



Grand Haven Area Public Schools
Vol. 28 No. 2

spotlight



SUCCESS FOR ALL, TAKES US ALL

by Andrew Ingall

Whether you are reading this edition of Spotlight in December or January, I hope the holiday season is (or has been) a time of joy and celebration with family and friends. Happy Holidays and Happy 2018!

With a new year comes resolutions and fresh starts and I hope there may be an opportunity inside that supports your goals for the coming year.

In the coming pages, we feature our programs

and services that are essential parts of our students' well-being, safety, and success such as Transportation, Child Services, Food Service, NORA, and Aquatics. We also highlight our efforts in three specific areas from our strategic plan that are of great importance for the success of our students, and ultimately, community. They are:

• **Safe and Supported Environments** - we are working hard to ensure our



buildings are physically safe and that our learning culture is supportive for all involved.

• **Community Support, Interactions, and Partnership** - we believe in the synergy of the Grand Haven community and are working to grow our partnerships to support all that live, work, and play in our midst.

• **Collaboration and Professional Learning** - internally, our staff is working hard to work together to grow our practice so that we may offer our students the greatest opportunities for

success possible. I am proud of the work we are accomplishing in these areas as well as many others. Without doubt, our work will never be complete as we will continue to seek to improve in an intentional manner. We are thankful for the ongoing support of this community in our endeavors. Each individual has the ability to have a lasting impact. We value that impact because Success for ALL, Takes us ALL.

CABINET



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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.

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

SCHOOL BOARD



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BOARD MEETING SCHEDULE

Monday, January 15, 2018 @
Central High School
Monday, February 12, 2018 @
Ferry/Voyager Elementary
Monday, March 12, 2018 @
Grand Haven High School
Monday, May 7, 2018 @
Lake Hills Elementary School
Monday, May 21 @
Griffin Elementary School
Monday, June 4, 2018 @
Robinson Elementary School
Monday, June 18, 2018 @
Education Service Center

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

ASBESTOS PLAN • AVAILABLE FOR REVIEW

GHAPS has conducted an extensive asbestos survey of all its buildings. Based on the findings of this inspection, a comprehensive management plan has been drafted. This plan details the response actions that the district will be taking regarding asbestos-containing materials found in its buildings. This plan is available for inspection at the Education Service Center (1415 S. Beechtree) during normal business hours. If you desire to have a personal copy, please notify Ted Rescorla, Operations Director, and a copy will be supplied to you within five working days at a cost of \$1 per page.

We have endeavored to make our schools a safe place in which students can learn. Our procedures for dealing with this problem reflect that concern. If you have any questions, please contact 850.5120.

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

Grand Haven Community Aquatics Center is a great facility to enjoy the pools either as a family, group of friends or as an individual. The 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 and open swims. The Aquatics Center also offers birthday party and pool rental options. Pool lap and open swim hours available online www.ghaps.org/aquatics

Adult/Lap Swim The Competitive (Main) and Auxiliary (Family/Therapy) pools are available for an early morning workout or a noontime swim. Lap swim 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. Open Swim is a great time to enjoy the pools. 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.

Swim Fees/Daily/Annual
Children/Students/\$3.00/\$75.00
Seniors (65yrs/older)/\$3.00/\$75.00
Adult (College-64yrs)/\$4.00/\$150.00
Family \$8.00/\$275.00

Swim Fees/Daily/Annual
Children/Students/\$3.00/\$75.00
Seniors (65yrs/older)/\$3.00/\$75.00
Adult (College-64yrs)/\$4.00/\$150.00
Family \$8.00/\$275.00

PARENT TOT (6 MONTHS-3 YEARS) FAMILY POOL

Parent Tot swim class is designed to help your child feel comfortable in and around the water. Class emphasis is fun, safety and gaining confidence. Class is led with songs games and water activities while working on basic swimming skills. Parents are to be in the water with child. Swim diapers must be worn by children not toilet trained.

Monday/Jan 8-Feb 12/6:15-6:45p
\$33res/\$48nr/AQU7600
Monday/Jan 19-Mar 26/6:15-6:45p
\$33res/\$48nr/AQU7601

PRESCHOOL LESSONS (3-5 YEARS OLD) FAMILY POOL

There are 3 levels of swimming within the Preschool lessons. Each level has specific requirements that children must reach before moving onto the next swim level. Children remain in Preschool lessons until the age of 6 years.

NO CLASS: Mon, Oct. 9 or Sat, Nov. 11

Monday/Jan 8-Feb 12/4:30-5:00p
\$33res/\$48nr/AQU7602
Monday/Jan 8-Feb 12/6:45-7:15p
\$33res/\$48nr/AQU7603
Friday/Jan 12-Feb 16/4:30-5:00p
\$33res/\$48nr/AQU7604
Monday/Jan 19-Mar 26/4:30-5:00p
\$33res/\$48nr/AQU7605
Monday/Jan 19-Mar 26/6:45-7:15p
\$33res/\$48nr/AQU7606

SCHOOL AGE LESSONS (6-12YRS OLD)

Level 1 - Intro to Water Skills - Family Pool

No skill prerequisites, age requirement of 6 years old. Participants develop basic aquatic skills, positive attitudes and safe practices in and around the water. Skills that are taught: front/back floats, front/back glides, bobbing, object recovery in shallow water and basic paddle stroke skills.

Monday/Jan 8-Feb 12/5:00-5:30p
\$33res/\$48nr/AQU7607
Friday/Jan 12-Feb 16/5:00-5:30p
\$33res/\$48nr/AQU7608
Monday/Jan 19-Mar 26/5:00-5:30p
\$33res/\$48nr/AQU7609

Level 2 - Fundamental Aquatic Skills

Family Pool
Prerequisite: Successful completion on 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 backstroke is introduced along with swimming longer distances. Participants are also introduced to deep water swimming.

Monday/Jan 8-Feb 12/5:30-6:15p
\$33res/\$48nr/AQU7610
Friday/Jan 12-Feb 16/5:30-6:15p
\$33res/\$48nr/AQU7611
Monday/Jan 19-Mar 26/5:30-6:15p
\$33res/\$48nr/AQU7612

Level 3 - Stroke Development - Main Pool

Prerequisites: Successful demonstration of Level 2 skills assessment. Participants will build on skills learned in Level 1 and 2 to help achieve basic water competency in the water swimming 25 yds front and back crawl. Skills introduced at this level: elementary backstroke, dolphin kick, whip kick, streamlining and sit dives.

Friday /Jan 12-Feb 16/6:15-7:00p
\$33res/\$48nr/AQU7613

Level 4-6 Stroke Improvement, Refinement and Proficiency Main Pool

Classes are combined. Endurance, stroke improvement and proficiency is demonstrated at these levels with each level progressing to pre-competitive swimming level.

Friday/Jan 12-Feb 16/6:15-7:00p
\$33res/\$48nr/AQU7614

Private and Semi Private 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 instructor availability and pool schedule. Call 616-850-6292 for more information.

Private Lesson/1 participant
\$100res/\$115nr
Semi-Private/2 participants
\$90res/\$105nr (each student)
3 participants
\$80res/\$95nr (each student)
4 participants
\$70res/\$85nr (each student)

Water Polo Winter Camp ~ Water Polo Camp is designed to improve the understanding of water polo. Players will work on offense and defense, as well as counter attacking and other valuable drills. Water Polo Camp is open to those 5th-12th grade.

