



Dear Community Members,

It appears mother nature wants to wait a bit for our typical Michigan snowfall. With limited snow on the ground, the days for skiing, sledding, and making snowmen have been sparse. A year ago we had nine snow days under our belt, and as of writing this, we have not had any this year...yet. We still could see our fair share of snow in the next few weeks, so don't put those snow pants away just yet. During these winter months, we continue to plan for the future and celebrate all that Hudsonville has to offer. Following the passing of the bond vote last November, we have been hard at work developing plans for our new facilities. Of equal importance, over the next few months, we will be seeking feedback from our community in regard to our strategic plan. In this Appleseed, we also want to provide an update on the new third-grade reading law and as well as remind you to vote in May on the annual non-homestead millage.

Ever since the overwhelming community support of the election this past November, we have pushed forward at a fast pace to get construction plans underway. Following site visits to multiple facilities throughout the state and design meetings, we are now finalizing plans for the new 5/6 building, the high school/freshman campus connection, and the new field house. Please visit our website for up-to-date information regarding the various projects we are currently working on. We will also be sending out a 'Construction Connection' newsletter periodically to keep you informed.

The future of Hudsonville Public Schools remains a priority and over the next few months, we will be seeking input as we explore various programming needs of our district and how we can set priorities. We are now beginning the work on S.O.A.R. IV (Strategic Objectives to Achieve Results), and that will lead us into the future. During the month of February, we have established focus groups to help explore ideas intended to support the future of Hudsonville Public Schools. These groups will represent various members in the Hudsonville community, including parents of students attending Hudsonville Public Schools, senior citizens, booster members, and business representatives. Focus groups are established to ensure an understanding of the various needs of our district in 2020 and beyond. We will use the information from the focus groups to generate a survey that will be administered to our entire school community. This survey will include a multitude of subjects ranging from thoughts on curriculum, technology, program opportunities, and the district's financial responsibilities. Later in the spring, this community survey will be available on our website and we ask for your feedback to help drive our next three-year strategic plan for Hudsonville Public Schools.

In an effort to boost reading achievement, Michigan lawmakers passed the "Read by Grade Three Law" that requires extra support for K-3 students who are not reading at grade level. Please review the article in this edition of Appleseed written by Ami Taylor, Assistant Superintendent of Curriculum and Instruction. This important law has little impact on Hudsonville due to the amazing work our parents and educators do preparing our students each and every day.

Also of great importance is an upcoming vote this spring. On May 5, Hudsonville School parents and community members will have the chance to vote on our annual Non-Homestead Millage renewal. This is an annual renewal request that voters have approved for the past 25 years and would generate approximately \$5.3 million dollars of operating revenue for our school district. Please note, this is not a tax on primary residences and is not a new tax. Please get out and vote that day.

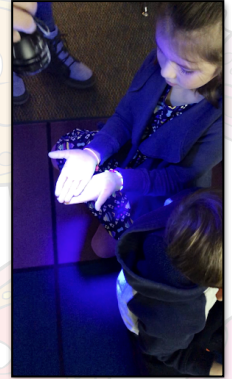
I hope you all had a great start to 2020 and are looking forward to a beautiful spring. Thank you for making Hudsonville an amazing place to live and grow.

Best regards,

Doug Vanderjagt, Ph.D.
Superintendent

GERMS AT SCHOOL GO HAND-IN-HAND - LITERALLY!

Washing your hands in warm, soapy water is the number one way to prevent germs from spreading. Jamestown's first graders learned the importance of hand-washing through an interactive presentation filled with germs, special germ dust, and a black-light flashlight! Our special guest taught us about different types of germs such as the common cold, the flu, strep throat, and more. These "germs" were passed out to all the students in the room. When the first graders touched each germ, they transferred a magic germ dust onto their hands and clothing. Although the special germ dust was invisible to our eyes, the flashlight made it all visible. Students were shocked at how quickly the germ dust had spread to every single person in our class! After that, each student used a squirt of sanitizer to clean their hands and guess what happened next... the germs were still there! The special germ dust didn't even come off with hand sanitizer!



