I thought you might find this picture interesting...

It was taken at the Little League World Series about four months ago and widely circulated online. Take a look and form some thoughts before reading on….

Like I did, you may have had a thought like “Seriously? Little League World Series baseball players with the baseball on the ground and their noses in their phones? What is this world coming to?”

However, the real story is actually quite different.

One player is from South Dakota. The other is from the Dominican Republic. During a break between games, the boys were using “Google Translate” to communicate and get to know one another a little bit better. How COOL!

This “story” does two things for me.

First, it reminds me to question my initial assumptions. It reminds me to take a step back and consider more than just my initial “pre-judged” perspective.

Secondly, and perhaps more importantly, it reminds me of the importance of continuing to learn how to speak someone else’s “language.” In the first three months of school, I’ve had the privilege of meeting with or talking to teachers, parents, students, secretaries, administrators, Intermediate School District staff, Community Education staff, grandparents, child care providers, bus drivers, Department of Health and Human Services workers, First Responders, vendors, School Board Members, and preschoolers. We all have our own “language.” Even if the language is the same, the “dialect” might be a little different. When we make the effort to understand the other persons “language” and perspective, we often find that we are closer to being on the same page than what we originally thought. We all want the same things - to be happy, healthy and successful; to have enough independence to do what is right and necessary; to have enough fun and enjoyment in what we are called to do; to feel like we belong to something bigger than ourselves; to love and be loved.

Thanks for taking the time to learn the “language” of the people in and around Rocket City. In whatever role you play, thanks for opening your minds and your hearts to possibilities and to the future of our community. Thanks for pouring your time and talents into our community.

As we continue to walk this educational journey with “our” children, I want you to know I’m grateful for all we have, all we are, and all that we will become.

Go Rockets!

Steve Edwards
Superintendent of Schools
Understanding the Child

Ms. Abby Berkey, Systems of Care Clinician, meets on Tuesdays with groups of teachers. Recently she reflected on her experience in this new role.

Since being in the school setting, I’m learning a lot about the demands on teachers and students. I’m also learning it’s hard for some students to separate their negative experiences from school. As part of the system of care, I started some group meetings every other Tuesday to help teachers understand and support trauma. I’ve been able to get an understanding of the teachers’ needs and am introducing topics that give some suggestions for how to respond. My hope is that we can start to look at behaviors differently and also consider that children who have experienced trauma are having normal reactions to abnormal events.

Have you ever watched a child who is acting out and thought to yourself, “What’s wrong with that child?” In a trauma-informed setting the question shifts to “What happened to that child?” Notice the difference? The second question shifts the focus to the environment and allows the child to maintain their dignity. When we also recognize that behavior is a form of communication, the child’s message becomes “something is not right in my world.”

The lens of understanding is opening. Tuesday meetings with Abby will continue to explore new learning and build a trauma-informed culture in our school.

ROCKET CITY NEWS

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Introducing Systems of Care Staff

Please welcome the Systems of Care team members who have joined team R-P.

Clinician Abby Berkey, MSW has been working in the field as a social worker for the past 17 years. She has had a variety of professional experiences working with families and kids. In the last couple years, Abby has developed a great deal of knowledge and experience related to the impact of trauma and has learned much from the families and kids she has served. She encourages us all to look at parenting and teaching as a relationship. Abby has created learning groups for teachers and staff, and she looks forward to sharing her expertise in trauma, teaching us how to respond to students in helpful and effective ways. Abby also provides direct service to students both in and out of school. In school, some students benefit from group sessions on social skills and cognitive behavior therapy. All kids are learning about the impacts of trauma on their lives.

Alisha Pipkins, MSW is our Wraparound Facilitator. She has been in the social work field for 16 years, including 12 years in the Muskegon community. Alisha has worked with adults, children and families, in individual, group and outpatient settings. She has worked with people with mental illness, emotional disorders, and developmental disabilities. Her outreach experiences cover a broad range. She has coordinated services with hospitals, schools, jails, the criminal justice system, Department of Health and Human Services (DHHS), and other programs. As a Wraparound Facilitator, Alisha helps families navigate the system, making resources more accessible and inviting. Throughout the school day, Alisha supports students who may be struggling with behavior or social interactions, assuring they remain engaged in learning when in the classroom.

Our Parent Outreach Specialist is Chace Willard. Chace was prepared for this role by the experiences he has lived. Due to his own mental health struggles, Chace received outpatient therapy throughout his school years, so he has been on the receiving end of services. As a dad, he experienced struggling with schools and has successfully worked through difficult issues. This makes Chace uniquely qualified to “walk the walk” with parents. He is an advocate for parents, helping to give them a voice when they don’t know what questions to ask and helping them navigate the many resources and services available to them. Chace is truly passionate about ensuring other parents have successful experiences as they seek support for their children.

