That’s it; end of story. Be NICE!
What a wonderful world we would live in if that were truly the “end of the story.”

If “nice” was always our filter, we could laugh more without feeling silly, interact more without feeling defensive, and love more without feeling overly vulnerable.

Schools are a microcosm of society. As such, we deal with every aspect that is “nice” and NOT nice. Physiologically and psychologically, kids can’t learn at their peak when they don’t feel physically and emotionally safe. EVERY kid should feel safe at school. EVERY kid should feel safe at home. EVERY kid should have EVERY chance to reach their full potential without worrying about distractions to learning.

To that end, while far from perfect, our District has invested heavily in helping to stem any type of mean or aggressive behavior, whether isolated or in patterns. As you will read in this edition of Rocket City News, every building has implemented “PBIS” (Positive Behavior Interventions and Supports), Be NICE (Notice, Invite, Challenge, Empower) and our District has hired multiple adults whose ONLY jobs are to help our kids navigate this type of behavior. Is it perfect? Not yet. Do we recognize societies’ NEED? Absolutely.

I hope you enjoy reading about our efforts in this edition, and I hope you will join us in helping our society “Be NICE!”

Sincerely,

Steve Edwards
Superintendent of Schools
Valedictorian of Reeths-Puffer High School Class of 2019 is Dekota Kilcrease. Dekota is the son of Nicole Kilcrease-Stephens and Shaun Stephens and Patrick and Tamara Thies. He has a weighted grade point average of 4.31. Dekota participated in track and field as a freshman and is a member of Faith Baptist Church. He has been awarded the HAIL Scholarship from the University of Michigan. Dekota plans to attend college to obtain a doctorate in molecular biology and biomedical engineering.

Salutatorian of Reeths-Puffer High School Class of 2019 is Chelsey Panozzo. She is the daughter of Mark Panozzo and Lisa and Frank Falcon. Chelsey has a weighted grade point average of 4.25. She has been a member of Marching Band, Color Guard, Winter Guard, and Spanish Club. Chelsey is a recipient of the Muskegon County Promise and she plans to attend Muskegon Community College before transferring to the University of Michigan to pursue a degree in clinical psychology.

Olivia Alvesteffer, daughter of Philip and Cheryl Alvesteffer, is graduating number 3 in the Class of 2019. She has a weighted grade point average of 4.22. Olivia is a member of the National Honor Society serving as vice president, as well as a member of Impact Team and the Green Team. She has been a member of Student Council all of her high school career serving as freshman and sophomore trustee, and junior class and student council class vice president. Olivia has also been a member of the Marching Band all four years of high school and has participated in Winter Guard her freshman and sophomore years. She has played soccer all four years of high school and volleyball three years. Olivia was in the spring musical her senior year. She has been awarded The Leader Advancement Scholarship from Central Michigan University and plans to earn a bachelors in psychology, minoring in exercise science and leadership to eventually gain a doctorate in physical therapy.

Graduating number 4 in the Class of 2019 is Anna Compton. Anna is the daughter of Jim and Deanna Compton. She has a weighted grade point average of 4.19. Anna has been very involved in the Arts at Reeths-Puffer High School having been in Vocal Fusion, Madrigals and Theatre where she has performed in four high school musicals. She was a participant in Showcase 2018 where her group performance took 1st place for This Is Us. Anna has received the AP Scholar Award from the College Board, the Excellence Scholarship, Faculty Scholarship and Lakers Go Abroad Scholarship all from Grand Valley State University. After graduation Anna plans to double major in theatre and business and hopes to someday work in arts management after obtaining her degree.

Karlee Mura is graduating number 5 in the class of 2019 with a weighted grade point average of 4.17. Karlee is the daughter of John and Leah Mura. She was a member of the cross country and tennis teams during her sophomore year. Karlee is a Muskegon County Promise recipient, and she plans on attending Muskegon Community College before transferring to Ferris State University to pursue a degree in physical education and business administration.

Alexis Bolles, daughter of Dan and Kim Bolles, is graduating number 6 in the Class of 2019. She has a weighted grade point average of 4.15. Alexis is a member of the National Honor Society. She has been a four-year varsity soccer player and has played basketball throughout all four years of high school. Alexis has served two years on the IMPACT Team, and is a member of Children’s Theater and PALS. She also serves as senior class secretary. Alexis is a Muskegon County Promise recipient. She plans to attend either Muskegon Community College or Ferris State University to major in Spanish.

