

# The Lynden LINK

Vol. 16 - Nu. 4, February 25, 2018

Cornerstone Christian School  
~~ Lynden, WA ~~

## Chairman's Report

### Appreciation

Recently, I had the opportunity to go out with some old friends from high school and met up with another member of our graduating class who we have not had much contact with over the years. Our friend lives in Vancouver, B.C. in one of the worst neighborhoods, on the east side of downtown. He is a pastor in this neighborhood and leads a small community congregation. He and his wife made the choice to live in this neighborhood to be a part of this community so that they could spread the gospel. There is a great need for the Word in this area, as in many areas around the city.

After some time of being married our friend received the gift of children. They are a very important part of his family. As parents they naturally want the best for their children and are striving to raise them in the fear of the Lord. As a pastor and member of his neighborhood, our friend thought that it was very important to be a part of this neighborhood and to be an example of faithful living to others.

It is with some of these thoughts that he sent his children to the local public school. Not only was this a place where his children could be educated but this was also a place where his children could be a light and an example to others, so that others may come to know of the Lord. His children could be missional to others that they might know Christ.

As a pastor in his church, but especially as a parent who is sending his children to the local public school, he soon found out that his plan for his children to influence others may not have the desired effect. He could see in the local public schools the effect of sin and how a sinful life style permeated through the classroom and with his children's peers. He relayed a story to us of a student in 7th grade who belonged to his congregation who had been arrested for drug possession. He shared with us how the lack of parental guidance and influences of society were very detrimental to a great many of the students. He

explained to us how he would have to spend time with his young children to "de-program" them from not only what they had seen or heard from their peers at school, but also what was being taught by the school through their curriculum.

Upon reflection on this, he and his wife have already decided that having their children in this atmosphere was having a detrimental effect on their children. They have decided that something needs to change in their children's education. After a few years of elementary school, they have decided to make the effort to seek out a local Christian school. They decided that this was something that must happen or the effects on their children may be something that they may regret in the future.

As someone who was raised in our churches and went to our Christian schools for elementary and high school – he expressed a great appreciation for how he was raised and for the schools where he was educated. He appreciated the foundation that was laid in the church and schools where-by he could be strongly based in the Word and have a good foundation for Christian living. He recalled how formative the years of Christian education were and he & his peers could be sheltered from sinful influences that would have adversely affected their faith.

With this he stressed his appreciation to have the Christian worldview he was raised in and to have peers to whom he could openly talk about his faith with.

As I reflected on this visit, it struck me how important Christian education is. How important it is to learn through the years in an environment where the Lord's name can be proclaimed. In an environment where there can be positive peer pressure. In an environment that gives us a starting point where by the Lord is the center of our life and all the other things are peripheral.

It is easy when you are involved regularly in a school community like ours to lose sight of the gift that we have in our Christian schools. Our focus can easily turn to the extra work of operating a school, the high cost of education, or minor policy issues within the school. It is good to reflect and to see God's great love and faithfulness. To see the huge benefit of raising our children in an environment that is conducive to their growth in faith. To have appreciation. Not appreciation for what we have done but for what the Lord has provided for us in our Christian school. To appreciate how the Lord through our school prepares our children for a life of faithfulness and service in His kingdom.

**As for matters relating to the operation of our school:**

The Board can be very happy for the continued harmony in our school and how the day to day activities continue. We are blessed by the continual effort of the very many volunteers who support our school in so many different ways!

It seems that with the changes over the years in immigration policies, it has been very hard to predict what will happen next. The board has been challenged by different issues related to this, some of which even our immigration lawyer has a hard time navigating his way through. We continue to work through this to find the best solutions to any issues that have come up. This has caused the board to reflect more and more on these costs. In the near future, the board will be looking at ways and different options that may be out there, to try to as much as possible, to eliminate uncertainty related to immigration issues with teachers. It has become clear that in the future it will be best, as much as possible, to seek teachers who have status to work in the U.S.

The CBM/IT Committee continue to work hard to keep our school operating smoothly. As a board and school community we appreciate all that is done with this. There is a lot of work that gets done behind the scenes that is greatly appreciated. If you have an opportunity – pass on a word of thanks to these members!

The Education Committee remains focused on its Language Arts curriculum review. We thank them for their continued effort in looking at different curriculum options through the year. The Ed Comm is planning a parent info evening on March 6. Allard Gunnink will be speaking on a topic around 'encouraging students to do difficult things.' We invite all from our school community to attend this evening.

The Finance Committee also continues their very important work. Thank you all for your regular meeting and your work on different committees for the benefit of our school. Your efforts are very important and they benefit all members!

We continue to be blessed with wonderful staff who work hard at their job and provide excellent education for our children. The board is very thankful to report that all staff members will be back next year to teach in our school. This is a blessing for the board and we are very thankful for the continuity that we have with the staff in the teaching of our children. We thank them for their efforts and their continued hard work.

One staffing change that we do note is that Karen DeMooy will be stepping back from some of her duties at Cornerstone. We ask that the Lord may bless you and Andrew and give you strength as you look towards the birth of your child. We appreciated all that you have done for our children! Something tells me that you will be back and involved again with the school before long...

Currently, there is a 3-year principal evaluation that is underway as part of a plan that was implemented by our school board in years past. This is a good opportunity for those involved to take stock, evaluate, and offer up-building feedback. We can be very thankful for the capable leadership that we have had with our principal over the years. We wish him continued strength in his task!

Once again, we can reflect on the continued operation and daily activities of the school and be truly thankful for what our Lord God has provided. We praise His name and give Him thanks for all the good that He has done for us!



---

## Treasurer Report

It's that time of year when we put together the budget for the next school year. It's hard to believe that we are thinking about 2018/19 already, but it is an indication that time goes quickly when we are busy working in God's kingdom. As parents of school-age children, one of the primary activities we are busy with is the provision of education for our children. Especially at budget time, the board is aware of the pressures on the parents of time, money, and energy. We try to build a budget that allows CCS to offer the educational services we are mandated to provide, but does not create an insurmountable financial burden on the parents. This is not an easy task, and we have to be realistic about what we can and can't provide. What we can provide is an educational experience that acknowledges God's creative power, God's continuing authority over creation, and God's sovereignty over the arc of history. This is our focus, and this is our "specialty" as an educational institution. We are striving to maintain an institution that educates

in this context, and as we find in the Basis section of the Parent Handbook, it is a "worthy endeavor":

God's work of creation and recreation form the foundation for all the subjects of learning. God the Father, our Creator, has put all things in man's dominion, and in Jesus Christ, we and our children have been restored to that calling after the Fall. Therefore, the pursuit of knowledge and the development of talents, with a view to being faithful stewards over creation, is a necessary and worthy endeavor.

Thank you for your regular tuition, dues, and operating pledge payments. As the treasurer, I am thankful to report that our membership has been very faithful in staying current. Thank you also to those who have made other types of donations, either directly or via fundraising efforts. May God continue to provide His blessing on our work.

