



Grand Haven Area Public Schools
Vol. 27 No. 3



spotlight

A MOUNTAIN OF OPPORTUNITY

by Andrew Ingall

Happy spring! Thank you for picking up this edition of Spotlight. We continue to work to refine this publication in an effort to share the spectrum of what is happening throughout the Grand Haven Area Public Schools.

Because March is “National Reading Month” we are highlighting literacy and its great importance in both learning and life. Additionally, we want to reflect on and celebrate the countless successes achieved throughout the 2016/2017 school year.

In the coming pages, several of our staff members,

and local experts, provide great information about literacy along with strategies for success. There is no doubt that literacy is a gateway skill providing access to information, new learning and a variety of important content for our daily lives both in school and throughout life. When we all work together to ensure our children have the opportunity and exposure to reading on a daily basis, the long-term benefit for the child is simply amazing.

Each year at GHAPS we commit precious resources, and prioritize both reading and writing in our schools,



knowing these core skills are crucial not only for daily learning, but throughout our lives.

You will also see a number of the year’s highlights at our schools. While we are

exceedingly proud of these, we are even more proud of the daily success of our individual students and staff members. These are the successes that have been incrementally built and result in the community-wide achievements we can each own and celebrate.

We ask families and students to be proud of the process that occurred to achieve each small success. Discuss the challenge and the struggle, honor the fortitude to persevere, and use the success to build confidence to take on future challenges.

Like the successes of our

students, the individual and daily contributions we receive in support from our community members build a mountain of opportunity for our students.

In closing, please look back with pride and to the future with anticipation. During the upcoming spring and summer breaks please remember to take time to build upon your student’s skills by reading together daily or encouraging their reading efforts. Model the life skills you want them to learn and cheer on their accomplishments.

Thank you for your continuing support.

CABINET



Andrew Ingall
Superintendent

616.850.5015
ingalla@ghaps.org



Scott Grimes
Asst. Superintendent
Human Services

616.850.5000
grimess@ghaps.org



Mary Jane Evink
Instructional Services
Director

616.850.5075
evinkm@ghaps.org



Lisa Danicek
Business Services
Director

616.850.5046
danicekl@ghaps.org

MISSION STATEMENT

The Grand Haven Area Public Schools are committed to the expectation that all students will learn. It is our obligation to provide each student in our community a positive environment for learning so they will experience success and realize their fullest potential. This school district accepts the responsibility to work in partnership with the community to provide an excellent education that will prepare all learners for the challenges of a changing global society.

Spotlight is a publication of the Grand Haven Area Public Schools. For questions or comments please contact Tina VanderWall at 616.850.5015 or e-mail vanderwallt@ghaps.org.

SCHOOL BOARD



John Siemion
President

616.402.3351
siemionj@ghaps.org



Carl Treutler
Vice President

616.842.0802
treutlerc@ghaps.org



Christine Baker
Secretary

616.846.6381
bakerch@ghaps.org



Seth Holt
Treasurer

616.843.0415
holts@ghaps.org



Mike Cramer
Trustee

616.296.9090
cramerm@ghaps.org



James O'Neal
Trustee

616.443.9531
onealj@ghaps.org



Nichol Stack
Trustee

616.638.9678
stackn@ghaps.org

DISCRIMINATION STATEMENT

Grand Haven Area Public Schools does not discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap, disability, or limited English proficiency in any of its programs or activities. The following office is designated to handle inquiries regarding the non-discrimination policies: Assistant Superintendent of Human Services, Grand Haven Area Public Schools, 1415 Beechtree St., Grand Haven, MI 49417, 616.850.5000.

BOARD MEETING SCHEDULE

Monday, May 8, 2017 @ Lake Hills Elementary
Monday, May 22, 2017 @ Robinson Elementary
Monday, June 5, 2017 @ Grand Haven High School
Monday, June 19, 2017 @ Education Service Center
Monday, July 10, 2017 @ Education Service Center
Monday, August 14, 2017 @ Education Service Center
Monday, September 11, 2017 @ Education Service Center

***All board meetings begin at 7:00 p.m.
unless otherwise noted.***

ANNUAL OPERATING MILLAGE RENEWAL ELECTION

On **Tuesday, May 2**, voters in the Grand Haven Area Public School District will decide on a ballot proposal for the annual renewal of operating millage. If approved, the millage will allow the school district to levy not more than the statutory rate of 18 mills on a non-principal residence and other non-exempt property required for the district to receive its revenue per pupil foundation allowance. This proposal represents an annual renewal (i.e. not an increase) of millage, which does not affect the taxes on a homeowner's principal residence.

Passage of the Non-Principal Residence Renewal means a continuation of \$17.3 million in revenue needed to maintain Grand Haven Area Public Schools' programs and services. Please remember to vote on May 2. Polls will be open from 7:00 a.m. to 8:00 p.m. Visit our website at **www.ghaps.org** for more information.

Grand Haven Community Aquatics Center

17001 Ferris Street, Grand Haven, MI 49417 • Info & Registrations: 616.850.5126 or 616.850.6292 FAX 616.850.5127 • Website: www.ghaps.org/aquatics

PARENT TOT CLASSES 6 MONTHS – 3 YEARS

Parent Tot Swim class is a great opportunity to help your child feel comfortable in and around the water while emphasizing safety and fun. Basic swimming and water skills are taught: floating on front and back, kicking, paddling and blowing bubbles are just a few. Parent Tot class gives parents information and techniques to help orient children to the water and to supervise water activities. This class is not intended to teach children to become swimmers or to survive in the water on their own. Parents are required to be in the water with your child. Children must meet the age requirement of 6 months at the beginning of each swim session. Children not toilet trained must wear a swim diaper or snug fitting plastic pants over a cloth diaper. (HUGGIES Swim Diapers work the best) No Class Monday, May 29

May 1-June 12 / Mon (No 5/29)
6:15-6:45pm / \$30 res/\$45 non-res

6 lessons / June 19-July 24 / Mon
6:15-6:45pm / \$30 res/\$45 non-res

PRESCHOOL LESSONS 3 YEARS – 5 YEARS Family/Therapy Pool

There are 3 levels of swimming with in the Preschool lessons. Each level has specific skill requirements that children are required to reach before moving on to the next swim level. Progress reports are provided at the last lesson of each session. Preschool classes will be divided into skill levels or smaller classes will be taught according to your child's skills.

Preschool Level 1

Children must be at least 3 years of age, a good listener and ready for a group lesson. Skills that will be taught: entering and exiting the water, front/back floats and glides, blowing bubbles, kicking and paddling of arms, going underwater and retrieving an object in shallow water. Child moves on when all requirements are met.

Preschool Level 2

~ Prerequisite Level 1 skill tests

Children continue to work on all basic swim skills, floating and gliding longer distances, retrieving objects in chest deep water, finning on back, combining arms and legs with face in water and independent paddle stroke.

Preschool Level 3

~ Prerequisite Level 2 skill tests

Basic skills are continued with greater independence. Bobbing 10 times, blowing bubbles with face in water, rotary breathing is introduced, treading water in shoulder deep water. Introduction to the deep water (competitive pool). Once level 3 is completed or child is 6 years of age, instructors will place child in the appropriate school age swim level.

May 1-June 12 / Monday (No 5/29)
4:30-5:00pm / \$30 res/\$45 non-res
6 weeks

May 1-June 12 / Monday (No 5/29)
6:45-7:15pm / \$30 res/\$45 non-res
6 weeks

May 5-June 16 / Friday (No 5/26)
4:30-5:00pm / \$30 res/\$45 non-res
6 weeks

June 19-July 24 / Monday
10:00-10:30am / \$30 res/\$45 non-res
6 weeks

June 19-July 24 / Monday
4:30-5:00pm / \$30 res/\$45 non-res
6 weeks

June 19-July 24 / Monday
6:45-7:15pm / \$30 res/\$45 non-res
6 weeks

June 20-July 25 / Tuesday (No 7/4)
4:30-5:00pm / \$25 res/\$40 non-res
5 weeks

June 21-July 26 / Wednesday
10:00-10:30am / \$30 res/\$45 non-res
6 weeks

June 21-July 26 / Wednesday
4:30-5:00pm / \$30 res/\$45 non-res
6 weeks

School age lessons ~ 6-12yrs old Level 1: Introduction to Water Skills Family/Therapy Pool

No skill prerequisites, age requirement of 6 years. At this level participants develop basic aquatic skills, positive attitudes and safe practices around the water. Skills that are taught: front/back floats, front/back glides, bobbing, recovering objects in the shallow end, basic paddle stroke skills.