Congratulations to our 2019 top ten graduates!
Nicholas McNabnay, son of Thomas McNabnay and Suzanne Vanfelt, is graduating number 7 in this year’s class. He has a weighted grade point average of 4.15. Nicholas has been very active in the Theater Arts at Reeths-Puffer High School having performed in three fall musicals including Romeo and Juliet, Lonely Hearts Club, and Robin Hood. He also had parts in the following spring musicals: Wizard of Oz, The Little Mermaid, and Into the Woods. Nicholas was the voice for a role as a Harvard Professor in the 2018 band production Happiness Matters. He has also volunteered as a math tutor for middle school students. Nicholas plans to attend the Lyman Briggs College at Michigan State University to study microbiology and infectious disease with hope to someday work for the Center for Disease Control and Prevention.

Hannah Finkler is graduating number 9 in the Class of 2019. She is the daughter of Joe and Becky Finkler. Hannah has a weighted grade point average of 4.13. She has been a member of the varsity cross country team for four years and has run track her junior and senior years. She also played junior varsity soccer her freshman and sophomore years. Hannah is a member of the National Honor Society, the Impact Team, and is Student Council treasurer. She plans to attend Muskegon Community College where she will run cross country and track before transferring to a four-year university to pursue a career in education or physical therapy.

Shelby Anderson, daughter of Jeff and Kristine Anderson, is graduating number 10 in the Class of 2019. She has a weighted grade point average of 4.12. Shelby is a member of the National Honor Society. She has participated in Color Guard for four years and Winter Guard for three years. She was in this year’s high school musical Into the Woods. Shelby enjoys volunteering at nursing homes, kid’s camps and as a tutor. She plans on attending Central Michigan University where she has been awarded the Academic Excellence Award. Shelby plans on majoring in elementary education with a minor in math.

Graduating number 8 in the Class of 2019 is Kassandra Moak. Kassandra is the daughter of Amy Moak. She has a weighted grade point average of 4.14. Kassandra is a member of the National Honor Society and the IMPACT Team. She has served on student council for two years where she currently serves as the student council president. She has played tennis, been on Yearbook staff and is a PALS mentor. Kassandra plans to attend the University of Michigan where she has been awarded the Go Blue Guarantee. She will pursue a degree in an occupation where she will work with children.
RPHS Choir Rates High With Judges

The Reeths-Puffer High School Choirs performed at the Michigan School Vocal Music Association’s District Choral Festival in Grand Haven on Thursday, March 14. All RPHS Choirs received Division 1, Excellent Ratings for their performances and sight-singing.

Our select women’s choir, Vocal Fusion, was the first choir to sing at the competition. Our host school’s teacher, Juli Dick, remarked, “Your ladies just set the bar high for the day!” The RPHS Combined Women’s Choir (which includes Rocket Ladies Choir, MadriGALS, and Vocal Fusion), wowed the judges as well. Gregory Cleveland, one of the judges, wrote, “I loved working with this choir! Pure joy!” He even took time to take a quick photo of the group, stating that he just wanted to share this moment with his daughter who used to sing in his combined women’s choir. The RPHS Combined Women’s Choir went on to sight-sing perfectly for a 30 out of 30 score.

Our Rocket Men’s Choir and Mad Men performed “Inscription for Hope” and “O Sole Mio” with freshman soloist Caleb Sobolewski. The judges were impressed with the choirs beautiful tone, intonation, and outstanding diction. While the men worked on their sight-singing, a storm raged outside the building making hearing difficult. Instead of letting the added noise distract them, the choir stepped up their volume and earned a perfect score of 30 out of 30.

R-P Madrigals premiered Eric Hester’s song “Before.” Eric Hester is a Reeths-Puffer and Madrigal Alumnus. The song was composed in the anticipation of his firstborn child. Their performance of “Before” and “The Word” left two of the judges teary-eyed. Judge Monty Bishop, and 2018 MSVMA Teacher of the Year, even followed Madrigals into the sight-singing room, to convey how moved he was by Madrigal’s performance. The next day, Eric Hester congratulated Madrigals on a successful performance via cell phone, as he had seen the video of “Before” posted on Facebook. R-P Madrigals achieved perfect performance scores from all three judges, and they were invited to apply for a performance time at the Michigan Music Conference next year.
R-P Educator Named Lakeshore Innovator of the Year

R-P Speech Pathologist and Co-Founder of Camp Shout Out, Ms. Julie Raynor, was awarded the 2019 Lakeshore Innovator of the Year award last week at a reception held at the Grand Valley State University Innovation Hub in downtown Muskegon.