-Steve Hofford

---

## Short Reports of the Board

### Short Report, CCS Board, January 8, 2018

The chairman opened the meeting with reading and prayer. The minutes from Part I of the previous meeting were approved. The agenda was adopted.

The Board reviewed progress on Strategic Plan items of focus. Action items were assigned for the next meeting.

Incoming mail was reviewed.

The Board reviewed the latest Principal's report. Status updates were provided on staff and student life. Plans for graduation were discussed. The board agreed to donate gym time to Aaron Dickson and his student mentorship program. The program utilizes the Habitudes leadership curriculum and is based on Christian values. There may be opportunity for CCS student involvement if desired by students/parents; however, this involvement would be outside of an official school capacity.

The SMA report was reviewed with no significant items of interaction.

The CBM reported that good progress has been made catching up on needed work items.

The Education Committee remains focused on implementation of some form of apologetic training as well as Language Arts curriculum review.

Under General Matters, the Board reviewed its annual calendar and discussed possibilities around a Vice Principal role.

Action items were reviewed and the next regular meeting was set for February 6 at 7:30pm.

Part I of the meeting was concluded.

After a short break, Part II of the meeting was opened. Minutes from the previous month's meeting were approved. The agenda was adopted.

There was no incoming mail.

S. Hofford shared the latest Treasurer's report. Main items of focus included: approval of a \$750 CCRTC annual assessment payment; outstanding tuition/dues; a decision not to approve payment for a practicum student's airfare due to budget concerns.

R. DeMooy presented a brief report on behalf of the SMA. Discussion was held regarding staff compensation.

Under General Matters, the Board decided to add an item to the annual calendar to audit email distribution lists related to the various school committees.

Action items were reviewed.

S. Hofford closed the meeting with prayer.

---



## Short Report, CCS Board, February 6, 2018

The chairman opened the meeting with reading and prayer. The minutes from Part I of the previous meeting were approved. The agenda was adopted.

The Board reviewed progress on several Strategic Plan items of focus.

Incoming mail was reviewed.

The Board reviewed the latest Principal's report. Things continue to be positive overall. A brief staff evaluation was presented and discussed. It was noted that a Home Ec course will likely need to be revived for next school year. Teaching possibilities for this were discussed. An update on changes to the grad banquet was provided.

The SMA report was provided with no significant items of interaction. R. DeMooy will be drafting contracts for PT teachers.

The CBM/IT Committee reported on an offer received to replace aging light bulbs and ballasts in the gym with LED bulbs at a steep discount. This will be pursued. A new photocopier has been purchased and will be in place soon.

The Education Committee remains focused on its Language Arts curriculum review. The Ed Comm is planning a parent info evening on March 6. Allard



Gunnink will be speaking on a topic around 'encouraging students to do difficult things.'

Under General Matters, the Board reviewed its annual calendar. The first principal evaluation (every three years) will get underway this month.

Action items were reviewed and the next regular meeting was set for March 5 at 7:30pm.

Part I of the meeting was concluded.

After a short break, Part II of the meeting was opened. Minutes from the previous month's meeting were approved. The agenda was adopted.

There was no incoming mail.

S. Hofford shared the latest Treasurer's report. Main items of focus included: monthly financials; a line of credit renewal with Peoples Bank; the potential for creating a policy to govern sponsorships for school events; and an update on the new paid sick leave laws.

Under General Matters, further discussion was held regarding the potential vice principal role. The Board decided not to fill the role at this time. Staff visits were reviewed.

Action items were reviewed.

M. Vreugdenhil closed the meeting with prayer.



---

## Education Committee Report

The education committee continues to be busy. This last month we welcomed a new member, namely Jeanette Bouwman. Jeanette, we are thankful you could take up this position and look forward to your input and contributions.

We are currently working on reviewing the Language Arts Curriculum. At this time we are analyzing and updating the Curriculum Guides. The Ed Com is also grappling with how we can arm our graduates with the

ability to reason with or defend their Christian beliefs. Therefore we are working to develop curriculum in the area of Apologetics. We are hoping that the teachers will be able to incorporate Apologetic skills and practices when teaching subjects such as Science, English, and Bible.

One of the highlights while serving on the Education Committee is the opportunity we have to make classroom visits. I had this chance January 31st, and let me

tell you, witnessing the teachers and students “in action” was a fantastic experience. Kudos to our teachers and students and may God bless you with continued enthusiasm and energy as you finish this school year.

The Education Committee is mandated to host yearly information meetings for the Cornerstone supporting community. Parents, grandparents, and other interested supporters are invited to our March 6th information evening. Mr. Allard Gunnink from the Covenant Canadian Reformed Teachers' College will be speaking to us on the topic of “Igniting a fire.” More details to follow, but be sure to save the date!

The Library Committee recently submitted their report and budget to the Ed Com. Librarians, your time and efforts to promote good literature are much

appreciated. The updated Destiny Follet system continues to get good use. Gentle reminders about overdue books go straight to the parents and students. Please help our librarians by ensuring books are returned in a prompt manner.

One of our goals at CCS is to ensure parental involvement. How does one go about doing that? One huge and mutually beneficial way is to volunteer. There are numerous opportunities at CCS such as math marking, coaching, proof reading books for the library, tutoring, cleaning, chaperoning, and baking (for fundraisers ☺). Our teachers have cheerfully welcomed us into their classrooms to help out. Take them up on this privilege; it's so rewarding especially as both teachers and students are very appreciative. On behalf of the Education Committee  
Bernice Vreugdenhil

---

## Principal Report

We are saddened by the senseless deaths in a Florida school recently. Questions arise. Why so many young, ‘innocent’ lives snuffed out? Could more have been done to prevent this tragedy? And why does God allow this to happen? Our nation ‘groans in travail’ along with the rest of creation. Paul reminds us in Romans 8 that creation is in “bondage to decay” and needs to be “set free”. Don't we notice this “decay” even in our own hearts and lives on a daily basis? Our deep desire is to serve God with all our being and yet we are daily confronted with the fact that our hearts are menacingly corrupt and wicked. Our love for our Savior and each other is often tainted and warped and hostile. Some days, we too, “groan inwardly” wishing for the “redemption of our bodies”. We look forward to Christ's return, when sin and the ‘hard stuff’ of life is ended, when we can begin to live life together, forever, in perfection.

### High School and Beyond

As we keep one eye on heaven, awaiting His return, we remain busy with our calling at school. Our high school students, probably now more now than in the past, have reason to stretch their minds to think about their future study and career plans. This is possible through a few new initiatives at Cornerstone. The first is the High School & Beyond Plan (HSBP), a state-mandated graduation requirement. All WA students are expected to work with this plan starting in 8th grade, and each year after that, till they graduate. The plan is meant to “help all students get the most out of high school and think about their future”. The state has put together a template that our students can use (and adjust) as they go through their high school years. It's a plan that will help them, among other things, choose

the ‘right’ courses and places them on a pathway for their study and career beyond high school. I'm excited by this opportunity and the impact it's already having on our students. Sometimes it's easy to fall into a rut of thinking that goes along these lines: “I'm just putting in the time, I'll do enough to get by, and I'll figure out what I want to do with my life when I graduate”. Clearly, that's not heaven-minded thinking, and a HS and Beyond Plan is not the answer to changing this way of thinking and living. At the same time, when teenagers start planning and thinking about study and career options for their post high school years – it can bring a new level of interest and urgency for course selections and doing the best they can in the classes they are in. Each student will take home a copy of their plan later this year to be signed.

