24th Annual NAEA Alternative Education Conference

Joining Hands toward one destiny

March 5–7, 2018   Dallas/Addison Marriott Quorum, Dallas, TX

for more information visit the nAEA.org
Your NAEA Regional Director is your direct contact to the NAEA Board. See inside back cover for regional map.
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March 5, 2018

Dear Friends and Colleagues,

Welcome to the 2018 National Alternative Education Association Conference (NAEA)! We are excited to have you here! Your attendance demonstrates your professionalism and dedication to continued excellence in utilizing educational best practices with the students you serve. It has been my pleasure and honor to have served as the NAEA President during this past year and I look forward to an even more productive second year. One of the NAEA Board’s goals this year was to prepare the NAEA organization for greater growth. To better support growth at the state and regional level, we have made some changes in regional configurations, regional board seats, and in our conference structure. With these changes, we look forward to offering multiple regional conferences and increased opportunities for virtual and face-to-face networking and professional learning.

We are excited about the great work you do every day for students. We also believe in the power of networking and sharing of best practices aligned with the research-based 15 Exemplary Practices. This year marks many successful school tour visits as well as the first ever Gallery Walk of Effective Practices featuring some of YOU! NAEA is committed to continuous improvement and growth in responding to your ideas, desires, and needs. You are invited to become part of NAEA’s continuing conversation of excellence through professional learning. Through the NAEA website, you can access the ongoing NAEA blog, directions for the monthly NAEA Twitter chat, and add to a growing bank of research in alternative education. The NAEA Board encourages you to connect with your Regional Director, contribute to the monthly NAEA newsletter, peruse a position paper, or leave a comment/ask a question through the website email. NAEA is eager to serve you!

Every NAEA Conference and Symposium is a unique opportunity for you to connect, learn, and plan for your own professional growth. It is an opportunity to shop best practices, learn from a neighbor, and have fun with like-minded colleagues. A huge thank you goes out to NAEA Board members, the NDPC Conference Planning Team, and numerous volunteers who give so much time to plan every conference and symposium experience! Without all of you, our time together would be much less meaningful.

Finally, have an amazing conference! Learn all you can! Take home a truckload of new ideas and best practices to teach and implement in your own school, and have a wonderful time together!

Warm wishes to all,

Pam

Pamela L. Bruening, EdD

NAEA President
Our Mission and Vision

VISION:
To engage and empower alternative/non-traditional educators to positively impact students’ lives, by providing resources, advocacy, and professional learning.

MISSION:
1. To provide a nationally unified voice of advocacy for students in alternative/non-traditional schools and programs to promote understanding and support from state departments and agencies, school districts, charters, and policy makers.
2. To provide international, national, state, and regional opportunities for alternative education professionals and their partners to network, collaborate, and participate in professional learning specific to research and best practices in alternative/non-traditional education.

NAEA Official App
Download our app to learn more about all NAEA has to offer!

NAEA Monthly Twitter Chats (30 minute)
These monthly chats focus on NAEA’s exemplary practices. It is for all stakeholders in the field of alternative/nontraditional education. Chats begin at 9:00 pm EST the last Tuesday of each month to build capacity and awareness.

Join Us!
Welcome to Addison
National Alternative Education Association!

Welcome!

Addison is excited and honored to host the 24th Annual Conference on Alternative Education.

We hope you enjoy your time here and wanted to share with you a little bit of what you’ll find during your stay. Addison is only 4.4 square miles but we offer the energy, vibrancy, and all the amenities found in a large city. Addison is where It All Comes Together!

Take a Taste of Addison. With more restaurants per capita than anywhere in the U.S., you will find more than 180 choices to appeal to the most discerning pallet from spicy Thai and zesty Italian to down-home Tex-Mex, and stellar steak houses. No craving goes unsatisfied in Addison. Best of all, they can all be found within a short walk of your hotel.

Being in Addison, you also have a front row seat for arts and entertainment. From WaterTower Theatre, Addison Improv Comedy Club, to Pete’s Dueling Pianos, Addison offers easy access to all manners of entertainment and nightlife. So get out and enjoy our community or take a stroll through Addison Circle Park.

While you’re in town stop by Mary Kay’s World Headquarters for a tour through their museum or explore vintage military aircrafts at the Cavanaugh Flight Museum. Did we mention the shopping? You’ll find vibrant retail at Village on the Parkway and the nearby Dallas Galleria—among many other local merchants—offering gifts, fashion, artwork, home décor, and an abundance of other items from your wish list.

Enjoy your conference and please let us know if there is anything we can assist you with during your stay in Addison! We are glad you are here and we hope to see you soon again.

