



Volume 23
Issue 4
Jan. 26, 2012

BRANCHES

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

Chris Hoff

James 4: "Come now, you who say, "Today or tomorrow we will go into such and such a town and spend a year there and trade and make a profit"- 14 yet you do not know what tomorrow will bring. What is your life? For you are a mist that appears for a little time and then vanishes. 15 Instead you ought to say, "If the Lord wills, we will live and do this or that."

A New Year 2012 lies ahead, and only God knows the plans He has in store for us, and for Credo. As a Board we pray that God will bless the plans and activities of the Board, administration, staff, volunteers, and the many people who are committed to maintaining the operation of the school. We know that all is accomplished only through the strength and guidance of our Heavenly Father.

We bid a special welcome to Stephen Chase, who is taking over the Grade 2 class and beginning his teaching career. Stephen - it is great that you have joined us, and we pray for God's blessing in your calling as a teacher (and apparently as a soon-to-be father!).

Speaking of Grade 2 teachers, in the December 2011 *Branches* we noted that the large class will remain split next year; and you may have noticed an advertisement for another Grade 2 teacher. We are pleased to announce that we have hired Sr. Alyson Bosch from St. Albert (Edmonton) Alberta, beginning in September 2012. Alyson has a diploma from the Rehabilitation Practitioner program at Grant MacEwan College, and a Bachelor of Arts degree, with a major in music and a minor in drama, from Concordia University College of Alberta. She is presently finishing her 'Bachelor of Education after Degree' program at the University of Alberta, with the hopes to graduate in June 2012. Alyson worked for five years in respite care, and some of you may remember her as a counsellor at Stepping Stones. Alyson - we are very pleased that you can join us, and trust that you will be an excellent complement to the staff.

We extend congratulations to our Grade 6 teacher, Jessica Dokter, who recently became engaged to Kevin DeBoer. May God bless your plans to be wed this summer.

A perceptive eye may have noticed that many small, nagging, maintenance issues have mysteriously been resolved. Well, the mystery behind this is in fact the presence of Casey Dehaas from Aldergrove, our new maintenance guru. Thanks Casey for helping us with this,

For most of us, September 2012 may seem fairly far away. However, for the Board, preparations for the upcoming 2012-2013 school year are beginning in earnest. The Board is paying particular attention to the burgeoning Kindergarten and primary grades one through three. It appears that we can anticipate that new classes entering Credo will be pushing the threshold of pupil-teacher ratios for the foreseeable future. Migration to and from elsewhere in the Fraser Valley contributes to uncertainty in planning for these grades. As such, it would be quite helpful if you could inform the Board of intentions to move out of the CCES catchment area; or for that matter if you are aware of families that are considering moving into Credo territory. Thanks in advance for this.

The Credo Strategic Planning Committee also remains active, and has its work cut out for it over the next few months. At the same time, we are aware of the status of similar strategic planning efforts at John Calvin in Yarrow, and William of Orange in Cloverdale. Each elementary school faces unique challenges, and presents unique opportunities. Collectively we share a common purpose to promote solid and reformed education in the Fraser Valley, and to equip our covenant children with the character, skills and abilities to be effective ambassadors in the world around us. Year 2012 promises to be a dynamic time for our schools in the Fraser Valley, and we covet your prayers as we go about planning for the upcoming 2012-2013 school year, and beyond.

From the Principal

Heres Snijder

Where there is vision - there is provision.

The blessings of a clearly defined mission & vision, core values and strategic plans at Credo

At any point of time, Credo's board, administration and various committees find themselves at some stage of a strategic planning cycle. That is certainly the case this year. Credo's student population is expanding, the building is aging, the staff is changing and increasing in number (Welcome Stephen and Alyson!), learning styles are explored, smart boards installed, and multiple intelligences considered. The Personalized Learning document from the BC Government (see from Derek Stoffel's article previous *Branches*) challenges us to stay the course of Reformed education and remain informed about new developments in information technology and new findings from the field of brain research: welcome to a professional learning community like Credo.

In order to remain vibrant and viable as a 21st century school, four building blocks are required: a mission statement, a vision statement, clear core values and a step-by-step strategic plan.

Over the course of the last 25 years, these building blocks have received sustained attention especially from the previous principal, Mr. Roukema and numerous staff and committee members. We continue to benefit from this work today. The mission statement, posted by the front office, on the website and on formal documents, reminds us what all the educational concern is about at 'Credo':

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.

A vision is what the organisation wants to be and do in the coming years. It describes a common, compelling direction of where an organization is heading. There are compelling reasons to regularly examine ourselves to see whether we remain vision driven or going along with the current educational flow. Credo's core values 'are intended to clarify the distinctiveness of our Christian schools.... they also mean to strengthen the identity and enhance the quality of the schools by providing a formulated foundational framework for the curriculum.' (p.2-1).



