



Vigorously Academic · Beautifully Diverse · Thoroughly Christian



“Who should we invite?” “What food should we serve?” Two key questions when preparing a table for a gathering. Culinary needs and tastes vary greatly from person to person. Guests may be vegan, vegetarian, pescatarian, or flexitarian. Toddlers, teenagers and adults often come to the table with different needs and tastes. Guests may find mashed potatoes too bland or red chile too hot. Knowing our guests will guide our decisions about the menu and the needed preparation.

Key ingredients are central to a meal. Fry bread needs Bluebird flour. Banket needs almond paste. Ethiopian wats need burbori. Salsa needs cilantro. Preparing a table must be a thoughtful and intentional process.

At Rehoboth Christian School we seek to prepare a table in the spirit of Romans 15:7. “Therefore welcome one another as Christ has welcomed you, for the glory of God.” Rehoboth intentionally reflects Christ’s open-arms invitation to a lavish feast of love. We are committed to allowing anyone who desires a transforming Christian education to come to the table. Families with very few resources are able to come to Rehoboth’s

table because of generous donors from around the country who join us in our commitment in reflecting Christ’s open arms. Students with significant learning challenges are welcomed through caring volunteers who come alongside teachers to advance their work.

Students with emotional trauma are embraced and included by staff who truly care. Because of God’s goodness, the Rehoboth table is set for a beautifully diverse group of students, staff, families and supporters. Thank you for being at this table with us.

In this newsletter we highlight some of the key ingredients of a Rehoboth Christian education. First, Rehoboth Christian School has always sought to proclaim that “Jesus is Lord of all” and that “every square inch belongs to God” throughout the entire curriculum. Currently this message is enhanced through our newly adopted Teaching for Transformation Throughlines, which define ways to love, serve and transform our world.

These Throughlines are translated into Navajo, Zuni and Spanish to reflect a second key ingredient of a Rehoboth education: a respect for and celebration of the beauty of the cultures reflected within our student body.

A third ingredient of a Rehoboth education is a focus on the whole child. Even during this pandemic-induced period of online and hybrid education, our faculty, staff, counselors, and

chaplain have journeyed with our students and parents who struggle with the loss of normalcy. The need for spiritual and emotional support is clear. Weekly chapels and full-class virtual meetings provide a space to grow, to worship and to pray. Continuing to provide physical education, art, music and band strengthens both sides of the brain as well as the body. We believe that this is so important especially at this time.

A final and very important ingredient of the Rehoboth table is community. As a community we celebrate together important milestones such as retirements. So many have poured their lives into the community and students of Rehoboth and appropriately we come together to honor them. When we gather as a community we pray together and support those who face hardships. In the past six months so much of that hardship has been connected to the coronavirus. Many of our students and staff are mourning the loss of loved ones during this time. We have extended the Rehoboth table to include the broader community through continuing food distribution to all, as well as fire-wood delivery to the elderly as they prepare for the winter months.

Thank you for your prayers and financial help which provide what is needed to prepare the Rehoboth table. Without your prayers and financial support, both the guest list and menu would be quite limited.

Bob Ippel
Executive Director

Teaching For Transformation

Rehoboth has, from its inception, been a Christian school, and that's never going to change. But as part of the strategic planning process a few years ago, the board, administration, faculty, and staff decided to get very explicit and intentional about what that Christian identity means—not just in Bible classes or chapels, but also throughout the curriculum and the various experiences students have at Rehoboth. That decision set the school on a journey that ended in joining a program called Teaching for Transformation (TFT). Over 100 different Christian schools throughout North America use the TFT model as a way to ensure that both the content of their classes and the teaching methodology used are expressly Christian.

TFT pairs schools with specific trainers and planners to help them reach their goals, and Rehoboth received a whole-staff introduction to the ideas and philosophies behind TFT two years ago. Last year, a group of early adopters—three teachers from each of the different campuses—went through the full training over eight days spread throughout the school year. For 2020-21, the entire RCS faculty is embarking on this same training; but aside from teacher-specific training, TFT schools are invited to wrestle with ten “throughlines”—biblical themes that they want to see lived out by their students and incorporated into the learning experiences across grades and subjects.

TFT provides ten of their own throughlines as a starting point—each expressed as a role/task/job that Christians should take on in the world (ex. Servant Worker). For some schools, the given list may work just fine, but engagement in the process is richer if the school makes them their own—choosing ideas, titles, and images that reflect the specific cultural context of their institution. At Rehoboth, that undertaking naturally pointed us to biblical themes and expressions that resonate with native peoples. One small but meaningful change we made to the RCS throughlines is that

we expressed them in plural form, rather than singular, because both Navajo and Zuni cultures value the community over the individual.

For a whole year, staff met to consider, select, and revise the throughline ideas that we wanted to weave into our curriculum and have our students embody as servants of Jesus Christ

Staff decided to get very explicit and intentional about what that Christian identity means—not just in Bible classes or chapels, but also throughout the curriculum....

who bring His Shalom to the Chaos of a world that needs it so desperately. First, the staff gathered to brainstorm the characteristics and ideas that make Rehoboth distinctive. They then reviewed student and parent feedback from past surveys to see thoughts from other perspectives. The entire staff had the opportunity to create their own top-ten list and share it with a small group for further refining. During Gallery-Walk activities, these ideas were posted on the walls for people to write on, underline, highlight, and question. All of these feedback sessions led to a clear list of about 20 possible throughlines, but the hard work was narrowing the list to just ten. Thanks to Google Forms, RCS administrators were able to gather everyone's votes, along with final comments to get us to our final ten.

At that point, small groups of staff each took a throughline to flesh out the concepts and ideas

it expressed and the way it would apply to our students at Rehoboth. After each group shared with the whole and received further feedback, administrators created a finalized list with specific proposed names for each throughline that would help capture Rehoboth's identity and resonate with the native students and families we serve.

