

# THE COURIER

FALL  
2018

Published by the Board of  
**COVENANT CHRISTIAN HIGH SCHOOL**

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This edition of the Courier focuses attention on some of the activities that our students can get involved in to use their gifts and talents for the benefit of others. It is uplifting to see our students willing to give of themselves in different ways to help those around them and to encourage others in their walk of faith.

*“Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.”*  
*Mathew 5:16*

Since volunteering for both Special Needs Week and the Texas Trip, I have grown spiritually. The best part of Special Needs Week is getting to know so many unique children of God and seeing their special gifts that bring so much joy. The Texas Trip taught me a better work ethic and brought me closer to those who I volunteered with.

Madelyn Monsma





## FROM THE ADMINISTRATOR

Rick Noorman



*actively seek out and help those in need because what is done for others is the same as doing it for God Himself.*

This final point of our school mission statement may seem at first glance to be out of place for an educational institution. After all, it says nothing about any subject, nor does it refer to a particular part of the curriculum. What it does do, however, is put everything in a context of how we ought to go about the work of education. It directs each one of us to demonstrate in our words and our actions that we belong, body and soul, to our Savior, Jesus Christ. It is important to follow the commands of God in all of the work of the school as it addresses our relationship with Him, with each other, and with our neighbor. Without this reminder, education could become a very selfish activity. Those involved in the teaching and learning process could easily operate as if everything that goes on in the school is for our own benefit. This is especially true in the “me” culture of today where getting is much more important than giving. In this culture, one could say that they are learning to build themselves up and prepare themselves to be able to make it in this world. That is how we can be successful. That is how we can get the things that we want out of life. Education that does not place the Kingdom of God first is the essence of the humanistic philosophies that are found in the educational institutions of this world.

Having the work of the school and the lives of those involved be a living testimony is a Biblical directive. I Timothy 6:11-12, “But thou, O man of God, flee these things: and follow after righteousness, godliness, faith, love, patience, meekness. Fight the good fight of faith, lay hold on eternal life, whereunto thou art also called, and hast professed and good profession before many witnesses.” We must make this testimony with our words but it must also be made with our actions. We must demonstrate by the way that we go about the activity of our lives that Christ is in us and that we are living for Him. We must love God above all and love our neighbor as ourselves. (Matt. 22:37-39) We must give glory to God by being fruitful disciples (John 15:8) and walking in “wisdom toward them that are without, redeeming the time.” (Col. 4:5)

How then does this statement come to realization in the work at Covenant Christian High School?

First, we must refer back to the first point of the Mission statement that our basic reason for living is to glorify God. The Kingdom of God comes first. Everything else comes after that. We are first of all citizens of that Kingdom. Our life belongs to Jesus Christ and we are called to serve Him in everything that we do. We must do that as we teach and as we learn. (We recognize that teachers can learn from students as well as students from teachers.)

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### COVENANT CHRISTIAN HIGH SCHOOL: A “LIVING TESTIMONY”

One of the governing documents of Covenant Christian High School is its Mission Statement. There are four main points to this statement which help guide and give purpose to our work. The first point directs our work to preparing students to be able to glorify God in all that they do; in every part of their life. The second guides us to teach the students that the Bible is inerrant and the standard for doctrine and life. The third helps us to understand the importance of prayer in expressing our thankfulness and seeking guidance in the use of our God given gifts. The fourth point reminds us that in all of our work, in teaching and in learning, the school must be a living testimony in the community. The fourth point of the Mission Statement reads as follows:

*So that this school may be a living testimony in this community, the teachers and students must show that the Kingdom of God comes first. The teachers and students shall demonstrate by their words and deeds that the Lord Jesus Christ has a claim on their lives. In the way of putting the welfare of others ahead of self, the students, who are directed by the godly instruction and discipline of teachers, should show that they love God above all and their neighbors as themselves. Students and teachers should*

This takes place in the classroom, on the playing field or court, in the concert halls, and wherever the work of the school takes place. We serve Him in our school life together at lunchtime or studying together or working together on projects. We do all of these things for the glory of God serving Him as citizens of His Kingdom.

Second, our life in the school must reflect our citizenship and the fact that we all work together to accomplish the goals of the school. We must have godly relationships within the student body, between colleagues on the faculty, and between students and teachers. We must show in all that we do that we care about each other. Teachers and students “demonstrate by their words and deeds that the Lord Jesus Christ has a claim on their lives.” This statement rules out any sense of an “us against them” mentality as the work proceeds in the classrooms, the hallways, and any other teaching venue. We are here working together for a greater goal than lifting up any one person. We are working together because Christ is working in us. We are working as the body of Christ with everyone participating according to the gifts that they have been given.

Third, we are encouraged to “actively seek out and help those in need.” This is done by teachers who take note of students who are having a hard time. There may be a student who is struggling with the work that is going on in the classroom and they need a little extra help or a conversation to help gain an understanding of where they are having problems. It may involve helping a student who is having health problems and missing a lot of school. The problems may also be difficulties that are occurring in the home or in family relationships. In a school of 380 students, 30 staff members, and 261 families there are always situations where teenagers have a hard time understanding what is going on around them and knowing how to respond.

It is during these times that teachers and students are called to give of themselves to have a listening ear and a soft word of comfort and prayers for guidance and wisdom.