### College and Careers Committee

The second initiative, which I think has been introduced on these pages in the past, is our College and Careers Committee. They have been in existence for at least a year and continue to meet monthly to research and discuss scholarship options, career opportunities, testing procedures, college applications and the list goes on. They have offered to meet with any junior or senior student seeking input in these areas or to answer questions they may have. They are building up a strong body of knowledge and are more than happy to offer support or give advice. Feel free to reach out to any one of the following members: Debby Lodder, Stephanie Bareman, Ben Faber, Gavin Willis and Wayne Chase. Thank-you CCC for your ongoing work and efforts to help our students take that next step!

## Fixed v Growth Mindset

The article by Derek Stoffels (attached to this issue of the LINK) is meant to be more than just an appetizer for our upcoming Parent & Teacher Presentation by Allard Gunnink on March 6. It offers us a challenge at different levels of our lives as parents, as students, as teachers, as readers, as \_\_\_\_\_ (you fill in the blank). Maneuvering through change, thinking about new ideas, changing up our practice of how we've always done things – that does not come naturally to most of us. Being pushed out of our comfort zones is often challenging, scary, and unsettling. It can lead to mistakes as we try to get used to the 'new normal'. Take the scenario of a basketball coach teaching his new charges the correct shooting technique. Many players have grown up with a home-made shot which doesn't bring a high percentage to the scoring column. To be told in 9th grade that your improvement in the game will come with a more textbook shot is sometimes hard to hear. It means lots of reps in the gym during practice to change up the form. It will likely mean a whole lot of missed shots before the benefits of a refined technique starts paying dividends. In this scenario, a fixed mindset in 9th grade could significantly reduce their improvement and enjoyment of the game. As they get older they may fall further behind their peers – partly because they were not willing to 'take a risk' and 'make mistakes' to get better at their craft. How does a coach encourage players with a fixed mindset? How does he convince his players of the vast horizons of a growth mindset? As parents we have a golden opportunity to teach our children, from a very young age, the value of a "teachable spirit". To instruct them in the wisdom of Solomon: to "grow in understanding", to "seek wisdom", to "listen to correction", to "be humble". In what ways are you encouraging your children to have a growth mindset?

## Student Leadership & Service Opportunities

As our chairman has mentioned a few times, we're continuing to work through our strategic plan. One of the goals outlined in the plan reads as follows: "provide meaningful service and leadership opportunities and make them available to students both in and outside of school." Some of the ways we've been working towards this goal is as follows:

- STAMP: students *volunteering* to serve on the student leadership team and taking the initiative to organize events.
- A newly established Graduation Banquet committee made up of 5 seniors who have taken on the role of planning and coordinating this end-of-year event.
- HS Students leading the devotions at the Monday morning assemblies
- HS students thanking the guests at our monthly assemblies
- Pancake breakfast for students and board members – put on by the HS students
- 2 Senior boys serving as math tutors for the benefit of the grade 5/6 students
- Some 9th and 10th grade students tutoring first and second graders in Mrs. Faber's LA class
- Students reaching out to the community for projects to build at the Technic Training Center
- HS participation in our Reformation concert – Ms. Willis and Mr. Chase spearheading the poetry recitations and singing respectively.
- Home Ec students serving coffee and baking to the grandparents on Grandparents Day
- HS and Beyond Plan: drafting a resume with a running list of the service opportunities the students have completed.

We're excited to see our (high school) students stepping out of their comfort zones and taking on more leadership & service roles in the school. We haven't arrived - but we're happy to see progress in this area. If you have further ideas to share – please drop me a line.

---

## CBM Report

Not much has changed since the last update. We continue to whittle away at the little "fix-it" list. As well as looking into and doing some bigger ticket jobs to help the school run efficiently....thank you to the committee and the society for caring the way you do for the aging but beautiful facility we have.

For the CBM – Marty Vreugdenhil

---

## IT Report

Thank you to Mr Ray Buitenbos for doing your time. Your years of service (not your first term :-)) have most certainly helped our school run as well as it has! And welcome aboard officer Brown! Also, a man that has been on this committee before. Eric was an integral part of setting up the WiFi system.... that he is now also helping to replace. The committee has been busy discussing potential upgrades that I sadly cannot interpret for you. But I'm assured that robust discussions will lead to a good result! You may have heard about the hopeful use



of a new “operating system” called Google Suite. We’re hoping to have a presentation at the upcoming spring membership meeting that will explain the operating system better than I can. Stay tuned...

I may not know much about IT, but I’m thankful and assured that between the other members, Jack, Eric and Dave, our school is in good hands!

For the IT Committee – Marty Vreugdenhil



## Ladies Aid Report

Things have been a little quiet on the Ladies Aid front lately, since our last fundraiser was in the fall. That is why we know everyone is eager to get out and sell those coupon books that you will have in your hands very shortly! Talk to Karen Demooy or Erika Postmus if you have any questions. Put on your Sales hat and get out there! These little books have some large savings and in turn benefit the school.

I hardly dare say it, but is anyone having Spring thoughts yet? Start stashing those treasures that you want to get rid of and keep the Garage Sale in mind. The Plant Sale is on the horizon as well. Stay tuned for when and how you can help out with this as well. Finally, we look forward to a good turn out at our combined meeting on Tuesday, February 27. See you there!

For the Ladies Aid - Sharon Veldman

## Igniting a Fire

**Presentation for the Cornerstone School Community in Lynden, Washington  
March 6, 2018**

**By Allard Gunnink**

In this interactive seminar the focus will first be on surveying the landscape in which our youth grow up. They live in a postmodern world and they experience the influence of technology. When unpacking these characteristics we will list joys and challenges. Then we will determine ways in which home and school guide the students toward being/becoming active, committed, and joyful children of

God. Some questions that will be considered include:

- How do our youth experience the society in which they live?
- Do our young people think that the Reformed school prepares them for life?
  - What do you as parents expect from the school?
  - Does our youth live in two worlds?
- Is being authentic important for parents and teachers? What does that look like?
- Should the home and school work with the idea of growth mindset as promoted by Carol Dweck? (see article elsewhere)

I am looking forward to interacting with you about this topic, to learn from each other and to encourage each other. See you on March 6!

# From the Grade 5/6 Classroom

Cornerstone Christian School's 5<sup>th</sup> and 6<sup>th</sup> grade students conducted interviews, gave a questionnaire, presented information on the Gaga Ball Pit, NW Basketball and the bake sale, and created a comic and word search for the Link. We hope you enjoy their contributions!

