

THE Communicator

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CHCS: A Place Where Children's Hearts are Captivated by God!

A Note from Lead Administrator, Mrs. Jackie Mathews

Why are our Christian youth leaving their faith behind when they go off to college?



When I was asked to consider the role as Lead Administrator for Chapel Hill Christian School, it was the furthest thing from my mind. As I began to prayerfully

consider the opportunity, it became clear that God was working. I began to seek Him about His plan for the school. Clearly, if He was calling me to this role, I needed to understand my part in the dream He had deposited in the heart of a pastor over 57 years ago.

How humbling to be a part of educating and nurturing the spiritual development of a generation of future leaders. Although the responsibility of leading CHCS has passed from person to person through the years, God's vision has remained the same. The goal has always been to provide quality education with a solid spiritual foundation — integrating academic excellence with strong biblical values.

Today, we continue to seek out the best academic curriculums, and top-notch, Christian educators to teach them. However, one area I am particularly passionate about is the spiritual growth and development of our students.

Ephesians 2:10 says, "For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand,

that we should walk in them." At Chapel Hill, we take every opportunity to make sure students understand that they are fearfully and wonderfully created by our Heavenly Father for a specific purpose. Our goal is not to teach them rules about obeying God, but to motivate them to pursue an authentic relationship with Him. Let me explain what I mean...

Most of our students will have some form of personal interaction with God during their time at CHCS. That interaction may be prayer, worship, or reading their Bible. In a Christian school, these things are to be expected. However, an authentic relationship is more than an interaction, especially if it's only done out of obligation or obedience. An authentic relationship is a personal relationship where we talk and fellowship with a true and living God like we would a close personal friend or family member. We want students to "know" Him as a true, living, personal God who deeply loves them and deeply desires to have regular fellowship with them. Then they will pray, worship, and read their Bible from a heart of love and desire, not obligation or obedience.

As we look for transformation in our students, it starts in the heart, not outward behavior. We can tell a child, "you must do this or you can't do that," but we will never successfully change them with commands. Behavior can be changed temporarily, but unless there is a heart change, that

behavior will eventually revert back. Only God can truly change us through a heart surrendered to Him. Only then will we see true transformation — from the inside out. A child who is truly transformed will not leave their faith when they go off to college.

I recently challenged the faculty with the question, "What would it look like to have a building full of students whose hearts are



truly captivated by God?" This starts with every adult in the building — the administrators, teachers, aides, and cafeteria and facilities staff. When WE know God personally and intimately, the results of that relationship are bound to spill over on the students we love and serve. Our lives will impact this generation in a way that only God Himself could orchestrate.

If you ask what my heart is for the school, it's to see children growing in authentic relationship with Christ while excelling to their full potential academically. I see a place where teachers love and serve until their hearts are content. I see a building filled with children whose hearts are captivated by God.

I recently challenged the faculty with the question, "What would it look like to have a building full of students whose hearts are truly captivated by God?"

NORTH CAMPUS NOTES

From Mrs. Cathy Shafer, North Campus Principal



Our students are continuing to do great things at our North campus. Our lobby banner reminds us to “Be Wise...not Foolish” – taken from Prov-

erbs. We are challenged to lean away from our foolish nature and speak/act in ways that show God’s wisdom. Proverbs 13:20 instructs us to choose wise friends to be around: “Whoever walks with the wise becomes wise, but the companion of fools will suffer harm.” We have had some interesting conversations deciding if an action was wise or foolish. It turns out that most of the time we know God’s way of wisdom.