Ms. Raynor became interested in young people who stutter when her young daughter woke up from a nap with a sudden and severe stutter. Since that time (2007), Ms. Raynor has participated in numerous workshops and conferences dealing specifically with fluency.

Ms. Raynor’s own positive experience with summer camps in her youth helped give rise to Camp Shout Out. Camp Shout Out is about:

- Swimming, boating, ropes course, crafts, horseback riding, campfires and more.
- Personalized communication goals targeted within small and large group interactions
- Parent education, participation (first & last days of camp)
- Experts in action! Board certified speech pathologists & graduate students support

To learn more about Camp Shout Out, visit campshoutout.org.

With more than twenty potential winners, the five finalists were honored with a reception held at the Grand Valley Innovation Hub to be recognized for their innovations.

Summer Opportunity

Camp Picasso

Let’s create art! The RPHS Art Department is offering a great summer opportunity for all young artists going into second through seventh grades to learn new art skills, meet new friends, and create an original work of art. Young artists will have the opportunity to create 2-D or 3-D art pieces using different materials and techniques. Camp Picasso is a week-long camp, and by the end of the week, artists will have a finished original piece of artwork.

All time slots are limited to 28 artists. Each artist will receive all art supplies and materials needed to complete the art piece. Camp Picasso will meet at Reeths-Puffer High School at 1545 North Roberts in the art rooms (rooms 501 and 502).

The camp runs as follows:
2-D Art, 1st – 4th grades, 8am to 9am
3-D Art, 1st – 4th grades, 9am to 10am
2-D Art, 5th – 6th grades, 10am to 11am
3-D Art, 5th – 6th grades, 11am to 12pm

Session 1 June 17th – 21st
Session 2 July 8th – 12th

The cost of the camp is $50 per artist, per session. Your child may sign up for both the 2-D and 3-D camp for each session, and the June and July sessions will offer different art experiences. Contact Mr. Hellmann, (hellmannj@reeths-puffer.org) or Mr. Olson, (olsonc@reeths-puffer.org) for more information.

CAREER camp

4 Days. 4 Exciting Career Paths.

June 17-20, 2019
At the Muskegon Area Career Tech Center
summertimecamp.org
Welcome Sunny and Addie!

Reeths-Puffer Middle School has welcomed Sunny and Addie to our school community. Sunny and Addie are certified therapy dogs that rotate the work of joining Mrs. Grant at school every day. Therapy dogs have been linked to increasing communication, lowering depression or feelings of anxiety, and lessening feelings of isolation. Staff has seen the benefits of therapy dogs first hand in the hallways, classrooms, and offices at RPMS. Sunny and Addie spend much of their day in The Compass Room which was designed to support individual student needs and maximize the potential of all learners. Any student is welcome to join Sunny and Addie daily during lunch in The Compass Room. The response of one student about the addition of therapy dogs was, “It is the best thing that has ever happened to RPMS. The addition of the dogs is even better than when we get brand new computers.” Sunny and Addie are much more than dogs and are true members of our team in supporting student needs.
Recognizing Respect Pride and Integrity

Reeths-Puffer Middle School staff are pursuing new opportunities to celebrate positive behavior within the building. At RPMS, students who demonstrate “The Rocket Way” by showing Respect, Pride, and Integrity are entered into drawings by accumulating rocket slips throughout the week. Students who are chosen randomly have enjoyed pizza with friends, cookies for a favorite class, bags of candy, and more. Starting in the fall, students with zero major referrals had the opportunity to participate in Marking Period Celebrations. These celebrations involve activities and competitions where students compete against staff and their peers in hopes of earning points for the overall class competition. Students have shown a great deal of pride during assemblies where currently it is a tight points race between the 7th and 8th grade.

Welding Strong Connections

RPMS partnered with the Career Tech Center (CTC) to pilot an after school program that provided students an opportunity to learn about welding. Typically, the CTC serves students in 11th and 12th grade as part of a student’s schedule. Through weekly after school visits for eight weeks, the pilot allowed our middle school students to get an idea of what classes are like at the CTC and also walk away with welding skills. We look forward to a continued partnership with the CTC to connect our students to opportunities that allow them to engage and explore in new ways.
Reeths-Puffer Intermediate students gather each day in the gym with the idea of becoming beyond our walls. It takes putting ourselves out there with another person to form a friendship, share a talent or ask questions. The start of the day in the gym at RPI is the start of these skills each day. To have successful Rockets that change the world, students need to understand the power of communicating with each other, connecting with each other through learning experiences, interests, differences, curiosity, conversations and play. Paul Meyer’s quote above reminds us all to communicate and connect. Students model every morning at RPI what it means to learn through connections.