Knowing that the RCS population includes Navajo, Zuni, Spanish, and English speakers, it made sense for each throughline to get translated into those various languages—each with its own richness of description and life. We didn't only want words to express our throughlines, however, and thanks to the talents of RCS art teachers Elmer Yazzie and Autumn Newell, specific images for each throughline helped depict the ideas visually and memorably with a distinctly native flair. This fall, the whole staff got to enjoy the final results—hearing the various languages and how each one tried to capture the essence of its throughline. The artists shared their creative processes and pointed out the symbolism in each image to deepen its meaning for all of us.

These images and ideas will be showing up in Rehoboth classrooms for our students to experience, but we also wanted to make sure they became a way to tell our story to parents, supporters, prayer warriors, and anyone connected with this school that we love. This year's (2021) Rehoboth gift calendar will feature the throughline images and descriptions—along with two bonus images as well. We'll use the pictures to make greeting cards and canvas prints available to the public as well. People will be able to order individual images or sets of all the images in either format from the Rehoboth website. Who would've thought that our journey with Teaching for Transformation would end up with such a broad impact? We praise God that it has, and this is just the beginning!

Written by Dan Meester,
High School Principal

Alumni Interview: Katie Holtsoi

As teachers, we plant seeds with a prayer that what is cultivated in the life and education of our students will produce good fruit. Gratefully, there are times where we witness how those seeds have yielded a harvest of abundance! Such is the case in the life of 2017 RCS graduate **Katie Holtsoi**.

Smart, quiet, diligent, questioning, thoughtful, and oh yes, did I say smart? Katie was top of her class when she graduated from RCS. As the seed sowers, we knew that in Katie's life, the potential for growth was boundless! Katie credits Rehoboth for giving her the academic tools needed to go forward. Her mid-school communications teacher, Mr. Morris was one of those notable teachers! Katie credits Mr. Morris with preparing her especially in writing. "Oh the rules he laid out!" remembers Katie.

Katie's family has long been tried and true supporters of Rehoboth. Grandmas, father, aunts, uncles, brother, sister are all part of the history that is woven into the fabric of the Rehoboth community. But at Rehoboth, there was an uneasiness in Katie's spirit. Katie was surrounded by her Native American peers and began to see the disparity of where she grew up on the Navajo reservation and the advantages of much of the rest of the world, a sentiment shared by a number of Rehoboth alumni. In all of this, she is driven to return and reverse this disparity gap.

As a senior at Arizona State University, Katie's eyes have been opened to a perspective that broadens her view as a Native American and a woman. Katie is fiercely proud of her Native American heritage. She believes that Native American people can empower themselves and not rely on others. "This is what drives me," says Katie, with

a determination to change historical institutions that have undermined Navajo sovereignty.

In 2018 and 2019, Katie worked in the Begay-Nez and Nez-Lizer administrations. She also worked with the First Lady of the Navajo Nation, Phefelia Nez. Katie attended meetings in the community and found valuable skills in recognizing the issues which were of most importance. Katie says, "I needed to find out how these issues translate to 'now' and how to make changes that will benefit the Navajo Nation. I have met with representatives, governors, and people from different organizations to talk about how to elevate the needs of the Navajo people."

Katie readily says that her experience was one she truly loved. In reflecting back to the experience, she says, "I've been able to observe how the system works and the importance of language...a language of resilience and hope." That hope, Katie sees, is what must move society forward, slow but steady. Her hope is for the under-recognized areas of missing and murdered indigenous people, LGBTQ rights, women in government, as well as addressing the expansiveness of the Navajo Nation and empowering chapters to fix their own problems. She concludes, "If I am going to lead, I need to know the language fluently!"

Looking at the aspect of her faith, Katie admits that she struggles with how to be a Christian and a Navajo. "I fear that being a Christian can be used as manipulative or even give the perception of being above others. How do I be a light to the world? How do I learn Navajo culture while being Christian? It is an everyday struggle," Katie says. Katie's family has been an integral part in her journey to find out who she is. Her own parents are a source of strength on her journey. She looks



to her mom as a real life wonder woman. "I owe a lot to my parents, Daryl and Angie Holtsoi," Katie reflects.

As educators, Katie's story should be one that inspires us to examine ourselves and the soil in which the seeds of Christian education are sown. How can we take that desire that Katie has and ensure that we have a place in Rehoboth's garden where her gifts are fully accepted and recognized? Can we in God's Kingdom and (in following our "Preparing a Table" school year theme) find a place at the table where each person is welcome. Executive director Bob Ippel says, "Katie's story is a celebration that Rehoboth does have a wide embrace and a good menu. As we learn more about our guests, the more we see a need for change in how we offer Christian education..." From garden to table, we have been challenged by Katie's story in how we can feast together at the table of the Lord!

**Written by Gail DeYoung,
Former Staff Member**

A Tribute to the Life and Work of Elmer Yazzie



“Hey, Elmer, wanna go for a ride?” It was those words or perhaps similar ones that began a life-long association with Rehoboth Christian School for **Elmer Yazzie**. Little did 11-year-old Elmer realize, but after the 90-minute ride with his brothers and sisters from his home in Shiprock to the little mission school called Rehoboth, that he was also being dropped off... left... with only the clothes he was wearing.

Life stories such as this one come easily these days for the 66-year-old art teacher who will retire from RCS next year after a career that has spanned 45 illustrious years. His indelible mark left on both walls and hearts of the Rehoboth community will be part of the school’s historical landscape for countless years to come.

Born at the small rural Rehoboth Mission Hospital in 1954 to Sampson and Inez Yazzie, Elmer knew of the Christian Reformed Church and its mission effort to the Native American people of Northwest New Mexico from a young age. “My father was an interpreter (translator from English to Navajo language) for missionary Vander Stoep. He was committed to the CRC (Christian Reformed Church) and wanted his kids born at Rehoboth Hospital,” says Elmer. Beyond that, however, Sampson also wanted his children educated at Rehoboth. And so, Elmer, unbeknownst to his mother, joined several of his older brothers and sisters in becoming a Rehoboth Mission School student. It was a difficult transition for a few of Elmer’s siblings. However, Elmer, with his versatile, flexible, and adaptable personality, was able to adjust. “You might as well get along with everyone,” he resolutely said.

