
The Reflector

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School Board Updates | Principal Reminder: Policy #1 | Book Devourers | HCHS Honor Roll 1st Semester | Bean Bag Tournament | Cake Day | Athletics Highlight: Boys Varsity Basketball | Student Council | Come and Discover What's Happening in Our Discovery Center!

UPDATES FROM THE SCHOOL BOARD

The Education Committee conducted mid-year teacher and staff interviews this past January. We are thankful for their commitment, engagement, and energy each day as they instruct our covenant children. Please take time to encourage these men and women in their labors, especially as they consider a teaching contract for the 2024/2025 school year.

The Education Committee recently sent out a survey to alumni that graduated from HCHS in the last decade, seeking feedback on curriculum and course electives. The purpose of this survey was to gather information that will help in the development and direction of our course offerings in the years to come. Thank you to all who participated, as your feedback was insightful, positive, and constructive.

The Achieve committee is thankful to the entire community for their continued generosity! The Taste, our recent fundraiser, raised \$27,800! Please continue to pray for God's blessings on our efforts to help Achieve students develop in their God-given abilities.

The Transportation Committee would like to thank everyone for their honest feedback in our digital survey. We are now working on potential bus routes for the upcoming year. The committee is also excited to share that Anneke Hofford will now be helping drive the buses for upcoming field trips and events!

The Progress and Promotion Committee will be hosting a fiesta-style dinner this year for the Spring Promotional Dinner on March 8, featuring authentic steak, pork, and chicken tacos made and served fresh on-site. The high school band will be joining us to provide musical

entertainment for the evening. We are also looking forward to introducing a few new, fun options this year including a themed gift basket silent auction and frozen drinks that will be available for purchase to benefit our school's music program. Please join us for an evening of fellowship and fun to support our school and also don't forget to follow Heritage Christian Defenders on Facebook to get regular updates, announcements, and pictures.

The Building and Grounds Committee along with the help of many others has been busy at school. The baseball and softball fields are getting close to being completed so we can hopefully practice and play on them this spring. We have been doing a lot of maintenance on the different mechanical systems at school. Bathroom stall doors have been replaced in several areas as well as several other projects. We are very thankful for the facility that we have to teach our covenant youth.



BOOK DEVOURERS

KAREN VAN BAREN | HCHS TEACHER

Cicero, that famous Roman orator and philosopher once wrote, "A room without books is like a body without a soul." Cicero may have overstated his case, but he made his point anyway, about the importance of surrounding ourselves with books.

But Prof. Brian Huizinga makes the better point, that one must not only HAVE books but also READ books. On September 19, 2013, he addressed the RFPA members with the speech "Encouraging the Next Generation to Read." Granted, Prof. Huizinga was talking about the importance of reading spiritually edifying books. Nevertheless, many of his principles can apply to all reading. The speech was powerful. You should listen to all of it. He opened his speech as follows:

Picture a banqueting table—not round, but rectangular in shape, like that at which a wedding party typically sits. There are five positions at the table, that is, five chairs and five table settings...If we were to name the men [that sit] at this banqueting table, then seated in seat five is the "empty-plater"; in seat four the "full-plater"; in seat three the "taster"; in seat two the "chewer"; and in seat one the "devourer..."The good hearty meal represents sound, spiritually edifying literature. The man represents the reader... "Empty platers" have no books. "Full platers" have books, but do not read them. "Tasters" taste books. "Chewers" chew books. "Devourers" devour books. All sit at the table. Where do you sit at the table? Where are your children seated? Where will the next generation sit?

Do those questions make you think? Do those questions make you concerned for our young people? They did me! Thankfully, Prof. Huizinga did not just identify a problem. He offered ten real life methods to encourage our children (and ourselves) to read, each beginning with the letter "P." I found it interesting that he suggested having our children sit under the Preaching will prepare their hearts for good reading. A few of the other methods he proposed were Portioning, Paraphrasing, using Pen and Pencil, Partnering, and Parental Mandate.