May 1-June 12 / Monday (No 5/29)
5:00-5:30pm / \$30 res/\$45 non-res
6 weeks

May 5-June 16 / Friday (No 5/26)
5:00-5:30pm / \$30 res/\$45 non-res
6 weeks

June 19-July 24 / Monday
10:30-11:00am / \$30 res/\$45 non-res
6 weeks

June 19-July 24 / Monday
5:00-5:30pm / \$30 res/\$45 non-res
6 weeks

June 20-July 25 / Tuesday (No 7/4)
5:00-5:30pm / \$25 res/\$40 non-res
5 weeks

June 21-July 26 / Wednesday
10:30-11:00am / \$30 res/\$45 non-res
6 weeks

June 21-July 26 / Wednesday
5:00-5:30pm / \$30 res/\$45 non-res
6 weeks

Level 2: Fundamental Aquatic Skills ~ Family/Therapy Pool

Prerequisites, successful demonstration of Level 1 skills assessment. Participants will continue to gain confidence and independence in the water. They continue to build on the basic skills of floating, gliding and paddle stroke. Rotary breathing and back stroke is introduced along with swimming longer distances. Participants are also introduced to deep water swimming.

May 1-June 12 / Monday (No 5/29)
5:30-6:15pm / \$30 res/\$45 non-res
6 weeks

May 5-June 16 / Friday (No 5/26)
5:30-6:15pm / \$30 res/\$45 non-res
6 weeks

June 19-July 24 / Monday
11:00-11:45am / \$30 res/\$45 non-res
6 weeks

June 19-July 24 / Monday
5:30-6:15pm / \$30 res/\$45 non-res
6 weeks

June 20-July 25 / Tuesday (No 7/5)
5:30-6:15pm / \$25 res/\$40 non-res
5 weeks

June 21-July 26 / Wednesday
11:00-11:45am / \$30 res/\$45 non-res
6 weeks

June 21-July 26 / Wednesday
5:30-6:15pm / \$30 res/\$45 non-res
6 weeks

Level 3: Stroke Development ~ Competitive Pool

Prerequisites, successful demonstration of Level 2 skills assessment. At this level participants build on the skills learned in Level 1 and

Continued on the following page

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2 to help participants achieve basic water competency in a pool environment. Participants are swimming 25yards of front and back crawl, they are gaining endurance. Skills introduced at this level: elementary backstroke, dolphin kick, breaststroke kick, streamlining, sit dives, survival floating and treading water times are extended.

May 5-June 16 / Friday (No 5/26)
6:15-7:00pm / \$30 res/\$45 non-res
6 weeks

June 20-July 25 / Tuesday (No 7/4)
6:15-7:00pm / \$25 res/\$40 non-res
5 weeks

June 21-July 26 / Wednesday
6:15-7:00pm / \$30 res/\$45non-res
6 weeks

**Level 4: Stroke Improvement
~ Competitive Pool**

Prerequisites, successful demonstration of Level 3 skills assessment. At this level participants work on proficiency in performing the swimming strokes that were introduced in level 3. Butterfly and breaststroke is introduced along with underwater streamline and head first entries. Participants continue to build endurance.

**Level 5: Stroke Refinement
~ Competitive Pool**

Prerequisite, successful demonstration of Level 4 skills assessment. At this level participants refine their performance of all six swimming strokes: front crawl, back crawl, elementary backstroke, breaststroke, sidestroke and butterfly. Skills introduced at this level: long shallow dives, surface dives, and flip turns. At this level swimmers will also increase endurance with additional yardage.

**Level 6: Swimming and Skill
Proficiency-Personal Water Safety
~ Competitive Pool**

Prerequisite, successful demonstration of Level 5 skills assessment. Refine strokes so participants swim them with greater efficiency and effectiveness over longer distances. Participants learn how to prevent aquatic emergencies and are taught to practice self-rescue techniques.

**Level 6: Swimming and Skill
Proficiency-Fundamentals of Diving
~ Competitive Pool**

Prerequisite, successful demonstrations of Level 5 skills assessment. Participants continue refining strokes with greater efficiency and effectiveness. Participants are taught the fundamentals of springboard diving skills.

Level 6: Swimming and Skill Proficiency- Fitness Swimmer ~ Competitive Pool

Prerequisite, successful demonstration of Level 5 skills assessment. Participants continue refining strokes with greater efficiency and effectiveness. Fitness swimming skills are taught: circle swimming, using a pace clock, use of swim equipment, up to set up an exercise program, training techniques and calculating a target heart rate.

Level 4-6 are combined
May 5-June 16 / Friday (No 5/26)
6:15-7:00pm / \$30 res/\$45 non-res
6 weeks

June 20-July 25 / Tuesday (No 7/4)
6:15-7:00pm / \$25 res/\$40 non-res
5 weeks

Private and Semi-Private Swim Lessons

Grand Haven Community Aquatics offers private and semi-private swim lessons for the fearful child to the adult who would like to learn to swim or fine tune strokes. An instructor will contact you to schedule your lessons, once your registration has been received. You will receive 5/ 30 minute lessons. Lessons are schedule on a first come basis. Lessons are scheduled around the pool schedule and instructor availability.

Private Lessons / 1 participant
\$100 res/ \$115 non res

Semi-private lessons / 2 participants
\$90 res/\$105 non res (each student)

3 participants
\$80 res/\$95 non res (each student)

4 participants
\$70 res/\$85 non res (each student)

**Adult Water Exercise Classes
Family/Therapy Pool
Aqua Dynamics**

An instructor led exercise class that utilizes barbells, kickboards and noodles combined with stretching, toning and cardiovascular workout. Participants control intensity and impact to fit their need.

Classes will not meet: Monday, May 29/
Tuesday, July 4/ Monday July 31-August 4
(cleaning and maintenance)

May 22-July 14 / Mon/Wed/Fri
9:00-10:00am / \$72 res/\$82 non-res
8 weeks

May 23-July 13 / Tues/Thurs
9:00-10:00am / \$52 res/\$62 non-res
8 weeks

July 17-Sept 1 / Mon/Wed/Fri
9:00-10:00am / \$57 res/\$67 non-res
6 weeks

July 16-Aug 31 / Tues/Thurs
9:00-10:00am / \$42 res/\$52 non-res
6 weeks

Arthritis Water Exercise

An instructor led class designed to strengthen and tone muscles as well as increase flexibility, balance and coordination to carry out daily tasks more efficiently. This is a great class for those who experience pain associated with arthritis, fibromyalgia, lupus or other joint and muscle conditions. No class: Tuesday, July 4 and Monday July 31-August 4 (cleaning and maintenance)

May 23-July 13 / Tues/Thurs
10:00-11:00am / \$52 res/\$62 non-res
8 weeks

July 16-Aug 31 / Tues/Thurs
10:00-11:00am / \$42 res/\$52 non-res
6 weeks

AQUANASTICS

Adult water exercise class designed for both the swimmer & non-swimmer to improve flexibility, strength and fitness. This class is a great cardio workout. NO class May 25.

May 23-June 8 / Tues/Thurs
6:00-7:00pm / \$20 res/\$30 non-res
3 weeks

May 23-June 8 / Tues/Thurs
7:00-8:00pm / \$20 res/\$30 non-res
3 weeks

2017 GHSC Summer Swim Club

Join the fun of competitive swimming. GHSC is in the West Michigan Swim League and will swim other recreation teams in the area. Practices are held Monday – Friday. Preseason practice will be held in the evening beginning May 15th. Once school is on summer break practices will be held in the morning. Summer swim meets are held on Thursday mornings through mid July. \$150.00.

Head Coach: William Hamm

Asst. Coach: Megan Reenders and Erin Weigand

For more information on the swim team please visit the team website: www.weebly.ghswimclub.com or call 616-850-6292, Aquatics Office

Diving Clinic

For students in grades 4 and up (2016-17 school year). Must be able to swim a minimum of 25 yards without difficulty. Incorporated within the instruction will be confidence building and learning to conquer fear. Instructor, Jeff Alward has over 35 years of coaching experience at all levels of diving from age group, middle school, high school, and college.

BEGINNERS: Includes instruction on dive approach, proper stretching, diving exercises, mat work and will introduce the five diving groups. Maximum 8 students.

June 19-30 / Mon-Fri
9:00-10:00am / \$115 res/\$130 no-res
2 weeks

July 10-July 21 / Mon-Fri
9:00-10:00am / \$115 res/\$130 no-res
2 weeks

ADVANCED: Will focus on preparing the diver for competition by concentrating on optional dives and learning new dives. Maximum is 8 students.