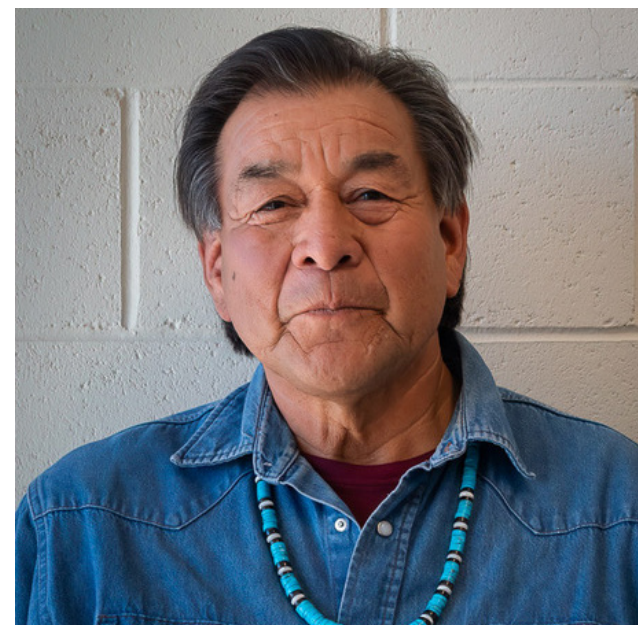
Elmer began his life as a Rehoboth dorm student under dorm matron Julia Ensink. In Elmer’s early years as a dorm student, he was introduced to several realities. One was that he would not return to his home until Thanksgiving and Christmas. Another was the reality of helping the Rehoboth

staff through doing work detail. These chores taught Elmer the value and importance of work but also taught life skills for the future. A case in point: “I worked in the kitchen with Bill and Bert Hoekstra. Art Bosscher would kill a mule deer and the meat would be processed at the kitchen. Whole pigs were brought in. We quartered out a cow and I learned how to process meat,” remembers Elmer. “We were assigned detail for a whole semester at one place, whether the shop, the dorm, the school, or the kitchen.” Each student had a part in making the work of Rehoboth happen.

Rena Vander Woude, Elmer’s 6th grade teacher, first recognized his artistic talent. “My mom said that I used to draw on paper sacks and cardboard. Rena, however, had the insight to buy me paints, brushes and canvas with her own money. She asked me to do a painting for her and she paid me \$20. That was my first sale and the year was 1966,” Elmer reflects, “I used that money to buy candy at the school concession stand.”

Elmer’s years as a Rehoboth High School student were “enjoyable”, a view that Elmer admits was not always the case with all students, particularly dorm students. Elmer’s dorm experience with his friends was a positive one. Dorm students spent their Saturdays exploring the hogback (mountains behind Rehoboth). When the time came to let dorm students vote on whether or not to send them home on weekends, Elmer and friends said “no”. It was their time to hang out with friends. That policy changed a few years later, after Elmer graduated, and students were then bused home on weekends.

Elmer admits that he struggled in school and even goes so far as to say that if Covid-19 would have happened in the world of his youth, he would not have made it. The motivation wasn’t there. He remembers standing in high school principal Keith Kuiper’s office as he considered his future plans,



saying, “I’m going to come back here and work.” Keith’s response was that he didn’t think that Elmer would make it in college.

But, Elmer persevered and attended Calvin College, a place 1600 miles from his home. Again, Elmer quickly adapted while still keeping contact with his Rehoboth roots. “I used to call Ann Boyd, our beloved secretary and woman who wore many hats. The phone call was always collect, and Ann always accepted the bill for those talks,” Elmer chuckles.

While at Calvin, Elmer continued his athletic career running cross country. There he met California runner, Mike De Young. Once again, a story comes to mind as Mike and Elmer remembered their first time out for a Michigan run. “We set out to run around Reeds Lake in Grand Rapids. The upperclassmen had run ahead and Mike and I were in a world of our own enjoying the beauty of that run.” That is, until they realized that neither of them knew how to get back to campus. A good laugh between life-long friends was followed by “somehow we found our way back with a little bit of help.”

Elmer studied art at Calvin, but during his sophomore year explored the possibility of entering the ministry. He eventually settled on art

education. In January of 1976, without his ever having developed a resume, Ann Boyd called and asked Elmer to return to Rehoboth as a teacher. Elmer found it funny that while his peers were pouring over their resumes, he already had a job.

Returning to Rehoboth, Elmer was ushered into a world of teaching students, coaching, and energy-draining situations. “It took me a while to adjust. I remember the first week of teaching in 1976. I can remember my classroom in the west classrooms of the high school which later became the mid-school wing. I was so tired after the students left that I fell asleep with my head resting on burlap, from school’s end until 6:30 pm. The burlap left a mark on my face,” laughs Elmer.

Elmer married Sharon Iwema in the summer of 1978. Though no longer together, Elmer and Sharon continue to parent and grandparent their children, Autumn (Andy), Dawn (Brett), Sierra (Fidel) and Andy (Sheri), and ten grandchildren.

In the fall of 1978, Elmer was invited to paint murals in Red Mesa, 134 miles north of Gallup. Church planter, David Scates, from Red Mesa, told Elmer that he had a dream in which he was told to go see Elmer to paint a 4000-foot mural. Eventually, Elmer moved his young family to Red Mesa and completed the project in 1982.

Elmer, Sharon and their growing family returned to Rehoboth. Elmer gained prominence as an artist, a runner, and a speaker. He had a hand in the formation of Elderhostel at RCS. The program which catered to senior citizens would often include a trip to Red Mesa to view Elmer’s mural. At this time, a national campaign was launched to get Elmer’s image placed on a Wheaties breakfast cereal box. “Sadly,” says Elmer, “I was beat out by a buffalo chip thrower. I was in the top six finalists nationally, and for that I received a plexiglass trophy.”

