

RESP

**Roughrider
Education
Services
Program**



Monthly Newsletter

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Greetings from Director Riley Mattson

It is hard to believe, but it is the midway through the first quarter of another school year!! The Roughrider Education Services Program (RESP) is hoping your school year is getting off a great start! As with the beginning of any school year, change is a part of any organization. RESP has experienced few new changes. Some of those changes are:

- **Professional Development Specialist** – Sarah McFadden and Denise Soehren have been busy planning and preparing for our TLC's for our Grade Level/Content Level Meetings, Principal PLC Meetings, On-line Courses, and Pathways to Reading (PTR) On-site support. Their calendar is filling up quite quickly for the upcoming school year along with member schools wanting services in their respective buildings. Please contact Sarah or Denise with your professional development ideas.
- **ELL Specialist/Step to Writing** – Jillian Dietzman has been very busy working with member schools by providing services for those districts with ELL students. We also have two school districts that are beginning to implement Step Up to Writing this year. Please contact Jillian if you have any questions.
- **College and Career Readiness/Suicide Prevention/Mental Health Training** – with the in-

creased push for our schools to prepare our students to be college and career ready along with the legislative mandates for Suicide Prevention and Mental Health Youth Training, Yvonn Frank continues to work hard to get the necessary programs out to our schools. Please contact Yvonn for any of those needs.

Our continuing goal at RESP is to serve and assist schools toward their school improvement goals and doing it in the most efficient manner. RESP is striving to provide member districts with professional development based on their individual school district goals and educational needs.

At RESP, we are also continually updating and upgrading our website. Please take the time to check in occasionally to visit our website and check out upcoming educational opportunities for staff and administrators that are being offered in the southwest and throughout the state. Our website address is www.resp-k12-education.org.

As we move forward, I want to continue to encourage any school district to contact RESP with any ideas or suggestions you may have in which we may be able to assist you in your educational needs.

From the Desk of Yvonn Weigel-Frank

Succeed 2020 Project Director

Greetings!

The REAs from across the state and FHI360 continue to compile data to showcase the impact Succeed 2020 has on our educators, students and administrators. This is a continuous process for project directors, but each year FHI360 publishes the **Succeed 2020 By the Numbers** booklet which not only informs us about the collective impact we've achieved because of Succeed 2020 funding, but also serves to help inform the schools, boards, administrators and the public at large about the different activities we are all involved in across the state. The booklet is in the final stages and should be out very soon!

FHI360 and Spectrum convened at University of Mary on September 21 with S2020 Project Directors and REA Directors. We learned a lot of the process involved in returns on investment and will be continuing this process throughout the fiscal year.

October is Bullying Prevention Awareness month. StopBullying.org is a good resource for educators, parents and community. Also, Kognito is holding a webinar entitled **Bullying and Schools: Keys for Prevention and Intervention to Minimize Negative Outcomes for Students.** Go to <https://www.kognito.com/>. If you sign up for a webinar and can't make it, they usually record it for later viewing!

As always, if you have questions or comments, please contact us!

Respectfully,

Yvonn

Question, Persuade and Refer (QPR) for Suicide Prevention News

Ask a Question, Save a Life

The American Foundation for Suicide Prevention (AFSP) walk held in Bismarck on September 16th at the State Capitol Building was powerful. I met people whom I will never forget as well as made connections to move forward with plans for activities in our region.

RESP is focusing on **Sources of Strength** in schools. We are hopeful that schools will decide to adopt the Sources of Strength program which features peer leaders spreading hope, help and strength. Please contact us with your questions. We look forward to helping you make this happen in your school.

Please note that we are able to come to community events to train staff, foster parents and other community members. We are a phone call away!

RESP and the North Dakota Suicide Prevention Coalition work hard to communicate there is HOPE for anyone considering suicide. Let's keep this going! One life lost is too many!

Ask a Question, Safe a Life. **Let's all spread hope, help and strength.**

Succeed 2020 College & Career Readiness

The meeting for the RESP Counselors was held September 28th. The meeting was fruitful in that decisions were made to move forward on the Career Expo and Discovery Day. A data sheet for your use in promoting the Career Expo and Discovery Day, along with minutes of the meeting were e-mailed out. If you have not received them, please let us know so we can get them to you as soon as possible.

A reminder... The dates for the Career Expo and Discovery Day have been set as follows! **Career Expo – March 15th, 2017** and **Discovery Day – May 3rd, 2017**. If you haven't put it in your calendars, please do so! For anyone not at the meeting, we would like to know if your school is planning on attending Discovery Day on May 3rd and also how many students you will bring with you. This information will help our planning tremendously.