We also had the opportunity to read a picture book called *Sick Simon* by Dan Kraal. In the book, a boy became very sick and started spreading germs all over his school. Due to the boy's poor habits, everyone else becomes sick as well. Lastly, students identified and practiced positive, healthy habits like coughing into our elbows and using a tissue. Students learned that the best way to keep ourselves and others around us healthy is to wash our hands!



ONE BOOK, ONE SCHOOL

A spider who can spell? A pig who is hopeful of staying alive? A rat who is... well, a rat? These characters, along with Fern Arable, come to life in the wonderful book *Charlotte's Web*. Our entire school is reading this classic tale as a way to encourage community and reading at home. Our fantastic parent club, here at Park Elementary, has funded this school-wide reading experience through *One Book, One School*. Each day, the students and staff read assigned readings at home with family and friends. Then, everyone comes to school, where we can have some great conversations around this shared book. There are also daily trivia questions, where students need to think about what they read the night before and decide as a class what the answer is. As each class gets questions correct, we continue to add pieces to our classroom web that we are weaving. It is so exciting for the kids to add another strand to the web, take ownership of the assigned readings, and help their classmates answer the trivia questions. A resounding "Yes! We knew it!" can be heard from the kids as they hear the answers being read over the loudspeaker.



This school-wide shared reading was kicked off at an assembly where a few teachers dressed up as the lovable characters and performed a skit that allowed the kids a glimpse into the characters' personalities. After the assembly, kids were chatting away about Fern, Wilbur, and Charlotte asking, "when do we get our books? I can't wait to start reading!" We will wrap up this month-long event with a Park family movie night. We can't wait to share this experience with our students and their families!

Stay Connected!



Become a fan of Hudsonville Public Schools on Facebook and Twitter to keep up with the latest news and updates.

GEORGETOWN ELEMENTARY STUDENTS PASSIONATE ABOUT SERVICE WORK

A couple of the third grade classes at Georgetown Elementary did a service project for our community during an early release day. We wanted to do something that would benefit other people of all generations. This project showed the kids how to give something selflessly and show others that we care. We planned, we prepared, and then we gave it a shot.

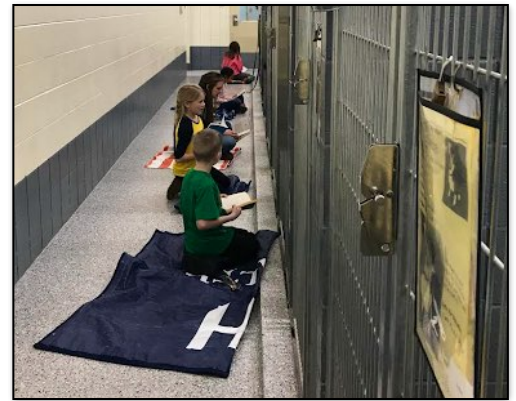


We asked for donations from parents to make no-sew tie fleece blankets and holiday cards. Making the blankets tied in well with our units of measurement unit in math, in that they needed to measure each length and width of the cut, they would have to make for the blankets to tie together correctly. The cards also reinforced letter writing and showing others we care. When the students were making the cards, it was silent in the room. This is how we knew they were loving what they were doing. Other comments we heard from the students included, "I didn't know this would be so fun, and I didn't know I would be so good at this once I got the hang of it!" One class donated the blankets to a local nursing home, The Laurels of Hudsonville, while the other class donated their blankets to the DeVos Children's Hospital. The project was well received by both organizations.



Mrs. Deters' class with their finished blankets

Another way third graders have been able to serve those around them is through the Reading With Fido project at Harbor Humane Society. While this is open to the public during any hours the shelter is open, we have committed to Monday evenings from 5 - 7 pm. Kids can come and read to some of the higher-anxiety animals who need to experience positive and safe interactions with humans after unfortunate negative experiences. While it takes some perseverance (sometimes reading to a barking dog for five or more straight minutes!), we have found that nine out of ten times the dog (and its neighboring dogs) will end up quietly sitting or laying down, some even falling asleep, while listening to us read!



Kids, teachers, and even parents get in on reading to the animals each week at Harbor Humane Society!

SOUTH ELEMENTARY STUDENTS LEARN THE JOY OF GIVING

Second graders at South Elementary were introduced to the "Joy of Giving" by working together to complete a community project. In place of a classroom gift exchange this year, the teachers decided they would like to teach the second graders the joy of giving this holiday season. Children were asked to send an unwrapped toy or book to school. These gifts were donated to the Toys for Tots program to provide toys, books, and other gifts to less fortunate children. A big focus in second grade is the community and through these donations, students were taught to support others in their



own community. The second graders collected over 100 toys & books!

