprise and delight, almost all the students showed up for the party. The Koreans were so overwhelmed by this that tears were shed. Gifts were exchanged and the students played games together and then many pictures were taken and farewells exchanged.

All of the above is my side of the "story". Let me relate the other side taken directly from Heejung's emails to me or conveyed to me through conversation with her. This first email came as a reply to my informing Heejung that the first day of school for the girls went very well. Heejung's reply, "Dear Ron, thank you very much for your careful attention. Girls

*told that everyone was so kind at school. We are so thankful. It seems to be God's blessing. Thank you again. Have a good night!!!"* And then this when our guests arrived back home in Korea, *"Dear Ron, we arrived safely yesterday evening. We just seem to have dreamed about the last month's time. When I arrived in Korea, I realized that there was no snow, so I realized that it was not Michigan. From tomorrow, the biggest holiday in Korea is Luna New Year's Holiday for four days. So we are going to our mother-in-law which is three hours away. We will share with other family memories and gifts from Michigan. I sincerely wish you always healthy and with God. I will keep posting. Bye Heejung."* And a couple more email quotes, *"Thank you for your email. It makes us we are in USA. We really miss Hope Christian School. As soon as we arrived in Korea, we took a short trip to have a holiday. Eunwoo and Yeonwoo are preparing a new semester to start next week. But they still miss there and see the album."* (Pictures of all the students with messages and Bible verses given to the girls). *"Hello, how are you these days... Eunwoo and Yeonwoo became ninth and eighth grade. They showed their friends the album they received from Hope School. They still miss Hope School a lot. And they want to visit again. And I am sure that we will visit again. I hope you healthy and happy of your family."*

Heejung said that she wanted her girls to experience more of western culture and Christian education during their "vacation" to America. And we in turn got a taste of Korean culture. Our students' curiosity about the Korean language, both written and spoken, was satisfied. They also received a taste of Korean cuisine when Heejung brought in a couple of Korean dishes prepared for the students and teachers to sample. We found the Koreans very courteous and always bearing gifts. At the Koole home we have flowers and other mementos that the Koreans brought each time they visited our home or came to church with us.

Finally, I relate Heejung and her daughters' impressions of not only school life, but also a broader view of our lives in general. Whereas in Korea the students very really become competitors of each other, striving to reach the top of the academic testing scale (tests taken four times per year and 3-4 hours of after school tutoring), they witnessed our students working together and also developing friendships which extended well beyond the classroom to truly enjoy one another's companionship at social events like basketball games, and Fun Night activities.

The girls commented to their mother that the teachers here interact with the students on a much more personal level in and outside of the classroom, and there is much more discussion between teachers and students than back home. Heejung was impressed with the family life that she witnessed. She commented on the many large families not only, but how she saw families worshipping while living and fellowshiping with each other.

Oh, I'm sure that our guests saw our shortcomings and sins too while they "lived" with us for a while, but they were too "polite" to mention those to us. But reflecting on their comments and evaluations I think of the word "covenant". Our oneness in Christ gives us so many opportunities to experience fellowship and friendship not only with our Lord, but with one another as families and fellow saints. Oh how we ought to treasure this and do all in our power to promote covenantal fellowship and unity. Not only should we show hospitality to "strangers" but show that daily toward one another. Yes, the opportunity to be of service to our guests was truly a rewarding experience for all involved.

## EDUCATION COMMITTEE REPORT

Mr. Tim Bomers, Chairman

Andy Bylsma, Aaron Cleveland, Jeff Kalsbeek

Greetings from the Education Committee chairman. Now well into my 1st year on the Hope School Board, it can be reported that the chairman is feeling 'at home', so to speak. Business for the Education Committee is never dull, and the reporting of some of the committee's work comes later in this article. First, I need to be upfront about my writing skills and I wonder how this chairman could be required to write articles for the *Highlights*? If you were to examine the men on the Education Committee, you would see that they are all gifted and more qualified to be writers. Fear of public speaking and writing is well grounded in my mind. If the reader keeps in mind that this writer is by trade a mechanic, then as one reads they will understand that the style, composition, clarity, and content is also on that level. We are so blessed to have many 'gifted' writers for the Beacon Lights, Standard Bearer and other fine RFPA books. This writer is not attempting to duplicate the talented articles of such, although he will certainly try to be inspirational and informative. Future articles by this chairman may be headed by a disclaimer that references this paragraph.

Now that a face is painted on this article, I will proceed to provide some details of what we are working on. The Educational Committee consists of four men from the school board plus the attendance of the administrator. We have been seeing a lot of each other for we are seeking and interviewing for teachers. As of this writing, we are in need of teachers for the 1st and 6th grades. The first grade is going to be a split class due to the large number of students in that grade. Understood by the committee is the need for more individualized attention at this level to ensure each pupil keeps up on his reading, writing and arithmetic. The 6th grade is also in need of a teacher for the 2018-2019 year because the current teacher, Mrs. Mikal Kooiker, is expecting a baby in late summer. We would like to take this opportunity to congratulate Will and Mikal.

Taking part in teacher interviews is very enjoyable work. To hear and witness firsthand the confession and walk of our covenant teachers is humbling. We view our teachers as gifts from God, and what a blessing to hear a teacher confess they feel called to teach covenant children. At this time the Protestant Reformed denomination is experiencing a shortage of teachers. Pray for this need. We have been very blessed, one only need look at the development of reformed christian education in our denomination. Parents, encourage in your children the possibility of this rewarding career.

The Education Committee would like to thank our teachers for their work. Recently conducted teacher interviews (yearly discussions with each teacher) are a great way for the Education Committee to get to know and learn how better to serve our teachers. We thank them for their dedication and enthusiasm. We also interviewed our secretary, Miss Laurel Lotterman, and we express our gratitude to her for her willingness to serve and assist. Last but not least, we thank our administrator, Ron Koole. His enthusiasm for Christian education has not diminished in the least, in fact, it has grown stronger as observed by many. We thank God for His preservation of him and all our teachers.

One additional subject to mention briefly is the writing program that is being developed by our staff so that all our students have a consistent writing program. More on that next time.

