



BRANCHES

Book Week Poster Contest Winners



K/1 Cohen Scheper "On Fire for Books"
2/3 Rayelle Leffers "Books arrr Awesome"
4/5 Jaxon VanOene "Horrible Histories"
6/7 Justin Saide "Asterix and Obelix"

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The purpose of our parental Christian School is to educate our children to develop their individual potential and to acquire the knowledge, skills and attitudes needed for a life of responsible stewardship in God's Kingdom.

From the Chairman....

Tim Bontkes

How quickly our moods can change when we are faced with a bright and sunny day and the promise of more to follow! As I write my report (and enjoy the sun out my window) I can't help but feel a renewed energy for the work we all do for our school and for our covenant children. Coming off of an invigorating Spring Concert and feeling the energy of the students and staff as they move ahead with spring and year end events I cannot help but feel excited as we all move forward with our tasks and activities.

Planning Ahead

As is the case for most school years, the first months of the calendar year are filled with many discussions and activities when it comes to staff planning for the following year. Projected enrollments, current staff intentions and financial planning all come into play as we look to firming up our staffing plan going forward.

I would like to take this time to acknowledge three of our teaching staff who have confirmed that they will not be returning next school year. Natasja VanRhee, Amy Vanderhoek and Freda Struik have all indicated that they will be leaving CCES at the end of this school year. Thank you Tash, Amy and Freda for all of your contributions at CCES over the years. Each of you have been instrumental in adding to our school with your skills, commitment and energy and on behalf of the Board I wish God's blessings as your move forward with your professional careers. You will all be greatly missed in the classrooms and halls of CCES!

With these vacancies in mind, the Board is very thankful to announce/confirm that 2 familiar faces will be joining our teaching staff next year; both part time. Jerry Scholtens will be hanging up his bus driving license and will be coming out of retirement to help in teaching the Grade 5 class and Heather Dykstra will be coming over from William of Orange to take up a part time teaching role in Grade One. We are very grateful that both of you have become available

Words of Welcome!

We welcome these families into the Credo Christian Elementary School membership! One family has already completed their elementary and high school parenting phase, while the other looks forward to future enrollment. We are thankful to have you join the membership.

- Adrian and Sheila VanDelft - (Aldergrove Canadian Reformed Church)
- Kevin and Arlena Onderwater (Logan & Ethan)- (Aldergrove Canadian Reformed Church)

for us and wish you the best as you prepare to join us next school year!

Only 2 months left...

Having children in grades ranging from 1 to 7 allows me to see the many different activities planned for the balance of the year. School Spirit Day, Mother's Day Fair, Sports Day, Track and Field Day, the Public Speaking Contest, Grade 8 Day, the Grade 7 Grad Trip and the Grade 7 graduation are household items for us and I would like to wish all those involved in the organization and participation everything they need. And for the parents, make sure you don't forget about our exciting activities such as the AGM set for May 30th and the Golf Tournament planned for June 9th; both excellent opportunities to share in the richness of our CCES community!

As I acknowledge all that God has blessed us with I also recognize that we live in a broken world and that many of our CCES family have daily struggles with health or other concerns. I would like to especially acknowledge our brother Neil Dykstra as he prepares for another battle against cancer and for the required surgeries that come with it. Given our brother's health concerns, the Board has accepted his resignation and in this I would also like to especially thank Neil for his commitment and many contributions he has made for the Board and our school. May the Lord continue to provide you with his healing hands over the coming months. And to all those who deal with either your own or your loved one's health concerns I would also like to take this time to wish you the strength you need.

As we acknowledge both our celebrations and our struggles let us remember the words of the prophet Isaiah where he says "*All this also comes from the Lord Almighty, whose plan is wonderful, whose wisdom is magnificent.*" (Isaiah 28, 29)

From the Principal....

Otto Bouwman

Thank you, Credo community, for joining in a festive evening of praise a week ago in the Langley church. We began the evening with the petition: "Make known to us your deeds of might and splendor, and may our children marvel at your grandeur." And isn't that so much of what your school is about? May the generation following indeed come to know their God and Savior, and may they live a life of praise to him throughout their entire lives. The students truly did a marvelous job on Friday, April 20. Also from here: a genuine thank you to all who contributed to the success of the program. That certainly includes the audience in attendance; your participation wonderfully added to the joy of the program.

Though the program seemed to be much appreciated by the audience in attendance, the attempt to live-stream worked out less effectively than we had anticipated. Please accept my apologies for the "technological malfunction." For other CCES events in the near future, I will ensure that we "test drive" the live-stream before the event happens. Life seems to be that way: we usually learn from mistakes.

Recent CCES Events

Slowly during the last few months clarity has emerged with regards to the program delivery for next year at Credo. As the chairman is addressing this topic in his submission, I'll leave it alone, other than to say how thankful I am for the great teaching team employed at CCES.

Seemingly a long time ago, our sixth grade class put on a magnificent dramatic performance. Students, you did a great job entertaining us all with your rendition of "A Hairy Tale." Though such endeavors represent a substantial amount of time and effort, I am constantly amazed at how significant a learning opportunity these types of experiences end up being. Great job, students and staff!

Right around the same time as our sixth graders were putting their finishing touches on their performance, there was a flurry of activity throughout the school as teachers prepared report cards and as students prepared for the student-led conferences. I have a genuine appreciation for the student-led

conference tradition here at CCES. Though this might not be evident in every one of these conferences, in general the student led conferences are a wonderful way for the students to give expression of "owning" their own learning and progress. Thank you, parents, for being interested participants in this process. (I am including a separate little article regarding assessment and reporting for your consideration.) We continue to make good progress ensuring student familiarity with the different core competencies.

A non-event at CCES can also be mentioned: we enjoyed two weeks of spring break. Upon our return from the break, we could thank God for traveling and other mercies staff and students and families had experienced. As the Humbolt tragedy recently made clear (again) to all of us: we should not take safety on the roads for granted.

Last week our Bethesda awareness / fundraiser wrapped up. While "Team Scholtens" and "Team Winkelaar" cheerfully engaged in some friendly rivalry to see who could raise more funds than the other, "Team Poppe" miraculously popped up out of nowhere. Thank you, everyone, for your contributions to this worthwhile cause. May the funds raised serve to enhance the lives of those associated with the worthwhile activities that Bethesda does!