Strategic Planning Committees have been struck to determine what a 'common compelling direction' looks like in the near future. These committees assess current local challenges and seek to determine how to best serve our covenant children 5, 10 and 20 years from now. Bible based mission statements will shape the vision for our schools, which in

turn will set the direction of our strategic plans without compromising our core values. This strategic plan is a set of strategies and goals focussed on achieving the vision cast by the board. Once all the strategies are implemented and the goals are realized, the board should be able to say: 'we have accomplished our vision, on behalf of the community.'

'Credo' community can look back on 25 years of vision driven education at Credo. This is reason for grateful celebration! Boards, staff and Credo students cordially invite you to join the 25th anniversary celebrations on February 29, in the Langley Church Building. Please see the advertisement elsewhere in this issue of Branches.

Also in this issue of *Branches*, please find a beautiful story from Mr. Scholtens. Please read, relish and reflect: it is just one illustration of numerous attitude shaping opportunities that present themselves regularly at Credo.

You are also encouraged to read the article about saving your sanity, co-written by Tessa Siebenga and Emily Boot.

Now that Foundation Skills Assessments will

soon be written by Grade 4 and 7 students, we have included some responses from students from past years. These write ups serve to illustrate that FSAs have indeed a snap-shot value for students and schools. If anything, students will be engaged in creatively applying fundamental skills in new situations.

Thank you for your prayerful support!

Short Reports of Board Meetings

Short Report of the Meeting of the Board of Directors of Credo Christian Elementary School September 13, 2011

- Opening: The Chairman, Chris Hoff, opened the meeting with reading from Scripture and prayer. All directors were present. Valerie Sikkema attended via Skype.
- Agenda Approval: The agenda was approved as presented.
- Approval of Minutes and Short Report: The Board approved minutes of the meeting and short report for the Board meeting held June 14 2011.
- Matters from the Minutes: Matters from the minutes were reviewed.
- Incoming Correspondence: Correspondence was received from: i) a staff member; ii) from the Office of Independent schools regarding the retirement of Ed Vanderboom; iii) staff thanking the Board for renovations undertaken during the summer; and, iv) from Credo Aid.
- Outgoing Correspondence: Letters were sent to Pearl Hoff and Charlie Pol thanking them for serving on the Education Committee over the last three years.
- Principal's Report: Heres Snijder reported on his activities as Principal and highlights from the Principal's Report including highlights of the 2011-2012 preparation week, staff professional development, vaccination etc.
- Chairman's Report: The Chairman reported on his activities over the summer.
- General Business: General business included matters such as: i) the Board agreed to continue to enable Public Health to vaccinate for HPV at Credo; ii) the Professional Development day has been moved to the Friday before the long weekend; iii) enrollment of a new family; iv) conflict resolution policy; v) approval of a strategic planning committee mandate and vi) nominations for the Board of Directors at the October membership meeting.
- Transportation Committee: Curtis Braun has been hired as the new manager for the CCSTA, and is in the process of re-organizing the CCSTA.
- IT Committee: The smart-boards were installed in several classrooms.
- Finance Committee: Minutes of the most recent meeting were received, and an arrears case was discussed. Financial statements were reviewed and approved for distribution to membership.
- Development Committee: Stan Pol reported on activities of the Development Committee over the summer including the successful Golf-a-thon.
- Question Period: None.
- Next Meetings: The next Board meeting is scheduled for October 11 2011.
- Thanksgiving and prayer: Wilfred Bulthuis closed the meeting in prayer.
- Adjournment: Chris Hoff adjourned the meeting.

Short Report of the Meeting of the Board of Directors of Credo Christian Elementary School October 04, 2011

- Opening: The Chairman, Chris Hoff, opened the meeting with reading from Scripture and prayer. All Directors were present.
- Approval of Agenda: The agenda was approved with minor changes.
- Approval of Minutes and Short Report: Minutes of the regular Board meeting held September 13 2011 were approved.
- Matters from the Minutes: Matters from the minutes were reviewed.
- Incoming Correspondence: There were no items of incoming correspondence.
- Outgoing Correspondence: There were no items of outgoing correspondence.
- Principal's Report: Heres Snijder reported on his activities as Principal and highlights from the Principal's Report. This covered a range of matters including CCES 25th anniversary, a 'Meet the Teacher" event after the October Membership meeting and staff evaluation.
- Chairman's Report: Chris Hoff reported on his activities as Chair.
- General Business: A number of matters were discussed including approval of the agenda for the General Meeting planned for October 26 2011, arrival of the Tony and Gerri VanOene family, engagement of Emily Boot, nominations for the Board of Directors, and retirement of Will VanOene from the Development Committee.
- Finance Committee: Tim Bontkes reported on activities in the Finance Committee including

comparative income statements, and appointment of auditors.