M/W/Jan 8-Feb 28/6:30-7:30p
\$95res/\$115nr/AQU7615
M/W/Jan 8-Feb 28/7:30-8:30p
\$95res/\$115nr/AQU7616

ADULT EXERCISE CLASSES

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.

Family/Therapy Pool

M/W/F /Jan 8-Mar 2/9:00-10:00am
\$80res/\$90nr/AQU7617
T/TH/Jan 9-Mar 1/9:00-10:00am
\$58res/\$68nr/AQU7518
M/W/F/Mar 5-May 4/9:00-10:00am
\$80res/\$90nr/AQU7619
T/TH/Mar 6-May 3/9:00-10:00am
\$58res/\$68nr/AQU7620

Arthritis Water Exercise -

Instructor led class designed to strengthen and tone muscles as well as increase flexibility, balance and coordination to carry out daily tasks more efficiently.

Family/Therapy Pool

T/TH/Jan 9-Mar 1/10-11am
\$58res/\$68nr/AQU7621
T/TH/Mar 6-May 3/10-11am
\$55res/\$65nr/AQU7622

Aquanastics - A great class to improve flexibility, strength and cardio fitness. Participants control intensity and impact to fit their need.

Family/Therapy Pool

T/TH/Jan 9-Mar 1/6:15-7:15p
\$58res/\$68nr/AQU7623
T/Th/Mar 6-May 3/6:15-7:15p
\$55res/\$65nr/AQU7624



PLANNING A PARTY? RENT THE AQUATIC CENTER!

Rental Rates:

Small Pool: \$75/hour
Main Pool: \$125/hour
Both Pools: \$175/hour
Lobby: \$25/hour
Call Joanne @ 616-850-6292

COLLABORATION & PROFESSIONAL LEARNING COMMUNITIES

Grand Haven Area Public Schools teachers regularly ask themselves, “How can we accelerate student achievement? How can we ensure all students learn at high levels?” One practice that has our attention is **collaboration**. When teachers work collectively to focus on student learning, more students learn at higher levels. The case for teachers working collaboratively is so compelling, we do not know of any credible research favoring teaching in isolation.

For the last 18 months, many Grand Haven Area Public Schools teachers have been using more collaborative practices with student learning at the heart of their work. “The very reason any organization is established is to bring people together in an organized way to achieve a collective purpose that cannot be accomplished by work alone.” (Jeffrey Pfeffer and Robert Sutton, 2000).

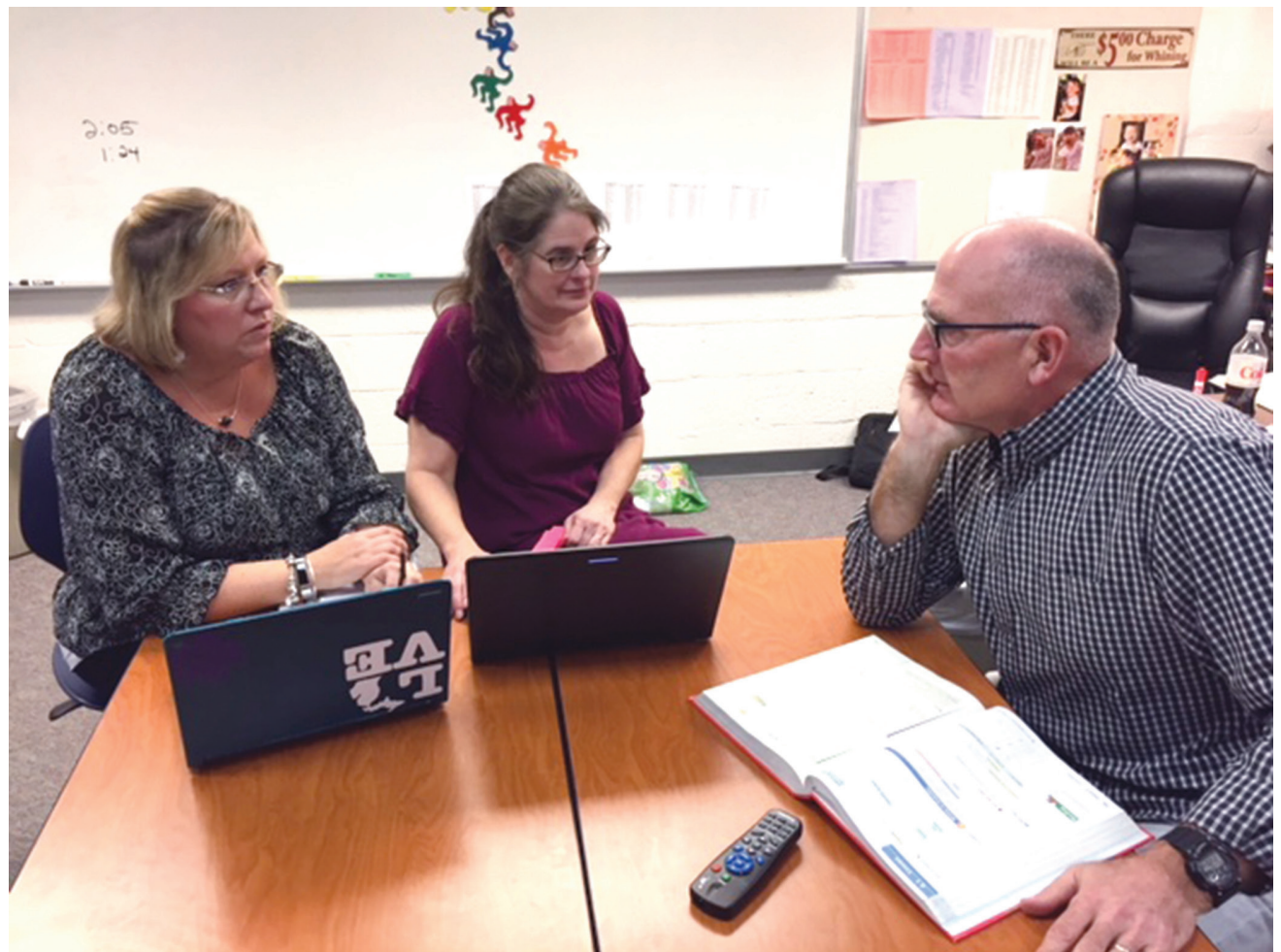
It is not an easy change, although it may sound easy. Traditional schools have teachers working in isolation. Collaboration in schools requires a shift in thinking and practice. Teachers who collaborate see student success, and choose to maintain the practice.

To collaborate, GHAPS teachers, specialists and interventionists are forming **Professional Learning Communities (PLC)**, both big and small, where they share common goals and values, have the skills and knowledge to plan together, solve problems together, and aim for ideas and practices to improve instruction. Teachers are putting the best practices of collaboration in action. They test it out, reflect on the work, and, if need be, adjust and try again. Every school has collaborative bright spots and are seeing the results!

At **Lake Hills Elementary**, **Mary A. White Elementary**, **Ferry/Voyager Elementary**, and at most of the other buildings, PLCs are being formed in every building, and teams are meeting weekly to discuss student data and determining next steps for teaching, supporting and, most importantly, learning.