June 19-30 / Mon-Fri
10:15-11:30am / \$125 res/\$140no-res
2 weeks

July 10-July 21 / Mon-Fri
10:15-11:30am / \$125 res/\$140 no-res
2 weeks

2017 Community Lap and Open Swims

The Grand Haven Community Aquatics Center is open to the community with a variety of aquatic options: swim instruction for all ages, competitive swim teams, water polo, water exercise classes, community lap swim and open swims. The Aquatics Center also offers birthday parties and pool rentals.

ADULT / LAP SWIM

The competitive (main) and auxiliary (therapy/family) pools are available for an early morning workout or a noontime swim. This time is for those 16 years or older for lap swim, individual water exercise or water walking. Exercise equipment (noodles, water joggers, pull buoys, kickboards) are available for your use. Lap swim hours are available online www.ghaps.org/aquatics

OPEN/LAP SWIM

Open Swim is a great time to enjoy the pools either as a family, group of friends or as an individual. Lifejackets are available for use during your stay at the pool. Parents or guardians of non-swimmers or those using swim aids (lifejackets) are required to be in the water, within an arm's reach and must have constant supervision. An adult must accompany all children under the age of 11 years old.

Open Swim hours are available online www.ghaps.org/aquatics

Lap/Open Swim Costs
Daily-Yearly
Children/Students / \$3.00 / \$75
Senior Citizens / \$3.00 / \$75
Adults / \$4.00 / \$150
Family / \$8.00 / \$275

EMPLOYMENT OPPORTUNITIES

Grand Haven Community Aquatics is looking for lifeguards and swim instructors. Early morning, noon and evening hours are available. Apply online www.ghaps.org Interested in becoming a lifeguard or swim instructor? Classes are available.

American Red Cross Lifeguarding Class

Course is a blended learning course that combines online learning with on-site skill sessions where participants will practice skills and demonstrate competency. Participants are required to complete assignments prior to scheduled practice sessions. Registration deadline is Monday, May 15. Participants must be 15 years of age.

Class Fee: \$175.00 res./\$190.00 non res.
PLUS \$35.00 Red Cross online registration fee.
Class times: Friday, May 19 and 26, 6-9pm
Saturday, May 20 and 27, 8am-4:00pm

WSI (Water Safety Instructor)

If you are at least 16 years old and a proficient swimmer, you can become an American Red Cross Water Safety Instructor. This course will help you teach skills that may save a life, gain terrific work experience as an aquatics professional, earn money or join a volunteer team while you help people learn valuable skills. In addition you will learn organizational and presentation skills that will help you in any career and make a difference in people's lives. Whether you want to splash around with kids and teach them to swim, help children and adults refine their strokes or teach diving safety techniques, you can do it as an American Red Cross Water Safety Instructor. Minimum age of 16. Demonstrate swimming skills by swimming the following strokes:

- Front Crawl - 25 yards
- Back Crawl - 25 yards
- Breaststroke - 25 yards
- Elementary backstroke - 25 yards
- Sidestroke - 25 yards
- Butterfly - 15 yards
- Maintain position on back for 1 minute in deep water (floating or sculling)
- Tread water for 1 minute

Class Fee: \$175.00 res./\$190.00 non res. PLUS \$35.00 Red Cross online registration fee.
Class times: June 3, 10 and 17 8:00am-4:00pm



Registration deadline one week prior to start of event. \$10 fee charged for late enrollment.

NORA reserves the right to cancel programs if the minimum enrollment is not achieved.

SUMMER CAMPS:

All camp ages are based on Fall enrollment grade.

Non-Residents add \$15 to fee.

BUCCANEER BOYS BASKETBALL – Coach Immink & Staff

June 19-22 (Monday-Thursday)
11th-12th Grade 9:00am-11:00am
9th-10th Grade 11:00am-1:00pm
(Friday, 6/23 - 9th graders only 9:00am-11:00am)

Lakeshore Middle School Gyms

June 26-29 (Monday-Thursday)
3rd-4th Grade 8:30am-10:30am
5th-6th Grade 8:30am-10:30am
7th-8th Grade 10:30am-12:30pm

GHHS Fieldhouse & Auxiliary Gyms \$55 (Includes t-shirt)

BUCCANEER GIRLS BASKETBALL CAMP – Coach Kowalczyk & Staff

June 19-22 (Monday-Thursday)
3rd-6th Grade - 8:30am-10:30am
7th-8th Grade -10:30am-12:30pm
9th-12th Grade - 6:00pm-8:30pm

GHHS Fieldhouse Gym \$55 (Includes t-shirt)

BUCCANEER GIRLS SHOOTERS CAMP – Coach Kowalczyk & Staff

July 17-19 (Monday – Wednesday)
9th-12th Grade Girls 1:00pm-2:30pm
6th-8th Grade Girls 2:30pm-4:00pm

GHHS Fieldhouse Gym \$30

BUCCANEER COED BASKETBALL CAMP – Coach Kowalczyk & Immink

July 17 – July 20 (Monday – Thursday)
K-2nd Grade 10:00am-11:00am
GHHS Fieldhouse Gym \$40 (Includes t-shirt)

NEW!! BEACHFIT – ATHLETIC SAND CROSS-TRAINING

June 20, 22, 27, 29, Tues & Thurs.
9th-12th Grade Coed \$42 8:30-9:30 am
July 11, 13, 18, 20 Tues & Thurs.
5th – 8th Grade Coed \$42 8:30-9:30 am
June 5- August 23 Mon. & Wed.
Adult Coed \$220 6:30pm-7:30pm
Grand Haven State Park Pavilion

BUCCANEER COED CHEER CAMP – Coach Schuitema & Staff

August 14-16 (Monday-Wednesday)
K-4th Grade – 8:00am-10:00am

5th-8th Grade – 10:00am-12:00pm
GHHS Auxiliary Gym \$40 (Includes t-shirt)

BUCCANEER COED CHEER STUNT CAMP – Coach Schuitema & Staff

Saturday, August 12
4th – 8th Grade – 9:00am-12:00pm
GHHS Auxiliary Gym \$25

3rd ANNUAL YOUNG BUCS SUMMER COED CHEER CLINIC

June 1- July 18 various evenings
8 week program
3rd-8th Grade
Parent/athlete meeting June 1 @ 6pm w/ practice after
White Pines Football Stadium \$100 (includes 2 different shirts)

BUCCANEER COED FOOTBALL CAMP- Coach Nelson & Staff

July 10-13 (Monday-Thursday)
3rd-6th Grade 10:00am-12:00pm
7th-8th Grade 3:00pm-5:00pm
9th-12th Grade 6:00pm-8:00pm
GHHS Stadium Football Field \$60 (Includes t-shirt)

JUNIOR COED GOLF LESSONS

Randy White - GHHS Varsity Coach & PGA Class A Professional
Questions Call: Randy White's Golf Shop 231-750-3109

June 19-22 (Monday - Thursday)
9-11 yrs. 9:00am-10:00am
12-15 yrs. 10:30-11:30am
West Ottawa Golf Course – US31
South of GH \$70 Resident/\$85 Non-Resident (Participants must have clubs)

COED SUMMER GYMNASTICS & TUMBLING- Kara Duncan

Coed Ages 4-12 Mon.-Thurs.
Session I: June 26-29 (Monday – Thursday)
Session II: July 17-20 (Monday-Thursday)
4-6 year olds, 1:00pm-2:30pm
7-12 year olds, 2:30pm-4:00pm
Ferry Elementary School \$69 Resident/\$84 Non-Resident

BUCCANEER LACROSSE CAMP – Coach Christian & Robertson

June 19-22 (Monday-Thursday)
2nd-4th Grade 9:30am-11:00am Coed
5th-9th Grade 12:30pm-2:00pm Girls
GHHS Stadium Soccer/Lacrosse Stadium \$60 (Includes t-shirt)

PERFORMING ARTS CAMP (P.A.C.)

