

IDAHO DISTANCE EDUCATION ACADEMY

Planting the seeds of tomorrow, **TODAY.**

November 2011

Northern Region Newsletter

Issue 3



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Important Dates:

November 9, 2011
Info Session PFRC

November 11, 2011
Anchor #2 Due

November 23-25,
2011
Thanksgiving
Center Closed

November 30, 2012
Monthly Progress
Due

From Laurie Wolfe, Director of Curriculum

Families decide to enroll their child or children in a public charter school for a wide variety of reasons. We realize that you have more schooling options than ever to choose from. Why did you choose I-DEA? What makes I-DEA a good fit for your family? We would like to encourage each of you to spend a few minutes reflecting on what makes this school work for you and your children and then share your thoughts with us.

Do you have suggestions to help make our school even better? If so, we want to hear from you! We

encourage you to take a few minutes to send one of us an e-mail telling us what you specifically like about I-DEA and any suggestions you have to improve our school.

Jason Bransford -
jasonbransford@idahoidea.org
Deb Pence -
deborahpence@idahoidea.org
Laurie Wolfe -
Lauriewolfe@idahoidea.org

The beginning of the school can be an overwhelming time for students,

Why I-DEA?

parents and teachers. There is so much to learn! If you are feeling overwhelmed please let your contact teacher know. Do you need help planning your day, understanding how to use your textbooks, or accessing online resources? Do you need someone to bounce your ideas off of, or someone to help make learning fun and engaging? We can help, please just call or send us an email and let us know what we can specifically help you with.

Sincerely,
Laurie Wolfe

Parent to Parent by Karen Ashenbrenner, Community Coordinator

I love summer, and I do hate to see it go. After summer, autumn is hands down my next favorite season! The crisp air, cool evenings, chilly nights, fall colors, back to school, bon fires, so calming. Well not always calming, and settling into on a school schedule that works isn't always easy as well as, taking more time than one expects. As we progress through our school year, I find myself needing to tweak our schedule here and there. This needs to happen for a number of reasons. But, for me staying on top of our schedule, tweaking it here and there helps keep our lives flowing in a good way! I think the one thing that can

have negative effects on me and my kids is OSD (Over-Scheduling Disorder). To avoid OSD, I find I have to pay close attention to which of the many extracurricular activities available, can actually fit into a workable schedule. It only spells disaster when the activities over shadow academics or those activities begin to overlap each other. How does your scheduled look?

Does your family suffer from what Love and Logic refers to as OSD?

Parenting with Love and Logic has provided me with lots of tips like the one below!

Dear parent,

For many families, parenting has become an F-4 tornado, characterized by a frenzied whirlwind of activity.

This is not good for kids... or anybody else! Much of this chaos has evolved out of the misguided belief that children must be entertained or "stimulated" each and every millisecond of each and every day. While pop psychologists may think this is wise, the rest of us ought to know better. Kids who never have an opportunity to rest, relax and get a bit bored, come to believe that life and relationships should always be exciting and fun. They also

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By Nikki Pappas, Teacher

Music: For Enjoyment and Enrichment

*You must
do the
things
you think
you
cannot
do.*

*- Eleanor
Roosevelt*

For decades, music teachers have understood the important role that music plays by promoting motor development, higher-order thinking, memory retention, and stress reduction. While some families choose to add music as an elective, it does not need to be on the student's ILP in order for you to incorporate music into your daily routine. Music can and should be sprinkled into your instructional day, whether through listening, movement, singing, playing / performing, or creating music. All ages can benefit from the personal expression that can be gained from musical involvement.

Below are some ideas to get you started:

Music Therapy - Does your child struggle with reading? Perhaps math is problematic? Add 5 minutes of soothing music before tackling a challenging subject to calm nerves and relieve anxiety.

Music and Movement - Spend a couple minutes engaging in a musical movement activity just before your student's most challenging subject. For younger students, expressive movement while listening to music helps stimulate the body, encourages right/left brain activity, and can also reduce stress brought on by challenging subjects.

Sing, Sing, Sing! - If you and your child

know how to read music, spend 5 minutes singing music together during a slow period of the day. Reading music, unlike reading aloud, requires not only dictation but a very strict real-time reflection of both the words and pitches on the page.