Another great example of a PLC is the Grade Level Meeting. At **Griffin Elementary**, all of the grade level teachers meet with the principal, reading specialist, and math interventionist every 6 weeks to analyze student data, note progress and discuss various strategies for intervention and enrichment. This team takes a collective responsibility for each student's success, and has had positive, measurable results. The same type of grade level meeting is seen throughout the district.

At **Lakeshore Middle School**, academic teams meet twice a month to focus on student learning within their content,



and **White Pines Intermediate** has used this PLC time to develop new assessments for ELA, Math and Science. “We have spent a great deal of time diving into the testing details and academic progress of our kids to assess individual needs and bigger trends,” says Principal Mike Shelton.

Also at **White Pines**, and throughout the district, math, reading and other specialists are splitting their time between pulling students out to provide extra assistance and going into classrooms to provide extra support. These specialists are also teaching new strategies and techniques to the teachers so they can be replicated in future lessons.

In the **GHHS** Math Department, a Professional Learning Community gives the common course teachers a protocol for determining where struggles are occurring in the curriculum, based on students' success on assessments. They work hard to re-teach the areas of weakness and re-group based on student needs.

Being in a large building (both square foot and bodies), **GHHS** also had to find a way to get the staff collaborating outside of their departments. With 100 professional staff who work closely with instruction each day, the challenge is to grow ALL of the teaching practices, and hear from folks who don't teach the same content or share the same thoughts on the school climate. Small groups of staff from various departments allow the staff to collaborate and grow professionally from one another, which enhances what is brought to the classroom each day.

As mentioned before, Collaboration isn't an easy change because it takes training and practice to make it work successfully. At **Robinson Elementary**, 80% of the staff have been trained in the *Adaptive Schools* program, which teaches specific methods of questioning, developing a shared understanding, working together in groups, and decision making. It gives teachers the tools they need to bring about genuine growth through collaboration.

Continued on the following page



Scattered throughout the district are different collaborative efforts and Professional Learning Communities striving to help each and every student in our district.

An outstanding example of collaboration is the success of the **Mary A. White** staff and students who work with Literary Coach, Chris Working. Chris supports classroom instruction while providing embedded professional learning. According to Principal Valerie Livingston, “Chris provides professional learning across the county and supports teachers with the child in mind,” she said. As a matter of fact, he was recently named Teacher of the Year by The Michigan Council of Teachers of English!

Peach Plains Elementary welcomed the opportunity to have a 20+ team of knowledgeable literacy experts visit our school in the fall. Visitors reflected and provided feedback to our team around three areas of future learning. Our staff is 100% committed to the process of improvement and working collaboratively with the Reading Now Network on recommendations. We are growing

learners! In another new endeavor, Peach Plains Elementary engaged in a Twitter Challenge. Numerous staff have professional accounts which allow us to share and “tell our story” of learning at Peach. Further, staff connect with other educators from around the United States, sharing and growing our own learning.

The staff at **Central High School** has embarked on a school improvement journey which models the Professional Learning Community (PLC). “Our belief,” according to Principal Paul Kunde, “is *‘Only the organizations that have a passion for learning will have an enduring influence’*.”

Other collaborative PLCs are emerging throughout the district with new proven approaches to learning. The teachers at **Ferry/Voyager Elementary** are being trained in Leveled Literacy Intervention (LLI) and using that training to support small group instruction in reading. LLI is a powerful, short-term intervention that provides daily, intensive, small-group instruction. It turns struggling readers into successful readers!

