Dear Colleagues,

We are thrilled to provide an excellent mix of professional development opportunities for your All Belong Member School for the 2019-2020 school year! To best serve your staff, we’ve indicated the audience next to each title. Please pay attention to this as you and your colleagues consider which events to attend.

This year, in addition to offering stand-alone All Belong Learn workshops, we are offering focused All Belong Connect strands that will meet three to four times during the year to promote connections as we learn alongside one another. We hope your team will join us to share their knowledge and learn from others around specific challenges and opportunities.

Our team believes an understanding of the neurodevelopment framework and psychological systems is essential to knowing and serving students most excellently within your school. Once again, this year we are thrilled to provide all educators with the foundational three-part series, The Head and the Heart: The Basis for School Success. Both general educators and educational support services staff are invited to join us for Parts 1 and 2 on December 5-6. If you’ve already participated in Parts 1 and 2, join us for part 3 on December 5 to dive deeper into “What do we do?” and the demystification binder. We hope your staff will join us for this important training!

Thank you for your partnership in serving all of God’s kids. Blessings on your school year!

Sincerely,

Elizabeth Lucas Dombrowski
Executive Director

Becky Tubergen
Director of School Services

Betsy Winkle, Ed.S.
Director of Evaluation Services

All Belong equips congregations and schools to glorify God through purposeful, innovative inclusion of persons with varied abilities.
## All Belong Learn

### Workshops

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<th>Date</th>
<th>Time</th>
<th>Topic</th>
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<tr>
<td>October 9</td>
<td>12:00pm-3:00pm</td>
<td>Phonological Awareness</td>
<td>ALL</td>
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<td>November 6</td>
<td>1:00pm-3:00pm</td>
<td>High School Learning Conversations: Fall</td>
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<tr>
<td>December 5 &amp; December 6</td>
<td>8:30am-4:00pm</td>
<td>The Head and Heart: The Basis for School Success</td>
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<tr>
<td>January 15</td>
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<td>January 29</td>
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<td>Gauging Student Learning with Technology</td>
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<td>Crisis Response in Schools</td>
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<td>March 18</td>
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<td>ABA Therapy and the School Setting</td>
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<td>April 1</td>
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<td>High School Learning Conversations: Spring</td>
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## All Belong Connect

### Learn, Lead, & Collaborate

(all meetings occur from 1:00pm-3:00pm)

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Our goal is to equip you as learning leaders within your school. At All Belong, we have a team that stays current in educational trends and discerns what is most important and relevant for you—our Member Schools. We’re excited to present the following workshops through a faith-based and inclusive education lens, empowering you to serve students of all abilities and foster greater belonging within your community.

All Belong Learn Workshops begin on the next page
Phonological Awareness

Wednesday, October 9 12:00 p.m. – 3:00 p.m. (lunch served at noon)
Led by Mary Ashby and Becky Tubergen

Back by popular demand again this fall, we are pleased to offer another Phonological Awareness (PA) training especially for kindergarten and first grade teachers at our Member Schools! Encouraged by the below responses from past participants, we encourage you to attend this practical and informative session.

“Informative and practical! I enjoyed having time to practice teaching the skills and love all the tools I left with”

“Very organized and helpful in my new role working with the ESS teacher as well as teaching preschool. The binder is an amazing resource! It was great to see how to teach the lessons.”

“I’m glad this was at the beginning of the school year. I now feel confident teaching students PA skills”

Did you know that phonological awareness is a far better predictor for future reading development than IQ or vocabulary? Research has identified phonological awareness and letter knowledge as the best two predictors of how well a child will learn to read during the first two years of school. Join us for this session and you will walk away with a better understanding of phonemic awareness, the important role phonemic awareness plays in literacy development, a sequence of skills, and hands on materials to use with your students. Each participant will receive a binder with lessons and user-friendly activities that follow the developmental sequence of phonemic awareness.