- Transportation Committee: Ed Visscher reported that CCSTA continues to work on logistics, including prospects for a new route to Aldergrove.
- Maintenance Committee: Richard Bredenhof reported on activities in the Maintenance Committee including construction of the school sign, and search for a part-time repairman.
- Development Committee: Stan Pol reported on the activities of the Development Committee. The committee will no longer organize a 'Bowling Fun Raiser.'
- Education Committee: Wilfred Bulthuis reported on Education Committee activities including classroom visitation.
- CCHS Liaison: Valerie Sikkema reported on CCHS Board activities and the start of the 2011 CCHS school year.
- Next Board meeting: Items include Internal Board appointments, Board orientation, CCES Legal Authority preparation and membership meeting review.
- Question Period: No questions were raised.
- Next Meetings / Events: The next regular Board meeting is planned for November 08 2011,
- Thanksgiving and prayer: Wilfred Bulthuis closed the meeting in prayer.
- Adjournment: Chris Hoff adjourned the meeting.

Short Report of the Meeting of the Board of Directors of Credo Christian Elementary School November 15, 2011

- Opening: The Chairman, Chris Hoff, opened the meeting with reading from Scripture and prayer. Ed Visscher was absent with notice. John Lof was absent without notice. Special welcome was given to returning members Tim Bontkes and Valerie Sikkema, and new member Ron Scheper.
- Approval of Minutes and Short Report: The Board approved draft minutes of the membership meeting held October 26, 2011 for presentation at the May 2012 membership meeting.
- Matters from the Minutes: Matters from the minutes were reviewed.
- Incoming Correspondence: There were no

items of incoming correspondence.

- Outgoing Correspondence: There were no items of outgoing correspondence.
- Principal's Report: Heres Snijder reported on his activities as Principal and highlights from the Principal's Report. This covered a range of matters including CCES 25th anniversary, professional development, and the SCSBC leadership conference.
- Chairman's Report: Chris Hoff reported on his activities as Chair, including a number of meetings.
- Maintenance Committee: Richard Bredenhof reported on activities in the Maintenance Committee. Casey Dehaas has begun to assist the maintenance committee with minor repairs at the school.
- Opportunity for departing Board member to

speak: Chris Hoff thanked Richard Bredenhof for his contributions and dedication over the last three years. Richard Bredenhof expressed appreciation for the opportunity to serve with the Board, and wished for the Lord's blessings on the Board as they continue to govern CCES. Richard Bredenhof left the meeting.

- Board Appointments: Following due process, the Board executive and committee appointments were as follows:
 - Board Chair: Chris Hoff
 - Board Vice-Chair: Wilfred Bulthuis
 - Treasurer: Tim Bontkes
 - Secretary: Ron Scheper
 - Education Committee: Wilfred Bulthuis
 - Development Committee: Stan Pol
 - Finance Committee: Tim Bontkes / John Lof
 - Technology Committee: John Lof
 - Special Education Committee: Valerie Sikkema
 - CCHS School Representative: Valerie Sikkema
 - Transportation Committee: Ed Visscher
 - Maintenance Committee: Ed Visscher
 - Staff Relations: Ron Scheper
- General Business: A number of matters were discussed including a review of the General Meeting held October 26 2011, Board orientation, retirement of Dianne Vanderboom, upcoming 25th Anniversary of Credo in early 2012, annual SCSBC conference and a draft technical brief on CCES enrollment from the Strategic Planning Committee.
- Education Committee: Minutes of the meetings held September 27, 2011 and October 19, 2011 were reviewed. Preliminary discussions on staff requirements for the 2012-2013 school year were held, and the Board approved a recommendation to hire a primary grade teacher, to begin in September 2012. Class visits were also reported on.
- Finance Committee: Minutes of the meeting held November 14, 2011 were reviewed. It was noted that Sprout Vandergugten and Melissa Vanpopta completed a financial review and everything was found to be acceptable for the 2010/2011 fiscal period.
- Development Committee: Stan Pol reported on the activities of the Development Committee, including the welcoming of Martin VanWoudenberg to this committee.
- Ad-Hoc Strategic Planning Committee: The Board was briefed on activities of the Strategic Planning Committee.
- Transportation Committee: Nothing to report at this time.
- CCHS Report: Valerie Sikkema reported on activities at CCHS.
- Items for the Next Board meeting: Items include CCS Legal Authority Meeting, SCSBC presentation material and continued classroom visitation reports.
- Question Period: Two items were raised.
- Next Meetings / Events: The next regular Board meeting is planned for December 13 2011, preceded by a Legal Authority Meeting.
- Thanksgiving and prayer: Wilfred Bulthuis closed the meeting in prayer.
- Adjournment: Chris Hoff adjourned the meeting.

Snow!!!



"Save Your Sanity" by Being Proactive

Tessa Siebenga and Emily Boot

Proactive is defined by www.thefreedictionary.com as 1. Acting in advance to deal with an expected difficulty; anticipatory. 2. Tending to initiate change rather than reacting to events. We all have moments in our lives, when we feel like the only response to a situation is banging your head against a brick wall. These situations arise when the family, children, coworkers, etc around us seem to not be on quite the same page that we might be. Let's face it, when dealing with these situations, our response tends to be reactive instead of proactive. We can choose to respond and move on, or we can react, which in turn creates another situation, which leads to another reaction. It can become a vicious cycle that often turns into a battle of wills rather than a lesson in life skills.



the intensity, duration and frequency of behaviors.