## SENIORS 2018

BY ABBY BAREMAN, JILL LEYENHORST  
& JADA SYTSMA



For our school newspaper, we decided to interview the senior class of 2018, by asking them questions. We decided to interview the seniors, because they have the longest school career in the whole school, (although not all of them have attended CCS their whole career). This group of seniors is an interesting group, and we hope you enjoy learning about them.

### **“What did you want to grow up to be when you were a kid?”**

*Caleb Bareman- Engineer*  
*Aaron Leyenhorst- Cop*  
*Kenton Buitenbos- Dentist*  
*Riley Moore- Vet*  
*Joel Berends- Astronaut*  
*Ashleigh Sytsma- Nurse*  
*Josh Berends- Mechanic*  
*Dallas VanDiest- Welder*  
*Ruben Bosscher- Pilot*  
*Brandon Wielenga- Garbage truck driver*  
*Juanita DeBoer- Teacher*

### **“What are your plans for after you graduate?”**

*Caleb Bareman- College*  
*Aaron Leyenhorst- Work*

*Kenton Buitenbos- College*  
*Riley Moore- Work*  
*Joel Berends- College/ work*  
*Ashleigh Sytsma- College*  
*Josh Berends- Work*  
*Dallas VanDiest- Work*  
*Ruben Bosscher- Work*  
*Brandon Wielenga- No idea*  
*Juanita DeBoer- Work*

### **“What did you do for your senior project?”**

*Caleb Bareman- Created an app*  
*Aaron Leyenhorst- Engine swap*  
*Kenton Buitenbos- Job shadow (vet)*  
*Riley Moore- Job shadow (dentist)*  
*Joel Berends- Built a play house*  
*Ashleigh Sytsma- Replaced landscape, around farm wind mill*  
*Josh Berends- Replaced heater + spark plug*  
*Dallas VanDiest- Built shed*  
*Brandon Wielenga- Restored a truck*  
*Juanita DeBoer- Job shadow (vet)*

### **“What are some of your favorite memories from school?”**

*Caleb Bareman- Oregon trip*  
*Aaron Leyenhorst- Oregon trip*  
*Kenton Buitenbos- Oregon trip*  
*Riley Moore- Oregon trip*  
*Joel Berends- Oregon trip*  
*Ashleigh Sytsma- 7/8 grade trips*  
*Josh Berends- Leaving*  
*Dallas VanDiest- Spit ball wars*  
*Ruben Bosscher- Days off*  
*Brandon Wielenga- Oregon trip*  
*Juanita DeBoer- Days off*

### **“What was one of the most embarrassing moments in school?”**

*Caleb Bareman- No idea*  
*Aaron Leyenhorst- Trying to read words in English class*  
*Kenton Buitenbos- No idea*  
*Riley Moore- Getting “burned” by the teacher*  
*Joel Berends- No idea*  
*Ashleigh Sytsma- Shaky voice*

*Josh Berends- not playing basketball*  
*Dallas VanDiest- splitting pants 3 times in 2 days*  
*Ruben Bosscher- Failing tests*  
*Brandon Wielenga- Grades 1-7*  
*Juanita DeBoer- No idea*  
  
Thank you, seniors!



## KINDERGARTEN 2018

By Luke Hofford, Kayella Kottelenberg, &  
Ally Kruyswijk



Since the seniors were being interviewed, we wanted to interview the kindergarten students and compare their answers. We asked them some questions (that were mostly school related). They answered the questions enthusiastically, and some were funny. We enjoyed interviewing the kindergarten class!

### **“What do you like about school?”**

*Kaylyn Bouwman- coloring*  
*Ruth Doornbos- making crafts*  
*Sophia Dykstra- learning letters*  
*Lukas Faber- art*  
*Chase Veldman- art*  
*Jake Veldman- art*  
*Thomas Leyenhorst- recess*  
*Jace Kruyswijk- centers*  
*Jeremy Vreugdenhil- recess*  
*Josiah Chase- recess*



**“What do you dislike about school?”**

*Kaylyn Bouwman-nothing*  
*Ruth Doornbos-work*  
*Sophia Dykstra-nothing*  
*Lukas Faber-math*  
*Chase Veldman-putting head down*  
*Jake Veldman-homework*  
*Thomas Leyenhorst-work*  
*Jace Kruyswijk-work*  
*Jeremy Vreugdenhil-work*  
*Josiah Chase-work*

**“What do you want to be when you grow up?”**

*Kaylyn Bouwman-police woman*  
*Ruth Doornbos-horse farmer*  
*Sophia Dykstra-doctor*  
*Lukas Faber- construction worker*  
*Chase Veldman-police chief*  
*Jake Veldman-rock star*  
*Thomas Leyenhorst-fireman chief*  
*Jace Kruyswijk-construction worker*  
*Jeremy Vreugdenhil-farmer*  
*Josiah Chase- scientist*

**“If you had any superpower what would it be?”**

*Kaylyn Bouwman-smoke alarms*  
*Ruth Doornbos-fire*  
*Sophia Dykstra-ice*  
*Lukas Faber-freeze powers*  
*Chase Veldman-bomb thrower*  
*Jake Veldman-super strength*  
*Thomas Leyenhorst-super bounce shoes*  
*Jace Kruyswijk-fire*  
*Jeremy Vreugdenhil-strong*  
*Josiah Chase-run superfast*

**“What’s your dream field trip?”**

*Kaylyn Bouwman- to see polar bears*  
*Ruth Doornbos-butterfly house*  
*Sophia Dykstra-see horses*  
*Lukas Faber-going to a construction site*  
*Chase Veldman-gingerbread house*  
*Jake Veldman-zoo*  
*Thomas Leyenhorst-Jeremy’s farm*  
*Jace Kruyswijk-fishing*  
*Jeremy Vreugdenhil-fishing*

*Josiah Chase-see the president*



The Idea of Getting The Gaga Ball Pit:

The idea of the Gaga Ball Pit started at Stepping Stones Bible Camp. At Stepping Stones, there was a Gaga Ball Pit that you could play in. Everyone loved to play in the Gaga Ball Pit. After the summer was over, people thought it would be fun to have a Gaga Ball Pit at school. The idea got brought up and Mr.Pelleboer volunteered to build the Gaga Ball Pit for the school.

How the Gaga Ball Pit Was Made:

First, the Pelleboers thought up a plan, how to build the Gaga Ball Pit. After they had their plan, they collected their supplies and cut the wood to fit for the Gaga Ball Pit. Once they were done cutting the wood, Mr.Pelleboer got the metal panels. When he got the metal panels, he figured out that he only had six, when he needed eight. The next day, he got the other two panels and that day, they bolted together the wood and panels. They had it in their garage and Mr.Pelleboer put it in pieces, and put it in his dump trailer and set it up on the concrete at the school.

Here are a few questions we asked students on the playground.

**“Do you like the gaga ball pit? Why?”**

Here are some of their answers:

1<sup>st</sup> grader, Jude Pelleboer- “Yes because I can get people out.”  
2<sup>nd</sup> grader, Carson Veldman- “Yes because it’s fun winning.”