We often turn a blind eye to the needs that are around us. By nature most of us want to stay in our comfort zones where we are secure and things are going well. We all have to be reminded to “seek out and help those in need.” When we see students hurting, it is easy to think that they must have friends that can help them. When we know that there are family problems, we probably don’t want to get in the middle of things or we don’t feel like we are qualified in any way to help. When the difficulty is far from us in India, Myanmar, or the Philippines it is easy to say that there is nothing that we can do. When we see the destruction wrought by hurricanes, floods, tornados, and fires, we don’t often give thought to the fact that there are brothers and sisters in Christ in those situations who are suffering and in great need. We need to be reminded that there are things that we can do and opportunities to serve them and help them.

As the school facilitates the work of students and

teachers assisting others and putting the welfare of others before self, it moves closer to the goal of becoming a living testimony. It helps to show that the love for the neighbor flows from the love for God that is in our hearts. It helps those in the school to come to an understanding of our responsibility to love our neighbor and to let our light shine in this world. It gives us opportunities to be a faithful presence in this world. It helps us to better understand God’s love for us in spite of our unworthiness and be able to love others in that same way. We do these things because God tells us that what is done for others is the same as doing it for God himself.

It has been a great privilege of mine over the years to be a witness of students and teachers accomplishing this aspect of our mission. Our students and teachers present a living testimony in many different ways. I have seen students go to great measures to make things a little easier for a classmate that is in a tough spot. I have seen teachers spend many hours of their time listening to and giving guidance to a student who is trying to deal with difficult aspects of life. It is encouraging to see students putting time into raising funds for Grace Foster Home or other worthy causes. I love to see the enthusiasm and hear about the experiences of our students who work at Special Needs Week. Spending a week of Spring break with students who are working to give some relief and hope to a family or an individual that has suffered great loss is a highlight of my year. When I see them take time to listen to the stories of those who have experienced these great losses and then give a hug or a word of encouragement, I know that they are changed people. They will see things in a way that they have never seen them before. We see them grow in the understanding of what it means to share the love of God with others. We see them come to realize that it does not take a lot of words to show that we care. We see them better understand how meaningful and how powerful our prayers can be to bring comfort and hope to those in need.

After students are led through these experiences there are important questions that they must ask of themselves. These are questions that reinforce the learning that has taken place. What lessons has God taught me through these experiences? Have I grown in my knowledge and love for God? What did God teach me about myself? What have I learned to do that I never could do before? What strengths and weaknesses have I discovered about myself? What did I learn from the people I met and the people that I worked with? What did I appreciate about them? These questions are all part of lessons for which there are no formal lesson plans. But taken in the context of all of the work of the school, we can see that it leads the students back to an understanding of the first part of the mission; that is, preparing them in all that they do to be faithful citizens of the Kingdom of God and striving in every part of their life to glorify the God who has saved them from their sins. These are important lessons to be learned and we thank God that as a school we are able to work together to be a “living testimony” in this way.

## EDUCATION COMMITTEE

Tim Pipe



Covenant Christian High School has begun its 51st year of Christ-centered education. What an awesome blessing this is from our gracious, faithful Father. Having spent some years “loosely” attached to the school, I will admit that I lost touch with this great gift and the work being done here. To be blunt, I took it for granted. By God’s grace, I was brought back to this school through my election to the School Board. I sincerely thank our association for gifting me with this work and restoring in me a true appreciation for this school. Now, a little over a year into my board service, I reflect on my favorite passage of scripture, Ephesians 4:1–16, and how it is so applicable to our school. We are one body (v. 4); he gave some teachers (v. 11) for the perfecting of the saints (our children), and for the building up of the body of Christ (v. 12). This is so true of our school. God has given us faithful men and women as teachers, administrator, office staff, janitors, coaches, support staff, Board members, and parents whom He uses to perfect our children, and, lest we shortchange our children, He uses our students to perfect us, who have their oversight, as well. In the Spirit that we are one body, may we all, in this school year, work together for the perfecting of one another and the glory of our Father and do so in love and respect one toward another.

The start of this school year saw a significant amount of turnover in our staff. For a variety of reasons, we saw several of our staff members leave our halls. We thank both Sue Looyenga and Jennifer Knott for their years of faithful service in educating our children, specifically in the area of English. We thank Kristin Crossett for helping our school continue a Spanish program when we had a real need. We also thank Dorothy Van Der Schaaf and Mary (Mahtani) Ferguson for their invaluable assistance in the Academic Support program. These individuals will be missed, and we pray for God’s blessing on them. With so many departures (and a growing student body), we also welcomed several new individuals to our staff. Interestingly, while they are all new to our staff, all of these individuals are returning Covenant graduates. We welcome Jared Noorman, who is teaching Geometry and Algebra; Jori Wieringa, who is teaching American Literature, English 10, and Senior English; Macy Schimmel, who is

teaching Latin I and II; and Dylan Van Dyke, who is teaching World History, US History, Computer Applications, and Senior English. We also welcome Caitlyn DeVries and Danae VanOverloop to our Academic Support Program. Having had the opportunity to talk to our administrator and to each of the individuals (except Caitlyn to whom I give my apologies), the school year is going well for them and they have all been great additions to our school. Please take any opportunity to welcome these individuals (back) to Covenant.