5th – 9th grade Coed
Auditions: Wed. June 14 @ 6:30pm & Fri. June 16 @ 1:30pm
June 19-July 21 (Monday-Friday) 9:00am-12:00pm
Performing: Willy Wonka, Junior
Directors: Joe Negen & Chloe Warmoth
Location: Grand Haven Community Center PAC \$160 Resident/\$175 Non-Resident (Includes t-shirt)

SCIENCE SMORGASBORD

Instructors: George Jaeger, Alyssa Westerman & Nate Mihalek

Starlight, Star Bright, Coed 4th – 6th Grades

Mon., Tues., Thurs., Fri., June 19-23, 9:00-11:00am

Science Academy, Coed 3rd & 4th Grades

Mon., Tues., Thurs., Fri., June 26-30, 9:00am-11:00am

Science Academy, Coed 5th & 6th Grades

Mon., Tues., Thurs., Fri., June 26-30, 1:00pm-3:00pm

Grand Haven CSI, Coed 3rd-6th Grades

Mon.-Thurs., July 10 - 13, 9:00am-11:00am

Colorful Chemistry, Coed 3rd-6th Grades

Mon.-Thurs., July 17-20, 9:00am-11:00am

Lakeshore Middle School \$42

Resident/\$57 Non-Resident

SOCCER CLINIC

June 26-29 (Monday-Thursday) Coed
7-8 year olds- 4:15pm-5:30pm
9-13 year olds- 5:30pm-7:00pm
Lakeshore South Soccer Field \$38 Resident/\$53 Non-Resident

BUCCANEER SOCCER CAMP- Coach Dean & Staff

July 24-27 (Monday-Thursday)
Y5-2nd Grade Coed 9:45am-10:45am \$45
3rd-4th Grade Coed 9:45am-11:15am \$50
5th-8th Grade Coed 9:45am-11:15am \$50
9th-12th Grade Boys 8:00am-9:30am \$50
GHHS Stadium & Grass Soccer Fields (Includes t-shirt)

BUCCANEER COED GOALKEEPER SOCCER CAMP – Coach Mast

July 19-23 (Monday-Friday)
4th – 8th Grade 8:30am-10:30am
9th – 12th Grade 10:30am-12:30pm
GHHS Grass Soccer Practice field A \$85 (Includes t-shirt)

GAMEON GIRLS SOCCER CAMP- Coach Yvonne McKessy & Staff

Minimum 2 years of experience to participate
July 24 – 26 (Monday – Wednesday)
4th & 5th Grade Girls 1:00pm-3:00pm
6th & 7th Grade Girls 3:15pm-5:15pm
July 24-27 (Monday-Thursday)
8th – 9th Grade Girls 5:30pm-7:00pm
10th-12th Grade Girls 5:30pm-7:00pm
GHHS Stadium & Grass Soccer Fields \$50 (Includes t-shirt)

SOCCER CAMP

Coed Pre-School - 2nd Grade
Session I: June 19-23 (Mon.-Fri.)
9:00am-10:00am Preschool
10:00am-11:00am 1st & 2nd Grade
11:00am-12:00pm Kindergarten
Session II: June 26-30 (Monday-Friday)
9:00am-10:00am Preschool
10:00am-11:00am Kindergarten
11:00am-12:00pm 1st & 2nd Grade

Session III: July 17-21 (Mon.-Fri.)
9:00am-10:00am Preschool
10:00am-11:00am 1st & 2nd Grade
11:00am-12:00pm Kindergarten
Location: Lakeshore South Soccer Field
\$32 Resident/\$47 Non-Resident

BUCCANEER GIRLS VOLLEYBALL CAMP- Coach Smaka & Staff

June 26-29 (Monday-Thursday)
3rd-6th Grade 2:00pm-3:30pm \$50
7th-8th Grade 3:30pm-5:30pm \$55
9th-12th Grade 6:00pm-8:30pm \$60
GHHS Fieldhouse Gym & Aux Gym (Includes t-shirt)

SUMMER TENNIS AT GRAND HAVEN HIGH SCHOOL COURTS

Questions Call: Lakeshore Community Tennis Assoc. 616-566-7199
No Tennis Play July 3-7

6th GRADE – ADULTS LAKESHORE COED TENNIS ACADEMY

June 19-August 3, Mon - Thurs 10:00am-1:00pm
Must have ability to play a set.
All Summer fee includes all academy days, play matches as well as Jr. Team Tennis league fees as they will be placed on a Jr. Team Tennis Team
\$580 Resident, Any 4 days \$180, 8 days \$299
Discount for Multi-family for all summer option.

6th GRADE - ADULTS LAKESHORE COED TENNIS NIGHT ACADEMY

June 20-August 3 Tues & Thurs 6:00pm-8:00pm
\$210 Resident, Any 4 days \$120, 8 days \$190

4th - 6th GRADE LAKESHORE COED TENNIS ACADEMY

June 19-August 3, Mon - Thurs 9:00am-10:00am
Must have ability to play a set.
\$210 Resident, Any 4 days \$50, 8 days \$80
All Summer Includes Matches on Friday, Jr. Team Tennis fees as they will be placed on a Jr. Team Tennis Team

6th-12th GRADE SUMMER COED TENNIS TEAM

June 19- July 28, Mon. & Wed. 1:30pm-3:00pm
\$170 Resident, Matches on Fridays

K-3rd GRADE COED TENNIS CAMP

June 19-August 3, Mon - Thurs 9:00am-10:00am
\$210 Resident, Any 4 days \$50, 8 days \$80
Optional Matches on Fridays

PRIVATE LESSONS

\$30/hour or \$100/4-1 hour package.

Continued on the following page

SPRING AFTER SCHOOL CLINICS

COED GYMNASTICS & TUMBLING-

Kara Duncan

Coed Ages 4-12

Tuesdays, April 25 – June 13 (8 classes)

Ages 4-5 Beg./Int. 5:30pm-6:15pm

\$69/\$84

Ages 6-7 Beg./Int. 6:15pm-7:00pm

Ages 8-12 Beg./Int. 7:00pm-7:45pm

Ferry Elementary School \$79 Resident/\$94 Non-Resident (except 4-5 yr. olds)

NEW!! PICKLEBALL CLINIC

Coed K - 4th Grade

April 17 – May 26, Weekdays 4:00-5:00pm

Watch for more information to come home in a flyer

\$38 Resident/\$53 Non-Resident

SOCCER CLINICS

Coed Pre-School - 4th Grade

April 17 – May 26 (Sat. thru June 3, no class 5/27) 6 classes

Weekdays 4:00pm-5:00pm **(K-4th Grade)**

Sat. 10:00am-10:45am **Ages 3 & 4** at Lakeshore

Sat. 11:00am-11:45am **Ages 5 & 6** at Lakeshore

Various schools weekdays based on enrollment.

\$38 Resident/\$53 Non-Resident

START SMART-SPORTS DEVELOPMENT PROGRAM

Ages 3 & 4 with parent participation

April 22 – June 3 (Saturdays) (Not 5/27)

10:00am-10:45am

Lakeshore Middle School Aux. Gym

\$38 Resident/\$53 Non-Resident

T-BALL/BASEBALL/SOFTBALL CLINICS

Coed K - 4th graders

Watch for detailed flyer

\$38 Resident/\$53 Non-Resident

TENNIS CLINIC/LEAGUE

Lakeshore Community Tennis Assoc.

Coed Grades K-4th

Wednesdays, April 12th – May 17th (Not 5/10)

5:00pm-6:00pm

White Pines Intermediate School

Courts \$67 Resident/\$82 Non-Resident

TRACK & FIELD FITNESS

Sponsored by Grand Haven Chiropractic

Coed Grades 3rd & 4th

4:15pm-5:15pm

April 10th-May 17th (Mondays & Wednesdays)

White Pines Intermediate School

Track \$52 Resident/\$67 Non-Resident (Includes t-shirt)

YOUTH SPORTS INTRO 5 & 6 year olds

April 22 – June 3 (Saturdays) (Not 5/27)

11:00am-11:45am

Lakeshore Middle School Aux. Gym

\$38 Resident/\$53 Non-Resident

SAFETY CERTIFICATION CLASSES BOATERS/PERSONAL WATERCRAFT SAFETY

Certificate required to operate if born after 6/30/96

3 classes to choose from (only choose one):

Saturday, March 25th, April 15th or April 29th

9:00am-3:00pm

GHHS Large Group Instruction Room

\$5 Resident/\$20 Non-Resident

ATV/ORV SAFETY

Saturday, May 13th

9:00am-3:00pm

Grand Haven Township Fire/Rescue

Room \$5 Resident/\$20 Non-Resident

SELF DEFENSE

SANCHIN-RYU (Coed Ages K-Adults) Call

for Details

Questions Call: Sanchin Systems, Inc.

517-589-8256

Erwin Essenburg, 4th Degree Black Belt

Coed 8 week sessions

Peach Plain Elementary Gym

\$35 Resident/\$50 Non-Resident (Family rates available)

SPECIAL EVENTS

ROCK-N-BOWL

K-8 Grade Coed

Saturday, May 13th

1:00pm-2:45pm

Starlite Bowling Lanes

\$28 Resident/\$43 Non-Resident

MOTHER/DAUGHTER TEA PARTY

K-6 Grade Girls

Saturday, April 29th - 12:00pm-2:00pm

Photos: 12:00pm-12:30pm

Lunch and Tea Time: 12:30pm-1:30pm

Fashion Show: 1:30pm-2:00pm

Church of the Dunes, Wiltse Center

\$34 Resident/\$49 Non-Resident

MAGIC, MOM & ME Dinner & A NEW!