At the last board meeting, one of our board members announced his retirement. Regrettably, Neil Dykstra had to resign because of significant concerns related to his health. Brother Neil: you will really be missed around the board table; I will miss the input you would bring to the table. Thank you heartily for the significant contributions you brought to the board room during the past few years. May our Father in heaven sustain and restore you, enabling you to continue to praise him and to lead your family in praise to his name.

A couple of other recent events in the school included a spelling competition and a geography challenge that many intermediate students engaged in. With regards to the spelling competition, congratulations are extended to Taia Scheper, who was the overall winner at the multi-school event in

Lynden. All participating students and their coach, Ms Harink, are to be commended for their good efforts. With regards to the geography challenge, at the time of writing, the challenge is still on-going, so I can't comment on any final outcomes. But such efforts to increase student interest in human and physical geographic facts are commendable; good work, all involved! On a parallel track, our 6th and 7th graders are also making progress on their speeches as they anticipate another round of competition between our area schools.

And just this past Friday, the 2019/20 Kindergarten students had their opportunity to show up for the first time for another Ready-Set-Learn activity. It's amazing how many things that go on in and around the school and need to go on; thank you, everybody who keeps things moving along at CCES!

Looking Ahead

In the coming weeks there are a plethora of field trips, including the culminating Victoria grad trip. Thank you, parents, for your continued willingness to accompany our students and sometimes drive. We appreciate your involvement, as it keeps the connection between home and school alive and well. Another event coming up that demonstrates the close link between homes and school is the Mothers Day Fair in a few weeks. We look forward to a great

breakfast and numerous fun activities for everyone involved! The day before that is Sports Day - another opportunity for parents to show your interest in and enthusiasm for student activities.

There will be plenty of other events that parents should be aware of; please read each edition of the Leaflets as they come out on the first school of each week.

Finally

Please continue in prayer not only for the continued educational program that we can offer at CCES, but also for Christian education generally. Familiarize yourself with the increasing challenges that are being faced by Christian schools across the country. For example, a recent press release from the Justice Centre for Constitutional Freedoms has the headline: "Coalition of Alberta parents and schools file court challenge over Bill 24's threat to vulnerable children." Pray for continued freedom to operate our Christian schools. Pray that young people seek to join the teaching profession. Pray that CCES continue to be a blessing to the children in our care. Pray for the return of our Savior. Pray for continued faithfulness as we await his return.

Enjoy a blessed day!

Calendar Update				
May	4	Public Speaking Contest		
	8	Kindergarten Orientation Day		
	10	Ascension Day		
	11	Sports Day		
	12	Mothers' Day Fair		
	17	Grade 8 Day		
	18	Pro D Day	no school	
	21	Victoria Day	no school	
	20	Pentecost		
	24	Ascension/Pentecost Assembly	Gr 3 & 4 2 pm church	
	30	School membership meeting		
June	4	Track & Field Day Gr. 6& 7		
	9	Golf Tournament		
	11	Opening Assembly	8:45 am gym	
	22	Last day, report cards		
			Closing Assembly	Gr 1 & 5 11 am church
	25	Gr. 7 grad		
	25-27	Administrative days	no school	

A Few Thoughts Related to Assessment

Otto Bouwman

Assessment Introduction

A recent edition of the *Educational Leadership* journal contained several articles on the topic of "assessment." Perhaps the topic could be considered timely, after the recent round of report cards having been issued. Be that as it may, the concept of assessment / evaluation / reporting has received a lot of attention in various publications. Perhaps it's not a bad idea to explore it together for a few moments. As I hope to demonstrate, it is more complex than might initially appear.

Consider the story of a recent professional development opportunity in another school: all the teaching and support staff in a school were instructed to come to a professional development opportunity, where they were given the instruction to cut metal, shape it properly, and then weld the cut metal into a cup. The "test" at the end of the day was to see whether or not the newly welded cup could retain liquid. (The real outcome was to stimulate conversations about assessment.) A couple of potential questions might emerge:

1. In light of "cup leaks" or "cup doesn't leak" should this just be a pass/fail test?
2. Should people who had absolutely zero exposure to cutting metal and welding prior to this experience somehow be graded differently than people who already knew how to weld?
3. Should grading reflect growth or only performance?
4. Was the test regarding liquid retention a fairly designed test?
5. To what degree should aesthetics of the final product be factored into the grading?
6. How many times should a participant be allowed to start the project over?
7. Does everyone's finished project have to be graded at the same time? If a participant

hadn't finished by 3:00, should he / she be allowed to keep working?

8. To what degree should the participant's self-evaluation factor in to the final grade?
9. To what degree should effort be considered in assessment?
10. Some adult participants might have loved the challenge to weld a cup. Others might have found the idea that they had to weld offensive; perhaps these people had to really push their own limits to simply participate in the experience. Should people who really stretched their own limits receive some kind of recognition for that?

I'll quit asking questions. As the reader can surmise by now, once one begins to delve into this intriguing topic, more and more questions begin to emerge, giving evidence that the world of assessment can be a complicated one.

Learning Goals

Before we can really begin talking about assessment, there should be clarity and agreement about the goals of any particular program. But that too is not as easy as one might first believe; there are different categories of educational goals that teachers strive to help students develop. In the first place, there are knowledge goals. Do students know the factual information that they have been taught? Items in this category might include things like Canada's current population, the year of Terry Fox's death, multiplication tables, spelling lists, or the names and order of the books of the Bible. Teachers typically do not find it very difficult to determine whether or not students have reached the knowledge goals; tests with fill-in-the-blanks or short answer questions can easily be created and graded.

Secondly, there are skill goals which students need to develop. Skills might include tying ones laces, handwriting, playing a scale on an instrument, dribbling a basketball, typing, adding / subtracting, etc. Testing such skills is slightly more difficult than

testing knowledge, because a student usually doesn't either master / not master a skill. Instead, they will be somewhere on a continuum of skill development. Furthermore, teachers will have to observe each student using the skill in order to evaluate how well he / she has developed the skill. That could be a time-consuming task.

A third category of goals reflect "understanding." Do students understand the "big idea" that has been taught? Consider bigger ideas or themes such as "covenant" or "love" or "patriotism" or "stewardship." How can a student demonstrate that they understand what "love" or "friendship" means? Demonstrating understanding of such bigger concepts will often involve a discussion or conversational exchange, in which they have opportunities to articulate their understandings and defend their positions.