When I listened to the speech, I knew I had to share it with the literature classes at Heritage. It was not too much of a stretch to listen to it when we studied the Renaissance essayist, Francis Bacon, who also speaks of tasting and devouring books. I have never asked Prof. Huizinga whether he was alluding to Francis Bacon in his speech, but making the connection between Bacon's essay and Huizinga's speech was irresistible to me. Besides,

teenagers like food. Which of them would be able to resist reading an essay from a man with the last name of Bacon? Which of them would be able to resist a speech which uses a banquet as an allegory? Or so my thinking went.

After we listened, I had the students reflect on the speech. I asked them to answer honestly where they sat at the table and why. I then asked them to write down two of the most helpful methods Prof. Huizinga proposed. Are you ready for their comments? Read them and weep...or rejoice!

Seat 1: The devourer of books. Approximately sixteen percent of the students polled said they sat here!

Seat 2: The chewer of books. Approximately forty-three percent of students polled said they sat here.

Seats 3 and 4: The taster and the full plater. Approximately forty-one percent of the students polled said they sat in one of these seats.



3RD GRADER LIAM DE JONG READING A NOVEL IN OUR SCHOOL'S LIBRARY.



Book Devourers continued...

The reasons the students gave for not being devourers of books can be summed up in four main points. 1) They get bored with reading. 2) They cannot focus on a book for any length of time/ they get distracted 3) They do not remember/understand what they read. 4) They do not have time to read. (Some of the students who wrote the last as a reason did so sheepishly, as Prof. Huizinga demolishes that excuse.)

The students then reflected on the methods that Huizinga proposed and described which ones they thought would help them most. Of the ten proposed methods, the most popular method chosen among the students was Portioning. Prof. Huizinga explained that just as we do not devour a meal in one bite, so we do not devour a book in one bite. Portions, portions, portions. Make a chart. Break the book into parts. Read between headings.

The second most popular method chosen among the students was Partnering. Prof. Huizinga explained that just as we sometimes need an exercise partner, so we sometimes need a reading partner to hold us accountable,

talk about the passage, and encourage further reading. Start a book club! Parents, you be that partner!

This last one will shock you. It did me, and that shows how little I know about teenagers even after many years of teaching them and raising my own. The third highest choice among the kids was Parental Mandate! Some of the students, anyway, want us parents to insist that they read. And then, as Prof. Huizinga says, we can sit down and read with them, the same book, or another! What keeps us from doing this when we are already enforcing many other rules? Perhaps if we do insist, our teenagers will one day read of their own volition!

When I began this article my first thought was to write on how parents can help their teenagers be engaged in their education. That idea evolved into an article on reading. And yet, is not encouraging our children to read one of the chief ways to keep them engaged in the classroom? Regardless of your answer, as people of THE Book, we all should be devourers of good books.

CAKE DAY

TESSA DE JONG | 8TH GRADE STUDENT

Cake day is a fun day that the 8th graders enjoy very much. Although they love cake day, it is a privilege that they must earn with good behavior. Four 8th grade students then get to take turns about every other week making delicious cakes or desserts at home to hand out to the teachers during the school day. Students can make a fantastic chocolate cake or something as simple as brownies. At the end of the day the four assigned students put together the teachers' orders and deliver them. After the kids hand out the teachers' orders, the rest of the class enjoys a piece of cake and plays some fun games such as hangman or seven-up in the classroom. After finishing their cake, the students and teachers usually both think the same thing, "Do I get another piece?"



8TH GRADE STUDENTS ZACK LENTING, AUSTIN ZANDSTRA, BRIANNA DYKSTRA & ABIGAIL IPEMA SERVING SOME GOODIES.

SAVE THE DATE: SPRING PROMOTIONAL DINNER IS ON MARCH 8

STUDENT COUNCIL

The HCHS Student Council has been very active this year. Intramurals, a Blood Drive, a Christmas Breakfast, a Talent Show, and Defender Days are only a few activities the students have already organized this year. Below are some comments from an active member of our Student Council.