This time of year is a whirlwind of activities. Intramural volleyball is in full swing as well as our *Beyond the Bells* classes. Students can choose a cooking class, jewelry making, chess, or Spanish Club to extend their day with a different twist. We are so appreciative of our parent volunteers who make all of these things happen. We also

have an alumna who is currently in high school as our volleyball referee. She wondered if we still had the ice cream cups that she loved back in her time – yes! Valentine’s Day parties were celebrated with food, cards, games, and a fun out-of-uniform day with colors of pink, red, and purple. On another fun day, students could dress up as twins. These are creative ways to add a little spark to our academic days. We also currently have three competitions connected to ACSI: Math Olympics (our future finance folks), Creative Writing (needed in all fields), and Speech Meet (future pastors and teachers). The CHCS after-school competitive Robotics team has just qualified for a second round. They were part of 5,000 teams and now part of 500. We are excited about their opportunity and ability to code and use our robotics. We were thrilled when one of our 4th graders won the Scripps Spelling Bee competition (grades 4-6)! There was a proud family that day!

Our faculty continues to bond in prayer and worship. As we focus on God’s Word,



we have been taking a deeper look at God’s love for each of us. Each Monday we start our week with Chapel where our 5th and 6th grade Ensemble has been leading us in worship. We are always privileged to pledge to the Bible, the Christian flag, and our country. It is a continual reminder of the freedom we have in a Christian school setting for which we are thankful.

SOUTH CAMPUS GREETINGS

From Mrs. Vicki Keys, South Campus Principal



The Bowl-A-Thon is back! It was a huge success this year and I couldn’t be more excited to tell you about it! In the weeks leading up to the event, stu-

dents were filled with anticipation. In the mornings they gathered around the leader boards excited to see who was in the lead.

Organizing this event was no easy task. With two different campuses, two days of bowling, and over 400 students to coordinate, we had our work cut out for us. We are so thankful that we had an incredible team of 84 volunteers who helped us pull it off without a hitch. They did a phenomenal job of keeping track of everything from t-shirt sizes to lane assignments, bus schedules, and to being our biggest cheerleaders.

The best part of Bowl-A-Thon was seeing the sheer joy on the faces of our students. The bowling alley was filled with the sounds of laughter, cheers, and high-fives. Some of the students even outscored their principals, which was a pretty big deal. But the real star of the day was a first-time bowler who got a mini-bowling lesson from Mrs. Shafer and went on to have the highest score of the day!



We couldn’t have done it without the amazing support of our community. Thank you to everyone who pledged to support CHCS. With your help, we can continue improving our technology and keeping tuition affordable for our families.

THANK YOU! We were able to reach just above our goal this year – \$41,000!

Learning through Virtual Reality by Kelly Lawson

Mrs. Lawson asked her class if they would be interested in taking a field trip to an Aztec village to see an Aztec family. Andrew, one of the students, giggled and replied, “Ummmm, Mrs. Lawson, we can’t take a trip to an Aztec Village. That was 1,000 years ago, and we don’t have passports or a time machine.”

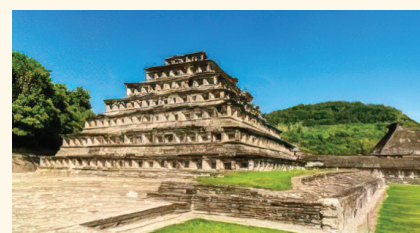
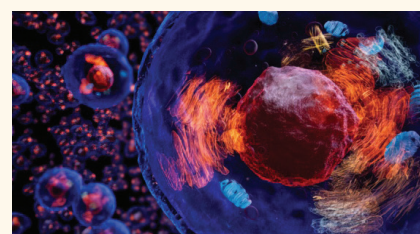
Mrs. Lawson then announced to the class that, thanks to the Virtual Reality (VR) headsets and educational software they received from *Giving Tuesday*, they could experience what it was like to observe and interact with an Aztec family. She suggested that they compare and contrast the Aztec family’s worldview, which was polytheistic, with their own biblical view of family life. To do so, they would create a comparison chart and write an essay.

The VR headsets provide students with a unique learning opportunity, allowing them to explore various subjects in a more interactive and immersive way. For example, they can explore the differences between plant and animal cells by shrinking and moving through the cell wall to observe the cytoplasm, vacuoles, mitochondria, ribosomes, and nucleus. They can also journey to the center of the earth to mine for minerals and gems as part of their science curriculum.