Magic Show

K-6 Grade Coed

Tuesday, May 2nd

Taco Bar Dinner: 6:00pm-6:50pm

New Magic Show: 7:00-7:45 pm, featuring

Stormy The Magician

White Pines Intermediate School

Auditorium & Café \$28 Resident Pair/

\$43 Non-Resident Pair

NORA COED TRACK AND FIELD MEET

Sponsored by French Heating & Cooling

Ages 7-14

Thursday, May 18th, 6:00pm

This is a **FREE** event.

Sorry no on-site registrations. Must pre-register by 5/2/16.

Registration forms required by deadline to compete.

White Pines Intermediate School

Track

RECREATION SUMMER SCHOOL (Coed Grades K-4)

Recreational program available for students enrolled school year only at Grif-fin, Mary A. White, Ferry, Robinson, GH Christian & St. John's Lutheran Schools.

Not a childcare program.

June 19 - August 25 (10 weeks)

9:30am-3:00pm Monday-Friday

\$30 Registration Fee (additional field trip

fees may be charged)

Location: Ferry Elementary or River Haven Village

ADULT OPPORTUNITIES AVAILABLE (Call for more details)

Softball Leagues

Coed Soccer League

Beach Volleyball Leagues

Kickball League

Drop in Basketball - Saturdays, year round

Coed Drop in Volleyball - Tuesdays thru May

Men Over 50 Drop in Volleyball -

Wednesdays until May

CHRIS CHRISTIANSEN YOUTH SCHOLARSHIP FUND

This fund was established for the purpose of providing youth with special financial needs the means to participate in activities sponsored by the Northwest Ottawa Recreation Authority. Call 850.5125 for further information.

The Northwest Ottawa Recreation Authority is a cooperative effort sponsored by the City of Grand Haven, Grand Haven Township, Grand Haven Area Public Schools, City of Ferrysburg, and Robinson Township to provide quality recreation and leisure activities for our community. The program is administered by the Grand Haven Area Public Schools.

Refund Policy:

1. A full refund will be issued if NORA cancels a class.
2. A full refund less a \$5 processing fee will be issued if participant cancels at least 48 hours prior to the start of class.
3. If cancellation is less than 48 hours of class beginning, a voucher for value of class will be issued less the \$5 processing fee. VOUCHER CAN BE USED TOWARD ANY NORA CLASS, JUST LIKE CASH, BUT MUST BE USED WITHIN ONE YEAR.
4. NO REFUND will be issued if canceling on day of class.
5. NO REFUND will be issued after class starts regardless of attendance.

A \$15.00 fee will be charged for all returned checks.

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Open Door

Open Door provides quality childcare for children 2 ½-12 years of age at various buildings in our district. Our preschool age children enjoy a center based learning environment. Wrap around childcare is available before and after preschool.

Preschool Development Program

Preschool Development Program NOW Accepting Registrations for the 2017/18 School Year

Preschool classes are available for children ages 2 ½-5 years of age. Classrooms are conveniently located at Central High, Griffin, Lake Hills, Robinson and Rosy Mound. Sessions are half day and meet for 2 ½ hours per day. We utilize the state approved Creative Curriculum as well as Zoophonics and Hand Writing Without Tears. Our child centered curriculum is developmentally appropriate and promotes growth in the areas of socialization, language literacy, mathematics, science, music and movement, and the arts. Please contact the Child Services office at 616.850.6825 for registration information.

Preschool parent lending library

A preschool parent lending library has been created for each 3-5 year-old preschool classroom in the district. The Grand Haven Schools Foundation provided a small library of books for 11 of our preschool classrooms. The books in the library consist of the same books used in our classroom literacy program. Parents can now check out books and share in their child’s literacy and vocabulary skill building. Teachers have reported the parents’ excitement for the opportunity to extend classroom learning at home.



MEET UP and EAT UP

Healthy food
to fuel your summer.

LOOKING AHEAD

As we close out a great 2016-17 school year, it's time to look ahead and plan for next year.

In an effort to be more "green" and to simplify the Free/Reduced Meals Application process we are encouraging parents to take advantage of our online application at www.lunchapp.com. The new application for Free/Reduced meals for the 2017-18 school year will be available after July 1. When using this site you no longer need to send in the paper application and in most cases your approval will be within 24 hours.

If you do not have access to a computer, you can obtain a paper application from the Food Services Office or Education Service Center after July 1. It will also be available online, on the food service website at www.ghaps.org/foodservice/. You may print the application, complete the form and mail it to the Food Service Office at 17001 Ferris St, Grand Haven MI 49417.

Account Balances: If your child has money left over in their account, it will carry over into next year. Parents, you are responsible for making sure your children have money on their lunch account to purchase meals. Please make sure your student has money on his or her account as we near the end of the school year. All negative balances must be paid before your child finishes the year. Log in to "Your Account" at <http://send-moneytoschool.com> to keep tabs on your child's account.

HUNGER DOESN'T TAKE A SUMMER VACATION

The Grand Haven Area Public Schools Food Services Department will be sponsoring the USDA funded Summer Meals programs this summer in locations throughout the city. Everyone wins with the Summer Meal program!

See web link below for specific locations and start times. This is a great opportunity for families to stretch their food dollars during the summer months. Children 18 years of age or younger may participate at no charge! Meals must be eaten at the site, you will not be allowed to take the lunch off-site. Many of these sites also have exciting summer activities scheduled for your child as well!!

Check it out at: www.mcgi.state.mi.us/schoolnutrition

Beat the summer blues by coming to one of these summer sites to hang out with friends and meet new ones. Eat a delicious nutritious meal and join in on the games and activities available at each site. No cost for children 18 or under. Meal must be eaten on-site. All sites will be closed on July 4.

Grand Haven Central Park

Mondays and Wednesdays only
Runs June 19 through August 16
Noon to 1:00 pm
Rain location - Central High School

River Haven Community

14546 Mercury Drive
Monday through Friday
Runs June 19 through August 18
Noon to 12:30 pm

Salvation Army

310 N Despelder
Monday through Friday
Runs June 19 through August 24
11:30 am to 12:15 pm



Not interested in the expensive, intimidating, run-of-the-mill health club?

Neither are we.

That's why we created an affordable alternative centered around a healthy lifestyle in a friendly, comfortable environment. We'll help you lose weight, get in shape and feel great.

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SUMMER CLASS REGISTRATION BEGINS MARCH 20TH!
FALL REGISTRATION OPEN TO THE PUBLIC JULY 10TH.



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MY CHILD DOESN'T LIKE TO READ

What Can I Do?

JENNIFER KENNY,
Reading Specialist, Peach Plains
Literacy Coach, Griffin

AMY MILLER,
Teacher/Instructional Coach, ESC

CHRISTOPHER WORKING,
Teach/Literacy Coach/Core
Interventionist, Mary A. White

Many struggling learners and readers have low self-efficacy, the belief they cannot succeed in school.

Sadly, when children have a belief that they can't do something, they feel they have no control over their learning which leads to a feeling of powerlessness. Researcher and author Carol Dweck describes this as a "fixed mindset," the belief that intelligence and abilities can't be changed.

A child with a "fixed mindset" may say something like: "I'm just not good at reading."

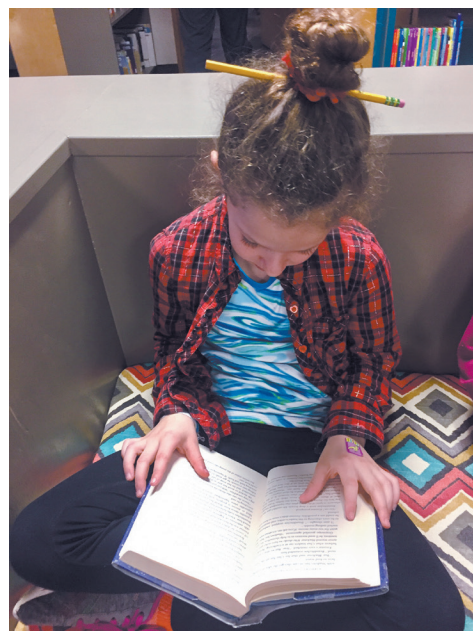
Conversely, people with high self-efficacy believe that a lack of success is a temporary setback; Dweck calls this a "growth mindset." People with high self-efficacy believe they can learn and improve if they put in effort. When things go wrong for readers who have a growth mindset, they view the difficulty as a sign to try a different strategy or skill.

Children must learn to respond to challenges that promote working hard, being flexible, and persevering. One little word, "yet," can make a big impact. Children can be taught to say: "I can't do this, *yet*, but I'm going to keep working and trying until I can." We can ask kids to shift their mindsets, from "fixed" to "growth."

