

ANNOUNCER

Adams Protestant Reformed Christian School

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adamschristianschool.org

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Administration & Staff

Over the last 15 years...

Mr. Rick Mingerink
Administrator

As I write, Adams is looking to hire three or four teachers for next year. Three beloved teachers will be missed next year. Miss Heynen has accepted a teaching position in our new Sioux Falls school. Miss Koerner has made a similar decision to move to Iowa. Mrs. Hofman's new church membership prevents her from signing a teaching contract for us next year. Finally, with the split class entering eighth grade, we are looking for an additional upper-level teacher.

After a glance at the list of advertisements, I count at least twenty teachers needed for all the Federation schools. With a tentative glance at the list of students coming out of college for teaching, I see seven names listed. Seven. The math is not adding up.

In 2006, I graduated from college with a teaching degree. There were three or four other teachers graduating that year, too. I think there were

two openings available. That is the math a school likes to see.

What has happened? The year 2006 was only a short fifteen years ago. Do young people no longer find teaching an attractive field to enter? After digging through hiring data from the last fifteen years, that does not appear to be the case. More young people have entered the teaching field in the last seven years than the seven years prior to that. I see no evidence that young people are less attracted to the field.

I think the answer can be found when we look at how many additional classrooms have been created in the last fifteen years. When I was looking for a job in 2006, the following schools were not in existence: Trinity Christian High School (Hull, IA), Loveland's high school, Redland's high school, Randolph's high school, PR School of Wingham, and the Genesis Christian School of Lacombe. Not to mention the three schools that are currently emerging in Sioux Falls, Edmonton, and Zeeland.

Consider this school, too. At Adams, in 2006, there was one classroom per grade level. Today, it is almost two classrooms per grade level. In terms of teacher requirements, that is the equivalent of two Adams schools. The same thing has happened to other schools over the last fifteen years, too.

When all of this is examined, it is quite understandable why twenty teachers are needed this year. There has been an exponential increase in classrooms over the last fifteen years and each classroom requires a teacher. Since these schools limit their hiring to Protestant Reformed church members, the pool is limited to the size of the PRC which has not grown at the same rate as classrooms, not by a long shot.

I am not aware of any easy solutions. So far, schools have been able to mitigate the effects of the

problem by relying on retired teachers. But this is only a short-term solution. A system of schools cannot sustain the teacher supply and demand gap that we are seeing for very long before more substantive and creative attempts at solutions are made. Unfortunately, schools do not often change their standard operating procedures until the pain of the problem is felt more acutely.

It would not surprise me if schools with greater resources put together more attractive wage/benefit packages to draw teachers. Or schools may increase the number of students they would put in a single classroom and supplement with more teacher assistants and para-pros. Or, maybe we are approaching the time when we are compelled to consider re-organizing the West Michigan schools into a single governing entity so that there is a more efficient use of resources like human capital.

Here is one last consideration. If teaching sounds attractive to you, but you are already in a different career, it is not too late to enter the field! If you have a Bachelor's degree, there is an easy route to getting a teaching certificate. Under the *Teachers of Tomorrow* program, you could be in a classroom next year already! If anyone is interested in learning more about this, please reach out to me and I will be happy to provide further information.

Why Teach Phonics?

Mrs. Sara Kalsbeek
Kindergarten

You've probably heard that phonics instruction is at the heart of early reading. But 'phonics' cannot be narrowed down to just one thing. The term 'phonics' is a broad and widely used term. Phonics actually refers to three separate activities: phonological awareness, phonemic awareness, AND phonics. So, what's the difference between these similar terms? After diving into a brief online summer course, I was able to develop a better grasp of these three concepts which make up 'phonics' as a whole and have been incorporating them more and more into my classroom. Using a variety of oral, listening, and hands-on activities in the classroom, phonics instruction is both intentional and enjoyable.

"The goal of phonics instruction is to develop students' ability to read connected text independently" (J. Adams). In order to achieve these goals, we must incorporate the three distinct categories of phonics instruction into our classrooms

throughout the year, especially in the early elementary grades. Knowledge of phonics is an essential component of reading instruction. We must be integrating phonics activities throughout the school day. That instruction begins with hearing sounds. As students are able to hear and manipulate the sounds of letters and words, they begin to gain power over the reading process. We know that HEARING sounds precedes the ability to WRITE sounds. Writing sounds is much more difficult than distinguishing one sound from another. But, not to worry, the writing will come in due time!

So, how can we define the three parts of phonics instruction? Phonological Awareness involves the hearing, manipulating, and repeating of sounds, words, rhymes, and syllables etc. Typically, children as young as 3 years old begin to develop these skills through nursery rhymes and rhythm. Examples include counting syllables in words (we like to clap these out using our 'robot' voices or our 'dinosaur' feet), identifying rhyming words, and repeating words or sentences.

Phonemic Awareness is defined as the ability to hear, identify, and manipulate phonemes (aka sounds) in words. This is a very narrow skillset which focuses on the sounds you hear in a single word. Phonemic awareness is taught orally and through listening. It typically consists of an I say, you repeat, then think and solve format. Examples of phonemic awareness include changing one sound in a word to make a new word or isolating the beginning or ending sound in a word. I say a word, students repeat it, then I ask, "what's the beginning sound?" and students isolate it. There are 5 phonemic awareness activity types. These include rhyme and alliteration, phoneme categorization, oral blending, oral segmentation, and phoneme manipulation (the most difficult). Some of you might be thinking to yourselves...they do all that in kindergarten? And the answer is "yes, we do!" Students learn to distinguish two words that rhyme, to produce a rhyming word, to hear words that begin with the same sound (alliteration), to blend sounds using onset and rime (b + ed = bed, ca + t = cat), to break words apart, and to change words by adding, changing out, or substituting a beginning, middle or ending sound of a word. We use our hands to help us clap syllables, distinguish between a beginning sound and ending sound and clap them together, and stretch out the sounds we hear in a word. Our friend, Leo the Lion,

will join us on occasion! We often have to wake him up from his nap, but he is always willing and ready to help us! According to Wiley Blevins in *A Fresh Look at Phonics*, “Many students struggle with phonics because they don’t have the prerequisite phonemic awareness skills other children acquire through years of being read to, singing nursery rhymes, and playing with sounds through songs.” Teaching these skills is SO important! Sing with your children! Use the time at home during those preschool age years to read to your children using books as great tools to teach letter recognition, beginning sound awareness, rhyming etc. It will be a great benefit to your children as they enter Kindergarten!