Finally, another goal is that students develop long-term habits and character traits, enabling them to apply what they have learned in new situations or contexts. One such goal might be a core competency like "positive personal and cultural identity." Or it might be a character trait such as honesty or perseverance. Or it might be something a bit less tangible like demonstrating leadership. The development and the assessment of such goals or habits is the most challenging for everyone involved; simple tests in a school setting don't capture the extent to which a student masters or evidences them.

Changing Expectations

It is interesting to consider what matters in our changing 21st century world. Though the transfer of knowledge from one generation to the next is critically important, many will argue that it is even more important that students learn how to access relevant facts (as opposed to having them all neatly arranged in their brains). After all, the number of facts, or knowledge, that we as humans "know" is increasing exponentially every year. Several hundred years ago people thought they might be able to capture everything that humanity knew into some encyclopedias. Today we acknowledge that such a quest is impossible; instead we have a Wikipedia that evolves daily.

Today's employers typically are not looking for employees who master a body of knowledge. Instead, they are looking for graduates with commendable habits and character traits - along the lines of the fourth category of learning goals. Think of the order in which I presented the goals in the paragraphs above: 1st: knowledge, 2nd: skills, 3rd: understandings, and 4th: habits. Potential employers may well rank them in the reverse order when considering new hires.

Each year teachers expend a tremendous effort assessing to what degree students demonstrate specific knowledge, skills, understandings, and habits. But we need to acknowledge that assessment is changing. Today's students are expected increasingly to evaluate their own performance. And the relative importance of knowledge, vis-à-vis skills, understandings, and habits, is clearly declining.

A few summative points:

- Though the topic of assessment might be challenging, teachers need to continue to evaluate student performance.
- Students need to learn facts - lots of them. At the very least, those facts will become the framework into which graduates can place other changing facts as they grow older.
- Students need to develop skills. Amongst the many they need to learn, self-assessment is a skill that requires training and practice.
- Students need to be able to demonstrate understandings of bigger concepts. They also need to give evidence of healthy habits and character traits. It is of critical importance that particularly in this regard parents and school work in tandem with each other. After all, these types of goals are simply too big for any school to accomplish on our own.
- Don't let the complexity of this topic paralyze us from taking small steps of continual improvement. Let's continue to challenge ourselves and each other and explore this topic and keep conversations going.

Short Reports of Board Meetings

Short Report of the Meeting of the Board of Directors of Credo Christian Elementary School
February 13th, 2018

- **Opening and Welcome:** The Chairman, Tim Bontkes, opened the meeting by reading from 1 Corinthians 1:4-9 and prayer. He welcomed all the Directors and Principal Otto Bouwman to the meeting. Neil Dykstra was absent with notification.
- **Agenda Approval:** The agenda for the regular board meeting was approved.
- **Minutes and Short Report:** The Minutes and Short Report of the January 15, 2018 Board meeting were adopted. A previous Board decision to approve the Salary Committee report and recommendation was ratified.
- **Incoming/Outgoing Correspondence:** An incoming letter was received from a staff member regarding employment intentions. An incoming letter was received from a staff member regarding a professional development proposal. An incoming letter was received from a member regarding church membership. An outgoing letter was sent to a family regarding enrollment.
- **Principal's Report:** Otto Bouwman presented the Principal's Report for February 2018 and provided updates on staff intentions, and program delivery options. Reports were received from the recent Board/Staff visits. It was decided to appoint Helen Bulthuis as CCES representative to the CCRTC.
- **Chairman's Report :** The Chairman's report for February 2018 was received for information.

Tim Bontkes reported on his activities as chairman.

- **General Business:** The recent Combined Boards meeting was reviewed. A professional development proposal from a staff member was discussed. A draft AGM guideline was submitted and reviewed.
- **Fundraising Committee:** The minutes of a recent Fundraising Committee meeting were submitted and reviewed. Steve Leyenhorst was appointed to the committee.
- **Finance Committee:** The income statement for January 31, 2018 was submitted and reviewed. Oliver Hansma reported on the activities of the Finance Committee and provided updates on budget planning for 2018/19.
- **Maintenance Committee:** Ron Scheper reported on the activities of the Maintenance Committee, and noted that the committee is currently securing pricing for cabinet replacements, lighting and plumbing upgrades, and is working on updating the 5-year building renewal plan.
- **Ad-Hoc Valley Wide High School Planning Committee:** Tim Bontkes reported that the committee has short listed two options for consideration.
- **Next Meetings / Events:** The next regular Board meeting is planned for March 5, 2018.
- **Closing:** Deanna VanDyke offered a prayer of thanksgiving. Tim Bontkes closed the meeting and thanked all for coming.

Short Report of the Meeting of the Board of Directors of Credo Christian Elementary School
March 5th, 2018

- **Opening and Welcome:** The Vice Chairman, Ron Scheper, opened the meeting by reading from Philippians 4:4-9 and prayer. He welcomed

all the Directors and Principal Otto Bouwman to the meeting. Tim Bontkes was absent with notice for the first portion of the meeting and joined the meeting later.

- **Agenda Approval:** The agenda for the regular board meeting was approved.

- **Minutes and Short Report:** The Minutes and Short Report of the February 13, 2018 Board meeting were adopted.
- **Incoming/Outgoing Correspondence:** Two incoming emails were received from staff members indicating their employment intentions for next year. One outgoing letter was sent to the CCRTC notifying them of the CCES governor appointment.
- **Principal's Report:** Otto Bouwman presented the Principal's Report for March 2018 and provided updates on program delivery scenarios and staffing for the 2018/19 school year. Natasja VanRhee, Amy Vanderhoek and Freda Struik have indicated that they will not be returning to CCES next year. Decisions were made to extend offers of employment to Heather Dykstra and Jerry Scholtens for the 2018/19 school year.
- **Chairman's Report:** The Chairman's report for March 2018 was received for information. Tim Bontkes reported on his activities as chairman
- **General Business:** A proposal for managing enrollment applications from non-member families was reviewed and discussed.
- **Membership Committee:** Neil Dykstra provided updates on the work of the membership committee. A number of decisions were made regarding enrolment applications.
- **Fundraising Committee:** Neil Dykstra reported that planning is underway for both the Golf Tournament and the Mother's Day Fair.
- **Finance Committee:** Minutes from a recent Finance Committee meeting were submitted and reviewed. A decision was made to require entrance fee payments prior to the start of Kindergarten. The preliminary draft budget for the 2018/19 school year was reviewed and discussed.
- **Maintenance Committee:** Ron Scheper reported on the activities of the Maintenance Committee and provided updates on medium and long term maintenance action items that are part of the 5 year plan.
- **IT Committee:** Tim Rook reported that the committee is considering purchasing more Chromebooks due to the high usage. Nadine Krikke was added to the committee.
- **Next Meetings / Events:** The next regular Board meeting is planned for April 11, 2018.
- **Closing:** Oliver Hansma offered a prayer of thanksgiving. Tim Bontkes closed the meeting and thanked all for coming.