In closing we look at Proverbs 16:9 which was the theme text for new teacher interviews this year, "A man's heart deviseth his way: but the Lord directeth his steps." We are constantly

planning for the future in small and large ways. When we recognize it is God who is ultimately in charge of our steps, then as a child of His we are grateful, knowing we would mess it all up and He perfects it to His glory! God uses weak means to fulfill His will, and we are thankful that He is sovereignly in control of all things.

NOTE: Late addendum

Since the writing of the above article, we are pleased to announce that we have received signed contracts for our open teaching positions. Mrs. Julie Schwarz will be teaching the first grade split class. She has taught at Heritage and currently teaches at Hope School as an aide and helps in the Discovery room. Her sister, Mrs. Sue Grasman, will be teaching the other half of first grade. Also, we have a new face joining our team. Mr. Jason Boone comes to us from Dyer, Indiana where he has taught for 3 years. He is married to Brandi (Oostr) and has one child, Terek Ryan (1 yr old). Jason graduated from Grand Valley State University. We welcome Jason to our school and his family to West Michigan. We thank Julie Schwarz for accepting the challenge of teaching first grade. We know she will do a fantastic job. We wish Julie and Jason the Lord's richest blessings on their work.

Above all we thank our Heavenly Father for his provision to us for another year. Although we know not what shall take place in the year to come, we know that He is for us! Thanks be to Him!

### **SPRING BREAK**

Mr. Jeff Kalsbeek, Board President

Beginning last year, the typical arrangement of Hope School's Spring break aligning with CCHS has changed due to CCHS's Board deciding to extend their break to include the Friday before the week of Spring break. Though CCHS's Board did not concern itself with keeping a synchronized school calendar with us, Hope's Board thought it good to consider whether the school calendars should align, since this affects parents who have children attending both Hope and Covenant.

The Board decided to continue the longstanding practice of a one-week vacation for Spring break. Perusing the following list of factors considered, you will notice practical and principle elements that the Board reviewed.

- The purpose of spring break is to provide a time of refreshment for teachers and students after the rigors of school from January through March without a break. An entire week off has always been deemed sufficient to accomplish this goal.
- Though Hope seeks to stay in line with CCHS's school calendar as much as possible, the recent change at CCHS has not had the desired effect of ensuring full attendance the day before the break. This stands to reason, since changing a school's calendar to accommodate parental action which elevates vacation over school attendance only reinforces the very behavior it is seeking to change, which then legitimatizes and promotes the behavior.
- Decisions made by the Board must be made in the best interests of the education of the children as well as to promote the covenant life of the entire school. Decisions therefore should not be made in order to accommodate pressures that interfere with the education of the entire student body.
- The adopted calendar provides for 180 days of instruction, which has been the minimum standard length of the school year for Hope School for many years.

- The proper course to seek a policy change is for parents to first recognize the decision of the school society (through its Board) by observing it. Then, while in compliance, petitioning the Board, with grounds, to consider a change. (Hope’s Board has received no such petition).

Though the Board does not speak beyond these considerations, it is the unambiguous view of this writer that the conclusion reached will decisively benefit the staff, parents and children of Hope School. My enthusiasm is due to the spiritual principles which will be etched into our reformed consciousness, and especially our children’s. These are not so easy to recognize upon first glance. After all, what issue could there possibly be with taking an extra day of vacation? And as a family no less?

There is no denomination of people who understands the organic nature of the covenant better than we do. This comprehension cultivates covenant fidelity. A parental school doesn’t imply that parents do as they please, but rather, individual parents commit to working as one body, being considerate of teachers and fellow parents. This bodes well for the parents at Hope School, as the majority already govern themselves according to this principle. And a generation arises that observes, and loves, their parent’s dedication and convictions. Actions always speak louder than words.

On the other hand, if a Board, for very real and legitimate practical reasons, accommodates individual preferences above the school, a different spirit governs the body. And will govern the next generation. This would be momentous. And the Board would be culpable.

It is also heartening to me when a Board does nothing to discourage attendance at divine worship services. Since a Board decision carries weight within a school community, a calendar change in the present context, would necessarily endorse the practice of absenting one’s family from Sunday services, not for a necessity, but for pleasure. It is wise to leave this as something fathers must consider and answer for alone.

I have no doubt that by continuing to make our responsibilities within our school community the priority, the long-term welfare of Hope School will be served. The Lord promises that we will reap what we sow. Compared to our forefathers, who had no such school and made the effort to establish one, our mindfulness to keep our children in school is a relatively small “difficulty” to endure. Yet God will be no less gracious in blessing us with a delightful harvest.

## **TRANSPORTATION COMMITTEE REPORT**

Mr. Jason Engelsma, Chairman

Tim Bomers, Dick Kuiper

The transportation committee is pleased to report that bus routes have been running smoothly and on time with very few weather related issues. We have experienced a few mechanical issues, as well as needing to have warranty work done. During these times, Adams Christian graciously loaned us a spare bus for our use.

We are very encouraged by the reports from the bus drivers that their riders have been respectful, kind, and well behaved while riding the buses this year. We see this as fruit of the work of their parents at home and the Spirit working in their hearts. We would like to remind parents to continue to instruct their children to remain seated on the bus, be kind and respectful towards each other and their bus driver, so that that the driver can stay focused on the driving with fewer distractions, and provide the best safety for your children’s ride to and from school.

### STAYING A BEAT AHEAD

Mrs. Jill Reitsma, Discovery Room

After recess, as part of the daily routine, the class gathers for group time on the floor. Billy runs from the back of the room, where he was watching the fish in the fish tank, to his hook and slips off his jacket. It drops to the floor. He kicks off one boot. The teacher calls stragglers to join the others, so he hops to the circle wearing one boot and plops down. The teacher shares the schedule for the afternoon, which includes reviewing the science homework. Looking alarmed, Billy pops up, and races back to his desk while kicking off his other boot. He pulls out his folder, and grabs his paper. Leaving his boots scattered, he races to the homework bin. Realizing his name is not on the assignment, he zooms back to his desk to grab a pencil and sits back down with the rest of the class. As the teacher gives instructions for the next activity, Billy slips his homework underneath him and sits on it. The class is dismissed to their desks, and Billy, talking excitedly to the boy next to him, stands up and follows the boy to his desk. His nameless homework is left on the floor. When he gets to his desk, his morning work folder and silent reading book are on the floor with assorted bits of paper. As the class starts the next activity, Billy does not have the materials he needs. Again, he needs to walk about the class to get ready.