The software and VR headsets give teachers access to educational materials, worksheets, and lesson plans, enabling students to experience the content in an interactive 3-D presentation, which is more engaging than the traditional 2-D pictures found in textbooks. Additionally, teachers have the ability to present materials in different ways, catering to their students’ various learning styles. They can present a whole group tour, partnered, or independent work,

creating a personalized learning experience for each student. These VR headsets make it possible for students and teachers to have real-life experiences that were once unimaginable.

We want to extend a heartfelt thank you to the generous donors who contributed to our *Giving Tuesday* fundraiser, making it possible for our school to provide these VR headsets and offer our students a more immersive and interactive learning experience.



ACCESS FOR ALL

How You Can Help Bridge the Gap in Christian Education

Chapel Hill Christian School is proud to partner with the Ohio Christian Education Network (OCEN) to provide you a unique opportunity to make a difference in the lives of our students at no cost to you. As a Christ-centered school, we are committed to providing a high-quality Christian education that helps students develop an authentic relationship with Christ,

achieve academic success, and discover God’s plan for their lives.

With the support of OCEN, we are able to offer more scholarships to students, enabling more families to receive the benefits of a Christian education without financial burden. Through this partnership, you can make a dollar-for-dollar reduction in your Ohio state taxes up to \$750 per individual taxpayer by contributing to CHCS through OCEN’s Scholarship Granting Organization (SGO) tax credit.

We believe that Christian education is more than just academic excellence; it is an opportunity for students to develop their faith, character, and values. Our students learn to love and serve God and

others, to lead with integrity and compassion, and to positively impact the world.

Your support can help us continue to provide life-changing education to more students in our community. To learn more and make a contribution, please visit ohiocen.org/donate/ or scan this QR code. We also recommend consulting your tax professional to see if you qualify for the OCEN SGO tax credit.



Thank you for supporting our school and investing in the future of our students. Together, we can make a difference in the lives of our students and our community.



**OHIO CHRISTIAN
EDUCATION
NETWORK**

A Network of Center for Christian Virtue

CURRICULUM by Linda Wise

What do you think when you hear the word “Curriculum”? Textbooks? Homework? Assessments? Subjects taught? Teachers?

When members of the CHCS faculty were asked to share their quick first thoughts upon hearing the word “Curriculum,” their responses varied:

“Curriculum makes me think about the content we cover in the classroom.”
(Sherri Isaacs, Band Instructor)



“The materials and resources used to attain the transfer of appropriate grade-level knowledge so that students can progress through our education system. It’s the means to attain academic quality goals for each grade.” (Kelly Eckard, Math Specialist)

“Curriculum... Guided Learning/Teaching Path” (Paula Cunningham, PK Teacher)

“What is being taught” (Terri Weaver, Physical Education Teacher)

“When I think of curriculum, I think of the scope and sequence of what is being



taught throughout the year. I think of unit planning, resources needed, and assessments given that align with the standards.” (Ashley Wise, 5th Grade Teacher)

“Curriculum is a standard-based sequence where students practice and achieve proficiency in content and skills.” (Denise Mauck, Math Specialist, Curriculum)

When googling the definition of “Curriculum,” a variety of possibilities can be pondered! For example, the California Department of Education defines Curriculum, or course of study, as “the content and plan for instruction. It is made up of the instructional resources, methods, and assessments needed to help students develop critical skills and knowledge.”

Wikipedia sums it up as, “the totality of student experiences that occur in the educational process.”

One shared, “It is difficult to give a definition for curriculum development because it will always be strongly affected by the context in which it takes place. We can look back in history and find out that the word curriculum originally came from a Latin word, which meant a racetrack that horses ran around.” (knowledgebank.irri.org/). One way to look at it according to them is that it is continuous!