Our Systems of Care Youth Mentor, Aaron Foster, is looking forward to working with our students! Aaron’s primary role is to help students have a voice in their own care “network” and understand how it works. By engaging with youth, Aaron will be able to hear and share their voice. Aaron has had extensive training to prepare him for this role. He has been trained in trauma informed care, suicide prevention, wellness and recovery. Aaron is skilled in working with young children and has experience guiding activities in positive school behavior.

The Systems of Care team also includes our Pathways to Potential Success Coach, Jennifer Kanaar. Jennifer has worked in the District since DHHS (Department of Health and Human Services) opened the office in 2013, and she has been a Family Independence Specialist for seven years. Her role is to remove barriers for families so they can be successful in the areas of health, safety, self-sufficiency, and education. Jen opens doors to needed services and employment opportunities. She also works closely with families who struggle with chronic absenteeism from school. Jen’s efforts are always driven by the needs of the family, so she works with them to set their own goals. Then they come up with strategies and ideas for how to be successful. Jen’s message is, “If you have a need, ask!” She invites families to contact her to discuss their needs!

Abby, Alisha, Chace and Aaron are employees of HealthWest. Their positions are funded by a $4 million SAHMSA grant awarded to the County of Muskegon. Jen is employed by DHHS and has been housed at RPI/RPEL for almost five years.

You can find our Systems of Care Team on the Reeths-Puffer Intermediate/Elementary campus in the Pathways 2 Success (DHHS) office.

Contact information –

Abby Berkey, MSW, Clinician • abigail.berkey@healthwest.net
Alisha Pipkins, MSW, Wraparound Facilitator • alisha.pipkins@healthwest.net
Jennifer Kanaar, Success Coach • kanaarj@michigan.gov
Chace Willard, Parent Outreach Specialist • chace.willard@healthwest.net
Aaron Foster, Youth Mentor • aaron.foster@healthwest.net

Thanks to the efforts of Julie Voorhies and the Reeths-Puffer Workout club, Central Elementary and Reeths-Puffer High School were recipients of a new water filtration system. These are reducing the amount of plastic water bottles going into our landfills while helping to ensure our students keep hydrated throughout the day. Since the beginning of the year, Central Elementary has saved 1,539 water bottles and the high school has saved 4,887. We cannot thank the Reeths-Puffer Workout Club enough for helping create healthy habits for our students and staff.
Students Love Sensory Room!

Central Elementary students are happy to see the Sensory Room back up and running this year! Mrs. Tindall’s Kindergarten students go to Sensory a couple times a week for 30 minutes each visit. Students rotate through each station in the sensory room working on different skills each time. Some of the skills they work on are coordination, balance, fine motor skills and, core strengthening skills. Students are so grateful that Ms. Lucas set this space up for them to use!

A Week at the Museum

Mrs. Birr and Miss Nauta’s second grade students spent a week at the Lakeshore Museum Center in Downtown Muskegon. While there, students learned all about the Muskegon area community, both past and present. Students were able to go on a behind-the-scenes tour of the museum and learn how to run a museum, as well as meet many of the museum staff members who make everything happen at the museum. Students learned about Mr. Charles Hackley, how he affected the area that we live in today and, the lumbering era of Muskegon County! Students were able to see first-hand many of the wonderful parts of the Downtown Muskegon area including, Rootdown Yoga & Juice Bar and the Muskegon Farmers Market! It was a week to remember in second grade!

Left: Students from Mrs. Birr’s and Miss Nauta’s second grade classes celebrate their learning at the Lakeshore Museum Center for their Big Lesson trip!
Top: Students from Mrs. Birr’s and Miss Nauta’s second grade classes enjoyed learning about yoga and trying juice and smoothies at Rootdown in Downtown Muskegon.
Kindergarten Literacy and Parent Involvement

Reeths-Puffer kindergarten families, educators, and literacy experts came together this fall for a series of family dinners and activities, designed to help parents support early literacy skills. Drawn from the workshop series developed by Nell Duke and Kathryn Roberts, Engaging Families in Children’s Literacy Development, RPEL families and their children joined RPEL staff for dinner. Parents viewed instructional videos explaining six important areas of early literacy: Oral Language, Letter-Sound Knowledge, Phonemic Awareness, Concepts of Print, Comprehension and, Writing. Following the videos, the children re-joined their parents, then explored fun, make-and-take activities, specifically designed to support each of the early literacy skills.

Parents’ reviews of the literacy nights were overwhelmingly positive, with specific highlights being that it was great to pull families together for this event, rather than just providing it to the parents. They also reported that having dinner with teachers was warm and inviting, and provided the family with a night free from meal preparation! The instructional videos provided the educational information, while the fun activities reinforced what they had learned, and gave them many ideas they continue to do in their homes. The most telling of the reviews were those from the children, including the fact that they really looked forward to the workshop nights, made sure to remind their parents about them, and now talk with their parents about things they notice in daily life, topics in television programs, or dinnertime conversations. Parents reported they appreciated the concentration on helping them to support their children’s literacy development. As one parent explained, “it’s about reading – your kids don’t get anywhere in life unless they can read”.