As adults, we joke about “senior moments”. That moment when you have imagined an item you are going to get and when you finally get in that room to get it, you draw a blank.” What did I come in here for?”

So what do a student zigzagging about the classroom and senior moments have in common? Challenging executive function skills.

At a conference I attended in Chicago last October, I learned what executive functioning is and how it affects our everyday lives. I enjoy learning about the brain that God has so intricately created, so this topic intrigues me.

Executive function is sometimes described as the CEO of the brain. It’s in charge of making sure things get done. When kids have issues with executive functioning, any task that requires planning, organization, memory, time management, evaluating ideas, or finishing work on time becomes a challenge. The more you know about the challenges, the better you’ll be able to help your child build their skills and manage the difficulties.

Individuals with strong executive functioning skills stay a beat ahead. They are able to imagine and plan a “dry run” of the task in their mind before they begin to carry out the plan. For example, when a child hears the direction, “get ready for soccer,” he might be downstairs and imagine walking upstairs into the bedroom, heading over to the dresser, opening the second drawer, and retrieving his uniform. Then he might envision a transition from the bedroom to the mudroom and then to the garage, where cleats and gear bag are kept. However, when children with weak executive function skills hear the instruction “get ready,” they hear the words, but do not pre-imagine the task or the steps to be ready. When these children finally enter their room, because they have not pre-imagined the task, they are now asking themselves, “what am I doing?” Now they are open to distractions. They see books, Legos, or a laptop and easily disengage from the goal of getting ready. They are now a beat behind.

So, what can we do to develop a child's capacity to be a beat ahead and successfully carry out intentions in the future? Self-monitoring, self-regulating (stopping), and seeing the future (big picture) is key for this development. Creating a mental picture of "done" will help navigate the task at hand. Using words that create that mental imagery will also help in being successful. For example, rather than asking a child, "What do you have for homework tonight?" pose a question such as: "When you walk into class tomorrow, what do you see yourself handing to your science teacher, Mr. DeVries?" Instead of directing your child to get ready for soccer, try asking, "If you were standing at the door ready to go to soccer what would you look like?" Sometimes we can actually take a photo of what "done" looks like and ask the child to "match the picture." As adults, we often strategize times before verbalizing the plan to children. We say, "You need to start getting ready at 3:45." However, this direction is given after we have thought, "Soccer starts at 4:30, so we need to leave the house at 4:00." Try asking children to work backwards from an end time. Many children benefit from seeing how time fills up on an analog clock.

Overall, when students are given guidance to plan and self-monitor while using mental imagery, they often experience independence and a better sense of self-control.

That is executive functioning in a nutshell, if you're intrigued, do some more digging on your own. I am seeing "done" with my *Highlights* article!

## **LEARNING TO WRITE FROM THE "GROUND UP"!**

Mrs. Sue Grasman, 1<sup>st</sup> Grade

Acclaimed author and novelist, Willa Cather, once wrote "Most of the basic material a writer works with is acquired before the age of 15." This is a striking statement, especially for the parents and educators of elementary age children. It is a quote that may even cause one to stop and reflect on the art of writing ... yes, writing is an art and it is important to all of us. And so, in recognition of the importance of writing, the board and staff at Hope School have been hard at work formulating and implementing a new writing curriculum for use throughout the grades. Beginning a curriculum such as this takes time, and although it is currently a work in progress, much has already been learned about creating good writers from the "ground up", starting at the lower elementary level.

First of all, students in first grade develop all aspects of their English language skills through daily exposure and practice. As they move throughout the year, students strengthen their understanding of how print connects with the spoken word. By first grade, students understand that the spoken language is composed of sequences of sounds and that letters represent the sounds. Students can recite the letters of the alphabet in correct order and know the sounds that are associated with each. Soon, by using this knowledge they become master decoders of the written word and they are now well on their way to reading and responding to a wide variety of children's literature that includes stories, poems and nonfiction. Not only that, they also begin to develop the ability to write brief pieces that describe and explain familiar objects, people, places, events and experiences. These writing skills, however, are not taught and learned overnight. Along with time and effort, it takes a writing process. A process that will serve as the primary tool to help children become independent and thoughtful writers. A process

that is meant to be introduced in the lower elementary grades and that will continue to be expanded and fine-tuned as the student progresses throughout the grades.

Here is a brief look at the adopted writing process in the lower grades. As the students are taught to use each phase of the process, it is our hope that we will begin to see students growing and learning in their love for writing and using their talents for the service of the King.

1. **Prewriting:** With partners or as a class, students discuss the purpose for writing and come up with ideas through brain-storming, drawing and other activities. These ideas may be organized by using simple diagrams or lists.
2. **Drafting:** Students write a draft that is suitable to the topic and purpose. At the lower elementary level students are to focus on a single idea and organize supporting details into a sequence that has a beginning, middle and end.
3. **Revising:** This may well be the hardest part of the process, as students are to revise and refine their drafts for clarity, crossing out all repetitive text.
4. **Editing:** Students are to edit and proofread the draft, making sure to correct all grammatical errors, including spelling and punctuation.
5. **Publishing:** This is the most fun and rewarding aspect of the work as students are now able to produce, illustrate and share a variety of works and the fruit of their labors! Keep your eye open for these finished works, hopefully you will begin to see many of these finished compositions in the future as we learn and grow using the writing process!