Sounds great, right? Yes, but you're probably wondering about how we go about changing the negative behaviors. What "proactive" strategies could there possibly be, and isn't that something they should be working on at school? Why do we need to know about this "save your sanity" business? Simply put, it's because some of these strategies are easy enough to incorporate on the home front. Realistically, behaviors do not only display themselves at school but also in the homes and in the communities our students are a part of. So where can your child grow? Devrayac provided some "whys" for behaviors and "how's" to address them:

Colleen Devrayac from CRD Consulting presented Save Your Sanity on November 29, 2011 at the Ramada Plaza in Abbotsford, BC. The message might be directed for work with ODD (Oppositional Defiance Disorder), ADHD (Attention Deficit and Hyperactive Disorder), and Autism. However, these proactive strategies are useful for work with children of all ages, behaviors, and abilities.

Devrayac's presentation ignored the fact that we are conceived and born in sin. We are by nature inclined to do what is wrong. God works His Holy Spirit in us to work us towards choosing lives that glorify Him and that show our thankfulness to Him for the precious gift of grace: Jesus on the cross! That doesn't mean there aren't reasons why children may act in certain ways. There are so many researched variables why behaviors present themselves in children. There are curricular/instructional variables, environmental variables, health, medical, and personal variables, as well as social variables. Working with families and teachers, we observe behaviors to figure out the what/when/where/with/why. Observation is a great tool in that it helps chart

Impulsiveness

We see a variety of children in the classrooms of Credo. Along with a variety of children comes a variety of attention spans, impulsiveness, and a lack of ability to focus on a task for a long period of time. We want to work with children to improve their ability to stay on task, which is problematic when you have difficulty focusing.

Why the impulsive behavior?: someone says the word "NO"; sharp directives; directive to stop doing something; unclear directives; idle time; body language conveying disapproval, such as a gesture or a grimace.

How to proactively respond: Use humor; frequent private corrective feedback; use signals, cueing, prompting; avoid power struggles and stay calm. Contracts work well; self monitoring; repeat requests; give time and choice; preplan consequences; decrease the verbal and increase the visual.

Anger

Your child is frustrated because they can't understand a concept being taught at school, or because they are struggling with their social life, or things are difficult at home, or they have had

health issues for a while now. For whatever reason, he or she isn't coping well and as a result lashes out at situations and the people around them, rather than dealing proactively. Devrayac provided a self management strategy for dealing with anger. It is an acronym called WAIT.

Watch for a trigger. Teach him or her to count to ten or use relaxation techniques.

Answer, "what makes me so angry?"

Identify my options (ignore the other person, move away, resolve the problem, use I-statements such as "I feel this way when you", listen to what the other person has to say, talk to the teacher/parent.

Try an appropriate option for dealing with my anger.

Anger is an emotion we all experience, but some obtain coping methods quicker than others. The target behavior is not to ever experience anger, but that we engage our students and children in a positive method of not responding to what is causing the anger. Ideally, when this positive response is achieved, we have the ability to sense when a situation could lead to anger, and to prevent the negative reaction before it peaks.

Communication skills

Some children seem to have it, and some don't. Communication and social skills can be difficult to learn, and it can seem daunting for a child who struggles to communicate appropriately with other children. We try to provide effective solutions and opportunities where possible in the classroom, outside during recess, and hope for the same at home for every child. Communication can be difficult for children who have needs. Maybe one child has a hard time finding words to express themselves, while the next might struggle with spatial awareness, and as a result he or she can be perceived by others as being pushy or "in your face". Maybe another child hasn't picked up on what playing fair is all

about. Another child might have difficulty maintaining conversation and as a result their conversations rarely get past hello. Communication skills aren't just going to happen by working on a piece of paper in class. It won't happen by one conversation. It will happen through practice. How do we "practice" social skills???? For children who struggle with communication, Devrayac suggests:

Allow response time; provide cues and signals, and give one direction at a time; use the child's name to get their attention before giving directions; use visuals for directions; play cooperative small and large group games; if there is an incident between child A and child B, debrief afterwards with them; use social stories; speak at the child's "language age"; teach imitation skills. Modeling appropriate behavior goes a long ways since children learn by observing too.

Take time and ask the question "what is the outcome I am trying to achieve?" The answer will be different with every child. Maybe it is communication, independence, consideration and thoughtfulness, self-responsibility, or building positive, caring, and respectful relationships. Whatever the outcome, there is a certain level of Social-Emotional learning that will be involved. The goal isn't to change the child, but to encourage change in behavior, and as a result, growth beyond a learning curve. We all had to go through that when we were in school, so why not help our students and children get through it too. It only seems fair, right?