Cross Currents Conference for Teachers of Inclusive Education

Earlier this year EAs and teachers from CCES, CCHS, JCS, and WofO attended BC's 43rd annual Cross Currents Conference for Teachers of Inclusive Education. Those who went have written a brief summary on one the sessions they attended. Some were shared in the previous issue of *Branches*, others today. Cross Currents was once again a worthwhile conference to attend and be inspired.

Understanding Sensory Processing and Applications for the Classroom Environment

Wilma de Leeuw

This topic was presented by Fran Bitonti and Mark Koslowski, two Occupational Therapists. Countless bits of sensory information enter our brain at every moment. The brain must organize all the information and decide what to pay attention to or ignore. Only then can we move, learn, focus and behave in an optimal manner. Children too use behaviours to cope with their environments.

So, what is Sensory Processing? Well, it is our ability to take in information through our senses, organize them, and make appropriate and meaningful responses. In addition to our well-known 5 senses of vision, hearing, smelling, tasting and touch, our senses also includes our vestibular system (balance), proprioception (position of different parts of our body) and interoception (our internal

balance which motivates us to restore balance such as thirst, cold, etc. Sensory dysfunction results when one cannot self-regulate.

Sensory Dysfunctions are often portrayed in the following manner:

Tactile: The student may have increased pain thresh hold, not know his own strength, hate light and touch, OR touches everything. Also, a child may always be in the fight , flight, or freeze state.

Visual: There may be an inability to transition from light to dark or dark to light. A child often has difficulty retaining information, get lost easily, and or have difficulty responding when new people enter the room.

Auditory: Student may have an increased sensitivity to noise. Thus, they may whisper or yell, or student may hum or sing to himself to cope.

Smell or Taste: A student may be very sensitive to smells and tastes, be a picky eater, or eats everything, and may have a strong gag reflex.

Vestibular: (balance) Hypo or hyperactive. Student finds it easier to balance when moving or his movements lack control.

Proprioception: Student may have difficulty sitting upright--seems to prop self up, have difficulty manipulating tools, tire easily, hold pencils too lightly or too hard. Student may touch everything as a reference point and is often seen reaching over into another student's space. Child is often seen chewing

on pencils, pens or even his clothing.

Only a state of calm regulation allows activation of the cortex in our brain which is needed for learning and problem solving.

There are many key parts of the brain which have a specific function and purpose to achieve sensory regulation. Neuro transmitters, chemical messages from the Central Nervous System such as Serotonin, Dopamine and Cortisol are all needed to achieve a "just right" state.

In regard to the Classroom Environment, four considerations were presented:

1. How can we incorporate more movement into the school day?
2. How can we find alternative solutions to negative behaviour rather than taking away recess?
3. Different positioning or options for work/learning such as standing, sitting, etc.
4. THE IMPORTANCE OF RELATIONSHIP AND THE POWER OF CONNECTION!

Deep Pressure Activities and their benefits were also discussed. Using deep pressure and heavy work activities with students helps them self-regulate which benefits themselves, and classmates.

After interacting with numerous teachers and assistants, I returned to Credo Elementary with an expanded appreciation for our own Special Education Department and its resources!

Visuals: I See What You Mean

Katelyn Mostert

Does it sometimes seem like your children or students don't hear or understand you? This may be because your child is a visual learner and not an auditory learner. Words can often be seen as having wings and flying away quickly after they have been spoken. However, visuals can often be seen as having an anchor and be used as reminders for tasks or activities.

There are 8 reasons why visuals are beneficial for children:

- visuals are permanent
- visuals allow time for language processing
- visuals prepare students for transitions
- visuals help kids see what you mean
- visuals help build independence
- visuals are transferable between environments and people

- visuals have no attitude
- visuals help reduce anxiety.

Visuals are simple . . . but not easy. If they don't seem to be working they may need to be tweaked. Typically each visual is to be designed specifically for the students needs. Visuals can be made for almost anything including: daily schedules, task steps, a list of supplies needed for a certain task, layouts, and so much more.

Helpful Resources:

- Read and Write for Google Chrome
- Emoji's
- Boardmaker
- Opensymbols.org
- Picto4me - google extension



It was a stormy night on Wednesday, February 28... However, a small gathering of interested parents, teachers, educational assistants, etc. joined the reps of Connect at the Aldergrove Canadian Reformed Church to learn more about dyslexia. Cathy McMillan, a founding member of Dyslexia BC, was introduced to us by Deborah Huttema. She would be the presenter for the evening. Cathy, herself, is dyslexic and was very open about her struggles. Two of her children are also dyslexic so she not only has personal experience of being a dyslexic but also that of a parent trying to help her child(ren). Two awesome, helpful perspectives.

The bulk of the evening was spent watching the movie “The Big Picture: Rethinking Dyslexia”. This was a very eye-opening movie. Because of the stormy night, though, the movie was cut short – the power went out and didn’t come back on. Not too worry, we had a wonderful question and answer session over coffee in the foyer! Some of the big take-a-ways for me were:



- The importance of early diagnosis and intense intervention!
- Dyslexia is a life long condition and therefore a life long journey.
- Each dyslexic student presents dyslexia differently – they have varying degrees of fine motor difficulties, varying spelling abilities, varying degrees of reading fluency or comprehension, varying writing abilities, etc.
- Part of the brain is affected in a dyslexic person – the part that helps with doing things automatically (like seeing the letter ‘b’ and knowing it’s a ‘b’ automatically!). Dyslexics need to do this ‘manually’. This takes time - which affects the child’s processing speeds, their visual memory and working memory. This makes it very hard for dyslexics to read and remember what they have read. It even makes it hard to remember their locker combination!
- Children with dyslexia may have performance anxiety showing up as nausea, stomach aches, headaches, nervous habits, avoidance rituals, etc. already early on in their schooling careers.
- Children with dyslexia are creative, bright, talented and out-of-the-box thinkers. They should be encouraged to use their strengths alongside the various supports that should be available to them at school and at home (use of technology, highlighters, repetition, drawing diagrams/pictures, etc).
- Work with and around the strengths and weakness – don’t just focus on the deficits but also the strengths of a person with dyslexia.
- Children with dyslexia are often strong visual learners even though their working memory and visual memory may not be on par with their peers.