Our returning staff has been busy as well. Our teachers continue to utilize our Course Enrichment and Development (CED) program and our Teacher Education Development (TED) program. The CED program provides funds to our teachers to upgrade beyond customary level current courses or to prepare new course materials. The TED program provides financial assistance to our teachers to take courses to maintain and update their teaching credentials and certification. This past summer seven of our teachers submitted CED proposals: Joel Noorman in World History Survey and Applied Economics; Eric Gritters in Sight Reading; Ethan Mingerink in Spanish; Tom Bergman in Alice Computer Programming; Karl Dykstra in Latin; Emily Boersen in AP English; and Gary Lanning in Biotechnology. We commend these teachers for seeing the value in this program and are thankful for the means to support them. As an Education committee, we also take this opportunity to congratulate Mr. Dan Kuiper for completing his Master’s Degree in Education Curriculum and Instruction from Grand Valley.

Lastly, our Education committee has been busy developing a Curriculum Director position at Covenant. You have likely seen bulletin announcements regarding this position. We are excited about the potential for growth and development that this position will bring to our school. This individual will be involved in curriculum development and assessment, as well as teacher development.

If you ever have questions or concerns regarding the education of your child, please do not hesitate to contact me at [tpipe23@gmail.com](mailto:tpipe23@gmail.com) or 616-735-0326.

I ask for your prayers for this school; for her administrator, teachers, and staff; for her students; for her Board members. Do not take her for granted as I did. It is an immeasurable blessing to our covenant body. In all things, may God be glorified.

## ENROLLMENT COMMITTEE

Mark Ophoff



With grateful hearts to our God, we had the blessing and privilege of interviewing and welcoming our new families for the 2018-2019 school year. We conducted these interviews on June 27 and July 18. We reviewed our Mission Statement, Basis of Belief, and Admission Policies with each family. We are happy to report that we witnessed a deep commitment and love for our schools and the Reformed Faith. We also did not detect any contradictions in commitment or lifestyle that would prevent enrollment into our school.

Following are the new families:

Tom & Mindy Bergman: (Jack) Providence PRC  
Joel & Stephanie Beute: (Meghan) Southeast PRC  
Tim & Kate Bleyenbergh: (Everett) Trinity PRC  
Daryl & Cathy Brands: (James) Providence PRC  
Andrew & Tricia Brummel: (Andrew) Faith PRC  
Peter & Sara Byker: (Hailey) Faith PRC  
Wayne & Sarah Courtney: (Connor) Providence PRC  
Brian & Audrey Decker: (Leah) Zion PRC  
Jason & Lois Engelsma: (Evan) Grandville PRC  
Scott & Kelly Ensink: (Victoria) Georgetown PRC  
Jason & Jodi Gunnink: (Danielle) Byron Center PRC  
Vance & Cathy Hayes: (Noah) First PRC  
Mark & Cynthia Koole: (Taylor) Providence PRC  
David & Kristin Korhorn: (Samuel) Faith PRC  
Brad & Paula Kuiper: (Lucas) Trinity PRC  
Russ & Karisa Lotterman: (Bradyn) Hudsonville PRC  
Eric & Heidi Mowery: (Parker) First Holland PRC  
Corey & Brenda Terpstra: (Carson) Trinity PRC  
Tom & Erika VanDenTop: (Tabitha) Grace PRC  
Jordan & Rachelle VanderKolk: (Carter) Grandville PRC  
Travis & Katie VanderKolk: (Mason) Grandville PRC  
Jason & Michelle VanderMeulen: (Grace) Byron Center PRC  
Chad & Lori VanOverloop: (Nicole) Trinity PRC  
Jon & Kate VanOverloop: (Calvin) Zion PRC  
Peter & Dana VanPutten: (Braden) First PRC

Welcome to Covenant!



COVENANT CHRISTIAN HIGH SCHOOL  
FOUNDATION

Over fifty years of Reformed education at Covenant Christian High is being celebrated by our faithful supporters. The gift and importance of our school is truly immeasurable. It is such a blessing to have our young people educated in the truth of Scripture, and prepared for living a life in this world as enlightened believers.

The Foundation's aim is to assist financially in the cause of Christ through education. How can you really help? Supporting our fundraisers is a wonderful start. Calling your estate attorney and placing our school in your will is another. Have a life insurance policy? Designate some of the proceeds to the Foundation. Lastly, mail a check to the Foundation this week because it is tax deductible, and get it in before year end. Any amount will help us and is a reminder that you, a faithful Covenant Christian High School supporter, are remembering our cause and our mission.

Please help us grow our Foundation because it is the gift that keeps on giving.

Bernie Kamps

The Foundation Board:

Dave Bouwkamp  
Randy Dykstra  
Bernie Kamps  
Don Offringa  
Timothy Pipe  
Rick Wieringa

**FINANCE COMMITTEE**

Rick Elzinga



The financial report for the previous school year (July 1, 2017 - June 30 2018) is included in this issue of the Courier. This report compares the actual amount of both revenue and expenses to the budget approved at the annual society meeting. We report that we finished the year with a loss of \$13,301.00. While a loss indicates that expenses exceeded revenue, it was still less than the \$36,000.00 budgeted deficit. We are thankful for the generous contributions, which keep our losses to a minimum.