Phonics refers to how kids learn to connect letters with sounds, break apart words into sounds, and blend sounds to read words. This skill is definitely more visual. Examples of phonics skills include reading CVC (consonant-vowel-consonant) words fluently and using the sounds a student hears in a word to spell phonetically, either verbally or on paper. Students learn how to decode (sound out) words, spell words, and build new words. They begin to read decodable text and as they develop in their fluency, they become more confident in their ability. This confidence assists the students both in making textual connections and in increasing comprehension skills. There are several main phonics skills which include letter recognition, short vowels, CVC words, blends, digraphs, and CVCe words. In our classroom, we use unifix cubes to help us to determine how many sounds we hear in each word. Our friend, Stretchy the Snake, helps us to stretch out the sounds we hear in CVC and CVCe words allowing us to write them! We use our magnetic letters and letter cards at our desks so that we can blend the sounds we hear to form words. We use our sight words and picture cards early on as we begin to build and read sentences. Soon...we’ll be writing them!

An essential component in the teaching of phonics skills is to keep it simple and fun! Phonological awareness activities should take only 5-10 minutes per day! After a quick lesson, the kids and I will sing a song or do another warmup activity, add words to an anchor chart that begin with our letter of the day, followed by some type of hands-on activity. Cut and paste, rhyming picture cards, alphabet beginning sound picture match, pocket chart picture sort, sight word cut and spell, clip it beginning or ending sounds activity, roll and read or a variety of others!

The kids have expressed to me that this is one of the best parts of our day (and I might agree!)! Little do they know how much they are learning!

It gives me great joy to witness firsthand the innumerable benefits of phonics instruction each year in my classroom. We begin the year reviewing letter names and sounds and build and add to that knowledge, slowly and purposefully, to develop the minds of these young children so that they may begin to enjoy the benefits of reading. Phonics is the framework, the scaffolding for all reading instruction in the years to come. Let’s work together in this endeavor, both parents and teachers, to build a strong foundation so that our children become successful readers and develop a deep love for reading!

Sled Dog Demonstration

The Kindergarteners, along with several other grades, had the unique opportunity in February to enjoy a demonstration given by Terry, the “sled dog guy.” He showed us his beautiful team of sled dogs, explained to us some of their amazing abilities (they are SO strong!), and taught us about the importance of their training in working together to run as a team. The Kindergarten students watched with wide eyes and great anticipation when the team of sled dogs “raced” around the soccer field! Along with coloring a picture, the kids had a few things to write about when we returned to our classroom. Enjoy their writings below and take note of our phonetic spelling! I encourage you to “decipher” their writings! It’s a fun part of my job!

Ka’Mya Dijkstra: The dogs wr vare vare fast!

Levi Bodbyl: The slay dog wus cyout.

Piper Engelsma: The sled dog wus fast.

Hudson Van Meeteren: All the sld dogs are ceot.

Brock Bodbyl: The sled dogs r fast.

Brynlee Feenstra: The wite sled dog moet have bab.

Nash Kuiper: The dox r kyut.

Titus Miersma: The sled dogs wr fast.

Stella Kerkstra: The sed dogs uor cut.

Quinton Bodbyl: The sled dogs wr slede.

Hazel Kalsbeek: The sed dods ar fast.

Christian Community Cultivated in Classroom and School

**Mrs. Karen Ensink
First Grade**

Community: 1. a group of people living in the same place or having a particular characteristic in common. 2. a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.

By God's providential care, we have made it through 100+ days of in-person learning at Adams Christian School. Despite 100 Day being a milestone that we always celebrate in first grade, a year ago it would not have been on my mind as anything out of the ordinary. But 2020 hindsight has given me a new perspective and appreciation for what happens at our school and in my classroom every day.

It has given me pause more than a few times to think on the benefits and blessings of in-person learning and ultimately the important purpose of having our Christian schools. We are building a strong covenant community of believers from an early age and to do that together in person at a Christian school is without parallel. We are better together!

I see evidence of these benefits and blessings carried out in my classroom and school in several areas. First and foremost, I see it spiritually. Each morning we begin with devotions and singing. We read from God's Word and pray together about our life in the classroom, our homes, churches, and in the world. We talk often about those in our families and church with specific needs that we need to lift before our heavenly Father. In doing this, the students learn about the "communion of saints." We will pray again before and after lunch and finally at the close of the day. This is a good habit we cultivate, and although it can become routine, prayer sets the tone and tenor of our words and actions for the day. Singing together is a highlight of each day. It too puts us in the right frame of mind before we get into our curriculum. Hearing 22 voices singing "This is the Day that the Lord Has Made", Psalter #211 (our school theme song), as well as many new and old favorites strengthens the mind and soul. Especially this year, Psalter #29 "To Thee O Lord I fly. And on Thy help depend." and "His Eye is on the sparrow and I know He watches me" have been often requested. If left up to the children, we could probably keep at it for an

hour. At some point every day we will have Bible class. The boys and girls listen attentively to a Bible story. We are interacting face to face. There is time to review and discuss, ask and answer questions, and learn from each other. As they listen to teacher echo back what parents and minister are teaching, it is reinforcing the beautiful covenantal connection of home and church and school. As a school, we have been able to hold chapel together outdoors or via video speeches in our classrooms. We have gathered in the halls to sing. We are not alone. We are a community of believers united in Christ!

Secondly, I see the benefits and blessings academically. Students learn from each other as well as the teacher as we work through each subject. They benefit from the help we get from our Resource Room and Reading Tutorial Program. Each year students will have a new teacher to further develop, broaden, and shape them, and give them different perspectives, while still within the unity of our Christian faith and community.

Of all the academics for which we reap benefits in the classroom, in first grade it would be in **READING!** We do so many things to cultivate literacy in the classroom. Phonics and decoding and building fluency are all important foundational skills we work on every day together.

But beyond that we try to foster a love of reading by promoting reading as a classroom community in different ways. In our classroom, we feature an Author of the Month and read from those books as we start our day and during story time. We count and receive recognition for reading-at-home minutes.

We have a Mystery Reader visit our classroom once a week. A parent, grandparent, older sibling, or perhaps even the principal or another teacher comes and reads aloud to the first graders. It is wonderful to see their rapt attention and delight in the stories shared.

There is the school library to visit weekly. The students "shop for books" each week from the classroom library as well and keep a book box they can read from during free time. We have regular read-aloud story time. Invariably the students get enthused about reading books that others are reading, or they have heard read to them. We are a community of readers!

Beyond these main areas, there are benefits and blessings emotionally, socially, physically, and

culturally in our Christian community at school. The students are interacting daily with many different peers and adults. They learn to listen, take turns, share, take the lead, be a follower, or even be the “caboose” in a line. They work together to do jobs that need doing in the classroom. This year, especially, the cleaning crew of three each week has been busy! First graders take their jobs seriously.

Recess time is much more than just fun and games. Especially in these winter weeks, getting 22 pairs of mittens, boots, snow pants and jackets on and off 8 times a day takes planning and cooperation and patience on the part of students and teacher alike! But the rewards of sledding, snow fort and snowman building together are worth it! We are a community of play! PE classes, whether in the gym or outdoors, are fostering teamwork, listening, and skill building.