High School Learning Conversations: Fall

Wednesday, November 6 1:00 p.m. – 3:00 p.m. (lunch served at 12:45 p.m.)
Led by Becky Tubergen

We invite you to set aside an afternoon to learn from and connect with colleagues across All Belong Member Christian high schools as we discuss the successes and challenges among fellow high school ESS colleagues. Generated by All Belong staff and attendees, topics will be geared toward individuals that specifically serve high school students. Possible topics may include transition from middle school to high school, transition services beyond high school, accommodations for standardized assessments, mental health supports for high school students, and school culture.
The Head and Heart: The Basis for School Success

Thursday, December 5 and Friday, December 6
8:30 a.m. – 4:00 p.m. (continental breakfast and lunch included)
Held at Cathedral Square Center, Diocese of Grand Rapids, 360 Division Ave. S, Grand Rapids, MI 49503

Since 2017, this training has empowered ESS teachers with a framework and common language to unpack and describe students’ unique strengths and challenges. We’re thrilled that most of our Member ESS teachers have participated! Because common language within a school is powerful, we’re pleased to offer The Head and Heart training to all school staff this fall to continue the conversation on neurodevelopment and the psychological systems. This three-part series focuses on the following:

Year 1

Part I
What do we see? What do we think?
The Head and Heart Systems

December 5

Part II
What do we see? What do we think?
The Head and Heart Systems cont.
December 6 | Prereq.: Part I

Upon completing Parts I and II, you receive 12 SCECH credits free of charge!

Year 2

Part III
What do we do?
December 5 | Prereq.: Part I & Part II
Cost is $10 to cover supplied materials

Upon completing Part III, you receive 6 SCECH credits free of charge!

This three-part workshop will equip educational support services and general education teachers with a deeper understanding of a neurodevelopmental framework and the psychological systems that impact students’ school success. All Belong’s See-Think-Do process links strengths and challenges to a student’s unique neurodevelopmental learning and heart profile, and effectively selects instructional strategies to leverage a student’s strengths and help him or her with barriers to learning.

Through interactive discussions, case studies, reflection, and content, participants will develop skills to identify students’ strengths and challenges in learning. Together we desire to help each learner grow their God-given gifts and encourage the acceptance and celebration of differences.
Behavior Management Playing Field

Wednesday, January 15 1:00 p.m. - 3:00 p.m.  (lunch served at 12:45 p.m.)
Led by Barbara J. Newman

This session will connect paraeducators with one another and equip them with multiple tools to support individuals with unique behavior needs. Whether in the classroom, on the playground, or in the hallway, paraeducators will discover many practical ideas for supporting the students in their lives.

Gauging Student Learning with Technology

Wednesday, January 29 1:00 p.m. - 3:00 p.m.  (lunch served at 12:45 p.m.)
Led by Kindy Segovia, OTR, Assistive Technology Coordinator, Kent ISD

Ongoing assessments play an important role in differentiated instruction, providing useful measures of student progress and helping to guide future instruction. Whether your classroom has one computer or iPad, or every student has their own device, join us to learn some key tech tools and supports that will help you scaffold and individualize measures of learning. From entrance and exit ticket strategies, quick and fun whole group on-the-spot assessments, to differentiated homework quizzes, we will explore some go-to technology that can be modified to meet the needs of diverse learners.

Crisis Response in Schools

Wednesday, February 19, 1:00 p.m. - 3:00 p.m.  (lunch served at 12:45 p.m.)
Led by School Psychologists Dr. Sheryl Rozema and Betsy Winkle, Ed. S.

Developed with school mental health providers and administrators in mind, Dr. Sheryl Rozema and Betsy Winkle will unpack how to respond when a school crisis occurs, including the loss of a student or staff member or unexpected event on campus. Attendees will learn how schools can respond in the moments following a crisis and how to provide ongoing care to those impacted in the school community. Dr. Rozema will also help participants understand the impact of grief, loss, and crisis events from a developmental perspective.
ABA Therapy and the School Setting

Wednesday, March 18, 1:00 p.m. - 3:00 p.m. (lunch served at 12:45 p.m.)
Led by Marjorie Hayward, M.Ed., BCBA, Betsy Winkle, Ed. S., and Becky Tubergen

As an increasing number of students in our schools participate in Applied Behavior Analysis (ABA) Therapy (both within or outside of the school), educators frequently ask us how to best work with parents/guardians and therapists to achieve the most success for students. We are pleased to welcome Marjorie Hayward, founder and owner of Behavior Analysts of West Michigan (BAWMi) and former special education teacher, to help us address this important topic. Using the science of Applied Behavior Analysis, BAWMi was created to support individuals with developmental disabilities and other behavior challenges and their caregivers to reach their highest potential.