Call and response - Don't feel comfortable singing quite yet? Call and response is the most basic form of music, and can be used for both vocal and rhythmic styles of music, and will flex your student's memory muscles. Gather some household items to create your own percussion section. Play a rhythm and allow your child to mimic. Once he/she feels comfortable with the process, alternate to allow your child some creative freedom as well.

Performance - For instrumental musicians, reading music requires a very independent and immediate response from hands, mouth, and sometimes feet. The ability to carry out such precise movements wakes up the brain in a way that no other activity can!

Jingle Jingle Jingle - Having difficulty retaining a fact, formula, or guideline? Set it to music! Assigning a melody gives your brain something more to "hold on" to, and you are more likely to

remember. Not musically inclined? Don't worry! Children have a natural tendency for music, and usually are not limited by the same reservations as adults. Give them the task and see what unfolds.

World Explorer - Music and Social Studies go hand in hand. As you and your child explore cultures from around the globe, include music samples from the region.

There is no greater expression in a culture than music!

Hear This - Choose appropriate times during your instructional day to incorporate music in the home. Note that some students excel in their studies when listening to music, while others may find it a distraction.

Experiment and be open to the fact that your child may have a learning style that is different from your own. Not a musical household? Try going to www.pandora.com to help your student create a station to suite your taste.

For more information about the positive effects that music has on learning, click on the links below.
[Music Advocacy's Top Ten for Parents Benefits of the Study of Music](#)
[First Evidence that Musical Training Affects Brain Development in Young Children](#)

Diane Neil, Title 1 Director

*Courage
doesn't always
roar.
Sometimes
courage is the
quiet voice
at the end of
the day saying,
"I will try again
tomorrow."*

*- Mary Anne
Radmacher*

You may have a child who qualifies for Title I services and are wondering what this means. Title I is a federally funded program which targets resources toward schools which qualify according to the income level of the students (based on the number of students who qualify for free and reduced lunch). Once a school qualifies for funding, any student, regardless of income level, who is achieving below grade level standard may participate in Title I funded interventions. To determine which students are eligible to participate, we look at standardized test scores (such as the IRI, ISAT, Plato Test Packs, MComp/MCap), work samples, and teacher or parent recommendations. For high school students, end of semester exams or anchor assignments are taken into consideration. Sometimes students come to us from their previous school already qualified for Title I services. Title I is not the same as Special Education. Most students who

participate in Title I services usually just have one or two areas that need a little extra attention, and only take a semester to catch up. Occasionally, a student, despite extra effort does not make adequate academic gains, and then further assessment is done to see if the child qualifies for Special Education assistance.

This year, Title I funding is helping us serve students in several ways. We have been able to hire teaching paraprofessionals to offer tutoring sessions in the areas of reading, math and language usage. We welcome Lora Evanouski and Felicia Cullins to the Boise region, Vicky Astin and Marcus Thiemann in the Southeast, and Stephanie Fletcher and Lisa Oliveria in the North and Palouse regions. These tutoring sessions are being attended by students either face-to-face or over the Internet using Skype or iLinc. Workshops such as Early Literacy Learning Activities (ELLA) for kindergartners and their parents, and Family Math Nights take

place regionally. We have also purchased the Plato Test Packs. Plato Test Packs are used in grades 2-12. An initial assessment is given to the student (taken online). Based on how the student does, a "prescription" is developed to address areas in which the student was weak. Students in Title I using the test packs work on their prescription 4 days a week, and meet with their Title I teacher once a week. We are seeing positive academic gains in our students who participate in Title I services. Last year, students who participated in Title I tutoring made great strides as measured by the ISAT test. Many of them went from below basic or basic to proficient or even advanced! We hope you will take advantage of the Title I resources we offer! For more information please call your contact teacher or Diane Neal at dianeneal@idahodiea.org.

Community Events

October-November

Fire Prevention Month:

Contact karenashenbrenner@idahoidea.org to sign up.

Thursday, October 27, 10am: Moscow Fire Station Tour
221 Pintail, Moscow, ID

Friday, October 28, 10:30am: CDA Fire Station Tour
3850 Ramsey, Coeur d'Alene, ID

Friday, November 4, 1pm: Sandpoint Fire Station Tour
1123 Lake Street, Sandpoint, ID

Parenting with Love and Logic:

Contact karenashenbrenner@idahoidea.org to sign up. Classes are free, \$10 for the workbook.