"PASSION is the difference between having a job and having a career."

RESP Events

Please visit our website at:
www.resp-k12-education.org to view upcoming RESP Events.

We continue to update our website, periodically. If you have suggestions for inclusion, let us know!



Please forward this newsletter onto staff & school board members.

If you have any questions regarding an item discussed in this issue, please contact our office at: 701.483.0999, M-F from 8AM - 4PM_{MST}.

From the Desk of Denise Soehren

Professional Development Specialists

“Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.” — Charles William Eliot

The teacher walked to the front of the room with her book in her hand and as she got closer to the front, Jack got lower in his seat. He knew what was coming next; it was time for the class to read the next chapter. The teacher would start to read and then call on different students to read as they moved through the chapter. Jack does not want to read out loud. This is something that terrifies him because he can't read all the words and after class the other students ridicule and tease him. Jack's teacher doesn't understand why he can't read all the words. He can answer questions about the reading assignments and does well in class. Jack's teacher is also frustrated and doesn't have the resources to understand how to help Jack with reading. She assumes that Jack does not want to try and that he does not have a good home life to support his school work. For Jack, books are not his friend.

Reading is not a natural or instinctive process, it is acquired and must be taught. How reading is taught can drastically affect the ease with which a child learns to transform what are essentially abstract squiggles on a page into meaningful letter and then sounds and then words, and then entire sentences and paragraphs. Reading represents an alphabetic code. About 70 to 80 percent of children are able to break the code after a year of instruction. For the rest, reading remains beyond their reach after one, two, or even more years of schooling. These children are dyslexic. One in five children are affected by dyslexia. The good news is that there is now a new level of understanding dyslexia. It is now known that no matter who the child or adult is, what his background is, what kind of home he comes from what his intelligence level is, or what other influences there are, a person's ability to read is routed through the same pathway deep within the brain. This pathway has been identified. (Shaywitz, S. (2003). *Overcoming Dyslexia A New and Complete Science-based Program for Reading Problems At Any Level*. New York: Vintage Books).

RESP in collaboration with ESSDACK (REA out of Hutchinson, KS) has introduced **Pathways to Reading** (PTR). Ten schools in SW North Dakota are implementing PTR. Pathways to Reading is a Teacher Professional Development Training Program and Reading Curriculum for beginning readers in grades K-2 and struggling readers in upper grades. The reading curriculum is comprehensive including manuals, lesson plans, assessments, and small group and large group instructional strategies. The primary focus of PTR is to help teachers understand, and apply in the classroom, the five scientifically validated core components of the reading process: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

October is National Dyslexia Awareness Month. The National Institute for Learning Development (NILD) and the National Institute of Child Health and Development (NICHD) define dyslexia as *“characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”*

If you are looking to improve reading instruction within your classroom RESP staff would love to share Pathways to Reading with you. If you are using PTR in your classroom and would like additional coaching/training RESP also offers onsite support.

DITCH THAT TEXTBOOK

Online book study facilitated by RESP

Participants will

- Read *DITCH That Textbook* by Matt Miller.
- Answer questions and respond to other participants.

Assignments:

6 week book study

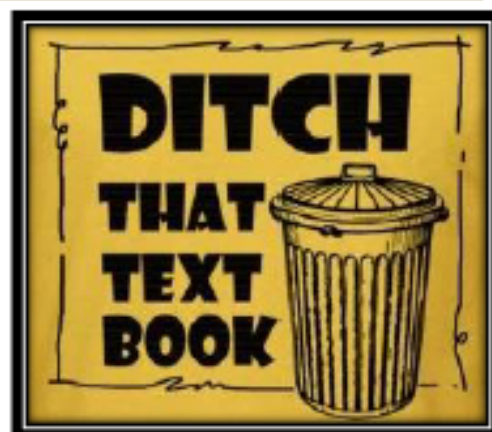
- Nov 2 – First post
- Dec 7 – Last post
- Dec 14 – last response to others

For more information:

blogs.edutech.nodak.edu/ditchbook/

To Register:

<http://tinyurl.com/resp-ditch>



Book study participants have the option of earning an additional credit by creating lessons using the tools and strategies discussed in the book.