*Enjoy these writing samples from the 1<sup>st</sup> grade:*

I am Brooke. I like to play with my friends. My favorite food is pizza. Going to Wabasis is the best! I love my dad because he plays chess with me and Colton.  
~ Brooklyn Huizinga

I am Ella. I like horses. My favorite food is pizza. Going to the beach is the best! I love my mom because she bakes cookies!  
~ Ella Miersma

I am Logan. I like to play basketball. My favorite food is brownies. Going to California is the best! I love my brother Jayden because he plays basketball with me.  
~ Logan Bylsma

I am Dane. I like basketball. My favorite food is brownies. Going to Carson's and Kyle's games are the best! I love Carson because he can dunk!  
~ Dane Meulenberg

I am Abigail. I like to read. My favorite food is cookies. Going to my cousins is the best! I love my cousins because they are my friends.  
~ Abigail Kalsbeek

I am Hannah. I like to play softball. My favorite food is pizza. Going to the beach is the best! I love my mom because she is funny!  
~ Hannah VanderVeen

I am Ethan. I like soccer. My favorite food is pizza. Going to grandma's cottage is the best! I love to ride my bike because I can go fast!

~ Ethan De Vries

I am Jared. I like playing outside. My favorite food is cookies. Going to the beach is the best! I love my grandma because she teaches me.

~ Jared Cleveland

I am Kate. I like rip sticking. My favorite food is mashed potatoes. Going to Canada is the best! I love my friend Kent because we play together in the summer.

~ Katelyn De Vries

I am Aubrey. I like to play soccer. My favorite food is cake. Going to Florida is the best! I love my dad because he takes walks with me.

~ Aubrey Rutgers

I am Addi. I like soccer. My favorite food is Subway. Going to the beach is the best! I love my sister Amber because she is fun!

~ Addison Koole

I am Chase. I like hunting. My favorite food is chicken legs. Going to school is the best! I love my family because I can play with them!

~ Chase De Vries

I am Keira. I like swimming. My favorite food is pancakes. Going on vacation and going to the pool is the best! I love my family because they are nice to me!

~ Keira Wassink

I am Oliver. I like basketball. My favorite food is chicken. Going to Florida is the best! I love my dog Tucker because he goes with me on walks.

~ Oliver DeMeester

I am Lily. I like to ride my bike. My favorite food is hamburgers. Going to the cottage is the best! I love my family because they are fun!

~ Lillian Rutgers

I am Nelle. I like to ride my bike. My favorite food is lasagna. Going to my grandma's pool is the best! I love my dog Duke because he is the best!

~ Nelle Kregel

I am Sonya. I like basketball. My favorite food is pizza. Going to Pentwater is the best! I love my mom because she is nice!

~ Sonya Minderhoud

I am Ben. I like learning about the army. My favorite food is good meat. Going to Great Wolf Lodge is the best! I love my dad because he plays with me!

~ Ben Engelsma

I am Brodie. I like baseball. My favorite food is pizza. Going to Pentwater is the best! I love my family because they are fun!

~ Brodie Griess

I am Anthony! I like basketball. My favorite foods are pizza and ice cream. Going to my grandpa and grandma's cottage is the best! I love my cousins because they are fun!

~ Anthony Kregel

I am Cara. I like to read the *Highlights*. My favorite foods are hamburgers and French fries. Going to Hannah's house is the best! I love my brother Davith because he is cute!

~ Cara Kalsbeek

I am Ava. I like bunnies. My favorite food is lasagna. Going to grandma's house is the best! I love my mom because she plays with me.

~ Ava Kalsbeek

I am Elizabeth. I like to read. My favorite food is cupcakes. Going to the beach is the best! I love my cousins because they are nice!

~ Elizabeth Price

I am Levi. I like football. My favorite food is pizza. Going to school is the best! I love my family because we play games together!

~ Levi Cleveland

I am Ally. I like baseball. My favorite food is doughnuts. Going to the beach is the best! I love my dog Mia because she is nice!

~ Allyson Kooienga



*Do you know the five senses? Students in third grade had to write an essay that described a person, place, or thing using their five senses. Thinking about the way things look, feel, taste, smell, and sound helps writers and readers use their imagination! For some students, it seemed a little strange to think about what things tasted like, but they came up with creative ways to include most of the senses. Many students also included other interesting facts, especially if they wrote about an animal. Furthermore, students were encouraged to use their topic sentences to excite readers so that they will want to keep reading, so you will see that some students chose to make their essay into a guessing game. We hope you enjoy!*

~ Miss Gayle Lotterman

We are going to play a fun guessing game. I am very yellow like a banana. I am always very sour. I am sometimes very squishy. I sound really squishy when I am being cut. People like me because I taste good in water. Do you know what I am? You are correct. I am a lemon!

~ Olivia VanDenTop

Snow leopards are quite amazing as you know. Snow leopards look spotted with a tail that always sticks straight up. If you ever felt a snow leopard, it would feel soft of course. But you would never, no never, want to taste a snow leopard. Sometimes when you hear the snow leopard it will roar. Snow leopards are so cool! Isn't it amazing how God made snow leopards to blend in with the snow? Here are some fun facts about snow leopards: there are only four in 100 kilometers. Snow leopards spray a scent from their body to mark their territory. Don't you think snow leopards are so cool?

~ Jakob Rutgers

Grandma! Grandma! Let's play the game where you describe an animal, and then you try to guess! I'll start first. It smells bad and is sweaty. It tastes bad of course, it feels soft, and it has brown hair around its head. Its body is yellow, and people say it's the king of the jungle. It roars, and the roar sounds scary. It's very strong, but God still had power to give David strength to defeat it. One fact about the animal is that it's my favorite animal. Do you know the animal I described, Grandma? Yes, it is a lion!

~ Kohen Hanko

Marshmallows are a fun thing to eat! You might want to try them, or you're missing a very mushy marshmallow! It is not that colorful but tastes very yummy and sensational. It sounds very poppy when it is cooked over fire. Marshmallows have energy in them. I'm telling you, you might want to eat one!

~ Cory VanOostenbrugge

Can you guess the animal in the following paragraph? This animal is fun to catch! It lives in water, and it likes to fight back. It is described with white scales, and its scales are sparkly! Can you guess? Can you guess? Yes, this animal is a whitefish. I hope you'll catch one!

~ Brice Feenstra

White and black weasels are cool! Lots of weasels live and hunt in tunnels. They are furry and made for the winter. They look ferocious and mean. When they make a sound, it is sometimes screechy. Weasel's eyes are brown, black, and red. Weasels are quick, and their tunnels are very twisty. Predators that try to hunt weasels are wolves and foxes. Things weasels might eat are mice, baby gophers, and other small animals.