For more information about Colleen Devrayac and the work she does, and for articles and related resources, visit her blog at www.colleen-saveyoursanity.blogspot.com



Another wonderful day in Grade Four

Jerry Scholtens

It was November 1 and I was introducing the Calendar of Kindness which grade four does every November. This is a calendar each student sets up for the month on which we try to document one good deed we have done for each day. By the way, it might be a healthy thing for adults to try as well. As I tried to explain the difference between various acts of kindness the discussion came around to what we could really do. I suggested that Spiritual acts of kindness would include praying with or for someone, writing an encouraging note, or sending a card, and since I am involved in prison ministry I said that at times I send a card to an inmate that I know.

Well, there it was. Right in front of my nose a hand popped up.

"Why don't we do that?"

"Well," said I, "it really is not that easy since I can't take anything in or out of prison. It is actually more complicated that you might think."

All of a sudden, from the back of the room another voice, somewhat perturbed, piped in, "There is always a but. There is always a reason why we are not allowed to do anything!"

Wow! I was taken aback. These little grade four students understood the concept of doing acts of kindness better than I had thought. Not only that but now they were challenging me to help them in doing exactly what I had suggested they do.

Rather sheepishly I told the class I would go to work on it, all the while wondering how I was going to pull this off without letting these students down.

Well, you know, God has a sense of humour. I explained my predicament to Mike the coordinator of the prison ministry program, concluding my explanation with, "I don't know where to go from here."

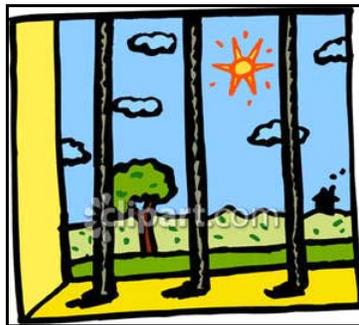
But Mike's face had broken out into a huge smile. His eyes lit up. His grin was ear to ear revealing a full set of smiling teeth.

"Waw, that is awesome Jarry, Praise the Lard!

Jarry, why don't you gat tham to send a card to the inmates for Christmas?"

Then Mike proceeded to tell me that though individual cards might be a problem, one card to the inmates in one prison should be a possibility.

The next day I humbly thanked my grade four students for putting me in my place and for simply doing that which was so obvious. I had the opportunity to explain what it means that God has a sense of humour. And we all got to encourage some rather down trodden people. Hopefully a little ray of God's sunshine shone in the prison cells at Christmas time because a few grade four students trusted that it could be so. Praise the Lord indeed!



Grade 7 Poems

The grade seven students wrote several poems last term. They each picked their favourite one to share with you. These are the types of poems they wrote:

Nonet: line 1 has nine syllables; each subsequent line has one less syllable

Diamante: contrasts two opposites

Triolet: specific rhyme pattern, lines 1 & 2 are repeated

Ballad: tells a story in four-line verses

Bright Night Sky

Sparkling stars in the bright night sky
 Gleaming so very bright all night
 Dancing with all they have
 Making constellations
 Together with friends
 All different
 Colours and
 Sizes
 Too!

By: Albany Van Vliet

HIPPOS AND MUD

Hippos are obese and are circular
 They like the thick and clunky mud
 Usually they are light grey
 But today they are brown
 Because of the mud
 But here comes mom
 That's not good
 Bath time
 Shoot

By: Levi Leyenhorst

My Elaphamoo

Have you seen my friend Elaphamoo?
 Last I saw him was in my field.
 We were playing hide and seek.
 He hid and I counted.
 I couldn't find my
 Elaphamoo!
 Please Oh Please
 where is
 he?

By: Sienna

Dolphins

Dolphins playfully flip in the sea.
 They are as cute as cute as can be.
 In one swift fluid motion
 They glide in the ocean.
 They look like a shark
 But in the dark.
 In the light
 They won't
 bite.

By: Jordyn VanEgmond

Tigers

There goes the tiger chasing zebras
 jumping over bushes quickly
 dodging trees and rocks for food
 into the open field
 so close to the pack
 taking the leap
 onto the
 zebra.
 Killed.

By: Waylon

Feelings

Love
 Passionate, graceful
 Welcoming, warming, abounding
 Caring words, detestable insults
 Loathing, depressing, terrifying
 Inhumane, abominable
 Hatred

By: Justine Lof

Love vs. hate

Love
 Complete, peaceful
 Cherishing, flowing, adoring
 Heart warming, heart breaking
 Breaking, abounding, despising
 Evil, crude

Hate

By: Gerrit

Friends and Enemies

Friends
 Cheerful, Jolly
 Laughing, Loving, Caring
 Warm hearted, Cold minded
 Revolting, Nauseating, Loathing
 Cruel, Dislike
 Enemies
By: Faith

Differences

Friendship
 Agreeable, Helpful
 Loving, Caring, Pleasing
 Pleasant companion, Obnoxious enemy
 Hating, Raging, Ignoring
 Heartless, Arrogant
 Enmity
By: Joshua V

Should I Stop Smiling?

Why oh why do they laugh at me?
 I'm just an ostrich trying to smile.
 If they were me, they would agree.
 Why oh why do they laugh at me?
 Does my smile have too much glee?
 Will they be here for quite a while?
 Why oh why do they laugh at me?
 I'm just an ostrich trying to smile.