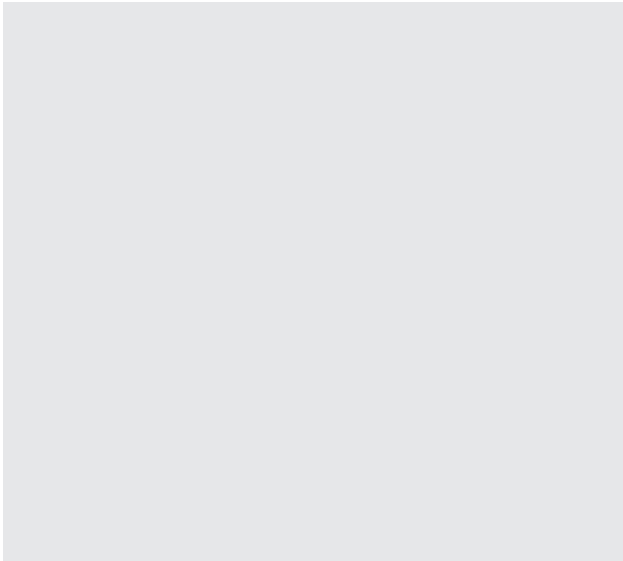
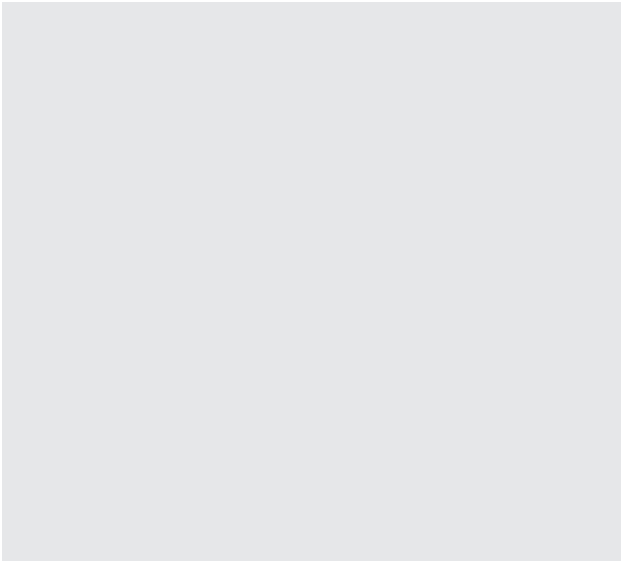
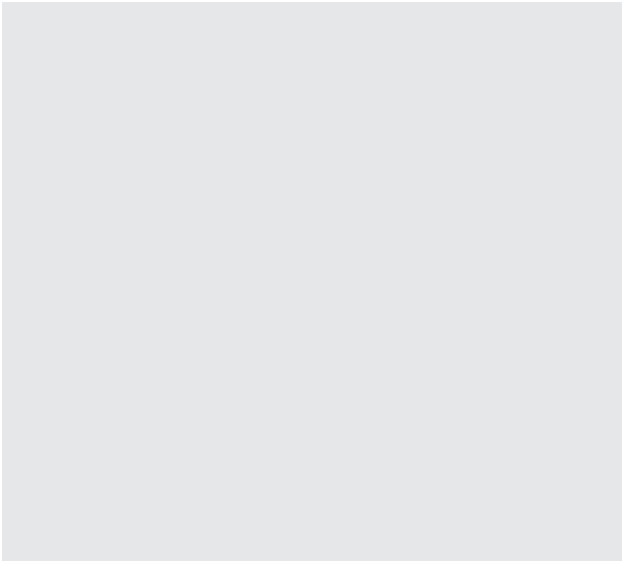
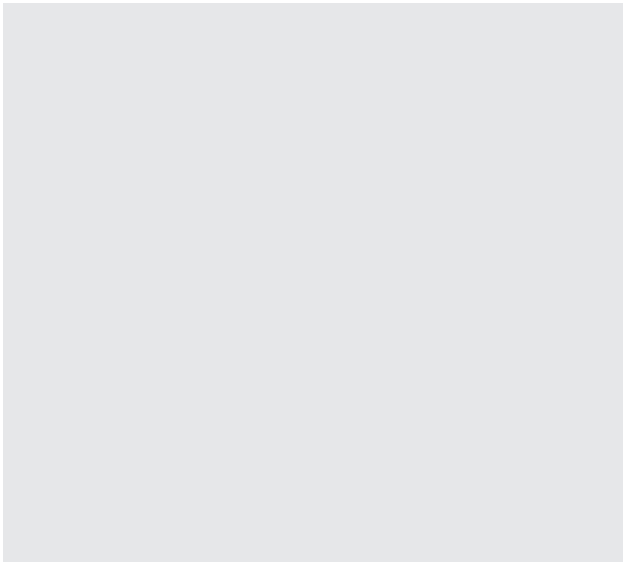
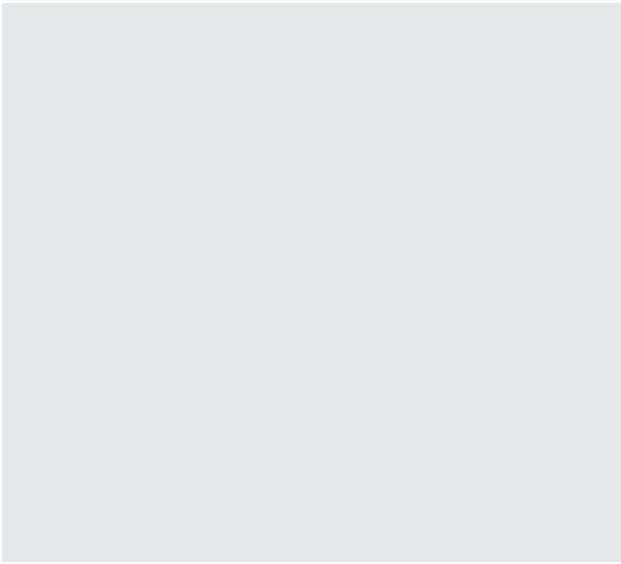
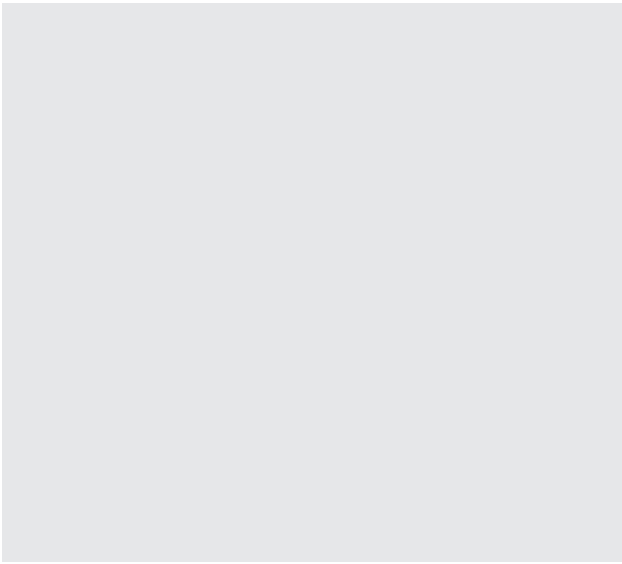
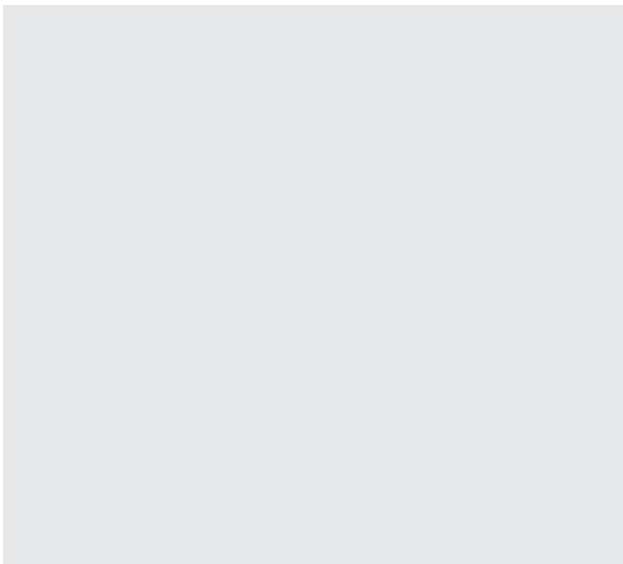
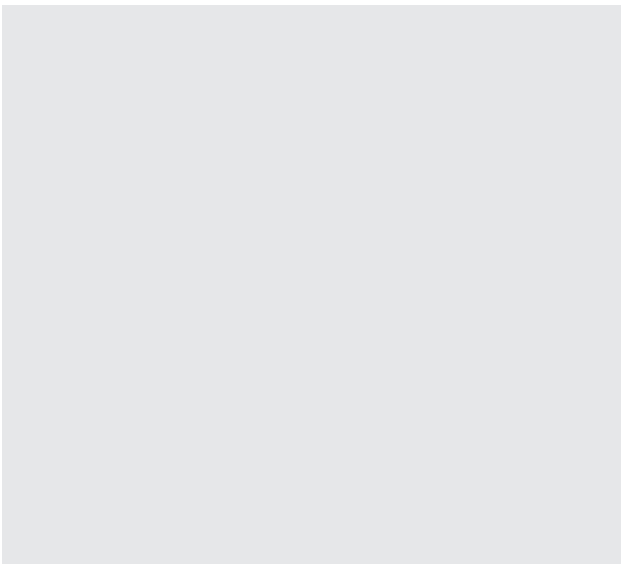
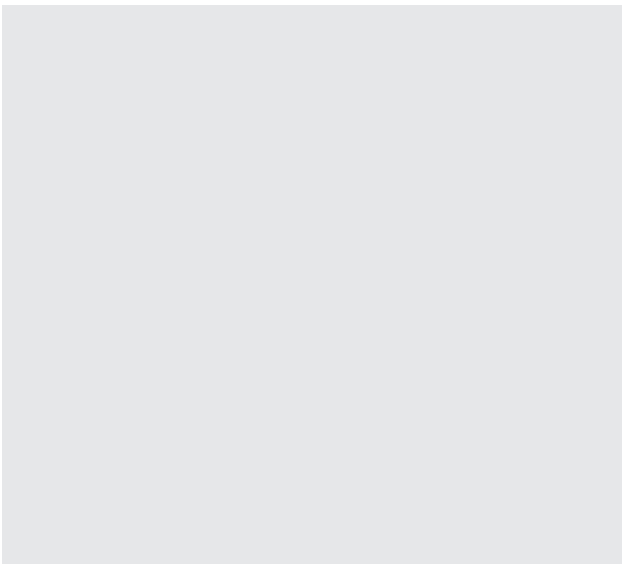
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BUY PRINTED OR DIGITAL COPIES
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SIMPLY GO ONLINE TO:
WWW.GHTRIBPHOTOS.COM
AND SCROLL THROUGH OUR VAST COLLECTION
OF HIGH QUALITY IMAGES.