All children should have a belief that with effort, their potential is unlimited. Learning to read (making meaning of print) takes much effort and some readers need to work harder than others to crack the code. Reading also takes time and practice. Some kids get frustrated if they don't see the results they think they should see. They may think: "This task is hard, I'd rather give up."

For a reader, it isn't always enough to keep practicing and progressing if they have low self-efficacy and this is when parents and other adults can offer additional support; for both reading and all of life's challenges. Modeling self-efficacy may help our kids react to challenges in a way similar to the adults they know.

Remember the times you felt challenged and really needed to persevere; struggling to put together a bookcase with tricky directions,



replacing the headlight on the car, getting your child to a soccer game on time. When you experience those challenges, think how you might use the experience — and how you handle it — as an example to help your child.

Following are some ways to help a child who does not enjoy reading.

BE A MODEL

One way to support your child's development of self-efficacy is by modeling ways to confront challenges. You might start by paying attention to yourself and how you react in challenging or difficult situations and handling tricky tasks.



Begin by asking yourself how you react when facing a challenge? Do you think: "This is too hard" and give up or do you try different strategies until you solve the problem?

An example: Your child's soccer coach has asked the athletes to arrive 45 minutes before the game at Field A. You think you know where that field is and leave with plenty of time to get there. You arrive on time but realize you are at Field B and have no idea where Field A is located.

It is natural to be frazzled, but keep in mind that this difficult situation is a perfect time to

take a deep breath and use it as a teaching moment for your child. Think out loud as you brainstorm ways to solve the problem: "I can check my email on my phone to get the address of the field and then use Google Maps." If you don't have internet connection you might try calling another parent from the team. If nobody answers, you could suggest stopping at a nearby gas station to ask for directions.

By brainstorming several possible ways to fix the problem, you are showing how to be a flexible thinker. You are then teaching your child that effort plus flexibility leads to success.

When things go wrong, reflect on strategies you could use next time. This will reinforce for your child that having the right strategy is what leads to success (growth mindset), not your natural ability (fixed mindset).

BE A COACH

Modeling is just one aspect of teaching. Our children also need support and prompting as they work through the learning process, so it is also important to support your child at home by taking on the role of *coach*. When you sit beside your child as they read, think of ways you can comment on their effort when the reading is difficult. Say things like: "Wow! Staying focused on reading for 20 minutes can be a challenge, but you found a quiet spot, chose a book from your favorite series, and really *worked* to read the whole time."

A strategy for supporting your child, whether in reading or in life, is the "**notice, name and say**" strategy. When your child is encountering difficulty with a task, you can support them by first noticing and naming the effort or process your child tried. Then say why that is important. You might say, "**I notice that you** ____ (name what you saw your child do). **That is important because** ____."

For example: "I noticed when you got stuck on that word, you looked at the picture. That is important because readers make sense of what they read." By naming what your child is doing, you are making them aware of the skills they *already have* and helping them use those skills correctly.

You might also notice when your child makes multiple efforts on a task by pointing out perseverance and flexibility in effort and uses of strategy. For example, you might notice, name and say:

"First I noticed that you _____. Then you tried _____ and _____. By trying more than one thing and not giving up, you are being resourceful

Continued on the following page



and flexible in your thinking. It is important to have lots of ways to solve problems.”

You may need to follow this feedback with a question: “What else could you try? Be sure to give your child time to think before stepping in and offering a suggestion.

Noticing and naming what a reader is doing is feedback that makes a child aware of what they did and encourages them to keep doing it. This kind of specific feedback is helpful to learning and promotes a growth mindset.

BE A CHEERLEADER

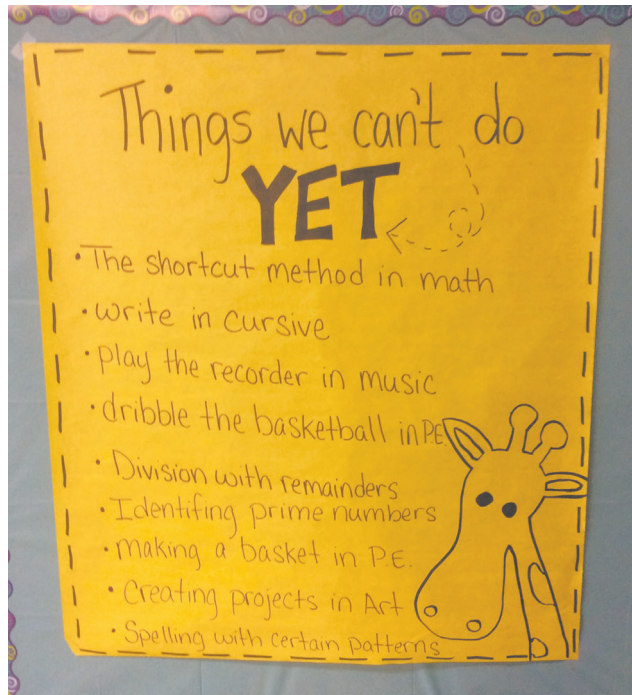
Another important way to help your child build a sense of self-efficacy is by taking on a cheerleader role. Before your child begins to read, and as they read, make every effort to convince them they can do it. As you cheer them on, promote the message that effort, persistence and helpful strategies are the key ingredients to success.

Think about a time in your own life when someone believed in you, and how that motivated you to work hard. Think about how it made you feel when you experienced success. Maybe it was when you were a kid playing sports or learning to ride a bike. More than likely, you tried a little harder and were motivated to succeed because of encouragement, which can promote success for your child, just as it did for you.

You may already be thinking, “But . . . what if they *aren’t* successful?” That’s an important question because research tells us when we encourage someone by suggesting they can be successful, and then they fail, our encouragement loses credibility in the future.

Let’s say you are trying to teach your son to swim. He is already in the pool and you’ve coaxed him into the deep end, but he is afraid to leave the side of the pool. You yell: “Come on, you can do it! Just push off and scoop your arms.” If he responds to your cheers but actually *can’t* do it your credibility has been damaged. Next time, he will be less likely to believe you when you say he can do something.

The key is to encourage your child to do a task that they *can* do with a little bit of help. When you are playing



the role of the *cheerleader*, also keep the role of *coach* readily available. You might think about using encouragement as a sneaky way to remind your child what strategies could be helpful in the situation. At the pool, you might provide a bit of encouragement while also giving a reminder about a useful swimming strategy by saying: “You can do this if you remember to put your face in the water and scoop your arms.”

While the role of a cheerleader may be different for situations involving reading as compared to swimming, the underlying principles are the same. At the core, you still want your feedback to be encouraging while also focusing on effort and strategies, not natural ability.

If your child is in school, they’ve already learned many strategies. Your child’s teacher can connect you to some great resources, and more strategy ideas can be found at the end of this article.

In the end, you should worry less about picking the “right” strategy and focus more on the act of trying different strategies. If your child gets stuck on a word and can’t find a strategy that works, tell them the word then shift the focus: “Well, maybe we can find a different strategy that might work better next time.”

It’s important that children view failure as a *strategy* problem, not a natural *ability* problem.

THE POWER OF YET

Remember, when discussing a success or a failure, whether in reading or in life, focus on the process, not the product. Ideally, we want kids to believe success is a result of effort and the right strategy, and failure is simply the wrong strategy or lack of effort.

After a success, have a discussion about what your child did, specifically, that lead to the success. When things go wrong, help your child view failure as simply a matter of needing a different strategy and spend some time brainstorming what could be tried the next time.

Tell your child to believe that whatever happens, we can adapt, learn, and change and that we can do it with what we already know or with strategies or skills we can learn.

Parents often want to *fix* things for their children, make life easier, and clear the path. But by helping a child work through struggles and build self-efficacy, you are helping them be ready for times you are not there to help.

SUGGESTED STRATEGIES

One of the biggest differences between a struggling reader and a proficient reader is flexible strategy use. Struggling readers tend to rely on two things: “sound it out” or “ask for help.” But, proficient readers have many strategies. Following are several you might find useful while modeling, coaching, and cheerleading for your child while they read.

FIX-UP STRATEGIES FOR FIGURING OUT A WORD

1. Are there parts you know? Look for a little word in a big word.
2. Is there an ending? Cover the ending, read the base word.
3. Don’t know a word? Be like a cat. Jump forward and jump back. (Read to the end of the sentence to see if you can figure it out, then go back and reread from the beginning of the sentence.)
4. What would make sense? What would look right? What would sound right?
5. Flip the vowel sound. What other sound might that letter(s) make?