By: Corina Rypstra

Little Red Riding Hood

Little Red Riding Hood wore a cloak of strawberry red.
She could tie it around her; it had a hood for her head.
“Don’t go wandering off,” said her mother as Red got
pushed out the door.

“Bring that basket to Granny’s, in there are cookies
galore.”

As Red started walking with her hood on her head
An enormous wolf stepped out from a bush and said,
“Give me that basket. I want what is in there.”
“No,” said Red Riding Hood. “Don’t even dare!”

“Fine,” said the wolf and then he was off.
He ran all the way to Granny’s to get his sweet stuff.
Sweet little Red kept walking on the slim trail.
On her way to Granny’s she would not fail.

Little Miss Red hit the door tap tap.
“Come in,” said the wolf who was taking a nap.
The wolf had put dear Granny’s clothes on
And had tied up Granny who was trapped in her lawn.

Little Miss Red said “What big eyes ears and furry
hands you’ve got.”
“Yes, yes,” said the wolf, “now come here little tot.”
“Here are the cookies I brought you today.”
“Thank you,” said the wolf “now go off and play.”

The wolf took a bite then spit it right out.
“Who made these cookies!?” he said with a shout.
“I did,” said Red. “Now get out that door!
I knew you were coming. I’ve done this before”

Dear little Red chased him all the way home.
The enormous wolf never again dared to roam.
Red untied her granny and for a fire got wood.
And now that is the story of the girl with the hood.

By: Natalie

A Bottle Leads To Good Life

Jack went walking one day
because his mom said he may.
He set course for the other side of town
to see the mountains all around.

Along the way he found a free pop.
He said “I’ll drink it at the top.”
He continued on the road.
The pop was a heavy load.

Through the trees, plants, and bushes
and all the little weeds he mashes.
The bottle slipped out and hit a tree.
He ran to get it but hurt his knee.

And from that day on,
He lived on Mount Dawn.
He found a girl named Sophie,
and kept the bottle as a trophy.

By: Josh Slump

The Gingerbread Man

One fine afternoon Grandma made gingerbread
And while the dough rose, up popped a head.
As she opened the oven and pulled out the pan,
A little brown boy stood up and ran.

Grandpa screamed and Father too,
But mother didn’t know what to do.
The gingerbread boy laughed like crazy,
“If you’re going to catch me, don’t be lazy!”

He walked out the door and left them all
Until he came to a tree, and boy, was it tall.
He peeked around the corner and saw a cow.
The cow licked his lips and said with a bow,

“I’m going to eat you; you can do nothing about it.”
But without any success, he left with a fit.
The boy laughed and giggled until a shadow appeared
He froze, looked up and felt a long silky beard.

His heartbeat raced up as he slowly turned around.
A voice soon came with an eerie sort of sound.
“It is you I have been looking for, and it is you I now see.
Now put your hands up and come along with me.”

The boy turned his head and caught a small glance.
It was only a horse! He wanted to dance!
He finally decided, “I have nothing to fear.
I can run this horse out; I’m in the all clear!”

He took a break for it, and startled the horse.
He had one thing in mind, to stay on his course.
But the horse didn’t try to catch up to his pace,
For he knew it would take years to finish that race.

As the little brown boy came strolling along,
He heard a wolf singing some sort of song.
“I’m sorry to interrupt,” he quietly said.
“But can you take me across the lake, without me being dead?”

“Certainly I will. It’s the one thing I don’t lack.
Now hop off the ground and on to my gray back.”
The gingerbread boy hobbled to where the wolf advised,
And didn’t think of any reason why the wolf should be despised.

As they passed the quarter mark, the wolf quickly said,
“It’s deeper here. Climb on to my head.”
So the little boy followed perfectly along,
Little did he know, he would very soon be gone.

The last move had finally come.
He was gobbled up in seconds, left were only a few bits and crumbs.
He should not have taken that final, last step.
For if he was my gingerbread boy, he I would have kept.

By: Caitlin

Jack and the Beanstalk

There once was a boy whose name was Jack
He traded his cow for a magic bean pack
His mom got all mad: it was their only cow
So she said to him, “Throw them out now!”

He went to the garden and threw them out
And to his surprise they began to sprout!
They grew and grew up to the sky.
He looked at it and said, “Whoa, it’s high!”

He got curious and began to climb
He had forgotten all about time
He climbed real high and then looked down
And he could see the entire town.

He climbed through clouds to the very top,
Then went down a path and at a castle did stop.
He opened the door and there was a woman.
She let him in and fed him some pudding

She told him to hide and be very quiet
Or else he’d be eaten by her husband the giant.
Then came a voice, “Fe, fi, fo, fum.
I smell the blood of an English man.”

“Be alive or be he dead,
I’ll grind his bones to make my bread.”
The lady fed her husband a meal
And soon enough he was snoring with zeal.