Christian Curriculum

Why is curriculum so important? Why does ACSI, our accrediting body, require that all schools, in order to be accredited, regularly and cyclically document, analyze, track, review, and map out all the required components of the curriculum that is being taught in their schools?

To summarize, curriculum is the guiding force directing all the experiences

students will have as they learn concepts across their academic career. Those experiences reflect the people, culture, and environment in which they are taught.

Why is Christian Curriculum so important?

When those same faculty were asked what their first thoughts were for the words “Christian Curriculum,” they responded:

“Christian curriculum is that content taught and/or presented through the truths of the Bible. (Sherri Isaacs, Band)

“Seamless transition of Biblical integration to worldly academic content. (Kelly Eckard, Math Specialist)

“Christian Curriculum... God as the guide or the path leading to God” (Paula Cunningham, PK Faculty)

“How to incorporate Biblical Worldview in what is being taught.” (Terri Weaver, Physical Education Faculty)

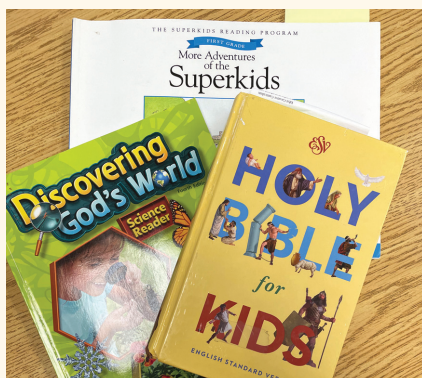
“When I think of Christian Curriculum, I think of how we are incorporating our Biblical worldview into the curriculum. I think of how to include Scripture and how to help students apply it to their lives.” (Ashley Wise, 5th Grade Teacher)

“Christian curriculum provides the standard based sequence while integrating the teaching of creation, fall and redemption of man into every subject, helping students develop a Christ-centered way of thinking.” (Denise Mauck, Math Specialist, Curriculum)

“Christian Curriculum – a biblical foundation woven into what we teach” (Jackie Mathews, Lead Administrator)

Did you notice the common theme in all their answers? The Bible. God’s truths.

“Curriculum is the guiding force directing all the experiences students will have as they learn concepts across their academic career. Those experiences reflect the people, culture, and environment in which they are taught.”



Teaching from a Biblical Worldview.
Having God at the center of all things.

All textbooks, and books in general, are written from the author's point of view, or worldview. In today's world, we are finding it increasingly crucial to look closely at the author's (or publisher's) worldview when evaluating textbooks and resources. When asked about the new science curriculum being implemented this year, one of our faculty shared: "I love how the curriculum teaches science from a biblical worldview, but also teaches the students how to 'give an answer' for the non-biblical worldview in each lesson." Our students need to be aware of worldviews, be able to compare them with what is in God's Word, and be able to critically think and then articulate why they believe what they believe.

As we evaluate new resources for instruction, we will continue to critically evaluate materials for academic rigor, continued development of critical thinking skills, availability of technology resources and applications, as well as the worldview in which they are being presented. CHCS teachers will continue to have ongoing training in teaching from a Biblical Worldview as they integrate all their subjects. "The student is not above the teacher, but everyone who is fully trained will be like their teacher." (Luke 6:40)

The final statement of the CHCS vision statement sums up our goal for all students as: *To create an environment where... they are taught to value a passionate commitment to academic excellence, Biblical worldview, and service for Christ.*

Christian Curriculum matters!

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THANK YOU FOR YOUR GENEROUS GIFTS!

We are thankful for these gifts given to Chapel Hill Christian School over the past few months.

GIFT GIVER	MEMORIAL	CHCS FUND
Carvel & Pamela Johnson	In Memory of Lisa Johnson	General Fund
Bruce and Susan Coe	In Memory of Jennifer Coe-Szaraz	General Fund
Nancy Kleckner	In Honor of Mr. and Mrs. Kleckner	General Fund

To make a donation to CHCS in memory of or in honor of someone, please go to chcseagles.org or call the school office at 330-896-0852.