The Rehoboth cross country program became a vital part of his career. Names such as Mary Boot, Betty Boot and Ramone Norris readily come to mind. The Rehoboth cross country program under Elmer boasts seven state titles and a total of 15 trophies. With all these remarkable achievements, there were also forces of evil at work. Perhaps because of being a Christian school or perhaps being a very strong team, the runners found themselves fighting deeply spiritual battles. Elmer

has vivid recollections of cross country meets where individuals were practicing witchcraft on the course, chanting prayers against the Rehoboth team. In one meet, Mary Boot described a man in front of her, whose hand was outstretched. Though he did not physically touch Mary, she felt a terrible blow to her chest. Immediately, the parents and all who were there from Rehoboth prayed to stop the evil. Though Satan used it for evil, God used this threat for good in strengthening the spiritual lives of those brave students. (Sadly, Elmer’s coaching career will end without his runners competing this year due to COVID-19.)

Elmer’s career journey led him to Manhattan, Montana in 2001 where he served as a track coach and substitute teacher at Manhattan Christian School. In 2003, Elmer’s children Sierra and Andy sat down with their dad at Christmas and encouraged him. “Dad, we’ve been praying; you need to be in art teaching,” they urged. And those prayers brought Elmer to Tucson, AZ, to Pusch Ridge Christian Academy, an ACSI school about twice the size of Rehoboth Christian School. Elmer stayed 11 years and found it to be a wonderfully supportive program. “The school there, principal and teachers, walked with me through some very difficult times.”

During his 11th year of teaching in Tucson, his daughter Autumn called Elmer with the news that an art position at RCS had opened. “God called me back,” says Elmer. “It has been a blessing to coach and teach with Autumn these past four years.” Elmer will end his incredible career of teaching art and life while producing meaningful artwork as well. He finds great satisfaction in former students, now outstanding artists, that will carry his teaching into the future. Raymond Yazzie, Anthony Emerson, Jake Livingston, Jr., Geraldine Tso and Dorson Mahooty are now sought-after artists in the Southwest and beyond.

As Elmer contemplates these coming years of life, he would still like to speak and be an artist-in-residence around the country. He wants to connect with a variety of artists and minister to them, as well as gathering with other art teachers to discuss art education at Christian schools. He plans to

return to his family farm in the isolated area of Burnham, NM.

For Elmer, teaching art is not about academics; his teaching of art standards is more a byproduct of his teaching. Elmer teaches a studio art method with some art history mixed in as opposed to an academic approach to art. He believes that you begin to realize what students are good at and you zone in on that. But for Elmer, teaching art is much deeper than putting paint brush to canvas. Often, he will bring in powerful cultural and spiritual elements that challenge students in their own faith journey.

Two epiphanies from the Lord have transformed Elmer’s approach to art. The first is that the yucca brush and other elements of Native design could be incorporated into art as tools through which God could work. Elmer’s paintings will often include the yucca brush he used within the frame of his painting. The second epiphany is a profound revelation from God. Elmer says, “Art is definitely a spiritual journey. Every art piece has something spiritual in it. Hearing the voice of God as our guide, helps us determine what to do, how to paint, how to create. That artistic process happens through His word, our dreams, through people!” Perhaps the greatest aspect of the process, however, is helping his students to see the need to submit to the direction of the Holy Spirit. “Our students have a calling to live artistically, because we are His workmanship, made in His image, created for His glory, with the purpose of leading others to the Creator. Ultimately, God’s deep hope for us is to know His artistic characteristics, to know the role of humans as artists, and to live artistically for His glory.”

What a remarkable life of serving God, creating amazing art and even more lasting memories for each person who has had the privilege of learning from this master artist! The impact of his teaching, his coaching, his stories, his faith and his love for the students and staff of Rehoboth will forever be the legacy of this unique and uncommon man named Elmer Yazzie.

**Written by Gail DeYoung,
Former Staff Member**

Volunteers: A Missing Ingredient



Throughout a normal school year Rehoboth averages about 500 volunteers. Whether they come as singles, couples or a part of a large group, volunteers are needed in every part of Rehoboth's ministry. During a typical October you would see volunteers working in food service, assisting the maintenance crew, shelving books in the library, tutoring in the schools, helping with clerical needs or socializing with each other at their volunteer apartments or in the dorms.

At the end of March, as the four corners region was struck with the severity of the pandemic, Rehoboth wisely contacted volunteers to let them know that it was not safe to physically come to volunteer at Rehoboth. Instead a program was set up for volunteers to become virtual tutors rather than risking travel to New Mexico. During the summer, Rehoboth was able to open its volunteer apartments and dorms to provide housing for volunteers connected to medical efforts and food distribution programs serving the Navajo Nation.

The 2020-21 school year has been a combination of online learning and some hybrid experiences for some of our students. The need for extra hands due to the pandemic has increased in every area; tutoring, cleaning, and food service.

Please let us know if you are able to join us in volunteering virtually or in person as we plan out the 2020-21 school year. You can contact Deanna Benson at dbenson@rcsnm.org. We know that decisions are always dependent on the guidance of public health officials. Like all of you, we have become very flexible in our "planning." We are thankful that nothing can deter the army of prayer warriors that lift up Rehoboth to the Triune God.