Positive relationships truly have the ability and the power to unleash untapped potential in our students. This is why, without hesitation, the staff at RPI has been working hard on PBIS (Positive Behavior Interventions and Supports) and engraining “The Rocket Way” with our students from the beginning of the year. Relationships and instruction are an incredible combination, where we have seen an increase in engagement, motivation and student-student relationships. RPI staff has been modeling Respect, Pride, and Integrity with such fidelity that we are now seeing a difference in the way students interact with one another. The students are beginning to help each other, hold each other accountable and connecting in a positive light, where they are developing trusting relationships not only with teachers but each other too. They want to see others grow and become the best they can be here at RPI. Through PBIS and the positive relationship piece, we are all working together to create better possibilities for learning, promoting a positive culture and ultimately an environment for student-driven learning.
RPI students had a chance to visit the Muskegon Court House and sit witness to a live criminal trial. They were able to see the process and then meet with the judge after court was dismissed to ask questions. Students had surprise visits from Reeths-Puffer graduates who are now lawyers as they encouraged students and supported their learning as well. Staff is so thankful when students connect with people in the community and see our Rockets making a difference beyond RPI walls.

Things became heated in the RPI cafe’ recently as students from the fifth grade created mock trials to settle who was at fault; the Colonists or King George III in starting significant events that lead to the American Revolution.

Community guests were selected to serve on the Grand Jury and determine which side presented the most compelling evidence. The hearings were overseen by the Honorable Judge Overway. Students researched and wrote their own arguments and the entire courtroom was led by students for all four trials. Community members, parents and families were on hand to support the project.
Reeths-Puffer Gets “A High Five” for Excellence

The Association of School Business Officials (ASBO) International has awarded Reeths-Puffer Schools its Certificate of Excellence in Financial Reporting for having met or exceeded the program's high standards for financial reporting and accountability.

Reeths-Puffer Schools was recognized for its Comprehensive Annual Financial Report for the fiscal year ending June 30, 2018, the fifth straight year that the District has achieved the award. The finance department, led by Director Jason Helsen, started this initiative in 2014 with support from Superintendent Steve Edwards and the Board of Education.

Sponsored by American Fidelity, the Certificate of Excellence (COE) award program confirms the school business office's commitment to financial accountability and transparency. Recognition through the COE program can help strengthen a district's presentation for bond issuance statements and promotes high quality financial reporting.

Reeths-Puffer Schools is the only district in Muskegon County that is a current recipient of this award, and one of only a handful in the West Michigan region and the State of Michigan as a whole. Nationwide, 562 districts received the honor for the fiscal year 2017 (statistics are not yet available for fiscal year 2018). ASBO International staff said of the continued achievement by Reeths-Puffer Schools, “Your participation in the program is a testament to your district's continuing commitment to transparency and high-quality financial reporting.”

ASBO International, founded in 1910, is a professional organization of 5,000 members that provides programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of education resources. For more information about the COE award, visit asbointl.org/COE. To read the Reeths-Puffer Comprehensive Annual Financial Report, please visit the district website at www.reeths-puffer.org.
Wellness and PBIS

How do those go together you’re wondering? The District Wellness Committee is teaming with the behavioral specialists, Mr. Lane and Mr. Cavanaugh, to collect some data on how increasing healthy behaviors - such as more physical exercise, adequate water and healthier foods - can actually have an impact on behavior.

First, representatives from each school in the District filled out the Healthy School Action Tool (HSAT) - essentially a report card about how healthy we are and how we are promoting healthy behaviors. Social emotional behavioral information is in this document as well. In collaboration with Mr. Lane and Mr. Cavanaugh, this information will be added to continue to inform our goals and objectives in the wellness/ PBIS area.

Next, the committee plans to work with 3-5 classes to implement some Tier 1 health and wellness strategies such as snowshoeing, a healthy snack station and walking. Data will be collected to see the impact on behavioral and academic outcomes. As a District, staff are working on using universal language to impact behavioral change. Many schools in the District are implementing the Zones of Regulation and calming routines, instituting consistency.

Then, the committee will work with youth athletic organizations, middle school and high school athletic directors, band, theatre and others to collect information about the percentage of students involved in extracurricular activities. This will show us when and how our kids are already physically active.

Finally, be on the lookout for a survey that asks parents and community members about their physical and nutritional wellness, so we can continue to offer programs to support kids and families to eat better and move more!