In art class the creative talent and diversity among young artists never ceases to amaze me. A directed drawing or art lesson, whether it be of penguins, a cityscape, or a clown, yields 22 unique works! Apple Day, Bear Day, or 100 Day bring fun and fellowship centered around a theme.

Each class comes with its own personality too. This year my students especially enjoy sharing jokes and often need to learn from each other why they are funny! Whole school projects foster a sense of community as well. This year it was a wonderful mural in our front entry using every child’s school photograph on a person they designed. In years past we have decorated our doors and lockers with favorite books to celebrate Reading Month. Beyond this, we experience in a deeper way that when one member suffers, we mourn together. When one rejoices, we rejoice together. We are building a Christian school community!

Recently, I asked my first graders what they felt was good about being together IN school again. Their thoughts echoed many of the things I have already mentioned and more, such as being in school for the WHOLE DAY, show and tell, learning about science, doing calendar, animal devotions, math facts, taking tests, being helpers, eating together, having friends, and a teacher! It confirmed in my mind that even 6-7-year-olds are cultivating and reaping the benefits and blessing of community. For whatever number of days God grants us to be together in Adams Christian School may we count it a blessing and privilege and give Him thanks for it.

*“Behold, how good and how pleasant it is
for brethren to dwell together in unity!”
Psalm 133: 1*

Learning About Leaders

Mrs. Susan VanKoevering
Third Grade

For most of us, Presidents’ Day comes and goes without much fanfare. Maybe we take advantage of a Presidents’ Day sale or remember that it is a national holiday only when we notice that the post office is closed. But for students, Presidents’ Day can be an exciting opportunity to learn what America’s leaders looked like and how our former chief executives acted while they were presidents.

When asked what a good leader looks like, the third graders supplied a list of admirable qualities including godly, strong, healthy, and elegant. One student suggested that a good leader “has a smile on its face”, and another sagely stated, “He doesn’t have to look like a leader, only act like one.”

So, how does a good leader act? Student responses to this question ranged from brave and dedicated to trustworthy and honest. As I read the answers that students gave, the following reply stood out from the rest: “A good leader acts as he will never miss a chance to tell the people what is right, sets a good example, and will not break or bend the law.”

If we think about the leaders that God has given us today, we may notice that they lack some of the qualities that even our children would expect. This does not make us optimistic about the future of our country. It is easy to have doubts and fears, or to grumble about policies that don’t make sense to us. Yet, we are leaders too. The next generation is looking to us to set a good example. May a recognition of leadership weakness, both in others and ourselves, prompt us to look to the One who exemplifies all the characteristics of a mighty leader, true and brave. He’s ordained, exalted, and strong to save. Blest be His Name. (*Psalter # 243, stanzas 1&15*)

All About Presidents

Every four years, people which are in the U.S. are supposed to vote for a president. The election’s winner impressively becomes the president. A president can be a man or a woman. Presidents check out laws. The president appoints people to help run the government because the president is responsible for a lot of things. According to my thinking, voting for presidents is a great idea!

~Olive Brummel

A Leader of the State

John Quincy Adams, who is truly the sixth president of the United States, was elected to the U.S. House of Representatives. In many ways he was like his father, John Adams, and was a marvelous leader. He wasn't afraid of things that he said were unpopular. What Adams believed made him very unpopular. He was like his father because he served one term as president. John Quincy Adams was a great leader as a president.

~Pippa Dijkstra

An Honest President

When he was the sixteenth president of the United States, the Civil War happened. It was one of the hardest times in America's history. When he was a puny kid, he couldn't go to school for very long. He had to quickly help his family earn money. When he was an adult, he loved to be funny. Who was one of the most honest presidents of the United States of America?

Answer: Abraham Lincoln

~John Flikkema

Martin Van Buren

Martin Van Buren was a president, and it was difficult in the time in the United States history. He believed Thomas Jefferson's idea of government was a terrific idea. Instead of helping people, Martin Van Buren, who protected the government's money, was helpful to the government. He was defeated in 1840 by William Harrison. He poorly finished third. Martin Van Buren was a president and God made it difficult for Martin Van Buren.

~Kinley Flikkema

All About James Madison

James Madison was our fourth president. During a war, the Native Americans attacked the Americans because the British encouraged them to do it. They destroyed government buildings, including the White House. The Americans, or patriots, won the war in 1815. Like Mr. Madison, Dolly, who was his wife, was also famous. She held glorious parties in the White House. Madison retired in 1817. We remember James Madison as our fourth president!

~Lauren Hanko

Thomas Jefferson

Thomas Jefferson was the third president in the United States. His father died when he was only fourteen years old. This person, who was born April

13, 1743, was very charming. Jefferson died on July 4, 1826. In a short amount of time, he found a good idea and began a library in Congress. For the time he was president, Thomas Jefferson was smart.

~Allie Hekstra

Theodore Roosevelt

Theodore Roosevelt, who was an amazing American president, loved animals and nature. Theodore got very sick when he was a child. Since Theodore was sick, he had to get stronger so he spent most of his time outside. When he grew up, he got married and had kids. His kids also loved animals. Because his kids had several pets, they were always busy. Theodore's kids carefully hunted for wild animals to be their pets, such as dogs, snakes, racoons, rats, and guinea pigs. When he was president, Theodore Roosevelt lived in the White House with his family and many pets.

~Elsie Kuiper

George Washington

Have you ever inspected Presidents' Day? Have you even heard of it? Presidents' Day, which started with George Washington's birthday, was the 22nd. As George Washington died, people honored him. Later the government changed the holiday. Now it's called Presidents' Day. Presidents are good but some sin. But you know who is terrific? George Washington.

~Logan Kuiper

John Adams

John Adams helped America during their difficult and early years. He was George Washington's Vice President and became the second President of the United States! He discovered the French Revolution was happening in Europe. The French and the British began attacking American warships and capturing them while John Adams sent several American ships at the French and the British so they would not attack. He talked with the French. Say "hooray" for the second brilliant President of the United States, who was John Adams.

~Lucas Kuiper

President Andrew Jackson

Andrew Jackson, the seventh president of the United States, was the first president born in a log cabin! When Andrew Jackson was 13 years old, he and his brother were captured by the British. The British commander boasted, "Shine my shoes." Andrew Jackson didn't. Because of the argument, the

commander got angry and pulled out his sword. Andrew Jackson, who tried to protect himself, got a deep cut on his hand. Soon Andrew Jackson was elected president of the United States because of his first-rate deeds. So that's the story of the seventh president of the United States.