FAMILY MATTERS

We recently reintroduced "Family Matters" articles from our school counselors to the CHCS weekly parent newsletter. Below are some of their recent articles.

The Language of Love

By Ingrid Monteith, North Campus Counselor



We recently had lots of fun celebrating Valentine's Day, a holiday especially devoted to letting people know we love them. This brings up

an interesting question. What does love look like? On Valentine's Day it looks like cards, flowers, and chocolate. But what about all the other days of the year? How do you let the people in your family know that you love them?

In answering this question it is important to know that love looks different for different people! We all "speak" different languages of love. What makes me feel loved might not be what makes you feel loved. Gary Chapman helps us understand how we express and receive love by defining five "love languages." They are words of affirmation, acts of service, gifts, quality time, and physical touch.

- **Words of Affirmation:** spoken words of praise and appreciation, written notes of encouragement, compliments
- **Acts of Service:** helping out with tasks and chores, random acts of kindness
- **Receiving Gifts:** the effort and thoughtfulness of the gift is more meaningful than the cost of the gift, small gifts are often the most treasured
- **Quality Time:** undivided attention, being present and focused when you're together
- **Physical Touch:** physical affection such as hugs, sitting on the couch together

Perhaps you can get together with your family and ask questions like, "Do you feel more loved when I get you your favorite candy bar (receiving gifts) or when I sit with you and play a game (quality time)?" Or, "Do you like it more when I tell you what a good job you did in your soccer

game (words of affirmation) or if I help you clean your room (acts of service)?"

If you're not sure what your love language is, you can take Gary Chapman's online 30-question Love Language Quiz. The more you understand how people in your family feel loved, the easier it is to express your love for each other. And guess what? Often the way you feel loved is NOT how others in your family feel loved. That's why learning about love languages is so important! Just because you might like getting encouraging notes, doesn't mean the other people in your family do.

One of my favorite questions I asked my children when they were little was, "How do you know that I love you?" It was important for me to know HOW and WHEN they felt loved by me...to know their love language. My son would say, "Because you make my lunch every day" (acts of service). My daughter would say, "Because you scratch my back at night when you tuck me in" (physical touch). And guess what I did? I kept doing those things all the way till they graduated from high school! That was a lot of lunches and back scratching. But it was a joy to do that for them because that's how I was letting them know that I loved them. Maybe tonight you can go around the table at dinner time and have everyone share their answer to "How do you know that I love you?" And if someone says, "Well, I just know," a great follow up question is "But how do I SHOW YOU that I love you?" Sometimes the answer might surprise you!

Helping Your Child Manage Anxiety

By Hannah Plum, South Campus Director of Student Services



As the Director of Student Services at CHCS South, a big part of what I do is provide counseling services to students. Something that I see

a lot of is students struggling with anxiety and worries! I want to provide a few quick tips to help if you start to see anxious tendencies in your child.

Listen and Show Empathy.

Giving undivided attention and a listening ear to your child are some of the most impactful things you can do for your child! Minimize distractions. Look them in the eyes. Ask open-ended questions. Put yourself in your child's shoes and imagine what they might be feeling, even if you see the situation differently from adult eyes. It will mean so much to your child to hear you affirm that you can understand why they feel nervous or scared, and that it's not "wrong" or "bad" to feel that way.

Challenge their Unhelpful or Incorrect Thinking.

After you have shown empathy for how your child is feeling, you might have heard them say something that is untrue or unhelpful, and it is good to ask them questions about what they've voiced. An example of this is asking if the fear they've voiced is the most likely thing to happen, or if something else is more likely. Questions like these are great because they help the child come to conclusions on their own, which tend to be more powerful than an adult simply telling a child not to be afraid.

Teach a child to manage anxiety rather than eliminate anxiety triggers altogether.