The Finance Committee is responsible for the collection of tuition. Because tuition is nearly 80% of our budgeted revenue, it is important to collect this in a timely manner. We are thankful for the many families who faithfully make their tuition payments according to the desired payment schedule. One of the Board's tuition payment policies states that all accounts must be current at November 1, February 1, and May 1. If you are a family struggling to pay your tuition, we urge you to contact one of the Finance Committee members. We welcome the opportunity to work with you and help you come up with a plan to get your tuition paid.

Another significant responsibility for the Finance

	<b>Jul '17 - Jun 18</b>	<b>Annual Budget</b>	<b>Difference</b>
<b>INCOME</b>			
Tuition	2,150,512	2,160,900	(10,388)
Church Collections	73,265	65,000	8,265
Pledges & gifts	391,855	350,000	41,855
CCHS Foundation Receipts	29,300	29,300	-
Special Education Receipts	131,000	106,000	25,000
Miscellaneous Receipts	2,379	4,800	(2,422)
Interest Income	987	-	987
<b>TOTAL INCOME</b>	<b>2,779,297</b>	<b>2,716,000</b>	<b>63,297</b>
<b>EDUCATIONAL EXPENSES</b>			
Teaching & administration	1,410,067	1,410,000	67
Substitute Teachers	805	1,000	(195)
Teacher Assistants	37,011	30,000	7,011
Office Staff	46,499	42,000	4,499
Athletic Director & Coaches	63,319	62,000	1,319
Payroll Taxes	118,505	130,500	(11,995)
Teachers' Retirement expense	43,375	52,000	(8,625)
Special Education	175,464	140,600	34,864
Teaching aids & supplies	16,085	16,000	85
Technology operating expense	18,000	18,000	-
Technology fund	32,000	32,000	-
Physical education equipment	839	1,000	(161)
Library	4,100	4,100	-
Science lab supplies	5,727	6,000	(273)
Teachers' development	14,846	15,000	(154)
Music	4,203	4,000	203
Band instruments	3,500	3,500	-
	<b>1,994,346</b>	<b>1,967,700</b>	<b>26,646</b>
<b>INSURANCE EXPENSES</b>			
Group insurance coverage	245,000	245,000	-
Medical expenses - Rx copays	15,000	15,000	-
Workers' compensation insurance	6,624	6,000	624
General insurance	16,105	16,000	105
	<b>282,729</b>	<b>282,000</b>	<b>729</b>

Committee is to conduct the annual support drive. For the current 2018 - 19 school year, we have budgeted \$385,000.00 for this support drive. The drive started recently and we will keep you updated with this drive via bulletin announcements and letters. Please continue to prayerfully consider this need, as the goal must be met in order to meet all of our financial obligations.

The Finance Committee works year-round to care for the financial needs of CCHS.

# Covenant Christian High School

## Profit & Loss Budget Performance

July 2017 through June 2018

<b>BUILDING EXPENSES</b>			
Custodial services	60,030	58,500	1,530
Payroll taxes - custodial	4,476	4,500	(24)
Utilities	62,143	63,000	(857)
Water improvements assessment	3,975	4,300	(325)
Janitorial supplies	10,132	9,000	1,132
Snow removal	5,975	6,000	(25)
Trash removal	2,308	1,500	808
Grounds maintenance	18,000	18,000	-
General maintenance	64,000	64,000	-
Major maintenance program	60,000	60,000	-
Building furnishings	3,607	8,000	(4,393)
	<u>294,646</u>	<u>296,800</u>	<u>(2,155)</u>
<b>ADMINISTRATIVE EXPENSES</b>			
Telephone	5,653	6,000	(347)
Copier replacement	1,500	1,500	-
Equipment repair & replacement	3,791	3,000	791
Transportation expenses	1,343	2,000	(657)
Office supplies	7,859	6,500	1,359
Equipment service contracts	14,281	9,000	5,281
Publicity & printing cost	4,962	4,000	962
Postage	2,914	3,000	(86)
Federation dues	3,082	3,000	82
Graduation expenses	4,891	3,500	1,391
Accounting fees	11,750	10,000	1,750
Miscellaneous expenses	8,271	5,000	3,271
Property Acquisition	44,000	44,000	-
Debt obligations - facilities	105,000	105,000	-
	<u>219,297</u>	<u>205,500</u>	<u>13,797</u>
<b>PROPERTY EXPENSES</b>			
Rental property - utilities	1,579	-	1,579
	<u>1,579</u>	<u>-</u>	<u>1,579</u>
<b>TOTAL EXPENSES</b>	<u>2,792,598</u>	<u>2,752,000</u>	<u>40,598</u>
<b>NET INCOME</b>	<u>(13,301)</u>	<u>(36,000)</u>	<u>22,699</u>

We are very thankful for the financial means that God has provided to allow CCHS to operate from year to year. Much planning takes place to keep expenses in line and also to financially provide for the teachers, staff and many others who are dedicated to instruction of covenant children. The budgeting process begins in January and culminates with a proposed budget to be approved by the society in March. While it is impossible to perfectly project what will happen in the next school year, we use the best information that we have at the time. The reality is, that this is only an estimate of what the coming school year will bring. This was evidenced this school year, when we saw a decline of 10 students from what was projected in the budget. This amounts to over \$50,000.00 in lost revenue. With expenses already established for the school year, the ability to make up for this shortfall in other areas is very limited. We humbly ask that you further support CCHS with this unexpected need.