READ BY GRADE 3 INFORMATION

In an effort to boost reading achievement, Michigan lawmakers passed Public Act 306 in October 2016. The *Read by Grade 3 Law* requires extra support for K-3 students who are not reading at grade level. The law also states that a child may be retained in 3rd grade if they are one or more grade levels behind in reading at the end of 3rd grade, as measured by the 3rd grade ELA M-STEP test. The law does set a performance standard on the 3rd grade M-STEP; however, local school districts have the authority to modify the retention provision.



While we are happy to report that Hudsonville Public Schools has not had more than three students annually, district-wide, fall below the state proficiency goal in the past 3 years, our systems of support will continue. Our system of instructional supports for all students (MTSS) establishes solid core instruction and provides specific targeted intervention for students who demonstrate need and comply with the high expectations of the law. Our teachers, support staff, and principals have utilized a team approach in measuring student reading progress and providing individualized support for struggling learners for over a decade. When students continue to struggle after interventions, we work actively with our families to increase every possible support for student learning. We want to assure families that the *Read by Grade 3 Law* will not change our systems of support for students or the partnership we strive for with our families.

Students across the state, as well as in Hudsonville, will participate in M-Step testing beginning after spring break. The state-wide testing schedule can be found [here](#). We encourage you as parents to ensure your child gets a good night's rest and a nutritious breakfast each day leading up to and on testing days. This is one way you can help your child do their best on these important assessments.

Upon completion of testing this spring, building principals will contact the parents of any 3rd-grade student, although we expect it to be few, who do not meet the M-Step proficiency expectation set by the state. The building principal will work closely with each family to determine the next steps to ensure each child's specific reading needs are met.

If you have any questions or concerns, please never hesitate to contact your child's classroom teacher or building principal. As partners in your child's education, we encourage you to communicate regularly with the appropriate school staff about his or her progress. Together we will ensure our students develop critical literacy skills necessary to thrive in our diverse and ever-changing world.

THE HUDSONVILLE EDUCATION FOUNDATION, IN PARTNERSHIP WITH HPS, IS NOW ACCEPTING NOMINATIONS FOR OUR DISTINGUISHED ALUMNI HALL OF FAME!



We are looking for individuals who have made exceptional achievements in their field, significant contributions to Hudsonville Public Schools, and/or unique contributions to their communities on a local, state, national, or global level.

[Nominate an outstanding Eagle here.](#)

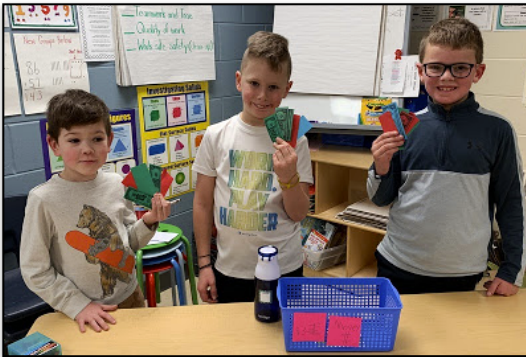
The Hudsonville Education Foundation was established in 2003 to foster educational opportunities for Hudsonville Public School students. The HEF provides funding for projects that enhance education and encourage innovative learning. Each year, the HEF awards grants to HPS teachers, honors an innovative HPS staff member, recognizes distinguished alumni, and presents scholarships to Hudsonville High School seniors. Find out more about the HEF by visiting our [website](#), liking us on [Facebook](#), or following along on [Twitter](#).



SOUTH ELEMENTARY 2ND GRADE MARKET DAY

Second graders at South have been learning all about economics. They worked hard in small groups as producers to create goods to sell to consumers during their second grade market day. Students who used their resources responsibly to produce their goods were paid in Christmas "cash".

The students saved up their money and were able to shop in all three classrooms. The goods they produced were fun holiday crafts, for example: ornaments, popsicle stick snowflakes, puppets, puzzles, etc. This project was a fun hands-on way for the kids to learn about teamwork, hard work, and economics vocabulary.