FIX-UP STRATEGIES FOR UNDERSTANDING THE TEXT

1. Does it seem a bit fuzzy? Reread the words or part that seemed unclear.
2. Do you know the who, where, and what of your story? See if you can say who is in the part you are reading, where they are, and what is happening.
3. Can you teach the bold words in an informational book to someone else? Use clues from the reading, from pictures or captions, or from the glossary to help.
4. What’s the problem? See if you figure out what problem(s) or challenge(s) the character faces.
5. Do you know what is most important? Try telling what happened so far, then try to say it in a shorter way.

OTHER RESOURCES FOR PARENTS:

www.readingrockets.org/audience/parents
www.readwritethink.org/parent-afterschool-resources/
www.pbs.org/parents/education/reading-language/reading-activities/

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- Serravallo, J. (2015). *The reading strategies book*. Portsmouth, NH: Heinemann.

THE IMPORTANCE OF LITERACY

Literacy is a critically important skill and an absolutely vital component of a successful life.

Yet, according to a 2013 study by the U.S. Department of Education and the National Institute of Literacy, 32 million adults can't read and 21 percent of adults read below a fifth grade level.

With the ability to access and comprehend information, a person becomes a more innovative and creative individual, so it is apparent literacy must be a goal *everywhere*; the home, the work environment and, especially, the classroom.

At GHAPS, we are dedicated to helping our students consistently increase and improve their skills in reading, writing, listening, and speaking as they prepare to become the leaders of tomorrow.

Following are just a few, of many, examples of how we are celebrating literacy during the 2016/2017 school year at GHAPS.

At **Ferry Elementary** the theme for "March is Reading Month" is, "Pop In to a Good Book." Numerous activities took place throughout the month including a community reading night in which the gymnasium was transformed into "A Starry Night" and participants were directed to «Pop Off the Lights and Pop Into a Good Book," reading with flashlights.

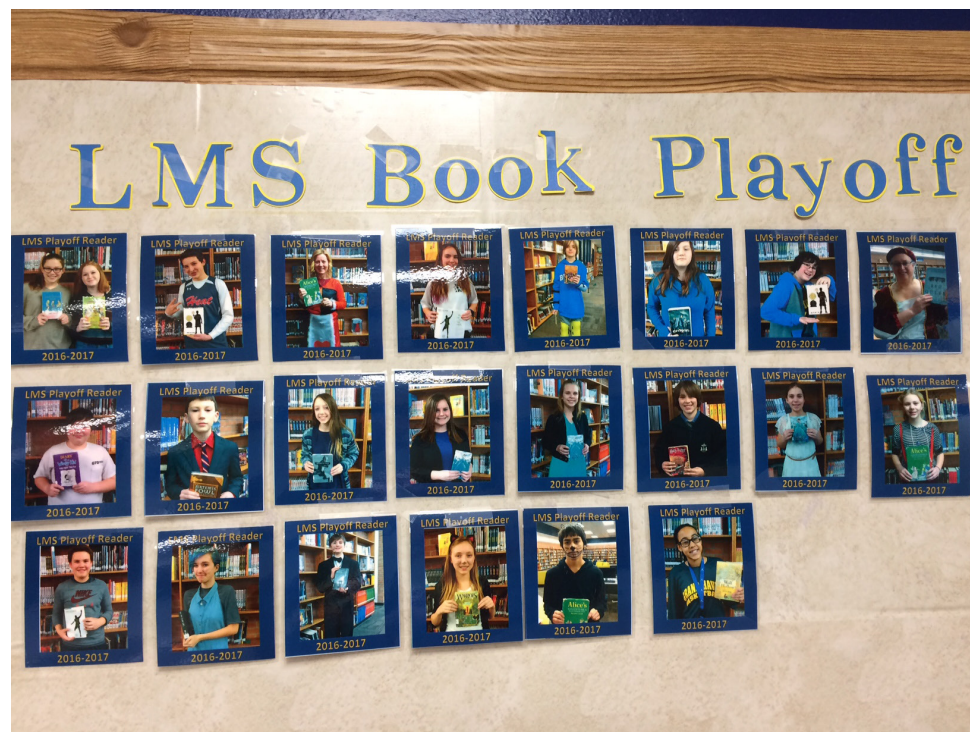
Renowned Michigan Chillers author, Johnathan Rand, presented a fun, entertaining, and informative assembly to **Ferry** students on March 10.

If **Ferry** students reach the building-wide reading goal of 50,000 minutes of reading during March, the reward will be a bus trip to Lakeshore Middle School to view a movie in the auditorium.

March Madness is happening at **Griffin Elementary**. Four books have been selected to compete in a final four bracket. All of the books have a theme based on "persistence." Teachers are doing interactive read alouds with each of these books and entering the winners in the bracket. The top two books will "face-off" against each other. Students vote on which book they like best via a QR code and the winner will be announced at our closing reading month assembly.

A Family Reading Night was held at **Griffin** where families came to enjoy great books read aloud by teachers and participated in planned activities around the book. Families also had the opportunity to win new books to take home and read together.

Other fun reading month activities at **Griffin**



include "fun Friday themes," visits from "mystery readers," and a bike drawing. All students who meet their classroom reading goal will be entered into a bike drawing. One lucky girl and one lucky boy will go home with a new bike.

The "Family Engagement with Literacy" event, held Feb. 9, at **Lake Hills Elementary** was designed to help families learn how literacy knowledge and skills develop in young children and what can be done to sup-



port a child's growth. The focus of the event was to provide basic, yet critical, information about literacy development along with effective, engaging ways to naturally embed literacy learning into everyday activities.

During the event, parents and children enjoyed activities in each of six key areas of literacy development: Concepts of Print, Writing, Phonological Awareness, Letter-Sound Knowledge, Comprehension, and Oral Language. Students

took home a personalized box filled with reading and writing activities. "The night was filled with fun, easy, free and engaging ideas that make everyday activities an adventure in reading," said parent Kristin Favreau.

The next **Lake Hills** "Family Engagement with Literacy" event will be held April 20 from 4:30-6 p.m.

Continued on the following page

At **Mary A. White Elementary**, teachers and students “read and write to change the world.”

Students take part in “book clubs” and then have conversations about the books they read. Believing it is important for young people to know what they are learning and why, teachers post “learning targets and success criteria” for all areas of reading and writing.

During the current school year, **Mary A. White** second grade students also painted pictures of the Grand Haven Pier and wrote poetry to match their paintings.

At **Peach Plains Elementary**, Kindergarten and Young Fives teachers hosted a comprehension reading night on Jan. 31 for parents. Teachers gave presentations about comprehension strategies that parents can use. Parents were encouraged to practice with children after the training. Both informational and narrative stories were discussed and staff members acted out a portion of a book, highlighting fluency and thinking about the story.

Believing that some of the most important teachers of literacy in young children are their parents, **Robinson Elementary** is committed to finding ways to engage families in promoting the importance of literacy. The “Robinson Reading Committee” hosts multiple evening events for families to discuss simple strategies for working with children to support growth in reading and writing. Each evening focuses on different strategies and families are encouraged to attend as many events as possible.

Sessions begin with instruction from **Robinson** reading specialist, Val Watson. Family members learn new strategies at each session and practice them with their child with the guidance of an expert. The evenings have been tremendously successful and

the goal is to continue to grow the program.

Students at **Robinson Elementary** also use each other as “peer instructors” to engage in quality reading.

To celebrate “March is Reading Month,” students at **Rosy Mound Elementary** had the opportunity to select their bracket for “March Reading Madness.” Each week students help select the winning books to move on to the next round. Beginning with 32 books, eight in each bracket, students will vote to narrow the field to 16, then eight, the final four and ultimately select a champion.

At **White Pines Intermediate School** students take part in several creative programs such as Snowflake Reading and Reading Football which encourage students to pick up a book, magazine, or newspaper and read for pleasure. Students have six weeks to read 600 minutes outside of the school day to qualify to take part in a celebration.

The **Lakeshore Middle School** library hosted the fourth annual “Book Playoffs” to foster a community of readers who read and talk about great books. This year one of the playoff contests is “Reading Trading Cards” in which students read a playoff book and then take a picture of themselves with the book. The photos are placed in the school hallway in addition to being entered into a drawing to win a Harry Potter T-shirt. This also gives students the opportunity to see what great books their friends are reading.

In instructor Rachelle Howe’s class students are also researching topics in American history, such as Manifest Destiny and the California Gold Rush. **Lakeshore** students practice literacy skills and problem solving as they compile information in a creative pop-up book.

Additionally, **Lakeshore** students and staff all read the book “Okay for Now,” by author Gary Schmidt. School officials believe such a “wide read” builds community, providing a common experience and fostering empathy by learning about another way of life. In October, the author came to speak to students at the school, sharing stories and urging students to be curious, and cultivate a sense of wonder.