The Finance Committee labors on your behalf to keep operations at CCHS running as smoothly as it can. We give thanks to God for His covenant faithfulness. We pray that He will continue to work in the hearts of many, the desire to support the covenantal instruction that takes place at CCHS.



# Volunteer



*On the following pages we will look closer at the ways our students volunteer -- at school and beyond our school walls.*



## Student Council 2018 Friendship Week



## Special Needs Week



Special Needs Week (SNW) is a very special week of camping at the Christian Reformed Conference Grounds.

Because I volunteered at SNW, I grew to love being around God's incredible people with disabilities and began volunteering at Compassionate Heart Ministry in order to be able to do more and give back to them the love they've given me.

Alison Van Baren

This year we celebrated our 25th anniversary. SNW is a week of respite care for families with special needs individuals. SNW respite care is a time of rest for the families as the volunteers take over the care of the special needs individuals for 6 hours a day. This past summer (2018) there were 75 young people who gave an entire week of their summer to serve. Of these 75 young people, 36 were students from Covenant. The volunteers are paired one-on-one with a special needs individual for 2 hour increments every morning, afternoon and evening. This time can be both mentally and physically exhausting, but every one of the volunteers will tell you that this time is so rewarding! When they are not providing respite care, there are organized team games, free time, and small and large group devotions.



This week has a huge impact on the volunteers mentally, physically and spiritually. Volunteers are stretched physically beyond what they knew they were capable of. They are stretched mentally and get a very small glimpse of the real life challenges of the parents and families of their special individual. The morning and evening devotions encourage them to search their heart, search their Bible and be open with challenges and experiences. If you ask one of our volunteers to describe SNW, you may hear things like: amazing, life changing, pure joy, inspiring, challenging and fun! Many volunteers leave SNW with a passion and clearer direction for their future. Many are pursuing degrees in Special Education, Speech Pathology, Occupational or Physical Therapy, group home caretakers, sign language and more. The rewards are that the volunteers leave the week with a new confidence in who they are in the eyes of Christ, with a solid resolve that everyone is perfect in God's eyes and that even as a young person they are called and able to serve. The opportunity to serve is great.

(contributed by Tammy Kaptein,  
Program Coordinator)



I had the time of my life at Special Needs Week!! I learned so much from the campers, especially patience. It was such a blessing to see their smiling faces each day!  
Annika Van Overloop



Special Needs Week has been one of the greatest experiences of my life. I had the opportunity to not only serve someone for a whole week (and this someone has been such a blessing from God) but also the chance to make new friendships with people who share my interest in serving others for God's glory. Ella Pipe



Special Needs Week is a great volunteer opportunity! The greatest part of Special Needs Week is not what I have done for them, but what they have done for me. You get a "spiritual high" and want to serve God in more ways. You also learn to live life day by day because you understand what you have and not to take it for granted. Collin Van Overloop



# Helping Hands in Texas



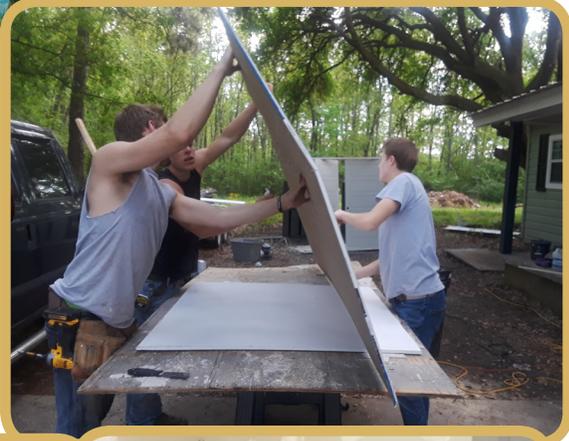
Spring Break 2018 saw many of our students gather together to volunteer in the Houston, Texas area for a service trip. While this was not a school sponsored event, many of our young people were interested in providing aid to those who had suffered devastation from Hurricane Harvey. Through a member of our denomination, who has connections with several disaster relief organizations, aid was provided in the form of cleaning up debris, repair and rebuilding of homes, and painting.



Going to Texas changed the way I look at the things I have. It's so easy to always want more and more but it's important to take a minute and look at all that we already have and show some gratitude for the many good gifts God has so richly blessed us with. Aliesa Moelker



The experience I was met with when I arrived in Texas was far greater than anything I've ever imagined. Seeing fellow believers in that situation is so saddening, but the attitude that they had, even in their dark situation is something I learned from. Jenna DeBoer



**Band at Lincoln  
Developmental Center**



**Craft  
Show**



**Fall  
Festival**



**Teacher Profile**  
***The Journey of a Teacher***  
***by Mr. Scott Van Uffelen***

The early morning fog was slowly cascading over the road, wisping away in tail streams as cars plunged and then disappeared into its depths. Visibility was reduced to a mere 30 feet. Slowly and cautiously I drove on wondering if a special 6:30 a.m. class was worth risking my life. My 1968 Mercury Cougar XR7 (oh how I loved that car!) had no problem with the twists, turns and steep incline of Crafton Hills, yet I was relieved nonetheless when I crested the top and was able to look down on the sleepy town of Yucaipa basking in the early morning rays of a distant sun. The distant parking lot lights of Yucaipa High School came into view and I made my way into the first of three lots. Slinging my backpack over my shoulders I began the 10 minute walk from the lower parking lot and athletic fields up to the library and then on to the upper campus. It figured that my early morning class would be in the back corner of the campus, and in a portable classroom to boot! I breathed in the cool air of the morning and watched as the sun's first rays began their trek down the hillside, slowly enlightening the day and revealing the block "Y" painted in the hillside.