Sincerely,

Orlando Campos
Director of Economic Development & Tourism

For a full list of restaurants, attractions, and events, visit Addison at www.addisontexas.net or call us at 1-800-ADDISON.
<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Program Event</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, March 5, 2018</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration/School Tour Check-in—Grand Ballroom Foyer</td>
<td></td>
</tr>
<tr>
<td>8:00 a.m. – 12:00 noon</td>
<td>Exhibits Set-Up—Grand Ballroom Foyer</td>
<td>8</td>
</tr>
<tr>
<td>8:00 a.m. – 12:00 noon</td>
<td>School Tours 1-4—Entry Door to Convention Center</td>
<td>9</td>
</tr>
<tr>
<td>8:00 a.m. – 4:00 p.m.</td>
<td>Preconference Workshop A</td>
<td>9</td>
</tr>
<tr>
<td>9:00 a.m. – 12:00 noon</td>
<td>Preconference Workshops B-E/Gallery Walk</td>
<td>9</td>
</tr>
<tr>
<td>12:00 noon – 1:00 p.m.</td>
<td>Lunch (On your own.)</td>
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</tr>
<tr>
<td>1:00 p.m. – 5:00 p.m.</td>
<td>Exhibits Open—Grand Ballroom Foyer</td>
<td></td>
</tr>
<tr>
<td>1:00 p.m. – 2:00 p.m.</td>
<td>Opening General Session/Welcome, Video Awards—Grand Ballroom</td>
<td>11</td>
</tr>
<tr>
<td>2:15 p.m. – 3:15 p.m.</td>
<td>Breakout Session A</td>
<td>12</td>
</tr>
<tr>
<td>3:30 p.m. – 4:30 p.m.</td>
<td>Breakout Session B</td>
<td>16</td>
</tr>
<tr>
<td>4:45 p.m. – 5:30 p.m</td>
<td>Region Meetings—One Golden Ticket Invite Per State</td>
<td></td>
</tr>
<tr>
<td>6:00 p.m. – 8:00 p.m.</td>
<td>NAEA Reception—Vista Ballroom</td>
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<tr>
<td><strong>Tuesday, March 6, 2018</strong></td>
<td></td>
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<tr>
<td>7:00 a.m. – 3:30 p.m.</td>
<td>Registration Open—Grand Ballroom Foyer</td>
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<tr>
<td>7:30 a.m. – 8:45 a.m.</td>
<td>Continental Breakfast—Grand Ballroom Foyer</td>
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<tr>
<td>8:00 a.m. – 3:30 p.m.</td>
<td>Exhibits Open—Grand Ballroom Foyer</td>
<td></td>
</tr>
<tr>
<td>8:45 a.m. – 10:00 a.m.</td>
<td>General Session—Mr. Reginald Beaty and Mr. Tony Owens</td>
<td>18</td>
</tr>
<tr>
<td>10:15 a.m. – 11:15 a.m.</td>
<td>Breakout Session C</td>
<td>19</td>
</tr>
<tr>
<td>11:30 a.m. – 12:30 p.m.</td>
<td>Breakout Session D</td>
<td>22</td>
</tr>
<tr>
<td>12:30 p.m. – 2:00 p.m.</td>
<td>Luncheon and Panel Discussion</td>
<td>24</td>
</tr>
<tr>
<td>2:30 p.m. – 3:30 p.m.</td>
<td>Breakout Session E</td>
<td>25</td>
</tr>
<tr>
<td>3:30 p.m. – 4:30 p.m.</td>
<td>NAEA Annual Meeting and Board Member Elections</td>
<td>26</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>President’s Reception—Golden Ticket Holders Only</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, March 7, 2018</strong></td>
<td></td>
<td></td>
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<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Continental Breakfast—Grand Ballroom Foyer</td>
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<tr>
<td>7:00 a.m. – 12:00 noon</td>
<td>Exhibits Open—Grand Ballroom Foyer</td>
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<tr>
<td>7:00 a.m. – 1:00 noon</td>
<td>Registration Open—Grand Ballroom Foyer</td>
<td></td>
</tr>
<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Breakout Session F</td>
<td>29</td>
</tr>
<tr>
<td>9:15 a.m. – 10:15 a.m.</td>
<td>Breakout Session G</td>
<td>31</td>
</tr>
<tr>
<td>10:30 a.m. – 11:45 a.m.</td>
<td>Closing General Session—Dr. Darryl Adams</td>
<td>33</td>
</tr>
<tr>
<td>11:45 a.m. – 12:45 p.m.</td>
<td>Buffet Luncheon With NAEA Conference Video—Grand Ballroom Foyer</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Breakout Session</td>
<td>Time</td>
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<tr>
<td>-----------------</td>
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<td>---------------------</td>
</tr>
<tr>
<td><strong>Monday, March 5</strong></td>
<td><strong>Breakout Session A</strong></td>
<td><strong>2:15-3:15 p.m.</strong></td>
</tr>
<tr>
<td>Leaders Are Made Not Born: Creating Leadership Opportunities for the Empowerment of Teachers and Students in Alternative Schools</td>
<td></td>
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<tr>
<td>Brilliant, Bored Boys With No B.A.D. (A Balanced Approach To Discipline)</td>
<td></td>
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<td>Three-Dimensional Support for Educators</td>
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<tr>
<td>Don’t Just Talk About It, Be About It!</td>
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<tr>
<td>Combatting the Opioid Epidemic, Providing Information and Support for All</td>
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<tr>
<td>Personalized Learning in an Alternative School Offering Choice Through Digital Tools</td>
<td></td>
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<tr>
<td>Breaking the Ceiling: Using Data to Effect Change</td>
<td></td>
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<tr>
<td>Shark Tank! Student Body Swims With the Sharks As They Experience Entrepreneurship As a Two-Week, Whole School Project!</td>
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<tr>
<td>Restorative and Action-Based Learning Interventions for Elementary Alternative Placement</td>
<td></td>
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<tr>
<td>A Model for Engaging Latino Students and Parents</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Monday, March 5</strong></th>
<th><strong>Breakout Session B</strong></th>
<th><strong>3:30-4:30 p.m.</strong></th>
<th><strong>Lead Presenter</strong></th>
<th><strong>Room</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a Motivating and Academic Safe Haven for Students in Alternative School Programs</td>
<td></td>
<td></td>
<td><strong>Dr. Tina Herrington</strong></td>
<td><strong>Quorum Ballroom I &amp; II</strong></td>
</tr>
<tr>
<td>“Welcome Home”—Establishing a Culture Where Students Feel at Home at School When They Arrive and in Their Community When They Leave</td>
<td></td>
<td></td>
<td><strong>Ms. Michele Markovich</strong></td>
<td><strong>Mesquite I</strong></td>
</tr>
<tr>
<td>C.H.O.I.C.E.S.</td>
<td></td>
<td></td>
<td><strong>Mr. Burt Whaley</strong></td>
<td><strong>Mesquite II</strong></td>
</tr>
<tr>
<td>Five Tips for Teaching Social Media Marketing</td>
<td></td>
<td></td>
<td><strong>Mr. Adam Pace</strong></td>
<td><strong>Bent Tree Ballroom I &amp; II</strong></td>
</tr>
<tr>
<td>Establishing a Restorative Mindset in PA AEDY Programs</td>
<td></td>
<td></td>
<td><strong>Ms. Dana Klouser</strong></td>
<td><strong>Preston Trail I &amp; II</strong></td>
</tr>
<tr>
<td>Liberating the Leader in Every Student!</td>
<td></td>
<td></td>
<td><strong>Ms. Michele Rupe</strong></td>
<td><strong>Salon A - B</strong></td>
</tr>
<tr>
<td>Small Community, Big Chance</td>
<td></td>
<td></td>
<td><strong>Mr. Scot Aden</strong></td>
<td><strong>Salon C - B</strong></td>
</tr>
<tr>
<td>Cultivate Civility in the Classroom</td>
<td></td>
<td></td>
<td><strong>Dr. Candice Barnes</strong></td>
<td><strong>Salon G - H</strong></td>
</tr>
<tr>
<td>Five Transformation Classroom Management Tools</td>
<td></td>
<td></td>
<td><strong>Mr. Alex Robson</strong></td>
<td><strong>Salon I - J</strong></td>
</tr>
<tr>
<td>#SECRETMONSTERS</td>
<td></td>
<td></td>
<td><strong>Ms. MacKenzie Ellis</strong></td>
<td><strong>Addison</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tuesday, March 6</strong></th>
<th><strong>Breakout Session C</strong></th>
<th><strong>10:15-11:15 a.m.</strong></th>
<th><strong>Lead Presenter</strong></th>
<th><strong>Room</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Does Computational Fluency Count the Most in Alternative Education?</td>
<td></td>
<td></td>
<td><strong>Ms. Kathy Robinson</strong></td>
<td><strong>Quorum Ballroom I &amp; II</strong></td>
</tr>
<tr>
<td>Finding the S.P.A.R.K. in All Students: Speaking to the Potential, Ability, and Resilience Inside Every Kid</td>
<td></td>
<td></td>
<td><strong>Mrs. Brooke Wheeldon-Reece</strong></td>
<td><strong>Mesquite I</strong></td>
</tr>
<tr>
<td>Reading for Meaning—Fluently</td>
<td></td>
<td></td>
<td><strong>Mrs. Kim Whaley</strong></td>
<td><strong>Mesquite II</strong></td>
</tr>
<tr>
<td>What Else Works: Supporting Low Socioeconomic Students in Our Schools</td>
<td></td>
<td></td>
<td><strong>Dr. Marcus Scott</strong></td>
<td><strong>Bent Tree Ballroom I &amp; II</strong></td>
</tr>
<tr>
<td>Building Cooperation and Understanding of AE/With Legislative Support</td>
<td></td>
<td></td>
<td><strong>Mrs. Lori Lamb</strong></td>
<td><strong>Preston Trail I &amp; II</strong></td>
</tr>
<tr>
<td>Heroes of the Trade, Building State Association Support</td>
<td></td>
<td></td>
<td><strong>Mrs. Patti Bono</strong></td>
<td><strong>Salon A - B</strong></td>
</tr>
<tr>
<td>Unpacking the “Emotional Suitcase”—Helping Young Ladies Cope With and Process Emotional Drama</td>
<td></td>
<td></td>
<td><strong>Ms. Tierica Berry</strong></td>
<td><strong>Salon C - D</strong></td>
</tr>
</tbody>
</table>
# Breakout Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Time</th>
<th>Lead Presenter</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Multicounty/Multidistrict Program Model: Successful DAEP/JJAEP Wraparound Services as a Restorative Practice</td>
<td>Tuesday, March 6</td>
<td>Breakout Session D</td>
<td>11:30 a.m. -12:30 p.m.</td>
<td>Mrs. Angela Garcia</td>
</tr>
<tr>
<td>Alternative Education in the One-Room Schoolhouse—Rural ALES</td>
<td></td>
<td></td>
<td>Mrs. Shannon Warren</td>
<td>Salon I - J</td>
</tr>
<tr>
<td>The Life Changing Power of Abundant Reading</td>
<td></td>
<td></td>
<td>Dr. Jan Bryan</td>
<td>Addison</td>
</tr>
</tbody>
</table>

## Tuesday, March 6

<table>
<thead>
<tr>
<th>Breakout Session E</th>
<th>2:30 -3:30 p.m.</th>
<th>Lead Presenter</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Independence, Self-Motivated Learning, and the Safety of a Digital Space</td>
<td>Ms. Kathy Robinson</td>
<td>Quorum Ballroom I &amp; II</td>
<td></td>
</tr>
<tr>
<td>BAT (Bonding and Training)</td>
<td>Mrs. Lyn Taylor</td>
<td>Mesquite I</td>
<td></td>
</tr>
<tr>
<td>Foundational Reading Skills</td>
<td>Mrs. Kim Whaley</td>
<td>Mesquite II</td>
<td></td>
</tr>
<tr>
<td>Understanding a High-Performing Culture and Climate</td>
<td>Mr. Reginald Beaty</td>
<td>Bent Tree Ballroom I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Social Emotional Learning (SEL)—Real or Fool’s Gold</td>
<td>Mr. Dennis Henegar</td>
<td>Preston Trail I &amp; II</td>
<td></td>
</tr>
<tr>
<td>De-Escalation as a Means of Empowerment</td>
<td>Mr. Sam Fleischman</td>
<td>Salon A - B</td>
<td></td>
</tr>
<tr>
<td>Forced in Alternative School: Rise Up</td>
<td>Dr. Lana Foster</td>
<td>Salon C - D</td>
<td></td>
</tr>
<tr>
<td>Let’s Get Zen! Using “Mindfulness” to Build Student Capacity for a Restorative Community</td>
<td>Dr. Coby Davis</td>
<td>Salon G - H</td>
<td></td>
</tr>
<tr>
<td>Reinventing Your Alternative High School</td>
<td>Mr. Joe Kalvoda</td>
<td>Salon I - J</td>
<td></td>
</tr>
<tr>
<td>Design Process for Systematic Alternative Education</td>
<td>Dr. Ed Klein</td>
<td>Addison</td>
<td></td>
</tr>
</tbody>
</table>

## Tuesday, March 6

<table>
<thead>
<tr>
<th>Breakout Session F</th>
<th>8:00-9:00 a.m.</th>
<th>Lead Presenter</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operation Turnaround: Changing Faces in DJJ Instructional Approaches</td>
<td>Dr. Angela Burse</td>
<td>Quorum Ballroom I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Becoming a S.E.L. Hero</td>
<td>Ms. Lori Bitar</td>
<td>Mesquite I</td>
<td></td>
</tr>
<tr>
<td>Young Men of Purpose—A Complete Mentoring Guide for Developing Successful Young Men</td>
<td>Mr. Roy Dobbs</td>
<td>Mesquite II</td>
<td></td>
</tr>
<tr>
<td>Faces of Change: Effective Strategies and Interventions for At-Risk Youth</td>
<td>Mr. Reginald Beaty</td>
<td>Bent Tree Ballroom I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Utilizing the 21 Attributes of 21st Century Leadership</td>
<td>Dr. Darryl Adams</td>
<td>Preston Trail I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Joining Hands With the Community to Help Students Reach Their Full Potential</td>
<td>Ms. Deborah Bales</td>
<td>Salon C - D</td>
<td></td>
</tr>
<tr>
<td>Two States, Two Programs: The Mission Is the Same</td>
<td>Ms. Dana Klouser</td>
<td>Salon G - H</td>
<td></td>
</tr>
<tr>
<td>Using SWPBIS and a Family Model to Create an Amazing School and Culture</td>
<td>Mr. Jeremy Angus</td>
<td>Salon I - J</td>
<td></td>
</tr>
<tr>
<td>Think It. Teach It. Mix It. Eat It!</td>
<td>Mrs. Jami Farner</td>
<td>Addison</td>
<td></td>
</tr>
</tbody>
</table>