3<sup>rd</sup> grader, Claire Doornbos- “Yes, because it’s fun and I’m not bored at recess.”

4<sup>th</sup> grader, Tessa Burger- “Yes, because it gives me things to do at recess.”

5<sup>th</sup> grader, Ally Kruyswijk- “Yes, because it is fun to play.”

6<sup>th</sup> grader, Joey Brown- “Yes, because it is fun to play.”

**INTERVIEW WITH MR. CHASE**

BY LEVI BUITENBOS AND JOANNA JOHNSON



We wanted to interview Mr. Chase because he is an interesting man and he has been to many places. Since we didn’t know a lot about Mr. Chase, we decided to come up with some questions for him and we want to thank him for his time!

These are the questions we asked him with his responses:

1. Why did you become a teacher?  
“It sounded fun.”

2. What was your favorite sport as a kid?

“Running.”

3. What is your favorite subject to teach? Why?

“Bible, because it is the truth.”

4. What is your favorite place you’ve been to?

“Jerusalem, because so many Bible stories take place there.”

5. What do you like about CCS?

“All the fine students.”

6. What do you think the school could improve on?

“It doesn’t need any improvements.”

7. What is your favorite Bible verse?

“Proverbs 3: 5,6.”

8. What are your favorite projects you have done with your class?

“The senior projects.”

9. What is one of your most embarrassing moments at school?

“I don’t have any.”

Thank you, Mr. Chase, for your time!

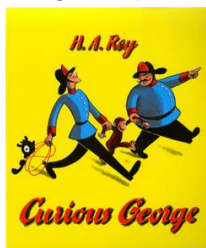
1. What is your favorite picture book?

2. What is your favorite novel?

3. What is your favorite field trip?

4. What project from school are you most proud of?

Then, we split the school into three sections elementary (1st to 4th grades), middle school (5th to 8th grades) and high school (9th to 12th grades.)



**Question 1:** What is your favorite picture book?

Picture book (high school)

1-Curious George

2-Green eggs and ham

3-The Berenstain Bears pp

Picture book (middle school)

1-Dr. Suess

2-Magic tree house

3-The day the crayons quit

Picture book (elementary)

1-Frog and Toad

2-Fancy Nancy

3-I Survived

**Question 2:** What is your favorite novel?

Novel (high school)

1-Harry Potter

2-Hardy Boys

3-Scout

Novel (middle school)

1-Harry Potter

2-Diary of a Wimpy Kid

3-Wonder

**Question 3:** What was your favorite field trip?

Field Trip (high school)

1-Destroyer

2-Mt. St. Helens

3-Warm Beach

Field Trip (middle school)

1-Destroyer

2-Mt. St. Helens

3-Vancouver Aquarium

Field Trip (elementary)

1-Pumpkin Patch

2-Police station

3-Safeway

**Question 4:** What was your favorite project you completed for school?

Project (high school)

1-Art

2-Cabinets

3-Senior Project

Project (middle school)

1-Art

2-Science

3-Poster board

Project (elementary)

1-Art

2-Math

3-Timothy Project

As you can see the most popular picture book is Curious George!

And the most favorite novel is Harry Potter! The favorite field trip is the Destroyer! And the #1 project for all three sections is art!

Thank you to all who participated!



Four students from the 5<sup>th</sup>/ 6<sup>th</sup> grade class wrote a questionnaire for the school. For each class, there were four questions except for grade 1/2 who didn’t have the 2nd question. These are the questions we asked:

# Word Search

By Mikenzie DeMooy & Mikayla Kleyn



## NW BASKETBALL

BY JOEY BROWN & MICA LODDER

This league is for Cornerstone high school students and for other high school students in the Lynden community who don't play for Lynden high or Lynden Christian. It gives other high school students a chance to play organized and competitive basketball. When playing basketball, we can remember the fruits of the spirit: Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, and Self-control. Competition is great when it is played with self-control and sportsmanship, which is what we are shooting for. The teams are listed below:

| <u>Girls Division</u> | <u>Boys Division A</u> | <u>Boys Division B</u> |
|-----------------------|------------------------|------------------------|
| Blazers               | All Stars              | Brick Layers           |
| Cougars               | Cougars V              | Broke Ballers          |
| Crazy Eight           | Fundamentals           | Cougars JV             |
| Elite Alumni          | Timberwolves           | Flying Dutchmen        |
| Hoop there it is      | Tropic Thunder         | Polar Bears            |
|                       | Team USA               | Water boys             |
|                       | Wolverines             |                        |

## School Word Search

```

R G A T D X E K Y R A R B I L N C R A M
J A E R C R U C T R P X A R M H D N S K
I K W P T J O E N J E G C V E I T K D B
E G X R A H N C J E U I P Y U S Z X R S
M J O G I T R A L N I E A O R Y A B O Z
S O K R S T J J R W N C X O R U W R W W
Y U O O E C I E F C K C S O Z I Y O E Y
L H F R I C A N I N V S T G Y K C O L C
A L P W S D E L G O I S J I P M O T Y B
P A S A I S U S V C I H A U D C A T U W
I T O N R R A C S H S D U K L O E T D G
C J G Q R G N L T F K R E K R A M R H Y
N S C W A O O W C O O K M P C D A I L Y
I E T P S Q I E U L O Y N H S O S Z Q F
R L N N S N T B G D B R E K B K S U K N
P Q G G E B A O I E U R X E S I X Y X X
U J Y G D D C C T R S S T E D F B S O O
U Y Y C I S U M K S S I D Q T R W L W W
X M W Q Q Y D T K W H K G A G Q U D E D
K R K K V D E W S W X C M C L R E L U R
  
```

|            |          |           |
|------------|----------|-----------|
| ART        | BIBLE    | BOOKS     |
| CLASSROOM  | CLOCK    | DESKS     |
| EDUCATION  | ERASER   | FOLDERS   |
| GEOGRAPHY  | GYM      | HISTORY   |
| LIBRARY    | MARKER   | MATH      |
| MUSIC      | PENCIL   | PRINCIPAL |
| READING    | RECESS   | RULER     |
| SCIENCE    | SCISSORS | SNACK     |
| STUDENTS   | TAPE     | TEACHERS  |
| WHITEBOARD | WORDS    | WRITING   |





## 5<sup>th</sup> / 6<sup>th</sup> Grade Bake Sale

by Taren Kottelenberg and Reade Postmus



On Tuesday, at school, the 5<sup>th</sup>/6<sup>th</sup> grade class had a bake sale at Cornerstone Christian School. Some of the items we sold were cookies, bars, cupcakes, cake pops, cinnamon rolls, pretzels, popcorn balls, raisin bread, mini-cheesecakes, dirt cups, floats, and candy. The items that sold right away were: candy, cinnamon rolls and pretzels. The prices ranged from \$0.50 to \$6.00. The 5<sup>th</sup>/6<sup>th</sup> Grade Bake Sale was a fundraiser for the Timothy Project. This year we sold not just during the day, but in the evening during the basketball games. Our bake sale was a huge success because we made over \$720.00. Thank you to all the people who bought our baked goods!