A Reeths-Puffer Elementary teacher has taken note of the impact movement has on her students’ academic and behavioral outcomes. She implements movement prior to writing each day. “Students are able to engage and get started on the activity sooner and sustain attention to the task for longer periods of time, since implementing this strategy.” She is also seeing a decrease in behavioral referrals around this time.

Please consider joining the Wellness Committee in 2019-2020 to see what is happening in our District to keep families moving and healthy.

2019-2020 Dates: September 9, October 14, November 11, December 9, January 13, February 10, March 16, April 13 and May 11.
What Does Social Emotional Learning Have to Do With Preparing Students for School and Life?

What is Social Emotional Learning (SEL)?

• Social emotional learning is a process where students build personal competencies – knowledge, skills, behaviors, and attitudes to make successful choices while completing goals, making thoughtful decisions, and understanding others’ perspectives or point of view. (Collaborative for Academic, Social, and Emotional Learning (CASEL).)

How Does SEL Relate to the Classroom Learning?

• The curriculum we intentionally place in front of students gives them the opportunity to build the skills needed for school and work in the 21st Century. We want to engage students in collaborative learning tasks that involve solving new problems, as well as trying to address problems that have spanned generations. Our goal is to help students see school as a place to develop the skills needed to effect change in the world around them, while also preparing them with the skills needed for life and future careers.

What 21st Century Skills Are We Helping Students Develop?

• Strong communication skills,
• Teamwork/collaboration skills,
• High-quality, work-ethic behaviors,
• Reasoning and critical analysis skills,
• Personal confidence and resiliency,
• Self-management/regulatory strategies,
• Responsible decision making processes,
• And ultimately, to help students develop a mindset of being a lifelong learner.

How Does Our Curriculum Help?

We have been working, over the past five to seven years, to intentionally build and/or adopt curriculum materials that build on these personal competencies and skills. We will keep building on the goal of having students see school as a place to learn, where they are actively engaged in building the academic and personal competencies needed for school, work, and life. We believe the more we build these skills and competencies into all curriculum materials and instructional strategies, the better we will be in preparing our students for their future.

Some of the ways we have intentionally worked to adopt/align our curriculum includes:

• Adopting K-2 Language Arts materials that are intentionally built with cross-content, hands-on learning that requires active student engagement and exploration through meaningful learning tasks;
• Piloting new Language Arts Curriculum, in grades 3-6, where core language arts skills are taught through science or social studies contexts;
• Infusing project-based learning (PBL) tasks within various core content areas from DK through high school;
• Developing inquiry based science investigations/learning, in grades 5-12;
• We have continued to recognize the importance of performance based learning in areas such as band, choir, music, theater, model United Nations debates, PBL and service learning projects, athletics, etc.

As a District, we will continue to align more of our curriculum resources, ensuring that students are active participants in the learning process. We will continue to look for ways for content area subjects to be taught in tandem with one another. Our goal is to provide instructional learning opportunities that requires students to collaboratively learn, explore, explain, research, and adjust their design theories. These intentional learning activities build the 21st Century skills our students need while also creating classrooms focused on collaborative growth mindsets. When students build these lifelong skills and personal competencies from the earliest age, the world of opportunities are endless for them, throughout school and life.

Why is this Important?

These skills are not only needed for learning in school, but these same skills are in high demand from employers. Local and national employers are looking for candidates that are equipped with the 21st Century skills, as well as possess the soft skills such as perseverance, dependability, and the ability to produce high quality work.

Therefore, we will continue to . . .

• Use classroom protocols that give all students equitable opportunities to share their voice.
• Display visual reminders in classrooms in order to provide students with cues for norms when having collaborative discussions.
• Utilize relevant texts that allow students to unpack social-emotional themes that require critical analysis of what it means to be a young person in America today.
• Talk with students about these habits of character and the importance of building these skills to assist them while learning in school, as well as preparing them for their future, and employment opportunities.

Michigan Education Corps is Expanding Its Partnership by Providing More Reading Corps Teachers in the 2019–2020 School Year.

Reeths-Puffer Schools is very excited to once again partner with the Michigan Education Corps in the fall of 2019. In this partnership, we will receive six-eight full-time elementary literacy tutors. The goal of the program is to support schools in providing literacy tutors to build solid foundational reading skills for students who need additional support. The literacy tutors will work one-on-one with identified Kindergarten, first and second grade students using a specific set of literacy materials to support and enhance the reading skills of our youngest learners. Once again this year, we had outstanding results at all three of our elementary buildings and we are very excited about adding additional tutors in the upcoming school year.
Looking for Tutors for the Program.