We are thankful for several volunteers who have been able to join us either on campus or virtually:

Charles Nykamp
Marcia and Gary Van Ee
Paul Ippel
Jim Holwerda
Linda Hekman
Jan Reece
Lois Harvey
Jon Ide

And for some who are helping us virtually with editing, archives, data entry and tutoring:

Paul and Trudi Ippel
Jack and Cindy Ippel
Donna Genzink
Paul Brink

Alumni Transforming the World Through Medical Careers



We have a few more alumni who are serving or have served in the medical field that we want to add to the list from the RCS Summer 2020 Newsletter:

Servaas Vanderstoep, DDS 1950s
Dr. Evertt Vanderstoep 1950s
Alice Lee '58
Dr. Wilbur Tso '70

Dr. Ken Gjeltema '75
Dr. Jan Siebersma '77
Dr. Rich Posthuma '78
Dr. Jeff Glass '87
Dr. Brian Dykstra '81
Dr. Timothy Veenstra '82
Dr. Alden Dykstra '83
Sharon Gjeltema '83
Christine Soriano-Thron '87



A Key Ingredient: Student Transportation



Throughout its 118 year history, Rehoboth Christian School has been committed to serving students from a large geographical area. Over the past forty years, student transportation has been provided to allow families from a 3,000 square mile area to pursue a Christian education for their children. The educational goal of teaching the whole child is promoted as the transportation department buses students to athletic competitions, musical events and service opportunities. A key ingredient of providing a Rehoboth education is having a reliable bus fleet to transport students to and from school as well as to extra-curricular activities.

For decades Rehoboth has purchased older used buses which resulted in financial challenges for the school due to regular breakdowns, towing bills, and expensive repairs. A plan was created to provide a financially sustainable transportation model which included the purchase of a new fleet of propane-fueled buses. This plan is successfully moving forward due to the

generosity of 275 supporters who saw the need and gave to the Rehoboth Christian School Transportation Campaign. Rehoboth will budget to save for new buses each year so that purchases can be made on a planned rotation. Another positive benefit of our new fleet of propane fueled buses is that the amount of emissions released will be reduced as we transport our students.

We are grateful for the amazing outpouring of support we have experienced over the course of this campaign. Our students, families, bus drivers and transportation director thank you for your help in providing for this key ingredient!

Transportation Campaign Homestretch

We are in the final leg of the transportation campaign. Our remaining need for the 6 propane buses and fueling station is \$49,000. We continue to encourage your support for this current financial need.

Tuition Assistance Need

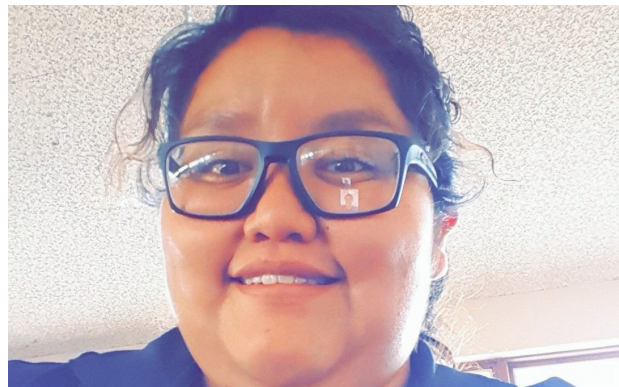
Through October 19, we have received tuition assistance gifts totaling \$671,077, or 36% of our need for the 2020-2021 school year. Our phonathon callers reached many of you during the summer months, and we are thankful for your generous responses to their requests for tuition support! As we near the calendar year-end, please consider a gift that will help us provide tuition assistance to over 78% of our students.

Please reach out to us if you have any questions, concerns, or would like to help in any way.

Ken Zylstra, Director of Advancement
kzylstra@rcsnm.org, or (505) 488-3900

Dave Sytsma, Advancement Officer
dsytsma@rcsnm.org or (616) 283-4495

Welcome, New Staff!



Alysha Begay

We are excited to have Alysha back at Rehoboth as a member of our food service team. Alysha graduated from Rehoboth in 2012 and also served as our middle school boys' basketball coach during the 2018-19 season. She currently lives in Vanderwagen, New Mexico, and attends the Baa'ha'il Church of God Holiness. Alysha is studying to be a welder at UNM-Gallup, and when she is not working or attending school, she enjoys spending time with her family and friends, and especially her grandma.



Daniel Ensign

Daniel joined the Rehoboth staff as the counselor for the elementary and middle school and has been in the Gallup/Window Rock area for the last eight years. He currently lives in Bread Springs with his wife Heather and one-year-old son Arlo and newborn son, Sylvan. Daniel and Heather met in Ft. Defiance, Arizona, while working for Rez Refuge Ministries, and married in 2015. Daniel graduated from Trinity International University in 2012 with a Bachelor's in Biblical Studies, and from Capella University in 2018 with a Master's in Mental Health Counseling. He absolutely loves being a counselor and finds great purpose in walking with students through hurt and struggles.



Jamie Frederiksen

Jamie recently returned "home" to Gallup after four years in Prague, Czech Republic. She is working as Rehoboth's Title 1 reading teacher, taking over for Short Holwerda who has retired. Jamie is a Rehoboth alum and received her bachelor's degree in psychology at Colorado Christian University and got her teaching licensure through the University of West Florida. Jamie and her husband Phil, also a Rehoboth alum, have three children who attend Rehoboth in the 6th, 5th, and 3rd grade. Jamie loves to travel, read and spend time with family and friends.



Emmanuel Yazzie

Emmanuel is our newest staff member and serves on our transportation team as a bus driver. He previously drove for Gallup McKinley County Schools. Emmanuel and his wife Candace live in the Bread Springs area and attend Bread Springs Church of God (Holiness). Emmanuel looks forward to being able to express his belief in God, to grow in the faith with fellow co-workers, and to portray a godly example for the students at Rehoboth.



Rena Begay

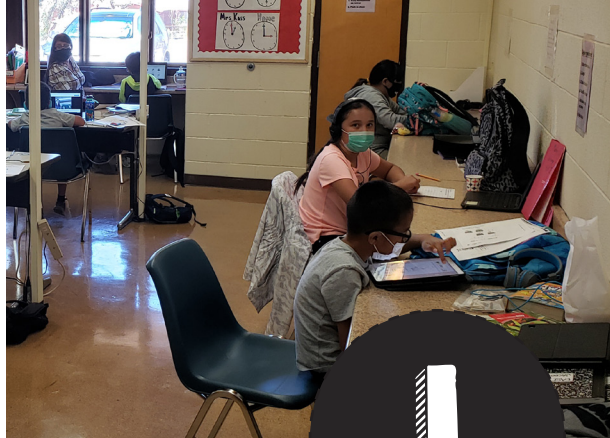
Rena joins the Rehoboth staff as a cook on our food service team. She lives in Gallup and attends the Red Rock Church of God. Rena has five children and 11 grandchildren and enjoys traveling with family when she is not working. She is excited to be a part of the Rehoboth staff and looks forward to preparing food for Rehoboth students.