## Wednesday, March 7

<table>
<thead>
<tr>
<th>Breakout Session F</th>
<th>8:00-9:00 a.m.</th>
<th>Lead Presenter</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress: You Might Not Be Where You Want to Be, But You’re Not Where You Used to Be</td>
<td>Mrs. Tammy Burgess</td>
<td>Quorum Ballroom I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Revolutionary Tools to Transform At-Risk Youth</td>
<td>Mr. Jeff Dane</td>
<td>Mesquite I</td>
<td></td>
</tr>
<tr>
<td>The Probability of Possible</td>
<td>Mr. Jermaine White</td>
<td>Mesquite II</td>
<td></td>
</tr>
<tr>
<td>Why Schools Should Provide Systemic Social Skill Instruction—Learn How the Omaha Home for Boys Supports “Systems-Involved Students”</td>
<td>Mr. Jeff Hallstrom</td>
<td>Bent Tree Ballroom I &amp; II</td>
<td></td>
</tr>
<tr>
<td>CEO &amp; See Me Grow: Lifestyle Leadership for Exceptional Professional Outcomes</td>
<td>Dr. Billy Walker</td>
<td>Preston Trail I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Hats Off: Throwing Your Hat(s) in the Ring (A “Pep” Talk for Alternative Education in Rural Communities)</td>
<td>Mr. Barry Peppers</td>
<td>Salon A - B</td>
<td></td>
</tr>
</tbody>
</table>
BREAKOUT SESSIONS

<table>
<thead>
<tr>
<th>Session</th>
<th>Presenter</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Placements in Disciplinary Alternative Education Programs</td>
<td>Dr. Ivy Foss</td>
<td>Salon C - D</td>
</tr>
<tr>
<td>Self-Regulation Strategies in Communication Specific to High School</td>
<td>Mrs. Diana Warren</td>
<td>Salon G - H</td>
</tr>
<tr>
<td>Saving Ninth Graders—The Twilight School Answer</td>
<td>Mr. Nelson Horine</td>
<td>Salon I - J</td>
</tr>
<tr>
<td>Oh, Yes They Can! Alternative Students Can Achieve and Grow at High Levels</td>
<td>Mrs. Tabatha Taylor</td>
<td>Addison</td>
</tr>
<tr>
<td>Wednesday, March 7 Breakout Session G 9:15-10:15 A.m.</td>
<td>Lead Presenter</td>
<td>Room</td>
</tr>
<tr>
<td>Measuring Success—Accountability and Alternative Schools</td>
<td>Ms. Kirsten Plumeau</td>
<td>Quorum Ballroom I &amp; II</td>
</tr>
<tr>
<td>Class-Building and Pair-Building: Creating Buddies Not Bullies</td>
<td>Mr. Jeff Dane</td>
<td>Mesquite I</td>
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<tr>
<td>The Trauma-Informed Classroom: Practical Strategies for Regulating Students’ Brains</td>
<td>Mr. Joshua MacNeill</td>
<td>Mesquite II</td>
</tr>
<tr>
<td>Resilience Can Be Taught! Ten Tools to Motivate Any Student</td>
<td>Mr. Christian Moore</td>
<td>Bent Tree Ballroom I &amp; II</td>
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<tr>
<td>Tools, Tips, and Treasures for Meaningful Connections, Personal Competencies, SEL, IQ VS EQ</td>
<td>Mrs. Lori Lamb</td>
<td>Preston Trail I &amp; II</td>
</tr>
<tr>
<td>Student/Police/Community Dialogue Circles—Bridging the Gap in the Community</td>
<td>Mr. Tim Morrow</td>
<td>Salon A - B</td>
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<tr>
<td>Rural Schools Need Alternative Programs Too!</td>
<td>Mrs. Kristie Wilson</td>
<td>Salon C - D</td>
</tr>
<tr>
<td>Is This Reality TV or a School System?</td>
<td>Dr. Donita Cullen</td>
<td>Salon G - H</td>
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<tr>
<td>Shift Happens: Understanding and Implementing Multicultural Mindfulness</td>
<td>Ms. Tishara Jackson</td>
<td>Salon I - J</td>
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<tr>
<td>Engaging Social and Emotional Learning for the Next Generation</td>
<td>Ms. Kristen Hopkins</td>
<td>Addison</td>
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WANTED!
NAEA Newsletter Authors

The NAEA Electronic Newsletter is seeking author submissions.

- Substantive articles in alternative education, including but not limited to credit recovery, exemplary programs, career and technical education, parental involvement, best practices, service-learning, and good news
- Insights, viewpoints, and opinions of current issues related to alternative education, including but not limited to students at risk, curriculum, instruction, and assessment
- Research findings, theories, or interpretations in alternative education in both content areas and pedagogy
- Best practices of instruction in alternative programming

To see past newsletters as well as our submission guidelines, scan this QR code or visit our website at http://www.the-naea.org/NAEA/naea-newsletter
Tour #1: Transformation and Innovation Schools in Dallas ISD

Innovation, Design, Entrepreneurship Academy (IDEA) High School facilitates a personalized educational model, allowing students to learn what they need to know, when and how it’s best for them. There is a focus on teaching Next Generation Skills, like innovative thinking and collaboration that will help our students develop an entrepreneurial spirit. Teachers embed habits of entrepreneurship into their classes, ensuring students of today become the innovators of tomorrow. Teachers plan a personalized and rigorous curriculum to ensure all students have access to what they need, when they need it, and use technology to differentiate for students. Students learn at their pace—spending part of class working on their laptop with instruction that’s tailored to their needs, learning in small groups with their teacher, and working collaboratively with peers. Students are able to walk through their Learner Profile, clearly articulating their current coursework performance, goals, and their next steps.

CityLab High School is an inner-city high school where students use the city as a lab to engage with and explore the diverse social fabric and neighborhoods of Dallas. CityLab students will collaborate with organizations, institutions, and industry experts as they prepare for college and future careers in the fields of architecture, urban planning, environmental science, and public policy and community development. CityLab students will develop multidisciplinary understanding of the processes of the natural world, the built environment, and the social and economic systems of the city. Through real-world, hands-on projects, students will develop their critical thinking and creative problem-solving skills while focusing on character development and citizenship. Students will build new connections within the community and acquire the knowledge and skills needed to become the designers and planners of tomorrow’s city.

Tour #2: Yvonne A. Ewell Townview Center

The Yvonne A. Ewell Townview Center tour includes its six different schools. The mission of the School for the Talented and Gifted is to provide an environment in which the unique worth, dignity, and abilities of each individual are not only recognized but cultivated and celebrated as well. The School of Business & Management is for those who want to establish a successful business, run a major corporation, create their own fashion design, be a sports entertainment executive, or create the next best thing in animation or gaming. The School of Health Professions is dedicated to preparing students to function effectively in their community and the diverse global society by offering a balanced and rigorous academic and health-oriented education. Each day at the Rosie M. Collins Sorrells School of Education and Social Services, students and faculty members embrace the school’s mission of academic excellence. Judge Barefoot Sanders Magnet Center for Public Service: Government, Law, and Law Enforcement prepares students for college and the workforce and provides students the opportunity to explore careers in law, law enforcement, and government. The School of Science and Engineering is for students studying advanced topics in math and science through an academically rigorous program. They also are nurtured to maturity through language and liberal arts programs.

Tour #3: School Tour of Three Alternative Programs Located in Dallas ISD

This Dallas ISD school tour of alternative programs includes Irma Lerma Rangel Young Women’s Leadership School, W.W. Samuell Early College High School, and Bryan Adams Leadership Academy High School. Irma Lerma Rangel Young Women’s Leadership School is proud to be the first all-girls public school in Texas. Our mission is to provide young ladies in grades six through 12 with a global education that emphasizes mathematics, science, and technology in a rigorous preadvanced placement academic environment. W.W. Samuell Early College High School students spend their 9th- and 10th-grade years on the W.W. Samuell High School campus taking core courses. The 11th- and 12th-grade years are spent at Eastfield College. Students have the opportunity to earn up to 60 hours of free college credit by the time they complete high school. Bryan Adams High School’s core feature is that, in sophomore and senior year, all students will take part in a culminating portfolio defense of their leadership skills and academic achievements in front of a committee of educators and community leaders.

Tour #4: School Tour of Three Alternative Programs located in Dallas ISD

This Dallas ISD school tour of alternative programs includes George Bannerman Dealey Montessori, Sidney Lanier Expressive Arts Vanguard, and Dan D. Rogers Elementary School. George Bannerman Dealey Montessori is a school committed to academic excellence with an international focus for students in grades seven and eight. More than 40 countries and/or cultures are represented within our student body. Our program provides opportunities for students to acquire knowledge and skills needed to function productively in today’s interconnected world. Sidney Lanier Expressive Arts Vanguard’s students receive rigorous academic experiences in a workshop format as well as classroom instruction in a broad range of arts classes including general music, band, dance, orchestra, piano, theater, and visual arts. Dan D. Rogers’ mission is to provide a model to develop foundational skills in the lower grades (K-2) and a competency-based approach that supports college readiness and builds skills applicable to the real world in the upper grades (3-5). Our educational philosophy is grounded in our belief that all students have the right to receive a personalized education in a safe environment that recognizes their individual strengths, interests, motivations, and needs.
Workshop A: Youth Mental Health First Aid (YMHFA)  Mesquite I
Presented by Janet Watkins, YMHFA Instructor, Tennessee Department of Education
8:00 am–4:00 pm; Workshop is full day and includes workbook ($100 each)

Youth Mental Health First Aid (YMHFA) is a 7.5 hour public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents ages 12-18. In addition, it builds an understanding of the importance of intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. YMHFA training is designed for all youth-serving adults, including teachers, school staff, coaches, youth group leaders, parents, extended learning directors, and others.