RPEL staff are excited with the success of the workshops, and plan to continue the series to the next class of young children in the spring! Thank you for making this such a success!!

Reading is the Key at Reeths-Puffer Elementary

There were hundreds of excited smiles and happy hearts on October 6 and 9, as ALL students selected two brand-new, FREE books to add to their personal libraries! These special days are known as RIF BOOK DISTRIBUTION DAYS, a 30-year tradition at the former McMillan Elementary School, and now a much-enjoyed part of RPEL's literary culture. Reading is FUNDamental!!!

RIF Organizer Mrs. Goryl, long-time reading teacher at McMillan Elementary, is grateful to her Adopt-a-Reader sponsors whose financial support allows this important program to continue! Thanks to the Dave House Family Foundation, the Dr. Jack and Doris Mixer Fund, and the Pat and Christine Nolan Fund, hundreds of students have experienced the joy of selecting new and exciting books to read and KEEP!

Students enjoy two distributions each year, along with holiday book-giveaways squeezed in, as books and scheduling allow. On RIF DAYS, you see tables and tables laden with new, fantastically exciting books! You hear the catchy tune of Reading Is the Key Open A Book and Let Your Mind Run Free coming from the library as excited readers select books, have them stamped by Mrs. Hyde and Mrs. Goryl and dive in to a world of reading!! Reading Takes You Anywhere!
Students in Mrs. Kinstner’s second grade classroom at Twin Lake Elementary love exploring their Science, Technology, Engineering, Arts, and Mathematics (STEAM) skills in the classroom. Students are given materials and tasks to complete. They use their ingenuity, logic and creativity to solve each task. Some tasks are related to building (engineering), using various materials such as wooden planks, toilet paper rolls, Legos, or index cards and tape. Some tasks are mathematical, exploring important math concepts such as building shapes, building a 100 grid, or finding the number pairs that add up to 10. Sometimes the activities may be artistic in nature, or focus on science concepts. These students will soon begin learning to code a computer on their Chromebooks! How do the students feel about participating in STEAM activities? They are completely engaged and ready to learn…full STEAM ahead!

Clockwise from top right: Kyle Russell uses a geoboard to create designs from a pattern. This math tool is used to explore 2D shapes.

Brayden Meeuwenberg and Landon Damm manipulate colorful pieces to form patterns with a Kanoodle activity. This activity is great for spatial reasoning and problem solving!

Carlee Peterson’s task was to use wooden planks to create a pumpkin. She nailed it!

Laketon Bethel Church

Laketon Bethel is a safe and accepting place to explore your relationship with Jesus.

Families will appreciate engaging worship services with a safe, loving nursery provided.

Two types of Service every Sunday Morning
9:00 am — Classic Service
11:00 am — Alternative Service

Our Youth Ministry, LBRC Kids, offers activities for all ages
Preschool through Senior High

1568 W. Giles Rd., Muskegon, MI 49445
www.laketonbethel.org
(231) 744-1749 lbrcoffice@gmail.com

New Strategies Used in Daily Writing

Third grade writers in Mrs. Adams’ classroom at Twin Lake Elementary, are using EmPower and Brain Frame strategies in their daily writing. They have learned to circle the action word and underline the word(s) that tell them what to do before they begin writing. This helps them understand their learning target for the day. They are also continuing to utilize Brain Frames while they are writing to help ensure that their writing stays organized throughout the unit. Using Brain Frames allows multiple staff members to effectively support a variety of students at any time during the writing process because their stories are visually represented.
Yoga and Mindfulness in the Classroom

Multiple studies have credited yoga and mindfulness with reducing stress, calming nerves and anxiety, increasing focus and, even improving concentration in school. What is mindfulness? Mindfulness is focusing on what is happening in the moment. It is being aware of your thoughts and actions, as well as paying very close attention to the things around you. In this activity, Ms. Seng’s students are incorporating yoga while blending consonant sounds together. Students are not just improving their phonological awareness but also practicing mindful breathing, body awareness, and self-gratitude.

Twin Lake Students Practice Mindfulness!

The students from Mrs. Greene’s Kindergarten class have been practicing Mindfulness and Whole Brain Teaching strategies to improve the way they learn in the classroom. Whole Brain Teaching strategies aim at using scientific knowledge about the brain to help kids activate all parts of the brain to improve engagement. In Mrs. Greene’s class, you will see kids mirroring the teacher using words and motions, and you will see them re-teaching their classmates “better than the teacher taught it.” The students know that academics are not the only important thing to learn – they also learn the importance of identifying and self-regulating their thoughts and feelings through the use of mindfulness. On a regular basis, you will find Mrs. Greene’s students practicing mindful listening, mindful sitting, and mindful breathing to help focus their attention on the task at hand.