Thursday, October 20 & 27-PFRC 6:30pm
761 N Thornton, Post Falls, ID

Thursday, November 3, 10, 17 PFRC 6:30pm
761 N Thornton, Post Falls, ID

You don't have to attend all sessions, just come to the ones you can!

IDFY:

Contact karenashenbrenner@idahoidea.org for more information

Friday, October 21, 2-3pm IDFY Leadership Team Meeting
Ashenbrenner home

Friday, October 21, 3-6pm Chapter Meeting-Bon Fire
Ashenbrenner home

Friday, November 18, Red Ribbon Week Chapter Activity
Location to be announced

**Information Session:
November 9, 6:30pm
Post Falls Resource Center
761 N Thornton, Post Falls, ID**

Parent to Parent, cont. from pg. 1

miss opportunities to develop creativity and problem-solving skills. If you answer "yes" to any of the following statements, you and your kids probably suffer from OSD:

You're completely worn out from trying to help your kids participate in all of your activities

- You're completely worn out from trying to help your kids participate in all of your activities
- Your kids appear anxious, irritable, stressed, exhausted or hyperactive
- Your kids don't have enough time to contribute to the family by doing their chores
- Your kids complain about being bored any time they aren't being entertained

Although there's no medicinal cure for OSD, we can protect our families by giving ourselves permission to say "no" to too many activities. My personal advice as someone who's experienced this debilitating disorder is to trust your gut.

If you have any sense that your kids are overscheduled, trust your intuition.

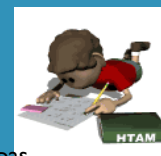
For more Love and Logic tips and resources visit: www.lovenadlogic.com

Karen Ashenbrenner
Community Coordinator
(208) 661-5099
karenashenbrenner@idahoidea.org

Getting involved in
community activities
helps students stay
interested in
school.



Science Help with Mrs. Rightler
10 to 12 Mountain time
Wednesday and Friday
<https://idahoidea.ilinc.com/join/fpijktt>



H.S. Math Help
With Mrs. Pappas
10 am to 12 pm MST
Tuesday and Thursday
<https://idahoidea.ilinc.com/join/ccjcmhw>



Educating Through Partnership One Child at a Time

I-DEA Students of the Month **Amanda Partridge and Reylene Abbott**

The way to gain a good reputation, is to endeavor to *be* what you desire to appear.
-**Socrates**

Go confidently in the direction of your dreams. Live the life you have imagined.
Henry David Thoreau

Two Southeast Students Recognized as Idaho Science and Aerospace Scholars

Last spring, two Southeast region students, Amanda Partridge and Reylene Abbott, both high school juniors, enrolled the Idaho Science and Aerospace Scholars program. The Idaho Science and Aerospace Scholars (ISAS) is a competitive program that allows high school juniors to take an engaging online NASA-developed course on Space Exploration through Idaho Digital Learning that teaches a broad range of science, technology, engineering, and mathematics (STEM) skills aligned with Idaho Content Standards.

This program is a fantastic opportunity for students, including those not interested in going into the STEM fields in college or career paths. Both Reylene and Amanda scored so well, they were selected to attend the ISAS Summer Academy. It is an all-expenses paid residential Summer Academy where students are exposed to science, technology, engineering, and mathematics (STEM) mentors and master educators at Boise State University and NASA Ames Research Center in California.

At what the girls both called “nerd camp,” they participated in a mentored team simulated human mission to Mars and were immersed in other hands-on Idaho STEM activities. They got to meet and work with students from all over the state and work in science, technology, engineering, and mathematics fields first hand.



Reylene Abbott

I had a wonderful time taking this course! The work was challenging but that made the end even more rewarding. The class itself was really cool but not nearly as great as actually getting to spend the week with other kids who took the class. I loved being able to tour NASA Ames research center and I've never had so much fun learning in my life. The Mars mission simulation was very challenging. The hard part was working with all the other groups. There were a lot of disagreements but we prevailed and made an amazing presentation at the end. I have made so many friends at nerd camp and still keep in close touch with all of them. Taking this course was the best experience ever!

Congratulations!