JOIN US FOR BREAKFAST!

Breakfast at school is affordable. If you qualify for free and reduced price meals, you also qualify for breakfast, with no additional paperwork. Breakfast prices are \$1.60 for paid students and \$.30 for reduced.

Help your child start the day right with school breakfast! Breakfast starts serving 30 minutes before school starts at all buildings except Rosy Mound. Studies show students who eat breakfast have improved test scores and classroom performance. Eating breakfast also helps fight off illnesses because you get more vitamins, minerals and nutrients to battle infections.



Schools are the only restaurant in town that offers every component suggested by the Federal Dietary Guidelines of 2015-2020. The purpose of the guidelines is aimed to promote a healthy weight and prevent chronic diseases. Eating the suggested amounts from all food groups helps your body perform at its best. When your child purchases a lunch from the café you can insure they are offered plenty of fresh fruits and vegetables, low fat dairy, protein, and mostly whole grains.



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Registration deadline one week prior to start of event.

A \$10 fee will be charged for late enrollment. NORA reserves the right to cancel programs if the minimum enrollment is not achieved.

BASKETBALL CLINICS Coed

Questions Call: BASICS Basketball (616)402-1600

Grades K-3rd - 4:00pm-5:15pm

Rosy Mound – Tues., Jan. 9, 16, 23
Lake Hills – Tues., Jan. 30, Feb. 6, 13
Peach Plains – Thurs., Jan. 11, 18, Feb. 1 (Not 1/25)

Robinson –Thurs., Feb. 1, 8, 15
\$52 Resident/\$67 Non-Resident

NORA BOYS BASKETBALL LEAGUES

4th Grade: Jan. 22-March 5, Mondays 4-5:00pm

5th Grade: Jan. 22-March 14, Mon. & Wed. 4-5:30pm

6th Grade: Jan. 23-March 15, Tues. & Thurs. 4-5:30pm

Contact NORA for details

BOWLING AT STARLITE LANES Coed

Thursdays, January 11 – March 29 (Not 1/25, 3/8)

Grades K – 2 Open Bowling- 4:15pm-5:15pm

Grades 3 & 4 Open Bowling w/Basic Instruction- 4:15pm-5:15pm

League Grades 5 & 6- 4:15pm-5:15pm

League Grades 7 & 8- 3:15pm-4:15pm

\$67 Resident/\$82 Non-Resident

CHAMPION FORCE CHEER Coed

Questions Call: Champion Force Athletics (800)940-7469

Thursday nights starting & Registration February 8th

Level 1- Ages 4-6 @ 5:30pm

Level 2- Ages 7-9 @ 6:15pm

Level 3- Ages 10 + @ 7:00pm

Level 4- Tryout Team/Returning students @

7:45pm

No class: 3/8, 4/5 End date: June 7

Ferry Elementary School Gym

Levels I-III \$8/class, Level IV \$9/class \$10 reg. fee (pay on site)

DANCE, DANCE, DANCE Coed

Mondays, January 8-February 26

Ages 3-5- 5:30pm-6:15pm

5th & 6th Graders – 4:00pm-5:15pm

(\$52 Res./\$67 Non.)

White Pines Intermediate School Café

Tuesdays, January 9-February 27

K-2nd Graders – 4:15pm-5:15pm

3rd & 4th Graders – 5:15pm-6:15pm

Mary A. White Elementary Gym

\$43 Resident/\$58 Non-Resident (except 5th/6th class)

GOLF, INDOOR LESSONS Coed

Questions Call: Randy White's Golf Shop (231)750-3109

Grades 3rd - 5th (8 students maximum)

Wednesdays, January 31 – February 21

4:15-5:15pm (Provide your own clubs)

Rosy Mound Elementary School

\$57 Resident / \$72 Non-Resident

LACROSSE, INTRO Grades K-2 Coed

K & 2nd Grade 11:00am-12:00pm

Saturdays, Jan. 20-Mar. 17 (Not 3/10)

Lakeshore Middle School Auxiliary Gym

\$43 Resident / \$58 Non-Resident

LACROSSE, INDOOR OPEN GAMES

Grades 5th-8th Girls

Saturdays, January 20 – March 17 (Not 3/10)

9:00am-10:00am

Must have knowledge of sport and provide own equipment

White Pines Middle School Gym

\$45 Resident / \$60 Non-Resident

SUPER SATURDAY SCIENCE Coed

Saturdays, January 20, 27, February 10, 17 (Not 2/3)

Grades K-2 9:00am-10:00am

\$41 Resident / \$56 Non-Resident

Grades 3 & 4 10:00am-11:00am

\$41 Resident / \$56 Non-Resident

Grades 5 & 6 11:00am-12:30pm

\$52 Resident / \$67 Non-Resident

Lakeshore Middle School Science Room #252

SOCCER, INDOOR CLINIC Coed

Preschool-4th Grade

Saturday mornings, January 20 – March 17

(Not 3/10)

Watch for detailed flyer for times

Lakeshore Middle School Gym

\$43 Resident / \$58 Non-Resident

TENNIS, JUNIOR INDOOR Coed

Questions Call: Lakeshore Comm. Tennis Assoc. (616) 566-7199

Tuesdays, January 30- February 27

Grades K-3, 4:00pm-5:00pm

Grades 4-6, 5:00pm-6:00pm

Rosy Mound Elementary Gym

\$67 Resident/\$82 Non-Resident

TUMBLING & FLOOR GYMNASTICS Coed -

Kara Duncan

Tuesdays, February 20 – April 17 (Not 4/3)

Ages 4-5 - 5:30pm-6:15pm **\$69/\$84**

Ages 6-7 - 6:15pm-7:00pm

Ages 8-12 - 7:00pm-7:45pm

Ferry Elementary School

\$79/Resident / \$94 Non-Resident,

except 4-5 year olds

YOUTH SPORTS INTRO Coed

Saturday mornings, January 20 – March 17

(Not 3/10)

Preschool Age 9:00am-9:45am

K & 1st Graders 10:00am-10:45am

Lakeshore Middle School Aux. Gym

\$43 Resident / \$58 Non-Resident

YOUTH WRESTLING Coed

Grades 1st-6th

Tuesdays & Thursdays

Session II: Jan. 9 – Mar. 1 (Not 1/25) - \$75 Res/\$90

Non-Res

1st-3rd Graders 5:45pm-6:45pm

4th-6th Graders 7:00pm-8:00pm

(T-shirt included Session II only)

Grand Haven High School Wrestling Room

SELF DEFENSE

SANCHIN-RYU Age 5 and up Coed

Questions Call: Sanchin Systems, Inc.