Abbie Hvizinga

Abbie rejoins the Rehoboth staff as the special education teacher for grades K-8. Abbie and her husband Chris, the high school counselor, moved to Rehoboth 12 years ago when he taught middle school science and she worked as campus hostess for a time. Chris and Abbie have four children: Grace, Anna, Audrey and Eddie, all of whom are or were Rehoboth students. Grace graduated this year from Rehoboth and is attending Calvin University, Anna is a junior, Audrey is in 8th grade and Eddie in 5th. Abbie comes to RCS after working as a special ed teacher for Gallup McKinley County Schools at Catherine A. Miller Elementary School in the village of Church Rock.

Hybrid Learning at Rehoboth



1. In early September, elementary and middle school students were welcomed back to campus for one day a week. In the morning, they work on core academics.



2. Accommodations have been made to keep students safe. For band, protective covers were purchased to contain the spread of airborne particles.



3. In the afternoon, students rotate between art, music, PE, and Navajo language.



Wellness Wheel



The ingredients that go into the development of a child cannot be boiled down to just one. Each child is a complex mixture of different parts. The counseling world illustrates this mixture as a wheel which identifies the ingredients that lead to wellness. It is a holistic approach, recognizing all the different areas that make up a person. This wellness wheel has six parts; mental/emotional, physical, spiritual, professional/academic, financial, and social wellness. This idea of wellness and wholeness is not just a counseling idea. Many cultures have their own words for this. In Navajo, the word, Hózhó, encapsulates this idea of wholeness. Hózhó represents balance, harmony, and beauty, when all parts are working together to bring that peace. At Rehoboth, we try to help encourage the growth and development of each child, focusing on each and every part of the wellness wheel by pulling from a Christ-centered philosophy. It is our job at each school level to walk alongside each student, helping them fully realize their true whole identity as beautiful image bearers of God.

Elementary: Children are still being educated on the ingredients of wellness. Many of which cannot be immediately controlled by them. This means that more collaboration with teachers, counselors, administrators with the child's family and support system are needed. We can help create areas of social and emotional literacy through Social Emotional Learning (SEL) Programs, like "Toolbox". Physical wellness is often done academically through physical education and healthy menus at lunch, but also through modeling healthy behaviors. Of course, we encourage spiritual wellness through our school structure, curriculum, chapel, and modeling grace. Our young children are in their most malleable stage and depend on others modeling behaviors and

wellness. We must show them what it looks like to encourage personal wellness.

Middle School: Developmentally, our adolescents are maturing into autonomy and beginning to take on their own identity. They may start challenging beliefs, testing authority, creating friend groups, and prioritizing social acceptance. These are all normal areas of growth, but can be difficult for both the student and their family. If balance in personal wellness is not achieved, the student begins developing their own coping strategies to compensate for the areas of imbalance. For example, it is common for adolescents to put so much energy into social wellness/acceptance that they lose their balance in academic/spiritual/emotional wellness. We can support these students by being genuine, consistent, and show how every choice has a positive or negative response. Middle schoolers are undergoing a significant developmental leap physically and mentally. Therefore, we must understand that they may need extra grace, structure, and guidance. We have the privilege of empowering them to create these standards in their transformation into adulthood. One-on-one sessions, practicing mindfulness, classroom presentations, Q and A sessions are all avenues that we can take in the middle school to encourage wellness in our students.

High School: Our young adults are growing, maturing, and beginning to understand their identity and role in the community around them. High school students often jump from one activity to the next, searching for the experience and connection. They begin to see outside of themselves and by using their experiences, begin to form a perspective of the world around them. The perfect strategy is to provide opportunities for each student to develop every part of wellness through involvement in different classes, clubs, and other groups. However, for this to really



Each child is a complex mixture of different parts. The counseling world illustrates this mixture as a wheel which identifies the ingredients that lead to wellness.

come together, RCS emphasizes the importance of the relationship between staff and students. It is the catalyst. Students are known, encouraged, challenged and accepted. Our approach is to recognize each student and discover what makes them tick; what challenges they have faced or are currently facing, what are their gifts and talents, and what are their passions in life. We attempt to connect them with different opportunities and support to help foster growth and understanding. High school is a time of growth and development. We pray that all the ingredients within each student can be known, appreciated, and fully recognized as they see their true identity in the likeness and image of God.

Written by Daniel Ensign (Elementary and Middle School Counselor) and Chris Huizinga (High School Counselor)



Above: Rehoboth Christian School students are serving the community by chopping and delivering wood for elders in the community.



Below: Rehoboth Christian School, in conjunction with Convoy of Hope and Calvary Chapel Albuquerque, was able to distribute 1,100 boxes of food to the community in a five-hour period prior to a 57-hour weekend curfew on the Navajo Nation.



An Update from...

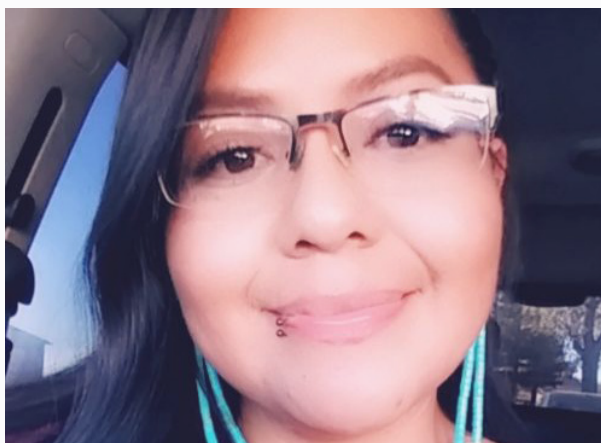
Rehoboth Early Childhood Center

The Rehoboth Early Childhood Center currently serves students both in person and virtually. Our Early PreK program for three-year-old students meets Monday through Thursday in person and while simultaneously providing activities and lessons for virtual students. On Fridays, the Early PreK staff

meet virtually with students and families both for individual sessions and a whole class gathering. For PreK, or the four-year-old program, students come to school five days a week and gather in two different classes. A designated teacher focuses on the students and families who attend virtually

Although our in-person program is full for PreK, we have room for a few more students in the virtual program. Please contact the school at (505) 863- 4412 if you are interested. Applicants must live in New Mexico.