White weasels in the spring turn brown, and in the winter turn white. Black weasels on the other hand stay plain old black. The biggest member of the weasel family is the wolverine. God made the weasel to be able to survive the harsh cold winters and the hot steaming summers. So every time you hear the word weasel, think, awesome!

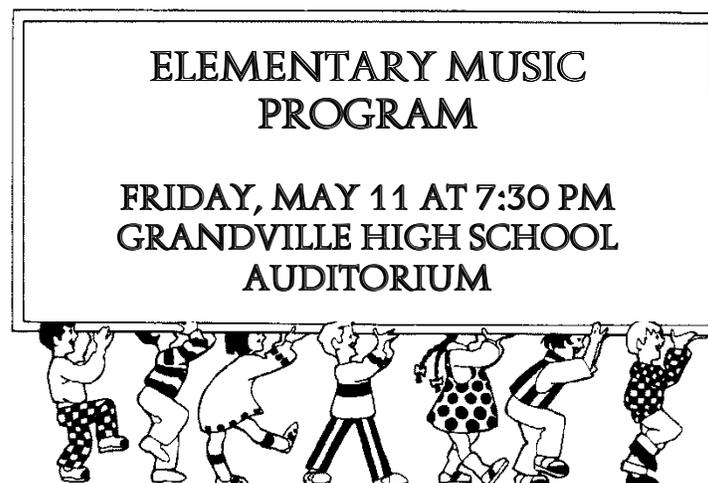
~ Micah Kuiper

Miss Lotterman is the third grade teacher. Miss Lotterman is my teacher, because I am in third grade. Miss Lotterman is beautiful, funny, and nice. She has marbled hair and is very warm. She tastes gross, and she seems very talkative. Her hair smells like vanilla, and she loves puppies, but she does not have one. Miss Lotterman is the best teacher ever!

~ Sara DeVries

Flowers are very amazing. You can tell that it is spring when you smell them. They smell sweet and delicious. Flowers are smooth and a little bit fuzzy. They have bright colors and are very beautiful. They produce nectar for bees to take. You should see how God created flowers to be so amazing!

~ Anna DeVries



## TAKE THE FIFTH

Mr. Brian Dykstra, 5<sup>th</sup> Grade

*Are not two sparrows sold for a farthing?  
and one of them shall not fall  
on the ground without your Father.  
Matthew 10:29*

*Are not five sparrows sold for two farthings, and  
not one of them is forgotten before God?  
Luke 12:6*

A simple birdfeeder in the backyard can draw quite a variety of birds. Their Creator displays His fine, delicate craftsmanship in that He has fashioned their bodies suitably for their environment and way of life. Their skeletons are lightweight and flexible which enables flight. Bills are formed in such a way that one who observes them has a very good clue as to what the bird's diet will be. God arranges birds' toes in a way which allows them to perch horizontally on twigs and branches or to scramble vertically along tree trunks. God even made their circulatory system so that their feet do not freeze during winter.

In the verses quoted above Christ directs our attention to the humble sparrow. They don't stand out for their color as do cardinals or orioles. We didn't adorn yesteryear's fashionable hats with their feathers. The melody of their singing doesn't catch our ears as does the wren's.

When considering the prices assigned to sparrows by Christ, we see that they weren't worth much. They had such little value that they weren't worth selling individually. We read of them being sold by twos and fives. How large the sparrows which Christ mentions here were, I do not know, but they couldn't have been that big. How many sparrows would it take for them to be a worthwhile contribution to a meal? Could they have been regarded as much more than a snack?

The going rate for sparrows was two for a farthing, or five for two farthings. A farthing, a unit of English currency at the time when the King James translation of the Bible was introduced, was one-fourth of a penny. Only the mite, two of which would equal a farthing, had less value.

Christ's point is that men did not value sparrows very much. If one could purchase two sparrows for a farthing, we would expect to receive four sparrows for two farthings, but for two farthings the buyer receives five. That fifth sparrow had such little value, the merchant would throw him in for free. The fowler's goal was to keep his sparrow inventory as low as possible. He would rather include the fifth sparrow at no charge than to take the trouble of caring for him for another day. The fifth sparrow just wasn't worth it.

Although sparrows aren't valued much, especially that poor fifth one, they are the objects of God's providential care. In Matthew we read that sparrows do not die apart from the Father's will. In Luke we see that God does not forget them. People might not value sparrows, but the Creator does. We correctly view ourselves as being quite superior to sparrows. However, the gap between us and the humble sparrow is not nearly so great as the gap between us and the exalted God of all creation.

God's hand is open to the sparrow. He provides them with their food, though they do not sow or reap. God clothes them with downy feathers to provide them with warmth, though they do not spin. God supplies them with the materials they need for their nests so they have shelter and a place to raise their young.

Sometimes we question our value. Yet there are times we feel our talents to be few. What talents we have might seem undeveloped as compared to others. We think we don't have much to contribute, or our contributions would not be missed. Others could easily take up the slack. Why would God give us a second thought? However, we are told God values the sparrow, so He assures us He will value His children much more.

Our children can feel valueless as well. Perhaps this feeling develops because of how others treat them. Our hearts break when we hear of a child who is not treated with Christian love. Our tempers simmer when children don't value one another as brothers and sisters in Christ, each with his or her own place to fill in the body of Christ.

We parents can be anxious at times. While sitting at the dinner table, our eyes might fall upon our children, one by one, and we might wonder, "How am I going to provide for them all?" When the children grow older we might worry that the instruction to fear God which we gave them might be insufficient, or that they might not value it. Will what we taught them guide them well enough when they make vital decisions about marriage and how to support a family by means of their vocation?

We are comforted by God's providential care of us. God providentially cares for that valueless fifth sparrow. However, God cares for His elect with much more than providence, for He cares for us by His grace. We see how our heavenly Father values us in His gift to His Church in Christ.

Do we question our value in God's eyes? Does such questioning result in doubts, worries and anxieties? Will God care for us and our children? Take the fifth sparrow as encouragement.