~ Quinn Kuiper

Abraham Lincoln

Abraham Lincoln, who was America's sixteenth president, helped us through the vile Civil War. Abraham Lincoln was America's first president to be cruelly killed as president. Abraham Lincoln received a spot to be elected for president in 1860. Abraham Lincoln was born on February 12, 1809 in a log cabin in Kentucky. As a boy, he was strong and tall. He split wood and fence rails for farmers to earn money. Abe Lincoln always talked about your resolution to succeed and he said it is important to try again. Abraham Lincoln is a fascinating man because he was the tallest president that ever lived.

~ Carter Lubbers

Franklin D. Roosevelt

Franklin D. Roosevelt, who was a president of the U.S., was a leader for almost exactly 12 years. He was president during a very hard time. During this time, many poor people did not have jobs. People did not have money so they couldn't buy food for their families. Franklin had an idea to add more jobs. Some people thought that it was a good idea but others didn't. Franklin D. Roosevelt will always be remembered because he gained more jobs to your country.

~ Hannah Miersma

Andrew Jackson

About twenty thousand American people quickly hurried to the capitol when Andrew Jackson became president. Jackson, who took an oath at the Capitol, had a huge crowd follow him to the White House. Many people who came for this event were farmers or just townspeople. Someone had an idea to take the punch and other food outside because it was so crowded inside. Since Andrew Jackson was famous, many people knew him and went to the capitol for this brilliant event.

~ Macie Pipe

#1 President

George Washington, who was an army general, was also our first president. George was not in

Philadelphia to sign the Declaration of Independence. He wasn't there because he was in New York with the troops. Washington told the troops. The soldiers were so excited they quickly ran to Bowling Green and tore down the large statue of King George the Third. Washington and troops fought hard. For eight whole years the war raged. After this was when he became our first president.

~ June Schipper

Being President

Have you ever thought of being an amazing president? When you would receive a White House, you would be living a good life. You would ride in an airplane which was the Air Force One. You would be the most powerful leader. Before you start wanting to be a president ask yourself some questions. How could I be a godly president? How could I get people to be more godly? Some people thought of being presidents without thinking about being godly.

~ Ty Van Overloop

George Washington

Here are some facts about amazing George Washington. George is called the father of our country because he was the first president. Before he was a President, he was a general. His officers liked him so much they wanted to make him king. He quickly refused. During the war, Washington paddled over the Hudson River. George Washington was a president who was brave.

~ Amelia Van Til

All Hail George Washington

All hail George Washington, who was the first president of the United States of America. As he was elected the first president, the U.S.A. government was ready to start. George Washington was addressed, or called, Mr. President because they couldn't think of anything better. The Constitution started three branches of government. These branches are the legendary legislative branch, the judicial branch, and the executive branch. There are also departments of state and war. The Department of State helps the President make dealings with other countries. The Department of War helps protect the country. Without God putting George Washington in his place, bundles of terrific things would not have happened in the U.S.A. So, loudly hail George Washington, but hail God louder.

~ Noah Zandstra

Mighty Miracles

Mr. Phil Wigger

Fourth grade

The Fourth Grade Bible content starts with the Book of Genesis and follows God's covenantal promise from Adam to Noah, Abraham, Isaac, and Jacob, follows the Israelites' bondage in the land of Egypt, taking His people out of Egypt, conquering Canaan, the judges and eventually culminating with David as king. Through this wonderful reminder of God's love for His people there are many miracles. I tasked my fourth-grade class with writing about their favorite miracles from the whole Bible and why they chose that one. I hope you enjoy reading these as much as I did, and maybe this will spark in your mind, "What is your favorite miracle?"

The Flood

I picked this miracle because the ark did not sink and Noah's family survived. During the flood it endlessly poured for forty days and forty nights. God brought the animals to Noah, who was one of God's children, took six of each kind of clean animal and a pair of unclean animals into the ark. God held the ark so it would not sink. When the water went down, they landed, and Noah built an altar and the new church praised God. After a while, the water went down more, and they could see more dry land. They repopulated and started the world all over again.

~ Lance Buiter

The Feeding of the 5,000

Once Jesus was preaching in the mountains to a multitude of people. In the evening, the multitude became ravenous because they hadn't eaten in an extremely long time. The Disciples came to Jesus and said "We have nothing but 5 loaves and 2 fishes" Jesus called upon God and God blessed the food. The people who were very hungry asked Jesus to split the food. So, Jesus started to break the food. Jesus fed all the 5,000 and they thanked Jesus and told everyone about it. I like this story because it shows that Jesus is the bread of life and he will feed all the people that believe in him.

~ Dexter Engelsma

Creation

God's miraculous creation!

In the beginning God created many things. On the third day God created amazing plants. He

created herbs, grass, fruit and more. On the fourth day God created animals because he thought it would give beauty to the earth. He created lovely animals like this: creeping things, water animals, land animals and birds. God saw that his creation needed something more, so he created man from the dust of the ground and breathed in him the breath of life. He first made Adam then he made Eve.

I like this story because God's creation is so beautiful. I look forward to seeing God's perfect creation in the new heavens and earth!

~ Myra Mahtani

God created heaven and the earth. The earth was without form or void and darkness was upon the face of the deep and the Spirit of God moved upon the face of the waters. God said, "let there be light," and there was light. God called the light day and the darkness he called night and the evening, and the morning were the first glorious day. God said let there be a firmament in the midst of the waters and let it divide the waters from the waters. God made the firmament and divided the waters which were above the firmament.

I chose this miracle because what I admire about it is how it explains that God's creation is wonderful, and it will always be that way. I look forward to seeing the new heaven and the new earth in the next creation.

~ Ava Kalsbeek

Gods power

God who is wonderful gathered the animals two by two. The mighty waters were poured super swiftly. The water gushed up from the earth, they also fell from heaven very quickly. It took 120 years to build the ark because it was going to house his family, and God's animals. It rained for forty days and forty nights. Noah and his family were only eight souls, but God preserved them through the flood.

~Tyce Vander Meulen

Lazarus being raised from the dead

Lazarus who was Jesus' friend had become very sick and when he had died, they put Lazarus in a tomb. Messengers quickly jogged to tell Jesus about Lazarus' untimely demise. Jesus came to visit Lazarus and his family. At the tomb Jesus called Lazarus out and he became alive again. I really enjoy this miracle because I know that Lazarus will die again, and we will not when we die and go to heaven. I

know we will love heaven because we can see Jesus there and Lazarus.

~ Autumn Kamps

Loving friends

Lazarus was a loving friend of Jesus. Lazarus became terribly sick and died. Lazarus' sisters sent for Jesus telling him about their brother's death. Jesus waited four days and then finally went to Jerusalem because his wonderful friend had died. Jesus who wept raised Lazarus from the dead by calling him out of the grave. I enjoy this miracle because it is another wonder that God has shown to us, so we know that God has the power over death and Jesus has the victory.