"Student Council has been a great way to see students of all different ages and with very different talents come together to organize different events and activities. I never would have thought that a group of teenagers would be able to plan and organize so many activities, but by working together, we have successfully done just that. By participating in these activities, I really think the whole school comes together and shows the love of Christ to each other. It brings all the students together, sometimes bringing people out of their comfort zones, but all with the result of new friendships.

Not only that but being part of Student Council also teaches us a bit about life after high school, when we will be on various committees such as Ladies Auxiliary or other sub-committees of the school and church. We learn how to communicate efficiently in a meeting setting and how to manage tasks and work well together. I am thankful for this opportunity to serve the school and the student body. Student Council gives us all something to look forward to-- both the weekly activities like pop sales and intramurals, but also the bigger events that build school spirit and get everyone involved."

-Samantha Terpstra, HCHS Senior



STUDENT COUNCIL CELEBRATING MR. MAHTANI'S BIRTHDAY.



OUR RED CARPET READY SENIOR STUDENTS ON A DEFENDER DAY.

HCHS HONOR ROLL 1ST SEMESTER

NOTE: HONOR ROLL SEMESTER REQUIREMENTS: 6 COURSES/CREDITS, 3.0+ FOR HONORS, 3.5+ FOR HIGH HONORS, AND NO GRADES D+ OR BELOW.

SENIORS

High Honors

Kyle De Jong
Daniela Boer
Joshua Boverhof
Ivan Smits

Honors

Logan Bruinsma

JUNIORS

High Honors

Andrew Van Baren
Ethan De Jong
Tyler Dykstra
Luke Holleman
Nicholas Lenting
Emmalie Dykstra
Derek Van Baren
Alex Ophoff
Cadence Verburg
Eric Zandsta

Honors

Adelle Bosman
Micah Olsson
Rebecca Ophoff
David Boverhof
Andrew Benson
Claire Bruinsma

SOPHOMORES

High Honors

Seth Dykstra
Rafe Medema
Erika De Jong
Madalyn Lenting
Cameron Terpstra
Sophie Armendariz

Honors

Miriam Marcus
Owen De Jong
Ian Lenting

FRESHMAN

High Honors

Neil Bosman
T.J. Vander Meulen
Ava De Jong
Hudson Bruinsma
Collin Dykstra

Honors

Elliott Baldwin
John Vander Meulen
Douglas Mancusi

BEAN BAG TOURNAMENT

MARTA VANDER MEULEN | 8TH GRADE STUDENT

The eighth graders had a lot of fun planning and hosting the Bean Bag Tournament. We learned to work together and how to be more organized. Honestly, we were a little overwhelmed at first, but then we got the hang of it. Some of us got to keep score at the 12 different games that went on at once, some got to announce the games, and some got to write on the brackets throughout the night. The rest brought the results of the games to the writers or worked in the kitchen. In the kitchen, the girls served the pizza and kept it warm, while also serving the desserts, and making sure the nacho bar and pop freezers were full. Most of us did several different jobs throughout the night.

Preparing for the bean bag tournament involved making posters for the championship brackets and posters for each division. We also determined which teams were in each division. Finally, we set up the gym and cleaned it up.

We had a record-breaking 58 teams this year. There were 9 female teams, 32 male teams, and 17 co-ed teams. Emma and Lexi Lenting won the ladies' division; Zach Lanting and Ryan Worries won the men's division; Tim and Kate Bruinsma won the co-ed division. The teams played 226 games total.

We raised a total of around \$3300 for our ski trip. Thank you to all who donated or played in our tournament. It was a very enjoyable night for the eighth graders.