Students Participate in Penguin Project of Muskegon

The weekend of October 14, several R-P students participated in the inaugural Penguin Project of Muskegon in partnership with Muskegon Civic Theatre. They prepared and performed the classic musical, Annie.

This production was unique because all of the roles are filled by children with developmental disabilities including Down syndrome, cerebral palsy, autism, intellectual disabilities, learning disabilities, visual impairment, hearing impairment, and other neurological disorders. They were joined on stage by their “peer mentors,” a group of children the same age without disabilities, who have volunteered to work with them side-by-side and guide them through four months of rehearsals and the final production.

Rocket City was well represented by seven students in the cast. The show was a journey for all involved and moved the packed audiences to tears of joy as the curtain closed. What a great reminder of how our kids can fly... if only provided the opportunity.
Why Can’t I Skip My 20 Minutes of Reading Tonight?

Parents and students, do you wonder why we ask students to read 23 minutes every day? The research below will answer that question for you. We know that literacy skills are critical for continued learning in school, but are equally important in life and in the work force. The ability to read and write is something that opens up opportunities for success and provides more options for careers after K-12 schooling.

Research from Nagy & Herman 1987

<table>
<thead>
<tr>
<th>Student “A” reads 20 MINUTES each day; equates to an additional 3600 minutes in a school year.</th>
<th>Student “B” reads 5 MINUTES each day; equates to an additional 900 minutes in a school year.</th>
<th>Student “C” reads 1 minute each day; equates to an additional 180 minutes in a school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,800,000 words</td>
<td>282,000 words</td>
<td>8,000 words</td>
</tr>
<tr>
<td>Students tend to rank in the 90th percentile on standardized assessments.</td>
<td>Students tend to rank in the 50th percentile on standardized assessments.</td>
<td>Students tend to rank in the 10th percentile on standardized assessments.</td>
</tr>
</tbody>
</table>

Why does reading more matter? Increased reading skills and ability, including higher vocabulary provides multiple strategies and background knowledge to be a life-long learner and, more opportunities for a variety of jobs. Please don’t let your child miss the opportunity to read at home at least 20 minutes per day.

Proud supporter of Muskegon area schools!

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Reading With Your Child.
Getting the Meaning out of the Words!

7 Keys to Comprehension

1. Create mental images (Visualize) – Ask your child:
   - What do you see (in your imagination) as you read this?
   - What could you draw to show that idea?

2. Use background knowledge (Make Connections) – Ask your child:
   - Does this story remind you of anything else you’ve read before, of anything you’ve seen?
   - What connections can you make between this information and …?
   - Help your child make connections from the book to themselves, to other books they have read, or the world around them.

3. Ask questions to dig deeper to learn more about the topic or place
   - Good readers ask themselves questions before, during and after reading.
   - Before reading:
     √ Ask your child: What do you think this book might be about? Is this book too easy or hard for you to read?
   - While reading:
     √ Ask your child: Do you understand what you’re reading? What do you think will happen next? Why did that character do that? Where do you think this is taking place?
   - After reading:
     √ Ask your child: How can this book help you? Would you recommend this book to anyone else? What did you like or dislike about this book?
   - Look through the book together. Talk about how the book is organized. Ask your child if the book is fiction or non-fiction?

4. Make inferences (a conclusion reached based on evidence and reasoning.) – Ask your child:
   - What do you think will happen next? What made you think that?
   - What do you think that word means? What helped you figure it out?
   - What message do you think the author wants you to understand?
   - What is the theme or the big idea of the story?

5. Determine the most important ideas or themes – Ask your child:
   - Tell me as many things as you can about the book based on the title and cover of the book. What predictions can you make based on the title/pictures?
   - What are you noticing about the pictures that can help you understand the main ideas or themes of the book?
   - What pictures helped you determine what might be important?
   - What clues helped you decide what might be important?
   - Read the chapter titles as you go.
     √ Ask your child before you read, “What do you think might be important in this chapter?”
   - When you are finished reading a section, chapter, or the entire book, ask your child, “What do you think the author wanted us to learn or know more about?”
   - How would you summarize the author’s idea or point?
   - Have your child retell the story or their favorite fact that they read about.

6. Synthesize information (putting the pieces together to create something new) – Ask your child:
   - Can you tell me in just one to two sentences what this section or chapter is about?
   - What did the story mean to you?

7. Fix up strategies (what to do when you don’t comprehend what you are reading)
   - Remind your child. If it doesn’t make sense, you need to stop reading and figure it out!
     √ Ask your child before you read, “What do you think might be important in this chapter?”
   - When you are finished reading a section, chapter, or the entire book, ask your child, “What do you think the author wanted us to learn or know more about?”
   - How would you summarize the author’s idea or point?
   - Have your child skip the word and read ahead for clues. Then go back and think about the word again.
   - To help your child with fluency, remind them that reading aloud should sound like you are talking. It should have flow and expression. Reading with fluency helps the reader bring the book “to life” and to reach deeper meaning.
   - Reread! Rereading helps build fluency and also deepens comprehension. The strategies above will help your child strengthen their reading habits that will help them enjoy reading today and for life.