DOES YOUR STUDENT POSSIBLY NEED AN ALTERNATIVE STATE ASSESSMENT?

Each year, Michigan schools are accountable for delivering state assessments for all students in select grade levels. For a small number of students with disabilities, taking an alternate state assessment may be determined to be an appropriate measure of achievement. This is decided upon by a team of persons knowledgeable of the student, i.e. the IEP Team. The alternate state assessment aligns to modified content standards, called Essential Elements, and is called the [MI-ACCESS](#). Teams must use a variety of data sources and [state guidance](#) to determine whether the standard or alternate state assessment is more appropriate. To learn more about this decision point, please see resources provided by the Michigan Department of Education at www.michigan.gov/mde.

PARK ELEMENTARY 5TH GRADE STUDENTS VISIT THE LAURELS TO SING AND SHARE GIFTS



The Park fifth grade students shared their musicianship with the residents of the Laurels of Hudsonville. They played ukuleles, sang songs, and did some dancing from their holiday performance. The residents then joined in with the students to sing some holiday classics in a caroling style together, spreading the joy of the holiday season. Students brought gifts for the residents such as, homemade cards with pictures, blankets, socks, coloring books, crayons,

word searches, and puzzles! This is one example of how the 5th grade Park students SOAR by sharing love, peace, and joy in our own neighborhood.



STUDENTS AT BAUER ELEMENTARY USE HEART MONITORS TO GET IN THE "ZONE."

Using funds from a Hudsonville Education Foundation grant and help from Bauer Parent Club and Principal, Ms. Johnson, PE Teacher at Bauer Elementary, has introduced the use of heart rate monitors to the 3rd, 4th, and 5th graders at Bauer! The arm-worn sensors record the students' heart rates, and their heart rate "zone" is projected for them to see. The feedback is visual and instantaneous, and that is very motivating to students. "We have set a goal to get our heart rates into the green zone or higher (70%+ of maximum heart rate) for at least 10 minutes as we're learning how to use them," said 3rd grader, Tiernyn A. "It's really cool to see our heart rate zones go up higher from green to yellow to red when we keep working hard, and it's really tough to get it into the red!" said 5th grader, Nora V. Peter L., a 3rd grader, said, "I'm not very good at jumping rope, but Ms. Johnson kept telling me I was successful because I was keeping my heart rate in the zone. That made me want to keep trying." Alexis L. said, "We learned that our heart is a muscle, and it's important to be active to make your heart rate go up and down because it's just like working out any other muscle." We're very excited to continue learning more about our hearts, using the heart rate monitors, and how our bodies and hearts feel and react when we're exerting ourselves to higher levels.



Carlie D.	Veronica D.
16:51	19:52
Ayla E.	Luke J.
20:36	17:03
Peter L.	Alexis L.
21:15	15:47
Nathan S.	
0:00	



30 SECOND TIMEOUT “THE IMPACT OF BODY LANGUAGE IN SPORTS?”

~By Kevin Wolma, Athletic Director

Have you ever gone to a game and watched the players on the bench the entire time? The answer for most of us is simply “no,” because the reason we go to the games is to watch the action taking place during competition. However, watching the bench can tell you a lot about the players on the team and the culture that is being created. The next time you are at a game, take notice of the player who was just taken out, as well as the player(s) who are on the bench for most or all of the game. What does their body language tell their teammates, coaches, opponents, and the spectators at the game?

Recently, I went to a college football game where the starting quarterback was taken out after the second series. The starter had played in every game over the last two and a half seasons, so he was naturally surprised by this unannounced decision. Instead of being emotionally upset and isolating himself from his team, he made it a point to verbally encourage each of the offensive linemen. There was no time to feel sorry for himself as his role changed on the team and the team was looking to their leader to see how he was going to respond. Two series later he reentered the game and on the second play from scrimmage ran for a 60-yard touchdown. On the next series, he threw a touchdown pass. His linemen blocked harder than ever to protect their leader, the one who encouraged them while he faced adversity. Body language can have such a positive and direct impact on a game.