Even though it can be tempting to want to protect a child from all stress and anxiety, parents are setting their children up for more success in life by training them to manage anxiety rather than avoid it completely. Be a listening ear for them. Talk them through a game plan for the anxiety-inducing event. Practice deep breathing. Talk through a reward they can receive after they have handled the thing they were anxious about. Give them confidence with empowering words. And more important than anything else...

Continued on page 7

Students Serve in Guatemala By Kelly Foguth

It was wonderful to once again take groups to Guatemala after three long years. What a wonderful experience for CHCS sixth graders to minister to children at the Amigos School for a week in January! As they shared during the preparation time leading up to the trip, the students' desire was to bring joy and hope to these children, as well as to share God's Word. It was incredible to watch students step outside their comfort zone and teach English classes at the school while sharing a Biblical truth in every class. Over and over, they reinforced that God is the Creator of all things, that He loves them with an everlasting love, that God wants to have a personal relationship with them, that He will never "drop them" or let them go, and that we should love God with all of our heart, mind, soul, and strength. Seeds were planted in the hearts of students in Guatemala. CHCS students' desire to share God's Word was accomplished.



The students at the Amigos School were thrilled to have groups of Americans come to spend time with them, something the younger ones had not yet experienced. The school was alive with laughter and smiles. Recess was spent building relationships. Whether playing soccer, making bracelets, playing with sidewalk chalk or jump-roping, there were always groups of children eager to participate. CHCS students' desire to bring joy to these children was accomplished.

In turn, something unexpected happened. Not only did the students impact the lives of the Guatemalans, but God used the people of Guatemala to impact their lives as well. The groups were very touched by the way the Guatemalans shared their gratitude. Regardless of how little they had, the children went out of their way to offer something to the groups. When the Amigos students excitedly collected candy from a piñata, many found an American to share it with. When they made bracelets, some wanted to give theirs away as a gift. When they went on home visits, families offered something to eat or drink to express their gratitude. Seeing that their presence alone brought joy and gratitude to these precious children humbled and impacted the hearts of CHCS students.

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5:16



As evidence of the relationships that God built in the hearts of students, thirteen new children now have sponsorships! What a blessing for CHCS to provide the opportunity for families to travel to Guatemala and share the love of Christ with so many! And what a blessing that each person came back with more gratitude and a new perspective on life!

Family Matters Continued

Read the Bible and pray together.

If you take away one tip from this article, I hope it will be this one. Here are a few passages that I recommend reading with your anxious child: Isaiah 40:28-31, Matthew 6:25-34, Romans 8:31-39, and Philippians 4:4-13. I recommend first asking your child what the passage says about worries rather than simply jumping in and explaining it to them yourself. After you read, you can use those verses to guide your prayers, such as asking for the peace from God which surpasses all understanding.

If you have any questions about this or any other counseling related topic, I am happy to talk with you! You can reach me by calling the school or by emailing me at hplum@chapel-hillchristianschool.org.

SPRING EVENTS

PS-K Open House
South: April 15 North: April 22

Spring Concert/Fine Arts Festival
South: May 5 North: May 12

6th Grade Graduation
South: May 22 North: May 23

Annual Golf Outing: June 26

Learn more at chcseagles.org



Chapel Hill Christian School

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Charity Golf Outing

Monday, June 26, 2023
Glenmoor Country Club



Register at chcseagles.org/go

OUR MISSION:

Love... Learn... Launch... Christ's Greatest Commandment for Christ's Great Commission: Mark 12:30-31; Matthew 28:18-20

OUR VISION:

Chapel Hill Christian School, in partnership with the home and the Church, exists to inspire students to love God and love one another, to reach their highest potential academically, spiritually, socially, and physically, and to be launched into God's designed future with the skills and spiritual maturity necessary to experience success. Our vision is to create an environment where their God-given uniqueness is celebrated, and they are taught to value a passionate commitment to academic excellence, Biblical worldview, and service for Christ.

2022-2023 CHCS BOARD:

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Chapel Hill Christian School admits students of any race, color, and national or ethnic origin.