Whenever you have a moment, grab a book and enjoy it with your child. Make reading together a daily habit. Together we will help your child build a strong reading foundation.
Reeths-Puffer 2017 Summer Reading and Math Challenges!

Congratulations to all participants of the 2017 Summer Reading and Math Challenges! Over the summer, participants of the Reading Challenge met the task of reading 23 minutes per day. The Math Challenge participants took part in real life math activities with their families that were fun, hands on, and thought provoking. Thank you for being a role model to those around you! Below are the grand prize winners from each of the challenges:

**READING CHALLENGE**
- Grayson Walters – 1st Grade
- Nola Hower – 3rd Grade
- Aidan Machinski – 6th Grade
- Arayah Weiden – 8th Grade
- Cade Alderink – 9th Grade

**MATH CHALLENGE**
- Dawson Macomber – Kindergarten
- Grayson Walters – 1st Grade
- Joseph Jerome – 1st Grade
- Kamron French – 1st Grade
- Addison Mitchelson – 2nd Grade
- Scott Andrews – 2nd Grade
- April Thompson – 2nd Grade
- Caden Macomber – 3rd Grade
- Bella Cole – 4th Grade
- Sophie Cole – 4th Grade
- Keira Erickson – 4th Grade
- Madeline Horenziak – 4th Grade
- Mallorie Messer – 4th Grade
- Erik Trulsen – 5th Grade

**Eat Breakfast at School!**

How are mornings in your house? The alarm doesn’t go off…crazy…the kids don’t want to get up…crazy…the dog wants out…crazy…the bus is waiting and there’s no time to eat breakfast.

Here is something that may help - breakfast is served at school! Breakfast will help energize your child’s day and provide a healthy start. School breakfast is affordable. If you qualify for free and reduced price lunches, you also qualify for the breakfast program, with no additional paperwork.

Children who eat breakfast, are more likely to behave better in school and show improvement in math, reading and standardized testing. Eating breakfast is important for establishing healthy habits for later in life. School breakfast provides daily servings of fruit, whole grains, and milk, plus roughly a quarter of the recommended calories needed for lasting energy. So help your child start the day right with school breakfast!

Elementary and Intermediate School breakfast $1.20 and lunch $2.60. Middle School and High School breakfast $1.45 and lunch $2.95. All students bringing a lunch from home who take a milk will be charged $0.40. Since the District offers breakfast and lunch, we are not allowed to participate in the special milk program.

Fill out an application for free/reduced meals at www.lunchapp.com Deposit money into your child’s account at www.SendMoneyToSchool.com
Continuous Summer Learning for Everyone!

Summer of 2017 brought hundreds of eager Rocket learners together with ambitious volunteers for an exciting opportunity of FREE Continuous Summer Learning. Classes included dissections with R-P Biology instructors Mrs. Westerhof and Mrs. Sweany, Coding with R-P Computer & math instructors Mr. & Mrs. Ross, Coding for Girls with R-P Alumnus Aubrey (Baker) Quick, Examining River Water with Michigan Tech University Junior and R-P Alumnus Gary Swain, Five Crazy Science Sessions with MSU Junior and BIG Ten Scholar Athlete Meaghan Faucher, Standing up to Hate and Racism with Robin Policka, Anna Alpert and Sarah Wycochowski, Gardening and Environmental Sustainability with MSU Junior, BIG Ten Scholar Athlete and R-P Alumnus Micah Peel, Six weeks of Math Tutoring with Micah Peel, and Chicken Candling with R-P Senior Corinn Dykes.

These volunteers decided they wanted to make a positive difference in the lives of children, and learning never took a summer break. We are truly grateful for their efforts.
### GIRLS VARSITY BASKETBALL

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<tr>
<th>Date</th>
<th>Location</th>
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<tr>
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### GIRLS FRESHMAN BASKETBALL

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<td>Friday 12/1/2017</td>
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### BOYS VARSITY BASKETBALL

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<tr>
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### BOYS JV BASKETBALL

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<td>Friday 12/8/2017</td>
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<td>Saturday 3/24/2018</td>
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### BOYS FRESHMAN BASKETBALL

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<tr>
<td>Friday 12/8/2017</td>
<td>Northview</td>
<td>Home</td>
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<td>Tuesday 12/12/2017</td>
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<td>Tuesday 1/23/2018</td>
<td>Fruitport HS</td>
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All schedules are subject to change.
BOYS VARSITY WRESTLING (continued)
Saturday 1/27/2018 Montague Invitational Away TBA
Wednesday 1/31/2018 Tri w/ Muskegon and Jenison Away 5:30 PM @ Jenison HS
Saturday 2/3/2018 OK Black Division Tournament Home TBA
Thursday 2/8/2018 Team District @ Fruitport Away TBA
Saturday 2/10/2018 Individual Districts Away TBA
Wednesday 2/14/2018 Team Regionals Away TBA
Saturday 2/17/2018 Individual Regionals Away TBA
Friday 2/23/2018 MHSAA Team Finals 2/23-2/24 Away TBA
Friday 3/2/2018 MHSAA Individual Final 3/2-3/3 Away TBA