~ Gwen Kooienga

God's Unfailing Mercy

God is almighty but sometimes strange in the sight of man. God said that He would destroy man of whom he created and wipe them off the face of the earth because it was too wicked. So, He told Noah to build a big boat which was to be called the ark. God preserved eight people, Noah, his wife, Noah's three sons, and their wives. Amazingly God sent the animals two by two. It rained for forty long days and forty long nights. Noah sent out a raven which did not return, after that he sent out three doves separately. The third dove brought back an olive leaf, that meant it was soon safe to leave the ark, they left seven days after. I chose this story because God loves us and He shows it with the rainbow, and every time I see it, I see God's beloved mercy for me.

~ Addie Ophoff

Moses' rod

One day Moses appeared before Pharaoh to tell him to let God's people go so they could worship Him. To show the power of God, Moses threw down his rod and it turned to a snake!! When he threw it on the ground Pharaoh's magicians who thought we can do that, too, so they threw down their rods which turned to snakes. However, Moses' snake swallowed up their rods!! I really enjoy this miracle because it shows God's power reigns supreme over any other rulers.

~ Chase Van Baren

Jesus' Wonderful Birth

Jesus was born in the city of Bethlehem. Jesus had a very lowly birth, because he was born in a cattle stall instead of a big palace of a King. Jesus' birth was the greatest and biggest miracle at the time.

Mary and Joseph made the effort to go to the city of Bethlehem because they had to pay taxes. Jesus' bed was a manger not a nice cradle. A manger is a thing animal eat their food from. Mary, who was a virgin, wrapped Jesus in swaddling cloth or clothes. Mary was only engaged to Joseph and that is also why this was such a miraculous wonder. The shepherds saw Jesus' star and tracked Jesus down. When the shepherds came to see Jesus, they marveled at this miracle of the Holy God. When Jesus was about two years old the wise men came and brought him gold, frankincense, and myrrh. Jesus' birth is such a wonderful miracle. God brought Jesus down to this wicked earth to die for our sins. The king, Herod, was very displeased at this miracle. He sent his soldiers to kill all the baby boys about three and under to try to get Jesus killed. That was a very wicked act that Herod did. So, God told Mary and Joseph that they had to escape to Egypt or else Jesus would have been killed. Joseph and Mary were not rich, and God used that as a Heavenly picture that Jesus would have a lowly life and was not to be king of this earth like some people thought. Jesus is to be our Heavenly king for ever and ever eternally. It is wrong to think that Jesus is to be our earthly king and that He should have had a rich and big birth. God had this planned in His eternal plan and it happened just the way He planned it. I really like this miracle because it reminds me that I need to be thankful that Jesus came to earth to suffer and die for my sins. We should all be thankful that Jesus did this for us so that when we die, we can go to Heavenly Glory to be with Him forever.

~ Allison Key

Daniel in the Lion's Den

Daniel had a tough decision to make. Worship the king's idol or be thrown into the lion's den. Daniel chose God before man. After he was placed into the den. The king woke up early in the morning because he wanted to go and see if Daniel was still alive. He was thrown into the lion's den, but the angel of the Lord shut the mouths of the lions who were fierce, and the angel did it quickly. Because Daniel believed in God, he did not have any bites or any hurt on him. I like this story because Daniel teaches us to be brave and believe that God will take care of us.

~ Madison Kooienga

The King Darius made a decree that no statue or law which he established could be changed. Jealous rulers, who wanted to get rid of Daniel,

convinced the Darius that he should make a decree that no one could bow down and worship anything other than the king for thirty days. When Daniel refused to obey this law, the king, filled with regret (for he loved Daniel as a servant) commanded that Daniel would be cast into the lion's den. They sealed the den tightly and placed the king's signet on the door. Then the next morning King Darius rushed to the den and cried very sorrowfully 'Daniel are you still alive' and Daniel said, 'God has sent an angel and shut the mouths of the Lions and protected me.'

It is my favorite story because it shows God's power that He is with us everywhere and He can protect us and that is very comforting to us.

~ Christian Mingerink

Daniel was extremely high in power. The princes who were jealous of Daniel's power wanted to kill him. So, the princes talked to the king and King Darius said, "no one can worship any other god but me for thirty years, and if you do you will be thrown into the Den of lions." Daniel openly prayed to God anyway and the princes who were spying on Daniel told the king. So, the king had to throw Daniel in the Den because he was worshipping God. The king was very sad because he liked Daniel. The Angel of the Lord went to Daniel and shut the mouths of the lions. And Daniel was saved! I like this story because God reminds us to trust and worship Him instead of worrying about man.

~ Justin Knott

Nebuchadnezzar the king set up a golden idol in Dura in the province of Babylon where everyone must bow down and worship it once they heard a certain type of music. If they didn't, they would be thrown into a fiery furnace. Shadrach, Meshach and Abednego refused to worship the idol because they knew they could not worship anything or anybody other than Jehovah. They were not concerned about being thrown into the furnace, but they knew they were going to heaven. They told the king "If it be so our God whom we serve is able to deliver us out of thy hand o king."

Nebuchadnezzar was so furious at what they had said so he told his servants to make the furnace seven times hotter than normal. Once this was finished the soldiers bound Shadrach, Meshack and Abednego and threw the three friends into the furnace. All the sudden Nebuchadnezzar spotted four

men in the furnace, so he asked the men that had put the men in the furnace if they put three or four men in the furnace, and they said "Three!!" The king said "I see four men walking in the midst of the fire, they have no hurt, and the form of the fourth is like the son of God." Nebuchadnezzar took them out of the furnace and not a hair was singed, their coats weren't changed, and they didn't stink like fire. I like this miracle because God can do anything to help his people. We have to listen to God first and not worry about what men may do to us.

~ Annie VanTil

A long time ago King Nebuchadnezzar foolishly set up an image of himself because he thought he was magnificent. He commanded all his kingdom to bow down to the image and who ever refused would surely die but if you did you live. There were three men who were named Shadrach, Meshach, and Abednego and they would not bow down, when Nebuchadnezzar spotted them, he bellowed "I will give you a second chance" but they all declared "no if we die, we will go to heaven or our glorious God will save us." So, with that the three men were going to get thrown into the fiery furnace. King Nebuchadnezzar was furious and commanded the guards to make the furnace seven times hotter and it was so hot it killed the guards and burned the ropes on the three men.

Nebuchadnezzar went down to see what was happening and instead of seeing three men he saw four and that fourth one was Jesus Christ. And the three men were saved. I enjoy this story because Shadrach, Meshach, and Abednego would be willing to die in God's name.