## COMIC: JAMES

BY JORDAN DEMOOY & NIKKI KUIPER



# 17/18 School Calendar

Aug. 29 – First Day of School  
 Sept. 4 – Labor Day  
 Sept. 28 – Christian College Fair  
 Oct. 5 – In-Service Day  
 Oct. 6 – Fall Break  
 Oct. 9 – Columbus Day  
 Oct. 11 – PSAT Test Date  
 Oct. 27 – HS 1st Qtr Reports  
 Nov. 6 & 8 – HS P/T Conferences  
 Nov. 10 – Veteran's Day Observed  
 Nov. 17 – Reformation Program  
 Nov. 22 – Elem Term 1 Report Cards  
 Nov. 23 – Thanksgiving Day  
 Nov. 24 – Thanksgiving Break  
 Nov. 27 – Early Release (11:55am)  
 Nov. 27, & 29 – Elem P/T Conferences  
 Dec. 15 – Last Day of School 2017  
 Dec. 18 – Jan 1 – Christmas Break  
 Jan. 2 – First Day of School 2018

Jan. 15 – Martin Luther King Day  
 Jan. 19 – HS 2nd Qtr Reports  
 Jan. 22, 23 – HS P/T Conferences  
 Feb. 9 – Prof. Development Day  
 Feb. 15, 16 – Mid-Winter Break  
 Feb. 19 – President's Day  
 Mar. 2 – Elem Term 2 Report Cards  
 Mar. 5- Early Release (11:55am)  
 Mar. 5&7 – Elem P/T Conferences  
 Mar. 23 – HS 3rd Qtr Reports  
 Mar. 30 – Good Friday  
 Apr. 2-6 – Spring Break  
 May 4 – Public Speaking Contest  
 May 10 – Ascension Day  
 May 28 – Memorial Day  
 June 1 – Sports Day  
 June 4 – Quad School Track Meet  
 June 7 – Eighth Grade Graduation  
 June 15 – Last Day of School/Sr. Graduation

## Board:

|                          |                   |
|--------------------------|-------------------|
| Chairman:                | Darren Leyenhorst |
| Vice-Chairman:           | Jeff Brown        |
| Building Liaison:        | Marty Vreugdenhil |
| Ed Comm Liaison:         | Jon Dykstra       |
| Secretary:               | Jeff Brown        |
| Treasurer:               | Steve Hofford     |
| Staff & Membership Admin | Rick DeMooy       |

## Building/Maintenance Committee

|                   |               |
|-------------------|---------------|
| John DeBoer       | Jan VanSabben |
| Kam Veldman       | Mark Veldman  |
| Marty Vreugdenhil |               |

## Education Committee

|                     |                   |
|---------------------|-------------------|
| Jon Dykstra         | Christine Hofford |
| Darryn Kleyn        | Rianne Kruyswijk  |
| Bernice Vreugdenhil |                   |

## IT Committee

|               |                   |
|---------------|-------------------|
| Eric Brown    | Dave Kruyswijk    |
| Jack Marissen | Marty Vreugdenhil |

## Finance Committee

|                  |               |
|------------------|---------------|
| Nathan Chase     | Janice DeMooy |
| Brian Hendricks  | Steve Hofford |
| Jan Kottelenberg | Kim Sytsma    |

## Library Committee

|                |                |
|----------------|----------------|
| Ellen Davis    | Shona Doornbos |
| Debbie Johnson |                |

## Ladies Aid Committee

|                |                |
|----------------|----------------|
| Alyssa Brown   | Ranelle Faber  |
| Leanne Veldman | Sharon Veldman |

## Administration Staff

|                  |            |
|------------------|------------|
| Darryn Kleyn     | Principal  |
| Karla Leyenhorst | Bookkeeper |
| Kari VanDiest    | Secretary  |

## Teaching Staff

### Grade 1/2:

|                 |                           |
|-----------------|---------------------------|
| Shari Kruyswijk | Bible, Math, History, Art |
| Janet Faber     | LA, Music, Science        |
| Darryn Kleyn    | PE                        |

### Grade 3/4:

|                   |                             |
|-------------------|-----------------------------|
| Debbie Johnson    | Bible, Math 3, LA3, Science |
| Ellen Davis       | L.A 4, Music, History       |
| Stephen Houweling | Math 4                      |
| Darryn Kleyn      | PE                          |
| Karen DeMooy      | Art                         |

### Grade 5/6:

|                      |       |
|----------------------|-------|
| Lynette Van Hofwegen |       |
| Ellen Davis          | Music |
| Janita Willis        | PE    |

### Grade 7/8:

|                   |             |
|-------------------|-------------|
| Stephen Houweling |             |
| Janita Willis     | History, PE |
| Debbie Faber      | Art         |
| Jack Marissen     | Science     |

### High School:

|                        |                           |
|------------------------|---------------------------|
| Wayne Chase            | Bible/History/Math        |
| Debbie Faber           | Art                       |
| Darryn Kleyn           | PE, Web Design, Bus. Math |
| Janita Willis          | English, Yearbook         |
| Jack Marissen          | Science, Math             |
| Darlene VanStaalduinen | Span                      |

## News Bulletin from Covenant Canadian Reformed Teachers College

On January 8, 2018, students, staff, and faculty returned refreshed after the Christmas break. Reminded once again by the school year's theme text of Micah 6:8b *"And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God,"* faculty and students could pause and reflect how this theme impacts the work that will be done at CCTRC during the winter semester.