GIRLS 8TH GRADE BASKETBALL
Monday 1/15/18 Practice Home 8:00 AM
Wednesday 1/31/18 Grand Haven Blue Home 5:15 PM
Monday 2/5/18 West Ottawa Home 5:15 PM
Wednesday 2/7/18 Rockford North Away 5:15 PM
Monday 2/12/18 Mona Shores Middle School Away 5:15 PM
Wednesday 2/14/18 Holland Away 5:15 PM
Monday 2/19/18 Pinewood Middle School Home 5:15 PM
Wednesday 2/21/18 Grand Haven Gold Home 5:15 PM
Monday 2/26/18 Zeeland Cityside Away 5:15 PM
Wednesday 2/28/18 Hudsonville Baldwin Away 5:15 PM
Wednesday 3/7/18 Zeeland Creekside Away 5:15 PM
Monday 3/12/18 Muskegon Public Away 5:15 PM

GIRLS 7TH GRADE BASKETBALL
Monday 1/15/18 Practice Home 8:00 AM
Wednesday 1/31/18 Grand Haven Blue Home 4:00 PM
Monday 2/5/18 West Ottawa Home 4:00 PM
Wednesday 2/7/18 Rockford North Away 4:00 PM
Monday 2/12/18 Mona Shores Middle School Away 4:00 PM
Wednesday 2/14/18 Holland Away 4:00 PM
Monday 2/19/18 Pinewood Middle School Home 4:00 PM
Wednesday 2/21/18 Grand Haven Gold Home 4:00 PM
Monday 2/26/18 Zeeland Cityside Away 4:00 PM
Wednesday 2/28/18 Hudsonville Baldwin Away 4:00 PM
Wednesday 3/7/18 Zeeland Creekside Away 4:00 PM
Monday 3/12/18 Muskegon Public Away 4:00 PM

BOYS WRESTLING
Thursday 2/1/18 Valleywood Away 4:00 PM
Tuesday 2/6/18 Grand Haven Middle School Home 4:00 PM
Tuesday 2/13/18 Hamilton Home 4:00 PM
Thursday 2/15/18 Muskegon Public Away 4:00 PM
Tuesday 2/20/18 Montague NBC Middle School Home 4:00 PM
Thursday 2/22/18 Fruitport Home 4:00 PM
Saturday 2/24/18 Montague Invite Away 9:00 AM
Tuesday 2/27/18 West Ottawa Away 4:00 PM
Tuesday 3/6/18 Mona Shores Middle School Home 4:00 PM
Thursday 3/8/18 Holland Away 4:00 PM
Tuesday 3/13/18 Zeeland Away 4:00 PM
Saturday 3/17/18 Middle School City Meet Home 9:00 AM

All schedules are subject to change.
But WHY?

Have you ever thought, “Why did I do that?” Have you wondered why your child has brought home a note about goofing around in class? Have you heard your child talk about kids in their class goofing around? The students and staff at RPI have begun to dig into the “why” related to behaviors at school and have identified some specific reasons. Gaining peer attention was the number one reason students engage in inappropriate behaviors. The team found other common reasons for inappropriate behaviors, such as: obtaining adult attention, avoiding peer attention, avoiding adult attention, and avoiding completing tasks.

In addition to exploring the “why” behind inappropriate behaviors, students and staff at RPI also explored ways to coach friends when they are seeking attention either the wrong way or at the wrong time. Here are some responses they came up with:

- I know we love to get attention from each other, but can we wait until lunch?
- Rather than trying to horseplay with me to get my attention, please give me a fist bump or handshake
- Instead of chatting right now, can we wait until the bus ride home?
- When you were trying to talk with me in class, I was ignoring you because it was the wrong time to give you my attention.

Rocket Time and Expectations

At RPI, we want our students to have a voice in school. Teachers continue to look for ways to increase student voice in decisions and learning and in the process looked at our Respect, Pride, Integrity and Success theme. Students spent two weeks thinking about why we have expectations in our life and how they allow us to perform higher and keep our school safer. Students started the week by thinking about a world with no expectations and what might happen. Next, time was spent in Homeroom classes creating the language and words that will be used this year for learning and what the expectations are for everyone in our halls, school and classrooms. Staff knows that when students are part of the work and are “doing,” they engage more. They want students to realize they are an important part of school and they are the reason that school exists.

Students in these pictures were participating in an activity that might appear “disengaged” but once the expectations were clear, teams were competing in a modified game of “pin the tail on the donkey.” When expectations are clear and everyone is talking the same language, amazing engagement and learning can happen at RPI. Respect – Pride – Integrity – Success!