Do you love children and have an interest in helping them increase their reading skills and succeed in school? If your answer is yes, consider joining the Michigan Education Corps Team. They are a part of the largest AmeriCorps tutoring program in the country making a difference in the lives of elementary-aged and preschool students! They provide training so no prior tutoring, formal education experience, or experience with children is necessary, just a heart to help children become even better readers! In addition to training, tutors will receive on-site support from trained school literacy coaches. Tutors come from many backgrounds and include recent high school and college grads, career changers, stay-at-home parents, and retirees.

Benefits to serving with Michigan Education Corps (AmeriCorps program) include a competitive living allowance and the Segal AmeriCorps education award of up to $5,920 that can be used to repay student loans and to pay for future education expenses. If you have federally backed student loans, they may be deferred during your service time. No cost health insurance coverage is offered to individuals selected for full-time service. Tutors who are 55 and older can transfer their education credit to a child, step-child, grandchild, step-grandchild, or foster child.

If you are interested in helping kids succeed, please consider joining Michigan Education Corps this next school year. Contact Thomas Bobo by email at tbobo@honenetwork.org or by calling (616) 490-4529. You may also visit the website at http://mieducationcorps.org if you are interested and want to learn more on becoming a tutor. Positions need to be filled now so tutors are ready to start in August 2019. Don’t wait, call today for information on fall service opportunities.

Curriculum Corner

Kindergarten

Who May Benefit

• May still be very shy and may lack school confidence.
• May need to develop additional fine motor, social, or attention skills that are necessary to meet the learning expectations in Kindergarten.
• May be more interested in learning through play than from a more formal fashion which focuses on specific pre-reading, emergent writing, and math skills.

Developmental Kindergarten

What Does the Developmental Kindergarten Program Focus on?

• Providing a learning environment with fewer number of students.
• Providing an intentional play-based classroom learning environment that focuses on the developmental needs of the whole child. (Activities include: building large motor as well as fine motor skills; teaching students how to collaborate and learn with others; and focusing on teaching students how to effectively share one’s emotions in a productive manner.)
• Using cross-content, play-based, learning centers to gain a strong academic base for continued school success.
• Providing students with an extra year to become a confident self-motivated learner.
• Building academic confidence through hands-on learning without the high academic expectations required of a traditional Kindergarten classroom.
• Taking students where they are developmentally, socially and emotionally, and helping them develop a strong set of foundational academic and independent skills.
• Preparing each child with the strong pre-requisite skills needed to be successful in a formal academic Kindergarten classroom the following year.

Who May Benefit From a Traditional Kindergarten Experience? A student who . . .

• May or may not have had previous formal learning experiences outside of the home.
• Is eligible by age for Kindergarten and can independently follow two-step or three-step directions such as, “Hang up your coat, put your folder in your mailbox, and join me on the rug.”
• Has the focus and ability to finish things they have started; examples may include, listening to a whole book, coloring an entire page, putting together a puzzle, cleaning up their toys, etc.
• Is confident in themselves as a learner and has an eagerness to learn.
• Can follow classroom and school routines and expectations.
• Is interested in being read to, or has the independent desire to “read books” to others, is attentive to letters and their sounds, enjoys rhyming games, and participating in group activities.
• Can independently transition to a new activity when asked.

Corner Curriculum

What Does the Traditional Kindergarten Program Focus on?

• Providing an engaging learning environment that develops confident emergent readers, developmental writers, and early level mathematicians.
• Developing the academic skills outlined for Kindergarten students based on the Michigan Content Area Standards.

• Building confidence and increasing a child’s ability to follow classroom learning routines, work in small learning teams, and work independently to develop the academic skill outlined by the state; ultimately preparing them for the next level of learning.
• Enhancing a child’s sense of self-direction and perseverance to stick with a learning task until it is complete.
• Teaching students to independently transition to a new activity when asked.
• Modeling expectations of how to be attentive in whole group or small group learning activity for 10-15 minutes at a given time; multiple times throughout the day.
• Encouraging students to use their words to share ideas and express needs.

Who May Benefit From a Two-Year Kindergarten Experience? A student who . . .

• May or may not have had previous formal learning experiences outside of the home.
• May be eligible by age for Kindergarten but may not be ready socially or emotionally.
In an effort to continuously strengthen and improve Tier I practices, teachers at Central Elementary have focused heavily on PBIS (Positive Behavior Interventions and Supports) in the classroom.