At the far edge of campus up on the hillside I could just make out the local water tower painted with the bold graffiti tag of the Class of 1993. I smiled with the knowledge that my class still held the bragging rights to the water tower design; the Seniors had not painted over it yet. I did not know which one(s) of my classmates had made the dangerous climb to the water tower in the middle of the night a few weeks earlier to tag the tower, but as a Junior, we all claimed victory in the stunt. The school encouraged our friendly competition but the steep trail to the tower and the threat of rattlesnakes prevented most from carrying out their plans. Still smiling I looked down at my watch and realized I had only a few minutes to spare. I opted to skip going to my locker and headed straight to the classroom hoping to have a minute to talk to Mr. Lockard before class began.

Characteristically he was sitting at his desk with his shoulder to the window watching us as we walked up the ramp to his door. A small tap on the window and his broad smile as we passed was the infamous greeting we had come to rely on. Today was going to be a good day. The smell of donuts on the counter convinced me that this early morning AP History



cram session was a good idea after all. I grabbed an apple fritter, settled in at my desk and promptly forgot that I wanted to talk to Mr. Lockard about my counseling appointment later that week.

"Good morning baseball fans!" His soothing yet husky voice filled the room. Some students tired of hearing this same greeting each and every day but I enjoyed it. Baseball season was still months away, but this phrase signaled the beginning of one of my favorite classes in high school. Sixty minutes in his class always sped by way too quickly. Serious, knowledgeable, funny, aspiring and godly. All of these words accurately describe my former U.S. History teacher, the man who I was not only inspired by, but who I wanted to emulate. The fact that he taught US History was only icing on the cake. A few days later when I saw him in the counseling office my mind was clear. I did not hesitate when he asked what my career goals were: I wanted to be a high school history teacher. He smiled his broad smile, patted me on the shoulder and said "Welcome to the clubhouse."

Mr. Lockard was only one of the many teachers who inspired my love of learning and molded me into the life-long learner I am today. Mr. Roper was both my 11th grade AP English teacher but also my AP Physics teacher; Einstein and Samuel Clemens in one. He taught me how to think critically and analytically in all aspects of life. Everything was a story, or better yet, a story problem to figure out. I thought for sure I was going to be a dual major in History and Physics after his classes. Mrs. Smith

was my 12th grade AP English teacher. Her sweet voice, sharply critical and demanding in her written comments, unfolded the detailed beauty of Shakespeare and other classical authors. Not much of a reader before, she taught me how to read and annotate, a skill immensely helpful in my college years. The breadth of novels and short works we had to read for her classes gave me a well-balanced understanding of the thoughts, ideas and cultures of centuries past and present. The husband and wife team of Mr. and Mrs. Wilson taught me the ordered beauty of mathematics. The “old couple” of the school (not so old from my perspective now!) provided team teaching for me through my three years of high school from Algebra II through Geometry and into Trigonometry and Calculus. Mr. Wilson, a close friend of Mr. Roper, had a friendly wager with my physics teacher that I would teach mathematics first and foremost and not be limited to only the “application mathematics” that physicists use. He was partially true. I entered college with a dual major in History and Mathematics.

College life refined my studies and my love of learning, but also challenged me to become principally grounded in what I believed and how I came to an understanding of all things. Every history class opened my eyes further and further into a deeper understanding and love of God’s unfolding counsel and plan for His Church. My eyes being opened to the history of world civilizations made me read and see the history of the Church in a new light. The Old Testament became more than stories of Israelites, it became the beginning story of my existence, the first chapters in the wonderful book of God’s people. The most memorable teacher I had in college was Dr. Lanny Fields. I took every class I could from him. Sloppily dressed, tousled hair, and decades old clothing choices rounded out his eccentric character. But he could teach! World History I and II, Chinese History I, II and III, Russian History, World Revolutions, you name it, if he taught it I was going to take his class. Writing on the board before class, he would turn around at the sound of the bell and begin lecturing, not stopping until the bell sounded again 90 minutes later. I had to develop my own system of shorthand just to keep up with the volume of knowledge that poured from him daily. Leaving class with him or talking with him during his office hours were some of the most stimulating discussions I have ever had. As a Taoist, he challenged me to counter his worldview and be reformed in my thinking, writing and analysis of history. I was fine with writing and discussing history from a reformed perspective after I had studied it.

He helped me to see that I must read and study history from the outset with a reformed worldview in mind. Scriptures are the spectacles for all of life and learning.