Workshop B: Using Student Attendance to Build Districtwide Trauma-Informed Care  Mesquite II
Presented by John Hernandez, Director of Student Services, East Central ISD; and East Central ISD Team, San Antonio, TX
9:00 am–12:00 noon

East Central ISD has taken a districtwide approach in order to meet the traumatic needs of all students. Many of the students in ECISD are beyond at risk. As a result, EC Cares was created to reach students that are considered wounded and/or are affected by a traumatic event. Each attendee will receive a trauma indicator sheet along with the ECISD Community Resource Guide. Come explore the systems and processes implemented by East Central ISD on their road to becoming a trauma-informed district.

Workshop C: Tech Tools for 21st Century Teachers  Quorum Ballroom I & II
Presented by Sandra Fingall, EdD, McClarin Success Academy, GA; and Charlotte Mitchell, Paul B. West Middle School, Fulton County Schools, GA
9:00 am–12:00 noon

Enhance your 21st century skills! Learn how to utilize some free tech tools to engage students and increase learning. All apps presented are applicable to any subject and grade level. Be sure to bring a device. You will be downloading and using a few apps as part of the experience.

Workshop D: Unleash Your Program to Greatness: Getting It Right!  Bent Tree I & II
Presented by Denise Riley, MEd, and Ed Lowther, EdD, NAEA Board Members
9:00 am–12:00 noon

This session will provide you with the NAEA 15 Exemplary Practices. The practices have been put into a rubric that can be used for development, implementation, and self-evaluation of your program. The rubric will help you and your staff to join hands as you take your program from good to great and on to stardom. Alternative education cannot afford to settle for good enough or pretty good. At last, you will have an authentic assessment that has a range of criteria and not a single measure to help you evaluate your program’s performance. Come join us as we make alternative education shine bright as the bright star that it is.

Workshop E: Gallery Walk of Alternative Schools  Preston Trail I & II
Presented by Kathleen Chronister, EdS, NAEA Vice President
9:00 am–12:00 noon

Shop notable alternative schools from around the country. Each invited school will be showcasing one or two exemplary practices that they implement well. This is a great opportunity to informally meet other alternative school educators from around the country, learn about some of their best practices, ask questions, and take away some golden nuggets for your own school. Up to 16 different schools will be a part of this first annual NAEA Gallery Walk of Schools.
### Monday, March 5, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Contact Hours</th>
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</thead>
<tbody>
<tr>
<td>8:00 a.m. – 12:00 noon</td>
<td>School Tours 1-4</td>
<td>4.00</td>
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<tr>
<td>8:00 a.m. – 4:00 p.m.</td>
<td>Preconference Workshop A</td>
<td>7.00</td>
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<tr>
<td>9:00 a.m. – 12:00 noon</td>
<td>Preconference Workshops B - E</td>
<td>3.00</td>
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<tr>
<td>1:00 p.m. – 2:00 p.m.</td>
<td>Opening General Session</td>
<td>1.00</td>
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<tr>
<td>2:15 p.m. – 3:15 p.m.</td>
<td>Breakout Session A</td>
<td>1.00</td>
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<tr>
<td>3:30 p.m. – 4:30 p.m.</td>
<td>Breakout Session B</td>
<td>1.00</td>
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<tr>
<td>4:45 p.m. – 5:30 p.m.</td>
<td>Region Meetings</td>
<td>.75</td>
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<tr>
<td>6:00 p.m. – 8:00 p.m.</td>
<td>NAEA Reception</td>
<td>2.00</td>
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### Tuesday, March 6, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>8:45 a.m. – 10:00 a.m.</td>
<td>General Session—Mr. Reginald Beaty and Mr. Tony Owens</td>
<td>1.25</td>
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<tr>
<td>10:15 a.m. – 11:15 a.m.</td>
<td>Breakout Session C</td>
<td>1.00</td>
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<tr>
<td>11:30 a.m. – 12:30 p.m.</td>
<td>Breakout Session D</td>
<td>1.00</td>
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<tr>
<td>12:30 p.m. – 2:00 p.m.</td>
<td>Luncheon and Panel Discussion</td>
<td>1.50</td>
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<tr>
<td>2:30 p.m. – 3:30 p.m.</td>
<td>Breakout Session E</td>
<td>1.00</td>
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<tr>
<td>3:30 p.m. – 4:30 p.m.</td>
<td>NAEA Annual Meeting and Board Member Elections</td>
<td>1.00</td>
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### Wednesday, March 7, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Contact Hours</th>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Breakout Session F</td>
<td>1.00</td>
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<tr>
<td>9:15 a.m. – 10:15 a.m.</td>
<td>Breakout Session G</td>
<td>1.00</td>
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<tr>
<td>10:30 a.m. – 11:45 a.m.</td>
<td>Closing General Session—Dr. Darryl Adams</td>
<td>1.25</td>
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<tr>
<td>11:45 a.m. – 12:45 p.m.</td>
<td>Buffet Luncheon With Closing NAEA Conference Video</td>
<td>1.00</td>
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Up to 30.75 hours of professional development for total participation hours depending on individual state requirements.
WINNERS

1st
Rome Phoenix Performance Learning Center
Rome, GA
https://goo.gl/PXuY9c

2nd
CCAS
Jackson, MS
https://youtu.be/jMWZUR0pS4c

3rd
Daniel McKee Alternative School
Murfreesboro, TN
https://m.youtube.com/watch?v=huXAVXX-iAQ

HONORABLE MENTION

Canton Educational Service Center, Canton, MS
https://youtu.be/fvj4H7hwNks

Take Two, Ardmore, OK
https://youtu.be/veCS284jHM8

Alternative Learning Center, Austin, TX
https://youtu.be/StC2AsaM5pwsaMSpw

Peoria Flex Academy, Peoria, AZ
https://youtu.be/p4tc2FWkwKI

Monte Vista Online Academy, Monte Vista, CO
https://youtu/be/P-VyEUwEJE

Come join us during the
Opening General Session for
Student Video Awards Presentation

Monday, March 5
1:00 pm
Grand Ballroom
LEADERS ARE MADE NOT BORN: CREATING LEADERSHIP OPPORTUNITIES FOR THE EMPOWERMENT OF TEACHERS AND STUDENTS IN ALTERNATIVE SCHOOLS  [0401]
Strand:  Leading & Developing Successful Alternative Schools  
Location:  Quorum Ballroom I & II  
Presenter:  Mr. Mike Moran, Urbandale Community School District, Urbandale, IA

This presentation focuses on creating leaders by empowering teachers to lead in their classrooms and by empowering students to take a leadership role in their future. This is accomplished by committing to the philosophy of creating leadership opportunities and exploring positive decision making and its impact. Teachers lead by example and model leadership and work ethic while supplying classroom and school leadership opportunities to students. Students learn to think, plan, and lead for success.

BRILLIANT, BORED BOYS WITH NO B.A.D. (A BALANCED APPROACH TO DISCIPLINE)  [0402]
Strand:  Leading & Developing Successful Alternative Schools  
Location:  Mesquite I  
Presenters:  Mr. Todd Parker, Parker Education & Development, LLC, Conway, AR; and Dr. Candice Barnes, University of Central Arkansas, Conway, AR

B.A.D. is a behavior guidance framework designed based on three conceptual ideas intended to create a balance between negative and positive consequences to behavioral challenges and successes. This framework supports student achievement, positive culture and climate, increases family engagement and satisfaction, and supports for positive classroom routines and relationships.

THREE DIMENSIONAL SUPPORT FOR EDUCATORS  [0403]
Strand:  Social-Emotional Learning (SEL) Strategies  
Location:  Mesquite II  
Presenter:  Mr. Scott Bloomquist, Regional Office of Education, Winnebago, IL

Three-Dimensional Support is a framework to make decisions that will help leaders provide appropriate support to their staff and students based on identified behaviors.

DON’T JUST TALK ABOUT IT, BE ABOUT IT!  [0404]
Strand:  Leading & Developing Successful Alternative Schools  
Location:  Bent Tree Ballroom I & II  
Presenters:  Mrs. Valinda Jones and Mr. Justin Nolan, Franklin Pierce Schools, Tacoma, WA

Through action, GATES High School has been able to reduce student suspensions by 90% and more than double our graduation rate. As a high-poverty school, we don't select our students, rather they are referred because they are failing in other systems. We have gone from being known as the school where “bad kids go,” to the school where “kids can get back on track and graduate.” We will tell you exactly how we got here and share ideas that can be replicated in any school.

COMBATTING THE OPIOID EPIDEMIC, PROVIDING INFORMATION AND SUPPORT FOR ALL  [0405]
Strand:  Wraparound Services & Restorative Justice  
Location:  Preston Trail I & II  
Presenters:  Mrs. Lori Lamb, Arkansas Department of Education, Little Rock, AR; Mrs. Maria Hoskins, Federal Bureau of Investigation, Little Rock, AR

Chasing The Dragon, Strategic Federal and State Agencies working together to create solutions…The FBI worked together with state agencies in creating an event that captured more than 25,000 students in one day. Arkansas Association of Alternative Educators and ADE provided strong support in reaching students and families for this event. FBI, AAAE, and Department of Education personnel will be providing the details to help all other states and other countries unite to join the battle.
PERSONALIZED LEARNING IN AN ALTERNATIVE SCHOOL OFFERING CHOICE THROUGH DIGITAL TOOLS [0406]
Strand: Specialized Instructional Approaches
Location: Salon A - B
Presenters: Mrs. Tashema Atkinson, Mrs. Ashely Ellis, and Mrs. Kerry Shorr, Independence High School, Alpharetta, GA

This session is designed to help teachers transform a classroom from a highly structured environment to more student-centered learning where students take ownership and personalize their education. The main focus will be on providing teachers a variety of instructional and assessment strategies that offer “choice” through rigorous, engaging, personalized learning experiences. The session will present a series of digital tools that support personalization.