New RECC Staff for the 2020 - 2021 School Year



Clarrissa Chee

Clarrissa is serving our Early PreK program as a lunch assistant. Clarrissa is from Tohlokai, NM. She enjoys working with the little ones and is gaining more experience in the field of early childhood education. When Clarrissa is not working, she enjoys spending time with family, hiking, playing basketball, volleyball, softball, working out at the gym, watching movies, and parenting her four children.



Elsa Doornbos

After serving as a long-term volunteer last year for the Pre-K program, Elsa joined the Rehoboth staff this school year as a lead teacher for the Early PreK classroom. Elsa comes to Rehoboth from Grandville, Michigan, and received her associate degree in Applied Sciences in Early Childhood Education from North Central Michigan College in 2016. She is currently attending and taking classes for her bachelor's degree in Early Childhood Education at New Mexico State University. Elsa loves how the staff at Rehoboth feels like a family. When she is not teaching, she enjoys hiking in the mountains, exploring new places, painting, drawing, and singing.



Geraldine Easton

Geraldine joined the Rehoboth staff as a Pre-K assistant in the Rehoboth Early Childhood Center. Geraldine grew up in Gallup, New Mexico, and attended Gallup High School and UNM Gallup. She worked at Bread of Life Christian Bookstore for 11 years and taught children's church for more than 30 years at All Nations Assembly of God. Geraldine enjoys working with children and seeing their growth through hands-on learning. Her hobbies are gardening, home improvement, and singing on music teams. She enjoys spending time with family and her fur babies. Geraldine counts it truly a blessing to be working at Rehoboth and looks forward to the days ahead.



New RECC Staff for the 2020 - 2021 School Year



Sara Bingley

The RECC staff welcomed Sara as a lead teacher in the 4-K classroom. Her family recently relocated in the Gallup area, but she grew up much of her life on the Navajo Reservation. Sara is originally from Bahast'lah (Twin Lakes), New Mexico and her clans are Sleeping Rock People born for the Red House People. She graduated valedictorian from Tohatchi High School, and as a Dine' woman, knew the importance of continuing her education. Sara attended New Mexico Military Institute (NMMI) in Roswell, New Mexico and there earned her associates degree and later received her bachelor's from New Mexico State University (NMSU). Sara and her husband Dalray have two young children.



LeahRae Francisco

LeahRae joined the Rehoboth staff as an Early PreK educational assistant. She is from Vanderwagen, New Mexico, and recently graduated from Fort Lewis College in Durango, Colorado. LeahRae enjoys working with the children and looks forward to creating stronger and lasting relationships with her students and fellow staff members. She also looks forward to learning more about working with children as young as three and four years old in a classroom setting. LeahRae is a Rehoboth alum and appreciates the tight-knit community here. When not working, she enjoys hiking, camping, traveling, playing volleyball, watching movies, hanging out with family and friends and reading books in her hammock.



Katya Brink

Katya is serving our Early PreK program as a lunch assistant. She is from Grand Rapids, Michigan, but was born in Indonesia and has lived in Vietnam and Malaysia. Katya is attending the University of New Mexico-Gallup and is working towards her associate degree. As the lunch assistant, Katya is excited to learn from the children in the classroom. She enjoys hiking, cats, and cooking.

Honoring Johnny Harvey

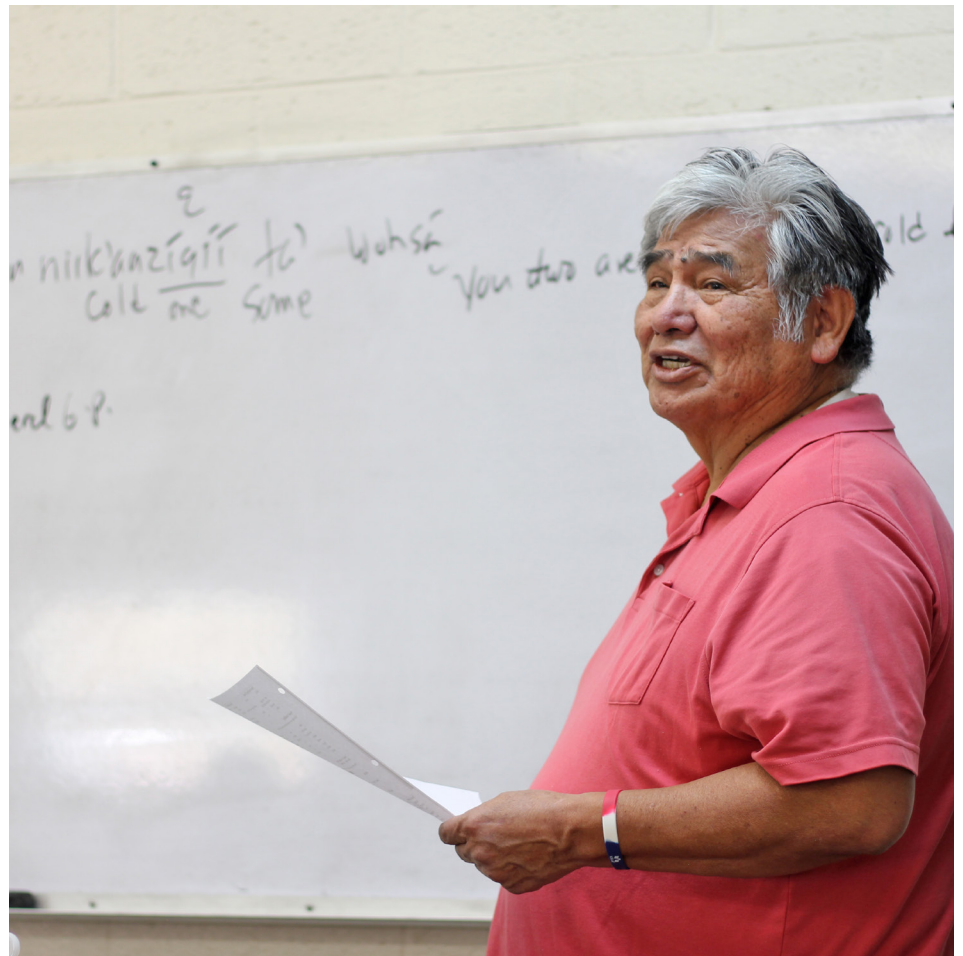
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Johnny Harvey, Rehoboth High School's Navajo language teacher from 2010-2019, has been a student of Navajo language and culture since birth. Growing up in the Twin Lakes area of the Navajo Nation, Navajo was Mr. Harvey's first language. He has not stopped studying the language. Countless summers have been spent with linguists from all over the country studying at the Navajo Language Academy. These summers gave Mr. Harvey the inspiration to find and describe all the verb forms of the Navajo language; a project that he is still working on. Navajo verbs are especially descriptive, and Mr. Harvey loves to demonstrate all the pronouns and phrases that are packed into every Navajo verb. His study of language and linguistics involves more than the Navajo language; Mr. Harvey can probably be found today working on a translation of a book of the New Testament from Greek into Navajo.