(517)589-8256

Erwin Essenburg, 4th Degree Black Belt

Tuesdays, February 13 – April 10 (Not 4/3)

Youth 6:00pm-7:00pm

Families 7:00pm-8:00pm

Adult & Teens 7:00pm-8:00pm

Peach Plains Elementary Gym

\$35 Resident/\$50 Non-Resident (Family \$70/\$85)

CHAMPION FORCE SELF-DEFENSE

Coed Age 4 – 18

Questions Call: Champion Force Athletics

(800)940-7469

Tuesday nights starting & Registration February 6th

New students-White belts - 5:30pm-6:15pm, \$8/class

Yellow belts - 6:15pm-7:00pm, \$8/class

Green and Purple belts @ 7:00pm-8:00pm,

\$10/class

Brown, Red and Black belts - 7:00pm-8:30pm,

\$12/class

No class: 4/3 End date: June 5

Griffin Elementary Gym

Per Day fees + \$10 registration fee (pay on site)

SPECIAL EVENTS

MORE...DRAWING & ILLUSTRATION Coed

Instructor: Kevin Collier, Artist & Author

Ages 8-12 - 9:30am-11:30am

Saturday, January 20th

Lakeshore Middle School Café

\$16 Resident / \$31 Non-Resident

31st ANNUAL DADS & DAUGHTERS DANCE

Sponsored by Cold Stone Creamery

Grades K – 6th Girls- 6:00pm-8:00pm

Grades K-2 January 29 or 31

Grades 3 & 4 February 6 or 8

Grades 5 & 6 February 12

White Pines Middle School Café

\$25 Resident Couple / \$40 Non-Resident Couple

SONG & DANCE FACTORY Coed

Sponsored by GH Choir Boosters

Grades K-6th

Saturday, March 3, 2018 (no registrations after 2/28/18)

Check In: 12:30pm

Workshop: 1:00pm-4:00pm

Performance: 4:00pm

White Pines Intermediate School Auditorium

\$40 Resident/\$55 Non-Resident

ADULT OPPORTUNITIES

OPEN BASKETBALL

Saturdays Year Round

12:00pm-2:00pm

Lakeshore Middle School Gym

\$3/visit Resident, \$5/visit Non-Resident

OPEN VOLLEYBALL

Coed – Tues., into May as attended

Men over 50 – Wed., into May as attended

7:00-9:00pm

Lakeshore Middle School Gym

\$3/visit Resident, \$5/visit Non-Resident

ADULT VOLLEYBALL LEAGUES

ADULT DODGEBALL LEAGUE

Lakeshore Middle School Gyms

Call NORA for more details 850-5125

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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. **Donations always accepted.**

The Northwest Ottawa Recreation Authority is a cooperative effort sponsored by Grand Haven, Grand Haven Twp., GHAPS, Ferrysburg, and Robinson Twp. to provide quality recreation and leisure activities for our community and is administered by GHAPS.

NORA Policies:

1. A \$15.00 fee will be charged for all returned checks.
2. NORA reserves the right to cancel programs if the minimum enrollment is not achieved.
3. Registration deadline one week prior to start of event.
4. Late fee of \$10.00 will be assessed for late enrollment.
5. A full refund will be issued if NORA cancels a class.
6. A full refund less a \$5 processing fee will be issued if participant cancels at least 48 hours prior to the start of class.
7. 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.
8. NO REFUND will be issued if canceling on day of class.
9. NO REFUND will be issued after class starts regardless of attendance.

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COMMUNITY SUPPORT, INTERACTIONS, & PARTNERSHIPS



The members of our community are always ready to provide support for our schools in their own way. From hosting fundraisers to mentoring to donating food and clothing, our community relationship benefits our students, their families and our entire community! And those in need also benefit from the Grand Haven Area Public School students' efforts to raise money, awareness, or help those in need. Fostering community awareness encourages students, staff, and the community to cultivate an attitude of helpfulness and gratitude!

At **Mary A. White Elementary** and **Robinson Elementary**, students benefit from many giving community outreach programs and people. Covenant Life Church and Kid's Hope USA support the students with mentors throughout the week. Mentors support students with academics, friendships, and life skills, and often develop long term, caring relationships.

Mary A. White is also grateful for other community partnerships: Community knitters run the school's 3rd and 4th grade knitting club for the 10th year in a row. The First Presbyterian Church provides weekend food and snacks for qualifying students through their Hand-To-Hand program. For students that are without warm clothes for the winter, the Grand Haven Rotary helps to keep kids warm by fulfilling our annual Winter Gear Drive. Pronto Pups and Sweet Temptations donated dinner and dessert for the annual Back to School Bash.

Parents are a big part of **Mary A. White's** support. The PTO works tirelessly to provide the best possible playground and learning experiences for our students.

The Watch D.O.G.S. program is an outstanding program that several schools such as **Mary A. White** and **Peach Plains Elementary** support. Watch D.O.G.S. stands for **Dads of Great Students**. Dads, uncles, grandpas and friends volunteer to spend a full day at the school helping in classrooms, playing recess games and providing another pair of hands and eyes.

International Aid came to **Lake Hills** for a fun, interactive assembly. Workers from International Aid gathered and counted up **OVER 1500 BARS OF SOAP** that were donated by Lake Hills families during a two week period! All donations went to support disaster relief in Texas. Thank you to the team at International Aid who led Lake Hills through an awesome Global Handwashing Day Assembly!

The mentor program matches a **Central High School** student with a community member who works to guide the student through the journey of school and life. Although mentors and students typically meet at school, some have also gone on college tours, bowling, skiing, cooking classes, fishing and other activities that appeal to both of them. There has been a notable difference in students who've been involved in the mentor program — decreased absences, increased grades and grade point average, and a decrease in behavioral problems.

Continued on the following page



Grand Haven Garden Club has adopted the **Ferry/Voyager** school by volunteering to clean up the courtyard garden. They will be planting pollinating plants and helping to get a composting center. **Voyager School** is giving back by creating care kits that will be distributed to students around Muskegon and Ottawa counties when they are displaced from their homes.

Griffin Elementary supports the community through a monthly food drive. The wonderful PTA takes the collected items and delivers them to local food pantries and agencies who help families in need. Griffin families donate over 2000 items per school year. This mission has been carried out since 2005.

Lakeshore Middle School students raised over \$800 for the United Way Buck-for-a-Buc campaign. The Student Council showed their kindness by raking several neighbors' lawns and have received several compliments and thanks from the homeowners. Youth Leadership spent half a day hosting and visiting with their counterparts from Muskegon Middle School. They learned how alike the schools are. The CHILL students volunteered at the Tri-Cities Soup for All event that raises money for helping the homeless in the Tri-Cities area. To honor Veterans, LMS hosted a Veteran's Day luncheon, veterans talked throughout the day in 7th grade Social Studies, and held a band concert.

Hope College and the Lakeshore Environmental Education Program (LEEP) generously helped fund and support student "scientists" from **Lakeshore Middle School**. In August, Science Teachers Bob DeBruyn and Kevin Sylvester led a team of 12 students as they tested the air quality of the coal-burning Badger and the diesel-powered Lake Express ferries as they cross Lake Michigan. Students set up testing monitors on both boats and worked in teams to check them every 15 minutes. The data was uploaded to a website where it was graphed and comparisons could be made. Mr. DeBruyn believes that the best way to get kids jazzed about science is to get them involved doing REAL science.

Students throughout the district were invited to participate in the **Re-Imagine of the Imagination Station**. They engaged in design thinking and project-based learning that will have an impact on the community. Students learned from **GHHS** students with special needs about challenges they face with the current Imagination Station, and heard the ideas they have for the new inclusive play space. With their clipboards in hand, students walked the playground and asked questions about the challenges they face and what could be done to make improvements. Students pitched their ideas to Leathers & Associates Designers, who will take those ideas and develop the final design. The new play space will reflect the area with features resembling a Coast Guard boat, a lighthouse, and the catwalk; plus, a majority of the play area is wheelchair accessible, an aspect stressed by the students who helped contribute to the design.