BREAKING THE CEILING: USING DATA TO EFFECT CHANGE [0407]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon C - D
Presenters: Mrs. Dawn Parker and Ms. Reosha Bush, Alonzo A. Crim Open Campus High School, Atlanta, GA

This presentation aims to provide a case study on how Alonzo A. Crim Open Campus High School became the “Spotlight School of the Year” for the Georgia Alternative Education Association for 2017. Using Professional Learning Committee Protocols, Data Analysis Protocols, and Harvard’s Data Wise Process we saw increases in attendance, academic performance, and graduation rates leading to school success and increased community partnerships.

SHARK TANK! STUDENT BODY SWIMS WITH THE SHARKS AS THEY EXPERIENCE ENTREPRENEURSHIP AS A TWO-WEEK, WHOLE SCHOOL PROJECT! [0408]
Strand: Curriculum & Instruction for Alternative Schools
Location: Salon G - H
Presenters: Mrs. Tomee Pace and Mr. Travis Spackman, Mountain High School, Kaysville, UT

Welcome to SHARK TANK! Entrepreneurship was our theme. Students were divided into company teams and given the task of starting a business complete with a product/service, logo, slogan, commercial, marketing ideas, and business plan. At the end of the week the companies pitched their ideas to sharks and asked for their investment. Students learned about entrepreneurship, finance, economics, marketing, and related topics. The company at the end of the week with the most money won!

Please support our Exhibitors by visiting their booths!

Refreshment breaks will be available:

Monday: 2:00 p.m.
Tuesday: 10:00 a.m.

Exhibits will be open throughout the conference and during continental breakfasts as well.
RESTORATIVE AND ACTION-BASED LEARNING INTERVENTIONS FOR ELEMENTARY ALTERNATIVE PLACEMENT  [0409]
Strand: Programming for K-8 Students
Location: Salon I - J
Presenter: Mrs. Meghan Guion, Spring Branch ISD, Houston, TX

Turnaround Opportunity Through Active Learning’s (TOTAL) mission is to collaborate our work with every student’s home campus and family system to create skills for lifelong learning, independence, and effective transition plans. TOTAL works with students using a variety of strategies including, but not limited to active learning, self-regulation, restorative practices, and goal setting with a continued commitment to academic rigor.

A MODEL FOR ENGAGING LATINO STUDENTS AND PARENTS  [0410]
Strand: Leading & Developing Successful Alternative Schools
Location: Addison
Presenter: Mr. John Gatica, Informative Solutions, Plainview, TX

The presentation provides comprehensive strategies that give insight into the engagement of individuals including Latino students, Latino parents, and academic teachers in an alternative setting. The session will speak to obstacles that are present in the dynamics of working with Latino students while providing solutions that allow campus organizations to overcome these obstacles. The presentation will speak to attendees through the lens of a practitioner.

Come enjoy some networking at the

NAEA Conference Reception
Monday, 6–8:00 p.m.
Vista Ballroom

This complimentary reception is for registered participants. Guests or family members must purchase tickets for admission. Tickets are $15 and may be purchased at Conference Registration.

Conference participants must show name badge with sticker for guests to enter the reception.
2018 Exhibitor Listing

Academic Advocates/ SOS Education Services
Lori Bitar
5255 Zachary Grove Apt. S104
Colorado Springs, CO  80919
202-810-3318
www.loribitar.com

The Cypress Initiative
Brooke Wheelon-Reece
913 S. Parsons Avenue, Suite C
Brandon, FL 33511
813-662-6920
brookr@cypressinitiative.org

Apex Learning
Tanya Tovar-Rabatte
1215 Fourth Avenue, Suite 1500
Seattle, WA 98161
206-381-5666
Tanya.Tovar-Rabatte@apexlearning.com

Emotional Literacy
John Hawkins
5851 Jackson Drive
San Diego, CA  90212
323-377-9617
awesomebizcoach@gmail.com

Dangers of the Mind, LLC
Kristen Hopkins
www.dangersofthemind.com
Twitter:@Dangerofthemind
404-536-8732
kristen@dangersofthemind.com

Edgenuity
Marcia Willson
8860 E Chaparral Road
Scottsdale, AZ 85250
480-423-0118
marcia.willson@edgenuity.com

National Alternative Education Association (NAEA)
Pamela Bruening
2431 Carlton Way
Macon, GA. 31204
239-289-3050
pam.bruening@gmail.com

Lakeside
Joshua MacNeill
1350 Welsh Road, Suite 400
North Wales, PA 19454
215-738-1818
jmacneill@lakesidelink.com

National Dropout Prevention Center/Network
Debra Andrews
713 E. Greenville Street, Ste. D, #108
Anderson, SC  29621
864-642-NDPC
ndpc@dropoutprevention.org

OdysseyWare
Kat Meyer
300 N. McKemy Ave.
Chandler, AZ  85226
877-795-8904
kmeyer@odysseyware.com

StrongMind
Dan VanDusen
2501 N. Arizona Avenue
Chandler, AZ
408-304-5274
dan.vandusen@strongmind.com

Stephanie's Selections
Stephanie Nievar
1209 N. W. 14th Place
Moore, OK  73170
405-361-2200
steffemsokla@hotmail.com

The Initiative

24th Annual Conference on Alternative Education
Joining Hands Toward One Destiny
CREATING A MOTIVATING AND ACADEMIC SAFE HAVEN FOR STUDENTS IN ALTERNATIVE SCHOOL PROGRAMS [0501]

Strand: Leading & Developing Successful Alternative Schools
Location: Quorum Ballroom I & II
Presenter: Dr. Tina Herrington, Grenada School District, Grenada, MS

Participants will be provided with valuable insight on how an alternative school program, located in the Southern Region of the United States, is designed to provide students with a supportive learning environment intended for them to academically excel. Moreover, participants will gain insight on various ways to boost the morale of less motivated students in alternative settings while strategically addressing academic and behavior deficits.

“WELCOME HOME”—ESTABLISHING A CULTURE WHERE STUDENTS FEEL AT HOME AT SCHOOL WHEN THEY ARRIVE AND IN THEIR COMMUNITY WHEN THEY LEAVE [0502]

Strand: Leading & Developing Successful Alternative Schools
Location: Mesquite I
Presenter: Ms. Michele Markovich, Main Street Academy, Siloam Springs, AR

We are all searching for connection. The Commission on Children at Risk (2003) concludes that the need to connect is hardwired. How can we connect to our students, their families, and their community? Connect with Main Street Academy to share ideas and strategies.

C.H.O.I.C.E.S. [0503]

Strand: Interventions & Formative Assessment
Location: Mesquite II
Presenter: Mr. Burt Whaley, Perception Loop Consulting, Lone Jack, MO

This session addresses students who struggle in school. These struggling students must make the changes. The CHOICES (Changing Habits of Individual Choices & Experiencing Success) curriculum guides students through the change process by incorporating Trauma-Informed Care strategies that enable the student to gain a new and positive perception.

FIVE TIPS FOR TEACHING SOCIAL MEDIA MARKETING [0504]

Strand: Specialized Instructional Approaches
Location: Bent Tree Ballroom I & II
Presenter: Mr. Adam Pace, Stukent, Inc., Rexburg, ID

Come learn how educators can keep up with the world of social media marketing. We will discuss industry experts to follow, current platforms that are relevant, curriculum and resources that are continuously updated, and a simulation for students to practice in.

ESTABLISHING A RESTORATIVE MINDSET IN PA AEDY PROGRAMS [0505]

Strand: Wraparound Services & Restorative Justice
Location: Preston Trail I & II
Presenters: Ms. Dana Klouser, PA Department of Education, Harrisburg, PA; and Ms. Michelle Nutter, PA Center for Safe Schools, Camp Hill, PA

The idea of removing “disruptive youth” from regular education settings is rooted in a punitive reaction to separate “bad” students from “good” students. The PDE AEDY Team works to ensure that AEDY programs provide supportive environments where students receive interventions and behavior assessments/plans to help them see the why behind reason(s) for placement, address triggers, and replace negative behaviors. In order to achieve these changes, students connect positively to program staff.
LIBERATING THE LEADER IN EVERY STUDENT! [0506]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon A - B
Presenter: Ms. Michele Rupe, Gates High School, Tacoma, WA

In 2011, Gates High School began a leadership program called the NLC. The mission of the NLC is to “create a school environment in which ALL students feel safe, respected, valued, acknowledged, and proud to be part of their campus community.” We believe all students can learn the skills to become effective leaders in their classes, on their campus, and in their communities. We use the Student Leadership Challenge, a research-based leadership development program, to guide us.

SMALL COMMUNITY, BIG CHANCE [0507]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon C - D
Presenters: Mr. Scot Aden, Cherokee Community School District, Cherokee, IA; Ms. Elizabeth Sutherland, Glenwood Community School District, Glenwood, IA

Often at-risk students in small communities and sole practitioners in alternative programs feel tremendously isolated. Through program revitalization, community services connection, and statewide networking, smaller programs find big opportunities. Presented by representatives of the Iowa Association of Alternative Education, this session will explore the establishment of family outreach groups in two Iowa communities.

CULTIVATE CIVILITY IN THE CLASSROOM [0508]
Strand: Social-Emotional Learning (SEL) Strategies
Location: Salon G - H
Presenters: Dr. Candice Barnes, University of Central Arkansas, Conway, AR; and Mr. Todd Parker, Parker Education & Development, LLC, Conway, AR

This presentation is designed to engage participants in the Model of Influence to teach social and emotional skills through project-based and service-learning.

FIVE TRANSFORMATION CLASSROOM MANAGEMENT TOOLS [0509]
Strand: Curriculum & Instruction for Alternative Schools
Location: Salon I - J
Presenters: Mr. Alex Robson, Gwinnett County School, Atlanta, GA; and Mr. Chris Paul, Gwinnett County Public Schools, Lawrenceville, GA

Alex and Chris will present five tools that lay the foundation for their classrooms. The presentation will include information on five key topics: deescalation, active teaching, relationship building, procedures and protocols, and consistency. With these five tools, Alex and Chris will explain in concrete terms how they have success with students at alternative schools. Watch Alex and Chris demonstrate how they teach students that break rules to become the future leaders and innovators of America.