*In researching this article I read Rev. J. Heys' article, "That Fifth Sparrow" in the Standard Bearer, Vol. 29, No. 13, (April 1, 1953), pages 301-302. It was very valuable.*

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5<sup>th</sup> grade student writings:

**Monopoly**  
**Jayden Bylsma**

Welcome to the world of.....Monopoly! If you like a board game where multiple people can play, and the game can last for hours, this is your game!

Some people may not like Monopoly if they only like quick games, or if they don't like dealing with money. The solution to making the game go more quickly is that there are some cards that you can hand out to make the game more challenging.

To play, you pick a guy to move around the board with (there is a cat, dog, battleship, wheelbarrow, exc.) trying to buy as much land as you can. Before the game starts, you get a certain amount of money. Every space is a piece of land, a jail, and one thing called free parking. To move, you roll two dice and move forward the number you rolled. If someone lands on one of your pieces of land he has to pay you money. (You can buy houses and motels

to put on your land to make them cost more money if someone lands on one of your pieces of land.) If you go bankrupt, you lose. It's a great game because if you start playing and then go to the beach during the day, you can come home and just continue playing! (I would advise you do not play the whole game in one sitting!) It was invented during the Great Depression (1930-1939) so the poor farmers could pretend that they were rich. And that is why I advise you to try it.

### **Baseball** **Michael Cleveland**

On sunny days it is fun to play baseball. My favorite part of baseball is playing outfield. I really like to catch the ball. I also like to throw it to first, second, third, home plate, and pitcher's mound.

Baseball is an easy sport to play. There are two main positions to play, outfield and infield. If you are infield you bat and get home runs. Home runs are when you bat and run all four bases. When you are outfield, you catch the ball when it is batted to you. If you are a baseman, people will throw it to you and you have to touch the base before someone can get to it. Baseball is an all American sport. It is very popular around the world.

Even kids can play games of baseball. They can play with siblings or against other teams that play baseball as well. Baseball is fun to watch and to play. Baseball can be a professional sport and also a college sport.

### **Monopoly** **David Langerak**

On rainy days when I have nothing to do, I think there is nothing better to do than play a nice long game of Monopoly.

Monopoly is a fun filled game. You start as a rich business man. The game goes on until every person except for one has no money. The person who has money wins.

I like Monopoly because you own your own property and charge people who land on your property and because you buy houses and hotels and work with money.

Some reasons people do not like it because it is too long. Some people do not like it because it involves too much chance. Some people do not like Monopoly because they do not enjoy working with money.

Life is long. You do not know what your life will be like. You are going to have to work with money.

### **Legos** **Stefan Rau**

My favorite thing to do inside is to play legos. I like legos the best because I build remote control vehicles. People say it is too hard but you just have to think about what you want it to do and then it is pretty easy.

People say it is too hard because they don't even try hard and because they don't have the right parts. I like playing legos the best because I have a lot of legos. Another reason why people don't like to play legos is because they don't feel like picking them up.

## **Basketball**

### **David DeJong**

Basketball can be a fun, sometimes hot sport. It is (to me) important to pass the ball to teammates. I mean, let other people have fun, not just the 'best' people. But it is a fun game, that is my opinion. In a Christian school we have to let other people have a turn to have fun. I like basketball because you can do some physical exercise! Also dodging to keep the ball is fun. Dribbling a basketball and keeping it away from people includes practice. I like my choice because I like basketball.

Objections to this sport are usually acceptable. Some people think the game is too loud. Others think you could hurt some people when you bump into them. Some people get tripped and get nasty scrapes and cuts or sprained bones.

If you do not want to hurt anyone or hurt yourself, then about the only thing I can say is, 'be careful.' If you want to watch you can look if Covenant is playing. The Chargers are really good and fun to watch.

P.S. Practice makes perfect!

## **Apples to Apples**

### **Emma Bosveld**

For my opinion paper I picked the game Apples to Apples. In this a game you take four or more people and go every other person according to the teams. You get five cards and you put down a green card. The green card is the topic. The red cards are different words with descriptions on them. You lay down your best card that is fitting to the topic or green card. If you do not have a good card, you may lay down a card that you want to get rid of. This game encourages table talk, as long as no one cheats it is a very fun game and also very interactive.

This game is played quite often, you could say, in our house. We play it with many of our family friends. Since the first time I played it I have liked it pretty well. Once we played with a friend from Australia, an old Dutch man. He kept on playing wrong. The way he would keep explaining how he played almost made sense. His son kept "yelling at him", he just laughed and kept on playing, paying no heed to his son. Now whenever we play we always think of him.

Some people may say this game is dumb, and nobody ever plays right, but it is entirely up to them to play or not. Some of the time they are the ones not playing right anyway. People often do not want to play because they aren't very good at it or they never get good cards, but that is not our fault.

I do not think any objection to this game is valid. This game is entirely chance, and it is not our fault if they get bad cards. This game is just meant to be a fun game, and anyone may have objections to any game out there.

## TAKING SPIRITUAL CARE IN A GOOD ECONOMY

Mr. Ed Bos, 7<sup>th</sup> Grade

I am sure that, for most of you (and for me also) the reaction to the Presidential election in 2016 was one of relief. I voted for Pres. Trump, not so much because I liked him, but because the alternative was repellant. He has been doing a rather good job showing conservative values (at least politically – not as much socially, which he cannot do, being married three times). But I really wonder how conservative he is (after all, “Can the Ethiopian change his skin, or the leopard his spots?”); often I believe he acts as a conservative to upset the liberals who viciously attack him. I wonder how conservative he would remain if the liberals would say nice things about him and agree with him once in a while? He tends to do things purposely to upset those who speak out against him.

In the meanwhile, it nice to see him doing things that benefit the country. His Supreme Court (and lower court) choices have been good. The tax breaks were a nice surprise; the economic boom (bigger paychecks, new jobs, the stock market boom, etc.) they have created has been amazing. The way things appear to be going with North Korea is a good direction. The pulling back of regulations has been pleasing to conservatives; and the cutbacks in the different executive departments has also saved money.