If you’d like to learn more, please contact the Connect group or check out the Connect Facebook page which hopes to post some of the resources Cathy McMillan mentioned during the presentation and the question and answer session.

All in all, this evening was very beneficial! Thanks to the Connect Group for making this available to us!

Mary-Ann Vandergugten, Kindergarten teacher @ JCS

Mothers' Day Fair

Date: May 12

Time: 8am-12pm

Breakfast: 8am - 10:30

Games: 8:30-12:00

Location: Credo Christian High School

Featuring:

- Pancake Breakfast
- Silent Auction
- Bouncy Castle
- Bootcamp
- Obstacle Course
- Vendors
- Carnival Games
- Contests
- Hamster Ball Races
- Target Shooting
- The Reptile Guy
- Haircuts
- Mini Donuts
- And more!!

We promise it to be another fantastic event with something for everyone, so please do come on out to join the fun and to support Credo Aid's major fundraising event of the year!

Mother's Day Fair

This past week you received a letter requesting your support through Sponsorship donations or Silent Auction contributions. We are looking forward to your response!

Please email credofair@gmail.com or contact either Evelynnn Scheper (604-857-1347) for sponsorship donations.

Silent Auction

Volunteers have been busy behind the scenes collecting some great auction items - tickets to the VSO, driving lessons in Langley, a week of dance camp this summer, tickets to Big Splash Waterpark (waterslides), Twilight Drive-In Theatre, and a family pass to Science World!

If you have something to add to auction, please contact Vanessa at 604.626.0439 or vanessarook@hotmail.com with questions or donation ideas. We look forward to sharing more collected donations with you as we get closer to the Fair!

Volunteering

Yes, we need your help! A complete schedule can be found at <https://signup.zone/mothers-day-fair> Please take a look and sign up for a shift (or two!) that works for you! Please also encourage the high schooler, Aunt/Uncle and Grandparents of the family to sign up for a shift too. This is an easy way for them to get involved and help fill them many shift positions! Your help is so appreciated - thank you!

Lego Contest

Calling all Lego lovers! Get creative and design a castle! Please note that there is a size cap. Build as high as you like, but please keep your castle base to a maximum of 16x16 inches and no outlying areas, just the castle itself. We will have a winner chosen from primary and intermediate. Happy building!! Stay tuned for drop off details!

Contact credofair@gmail.com or call one of the Event Coordinators below if you have any questions.

●Evelynnn Scheper - (604) 857.1347 ●Esther Vandergugten - (604) 510-0534 ●Diane den Hollander (778) 956-9279

Book Week Contest Winners

Unhelpful Friends

Neriah Zafar Gr. 3

Bunny Rabbit lived in the forest. He had many friends. He was proud of his friends. One day bunny rabbit heard the loud barking of wild dogs. He was very scared. He decided to ask for help. He quickly went to his friend deer. He said, "Dear friend, some wild dogs are chasing me. Can you chase them away with your sharp antlers?"

The deer said, "That is right, I can. But now I am busy. Why don't you ask bear for help?" Bunny rabbit ran to the bear. My dear friend you are strong. Please help me. Some wild dogs are after me. Please chase them away" he requested to the

bear. The bear replied, "I am sorry. I am hungry and tired. I need to find some food. Please ask the monkey for help.

Poor bunny went to the monkey, the elephant, the goat and all of his friends. Bunny felt sad that nobody was ready to help him. He understood that he had to think of a way out by himself. He hid under a bush. He lay very still. The wild dogs did not find the bunny. They went chasing other animals. Bunny rabbit learnt that he had to learn to survive by himself, not depending on his unhelpful friends.

Wonder World

Avery Van Seters Gr. 4

Once there was a girl named Kate. She had an old umbrella in the corner of her bedroom. It was her Great Grandfather's. Every night she would grab it, climb on her bed, and jump. Every time she landed in Wonder World. Wonder World was a wonderful place with animals like: raccorns, raccoons with unicorn horn and tail, pegasus, unicorns, fairys, dragons, kings and queens, talking dogs, phoenixes, and centar. So Kate flew to Wonder World, but this time there was a guest. A wizard by the name of Volk. He was there to take all the magic away so he could return to the real world and not some fantasy one. He had some revenge to get. Volk knew that to get his power he needed to create a potion. To make it you

need: bat wings, dragon scales, and unicorn blood. But there are no unicorns on earth so he followed Kate. Kate knew some potions that would hurt Volk. So she gathered up mini toe (a deadly flower), saxfire (blue fire), and ifory, anger from good creatures. Kate made the potion and added it to Volk's potion. At night Kate added the deadly potion. In the morning all the animals gathered and watched Volk drink it. With one sip he turned to stone, and all the animals lived happily ever after. As for Kate, cause she save the unicorns, she got a special potion that gave eternal life and still she goes to Wonder World and acts like a kid.

The Magic Chair

Devon Scheper Gr. 4

Once there was a chair, but this chair was like no other. This one was magic! If you sat on this chair and read a book you'd travel inside the book! I'm going to tell you about one of this chair's adventures. In the year 2000 a boy named Matthew found a cozy chair in his father's store room. He made a fort around the chair, and decided it would be his reading spot. As he sat down to read, he discovered the chair's magic! Matthew had opened a book called A Preacher's Adventure. The preacher in this book is named Peter. Matthew became Peter's helper. Peter and Matthew were going to Greenland to teach the Greenlanders about the Gospel. During their trip to Greenland their ship ran into a storm! During the storm the main mast was ripped out of its place, and one man fell overboard! After the storm the sea was peaceful. Matthew and Peter arrived in Greenland 2 days after the storm. Peter told Matthew that he had a friend whose house was about 3 hours away, they had to begin their journey straight away if they wanted to get there before night. With just a hour to go, night fell. Matthew was scared, but Peter told him not to be because God would protect them. When they got to Peter's friends house they knocked, knocked again and knocked a third time but Peter's friend never came and answered, he was sound asleep. So Peter and Matthew had to sleep under the stars! In