#SECRETMONSTERS [0510]
Strand: Social-Emotional Learning (SEL) Strategies
Location: Addison
Presenters: Ms. MacKenzie Ellis, Ms. Carissa Wingate, and Ms. Dakota Milloway, Canyon ISD, Amarillo, TX

Mental health issues are secret monsters many students battle. For teachers, principals, and administrators we will dive into what diagnoses are most common among students, warning signs, protective factors, effects of trauma, intervening, and simply just noticing. When we address these secret monsters, bring them to light, and fight them with the right weapons they lose their power and can be defeated, or at the very least tamed.
Reggie was a difficult-to-reach youth growing up in his hometown of Atlanta, GA. Beaty found out, early on, the critical role that mentors play in a youth's life. He was expelled from school at 14, ran with gang-oriented crowds, carried weapons, and was ultimately incarcerated. Beaty found a mentor in Bobby Garrett, director of West End Academy, a nontraditional school in the Communities In Schools (CIS) of Georgia system. As a result of Garrett’s intervention, Beaty graduated from West End Academy, earned a bachelor's degree from Stillman College, and a Master’s in Aerospace Education from Middle Tennessee State University. Beaty then built a stellar 20-year career in the United States Army, rising to the rank of Lieutenant Colonel. President George W. Bush presented Beaty with the Leo A. Codd national "Instructor of the Year" title for all colleges and universities. Beaty also earned the "Civic Man of the Year" award for his work with youth in Oklahoma. For 10 years Beaty served as Chief Operating Officer with Communities In Schools of Georgia, where he helped to build the nontraditional schools Performance Learning Centers and Georgia’s graduation coaches initiative.

Tony has devoted more than 21 years of his life to working with difficult-to-reach youth. He is a proven educator and administrator, having successfully directed alternative schools and social programs that address students in at-risk situations. Owens earned his bachelor’s degree from Clark Atlanta University. He is recognized for his development and implementation of programs for difficult-to-reach youth which emphasize improving attitudes, self-esteem, setting goals, expanding comfort zones, and preparing for reentry into mainstream settings. Owens spent a bulk of his career directing, coordinating, and overseeing schools/programs with Communities In Schools of Atlanta and the state of Georgia.
WHY DOES COMPUTATIONAL FLUENCY COUNT THE MOST IN ALTERNATIVE EDUCATION? [0901]
Strand: Interventions & Formative Assessment
Location: Quorum Ballroom I & II
Presenter: Ms. Kathy Robinson, Schoolware, Inc., Durant, OK

High school dropouts commit 75% of crimes in America and 7,000 will drop out today. Only 1 in 10 college students can pass a basic multiplication test causing alarm among math professors. In alternative education, the rate is much higher. Imagine if you will, the potential good computational fluency can do for students in alternative education.

FINDING THE S.P.A.R.K. IN ALL STUDENTS: SPEAKING TO THE POTENTIAL, ABILITY, AND RESILIENCE INSIDE EVERY KID [0902]
Strand: Social-Emotional Learning (SEL) Strategies
Location: Mesquite I
Presenters: Mrs. Brooke Wheeldon-Reece and Mrs. Ashley Hunt, The Cypress Initiative, Brandon, FL

There is a S.P.A.R.K. within every human being, regardless of their circumstances, that cannot be damaged. This SPARK is the birthplace of resilience, well-being, common sense, intelligence, solutions, creativity, and innovation. Students and educators alike are up against outside circumstances that seemingly get in the way of their maximum potential. This presentation will explore how natural resilience is uncovered when youth and the adults who serve them find their own SPARK.

READING FOR MEANING—FLUENTLY [0903]
Strand: Interventions & Formative Assessment
Location: Mesquite II
Presenter: Mrs. Kim Whaley, Read Naturally, Tyler, TX

Learn how to develop fluency, support vocabulary, and promote comprehension by combining three powerful, research-based strategies: teacher modeling, repeated reading, and progress monitoring.

WHAT ELSE WORKS: SUPPORTING LOW SOCIOECONOMIC STUDENTS IN OUR SCHOOLS [0904]
Strand: Specialized Instructional Approaches
Location: Bent Tree Ballroom I & II
Presenter: Dr. Marcus Scott, Dallas Independent School District, Dallas, TX

This session will review how supportive environments, coupled with intrinsic motivation, self-developed strategies, and self-regulatory habits, aided urban low socioeconomic students to course completion in an online blended learning classroom environment.

BUILDING COOPERATION AND UNDERSTANDING OF AE/WITH LEGISLATIVE SUPPORT [0905]
Strand: Leading & Developing Successful Alternative Schools
Location: Preston Trail I & II
Presenters: Mrs. Lori Lamb, Dr. C.W. Gardenhire, and Ms. Deborah Bales, Arkansas Department of Education, Little Rock, AR

National research and state implementation have built strong systems of support in Arkansas for alternative education. The interventions are strategically aligned with Exemplary Practices, NDPN, and supported with law, rules, regulations, guidance, PD, monitoring and funding. Learn the process, share the success on behalf of more than 10,000 students annually. Hear from AR Legislators, ADE, Board Members and personnel as they share the positive outcomes, development + accountability challenges.
HEROES OF THE TRADE, BUILDING STATE ASSOCIATION SUPPORT [0906]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon A - B
Presenters: Mrs. Patti Bono, Arkansas Association of Alternative Educators, Hot Springs Village, AR; Ms. Judith Davis, Arkansas Association of Alternative Educators, Arkadelphia, AR; Mr. Brad Bateman, Arkansas Association of Alternative Educators, Little Rock, AR; Mrs. Karen Coomer and Mr. Jon Wellman, Arkansas Association of Alternative Educators, Piggot, AR

State associations become the foundation of strong partnerships in every state as they support education and students in alternative education. Leadership through legislative attention and support will be discussed in helping states develop positive education and graduation opportunities for all students. Capitol Day, regional meetings, workshops, annual conferences, strengthened memberships, and much more will be shared, discussed, and available during this session.

UNPACKING THE “EMOTIONAL SUITCASE”— HELPING YOUNG LADIES COPE WITH AND PROCESS EMOTIONAL DRAMA [0907]
Strand: Social-Emotional Learning (SEL) Strategies
Location: Salon C - D
Presenter: Ms. Tierica Berry, A Woman’s Standard, Decatur, GA

When young women do not have a healthy way of processing emotions, suppression tends to be the solution, which results in all sorts of at-risk behavior. This emotional development workshop is designed to equip educators with strategies to help ladies cope with emotional trauma and unpack their “Emotional Suitcases.”

A MULTICOUNTY/MULTIDISTRICT PROGRAM MODEL: SUCCESSFUL DAEP/JJAEP WRAPAROUND SERVICES AS A RESTORATIVE PRACTICE [0908]
Strand: Wraparound Services & Restorative Justice
Location: Salon G - H
Presenters: Mrs. Angela Garcia, Floresville Independent School District, Floresville, TX; and Mrs. Neva Schmidt, Karnes-Wilson County Juvenile, Karnes City, TX

In this session participants will learn about how LEAs and the Juvenile Justice Departments can maximize services for students by working collaboratively together, as well as with partnering with other nonprofit agencies, to provide comprehensive wraparound services. Services to be discussed are: family preservation, truancy prevention, Positive Action, Teen Court, Connections Individual & Family Counseling, Elite Boot-Camp, Ropes, and a variety of other resources and services.

ALTERNATIVE EDUCATION IN THE ONE-ROOM SCHOOLHOUSE—RURAL ALES [0909]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon I - J
Presenters: Mrs. Shannon Warren, Scranton Opportunity School; and Mr. Mark Siebenmorgen, Scranton Public High School, Scranton, AR

Rural schools have a unique opportunity to meet the needs of students in need of services. Discover how a small, rural ALE can help students “Join Hands Towards One Destiny.”
THE LIFE CHANGING POWER OF ABUNDANT READING  [0910]
Strand: Specialized Instructional Approaches
Location: Addison
Presenter: Dr. Jan Bryan, Renaissance, Flower Mound, TX

Wide abundant reading is the surest route out of poverty (Queenan, 2009). It is also the great equalizer. In this session, analyze how our brains physically restructure when we learn to read, and why that matters. Understand how reading builds vast reservoirs of background knowledge and vocabulary to support learning across content areas. Review U.S. and global data regarding reading achievement and life attainment. Identify the explicit connection between vocabulary and job advancement. Experience strategies for reading instruction. Demonstrate the transformative power of reading, and leave knowing that reading radically changes everything (Schmoker, 2011).

Your partner in K–12 online learning solutions
Our online courses and learning solutions support teachers and administrators in doing what they do best, unlocking student potential and transforming schools.

Refreshment breaks will be available:
Monday: 2:00 p.m.
Tuesday: 10:00 a.m.

Exhibits will be open throughout the conference and during continental breakfasts as well.
FOSTER INDEPENDENCE, SELF-MOTIVATED LEARNING, AND THE SAFETY OF A DIGITAL SPACE [1001]
Strand: Specialized Instructional Approaches
Location: Quorum Ballroom I & II
Presenter: Ms. Kathy Robinson, Gabbart Communication, Durant, OK

Empower students attending alternative education classes with WISDOM LMS. The WISDOM LMS allows students to learn anywhere and anytime. Virtual learning accommodates busy work and life schedules while helping students refocus their energy, stay on task, and become more goal oriented with WISDOM LMS.

BAT (BONDING AND TRAINING) [1002]
Strand: Social-Emotional Learning (SEL) Strategies
Location: Mesquite I
Presenter: Mrs. Lyn Taylor, Dyersburg City Schools, Dyersburg, TN

Dyersburg City Schools’ BaT (Bonding and Training) embeds a program of training and caring of rescue dogs, which enhances the quality of the students’ education and lives. BaT provides psychological or physiological therapy to students, as well as staff, on a daily basis.