Beside the giant was a golden hen
Which laid golden eggs in her pen.
Jack saw it and liked it and picked it up,
But accidently knocked over a cup.

The giant man woke up and said,
“I was right; there is an English man like I said.”
Jack ran and ran while holding the hen,
Climbed down the giant beanstalk and then...

...He chopped and chopped with all his might
 And the giant man fell out of sight.
 He fell in the hole that the falling beanstalk made
 And Jack never saw him and wasn't afraid.

By: Evan

We Remember

A day to remember comes once a year
 Many of us have lost family that were dear.
 Different sizes of crosses where bodies lay
 They lost their life fighting for us one day.

Those that were in the war will never forget
 Many there grandfathers they never met.
 In France, Italy, and Holland too
 They would write letters saying "I love you!"

Then one day the war came to an end.
 People would see their loved ones walk around the
 bend.
 The ones they loved were here to stay
 Only to leave another day.

By: Spencer Pruim

Alice

It was a hot summer day
 Alice and her sister were reading books beside the bay
 Then came a little rabbit who is funny and cute
 Little rabbit said "No time! Oh shoot"

Running after the little rabbit Alice said
 "Wait for me, little one that's ahead"
 As she fell into the deep dark hole
 She said "This hold is as deep as a knoll"

She finally landed in a long narrow hallway
 Three doors stayed along the way

On the third table where a gold key laid
 And a bottle that said "Drink me" stayed

As she drank it she got as small as a doll
 Through the little door she did crawl
 A surprising adventure came through that door
 It was fun and scary, it couldn't be more

By: Alice

Little Red Riding Hood

Once there was a girl with a little red hood.
 She was very obedient and did as she should.
 Her Grandmother was sick, some goodies she took,
 to her Grandmother in bed who was reading a book.

To get to Grandmother's house she had to take a path,
 where a big wolf was awaiting with wrath.
 He wanted her goodies but of course she said no.
 "I'm giving them to my Grandmother and that's where
 I'll go."

The wolf was angry; he was very mad.
 He was very hungry and not at all glad.
 Then an idea popped up in his head:
 he locked Grandmother in the closet and leaped in her
 bed.

Red Riding hood came up to Grandmother's bed
 and noticed her Grandmother had a big head
 and also huge teeth and massive ears.
 Then she realized the worst of her fears.

There was the wolf! She cried for help.
 In came the hunter. The wolf ran with a yelp.
 Out of the closet her Grandmother came.
 Then the three had a part and played a board game.

By: Luke Van Bostelen

A Goaty Adventure

Three billy goats went trotting one day
 When they found a patch of grass on the way
 They took some bites but just spit it out
 And they left in a big huffy pout

But soon the little goat saw bright green grass
 But just a bridge was to be passed
 They approached the bridge they needed to cross
 "You are going first," said the big boss

The little goat agreed and went to find the grass
 Soon a troll told him he was not allowed to pass
 He said the next goat was much fatter
 So he was allowed to cross, and that really did matter!

The second, medium, delicious goat came
 The troll said he would be in great pain
 But the goat said the third goat was much sweeter
 So he went on until he passed the troll by five meters

Finally the third goat went and met the troll
 But the goat rammed him like he was a bull
 He trotted across the bridge full of pride
 And ate all he could on the other side

By: Meghan Visscher

Observations on FSA

<p>The FSA tests were <u>HORRID!!</u> Its because reading was boring. Who gives where crows live, its not my problem. The math was fun bu I don't like the "crows" buisness. It was just DUMB. I cinda like the multiple choice questions. I love the super powre storie.</p>	<p>The FSA tests were a very good priveledge to learn. The tests were not my favourite part of the school day because we missed other subjects like L.A., Math and a little bit of music (some of my favourite subjects.) Eventually I got used to them and they became easy. I am glad that when the mark comes, my parents will know what level I am doing in school. I said in my short writing story I love writing stories because I like to express my ideas on paper, so I liked doing the longer writing about a super power. I am looking forward to doing FSA tests again in grade 7.</p>
<p>I have some good things to tell and bad things. I like the mutiple choice because I'm not good at tiping. My favorite parts were the math and the story because it was fun and easy. I did not like the reading because it was to long same with the math 40 of 40 questons. The FSA storys were verey plane. FSA got in the way of lots of subjects like math and Bible. The End.</p>	<p>The FSA's were bad. They were bad because the stories were long and boring!! The math was easy and all the writing was the worst of all. The FSA's took a lot of our school day like L.A. , Math, Bible and more. I do not want to do FSA's again.</p>



Credo's Board and Staff cordially invite you to attend

Our '25th Anniversary' Celebrations

scheduled for

Wednesday, February 29

In Langley's Canadian Reformed Church

starting at

7:00 pm!

Come early!

Join the celebrations!

All 191 students will contribute to the program!