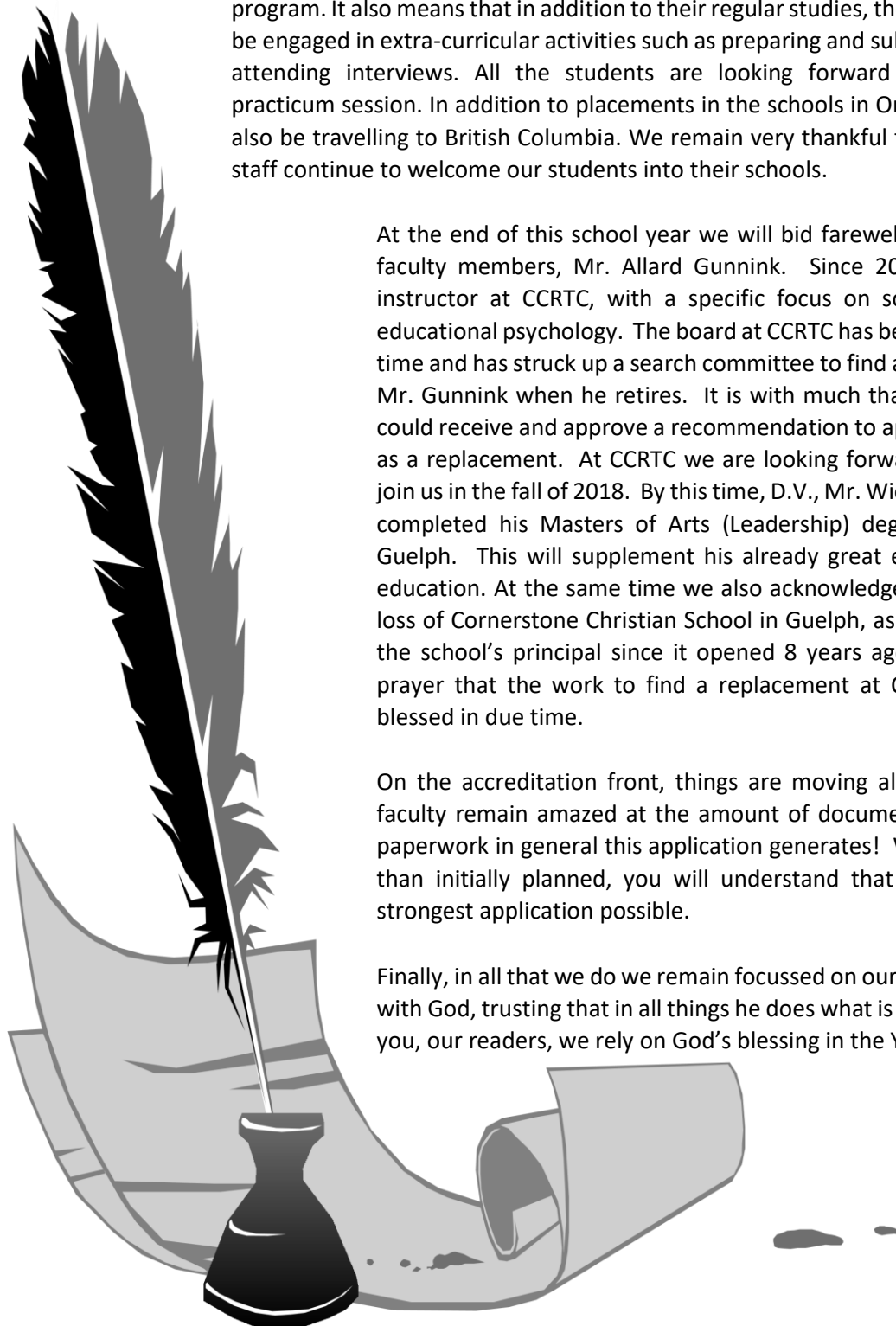
For four students, this semester will mark the final semester in their Diploma of Teaching program, and one student will have completed the two-year Diploma of Education program. It also means that in addition to their regular studies, these five students will soon be engaged in extra-curricular activities such as preparing and submitting applications, and attending interviews. All the students are looking forward to the February/March practicum session. In addition to placements in the schools in Ontario, some students will also be travelling to British Columbia. We remain very thankful that member schools and staff continue to welcome our students into their schools.

At the end of this school year we will bid farewell to one of our long time faculty members, Mr. Allard Gunnink. Since 2004 he has served as an instructor at CCRTC, with a specific focus on social studies, ethics, and educational psychology. The board at CCRTC has been aware of this for some time and has struck up a search committee to find a suitable replacement for Mr. Gunnink when he retires. It is with much thankfulness that the board could receive and approve a recommendation to appoint Mr. Menco Wieske as a replacement. At CCRTC we are looking forward to having Mr. Wieske join us in the fall of 2018. By this time, D.V., Mr. Wieske will have successfully completed his Masters of Arts (Leadership) degree at the University of Guelph. This will supplement his already great enthusiasm for Reformed education. At the same time we also acknowledge that CCRTC's gain is the loss of Cornerstone Christian School in Guelph, as he has capably served as the school's principal since it opened 8 years ago. It is CCRTC's wish and prayer that the work to find a replacement at Cornerstone may also be blessed in due time.

On the accreditation front, things are moving along steadily. Board and faculty remain amazed at the amount of documentation, verification, and paperwork in general this application generates! While this is taking longer than initially planned, you will understand that we want to submit the strongest application possible.

Finally, in all that we do we remain focussed on our theme of walking humbly with God, trusting that in all things he does what is best for us. Together with you, our readers, we rely on God's blessing in the Year of Our Lord, 2018.

PR Committee, CCRTC







Connect has been recently introduced at the school membership meetings at the participating school societies: Cornerstone, Credo Elementary, William of Orange, Credo High, and this past week John Calvin School. So for those who did not make it out for those meetings here is a brief summary about who and what CONNECT is.

### **Who is *Connect*?**

*Connect* is comprised of a group of parents and educators from JCCS, CCES, WOCS, Cornerstone and CCHS working together to create this support opportunity.

### ***Connect* Vision Statement:**

Each child is unique and fearfully and wonderfully made; living in a sinful world is challenging and overwhelming, especially as a child growing up in it. Our aim with *Connect* is to enable parents and teachers to help our children thrive by building awareness and supporting each other. So, let's sit down and talk about it.

### **What is *Connect*?**

*Connect* provides resources to our communities and families for issues that affect children both at home and school. So let's work together to help our children thrive in both environments. This is not to replace the help that our children receive from their schools, but rather to act as a supplement to the care that they receive.

We hope to build awareness of events that take place in or around our communities that can be of help and use to some families. *Connect* can also be used to create Parent Support Partnerships by introducing community members to others who have had similar struggles or experiences and can perhaps offer support. Finally, we'd like to share online resources, literature and other information that can assist our children and their various struggles.

### **How *Connect* Works:**

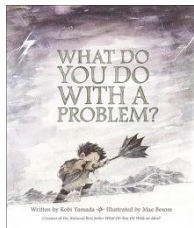
- To find *Connect* on Facebook go to: <https://www.facebook.com/groups/751813431670458/>
- Select "Files" and you will find resources available under various subjects.
- *Connect* will share events going on in the Community that may be of benefit on this Facebook page.
- Some of the resources listed may be available from your Special Education Coordinator; don't be afraid to ask! Or maybe you can find it in your local library.
- Look for references to *CONNECT* in your school monthly publications: *Let's Talk About It...*
- If you wish to meet with another parent in one of our communities, or have questions that may be of a more sensitive nature, email us at [schoolconnectcommunity@gmail.com](mailto:schoolconnectcommunity@gmail.com) and we'll get you *Connected*.



## Let's Talk About It...

As mentioned, the purpose of this corner will be to interact with the school communities about topics dealt with at school and home, sharing ideas and resources. Recently, the EAs at CCES during their Resource Team Meeting shared books they read for professional development. Some will be shared here and for the rest please check out CONNECT on Facebook

<https://www.facebook.com/groups/751813431670458/> or request it by email [schoolconnectcommunity@gmail.com](mailto:schoolconnectcommunity@gmail.com).



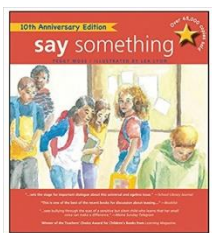
### What do you do with a problem by Kobi Yamada:

"What do you do with a problem" is the story of a child learning the truth about what it really means to have a problem. He learns not to run from it, but to face the fear of it head on. He learns, therefore, that problems are not, necessarily, troubles, but rather opportunities for growth.