Engagement and Beyond

RPI students don’t just wake up, eat some breakfast, and show up at school to sit and get ideas. RPI students are constantly “doing.” Schools are active places where we collaborate and problem solve all day long. One problem that is always out there in our school is… How can we help our kids own their learning? We have students that are always looking for ways to “engage” in school. They serve on leadership teams, help with operations around the school and, share ways to make school a better place to learn together. In the pictures below, students helped out before school moving hundreds of math books from a loading dock, sorting them and delivering them to rooms. In families, schools and communities, we always have to look for opportunities to “engage” in making these places better. RPI kids are asked and are willing to do this every day. They don’t just come to school to sit and get, but they make learning part of what they are at RPI. When we work together more learning happens!

Leadership Team who planned and managed a food drive for our school food pantry.

Pictures of students coming to school early to unload and organize math materials.
Repurposed Wood Shop

We have a gem of a learning space for kids at RPI. After years of being used as a maintenance work room, our community has come together to bring students back to the wood shop after 20 plus years. Through the hard work of our Maintenance staff, Technology staff, Parent Connect Group, students and community volunteers, this space is now being filled with creative problem solving through the arts with our kids. We are so thankful that we are able to learn in the space once again!

RPI and Muskegon Museum of Art

As educators and parents we are often asked the question, “Why are we doing this?” In a partnership with our local Art Museum, we looked at the five themes of Geography and how they are represented in art throughout the world. This was a very purposeful learning experience to connect classrooms to the world.

Students not only learned how to look at pieces of art through a historical lens, but also at the story the artists were trying to tell about life and the world around them. Students have been looking for ways to engage in their learning beyond a Chromebook and look for Social Sciences beyond RPI walls. This trip definitely connected them to the City of Muskegon and learning the five themes of Geography in an innovative and new way.

Added Information About Learning

This year at Reeths-Puffer Middle School, we are ADDING to the information our students and parents would normally receive on a report card. We are providing STANDARDS SCORES reflecting progress on the standards addressed in class in addition to a traditional LETTER GRADE. RPMS report cards will have a traditional letter grade such as A, B, C, but will have additional valuable information showing a demonstrated level of learning for each standard. We are investing in this format of reporting to give added information because we believe we can provide better feedback than averaging a bunch of “stuff” together in one single letter grade. A student may perform well in one standard and lower in another, but when standards are mixed together for feedback, that information is lost. Gathering measures of student learning by standard also allows teachers to better plan for instruction.

Register now!

Classes start January 16.

muskegoncc.edu/apply

RANKED #1 COMMUNITY COLLEGE IN MI
A Growth Mindset Culture

In addition to teaching middle school students specific content information, critical thinking, problem solving, and communication skills, it is important that we also provide opportunities for students to reflect on how they learn. Helping our students understand more about a growth mindset is part of that process. At RPMS, we want to create a culture where students embrace challenges, persist in the face of obstacles, learn from criticism, understand the importance of effort in the path to mastery, and are inspired by the success of others. Early in the school year, R-P High School students partnered with R-P Middle School students to lead a lesson on growth mindset. Here are the key takeaways:

1. Our brains are malleable AND brains change by doing hard things, not easy things. Embrace challenges.
2. Whether we have a fixed or growth mindset, it is okay to be where we are AND we can control our behaviors when we are more aware of our beliefs.
3. We can categorize opportunities into comfort zone, learning zone and stretch zone. Learning happens just outside of where we are comfortable.

Combining a growth mindset with opportunities to engage in a challenging curriculum will create graduating students that are college and career ready. For more resources on what parents can do to support a growth mindset, visit The Mindset Kit. (https://www.mindsetkit.org/growth-mindset-parents)

Rocket Resale – Open for Business!

The Grand Opening of Reeths-Puffer High School’s Rocket Resale, on October 19, was a great success! The Rocket Resale team has been working hard since last March collecting and sorting donations from the community, preparing our store for customers and getting all the inventory set in order to open the doors. The student run thrift store provides an opportunity for students to gain valuable job skills such as customer service and money handling. It provides a place for students to purchase clothes, coats, backpacks and various other items at garage sale prices. It also gives access to much needed clothing and various supplies for students in need. Proceeds from sales go directly back to the students at R-P and our community.

Real high school experience— with added value!

CONNECT WITH TECH
at the Career Tech Center on January 24 from 5-7 P.M.

- Hands-on learning environment
- College dual-enrollment opportunities
- Industry-recognized credentials
- Meaningful work experiences

200 Harvey Street Muskegon | Questions? Call 231.767.3613 | muskegoncaresetech.com
30 Inducted into National Honor Society

The fifty-fifth Annual National Honor Society (NHS) induction Ceremony at RPHS welcomed thirty new members to its chapter. Students who are inducted into NHS exhibit leadership, scholarship, character and service in their daily routine at school. Mrs. Johnson, advisor to NHS, feels confident that this energetic and determined group of new members will leave a positive mark on the high school.