The Education Committee of Credo Christian Elementary School cordially invites you to an evening of learning together about

**God's Technology:
Training our Children
To use technology to God's Glory**

Thursday, March 29

7:30 pm

Aldergrove Canadian Reformed Church

TRAINING OUR CHILDREN
TO USE TECHNOLOGY
TO GOD'S GLORY



**GOD'S
TECHNOLOGY**





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Miss R. Vanderhorst	Grade 7
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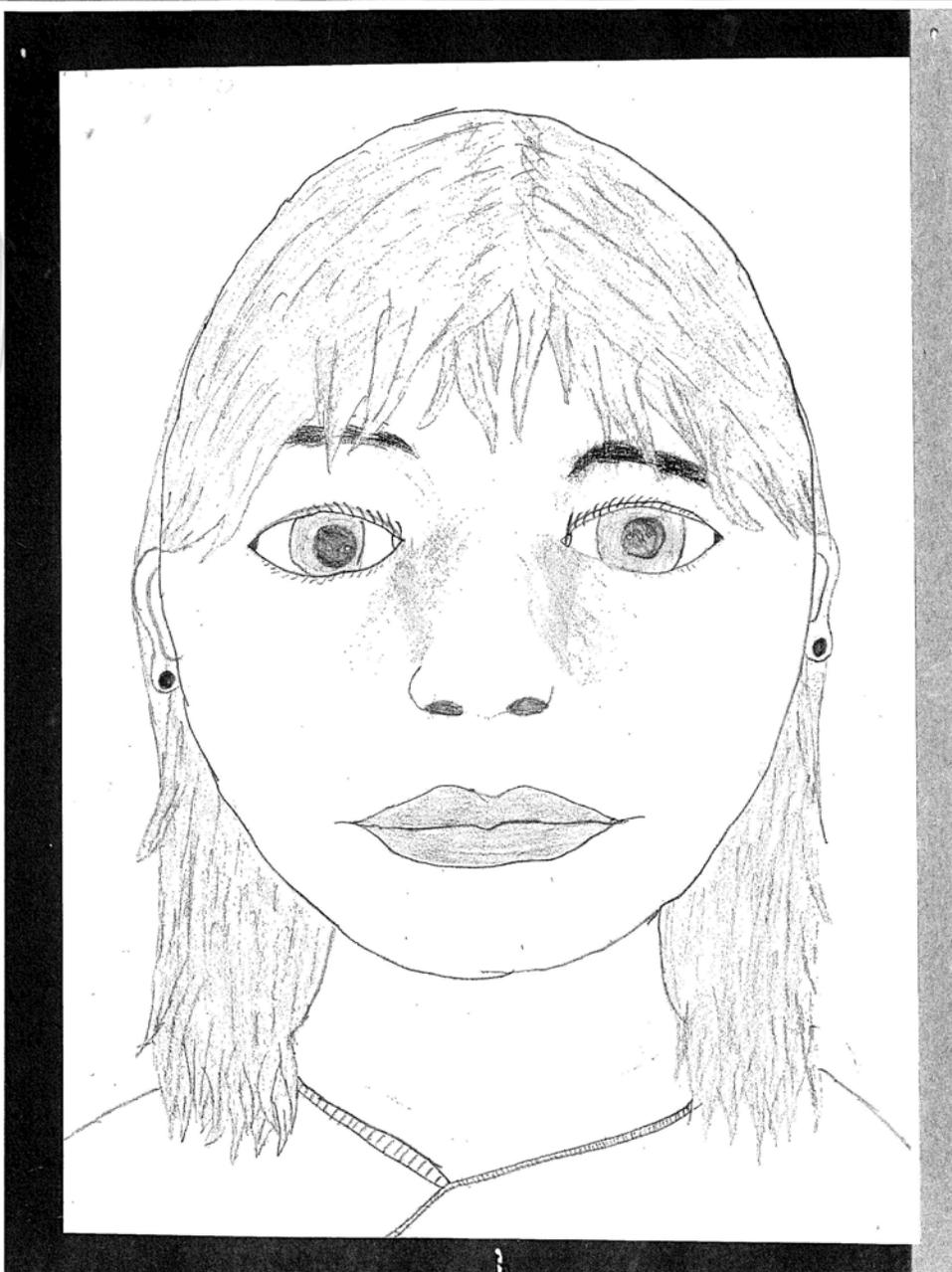
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Mrs. E. Vandergugten (secr.)	Mr. M. Vantil
Mrs. A. VanSpronsen (treasurer)	

Fee Structure 2011-2012

Membership	100.00
Kindergarten	250.00
Elementary (1-3)	450.00
Elementary (4-7)	470.00
Junior High	605.00
Senior High	655.00

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 Curtis Braun

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Front and back covers

Fearfully and Wonderfully Made

Knowing is growing. Artistic skills, developed in Art classes at Credo strive to enable the child to express new perceptions and experiences through exploration, invention, shaping and sharing. A child's positive self-awareness is foundational for shaping a grateful attitude towards his/her Maker: "I am made with delicate precision!" (Psalm 139: 8)

Artists: Kindergarten: Lauren VanRhee (front)
 Grade 5: Danielle Vanwoudenberg (back)