**8TH GRADER KENDRA VAN
OVERLOOP KEEPING SCORE.**

A PRINCIPAL REMINDER: POLICY #1

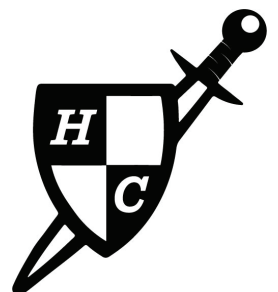
DAVID MAHTANI | ADMINISTRATOR

As we finish out the 3rd quarter of our school year, I have been repeatedly faced with dialogue about an essential element of school growth: proper communication. It was not surprising to me, therefore, that as I scanned our policies, I found the very first policy in our Student/Parent Handbook to be directly related to the topic. It applies the biblical model of Matthew 18 in a school context, and I think it is worth highlighting as the correct way to communicate about concerns or conflict at our school. Of course, our human nature would choose other methods such as avoidance, gossip, or a report directly to our neighborhood board member, but I am convinced that courageously abiding by this principal principle is critical to our school's development. Please join me in striving to apply Policy #1.

"Parents and guardians dissatisfied with an action, decision, or discipline exercised by a teacher or staff member should follow this procedure. As in all Christian concerns, an attempt should first be made to resolve any disagreement with the person directly. If satisfaction is

not obtained, inform the person of your intent to contact the administrator. The same procedure should be used in contacting the administrator; and if satisfaction is not obtained, next with the appropriate committee of the Board.

If satisfaction is not obtained from the appropriate committee, then an appeal can be made to the Board. Any appeal should be submitted to the committee's secretary or the board's secretary, as the case may be, at least five days prior to their monthly meeting. The decision of the Board will be final. Such cases should generally only be discussed with the parties involved. All appeals, concerns, or disagreements are expected to be expressed in a spirit of love, without malice, and with caution employed to protect the reputations and integrity of all involved."



ATHLETICS HIGHLIGHT: BOYS VARSITY BASKETBALL

AARON REGNERUS, RYAN REGNERUS & IVAN SMITS | HCHS SENIORS

The Boys Varsity Basketball season is nearing its end. Only a few more regular season games remain on the schedule and then an opportunity to participate in a couple season-ending tournaments. The team will be playing in a new one called Midwest Christian School Championships this year, hosted by Arthur Christian School, and our school will be hosting the Indiana Christian School Athletic Association Tournament (ISCAA) this year. We are looking forward to both of these events.

At the writing of this article, the team is 9-9, with hopes of finishing the year with a winning record. Approaching our senior year, we were excited and had high expectations of finishing our high school careers strong, yet keeping the perspective that basketball is just a game.

That being said, our team realized early in the pre-season that it was going to take some time getting used to the new coaches, all of whom were starting their first year in their respective positions: Head Coach Ryan Zandstra and Assistant Coaches Ben and Noah Andringa. The first task was for the coaches to put a plan together for the year, then for us to understand and implement the plan. We anticipated that there was going to be rigorous conditioning. We also had to learn a new defensive strategy, along with some tweaking offensively. There were new personalities to get used to as well, soft spoken or vocal. One thing that remained consistent from years past was the will to win along with a desire to learn something along the way.

On practice days we started at 4:30 PM, to accommodate the schedules of the coaches. Coach Zandstra started

every practice at 4:00 with devotions. One player said, "It's just the best start to a practice that really brings a team together." It also presented the opportunity to discuss life and learn about things off the court as well as on. As usual, throughout the season, all of us grew together, and definite roles were developed to make us the team we are today.

We have battled in many games that resulted in a win or a loss only by a point or two, making us realize the importance of how every possession matters. One of our highlights this season was the triple overtime win against Calumet Christian 73-69. We also had a great time at the Dayspring Tournament at Quentin Road. We handily won the first game and then took Hammond Baptist into overtime, sadly losing and forfeiting the opportunity to play in the championship. We then played the third-place game against F.O.F.C.A., which again went into overtime, but this time we hit a buzzer beater to win. No matter how many wins or losses, one thing is for sure: it has been an enjoyable year.



COME AND DISCOVER WHAT'S HAPPENING IN OUR DISCOVERY CENTER!