Leaning into the insight and experiences gleaned from the clinical perspective of Marjorie Hayward, coupled with the school experiences and perspective of Betsy Winkle and Becky Tubergen, this workshop will provide an overview of ABA, strategies to work with Board Certified Behavior Analysts (BCBAs) and Behavior Technicians in the school setting, and how to help families navigate the treatment process as an educational support team. Please come prepared with questions!

High School Learning Conversations: Spring

Wednesday, April 1 1:00 p.m. – 3:00 p.m. (lunch served at 12:45 p.m.)
Led by Becky Tubergen

We invite you to set aside an afternoon to learn from and connect with colleagues across All Belong Member Christian high schools as we discuss the successes and challenges among fellow high school ESS colleagues. Topics will be generated by All Belong staff and participants. Possible topics may include transition from middle school to high school, transition services beyond high school, accommodations for standardized assessments, mental health supports for high school students, and school culture.
All Belong Connect
Learn, Lead, & Collaborate

As the leader in your inclusive school we know it’s difficult to carve out time in your busy schedule to grow and connect with like-minded people. All Belong Connect will provide an opportunity for professionals to further their learning and to interact with one another from different schools as we explore topics related to the content strand. You will strengthen your skills and build community by committing to three or four meetings throughout the school year.

Please note that you must be willing to commit to all dates to participate in All Belong Connect. To facilitate the best learning environment, some All Belong Connect strands have a limited number of participants.

Connect Strand: Social Emotional Learning

Dates: October 15, December 10, February 4, and April 14
1:00 p.m. - 3:00 p.m. (snacks will be provided)
Facilitated by Betsy Winkle, Ed. S.

Social Emotional Learning (SEL) continues to gain momentum within the educational context, encouraging schools to consider how to become healthy and caring environments that help students better understand themselves and others. Join with fellow educators and educational leaders to learn and discuss current trends and topics, including a review of SEL programs with scientific merit and those currently being used at All Belong Member Schools. Topics will include empathy, belonging, self-regulation, and self-perception. The goal is to learn collaboratively from current and ongoing research and to equip attendees to bring this conversation and research-based tools back to their schools.

Participation limit: 18
Submit enrollment request by October 2, 2019; participants will be notified of their acceptance via email.
Connect Strand: ESS K-8th

November 1, January 10, and March 27
1:00 p.m. – 3:00 p.m. (snacks will be provided)
Facilitated by Becky Tubergen and Teacher Consultants

Join with fellow educators and educational leaders in a small group setting to learn and discuss current trends and topics related to inclusive schools. Each meeting will be held at a different school, giving you the opportunity to see a wide range of classroom environments and materials. Along with sharing resources among the group, we will explore belonging for all students, intentional social inclusion, myths about inclusion, and high expectations for all learners. Upon registration, please indicate if you would like the group to come your way!

Participation limit: Unlimited
Submit enrollment request by October 2, 2019; participants will be notified of their group and meeting location prior to the first meeting.

Connect Strand: ESS High School

Dates: November 22, January 17, and March 20
1:00 p.m. – 3:00 p.m. (snacks will be provided)
Facilitated by Becky Tubergen

Engage with fellow educators who are supporting inclusive school communities and provide services for students who are working through a modified curriculum supported by a person-centered plan. Each meeting will be held at a different school, giving you the opportunity to see a wide range of classroom environments and materials. Along with sharing ideas and resources we will explore belonging for all students, peer to peer support, accessible learning environments, and transition planning.