A **White Pines Intermediate School** sixth grade class partnered with the OAISD/Future Prep'd Program to accomplish a PBL unit solving the driving question, "How can we, as students, serve others in our school community?" The class was awarded a \$250 grant and also raised an additional \$350 to support a school family in need. Students researched items to purchase and contacted local businesses. Both the Bookman and Harbor Transit donated generous gifts for the family.



Continued on Page 15

OPEN DOOR CHILD CARE

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Information and registration forms for Open Door and Preschool can be found on the Child Services website at www.GHAPS.org/content/programs. Questions? Email children@ghaps.org or call 616-850-6825

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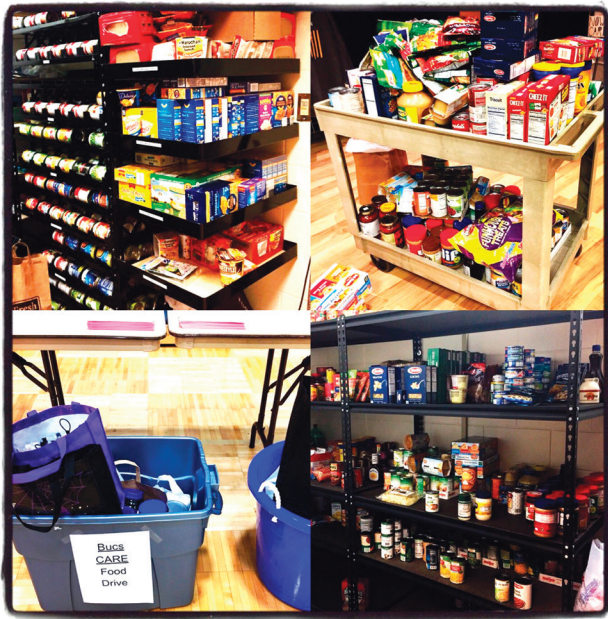
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SAFE & SUPPORTED ENVIRONMENT



A safe school is a place where students can learn and teachers can teach in a welcoming, caring and safe environment. Research shows that when schools effectively focus on creating a safe, healthy, and supportive environment, students are more likely to engage in the curriculum, achieve academically, exhibit less problem behaviors, and develop positive relationships.

It takes a lot of energy and dedication, but the GHAPS staff understands the positive effect a safe and supported environment has on a school culture, and knows it covers a wide range of expectations: A climate free of intimidation and fear, food or warm clothing if needed, mentoring and counseling, positive behavioral interventions and support, plans and training to respond to critical incidents, and caring adults who ensure students' well-being and academic success are being met. Each building works to hard provide numerous programs to create climates where every student feels welcomed, respected and motivated to learn.

One of the priorities of the whole district is safety. Each building is responsible for creating a school safety plan that includes a minimum of five fire drills, two tornado drills and three lock down drills. By working closely with local law enforcement, each safety drill is practiced and perfected to ensure the safety of the students. "School safety is an area where we can always do more. By working together with other districts and emergency personnel and taking initiative, we will become smarter and stronger together for our students and their families," says Superintendent Andy Ingall, who recently attended the Ottawa Area Secure Schools Network summit to collaborate with 85 other schools, law enforcement, and emergency responders in taking preventative steps to help stop an emergency from occurring or reducing the impact of an incident. Schools in the OAISD have done a great deal to prepare and maintain



safe spaces for our students.

In addition to creating safety plans and practicing drills, schools work closely with local law enforcement. Several times a week, **Lake Hills Elementary** is visited by Sheriff's Deputy Corey Allard. Officer Allard, who was recently named Deputy of the Year, starts his visits by walking throughout the building to connect with students and staff. Deputy Allard and Deputy Ryan DeVries work closely with all of the buildings to provide advanced training for safety procedures and planning, while at the same time building relationships with the students and the staff.

According to Scott Grimes, Assistant Superintendent, there have been several legislative changes in Michigan and which GHAPS has responded too which will improve the success of a safe and supported environment. A **Cardiac Emergency Response Plan** has been adopted to minimize the risks associated with a cardiac emergency and to provide guidance for safe response to such an event within each building. AED equipment will be routinely maintained for readiness, effective communication must be established throughout the school campus, and the plan must be reviewed annually.

Under a new state law effective Aug 1, 2017, GHAPS updated its **student discipline policy**. The new law granted schools more flexibility in determining when to expel or suspend students, which has replaced the state's previous

"zero tolerance" policies for some offenses. School administrators and board of education trustees are now required to consider seven factors before expelling or suspending a student: student's age, disciplinary history, disability, seriousness of behavior, whether the behavior posed a safety risk, have restorative practices been utilized and whether a lesser intervention would address the behavior. These factors help evaluate each situation individually. The change also encourages schools to implement restorative practices, which can take various forms of conflict resolution.

GHAPS has also updated its policy on the use of **seclusion and restraint**. The overall purpose is to eliminate seclusion and restraint, except as a last resort in emergency situations and if it is essential to provide for the safety of the pupil or others, increase meaningful instructional time and protect the safety and welfare of the school community, and dignity of each student. Key personnel is trained in de-escalation techniques.

Yet another example of a safe and supported school environment is a student's physical well being. Hunger has an enormous impact on a student's ability to learn as they may suffer an inability to concentrate and often fall behind academically. In Grand Haven, there is a need to support students both inside and outside of school. The You Matter Parent

Continued on the following page

Committee at **Grand Haven High School** created a sub-committee to help support these students by starting the Bucs Care Food Pantry. The pantry is supported by parents, students and also receives donations from The Elks Lodge and its members to stock the pantry. Through an outpouring of community support, **Central High School** has also established a food and clothing pantry for students to utilize when the need arises. “We work to ensure the ‘whole’ child is cared for which increases the student’s chances at academic success,” says Principal Paul Kunde.

On “Good Morning Sunshine” Fridays, students are greeted as they’re coming into **Grand Haven High School**. It is sponsored by different clubs, departments, staff and groups of parents.

At **Mary A. White Elementary** all staff members take a personal interest in the safety and learning of each and every student. As each day starts, each student is greeted with a handshake or high five. Beginning in preschool, students learn the Golden Rule which is reinforced throughout their years at MAW. Principal Valerie Livingston emphasizes that when students follow the Golden Rule they treat each other the way they want to be treated. This carries over to all parts of the school day.

To focus on developing interrelationships for students, Second Step lessons are being taught in all classrooms at **Robinson Elementary**. Second Steps is a social and emotional learning program with weekly 20-30 minute lessons for all elementary grades. Because it promotes self-regulation and a sense of safety and support, teachers can manage differently better and, down the road, will see a decrease in referrals for challenging behaviors. The program’s age-appropriate games, activities, and media engage students and set children on a path to lifelong success.

Robinson Elementary, along with other buildings in the district, has Safe Zones. Safe Zones are specific contact points in each building for students who feel harassed or discriminated against because of ethnicity or other differences, and help foster a more welcoming and affirming environment. Students come together to ensure that everyone is heard and a plan is developed that all parties agree on how to move forward.