Cost:

- Participation: \$50, payable to RESP (non REA member schools, \$100)
- Credit: \$50, payable to DSU (optional)

RESP Roughrider
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SUCCEED2020 ►
ND Education and Workforce Initiative

RESP

300 13th Avenue West, Suite 6C | Dickinson, ND 58601 | 701.483.0999 |

<http://www.resp-k12-education.org>

From the Desk of Jillian Dietzman ELL Specialist

Supporting ELLs in the Mainstream Classroom

If you are a mainstream teacher trying to figure out how to offer language support to ELLs, you are not alone! Many teachers are working with ELLs for the first time, and they have a lot of questions. Fortunately, there are a number of ways to support ELLs' language acquisition by adapting strategies already in use. These small things may make a big difference to ELLs.

Create a language-rich environment. English language learners will benefit from increased exposure to print and language. A print-rich environment will include access to books and reference materials, labels and posters, and student work on bulletin boards. Word walls are also a great support for ELLs, and may be organized around a number of concepts, including the alphabet and phonetic sounds, new vocabulary words, sight words, grammar rules, conversational phrases, and writing structures.

Be aware of the relationship between a students' native language and English. A student's native language will most likely have a strong influence on the way that student learns English. This influence can provide extra support, such as the case of cognates. Languages may differ in a number of aspects, such as phonetic sounds, pronunciation, grammar, word order, or sentence structure. Native language may also influence students' vocabulary as they translate words or phrases from one language to another. Perhaps a vocabulary word has multiple meanings, a different meaning in each language, or the concept doesn't exist in one of the languages. Help students by providing a model of how to use sounds, structures, and vocabulary correctly in English.

Simplify your language without "dumbing it down." It may seem difficult to balance this at first, but here are some tips for communicating effectively with your students:

- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, without going too quickly or slowly.
- Encourage students to raise their hand if they don't understand a word.

ELLs may not have the same background knowledge as their English-speaking peers, especially when it comes to references to American culture and geography. Identify key concepts, vocabulary words, and references before the lesson, and give students as much time and practice with the new material as possible before starting the lesson.

Support academic language development. Academic language is the language that students need to succeed in school. It is different than social language, which many students acquire first. Often students are available to communicate effectively with teachers or peers in social settings, but struggle when it comes to textbooks, tests, assignments, or class presentations. There are a number of ways to support academic language development, such as previewing the text, teaching grammatical structures relevant to a particular content area ("greater than" and "less than" in math class), and showing how the targeted academic language is used in reading, writing, speaking, and listening.

Provide students with frequent opportunities to work together, both in pairs and small groups. Cooperative learning activities promote peer interaction, which helps the development of language and the learning of concepts and content. Effective activities may include working on a worksheet together as problem-solver and coach (then switching roles), think-pair-share, and book groups. It is important to assign ELLs to different groups so that they can benefit from English language role models. ELLs learn to express themselves with greater confidence when working in small teams.

Implement an effective correction/feedback policy. While it is difficult to know when to correct students, constructive and effective feedback is essential to student progress. It is important to balance between encouragement and error correction. One way to do this is to focus on one or two concepts at a time when listening to or reading student work. Let students know what you will be focusing on so that they in turn can focus on those particular concepts in the assignment. Another strategy is to circle errors in writing assignments, and have students try to figure out what the mistakes were. If you correct their English, it improves your English, but if they correct their English, they improve theirs.



RESP ELL SERVICES

RESP provides support through training and resources for identification and screening of ELL students. Once identified, the RESP ELL Coordinator will collaborate with staff to create an individual language plan for each student and determine best practices of language development to improve students' English language and academic content skills. RESP also assists schools with standardized testing and compliance requirements.

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SUCCEED2020 ►
ND Education and Workforce Initiative

Identification and
Placement of New ELL
Students

Individual Language Plans

Collaboration with
Teachers on ELL Best
Practices

Screening and State
Mandated Testing
Services

Compliance with State
and Federal Policies

JILLIAN WASS
ELL COORDINATOR

jillian.wass@k12.nd.us

Work: 701-483-0999
Cell: 307-359-3433



Question Persuade Refer (QPR) for Suicide Prevention is a protocol for suicide prevention that helps people to recognize warning signs of suicide crisis and how to question, persuade and refer someone for help.

The protocol teaches “gatekeepers” (those in a position to help), to prevent suicide through hope and action. In this suicide prevention training, participants learn about statistics, learn the QPR protocol and practice the protocol through role play, which gives them a chance to walk/talk through a person’s wish to commit suicide and get them help. Short videos are also used during the presentation to give more insight into the global statistics, the QPR method and why it helps, and also some background on brain disorders that pertain to suicidal thoughts and actions.