But it is in exactly these ways that we, as Christians, must be careful. We see the physical benefits that we receive at the hands of these policies, especially the economic policies that affect our pocketbooks. Even the prospect of peace in the world is good for the economy. This is the way Antichrist works.

Right now in Bible class we are studying the history of Judah in Hezekiah’s time (Isaiah 36-39). In chapter 36, when Sennacherib sent the Rabshakeh and his Assyrian army to surround Jerusalem, the Rabshakeh tried to dissuade God’s people from fighting in three ways: First, their God would not help them, as none of the gods of the other nations had ever helped them (vs. 7, 18-20). Second, the other nations, especially Egypt, were as a “broken reed” (vs. 6). And third, (this is the important one for this article) if the people of Jerusalem would surrender, they would receive even better land than they had now – in other words, it was financially and physically advantageous for them to surrender (vs. 16-17).

The Devil would just as soon not have to do the work of actual persecution. If he can persuade God’s people to just join the cause of Antichrist, for economic or whatever other reason, that would be easier for him. And it is easy for us to fall into that pit – to trust in riches and our own abilities. After all, wasn’t that kind of pride the original sin of Adam – to trust in his own wisdom? The old man within us likes us to think that way also.

Now I am certainly not saying that our President is the Antichrist. Nor am I saying that we cannot enjoy the benefits that Pres. Trump’s policies have given us. These things can certainly be used for the cause of God’s Church on earth. Also, the Constitutional freedoms we have been providentially given (and now are more protected under this President) to preach and spread the Word continue to benefit us.

But we have seen how quickly these things can change. The last administration (and the closeness of the past election) show that these freedoms could be easily endangered. How much will the country (and the world) be willing to give up for peace and economic security?

Revelation 13 tells us they will worship the Beast for these things. The world is marching toward chaos, and that chaos will come, bringing someone to arise and say (to paraphrase

William Pitt during the French and Indian War), "I believe that I can save the world and that no one else can." And then he will go about doing that (under God's sovereign providence), and the peace and prosperity he will bring will be a great temptation, especially after the chaos.

Only by God's grace will God's people be able to withstand. And then, when the temptation does not work, we will be attacked, as Jerusalem of Hezekiah's time was. But also like them, we have the victory in Jesus Christ. As the Angel of Jehovah came to defeat the Assyrians, so Christ will come to finally defeat Antichrist even more completely.

In the meantime, we may enjoy the things we have been given in the way God commands. "See then that ye walk circumspectly, not as fools, but as wise, redeeming the time, because the days are evil. Wherefore be ye not unwise, but understanding what the will of the Lord is." (Eph. 5:15-17) Let us then have a proper view of the way things are presently going in our lives and in this land.

*Once again, there are some very good devotions that 7<sup>th</sup> graders have written this year. Some examples are below:*

In Isaiah 41 we are told not to fear. When we are in the time of trouble, we have to trust in God that He will be with us and give us all that we need. We never have to fear, for God will never leave us or forsake us. He will remain our God forever, and He will never forsake us or stop loving us. So, we have to trust in God when we are in times of trouble; for He will never forsake us. Even if it seems we have no hope, God will be with us fulfilling our every need. (Based on Isaiah 41:9-15)

~ Anna Langerak

In this passage it speaks of a potter. He used the clay to make two vessels and He did as He wanted to with the clay. God used this picture to show Israel He could do as wanted with them. It is the same with us as said in Romans 9: 20-21. He does as He pleases, and we know He does it for our good and our comfort. (Based on Jeremiah 18: 1-6)

~ Caleb Kamps

I chose this passage because it teaches us not to be proud. Do you ever have it where you get something new and you want to show it off? I know I do. This is what Hezekiah did and everything he showed the Babylonians was taken away to Babylon later. Hezekiah was proud and wanted everybody to see all that he had. He forgot that everything that he had was God's, and God gave it to him. We should never forget that and be thankful to God always for everything He gave us. (Based on Isaiah 39)

~ Cassie Kaptein

I read this passage because all the verses talk about thanks. We must thank the Lord in all we do. We must always tell about God's works as it says in verse 7. We deserve hell and yet God sent his only Son to die on the cross for our sins. We must think of this as Thanksgiving is coming near. We go to church on Thanksgiving to thank God. Not only Thanksgiving must we thank God, but every day we must. (Based on Psalm 26: 1-7)

~ Connor Lotterman

God told Moses to lead the children of Israel through the Red Sea. Although the Egyptians had freed the Israelites from slavery, God would harden their hearts and they would come after the Israelites. This miracle of the dividing of the Red Sea shows both God's Providence and power. The Israelites had the Egyptians behind them, Red Sea in front of them, and mountains on either side of them. Escape seemed impossible. But God, through His servant Moses, delivered his people by opening the Red Sea and creating dry ground. The Egyptians were destroyed. All of our enemies, such as our old man of sin, the devil, and the world surround us and all hope can seem lost for the regenerated children of God. We must trust in God. He will deliver us, just as He delivered His people. He will scatter and destroy the enemy. He will provide, preserve and protect His people. When trouble besets us on every side, God is our friend and our comfort. Trust in Him, for He is our help and our shield. (Based on Exodus 14:21-31)

~ Eleanor Duistermars

I read this passage because we talked about it in church a few weeks ago. In this passage it talks about Zacchaeus, who was a publican and he was very rich. He was rich because he took more than he was supposed to. He realized what he did was wrong and gave back four-fold of what he took falsely. But even after that, he still thought that he was not saved. So he went to Jesus, and Jesus said, "this day is salvation come to thy house." It is comforting to read this verse and realize if God can save Zacchaeus, God can save us. (Based on Luke 19:1-10)

~ Eli Langerak

Habakkuk had just been told that God would send the Chaldeans who would destroy Judah for their sin. When Habakkuk heard this, he did not complain, but he trembled and then rejoiced and thanked God. When we go through trials, we must always thank God for His wonderful mercies. God plans every thing for the good of His people. We must thank Him for what He has put us through. We must thank Him through easy or bad times. (Based on Habakkuk 3: 10-19)