the morning Peter and Matthew knocked ten more times until Peter's friend answered. After a short visit, Peter's friend asked if they'd want to have breakfast or if they were leaving. Peter said they're leaving but to expect them back that evening. Next Peter told Matthew they were going to one of the Greenland churches where the greenlanders worshiped the Greenland gods, so they could tell the people about the true God, Peter explained. When they got there they started telling people about God, but while they were telling them, the people got suspicious and angry! They told the priest of the Greenland gods and he got even more angry, and told the authorities. When the authorities got there, they arrested Peter and Matthew! Matthew and Peter were taken to prison. They stayed in jail for 2 months! Peter's friend came to visit every chance he got and brought food and drink for them, and fought to have them released. Finally they were let out. Peter said to Matthew that it doesn't matter how much your put in jail for your faith, you should never stop preaching about God. Matthew and Peter went to a meadow to sit down and pray. Before they could even start praying, a crowd came. They were people who had listened to Peter about God. Peter's friend from the village led the way. A whole bunch of them were people from the boat Peter and Matthew sailed on,

including the man that fell overboard! There was about 140 other people there too! For about two hours Peter sat and told them about God. At the end of the sermon Peter prayed with them. Then Peter took Matthew to a quiet place to pray. Peter prayed for the greenlanders, the authorities, for Matthew and thanked God for their interest in learning more about Him. Then they went back to the group of people and resumed preaching. While Peter was preaching to the group, the authorities came and grabbed Peter! They did not like his message and were VERY angry! Matthew followed them, trying to reason with them. One of the leaders shoved Matthew to the ground and told him to leave things alone. Matthew froze with fear, and was about to turn back when he remembered Peter's words about standing up for your faith. He got up, dusted off and tore down the road after them. When Matthew caught up he was terrified once more, they were tying Peter to a pole to be martyred! Matthew ran to

Peter and tried to untie him, but the authorities pushed him back. All he could do was watch as he was put to death! Peter's last words were "I've done my purpose, take me home Lord Jesus!" At that moment he died. Matthew was transported back to his little reading fort with a very heavy heart. Suddenly he realized his parents must be frantic with worry because he had been gone for SUCH a long time! He raced out of the store room yelling "Mom, Mom! Dad!" they came running from the kitchen table...exactly where they had been when he had gone to read his book. "What's the problem??" his dad asked. "Are you hurt??" asked his mom. "You didn't miss me?" asked Matthew, just as he noticed the time on the clock. It was only a half hour later then when he went into the room to read. He laughed to himself, and then proceeded to tell his parents all about his amazing adventure.
THE END

Hurricane Arina

By: Taia Scheper (7B)

It was a dark and stormy night, as the hurricane raged on, I listened fearfully to the creaking of the house, hoping it was going to stay put. There was a flash of lightning. I counted, then stopped. The thunder only came three seconds after. I couldn't fight it anymore. I raced down stairs to Mama. Mama looked up, and I went to sit beside her. She clasped my hand before going to make some tea. I knew she was scared too. If the levees broke, we would be goners. I watched mama closely as she turned the kettle on. As I watched, she did something unexpected, she reached into the forbidden cupboard and pulled out the old family Bible.

"We don't use that anymore." I said, looking at her strangely. Mama sighed and said, "I think it's a good time to use it again." Ever since Papa had fallen ill and died, Mama would not dare to touch the old, tattered Bible except to throw it away into the forbidden cupboard. But that was 3 years ago... why take it out now? I wondered. Mama looked at me straight in the eye and said, "I know what you're thinking. But ever since this horrible hurricane started, I've been sneaking it out while you're in bed." I sipped my tea and thought. The warm sweet taste helped calm my fears. I sighed and said, "Alright." Ma nodded and opened the Bible to Psalm 23, then started reading. The words washed over me, starting a warmth I had never felt before. Somehow it assured me. Mama closed the Bible, took my hands in hers and started to pray. I listened closely. She prayed about keeping us safe and asking God to end the hurricane. When she was done we sat for awhile in silence. As I was drifting to sleep, a sudden crash woke me up with a start. The sound of rushing waters came nearer and nearer. Ma gasped, "the levees!" I felt my eyes open in horror and let my mouth drop.

"Quick, up to the attic!" Mama cried, as the cold waters splashed against my feet. We raced up the stairs, I looked back and gasped. The water was slowly rising up the stairs, chasing us like an eagle chasing a mouse, and unfortunately we were the mice.

Finally we reached the attic. As we crouched there, not knowing what to do, I choked.

"Ma, the air! I can't breathe!" breathing hard, ma responded in

the same sort of voice.

"I know! Just give me a moment!" with a loud crash I could breathe again. Ma was holding an axe. The axe was familiar looking, then I realized, "Pa's?" I asked tentatively.

"Yes, I knew something like this was going to happen, so I put it in here to be prepared." She said. We looked out, through the opening of the roof at the water surrounding us. Suddenly I felt cold water around my ankles. The water was rising, fast! "Quick! Get on the roof!" Mama shouted over the wind and rain. She boosted me up and followed quickly after.

It was raining hard and I struggled to keep my grip. There was a loud bang, and looked around just in time to see a baseball sized hailstone roll off the roof. I tried to get closer to Mama but I lost my grip, I slipped down the roof, trying to grasp onto anything, but there was no strong hold, I felt nothing.

"Sophie!!" Ma screamed. I was falling down towards the water... then a hailstone knocked me in the head, and everything went black.

Bang! I woke up out of my reverie full of confusion. I felt exhausted. With another bang, I remembered, it all came back to me like a sudden explosion. I looked around frantically. Where was Ma? Where am I? There was no one in sight. Only piles of rubbish and debris twisting and turning in the current. Tears started to well up in my eyes. I was sitting in a tattered uprooted tree. Just then, I heard a small cry behind me. I looked up, startled. In the water was a young girl. I didn't recognize her but decided to help as much as I could. I quickly scrambled to where she was bobbing in the water clutching an old tire. I swiftly found a thin-looking branch and reached out toward her. She latched on tightly, and I started to pull her up when I heard a loud, creak. I turned around and saw the upper floor of a small house coming straight towards us. I had to get the girl out of the water, fast! The house came rushing towards us closing in quickly. Finally, I gained enough strength to pull her up completely. I took her in my arms and stumbled to the other side of the tree. My clothes ripped and my hair tugged at my scalp as I pushed through the branches. But I didn't care, all I cared about was getting out of this alive!