In March, **Central High School** students began reading with first grade students in Beth Ingall’s classroom at **Mary A. White**. The “reading buddies” read together every Wednesday afternoon.

In addition, Loutit District Library has partnered with **Central** to provide students access to our local public library. Representatives from the library have also visited **Central** to sign students up for library cards and encourage students to visit.

At **Grand Haven High School** 45 students met with author David Staal and Principal Tracy Wilson, learning what it means to “show up” for someone else, and how critical it is to reach out to support others. The group discussed big and small ways this can occur within the walls of GHHS. Each student was given a copy of Staal’s book “Show Up,” and encouraged to get five others to read as well. They also broke into three committees and developed a week-long activity incorporating “*Show Up*” and culminating in a full-school assembly, with Staal as the keynote speaker. At the assembly, seven **GHHS** and **Central** students spoke about times when someone showed up for them or they showed up for someone else. A banner will hang in the school rotunda with the signature of every student who commits to “*showing up*” for others. Additionally, **GHHS** students visit the Media Center on a regular basis to select books as part of the independent reading unit which is embedded within the school English curriculum.



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CELEBRATIONS AND ACCOMPLISHMENTS

With the end of another wonderful school year drawing near, GHAPS would like to acknowledge and celebrate a few of the many, many accomplishments of our district students, teachers, and staff.

Ferry Elementary is having great success with its “We Went to College, You Can, Too” wall. The colleges which faculty and staff attended are listed on the wall in an effort to encourage students to begin thinking about schools they could one day attend. Because it is also vital for students to understand college is not the *only goal*, a second display showcases the incredible careers that do not require a college degree; the military, trade schools, apprenticeship programs, and technical schools.

Ferry teachers continue to receive training and instructional strategies to foster a “growth mindset,” which emphasizes working hard and perseverance, rather than a “fixed mindset” where the focus is on obstacles and barriers. Students are taught that FAIL, is an acronym for **F**irst **A**tttempt **I**n **L**earning.

The **Falcon Recycle Center** continues to serve as a point of pride at **Ferry**. As of early March, the effort resulted in recycling 420 pounds of paper (the equivalent of four mature trees), 78 pounds of cardboard, and 40 pounds of aluminum cans.

The “Shared Thinking Wall,” just outside the STEM Lab at **Ferry**, provides an opportunity for students to share ideas and projects with other students, staff, and visitors.

The U.S. Secretary of Education named **Griffin Elementary** a “2016 National Blue Ribbon School.” **Griffin** is one of only 279 public schools in the United States to receive this prestigious award. **Griffin** was honored as an Exemplary High Performing School, and the award affirms the hard work of students, educators, families, and community in creating a safe and welcoming school where students master challenging content.

Much hard work has also gone into making **Lake Hills Elementary** one of the top schools in the state. GHAPS Superintendent Andrew Ingall says he’s proud of the efforts that pulled **Lake Hills** into the top five percent of schools in Michigan according to recently released state Department of Education statistics.

In previous years **Lake Hills** showed achievement gap issues and had additional



accountability measures, Ingall said. “They’ve changed their performance so dramatically with a ‘whatever it takes’ attitude and high attention to student progress and performance,” he said.

Grand Haven High School also won high accolades, named by “Bridge Magazine” as a 2017 “Academic State Champ.”

The magazine tracked the progress of the graduating classes of 2009-2011 following the progress of students for four years following graduation. The award was given based on how public high schools prepare students for life after graduation and considered whether students graduate from high school “college ready.”

GHHS was one of only 54 high schools to achieve this honor.



Continued on the following page

At **Robinson Elementary** second grade students held a **Celebration of Character** as an alternative to a traditional Valentine's Day party. Families were invited to share in the celebration with students as they focused on the positive behaviors students exhibit toward each other.

Rosy Mound students learned about the effort in Grand Haven to "Save the Catwalk." The school body attended a special assembly conducted by students from **Grand Haven High School** and learned about the history of our famous local structure. In art class, second grade students had the opportunity to paint pictures of the Grand Haven pier.

Students at **Rosy Mound** were also selected to attend a special "Fuel Up to Play 60" program at the Detroit Lions Football stadium. There, they learned about efforts to get kids to be more active and eat healthy. Physical Education teacher Scott Przystas, along with several chaperones, accompanied students for the day of educational fun. Back at school, fourth graders from the "Fuel up to Play 60" team also helped make berry smoothies for all classes by riding a bicycle powered blender.

Over the holidays, students and families donated coats and mittens to Love INC. to help keep children warm during the cold months. Children in need benefited from a warm jacket or hat, and **Rosy Mound** students benefited from learning the value in giving to others.

At **White Pines Intermediate School** students have been involved in a variety of activities to honor individual accomplishments, celebrate group activities, build a better school community, and be involved in community events in an effort to celebrate achievement and be better citizens.

White Pines students benefitted from the development of the "Big Zero Six Program" (a Partnership between the Grand Haven Chamber of Commerce, GVSU, Hope College, and area businesses and schools) and the increased size of the "Kids Hope" mentoring program.

The **White Pines** staff partnered with the school PTO and brought in enough canned goods, turkeys, vegetables, fruit and breads to provide full Thanksgiving dinners for over 50 school families.

White Pines students also participated in the Crusade for Toys during the holiday season, raising almost \$4,000 for families of our community, and the school continues to raise money for community agencies and causes including the Humane Society, Project Linus, The Children's Advocacy Center, Save the Cat Walk, and for diabetes research. Additionally, a "Behavior Support System" now rewards students for positive behaviors spotted around the building and the **White Pines** focus continues to be on meeting the needs of *all* students.

At **Central High School**, nearly 50 students participate in the "New Directions Mentoring Program." Each week, students meet with community mentors who guide them through school and life. Students involved in the program benefit from the experience of having a positive adult role model taking an active part in their life. Jay Cutie, of Steadfast Engineered Products, LLC, was named the "New Directions Mentor of the Year." He serves as a mentor for Central High School student Zach Greenert.

The **Central High School** Watermark basketball team



had an impressive 14-3 record and ended the regular season in a tie for first place in the conference.

For the seventh consecutive year, students at **Central** had an opportunity to be involved in "Calling All Colors," a program of the Lakeshore Ethnic Diversity Alliance. The focus of this group is on championing diversity issues in school and life. Students who participate have many opportunities for personal growth throughout the year long program.

In cooperation with the Encounter Project, **Central High School** conducted a "shoe drive" to raise money for renovations of its greenhouse. Through the generous support of the community, nearly 5,000 pairs of shoes have been collected to date. The shoes are purchased by "Funds2Orgs" and will ultimately be given to those in need in third world countries. The shoe drive raised nearly \$5,000 for renovations and will make the greenhouse operational throughout the school year.



A few things you should know for the 2017/2018 school year:

Transportation Enrollment Form – Each year we require a new transportation enrollment form for your student(s) to be completed and on file with the transportation department. Please complete this form as soon as possible. The form is available on the district website: Quick Links - Transportation, 2017-2018 Transportation, Transportation Enrollment Form. This information is necessary to plan bus transportation services for your student(s) for the upcoming year.

Students residing within one (1) mile of their school are not eligible for transportation.

Students are allowed one (1) pick up location and one (1) drop off location.

A bus stop for a student eligible for transportation can be up to, but no further than, one (1) mile from his/her residence.

Buses are to operate at maximum seat usage, but within the rated capacity of the bus by type.

Transportation will not be provided for social activities (i.e. parties, social functions, go home with a friend, etc.) Bus passes will not be issued.

Students must be at their bus stop five (5) to ten (10) minutes prior to their scheduled pick-up time. Buses do not follow an exact time schedule due to varying traffic, weather and road conditions.

Students suspended from school lose riding



BUS SCHEDULES

ELEMENTARY – bus schedules will be mailed home approximately one (1) week prior to the start of school.

GHHS/LSMS/WPI – bus schedules will be on the parent view of Synergy one (1) week prior to school. Bus schedules will also be available at orientations for GHHS students and Give and Take for LSMS and WPI students.

Bus schedules will include your student’s bus #, bus stop location, and bus time.

PLEASE NOTE...

It is the responsibility of the parent/guardian to see that a child gets safely to and from the bus stop. Parents of younger students are encouraged to be at the bus stop to receive their student upon drop off. The bus will drop off students at designated bus stop locations and will continue on to the next bus stop. The bus driver will not wait for parents to receive their children at bus stops.

privileges for the duration of the suspension.

Items taken on the bus (i.e. basketballs, footballs, class projects, etc.) must be enclosed in a standard-sized tote bag or backpack. If a student’s project or item is too large for a backpack or tote, other arrangements to get the item(s) to school must be made.



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