To build community around our District-wide behavior expectations, Mrs. Perez’s students work to fill a classroom rocket by demonstrating Respect, Pride, and Integrity as a team. Here, they ‘blast off’ with a pizza party to celebrate their collective success.

Students at Central Elementary are using their playground ‘buddy bench’ in accordance to its intended design, and in alignment with our PBIS (Positive Behavior Interventions and Supports) expectation of Respect. To support students in treating others as if they matter, the bench helps students signal to peers an occasional need for care, compassion, and companionship. Here, two students join a friend to share in the joys of reading together.
Doing the Right Thing

Staff at Central Elementary continue to increasingly acknowledge and reward students who consistently exhibit Respect, Pride, and Integrity throughout their day-to-day interactions. For the month of March, ‘Rocket Way’ winners gathered for an extra recess, cheered each other on during an obstacle course in the courtyard, and enjoyed ice cream sandwiches while hanging out on the dune. These types of shared experiences reinforce Pride, a feeling of satisfaction for achieving and belonging.
Dear Rocket Families and Friends,

When I met with Steve Edwards seven years ago, we collaborated on a vision that would offer kindergarten age students an environment that exercised the potential of the whole child through a curriculum and method that was rich in place-based learning. When Miss Heather, Miss Karyn (R-P’s Penn teachers) and I first met, one of our many conversations revolved around the question of what our Discipline Policy would be. After much discussion, we all agreed that a Discipline Policy would not be needed. We will make the work so interesting that our students will be too engaged to ‘misbehave,’ and we will look at effective discipline, when needed, as a series of little victories in which the teacher, through small decencies, reaches a child’s heart. We will view disciplinary problems as opportunities to convey values, provide insights, and strengthen self-esteem. For the occasional child that doesn’t respond, we will ask ourselves, “What can we do differently, in the environment, in the curriculum and most importantly, in our delivery?” We made a pact that day, to collectively ensure the emotional health of every student that attends Pennsylvania Elementary School and that only then can we reach the child’s academic brain in a way that will support them to reach their potential. I know, I know, in a perfect world, this all sounds wonderful. In all honestly, it actually requires an enormous amount of dedication on a daily level, every minute of every day. If not for the tenacity and collaboration of the team we have at Penn, this could have never been accomplished for the past seven years.

My point is, on behalf of the R-P Penn Team, please know that we are committed to delivering MORE OF THE SAME, because it works! Study trips, Spanish, gardening, science, social studies, environmental education, learning to read and write and understand the meaning of numbers, responsibility, technology, art and music all play a key role, everyday at Penn, but none of it can happen in the beautiful way that it does if children are not happy, healthy and understand what it means to be loved by the influential adults that spend every day with them.

For more information about this unique kindergarten program, please visit one of the following web pages: www.reeths-puffer.org or www.wintersunschool.com.

Kindly,

Jami Young,
R-P Pennsylvania Site Coordinator & Owner of Winter Sun Schoolhouse
be nice. – Working at RPEL

Be nice. is a program through the Mental Health Foundation of West Michigan financially supported by the MAISD. This is a mental health awareness program that teaches that how one acts can influence others’ thoughts and feelings.

Our students have been learning to “n” notice changes in someone’s behavior, “i” invite themselves to initiate a conversation, “c” challenge the stigma, and “e” empower themselves with the knowledge that they can have an effect on how someone thinks, acts and feels.

It feels good to help others. In addition to learning the concepts and how it only takes one to make a difference, students are learning they can help others and also feel good about themselves at the same time.

2019 Summer Training

The Greater Muskegon Co-op Swim Team is made up of High School Swimmers from Mona Shores, Muskegon Catholic Central, North Muskegon, Reeths Puffer, and Western Michigan Christian to form a cooperative swimming and diving program.

Our Mission: The mission of this program is to offer all swimmers of all abilities the opportunity to reach their full potential as athletes and to enable them to develop those traits common in athletes that will help them be successful with other endeavors they will encounter later in life. These traits include goal setting, self-discipline, perseverance, teamwork, accepting challenges as well as disappointments and leadership.