I stand in the shadows of some remarkable teachers, but who I am today is not because of them. It is my elementary and junior high teachers that nurtured my soul. They were the reformed, biblically grounded, christian teachers God used in my formative years. From them I learned to love others outside my family, to be kind and to have compassion, to memorize scripture and psalms without even knowing what all the words meant, to engage with those both older and younger than me, to lead in devotions, and to sing praises to God daily. As an extension of the home, I grew in heart knowledge. The head knowledge did eventually come, but it was the heart knowledge that laid the foundation for loving God and loving my neighbor with all of my heart, soul, mind and strength. I struggled with applying those lessons throughout my later years, but I always had this foundation to come back to. Head knowledge would not have been as inspiring to me if it were not intrinsically grounded in my love of God and of His Word. Without seeing God in all things, studying is much weariness of the flesh, full of vanity and vexation of spirit. Looking back over my years of teaching I originally wanted to be like my high school and college teachers. Now I wish I could be half as effective as my elementary teachers were.

This story might not give you insight into my experiences as a teacher, what I enjoy about teaching, what my favorite classes are, or what I do in my free time, but it is an insight into my journey of faith and life as a child of God, called to be a teacher. Your story is one of faith as well. Stop and consider your own story and see how God has guided and directed your life. To God be the praise and glory, for fearfully and wonderfully He has made us and continues to sustain us.



# Welcome

## NEW TEACHERS



### Jared Noorman

Hello all! I am the new mathematics teacher this year at Covenant. I am very excited to be back at Covenant, having graduated from there in 2013. After high school I attended Grand Valley State University for 5 years to get my teaching degree. More specifically, I obtained a bachelors of science with a major in chemistry and a minor in mathematics. I

did my practice teaching first in chemistry at Grand Rapids University Prep to 10th graders, then taught mathematics to 7th graders at Zeeland Cityside Middle School. During some time at GVSU, I volunteered a couple days a week in the resource room at Covenant working with Miss Paula Kuiper.

This experience confirmed for me my calling to be a teacher. Getting to know those kids and working with them on their schoolwork was awesome. The other thing that pushed me to become a teacher was the experience and the teachers I had while at Covenant. I had good relationships with my teachers, and they had a big impact on my life. Their excitement for their subject really made me want to learn more, and be excited about it. These experiences made me want to be that person, that mentor, that role model in these kids lives.

My time here at Covenant as a teacher so far has been great. The students and the teachers make the job not feel like a job at times. I am very thankful that God opened this door for me in my life, and I pray it is God's plan for me to be teaching at Covenant for many years to come.



### Jori Wieringa

In spring of 2013, I graduated from Covenant and said my bittersweet farewells, unsure of when or how I would become involved in this school again. I set off to Calvin College not knowing exactly what I wanted to study. As my first semester rolled around, I found myself loving

my English and psychology courses and decided to pursue those areas in connection with secondary education. After graduating from Calvin in 2017 with a bachelor's degree in English secondary education and a minor in psychology, I worked as a special education teacher at Heritage. I am grateful to have had this experience. It was very constructive for me, requiring me to put my psychology minor into practice and to develop my approach in meeting students' different needs; I have learned many invaluable skills that I have been able to apply now in the general education classroom.

In fall of 2018, five years after my teary-eyed graduation, I started my first year of teaching in the English department at Covenant, sure of the fact that God re-involved me with CCHS at just the right time and after learning what I needed. I am teaching English 10, American Literature, and Senior Writing and have been enjoying my time in the classroom with the students. I am also involved with co-leading Student Council, alongside Matt Elzinga and Karl Dykstra. I plan to coach JV softball again this spring with my mother, Ronda Wieringa. I'm happy to be back!

### Mary Schimmel

While my name is Mary Schimmel, most people know me as Macy. I've lived in Hudsonville, MI my entire life, Heritage Christian and Covenant Christian High School being my alma maters. I graduated from CCHS in 2015 and now attend Calvin College, which if you do the math, means I'm only a senior there. I hope to graduate with a Major in Secondary Education English and a Minor in Latin. Currently, I teach two Latin classes at CCHS in the morning and skedaddle out to Calvin for the rest of the day to finish out my senior year.

While I'm here, I hope to expand and develop the Latin program by implementing more of an immersion style rather than a Classical style of learning. This new curriculum has been a lot of work, but I'm looking forward to the rewards that students will reap from it.

The hardest thing about transitioning from student to teacher is calling the teachers by their first names. I still don't feel like I can call Mr. DeVries anything but that. Maybe by next semester I'll have it down.

I've been beyond blessed to have been given this opportunity to teach while I'm still in school. It came a little quicker than I expected, but God's time is perfect. My prayer for this year is that I honor God through my teaching, mature my faith, and stand as a Christian role model for all my students.





**Dylan Van Dyke**

Greetings to all! With the school year already a quarter of the way done, it is time for us new teachers to formally introduce ourselves. Before I get to that, however, I would first like to say what an amazing blessing it is, not only to have the schools that we do, but to be able to teach in them. Our schools have been undergoing a lot

of growth lately, and its amazing to be a part of that and be personally invested in it. Being a part of shaping and guiding the covenant youth is nothing short of a huge responsibility, but it also ends up being a good deal of fun along the way.