KARLA VAN BAREN | DISCOVERY CENTER DIRECTOR

The Discovery Center, also known as the DC, is a great place for students to discover and learn about God's wonderful creation in an engaging way that is suited just for them! Our DC program supports our school by providing extra assistance to students through 5 levels of service: Intervention Strategies, Resource, Discovery, Academic Support, and Target Goals. The Discovery Center program was first introduced to our school close to 30 years ago with the partnership of the Discovery Center Network through Elim Christian Services.

This year our Discovery team serves our school's DC and Achieve students' needs in approximately 20 class periods of service daily. Our current team is Karla Van Baren, Audra Andringa, Amanda Kamps, and Pam Van Baren. Melanie Hanko is helping us out this year also by teaching two of our DC math classes. We truly cherish the collaboration of this team – bouncing ideas off each other, seeking advice, sharing highlights, passing along a new idea, and encouraging each other in our work.

How do you learn? How do you prefer to receive information? Do you enjoy simply listening to a speech? Would you like to watch a demonstration? Perhaps you'd prefer to take notes and write lists to help retain facts... or maybe you need to "do" in order to learn. These are the questions that our DC teachers must answer. How does my student learn? How can I present the information in the most meaningful way?

All learning happens through our senses, which act as pathways to our brain. There are four primary pathways to a child's brain: auditory- through the sense of hearing, visual- through the sense of sight, tactile- through the sense of touch, and kinesthetic- through body movement. A multisensory lesson will engage multiple senses, allowing multiple pathways for the information to enter the brain. This is important for all students, but especially our DC students, who need information presented in a more concrete way. Our DC teachers enjoy developing lessons that are specific to each student's needs to ensure that not only the information finds its way into their brain, but also it provides pathways to easily retrieve this information in the future!

For example, instead of just telling her students about chemical and physical changes and instead of just telling her students about heterogeneous and homogeneous mixtures, Mrs. Amanda Kamps took her student into the kitchen to show them. Together, they created concrete examples of each! How many senses were engaged in that lesson? Instead of explaining with words the difference between an acid and a base, Mrs. Kamps lined up 10 liquids and allowed her student to test each one of them with litmus paper! The student was able to make predictions and immediately see the results. What an engaging way to make a discovery!

For an elementary student struggling with the concept of money, we set up a "DC Store" and mimicked the real-life experience of buying and selling merchandise, all while practicing the skill of counting out change for the customer. This created several concrete pathways to the brain! In phonics, we like to engage the senses by skywriting, sandwriting, tracing on sandpaper, or incorporating color; then we physically "tap" the sounds of a word to decode it. With our junior high students, we often color-code

LEVELS OF SUPPORT PROVIDED BY THE DISCOVERY CENTER:



INTERVENTION STRATEGIES

Our classroom teachers can discuss current students' needs with the DC team and seek advice on how to better serve students in the classroom.

RESOURCE LEVEL



Supporting the classroom curriculum, the DC will pre teach or reteach one specific content area, providing an extra boost of support!



DISCOVERY LEVEL

A student will receive instruction with an alternative curriculum and individualized methods in the DC. At this level we work as fast as we can, but as slow as we have to, with the goal to return the student to their classroom at the appropriate time.

ACADEMIC SUPPORT



A DC teacher is tasked with overseeing the student's general education curriculum, offering support, teaching important organizational skills, assisting in test prep, and "supporting their academics" in whatever ways necessary.



TARGET GOALS

This level is to accommodate students who demonstrate an even higher need. DC teachers, with advice from classroom teachers, will modify the curriculum, and will "target" 3-4 goals for each content unit.

DISCOVERY CENTER CONTINUED...



flashcards with the same color that we highlight key information in their notes. Since these activities engage multiple senses, not only does it get into the brain through multiple pathways, it also makes it much easier to “pull out” the information next time!