Summer Training:
June 17 – August 1
at Mona Shores High School Weight Room
Monday – Thursday, 1:00 -2:30 p.m.
Weights – Dryland Training at
Mona Shores High School
June 18 – August 2
at Muskegon Country Club Pool.
Tues. – Thurs., 7:15 a.m. to 9:15 a.m. at
Muskegon Country Club Pool (Fee $50)

Requirements for Participation:
Bring a POSITIVE ATTITUDE and a willingness to make yourself and others better! All swimmers are asked to bring a check or cash $50 payable to Mona Shores Swim Boosters on June 17 or the first day of pool training. Please bring to practice - Pool: Swim Suits-Goggles-Towels-Water Bottles-Athletic Shoes.
Weight Room: Athletic Shoes (NO FLIP FLOPS!)

Workout Clothes – Water Bottle. Also something to eat for right after working out both pool and weight room.

2019-2020 High School Swim Seasons
High School Girls Season -
August 5 – November 23, 2019
High School Boys Season -
November 25 - March 14, 2019-2020
Middle School Co-ed Season
December 2 - February 1, 2019-2020

Any questions, please contact Head Coach -Mick Homan at (231) 638-0803 or swcoach07@gmail.com
Respect, Pride, Integrity
Positive Behavior Intervention Supports – Rocket Slips

PBIS:
We would be on the phone all day if we were telling parents all of the amazing things our students are doing on a daily basis! We have fourth graders positively leading our younger students; kindergarteners are setting the precedence for cafeteria behaviors; groups of students roaming our campus at recess picking up the trash left behind; and countless others actively engaging in lessons! It is exciting! Because we cannot spend all of our time on the phone, we rely on our Rocket Slips, which are awarded to students demonstrating exemplary leadership skills in the areas of “Respect, Pride and Integrity.” This year, we are rewarding students daily, weekly and monthly by collecting, then drawing Rocket Slips for a variety of rewards (all student driven). Rewards, such as: scooter rides while picking up lunch sheets, ice cream parties, free recess, computer lab time and, games in our multi-purpose room. We are celebrating positive behaviors! If your son or daughter tells you they earned a Rocket Slip, please help us congratulate them! It IS a big deal! Additionally, we are rewarding cafeteria behaviors with our Golden Tray Awards, which are given weekly to classrooms who performed the “best” in our cafeteria and hallways.

Follow our Rocket Slip Successes on Facebook, like the RPEL page.

FIRST GRADE FOCUSING ON THE SKY!

Twin Lake Elementary first graders are learning there are patterns in the sky by studying the moon, sun, and stars. Students read, think, listen, talk, write and ask questions about the sky while also focusing on the character traits of respect and integrity. They have read both fiction and non-fiction texts to learn what makes day and night, why the moon looks like it changes its shape, and that the earth spins around the sun, etc. Students then plan and use their knowledge of the sun and moon to write a narrative poem with a beginning, middle, and end with each verse focusing on a specific time of the day. Goals are to write complete sentences, spelling word wall words correctly and include adjectives to create a picture in the reader’s mind.
The 2018-2019 school year provided a unique opportunity for some teachers and students at Twin Lake Elementary and Central Elementary. This year kicked off the first year of a new course: Kindergarten Integrated Specials! Each day for 45 minutes, the Developmental Kindergarteners and the Kindergarteners engaged in Music, Movement, Art, Spanish and Technology. This combined opportunity gave these young learners a chance to have all of the specials areas, all year long, instructed by one teacher. Utilizing the Rocket Motor Room, outdoor playgrounds, Chromebooks, art supplies and more, the students dove into exploration of basic locomotor moves, music concepts, art techniques, Spanish vocabulary and beginning typing skills. The Specials Teacher takes what the students are doing with their classroom teacher and expands upon it in the arts and movement realms. The students are able to demonstrate Respect, Pride and Integrity by trying new things and working with their peers!
**ECRWSS***

**POSTAL CUSTOMER**

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Jami Young  
Site Director, Pennsylvania Elementary  
719-3159

youngj@reeths-puffer.org

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**Tennis Camps**

**High School Boys (Grades 9-12)** will run from July 8th- July 31st from 9:00-11:00  
Cost: $25 a week.

**High School Girls (Grades 9-12)** will run from July 8th- July 31st from 9:00-11:00  
Cost: $25 a week.

**Middle School Co-Ed (Grades 5-8)** will run July 8th- July 31st from 11:00- 12:30  
Cost: $20 a week.

**Elementary Co-Ed (Grades 1-4)** will run July 8th- July 31st from 11:30-12:30  
Cost: $20 a week.

Camps will be run by Coach O’Brien and Coach Hankinson.

Registration will be the first day of each week and payment is due then. All camps will take place at the high school tennis courts. Email obrrient@reeths-puffer.org for more information.

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**BOARD MEETINGS:**

May 20, 2019  
June 17, 2019