I am the son of Dan and Shelley VanDyke. Many of you may know my father, who teaches at Heritage. For those of you who do, it should come as no surprise that he inspired me and definitely helped lead me to the path of becoming a teacher. I attended both Heritage, where he teaches, and Covenant where I now teach. Both of these schools played a large role in who I am today and I am incredibly thankful for them. After high school, I spent four years at Dordt College in Iowa. Although I can't say I miss delightful Iowa winters, I did enjoy the fellowship, friendship and community that was there. Both on campus and in our churches there, I was able to find a place which helped me to grow and develop as both an academic and a child of God. I have a degree in Secondary Education and American/ World History.

I teach History classes here at Covenant, as well as a Senior Writing class and Computer Applications. Teaching a wide range of both subjects and grade levels has been very enjoyable, even if it's also been very busy. In my spare time, I am both a reader and writer and am currently finishing working on my first novel. It was my love of stories in general that I believe drew me to History and the desire to teach it.

As we continue this school year, it is my hope that I will continue to grow as both a teacher and a person. I look forward to working here in the future and spending my time growing in faith alongside both the students and fellow teachers!

**Danae VanOverloop**

Hello! I am the daughter of Kurt and Deb VanOverloop, and am a member of Trinity PRC. I attended Heritage and Covenant growing up, and I am so thankful I was able to attend such well established schools.

I graduated from Covenant with the class of 2018. In just three months I was back at Covenant, working part time in Academic Support. Throughout high school I had always wanted to become a teacher. The thought of helping others every day was very appealing to me, and I wanted to continue to be part of our Christian schools.

Half way through the school year, a job for Academic support opened up. After much thought and consideration, I dropped off an application, got an interview, and on the last day of high school I was told that I got the job! I am thankful that God guided me through His gracious care and led me to a job that fulfilled my needs and desires.

As I have stated before, I work parttime at Covenant. On the days I am not at Covenant, I work at Russ' Restaurant as a waitress and hostess. I also had the privilege to be an assistant coach for freshman volleyball this fall. It was so much fun helping the girls grow as a team! I am thankful for being welcomed into Covenant's staff, and it has been such a joy working at Covenant. I continue to look forward to the months to come.

**Caitlyn DeVries**

I work full time in the Academic Support room here at Covenant. I am the daughter of Rick and Mari DeVries. Many of you are probably familiar with who I am, having graduated from Hope in 2013 and Covenant in 2017, and being active in sports during my time as a student. After my high school experience, I attended Davenport University for one year. Then God, in His providence, guided me to accept a position instructing His covenant children on a daily basis. This calling has blessed me in ways unimaginable, having my time spent communicating with students and teaching them with the goal of developing their academic skills and emphasizing their spiritual lives.

Each day I have the opportunity to help students develop good study habits, write and edit papers, and teach concepts in every subject. I have enjoyed this job immensely because not only does it satiate my desire for intellectual growth and interaction, it has also re-entered me into a godly atmosphere after college.

In my free time, I also work as a barista at Biggby Coffee, and fill in as a receptionist at Panopoulos Salon. When not working at any of these places, I enjoy spending time with my family, boyfriend, cousins, friends, and grandparents.

My hope and prayer as I continue my work here is that God uses my efforts, and those of the teachers alongside me, to instruct His covenant children in the light of His Word.



**FROM THE ATHLETIC DIRECTOR**  
Travis Van Bommel



## Concerns in High School Athletics Sports Specialization

The Athletic Program at Covenant provides a great opportunity for our students. For some, it provides the opportunity to represent our school, to be a part of a team, to challenge themselves to improve, and to create new friendships. For others, it is the opportunity as a fan to cheer for, and support their friends and classmates.

How many readers participated in high school sports? How many participated in more than one sport? How many of you played 3 sports even through all 3 (or 4) years of high school? Was your favorite sport determined by whichever season it was at the time? If you answered yes to any of the last four questions, you are in a large minority.

According to the Michigan High School Athletic Association (MHSAA), the trend throughout the country is "sport specialization." More and more children, Jr High age and even under, are choosing ONE sport to play. Travel basketball, volleyball, baseball, and soccer have become

year-round commitments, for children as young as 8 or 9 years old. Unfortunately, we are not an exception to that trend. We see it here as well. One of the results of sports specialization is an increase in overuse injuries. Muscles, tendons, ligaments, and bones do not have time to recover. The number of teenagers experiencing these injuries is on the rise: nearly half of all of the injuries to high school athletes are attributed to overuse injuries. Elbow, shoulder, and arm injuries in baseball and softball, and stress fractures in soccer, basketball, and volleyball are just a couple of examples. Parents and coaches need to encourage these young people to participate in other activities. They will have more fun, and it will help to prevent overuse injuries, reduce likelihood of burn out, and will help them become better athletes.



## Lack of Officials

There is a very serious shortage of officials in Michigan, in all sports. In parts of the state, games are being cancelled because there are no officials available. We have been very fortunate here at Covenant. Officials like to come here, because here they find large crowds, good sportsmanship, and also players, coaches, and fans that treat them with respect. They will make mistakes and they will miss some calls. They will do their best. Let's respect them and their efforts, and make sure that they want to come back.

We invite you to attend some games this year. It is a great place to bring your whole family, and have an enjoyable night with friends. Remember to "Let your light shine"!!