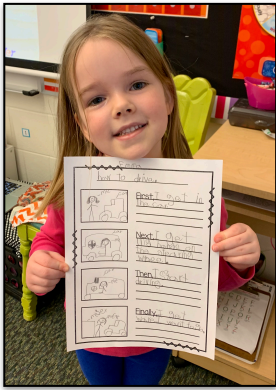
How often have you seen a player untuck his jersey while coming out of a game and then go sit on the bench without acknowledging any other players? The sole reason behind this reaction is that the coach made a decision to take him out of the game. This body language would upset the rest of the team because it sends the message that his own playing time means more than the team’s performance. This selfish behavior is disappointing to the players who regularly sit on the bench because they would love the opportunity to be in the game. Instead, they are left to cheer for a teammate who only cares about his own playing time. The opponents will then thrive off of the selfish body language because the

negative reactions demonstrate weakness, and that weakness provides them more confidence.

As I recently watched a closely contested freshman girls basketball game, I noticed an opposing team’s player sitting back in her chair; upset at her lack of playing time. The coach turned around to tell the player to check-in but stopped at the sight of the disgruntled look on her face...At that moment the coach told her that for as long as she kept that attitude, she would continue to sit. Her body language set the tone. Finally, in the fourth quarter, that same girl who had been sitting back in her chair was now cheering for her teammates. The coach noticed and put her in the game. That coach held her accountable and taught that player a valuable life lesson about body language and attitude.



How often, as a parent, have you commented on the bench performance of your children? Have you ever acknowledged the positive attitude or enthusiasm they displayed on the bench as they were cheering on their teammates? Have you held them accountable for their negative body language on the bench or on the floor? As a parent, you may find yourself not knowing what to say after a contest your kids did not play in. Watching how they interact with their teammates can help facilitate that conversation. Recognizing your child’s positive attitude on the bench will help him or her feel valued in a society that seems only to focus on performance. Next time you go to a game, watch those athletes on the bench and how they react to their teammates as well as how the players on the floor react when taken out of the game. Body language can have a significant impact on the culture of any team. We need to make this a priority as youth sports continue to impact the growth of our kids.



KINDERGARTEN STUDENTS AT GEORGETOWN DO THINGS ONE STEP AT A TIME

This winter, the Kindergartners of Georgetown Elementary have loved learning about the How-To writing genre from our Lucy Calkins Curriculum. First, the Kindergartners learned how to decide what they were good at. Creating a list of many topics they could teach someone. Then they would say the steps of their How-To with a writing partner. Next, they would draw and write their steps across pages to create their best How-To, creating an amazing atmosphere of an exciting Writers Workshop time. Each Kindergartner was so excited to teach and read about their friends chosen How-To.



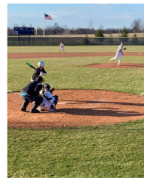
We had lots of fun combining hands-on How-To's to bring this writing genre to life. The Kindergartners were able to watch, try, and write about many topics. A couple that they really enjoyed was: How-To Make a Liquid Rainbow, How-To Eat an Orange Cutie, and How-To Make a Tornado in a Bottle. It's been so fun to our Kindergartners so excited about writing!



SAVE THE DATE!

WEDNESDAY,
FEBRUARY 26TH

HUDSONVILLE HS
8TH GRADE
PARENT MEETING
& SHOWCASE



6-8 PM

FRESHMAN CAMPUS
AUDITORIUM & COMMONS

Students and Parents, Please join us for a showcase of courses, clubs, and extracurricular activities and also learn important information about registering for courses at Hudsonville HS.

SCHEDULE

RMS Students:

- 6-7 PM Showcase
- 7-8 PM Parent Meeting

BMS Students:

- 6-7 PM Parent Meeting
- 7-8 PM Showcase

"BATTLE OF THE BOOKS" AT JAMESTOWN UPPER ELEMENTARY

For the 4th straight year, Jamestown Upper Elementary will be hosting a "Battle of the Books" reading challenge. One hundred seventy students at JU have volunteered to take part in the program, which is run by Mr. Secor. Here is a little more information about it.

What?

America's Battle of the Books is a voluntary reading incentive program for students in grades 3-12. battleofthebooks.org

Why?

The purpose is to encourage students to read good books and have fun while competing with their peers. The students gain knowledge and enjoyment from reading good books, sharing them with friends, parents, and teachers, plus the fun of competing in the "battle."

How?