~ Noah Mingerink

The Test for Abraham

Abraham had for so long wanted a son, then God gave him a son. God ordered Abraham to take Isaac and his servants to a mountain. Abraham quickly said to his servants, "Stay and watch the cattle" which were at the bottom of the mountain. So, Abraham went up on the mountain because he had to sacrifice Isaac. He laid Isaac on the altar and was ready to kill his only son which he had wanted for so long. Suddenly he heard God's voice saying, "Do not kill Isaac!" I like this miracle because God tests Abraham's faith and he passed.

~ Ella Vander Kolk

The Apostle Paul's Conversion

Saul who was a persecutor of the early church journeyed to Damascus because he wanted to persecute the believers there. Saul heard a mighty voice from heaven saying "Saul, Saul why persecutest thou me?" Saul timidly said, "Who are you!?" The voice said, "Jesus whom you persecute". Jesus told him to go to Damascus and wait for three days. Saul went to the city with his friends because the holy light of Jesus was so great that it blinded Saul. God sent Ananias to heal Saul, whose name changed to Paul, and from then on, he became a famous missionary. I like this merciful because I think it is amazing that God can change a persecutor to a famous missionary and apostle.

~ Eloise Mingerink

The Miracle of Paul's Viper Bite

This is the story of Paul, who was stranded on an island because of a shipwreck and was healed from a viper bite. When Paul reached the island, which was called Melita after a lot of swimming he was met by barbarous people. These people were kind and helped make a fire. Paul decided to go get some wood. Paul came back and put the wood in the fire, but sadly there was a viper in the wood which slithered out because of the heat. The venomous viper raised itself into striking position, seeing Paul's hand as a perfect target to strike at! The viper struck at Paul's hand and latched on! The barbarous people thought that Paul was a murderer and vengeance would not let him live, even though Paul had escaped the sea. Paul shook the viper off his hand and felt no harm. The barbarians waited for Paul's hand to swell or for him to drop dead, but nothing happened! Now the barbarians thought that Paul was a god! The chief man of the island lodged the survivors of the shipwreck courteously. I like this story because it shows God's power.

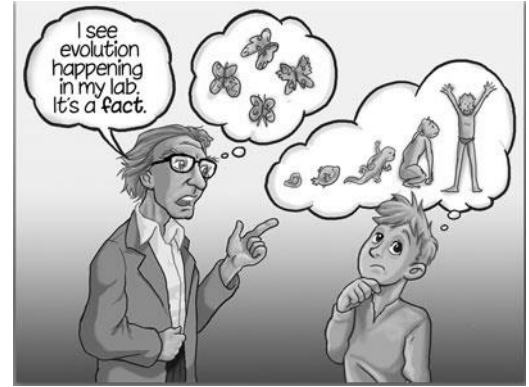
~ Noah Kamps

A Picture Worth a Thousand Words

Mr. Ryan Kregel
Seventh grade

This particular picture is actually worth more than a thousand words. In seventh grade science we used this comic as a sort of introduction to our discussion of why we should be studying evolution in a Christian school. The comic is meant to demonstrate

why creationists and evolutionists are always at loggerheads when it comes to discussing the origin of life on



earth. The discussion never seems to get anywhere because they assume they know what we believe, and we assume we know what they believe.

This comic shows two different ideas of what the term "evolution" means. The guy on the left is an unbelieving scientist. The boy on the right is Christian who believes in six-day creation. The thoughts of each individual illustrated in the comic highlight the differences between their opinions about what the term "evolution" means. So which individual has the right view of what evolution really is? Listen to what each person would say.

Boy on the right: When I hear the word "evolution" used by a scientist, I think of unbelieving claims that man came from monkeys, which came from amphibians, which came from fish, which came from bacteria, which came from nothing.

Man on the left: When I use the word "evolution" I am most of the time referring to the fact that species can change over time, which is observable in nature. I believe this proves that organisms can evolve, given enough time, into new kinds of organisms, which is not observable in nature.

Many times, a boy like this, or even adults will be unaware that the first part of what the guy on the left is saying is actually true. Species do change over time. God created organisms in such a way that over time, in their generations, they are able to become better adapted to a changing environment. This is the wisdom and sovereignty of God on display in creation. An example of this can be seen in the 1970s

on the Galapagos Islands off the west coast of South America. Researchers on one of the islands in 1977 observed a drought that devastated the population of finches. The population went from around 1,200 finches down to about 180 survivors. It was observed that the surviving finches tended to have larger, deeper beaks than those finches that did not survive the drought. Also observed was that the only food available was a type of seed that was large, hard, and difficult to open. The finches with the larger, deeper beaks survived because they were able to crack the larger, harder seeds much easier than the finches that had smaller beaks. The surviving, large-beaked finches passed their traits on to the next generation, while the smaller-beaked finches of the same species died off. The large-beaked finches were better adapted to eating the food available during the drought. Researchers measured the beaks of the next generation and found that the average beak size was bigger than the average before the drought. The species had changed over time. But this is not evolution. An unbelieving scientist will call it evolution, but it is not that. The problem here is that unbelieving scientists will observe a species changing over time and will say that it proves that that species can change over time into a completely new kind of organism so that bears have a common ancestor with wolves and pigs and fish and bacteria. They are observing one thing and saying it proves something entirely different.

So why does this all matter? Why study evolution in any depth? The essence of why we study the false theory of evolution at a Christian school is the same reason that seminarians must study false doctrine at seminary. If you are going to speak, teach, or defend yourself against an error, you better understand that error inside and out. How do you do that? You study the error itself. That is exactly what we do in 7th grade science. We learn about evolution in depth because at some point in your life, whether you are a student, teacher, mother, factory worker, accountant, or deliveryman, you will encounter someone who believes in evolution, and you had better know how to defend what you believe.

Image source (<https://creation.com/creation-evolution-buzzwords>)

Behind Doors 18 and 20

**Mr. Scott Mingerink
Resource Room**

The Resource Room uses two different rooms? There are three different teachers? Are you even a teacher? But wait... where does reading tutorial (reading grandmas) fit into this? My son/ daughter has been receiving something called interventions, what is that? I am sure there are plenty other questions I have received over the years that I am forgetting.

Every school will have its own identity and goals when it comes to the running of its remedial support room. Adams Christian is the only school in the Federation that calls its support services a Resource Room. The name defines the purpose the room serves: to be a resource to our students and a resource to our teachers. The 2020-2021 school year marks 40 years of remedial services being provided at Adams. Over the course of four decades the Resource Room has seen five different teachers taking the lead, with each teacher bringing in their own personal philosophy and direction to the program. It is my goal to lay out before the reader what takes place behind doors 18 and 20. How does the Resource Room at Adams Christian School work? What I have before you are the processes we go through using a hypothetical student as our guide.