QPR is not intended to be a form of counseling or treatment.

QPR is intended to offer hope through positive action.

QPR is intended to teach those who are in a position to recognize the warning signs, clues and suicidal communications of people in trouble to ACT vigorously to prevent a possible tragedy.

Ask a Question, Save a Life

For further information, please contact: Yvonn Weigel-Frank, Certified QPR Gatekeeper Instructor, at RESP, 483-0999.



SOURCES OF STRENGTH

NORTH DAKOTA 2016-2017 SCHOOL PREVENTION CAMPAIGN

In collaboration with:



TITLE IV
WELL ROUNDED STUDENTS



ABOUT SOURCES OF STRENGTH

- ✓ An international wellness and strength-based program that uses peer leaders to change social norms and school climate.
- ✓ Is the most heavily researched peer leader program in the world.
- ✓ Is on SAMHSA's National Registry of Evidence Based Programs & Practices (NREPP), the highest prevention standard in the US.
- ✓ Spreads strength-based safe messaging through guided campaigns that focus on hope, help and strength; not sadness, shock or trauma.
- ✓ Meets state mandates for suicide prevention and mental health professional development.
- ✓ Meets state requirements for bully prevention.
- ✓ Fulfills 21st Century Learning Initiative for Communication, Creativity, Collaboration and Critical Thinking.
- ✓ Relationships, student-teacher connectedness and resiliency are also addressed.
- ✓ Complements Every Students Succeeds Act (ESSA) and ND AdvancEd accreditation process with built-in baseline surveys.
- ✓ Is free for the 2016-2017 school year through a suicide prevention grant from the ND Department of Health. The normal startup cost for a school is \$5,000.
- ✓ Sustaining annual costs are \$500 per school per year.
- ✓ Sustaining costs can be drawn from Title IV, fitting programs for well-rounded students.

Contact Cody Sletten at Sources of Strength with any questions.
701-426-9057 • cody@sourcesofstrength.org • sourcesofstrength.org

2016-2017 RESP TLC: TEACHER LEARNING COMMUNITY

Each session will focus on effective instruction, mindset, differentiated instruction, and key subject area standards. There will also be time for sharing of ideas and resources.

Registration: <http://www.resp-k12-education.org/registration.php>

Cost: \$50 per session

Time: 8:30 am – 3:00 pm

Location: DSU Klinefelter Hall Room 106

Name	Date	Day
Pre-School	12/8	Thursday
Kindergarten	2/9	Thursday
Grade 1	2/7	Tuesday
Grade 2	1/31	Tuesday
Grade 3	1/11	Wednesday
Grade 4	11/29	Tuesday
Grade 5	9/20	Tuesday
Grade 6	9/13	Tuesday
Art K-12	1/26	Thursday
Business Tech/Computer Science 7-12	2/8	Wednesday
Counselors/ Career Advisors K-12	12/1	Thursday
English 7-12	1/10	Tuesday
Family & Consumer Science 7-12	3/7	Tuesday
Librarians K-12	3/8	Wednesday
Math 7-12	11/30	Wednesday
Music K-12	9/15	Thursday
Physical Education K-12	2/22	Wednesday
Science 7-12	10/25	Tuesday
Social Studies 7-12	11/3	Thursday
Title I - Interventionist - Special Education K-12	11/2	Wednesday
Vo Ag 7-12	2/28	Tuesday

16-17 PRINCIPAL LEARNING COMMUNITY

ORGANIZER	RESP	<p>The Principal Learning Community will focus on Data-Driven Instruction, School Culture and Climate, Leadership, Mindset, and the Observation and Feedback Cycle.</p> <p>Time will also be devoted to sharing of ideas and resources.</p> <p>A minimum of 7 registered participants are needed for each session.</p> <p>To register for a session, go to http://www.resp-k12-education.org/registration.php</p>
COST	\$50	
TIME	8:30 AM - 12:30 PM	
REGISTRATION	OPENS 8/24	
LOCATION	DSU KLINEFELTER HALL ROOM 106	

ELEMENTARY PLC	DAY	HIGH SCHOOL PLC	DAY
9.27.2016	Tuesday	9.28.2016	Wednesday
11.8.2016	Tuesday	11.9.2016	Wednesday
1.24.2017	Tuesday	1.25.2017	Wednesday
4.4.2017	Tuesday	4.5.2017	Wednesday

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
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25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31	29 30 31	26 27 28
30 31					
MARCH	APRIL	MAY	JUNE	JULY	AUGUST
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