~ Emma VanUffelen

I chose this text because it tells us that no matter how bad a situation may seem, we should trust in the Lord and know that He is with us and cares for us. When we are weak and needy we can rely on Him and He will strengthen us. We must be glad and rejoice in mercy; we must know God has considered our troubles. (Based on Psalm 31:1-9)

~ Joel Hop

This text reminds us of God's great love for His people in the giving of His only son. He gave Jesus to perish in our place. True love is the giving of one's self. There is no one more precious to God than his son! The world in this text does not refer to every single person but only those who believe. God's elect people are found throughout the whole world and God love's the creation itself. The purpose of God's love to the world is that we might have eternal life. Our calling now is to look to the One Who was upon the cross of Calvary. (Based on John 3:14-18)

~ Jonathan Boeve

I am focusing today's devotions on verse 15. This verse specifically focuses on us praising God for what He gives us. In praising Him, we should spread His word to many people. Giving God thanks and praise for what He has done, and continues to do for us, will benefit our eternal life. This shows us that here on earth we can praise His holy name, and when we are in heaven, we will do the same. (Based on 2 Corinthians 4: 11-18)

~ Kelsey TenBrock

A couple of weeks after my first devotion, our family for devotions moved to the book of Genesis. The first night we read Genesis 1, and my dad said, "In my opinion we read one of the verses in the bible that shows God's AWESOME POWER." In this verse it says, "And God made two great lights; the greater light to rule the day, and the lesser light to rule the night: he made the stars also." When people read that they do not really look at what the verse is trying to tell them. A year ago, we went to the Creation Museum and the Ark; while we were there, we watched a video about how big the universe is. In this video it took you light years away, so that you could barely see the Milky Way Galaxy. This video was just a little picture of how big the universe is. In the Bible text it says, "He made the stars also." This to me sounds like it was just a little thing to make the stars, and when we think of how many stars there are and all the world, we must stand in awe of His power and glory, for only God can make all of this. (Based on Genesis 1:14-19, focusing on 16)

~ Larissa Brands

This past summer, the Sunday school at Zion PRC had the opportunity to memorize Isaiah 40:1-11. I'd like to focus on verse 4 in particular. In this verse it says "Every valley shall be exalted." Many difficulties arise in a Christian's life, yet God always brings us through the mountains and valleys of trials in our life as though we were walking on smooth ground. There will be sin and struggles that tempt us often, but the Lord will stand in the way and turn them down when He stretches His hand out, for not even the devil can stand before the Almighty God. (Based on Isaiah 40:1-11)

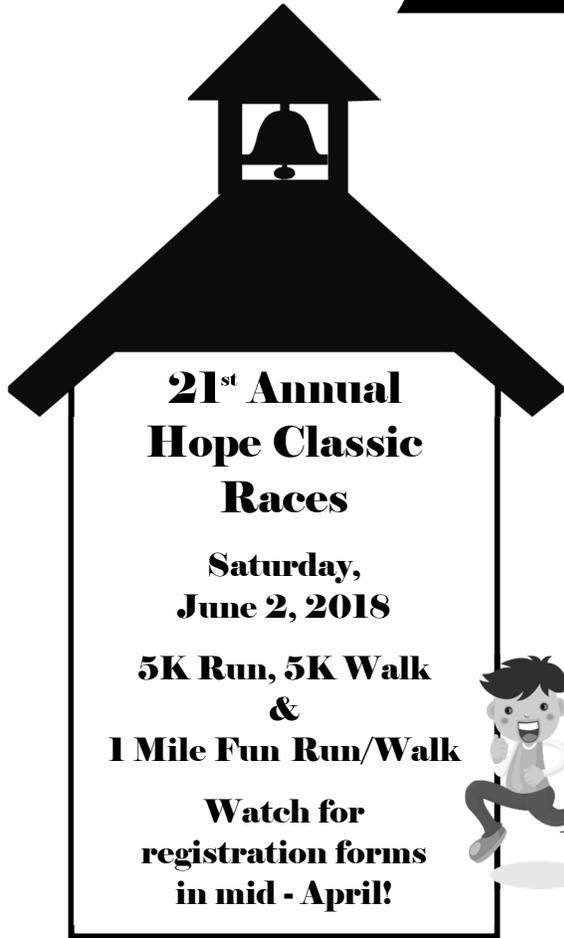
~ Madison Rau

These verses tell us that every man has sinned and that Jesus came to save His elect people. In Romans 3:12 it says that "there is none that doeth good, no not one." Not a single man can do any good at all apart from God. But Christ came to save the elect, God's chosen people. Verse twenty four says "Being justified freely;" we did nothing to deserve it. But God saved us because He loved us. (Based on Romans 3:20-26)

~ Michelle Langerak

This passage speaks on how God hates lies and loves the truth. God made it clear in Genesis, when Adam and Eve ate of the Tree of the Knowledge of Good and Evil, all the way to Revelation that He hates lies. In 1 Corinthians 6 Paul lists sinners and among them are liars. That passage reminds us that all sins are the same in God's eyes. Think of it this way. God is truth so lying is doing opposite of Him. Let's remember this the next time we are about to tell a lie. (Based on Proverbs 12:15-23)

~ Miya Meulenberg



**21<sup>st</sup> Annual  
Hope Classic  
Races**

**Saturday,  
June 2, 2018**

**5K Run, 5K Walk  
&  
1 Mile Fun Run/Walk**

**Watch for  
registration forms  
in mid - April!**

**DATES TO REMEMBER**

April 2-6	Spring Break
April 25	Kindergarten Program
May 10	Kindergarten Round Up
May 11	Elementary Music Program
May 28	Memorial Day – No School
June 1	Last Day of School
June 2	Hope Classic Races
June 4	Graduation

**HOPE SCHOOL  
KINDERGARTEN ROUND-UP!**

Kindergarten Round-Up will be held at 9:30 AM on  
Thursday, May 10 at Hope School.

Parents, please remember to bring your child's  
*birth certificate* to round-up.

Invitations will be mailed mid - April.

If you have not been contacted regarding Kindergarten  
testing and would like to attend Hope School,  
please call us at 616-453-9717.

**WE LOOK FORWARD TO SEEING YOU!**