6-year-old Danny enters first grade with an enthusiasm unknown to mankind. He is exuding confidence and socially he is soaring; already he is getting phone calls from multiple people in the classroom to have play dates. Danny is polite and extremely respectful. In fact, the first-grade teacher from the onset views Danny as a model student.

It is the second week of school and the Resource Room has begun its AIMSweb benchmark testing. AIMSweb is a three-times-a-year (fall, winter, spring) "temperature" check. It allows the Resource Room to see where all the students are currently functioning in reading and math in comparison to national norms. It is Danny's turn to go through the early literacy portion of the testing. The tester, a trained Resource member, takes Danny to a separate room and together they go through a series of fluency tests. Specifically, they go through an Auditory Vocabulary, Letter Sound, Sight Word, and Oral Fluency Tests. In all, the testing takes roughly 10 minutes. Danny's scores are automatically entered into a database. After all the testing has been

completed, I go through all of the data and look at how our students have performed. I am currently looking at Danny's scores and I notice that according to the national norms Danny scored in the third percentile overall in reading. For those unfamiliar with percentiles that means if we lined up 100 first-grade children, Danny would be third in line, but he is currently on the *wrong* end of the line. It means on average 97% of first grade students performed better than Danny. This is ok, I am not panicking, it means when I sit down and go over the testing with his teacher, Danny will certainly be at the top of my list of students I want to talk about and learn more about.

In my sit-down meeting, the teacher has high praise for Danny socially: he does so well with following classroom rules and expectations; however, the teacher is not surprised to find out Danny did not score well on the early literacy testing. The teacher has noticed some academic struggles each day in the classroom.

In our discussion, we both agree it makes sense for Danny to receive intervention support. Interventions? This means parents will be notified and Danny will soon be entering the first level of Resource support at Adams. It means the Resource Room will be intervening and providing Danny with very targeted and specific instruction. It also means that I might have to do a little more digging with Danny to find out where specifically he is struggling. Is it letter names?... Letter sounds? Ok which ones?... Was it decoding? Great, but where specifically is he falling apart? When those questions get answered, we can create specific goals for Danny over the course of a 6-8-week period. There is also a good chance Danny is not the only one we found to be struggling; he will also be joined by 2-3 other students from first grade.

Goals for Danny are in place and an intervention file has been started. Danny is now fortunate enough to be able to work with Mrs. Melissa Looyenga. Remember, we have two other incredible individuals that make up the resource room at Adams. Besides just meeting me for some testing, Danny now gets to work with our first staff member. Using the set goals, Danny works with Mrs. Looyenga, who oversees interventions, three times a week for 20 minutes, to begin targeting Danny's struggles. After 6-8 weeks, we will progress-monitor Danny's situation. Has Danny met his goals? Yes? Great! Then Danny is exited and returns to the

classroom. No? That is ok. But do we continue the current intervention or change to a new one? All questions that need answering get an answer when Mrs. Looyenga and I look over the data.

In this example, Danny did not meet his goals. It was decided, however, that the current intervention is exactly what he needs but it also makes sense to add Danny to another form of intervention called reading tutorial. We will continue Danny's interventions with Mrs. Looyenga, but he will also receive help in the reading tutorial four days a week for 15 minutes. The reading tutorial is a volunteer-based program that follows a specific curriculum. If Danny goes through the entire program, it will take 3 years to complete. Currently, there are 13 ladies volunteering their time to help in this. Danny now begins another 6-8-week period of interventions with the added time in reading tutorial. A relationship between Danny and Mrs. Looyenga is being cultivated and their laughter is often heard on the other side of the door in room 18 on a weekly basis.

It is now January. Danny has officially gone through two rounds of interventions. He has made progress, but unfortunately (and not to the fault of Mrs. Looyenga), Danny has not made the progress we had hoped the interventions would create. He has not closed the gap and is still lagging behind his peers in reading. Fortunately, being January, we are about to conduct our second round of AIMSweb testing. Because it is January, AIMSweb is expecting our first graders to know more, so the norms have changed. Danny completes his testing, and his overall early literacy score falls in the 12th percentile. Great work, Danny! Higher expectations in winter and you still grew from the 3rd percentile in fall to the 12th percentile in winter. But I know that if we continue with the current growth percentage, the gap is only going to grow between Danny and the rest of his classmates.

It is time for Danny to leave interventions and join the Resource Room in a full capacity. Before that can take place, however, a few things need to happen. Throughout the intervention process, discussions with Danny's first grade teacher have been ongoing. To hear that further service is needed comes as no surprise. A meeting within a couple weeks between parent, teachers, Resource staff, and principal will take place. Prior to the meeting, I will sit down with Danny and do even more testing. The testing

provided depends entirely on what the student is struggling with.

After testing and reporting are completed, we can officially meet. This is our IEP (Individualized Educational Program/Plan) meeting, and in this meeting we will go over the testing and discuss Danny's current strengths and weaknesses. Danny's parents certainly have the right to refuse Resource services, but Danny's parents see the need and agree to the services being offered. In the meeting we will discuss Danny's plan and what exactly the Resource staff will be providing. Danny will be transitioning from a small group intervention setting to a one-on-one instructional setting. He will continue in reading tutorial, but he will transition to working with two new teachers. Those teachers are Mrs. Lydia Noorman and myself. In our IEP meeting, Danny's parents will be made aware of how much time he will spend with us. Time spent in Resource is broken up by individual need and available time. Danny will work in the Resource five times a week for 20-minute sessions with me focusing on decoding skills. He will also work three times a week for 20-minute sessions with Mrs. Noorman on phonological awareness and other reading-related skills. The purpose of sharing the student is to allow two sets of eyes to monitor the growth. Mrs. Noorman and I will have frequent conversations about Danny's progress and talk about what we are seeing daily. This daily collaboration will benefit Danny's growth; Danny's growth will be the result of a team working together towards the same goal. That growth will have started with his time with Mrs. Looyenga and continue during his time with Mrs. Noorman and me.

It is now May. First grade is ending. The third round of AIMSweb has just concluded. Based on the results, Danny has made incredible gains! Again, the norms have changed, and the expectations are higher, but Danny is starting to meet them! On the third round, Danny scored in the 30th percentile (low average). Danny started Resource in January, but the intensity with which we saw him is paying dividends. Danny is closing the gap! Between the work done at home, the general education classroom, and Resource, Danny is not only growing academically but also in overall confidence. Because it is May, it is important that a year-end meeting take place between Danny's parents, Mrs. Noorman, his future second grade teacher, and me. This meeting will serve two purposes: 1) review of the current year, and 2) a

discussion about the plan for next year. Danny has made considerable growth and the data backs it up. But there is enough evidence to show that Danny should continue Resource support in second grade. Based on his need, he will come three times a week to me and three times a week to Mrs. Noorman. We also discuss with Danny's parents whether any in-class accommodations are needed for Danny because he is still not a strong reader. We feel that he should come to the Resource Room for all tests so that they can be read to him, and so he has adequate time to complete the test. Danny's parents agree to the plan for next year. Danny will begin second grade in Resource with some added accommodations.