As we reached the end of the tree, the log started to slowly tip. I grabbed onto anything I could with my empty arm. With a 'thud' the house hit the tree. The log went straight up then hurtled back down to the water. My arm screamed in pain. I braced myself for the impact and clutched tightly to the little girl. Down, down, down we fell closer and closer the water came rushing up to meet us.

With a huge splash we hit the water. The impact was bigger than I thought. I lost my grip when the log hit the water and tumbled right off. I struggled to the surface of the water, the little girl in my arm. She was heavy for such a small girl. Just when I thought we were going to drown, we burst through the surface. I gasped air and struggled to keep our heads above as I searched for something to hold onto. Finally, I grasped something in my hands. It felt like a refrigerator. I scrambled on top of it, hauling the little girl up with me. I held the little girl in my arms and checked to see if she was breathing.

"Phew!" I said, noticing her chest rising up and down in a rhythmic pattern. I gently shook her awake. She gave a cough and then a sputter and threw-up over the side

"Well that's a good sign." I said softly, watching her for any sign of injury. She seemed to be fine, so I spoke to her softly while settling her on my lap.

"What's your name?" I asked. She looked at me and said, "My name is Katie, and I am 5 years old!" she spoke it in a faint voice with an air of pride. I smiled at her and said gently, "Are you feeling better?"

"I'm all better!" she replied with a grin.

The rain was slowly starting to slow down. I breathed in the heavy air. It wasn't fresh at all, in fact it was rather salty... I was puzzled, why did it smell salty??

"Look, seagulls!" Katie cried, "Hmm, that's nice." I said absentmindedly. "Wait. Seagulls?" I repeated confused. I looked upward, sure enough Katie was right.

"Wait, there is a salty smell, plus seagulls... that means we are by the ocean!" I exclaimed, horrified. Unfortunately I was right and we were slowly drifting out to sea.

As I watched us slowly drift out to the ocean, my mind swirled with thoughts.

What were we going to do? What will happen to us?

Then I remembered the first thing I needed to do.

"Stay calm." I whispered to myself. I thought and thought, but no answer came to me.

As we floated on the refrigerator, I spied a soggy book in the water beside us.

I carefully lay on my stomach, reached down and grabbed the book. I quickly sat up, eager to see what it held in its damp and soggy pages.

"Don't rock the boat!" Katie said frightenedly.

"Sorry! I didn't mean to shake it!" I apologized. I carefully opened the small book and looked inside. At the very top in somewhat familiar handwriting was a name, I looked closer. The writing was smudged and hard to read. But I could make out the name. The name was Eric Walter.

I gasped, this was my father's old Bible! I opened to the bookmarked page, once dry, now wet, but the words were still there, more powerful and comforting than ever.

"Trust in the Lord with all your heart, lean not on your own understanding.."

"Proverbs 3:5." Katie said excitedly.

"How do you know that" I asked curiously.

"Mama read that to me every night before she sent me to the orph...orphy...?"

"Orphanage?" I said with a laugh.

"Yeah, I forgot." Katie replied with a sheepish smile.

I smiled at her, glad that we had some connection. Right there and then I forgot about everything.

"Why were you in the orphanage?" I asked curiously. Katie's face fell.

"Mama couldn't 'ford me..." she said softly.

"Oh." was all I said. I reached forward and scooped her up in my arms.

"How did you get caught up in the storm?" I asked.

"I fell out of line going back to the orphanage after going to the park and got lost." she replied tiredly. I hugged her closer, and she snuggled right up against me. As I looked toward the setting sun, I prayed with all my heart. "Dear God, please, please let us be rescued. Amen." I said quietly.

"Amen." Katie repeated and fell asleep with one last sigh. That night I just forgot about everything, or tried to, and let my sleepiness take over.

For now, I need my rest. was my last thought.

I woke up that morning to the sound of... a helicopter? I looked up in surprise. Sure enough the big aircraft was circling around us.

"Over here! We are over here!" I screamed over the din of the helicopter. Katie wakened quickly and began waving her little arms too. Soon a rope ladder descended with a rescue person on it.

"We are rescued Katie!" I exclaimed joyfully. After a brief check up, we were harnessed to the ladder and were going up.

In the helicopter they asked us a ton of questions.

"What are your names? Are you hurt? Are there any others around here?" and many other questions. I answered the questions as best as I could.

We were finally safe!!

At last they stopped talking and we were told to get some sleep. I layed down gratefully on a temporary cot, with Katie in my arms beside me. But there was still one question nagging me in my mind.

Where was Mama? I thought. *I will let God take care of her.* I decided, and fell asleep.

I woke up with a start.

Where were we? Then I remembered, we had been rescued. But something felt wrong. I looked over to where Katie lay... only, she wasn't there! I sat up startled and alert. The helicopter was still flying, so she couldn't have gone off. Just then I heard chattering noises coming from the cockpit. I stood up slowly holding on to anything to keep my balance. I made my way over to the entrance of the cockpit and peeked inside. Sure enough there was Katie, chattering away to the pilot.

"There you are!" I said my hands on my hips, smiling.

"We are almost at our destination." said the pilot in an amused voice. "A helper will give you something for you and Miss Chatterbox to eat." I picked up Katie and hauled her to the main room of the helicopter and sat down, waiting for the food and drink the pilot had promised.

Soon enough a helper came in and began handing out food to

the others in the room. As she slowly made her way to Katie and I, I noticed that there was something familiar about this lady, but I couldn't tell what. At last she came to use walking with a full basket of delicious smelling bread and a pitcher full of water. It was only when she was right in front of us when I recognized her.

I gasped, we stared at each other, tears welling up in each of our eyes. I stood up and hugged her with all my might.

"Mama!" I said softly, tears running down my cheeks. "I thought you were gone."

"Me too, Sophie." she replied.

"How did you get here?" I asked.