Participation limit: Unlimited
Submit enrollment request by October 2, 2019; participants will be notified of their group and meeting location prior to the first meeting.
Our School Services Team

Jeff Ashby, School Psychologist
- B.A. Western Michigan University: Psychology
- M.A. Western Michigan University: Psychology
- Certified School Psychologist
- LLP Clinical Psychology

Mary Ashby, Teacher Consultant
- B.S. Western Michigan University: Teaching Certificate – Grades K–8 all subjects, Grade 9 Sociology, Grades K–12 Special Education, Emotionally Impaired Endorsement
- Endorsement Nazareth College: Learning Disability, Grades K–12

Jeany Aupperlee, Teacher Consultant
- B.A., Dordt College: Elementary Education
- M.Ed., Grand Canyon University: Special Education

R.H. “Bear” Berends, Executive Director Emeritus
- B.A. Calvin College: Secondary Education Teaching Certificate, Grades 6–12 Social Studies & Humanities
- M.A. Michigan State University: Cognitive Impairment, Grades K–12

Doug Bouman, Evaluation Services Director Emeritus
- B.A. Calvin College: Psychology
- M.A. Central Michigan University: School Psychology
- S.Psy.S. Central Michigan University: School Psychology

Megan Cooke, Teacher Consultant
- B.A. Calvin College, 2003: Education, Cognitive Impairment
- M.A. Calvin College, 2010: Learning Disabilities

Elizabeth Lucas Dombrowski, Executive Director
- B.A. Valparaiso University: Education
- M.B.A. Grand Valley State University: Business Administration in progress

Pam Maat, Teacher Consultant
- B.S. Calvin College: Elementary Education Teaching Certificate, Grades K–8 Social Studies Group and Special Education
- Endorsement Grand Valley State University: Cognitive Impairment and Emotional Impairment
- M.A. Grand Valley State University: Learning Disabilities, Grades K–12
- All Kinds of Minds trainer

Barbara Newman, Director of Church Services, Teacher Consultant
- B.A. Calvin College: Grades K–8 Teaching Certification, Cognitive Impairment Endorsement
- M.A. Grand Valley State University: Early Childhood Education, Early Childhood Developmental Delay
- Concentrated Study in the field of Autism Spectrum Disorders
Dr. Sheryl Rozema, School Psychologist
- B.A. Calvin College: Psychology
- M.A. Central Michigan University
- S.Psy.S Central Michigan University
- Ph.D. Central Michigan University

Phil Stegink, Teacher Consultant
- B.S. Calvin College: Elementary Education Teaching Certificate, Grades K–8 Social Studies Group and Special Education
- Endorsement Grand Valley State University: Cognitive Impairment and Emotional Impairment
- M.A. University of Northern Colorado: Learning Disabilities, Grades K–12

Becky Tubergen, Director of School Services
- B.A. Calvin College: El. Ed. Teaching Certificate, Grades K–12 Special Education Teaching Certificate; Cognitive Impairment Endorsement
- M.A. Grand Valley State University: Emotional Impairment, Emotional Impairment Endorsement

Marji Voetberg, Teacher Consultant
- B.A. Calvin College: El. Ed. Teaching Certificate, Grades K–12 Special Education Teaching Certificate; Cognitive Impairment Endorsement
- M.A. Grand Valley State University: Learning Disabilities
- Certified Reading Recovery Teacher, Western Michigan University

Linda Weemhoff, Teacher Consultant
- B.A. Calvin College: Grades K–8 Elementary Education Teaching Certificate, Science and Math Studies
- Endorsement Michigan State University: Special Education, Emotionally Disturbed
- M.A. Calvin College: Learning Disabilities
- Concentrated Study in the Field of Cognitive Impairment

Betsy Winkle, Director of Evaluation Services
- B.A. Calvin College: Psychology
- M.E. Lehigh University: Human Services
- S.Psy.S. Lehigh University: Educational Specialist, School Psychology

Chongo Young, School Psychologist
- B.S. Southwestern Adventist University, 2003: Psychology
- M.A. Andrews University, 2006: School Counseling
- Ed.S. Andrews University, 2009: School Psychology

Jenna Zemaitis, Teacher Consultant