New Members are: Olivia Alvesteffer, Shelby Anderson, Makenna Bitely, Amber Blaski, Alexis Bolles, Lindsey Bos, Jayme Brantsen, Mackenzie Davis, Brooklyn Duffey, Aaron Foster, Ashlyn Gonzalez, Connor Hardy, Hannah Hilliker, Evan Hodson, Avery Howard, Alyssa Hussey, Makenna Johnson, Abigail Kaulius, Christy McFall, Abbey Mitchelson, Zach Ostoin, Haley Ruiter, Samantha Slusser, Calvin Smith, Madeline Stafford, Maya Straley, Morgan Szost, Jacob Uganski, Jacob Westerhof, Nathaniel White.

Rocket Lady Golfers:
BEST EVER!

The R-P Ladies competed at the State Tournament in October at Bedford Valley. Out of 18 teams, R-P finished in 3rd place. Overall, in all divisions in the state, R-P was 7th out of 72 teams competing. This caps off a great season for the Rockets that included a Conference Championship, City Championship and Regional Championship. Karina VanDuinen finished 3rd overall and Avery Howard finished 5th overall. What a great season. This team is the best girls' golf team in Rocket History!

The New and Improved R-P App

The new and improved version of the R-P App provides the user with weekly student life photos, upgraded sports schedule information and of course, information on student grades, Citizenship score and Google Classroom information.

In the photo, you'll notice the four small squares in the upper left corner. When you touch these four boxes, a slide-out menu of options becomes available to the user. A touch to the Student Services tab opens icons that connect the user to:

- Rocket News
- RPHS Facebook Page
- RPHS Twitter Feed
- RPHS Curriculum Guide
- RPHS Student Handbook
- Meal Manager
- College Advisor Services
- Online Rocket Store

It's our hope that this helpful app will provide useful information to students, parents and community members.

Congratulations to our boys soccer team for their district championship win over Coopersville! Back-to-Back District Titles!

It's easy to download! If you're using an iPhone or Android, go to your app store and simply type in: Reeths-Puffer and our app will present itself for free downloading. Get connected with RPHS by using our new and improved R-P App!
Reeths-Puffer Schools Partners with Lockout to Save Money and Make Schools Safer

Reeths-Puffer Schools recently entered into a contract with Lockout to upgrade and retrofit all District lighting to LED bulbs. Reeths-Puffer has long been a leader in energy management. With this project, we will be one of the first school districts in West Michigan to upgrade to 100% LED. The move is projected to save over $60,000 per year in energy costs and will also generate significant rebates from Consumers Energy. The District plans to reinvest those funds into future facilities projects.

Phase two of the project will include an upgrade to the Boot security system. The plan is to give the low-tech boot a high-tech upgrade to make students and staff safer. Again, Reeths-Puffer is one of the first districts in the state to partner on this ambitious project, and we hope to share more details later in the fall once the lighting upgrade is complete.

THEATRE ARTS 2017 – 2018 SEASON

Winter Evening of Theatre • January 11
Theatre II students will have three one-act plays. All seats are $3. These are student directed pieces.

Collage • February 7 at 7 PM
Talent Show • February 15 at 7 PM

Les Miserables • March 8 - 10 at 7 PM, March 10 at 2 PM
Annual musical production. Seat prices are $6, $8 and $10. Tickets will be available at https://reeths-puffer.ludus.com/index.php

CT Spring Show • April 18 - 20
The evening show will be at 7 PM on April 20. All seats are $3. The day shows will be held at 10 AM on the 18th and 20th and 1 PM on the 19th. Senior Directed

Scenes • May 22 at 7 PM
Each senior in the program has the opportunity to direct a scene of their choice. All seats $3. It's Theatre Arts version of "pops."

Camp Break a Leg (Press Start) • June 18 - 22 and August 6 - 10
Rehearse and prepare a musical in five days with kids going into 2nd - 8th grades. The show is Press Start which is all based on 90s Nintendo music. The cast is made up of classic Heros, Sidekicks and Villains.
Reeths-Puffer Schools
991 West Giles Road
Muskegon, MI 49445

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***ECRWSS***
POSTAL CUSTOMER

Spring Rocket Run
It's not too early to think about spring. Plans are being made for our Spring Rocket Run. Join us on Sunday, May 20th for a 5k Run/Walk event to help bring awareness to health and wellness at Reeths-Puffer Schools. Rocket runners of all ages are welcome! The course will take you through our own Rocket trails and may even have you covered in a bit of color as you go. There will be many vendors and activities for the whole family. Mark this date on your calendar and be watching for more detailed information in the near future!

REGULAR BOARD MEETINGS
Board of Education meetings begin at 5:30 p.m. and are held at the Educational Services Building, 991 W. Giles Road, Muskegon.

Work Sessions: Regular Meetings:
March 5, 2018 April 16, 2018
May 7, 2018

HELP SUPPORT ROCKET CITY USA
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