Fast forward to the end of second grade. Danny has closed the gap, and based upon testing data and discussions with his second-grade teacher it is recommended that Danny be exited from the Resource Room.

It could have gone differently for Danny. If he had not make the progress he did, a different type of discussion with Danny's parents would have taken place. One discussion could have been, "I like the direction we are going but, because of the pace in the classroom, Danny is no longer able to keep up. I would like to pursue alternative curriculum. This means that I will assume all reading instruction with Danny daily, and he would be removed from the classroom during the reading period." The goal of getting him back into the classroom as soon as possible would remain.

A second conversation and a more common one would be to pursue further testing. It is possible that I am happy with Danny's current progress, but there is just something going on cognitively that I want answers to. When this is the case, and the parents are on board, I reach out to All Belong (formerly Christian Learning Center) and we really dig into what is going on with Danny.

I would perform all necessary academic testing that is needed, and All Belong would conduct all necessary cognitive and behavioral testing. After the testing is completed, we would sit down as a team: teacher, parents, principal, Resource teachers, and All Belong psychologist, and a report would be given about Danny. At this time, any diagnosis of a disability would be made, whether it is a learning disability, anxiety, ADHD, etc.

But there are also times when no disability is warranted. The purpose of the testing is not to get a

label; it is to learn more about Danny and better serve his needs within the scope of his school life, disability or not.

The Resource Room serves the purpose of supporting all students and teachers K-8. Student support is provided to students based on academic needs. Teacher support is provided to teachers as they work to meet student(s) academic needs in the classroom.

God has gifted each one of His children differently. They come to school with various strengths and weaknesses. Our mission is to equip students with the strategies they need so that they can learn as much as they are able about God, His creation, and themselves so that they can live in this world for God's glory.

Other News

In Him We Will Trust

Mr. Joel Bodbyl
Board President

The Spring edition of the Adams Announcer is a place where we begin to reflect on the school year gone by and what the rest of the year has in store. This school year has been some of the same but a lot of the different. A year with anticipation as we began in-person instruction again. A year with uncertainty as to how long we would continue this in-person instruction. A year with nervousness about a national election that was to take place. A year with uneasiness as the churches to which many of us belong continued in conflict. A year with excitement as the marking periods passed. A year with joy as we watched our children grow in their understanding of His creation. A year with sorrow as we grieved the imminent death of an unborn child. A year with gratitude as our staff labored faithfully to teach and instruct the King's covenant children. A year with humility as our dear Adams continued its purpose of existence. A year in which God has taught us to say, just as He did the psalmist, "He is my refuge and my fortress: my God; in him will I trust."

Our administrator, teachers and support staff have labored so diligently to carry out the good Christian instruction of our children and grandchildren this year. Trusting God to give them strength to lesson plan and energy to walk into that classroom each morning in the place of us parents.

They have handled the unpredictability of the government's new regulations and carried on. Not having the comradery that a normal year brings because of COVID guidelines, they still found ways to walk and talk together. They searched the faces of students hidden under masks to see if the concepts and lessons were sinking in and taking root. The tall hurdles and heavy burdens of this year have truly put them to the test. In Him we will trust.

To the parents and supporters, I express my appreciation for trusting the Board during these times of challenge and difficulty. We have labored to try and do what is best for our children and for our school. Empowering a Board of nine sinful men to oversee the work of our faithful administrator and this school is a great commission. We have been chosen to ensure that Reformed Christian education is taking place at Adams each and every day. What regulations to follow, what decisions to make, what to allow during the school year and what to cancel. You have cherished, sponsored and loved this school for decades and may have questions about the future. In Him we will trust.

Adams Christian School is a gift from God and the work of His hand. He has not promised an easy path for our school and this year we experienced that. As the clock of this school year winds down but the rest of life continues to spin and swirl around us, let us fall on our knees and utter these words; "*I will lift up mine eyes unto the hills, from whence cometh my help. My help cometh from the Lord, which made heaven and earth.*" In Him we will trust.

Foundation Report

Mr. Justin Kamps
Foundation President

Winter reared its head briefly with some blustery February weather. The good news is that spring is around the corner. Springtime means that the Foundation members are in high gear planning all aspects our annual golf outing hosted at Egypt Valley Country Club. The Lord willing, we plan to hold the event on May 17. Last year was a unique outing due to some of the changes required. We took some positives out of the changes and hope that this, the 32nd annual outing, will be the most anticipated and enjoyed outing of the year.

We are excited to report that the Foundation has enjoyed positive growth this past year due to favorable market conditions, successful golf outing,

and generous donors. Our mission is to help our Christian school with a long-term financial stability. This is what the Foundation is called to do; however, what a remarkable privilege and blessing it is to be a part in helping our Covenant education.

The ACSF would like to encourage everyone to consider the Foundation in their year-end giving, estate planning, and distribution. When you give to the Foundation it doesn't just have an impact that year, but for generations to come.

*"Train up a child in the way he should go:
and when he is old, he will not depart from
it." Proverbs 22:6*

Boosters Serve All

**Mr. Nate Bodbyl
Boosters President**

The Boosters support a lot more than sports. Each year the Boosters commit to funding a budget for athletics and this amount has been approximately \$17,500.00 each year. With the online auction last November, the total raised for our school surpassed \$48,000.00. The Lord is always providing for us.

So, what about those remaining dollars? Where has the money been used? The money has been used to benefit the faculty, student, parents and guests in many different ways. Each year the Boosters also support the Long-Range Planning Committee (LRPC) for school projects. Some projects are academic, and some are just to keep the school up-to-date. The amount needed is usually over \$30,000.00, almost twice that of the athletic budget! Over the last two years, funds have gone to baseball bleachers, science lab upgrades, classroom pianos, chair carts, bulletin boards, gym painting, band instruments and the list goes on.

All of this is not done without much work from the Boosters and the Auction Team and we are in need of fellow servants. There is much work to be done for other activities and the auction itself.

Our devotions at the last meeting were from John 13, our Savior washing the disciple's feet before the Passover feast. We know the story well and it concludes with Jesus' instruction to them to serve one another as He, The Master, had done for them: "If ye know these things, happy are ye if ye do them."

We have 130 families sending their children to Adams. We have less than 30 men on the Booster's roster. Come and wash feet with us.

Our next meeting is scheduled for April 27 at 7:30 PM at school, D.V.

**Join us for an
outdoor
Spring Program!**

**When: 7:30 pm,
Wednesday, May 19**

Rain date: May 26

**Where: Behind school in
the soccer field**

Bring your own chair.