FOUNDATIONAL READING SKILLS [1003]
Strand: Interventions & Formative Assessment
Location: Mesquite II
Presenter: Mrs. Kim Whaley, Read Naturally, Tyler, TX

Students must develop the foundational skills necessary to become proficient readers. Participants will learn the predictors of reading success and how to implement effective, research-based strategies to accelerate reading development.

UNDERSTANDING A HIGH-PERFORMING CULTURE AND CLIMATE [1004]
Strand: Leading & Developing Successful Alternative Schools
Location: Bent Tree Ballroom I & II
Presenters: Mr. Reginald Beaty and Mr. Tony Owens, Foundation for Educational Success, Fayetteville, GA

The basic foundation for educational success is a “High-Performing School Culture & Climate.” The concept of school climate is particularly important when establishing a school improvement plan. Changing structures and processes without establishing a functional school climate can lead to school/student failure. School failure can be credited in large part to a lack of understanding about the importance of school climate and its impact. Schools with students who feel safe and encouraged have a higher success rate than those who do not.

SOCIAL EMOTIONAL LEARNING (SEL)— REAL OR FOOL’S GOLD [1005]
Strand: Curriculum & Instruction for Alternative Schools
Location: Preston Trail I & II
Presenter: Mr. Dennis Henegar, Leaps from the Life Excelerator, Inc., Austin, TX

What is SEL? Suddenly, it seems that SEL is the next great solution for all that challenges schools and school districts today. But is it really another overhyped fad that will gradually fade out of existence. In this session, we will address the challenges and opportunities of pursuing a SEL solution. What should you expect from an SEL program? How do you know if a program is truly evidence-based? How can you know if an SEL implementation is living up to its promise? What are the key metrics? How can we load teachers with one more thing to do?
DE-ESCALATION AS A MEANS OF EMPOWERMENT [1006]
Strand: Social-Emotional Learning (SEL) Strategies
Location: Salon A-B
Presenters: Mr. Sam Fleischman, Pinnacle Behavioral Health, Huntsville, AL; and Mr. Bo Wolfe, Elk River Treatment Program, Huntsville, AL

The objective of this presentation is to demonstrate the importance of validating the emotions of a person in crisis and to empower them to problem solve in order to regain control. We will discuss how the typical empathetic approach to de-escalation is problematic and disempowering. This presentation will illustrate the importance of validation to show the person in crisis that there is a common goal. We will demonstrate how to empower a person in crisis to make the most beneficial choice in regards to their situation. The structure of this presentation will be a combination of lecture and discussion.

FORCED IN ALTERNATIVE SCHOOL: RISE UP [1007]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon C - D
Presenter: Dr. Lana Foster, Echols County Schools, Lake Park, GA

“Forced In Alternative School: Rise Up” is a sentence many of our alternative educators were given; however, Dr. Foster will tell you how she turned her sentence around and how to rise up and above this, because it’s not about your employer, administrators, and/or the school, but the students in your program.

LET’S GET ZEN! USING “MINDFULNESS” TO BUILD STUDENT CAPACITY FOR A RESTORATIVE COMMUNITY [1008]
Strand: Wraparound Services & Restorative Justice
Location: Salon G - H
Presenters: Dr. Coby Davis and Mr. Alonzo Terrell, Archer Learning Center, Springdale, AR

Archer is in its third year of using restorative dialogs to support teachers and student behavior. This year the staff has “Mindfulness” to support students’ ability to adequately process difficult situations. Mindfulness can be used to build capacity for students in need of skills to self-regulate and improve communication. This session will share an overview of Mindfulness and how it has been integrated into Archer’s restorative community and share benefits to building a truly restorative community.

REINVENTING YOUR ALTERNATIVE HIGH SCHOOL [1009]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon I - J
Presenters: Mr. Joe Kalvoda, Ms. Leslee Webb, and Mr. Cory Volk, South Central High School, Bismarck, ND

In May of 2015, the staff of our school set out to recreate our program. By following our mission statement to “Educate, Support and Care for each student,” we came up with five initiatives that have profoundly changed the way we approach our alternative education students: positive attendance, flex scheduling, advisor/advisee program, positive community relations/collaboration, and being trauma informed. Come and see what we did to make a profound change in our students lives.

DESIGN PROCESS FOR SYSTEMATIC ALTERNATIVE EDUCATION [1010]
Strand: Leading & Developing Successful Alternative Schools
Location: Addison
Presenters: Dr. Ed Klein, Chardon Local Schools, Chardon, OH; and Mr. Doug Murray, Chardon High School, Chardon, OH

Participants will review the design process for systematic organizational improvement and analyze systems of credit recovery. Presenters will provide an overview of the design process used at Chardon High School, articulating the purpose, collaborating with stakeholders, and bringing change to fruition, all while empowering students and staff, and reinforcing values.
12:30 p.m. - 2:00 p.m.

**LUNCHEON**
Room: Grand Ballroom

**WELCOME AND INTRODUCTION OF NAEA DIRECTORS**
Dr. Pam Bruening, NAEA President

**PANEL DISCUSSION**

How do we prepare our adjudicated youth with the skills to rebuild their lives and prepare them for the challenges and demands they will face reentering society? In this work session we will hear how educational leaders from correctional facilities across the nation, with the support of K-20 educational partnerships, state and local businesses, and community agencies work together to provide optimal training and experience for their “assigned” young people to become productive citizens.

**FACILITATOR**
Ms. Sylvia Hooker, CEO, Center for Transformational Teaching and Learning

**PANELISTS**

- Dr. Avery Niles
  Commissioner, GA Dept. of Juvenile Justice

- Ms. Jean Lee
  Assistant Superintendent, Georgia Preparatory Academy (GA DJJ)

- Ms. Marketa Johnson
  Superintendent, Cottrell Halfway House, Dallas Department of Juvenile Justice

- Ms. Julie Orange
  Director of Education for the Florida Department of Juvenile Justice

- Ms. Carrie Elizabeth Hooker
  Founder, Broken Crayons STILL Color, LLC

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we’re heading south in 2019!

25th Annual NAEA Conference
Tampa, FL
### OPERATION TURNAROUND: CHANGING FACES IN DJJ INSTRUCTIONAL APPROACHES  [1201]

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<th>Strand:</th>
<th>DJJ &amp; Residential Youth Programs</th>
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<tr>
<td>Location:</td>
<td>Quorum Ballroom I &amp; II</td>
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<tr>
<td>Presenters:</td>
<td>Dr. Angela Burse and Dr. Beverly Harris Coleman, Department of Juvenile Justice, Locust Grove, GA</td>
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This session is designed to offer a snapshot of how juvenile education has received a facelift over recent years. It details what teaching strategies and instructional models have propelled our youth forward. As the plight continues to challenge us to prepare our youth to be successful we are hopeful that our efforts will open doors and a true “Turnaround” will be evident.

### BECOMING A S.E.L. HERO [1202]

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<th>Strand:</th>
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<td>Mesquite I</td>
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<td>Presenter:</td>
<td>Ms. Lori Bitar, SOS Education Services, Ft. Lauderdale, FL</td>
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Being a teacher can be isolating. We know that sometimes you need a morale boost, some reassurance that what you do matters, and some fun ideas for personal and professional development. In this session, you will gain new strategies for you and your students in Social Emotional Learning.

### YOUNG MEN OF PURPOSE—A COMPLETE MENTORING GUIDE FOR DEVELOPING SUCCESSFUL YOUNG MEN [1203]

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<tr>
<td>Location:</td>
<td>Mesquite II</td>
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<tr>
<td>Presenter:</td>
<td>Mr. Roy Dobbs, Young Men of Purpose Mentoring LLC, Indianapolis, IN</td>
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Mentoring has a profound impact on male students and the positive bond that is formed between a mentor and a mentee is life changing. The presenter, Roy Dobbs, will model best practices for mentoring male students while leading attendees through mentoring conversations and in activities through a school-based mentoring program or advisory class. Attendees will gain confidence in their ability to mentor and positively impact the lives of their male students.

### FACES OF CHANGE: EFFECTIVE STRATEGIES AND INTERVENTIONS FOR AT-RISK YOUTH  [1204]

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<tr>
<td>Presenters:</td>
<td>Mr. Reginald Beaty and Mr. Tony Owens, Foundation for Educational Success, Fayetteville, GA</td>
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When confronted with the fallout of childhood trauma, why do some children adapt and overcome, while others bear lifelong scars that flatten their potential? A growing body of evidence points to one common answer: Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult. “Resilience depends on supportive, responsive relationships and mastering a set of capabilities that can help us respond and adapt to adversity in healthy ways,” says Shonkoff, director of the Center on the Developing Child at Harvard. “It’s those capacities and relationships that can turn toxic stress into tolerable stress.”

### UTILIZING THE 21 ATTRIBUTES OF 21ST CENTURY LEADERSHIP  [1205]

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<th>Strand:</th>
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<td>Location:</td>
<td>Preston Trail I &amp; II</td>
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<td>Presenter:</td>
<td>Dr. Darryl Adams, DrDarrylAdams.com, Alta Loma, CA</td>
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Dr. Adams is a 21st Century Leader and believes that 21st Century Leaders effectively model and use 21 leadership attributes, styles, and digital-age skills to communicate, inspire, motivate, and lead cohesive teams and organizations to success. From his own personal experience, Dr. Adams will share how vision, trust, love, collaboration, and openness can help individuals, schools, and organizations reach their goals!
EFFECTIVE DROPOUT PREVENTION PRACTICES IN SECONDARY TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES  [1206]
Strand: Interventions & Formative Assessment
Location: Salon A - B
Presenter: Ms. Gloria Howell, Colorado Department of Education, Denver, CO

Explore dropout prevention strategies in the Taxonomy for Transition Programming 2.0, a model for planning, organizing, and evaluating transition education, services, and programs which brings in the latest literature regarding predictors of postschool success, strategies to increase graduation and reduce dropout, school climate, and vocational rehabilitation services focused on fostering successful transition of youth with disabilities in college and careers.