1. Students volunteer to participate, and all students are allowed to participate. However, it is a challenging contest that includes significant amounts of reading.
2. A student participates by reading from the book list provided for that year's America's Battle of the Books. The goal is to read all ten books in 2 months, but students read as many as they can. They should keep a summary so they can review the information before their local battle.
3. They may choose to participate in team competition ("battle") at the conclusion of the event



Activities

- * The event runs for 2 months, from February 5th until spring break. 90% of the activities will happen during the school day.
- * Activities include:
 1. Informational meeting and kick-off
 2. After school, "Lock-In and Read."
 3. 3 "book club" meetings
 4. Battle of the Books "relay style" competition

We are excited to use this program in conjunction with our "March is Reading Month" activities to promote an enthusiastic reading culture in our school.



Now Hiring Bus Drivers ~ Come join our team!

HPS is looking for people who love kids and would like a rewarding job driving school bus.

All training is provided. Starting pay is \$16.96 per hour

A Commercial Driver License (CDL) is required and training will be provided to qualified individuals for this part time position. If you love working with children, have an excellent driving record, a good sense of direction, and the ability to follow maps, we would love to talk to you!



For more information or to apply, please visit our Transportation Department, 3550 Allen St. or call 616-669-7757. Information and applications can also be found on the district website. hudsonvillepublicschools.org

TIME FOR A SPRING CLEAN UP?

If you're cleaning out the shed, garage, basement, etc. and would like to dispose of unwanted metal items, the Senior All Night Committee is holding a scrap metal and can/bottle drive! Elite Disposal is donating a dumpster and will place it in the parking lot by the tennis courts. Students and parents will be on-site to help unload items and put them into the dumpster. All types of scrap metal will be taken, including washers, dryers, stoves, freezers, refrigerators, air conditioners, water heaters, lawnmowers, etc. Nothing is too big or too small. We will also take any pop cans or bottles that you would like to donate. NO EVERYDAY TRASH PLEASE! Sorry, we are unable to pick up items from individual homes.

SCRAP METAL DRIVE

Freshman Campus parking lot off of Allen St.

Friday, April 24, from 5 p.m. - 8 p.m.

Saturday, April 25, from 10 a.m. - 5 p.m.

All types of scrap metal will be accepted.

Bring, washers, dryers, stoves, freezers, refrigerators, air conditioners, hot water heaters, lawn mowers, etc.

Nothing is too big or small! We will also take any pop cans or bottles that you would like to donate.



Proceeds will benefit the Senior All-Night Party



STUDENT LEADERS INITIATING CHANGE & KIDS' FOOD BASKET NEED YOUR HELP!

We need your help! On March 18, Student Leaders Initiating Change (SLIC) is partnering with Kids' Food Basket to organize a school-wide service project. Kids' Food Basket helps feed approximately 800 children in need within Ottawa County every day. We will be collecting donations in the office at the Main Campus & Freshman Campus beginning today Monday, February 17, as well as your child's 1st hour classroom from March 9-13th. Donations can be in the form of tangible items like pretzels, cheerios, raisins, cheese crackers, plastic Ziploc sandwich bags, and brown paper lunch bags, which will get used to make kids' spring break take-home sacks.

Monetary donations are welcome and will be used to purchase these supplies.

With your help, we can make a difference.

If you have any questions, contact the HS Office at 669-1500 or FC Office at 669-1510.



Kids' Food Basket

LEGALLY BLONDE

The Musical™

Directed by: DEBANDRÉ

Elle Woods appears to have it all. Her life is turned upside down when her boyfriend Warner dumps her so he can attend Harvard Law. Determined to get him back, Elle ingeniously charms her way into the prestigious law school. While there, she struggles with peers, professors, and her ex. With the support of some new friends, though, Elle quickly realizes her potential and sets out to prove herself to the world. Rated PG-13 for some language and mild adult themes.

Showtimes: 7 p.m. - Wednesday, March 18 (Preview)
7 p.m. - Thursday, March 19 (Opening Night)
7 p.m. - Friday, March 20
7 p.m. - Saturday, March 21
3 p.m. - Sunday, March 22 (Closing Matinee)

Ticket prices: \$8 - \$15

[Purchase Tickets Here](#)

For questions or wheelchair and companion seating, please contact the box office at 616.669.1510, x 2340