"The rescue helicopter was out as soon as the storm was over. The found me still on the roof, huddled, sopping wet and praying with all my might. I was so devastated, I didn't know what to do. I was numb with shock for several hours." she admitted. "When I came to my senses, an old woman cared for me. I told her everything and she grieved with me. Together we prayed and I got my strength back. She encouraged me to help, for they needed every person they could get. Plus, with my nurse degree I was a huge help. So

here I am." she finished. We hugged again, then a little voice interrupted our happy thoughts.

"Sophie, who is this?" Katie asked puzzled. I laughed slightly, "This is my Ma." I replied.

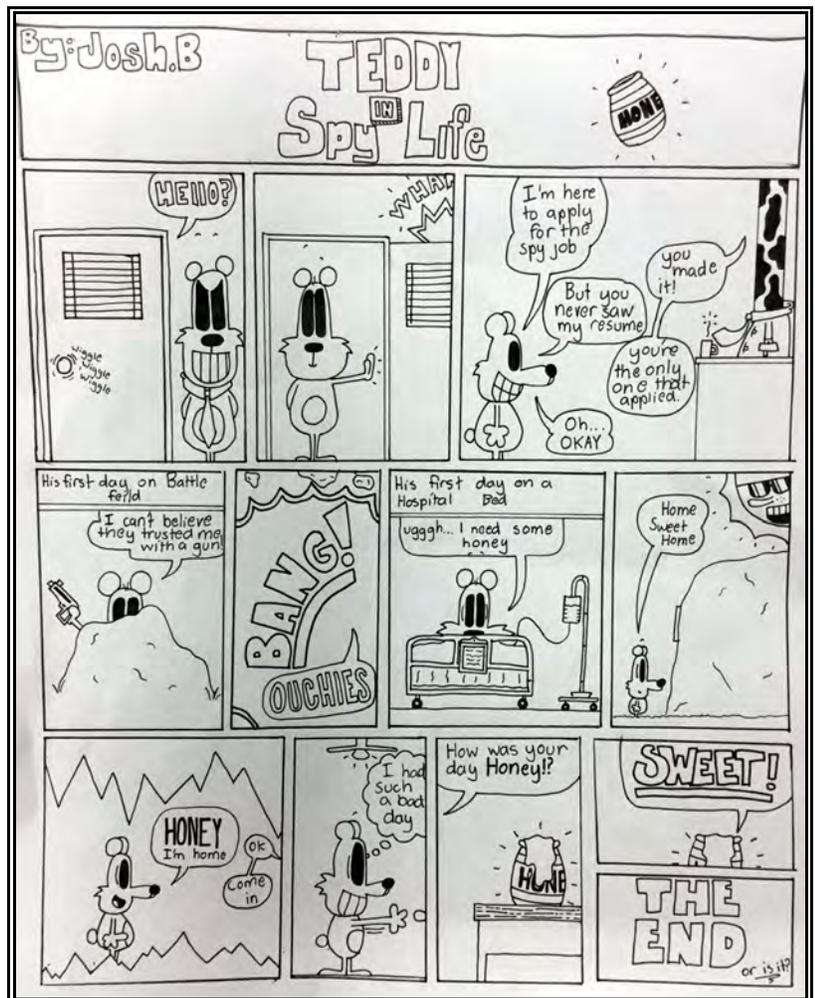
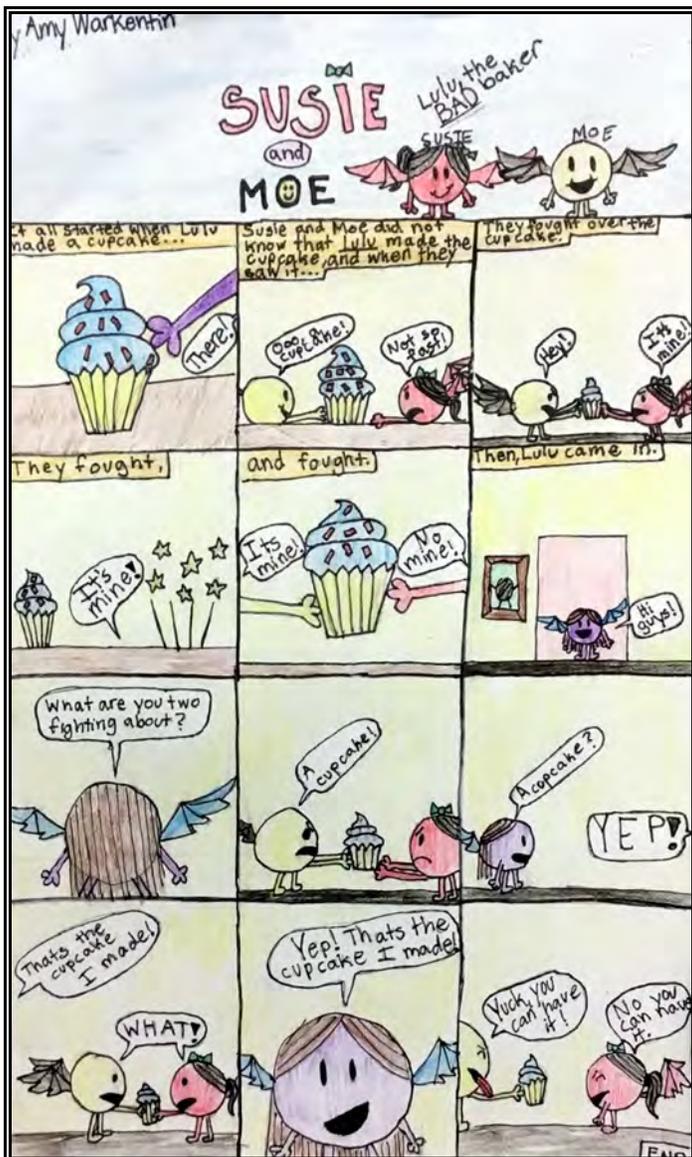
"Who are you?" Ma asked.

"My name is Katie." she replied, then said shyly, "Can you be my Mama too?" Mama looked surprised, "Katie's up for adoption." I whispered in her ear. Mama looked down at Katie, then replied, "Of course I can." Katie smiled broadly then hugged Mama too.

Looks like I might have a younger sister. I thought happily.

It was September and I was at a new school in Bracebridge, Ontario a happy little town far away from hurricanes. I liked the place, I was only 4 days into school and I had tons of friends. Katie was now my official sister. We had a little home, with all the basic needs supplied by the local church we had started going to.

Turns out God had sent that hurricane for a purpose.



Comics by:
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