Mr. Harvey also spends great amounts of time reading and researching the historical events that shaped Navajo culture. He can recommend many great books that will help any newcomer become familiar with Southwest history and challenge anyone who has lived in the Southwest for some time to reconsider the importance of events and places. Reading is not the entirety of Mr. Harvey's cultural studies, he also loves to visit the places around the Southwest that are prominent in these stories. This love has brought him to most of the stops on the Old Santa Fe Trail, and Mr. Harvey has spent great amounts of time biking the 300 miles from Fort Defiance, AZ to Fort Sumner, NM, a close approximation of the route travelled by the Navajo people in 1865 during the Long Walk. Mr. Harvey's latest historically inspired adventure took him to Bent's Old Fort, an obscure place of which he speaks very highly.

This love of learning and experiencing the history of the region inspired a few friends of Mr. Harvey and Rehoboth to start an endowed scholarship in his honor. Mr. Harvey hopes that the scholarship will be awarded to a student interested in studying the Navajo language and/or linguistics. His friends and the Rehoboth community hope that the scholarship will help produce lifelong learners like Mr. Harvey. Hopefully, through these learners the cultures that reflect the beauty of the Lord may be preserved, valued, and displayed. This is the way in which Mr. Harvey would love to be honored.

**Written by Seth Weidenaar,
High School Teacher and
Son-in-Law to Johnny Harvey**



If you would like more information on how you can begin an Endowed Scholarship Fund at Rehoboth, please contact Ken Zylstra, Director of Advancement. Thank you for considering how you can bless Rehoboth families with tuition support for their children for generations to come! Ken can be reached at kzylstra@rcsnm.org or (505) 488-3900.

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In memory of Connie Bartleson
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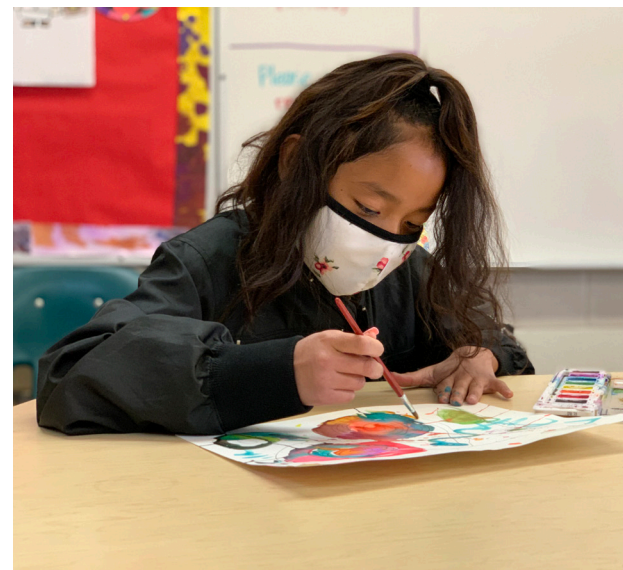
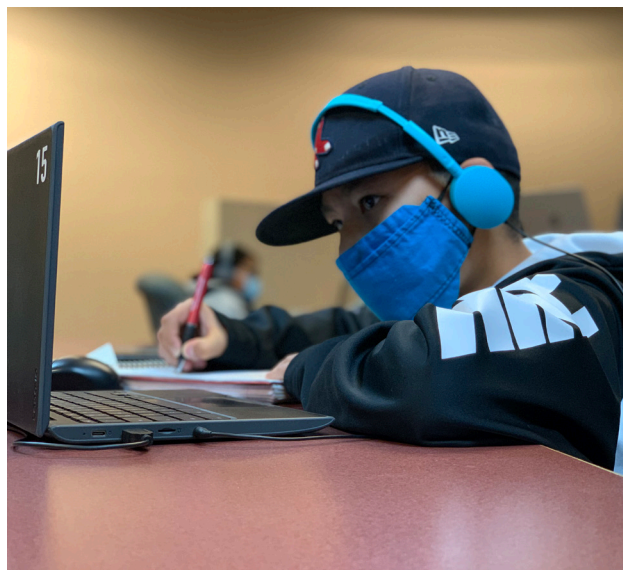
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