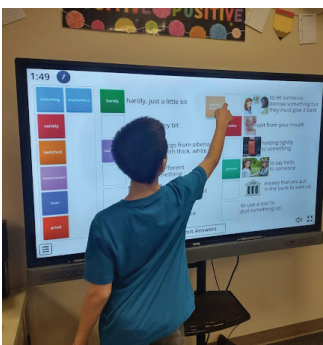
“If my student doesn’t learn how I teach, then I better teach how he/she learns,” a dear friend once told me. God has created all of our students to learn in special ways, so that is exactly how we plan to teach them! Our DC teachers must be able to assess the individual needs of each student, and lessons must be adapted to accommodate their needs – sometimes quickly – depending on the day.

The unique setting of the DC gives us the privilege of building a special kind of rapport with our students which allows us to stand alongside them during difficult days and be near to celebrate their successes on better days, no matter how big or small! It is a joy not only to help students learn the material but also to build their confidence.

One exciting new tool that the DC received this year is a BenQ Board – an interactive whiteboard! This board allows us to present lessons completely customized to our students’ curriculum and learning style and offers the ability for students to interact with the subject matter in a way that no pencil/paper task could! We are having a blast creating fun games for assessment preparation in all subjects, as well as various spelling activities from their weekly list, sorting and labeling exercises for maps and diagrams, and even matching practice for vocabulary words with their definitions and pictures. Then, at the push of a button, all of this information can be turned into a variety of exciting learning opportunities, the information can be printed into colorful flashcards or a link sent home for further practice. The options are endless, and to say that we are all enjoying this new tool would be an understatement! Just ask Mrs. Sam Lenting or Mrs. Michelle Dykstra (Achieve aides) who currently holds the Phonics Whack-A-Mole record!

It is a personal goal of mine to promote joy in the halls that may have been overwhelming, stressful, and even scary for some! When students feel an intense pressure at school, they can neurologically shut down, which quite literally inhibits their ability to learn. Our DC team is determined to make school a fun and cheerful experience for our students who often have to work so much harder than their peers! It is a true joy to teach these students, and watching them reach their goals is tremendously rewarding.

The Lord has found favor in creating each one of us in a remarkably unique way. As we confess in Psalm 139:14, “I will praise thee; for I am fearfully and wonderfully made: marvelous are thy works; and that my soul knoweth right well.” It is the goal of our DC program to provide a safe environment for our students to attain their highest God-given potential. Above all, we desire to equip the students for a life of service in His name and together seek the glory of God.



2024-2025 SCHOOL CALENDER

August/ September

M	T	W	T	F
19	20	21	22	23
26	27	28	29	30
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Aug. 19: 1st Day of School
 Aug. 30 & Sept. 2: Labor Day Break
 Sept. 7 Board/Faculty Dinner
 Sept. 18: Picture Day

October

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

October 2: Pre-ACT
 October 7: HCHS Sing-along
 October 9: PSAT/NMSQT
 October 16: End of 1st Quarter (1/2 Day)
 October 17/18: PRTI Convention
 October 24/28: PT Conferences
 October 30: Picture Retakes

November

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Nov. 1: Fall Promotional Dinner
 Nov. 15: PRCS Fall Concert
 Nov. 27: 1/2 Day
 Nov. 28-29: Thanksgiving Break

December

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

December 13: HCHS Christmas Concert
 Dec. 19 PRCS Christmas Program
 Dec. 18-20: HCHS Exams
 Dec. 20: 1/2 Day, 1st Semester Ends
 Dec. 23-Jan 3: Christmas Break

January

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Jan. 6: School Resumes

February

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Feb. 7: P/T Conferences, 1/2 Day
 Feb. 14: The TASTE
 Feb. 21: Winter Break

March

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

March 7: End of 3rd Quarter, Spring Promotional Dinner
 March 12: Prayer Day
 March 14: Beginners' Day

April

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

April 4-11: Spring Break
 April 14: School Resumes
 April 29: Open House/PRCS Concert

May

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 9: Kindergarten Program; Senior Trip
 May 12: PRCS Spring Concert
 May 15: HCHS Concert
 May 16: Jr/Sr Farewell Dinner
 May 20-22: Exams
 May 22: 1/2 Day, Last Day of School, Graduation at 7 pm.
 May 28: Report Card Pick-up