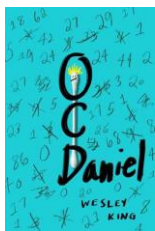
### What colour is your home? The stoplight approach by Cherilyn Orr Chapter book.

One of our EAs took this course in the summer. This approach is rooted in Biblical principles though it is not explicitly Biblical in the language so that it can also be used in the public school system. It looks at the root of the behaviour and not the behaviour itself. It works through different techniques to find ways to diffuse situations. For example, Did you know that communication is 7% is verbal, 55% is non-verbal, 38% tone of voice? This has big implications in how we communicate with others. This technique can be taught in schools in addition to home.



### Say Something: by Peggy Moss

This is a beautifully illustrated picture book dealing with bullying. Three kids are being picked on at school. One girl notices but never says anything. One day, she is in the cafeteria all alone and some kids start picking on her. From that experience, she realizes that she should have said something before when it happens to others. It is great to look at facial expression and body posture and ask yourself or your child: "How is that person feeling?"



### OCDaniel: Wesley King

This is a novel aimed at a middle school audience. This is a brand-new coming-of-age story about a boy whose life revolves around hiding his obsessive compulsive disorder --- until he gets a mysterious note that changes everything. It is written from Daniel's perspective. He didn't know what was wrong until he met others with the same thing. This book has intrigue and mystery as well.

# Mindset:

The current direction of the world of education is heavily influenced, among other things, by brain research as well as the idea of mindset, and its close cousins, grit and resilience. Carol Dweck is a professor who is best known for advancing the idea of fixed and growth mindsets. Her basic premise is that people generally hold one of two mindsets. One is a fixed mindset and the other is a growth mindset. She points out that we all have fixed mindset at times but not all of us have a growth mindset.

As the two labels suggest the growth mindset is a more desirable state. A growth mindset is the belief that intelligence, ability, skills and so on can be improved by hard work, quality practice and perseverance. A quote from Dweck that captures the fruit of a growth mindset is "If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning."

This quote paints a pretty exciting picture. Parenting would be even more exciting. To have classes full of students with that approach to learning would make teaching an even more desirable job than it is and be exhilarating for all involved.

However when we look at schools and our families do we see kids like she describes? Are we like that? Do we see adults like that in our circle of friends? In our communities? We do see some people like that, including students. But do they sustain it in all areas of learning? Are they the majority? No. If we are honest we know that most of us are not or were not like that. So why not? And if not could we change that? Should we?

Dweck believes that a growth mindset can be taught. She has developed a computer based program called Brainology for students aged Grade 4-9 that aims to teach a growth mindset in a fairly short period of time. The key, according to Dweck, is teaching kids about their brain, describing it as a muscle and explaining the physical aspect of how it works. There is also a self-talk component that is needed to sustain the mindset. You do not need the course to develop the mindset. There is also more to it than I am passing on here.

If Dweck's claims are true it is worth checking out. However when I think about things like the growth mindset my Christian perspective leads me to wonder how our depravity fits into the picture. According to the Heidelberg Catechism, "I am inclined by nature to hate God and my neighbour." Much of Canadian society and certainly many educators and educational authors do not accept that. As Christians we don't fully reckon with that ourselves either. However that should not lead us to reject the idea of a growth mindset as humanist psychology. Instead we should ask, what does the Bible teach us about this? The Heidelberg Catechism neither starts nor ends with the declaration regarding our nature. It spends far more time teaching us about God the Father's love for us that sent our Lord Jesus Christ to be our Redeemer who in turn sent the Holy Spirit to be our strength and sanctifier. But we do still have to contend daily with our old nature so where does that leave us?

I believe it needs to leave us thinking about how ideas like the growth mindset fit into biblical teaching (not the other way around!). There is nothing new under the sun. With an identity firmly rooted in Christ and a love of God the Father we should not be afraid of mistakes. With a sure knowledge of God's love mistakes are not connected to our identity. They do not define us. Mistakes are simply a part of learning and they help lead us to new insights and new understandings of how creation works and holds together. Believing in the importance of hard work, of grit, and developing our abilities is part of being Christian. We believe in serving God with our heart, mind, soul, and strength.

So I think it is worth reading about ideas like mindset, grit and resilience and setting them into their proper Christian context. They serve as a good reminder of our responsibilities as adults to raise God's covenant children in the best ways possible, ways that are biblically shaped. It also challenges us to have the right view of who to focus on, Christ our Lord or our own self.



I will end with an example from Dweck's book of what a growth mindset might look like in action and what it does not look like. It should be evident from the example that a parent needs to be pretty honest in how they view themselves and their children. They also need to trust in God to help their child develop their identity, in Christ, through honest self-assessments and courageous responses to outcomes they don't like.

*Nine-year-old Elizabeth was on her way to her first gymnastics meet. Lanky, flexible, and energetic, she was just right for gymnastics, and she loved it. Of course, she was a little nervous about competing, but she was good at gymnastics and felt confident of doing well. She had even thought about the perfect place in her room to hang the ribbon she would win.*

*In the first event, the floor exercises, Elizabeth went first. Although she did a nice job, the scoring changed after the first few girls and she lost. Elizabeth also did well in the other events, but not well enough to win. By the end of the evening, she had received no ribbons and was devastated.*

*What would you do if you were Elizabeth's parents?*

- 1. Tell Elizabeth you thought she was the best.*
- 2. Tell her she was robbed of a ribbon that was rightfully hers.*
- 3. Reassure her that gymnastics is not that important*
- 4. Tell her she has the ability and will surely win next time.*
- 5. Tell her she didn't deserve to win.*

*There is a strong message in our society about how to boost children's self-esteem, and a main part of that message is: Protect them from failure! While this may help with the immediate problem of a child's disappointment, it can be harmful in the long run. Why?*

*Let's look at the five possible reactions from a mindset point of view [and listen to the messages:]*

*The first (you thought she was the best) is basically insincere. She was not the best – you know it, and she does too. This offers her no recipe for how to recover or how to improve.*

*The second (she was robbed) places blame on others, when in fact the problem was mostly with her performance, not the judges. Do you want her to grow up blaming others for her deficiencies?*

*The third (reassure her that gymnastics doesn't really matter) teaches her to devalue something if she doesn't do well in it right away. Is this really the message you want to send?*

*The fourth (she has the ability) may be the most dangerous message of all. Does ability automatically take you where you want to go? If Elizabeth didn't win this meet, why should she win the next one?*

*The last option (tell her she didn't deserve to win) seems hardhearted under the circumstances. And of course you wouldn't say it quite that way. But that's pretty much what her growth-minded father told her. Chapter 7(p. 184) tells you what he told her and what happened. (p. 183-184; also at <http://www.mindsetonline.com/howmindsetaffects/parentsteacherscoaches/> )*

Derek Stoffels  
Principal at Ebenezer Christian School  
Smithers, BC  
Reprinted with permission