In partnership with the food service department, **Peach Plains Elementary** and **Lake Hills Elementary** have a new approach to food waste. School lunchrooms create a large amount of waste, and unfortunately, a fair amount of good food that has been trashed. We’re trying this “share table” in which unopened, wrapped (think from a food company) snack or food item may be donated to a central location in the lunchroom. Kids who might need a snack (for a variety of reasons) are welcome to take from the share table.

Ferry/Voyager strives to “SOAR to Greatness!” and provide a safe and supportive environment by putting into action the new “SOAR” positive behavioral and intervention support program. SOAR stands for **S**afe, **O**n Task, **A**ccount-



able and **R**espectful. SOAR has improved students behavior by defining how students are expected to behave and building positive relationships. **Ferry/Voyager** has monthly celebrations to honor and celebrate all of the good things happening at school, including rock star classes, student of the month, and acknowledging kiddos for making academic gains.

Another keystone throughout the district is Capturing Kids’ Hearts. Capturing Kids’ Hearts gives teachers a set of tools and strategies to help create relationships with their students that lead to benefits such as fewer discipline issues and greater student success. Their slogan is, “If you have a child’s heart, you have his head.” In rooms throughout the district you can see “social contracts” hanging on the wall... signed agreements, created by students and teachers to show each other mutual respect. Teachers meet each student at the door with a handshake or fist bump, and throughout the week, students share “good things.” Principal Amanda Sorrelle of **Lakeshore Middle School** says that this approach leads to kindness and understanding, and more connection between staff and students.

Role models may come in many forms, but what could be better than fellow Grand Haven students helping their peers? That’s what the POPS program is all about. To help create a climate of compassion and acceptance, students at **White Pines Intermediate** and **Lakeshore Middle Schools** can participate in the POPS (Power of Peer Support) club. POPS actively engages students with disabilities in and out of school. The mission of this service club is to empower students to advocate for themselves and others, to teach disability awareness and sensitivity, and to teach students how to become role models and build relationships with others who need help. According to Mike Shelton, “I know that the more than 50 POPS students have a memorable impact and that the overall experience will nurture our

students into healthy, caring people who value integrity and individuality.”

Additionally, **White Pines** believes that creating a safe place for our kids to learn also means creating space for them to breathe by teaching them “Mindfulness.” Mindfulness is natural, and is taught through proven techniques, particularly seated, walking, standing, and moving meditation; short pauses inserted into everyday life; and merging meditation practice with other activities, such as yoga or sports. Youth benefit from learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well being. That is why all 5th grade students receive direct instruction from a Mindfulness Instructor. Mindful awareness exercises help children develop concentration, self-awareness, and how to be more mindful of their thoughts and actions.

Technology is another tool to create a safe and supportive environment. **Rosy Mound Elementary** developed new safety procedures for signing students in and out electronically so teachers know real-time when a student arrives or leaves. The end of the day is a busy time with students packing up belongings, buses coming in and parents waiting to pick up their children. Technology helps teachers with this process by making sure teachers are aware of last minute, end-of-the-day transportation changes. Rosy Mound principal Kevin Blanding agrees that managing and monitoring visitors at school buildings is the first line of defense in protecting students and staff, and making them feel safe.

Griffin Elementary has adopted a dismissal plan where parents or caregivers have a designated number card to use to pick up their child. Our staff and safety patrol work together to personally deliver children to the parent picking up. At **Robinson Elementary** the student pick-up process has been reworked to ensure that students are being monitored all the way to their parents.



Collaboration & Professional Learning Communities continued from Page 5

Kathy Lampen and Heather Skogen, 4th grade teachers at **Rosy Mound Elementary**, are working with the OAISD to help develop the GIANTS Social Studies curriculum (**G**eographic Inquiry and **N**ew **T**emporal **S**equencing in Social Studies). In response to recent updates to the Michigan Grade Level Content Expectations, there is a monumental shift with regard to the scope and the connections between Spatial (geographic) and temporal (historical) thinking. Unit and lesson items will include instructional strategies, hands-on activities and literacy strategies.

Lakeshore Middle School staff is in the throes of learning the Next Generation Science Standards. Engineering and technology are featured alongside the physical sciences, life sciences, and earth and space sciences for two critical reasons: to reflect the importance of understanding the human-built world and to recognize the value of integrating science, engineering, and technology. These standards reflect how science and engineering are practiced in the real world and give teachers the flexibility to design classroom learning experiences that stimulate students' interests in science and prepares them for college, careers, and citizenship.



Community Support, Interactions, & Partnerships continued from Page 10

The Rosy-Gives-Back Program, sponsored by the **Rosy Mound PTA**, provides students and their families the opportunity to give throughout the year. It teaches students about supporting services and charitable organizations in our community. Kids Hope Mentor program generously provides mentors to students in need throughout the school. Kudos to the STEM Design Challengers program gold medal won by Mr. Klumpel's team that designed products to make life safer and more fun during Michigan winters.

Robinson Elementary is excited to support GVSU. Paul Yu, a math professor, arranges for college students to come to the school to observe in the classrooms and learn from the teachers. They visit two days a week and meet in the library as a class.

Community leaders gained insight into science instruction at **Grand Haven High School** this summer. Local leaders got a firsthand look at ongoing initiatives happening within Grand Haven Area Public Schools. The meeting focused on the high school's parent engagement and science instruction shifting to Next Generation Science Standards. The school operates under the motto that "Team GH" aims to unite staff, students and parents as "One Family, One Team, One Grand Haven." Some of the other ways parents are involved include freshmen parent night, QPR training, outside speakers, Love a Buc, Help a Buc Community Walk, and learning walks that allow parents the opportunity to visit and see classrooms in action. About 67 percent of parents participate in parent-teacher conferences.

After weeks of research and making prototypes, **Peach Plains Elementary School** fourth-graders presented "Peach Talks." Students answered the question, "How might we enhance and improve the greater Grand Haven area?" They then presented their ideas and projects to parents and community members. The project incorporated the non-fiction research unit portion of their writing curriculum, and stemmed from staff members participating in a project-based in-service through the Ottawa Area Intermediate School District's FuturePREP'd program.

Alfredo Hernandez from Lakeshore Ethnic Diversity Alliance facilitated a Staff Professional Development session at **Grand**

Haven High School on Cultural Competency and Difficult Conversations. This training helps build staff capacity to advance diversity and inclusion. This eye-opening training was injected with the latest research and offered an interactive environment to engage in conversations. Another key Staff Professional Development was on Mandatory Reporting with Amy Dalman from the Children's Advocacy Center.

Shape Corp. and SME Education announced a partnership with the Michigan Manufacturers Association aimed at bringing manufacturing education to **Grand Haven High School** beginning in the 2018 academic year. The new initiative, dubbed Partnership Response In Manufacturing Education (PRIME), seeks to help educate and attract the youth with career opportunities in the manufacturing industry. Shape will invest \$100,000 per year for the next three years in the partnership to help bring the initiative to fruition.

*Some text was used from the following Grand Haven Tribune articles:
Various articles, Grand Haven Tribune*

Wagner, Krystle. "Peach Talks." Grand Haven Tribune, JUN 7, 2017

Wagner, Krystle. "Science Highlighted in GHHS Tour." Grand Haven Tribune, NOV 29, 2017

Wagner, Krystle. "New Partnership to Address Manufacturing Talent Gap." Grand Haven Tribune, JUN 20, 2017



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