JOINING HANDS WITH THE COMMUNITY TO HELP STUDENTS REACH THEIR FULL POTENTIAL  [1207]
Strand: Specialized Instructional Approaches
Location: Salon C - D
Presenters: Ms. Deborah Bales, Arkansas Department of Education, Melbourne, AR; and Mr. Jeff Kincade, Mountain Home Public Schools-Guy Berry, Mountain Home, AR

When working with at-risk youth, it is all hands on deck. Schools can provide students with positive supports and experiences, but when schools join hands with community resources such as businesses, nonprofit agencies, government offices and programs, etc., the possibilities are endless. Learn how alternative education programs in Arkansas are doing this and seeing great results in the areas of attendance, grades, attitude, discipline referrals, and student self-esteem and self-worth.

TWO STATES, TWO PROGRAMS: THE MISSION IS THE SAME  [1208]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon G - H
Presenters: Ms. Dana Klouser, PA Department of Education, Harrisburg, PA; Ms. Lori Lamb, Arkansas Department of Education, Greenwood, AR; Ms. Michelle Nutter, Center for Safe Schools, Camp Hill, PA; and Dr. C.W. Gardenhire, Arkansas Department of Education, Beebe, AR

Though they are miles apart and operate under different laws and guidelines, they have many things in common. Come listen and be part of the discussion in a cross collaboration between states. The state of Arkansas and commonwealth of Pennsylvania will present how different yet how similar they are.

NAEA Annual Meeting of Membership and NAEA Elections
Tuesday, March 6
3:30–4:30 pm
Grand Ballroom
Meet the Candidates
USING SWPBIS AND A FAMILY MODEL TO CREATE AN AMAZING SCHOOL AND CULTURE  [1209]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon I - J
Presenters: Mr. Jeremy Angus and Mr. Michael Nale, CLASS Academy, Baden, PA

CLASS Academy has transformed itself from closing its doors into a thriving education program serving Southwestern PA in just three years. Learn how school leadership, on a next to nothing budget, has taken an innovative and exciting approach to make this happen through the full integration of SWPBIS to the addition of full arts programming.

THINK IT. TEACH IT. MIX IT. EAT IT!  [1210]
Strand: Curriculum & Instruction for Alternative Schools
Location: Addison
Presenters: Mrs. Jami Farner and Mrs. Cheryl Richards, Mountain High School, Kaysville, UT

This session discusses the use of scientific investigation in a Food Science curriculum, applying 21st century skills in the kitchen and classroom. The process leads students from the paradigm of “I don't know, tell me how,” to “I don't know, but I'll find out how.”
National Alternative Education Association (NAEA)  
New England College (NEC)

Through an exciting and innovative educational partnership, New England College (NEC) and the National Alternative Education Association (NAEA) are pleased to offer NAEA members high quality, personalized, online graduate level courses and degree programs.

The NEC/NAEA Alternative Education Leadership Program includes NEC’s Masters of Education degree (M.Ed), Certificate of Advanced Graduate Study (CAGS) programs, and its Doctorate of Educational Leadership.

- Courses for the Certificate in Alternative Education will incorporate NAEA Exemplary Practices.
- Accepted, matriculating students in the NEC/NAEA Alternative Education Leadership Program are eligible to apply for student financial aid.
- NAEA members will receive a discount on the per credit cost for certificate courses.
- All courses will be offered online during NEC’s normal seven-week term schedule.

For information, visit: http://www.the-naea.org/NAEA/NEC

Come see all we have to offer!  
Visit our website.

NATIONAL DROPOUT PREVENTION CENTER/NETWORK

The goal of the National Alternative Education Association (NAEA) is to provide advocacy and support for professionals who work on behalf of children and youth receiving alternative education services. The mission of the National Dropout Prevention Center/Network (NDPC/N) is to increase graduation rates through research and evidence-based solutions.

“The NDPC/N is excited about our partnership with the many like-minded members of NAEA. Through our work together, we can broaden dropout prevention, remediation, and recovery resources and increase distribution of those resources so that even more practitioners and other stakeholders have access to cutting-edge research, information, and opportunities for collaboration. The opportunities for collaboration are tremendous and I look forward to exploring them as the NDPC/N continues our mission to increase graduation rates through research and evidence-based solutions.”

Dr. Sandy Addis, NDPC/N Director

For more information, visit dropoutprevention.org

24th Annual Conference on Alternative Education
PROGRESS: YOU MIGHT NOT BE WHERE YOU WANT TO BE, BUT YOU’RE NOT WHERE YOU USED TO BE [1501]
Strand: Leading & Developing Successful Alternative Schools
Location: Quorum Ballroom I & II
Presenter: Mrs. Tammy Burgess, Chandler Academy, Charleston, WV

Chandler Academy, an alternative school in West Virginia, changed its school culture in the last four years through tough love and hard work. One of my favorite quotes is, “Progress is impossible without change”—Walt Disney. Data collecting for academics and behavior drives our school vision.

REVOLUTIONARY TOOLS TO TRANSFORM AT-RISK YOUTH [1502]
Strand: Curriculum & Instruction for Alternative Schools
Location: Mesquite I
Presenter: Mr. Jeff Dane, Kagan Professional Development, Bedford, TX

The term “at risk” can be used to describe students who are considered to have a higher probability of failing academically or dropping out of school. This can include academic failure, language learners, disengagement, deviance, poverty, family dysfunction, school environment, affluence, or minority youth. This workshop will provide teachers immediate to use tools that will help with mindset, support, discipline intervention, engagement, and social skills.

THE PROBABILITY OF POSSIBLE [1503]
Strand: Leading & Developing Successful Alternative Schools
Location: Mesquite II
Presenter: Mr. Jermaine White, Harnett County Schools, Lillington, NC

“The Probability of Possible” will present the effective strategies used to engage at-risk students in Harnett County Schools. This session will focus on the innovative culture needed to reduce suspensions and assist with dropout prevention.

WHY SCHOOLS SHOULD PROVIDE SYSTEMIC SOCIAL SKILL INSTRUCTION—LEARN HOW THE OMAHA HOME FOR BOYS SUPPORTS “SYSTEMS-INVOLVED STUDENTS” [1504]
Strand: DJJ & Residential Youth Programs
Location: Bent Tree Ballroom I & II
Presenter: Mr. Jeff Hallstrom, Omaha Home for Boys, Omaha, NE

The Omaha Home for Boys started an alternative high school in 2014. Our school integrates social skills, incentives, trauma-informed counseling, and a strong treatment team model. The OHB School serves high school males that are on probation and have been court ordered to be placed out of their home.

CEO AND SEE ME GROW: LIFESTYLE LEADERSHIP FOR EXCEPTIONAL PROFESSIONAL OUTCOMES [1505]
Strand: Specialized Instructional Approaches
Location: Preston Trail I & II
Presenter: Dr. Billy Walker, Shelby County Schools, Memphis, TN

Participants will learn the daily functions of how to maximize earning professional and personal potential. This session will allow young scholars and entrepreneurs to manage their time, responsibilities, and focus to create an ideal environment to succeed in life and business finances. This session will focus on leadership (Kouzes & Posner: 5 exemplary leadership principles), leadership practices inventory (LPI), and how to best find your passion and your purpose (Gallup Q12 survey and Walker Wise Group).
HATS OFF: THROWING YOUR HAT(S) IN THE RING (A “PEP” TALK FOR ALTERNATIVE EDUCATION IN RURAL COMMUNITIES)  [1506]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon A - B
Presenters: Mr. Barry Peppers, Chattooga Academy, Summerville, GA; and Mr. Jeff Martin, Chattooga High School, Summerville, GA

Are you limited in resources? Do you feel as if you lack the support you need? Do you often say, “That sounds good for an urban area, but that won’t work in the sticks?” If you answered yes to any of these, then you need to see what works in Chattooga County, GA. Our 94% graduation rate speaks for itself. Come and see how we did it and how you can do it too.

AFRICAN AMERICAN PLACEMENTS IN DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS  [1507]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon C - D
Presenter: Dr. Ivy Foss, Keller ISD, Keller, TX

Data shows African American students are suspended and expelled at a greater percentage rate than their peers. School administrators need to examine exclusionary discipline trends in their schools and come up with alternative ways to discipline students. We need to work together to change current discipline trends in our schools.

SELF-REGULATION STRATEGIES IN COMMUNICATION SPECIFIC TO HIGH SCHOOL  [1508]
Strand: Social-Emotional Learning (SEL) Strategies
Location: Salon G - H
Presenter: Mrs. Diana Warren, Parkway School District, St. Louis, MO

Communication is the key to relationship building. Rooted in cognitive behavior therapy and intervention techniques, these communication strategies will enable you to reach and teach your toughest students. Strategies from multiple sources have been combined to give a comprehensive overview of self-regulation communication strategies specific for high school.

SAVING NINTH GRADERS—THE TWILIGHT SCHOOL ANSWER  [1509]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon I - J
Presenter: Mr. Nelson Horine, Anne Arundel County Public Schools, Arnold, MD

Twilight School is an after-school program that provides remediation for second-semester ninth graders who did not pass courses in their first-semester freshman year. Teachers review for mastery while building confidence, and provide the social and emotional support necessary for a successful high school experience.

OH, YES THEY CAN! ALTERNATIVE STUDENTS CAN ACHIEVE AND GROW AT HIGH LEVELS  [1510]
Strand: Leading & Developing Successful Alternative Schools
Location: Addison
Presenters: Mrs. Tabatha Taylor and Mrs. Gwendolyn Harris, Independence High School, Roswell, GA

Student achievement and high growth is imperative in alternative schools. Students who do not achieve and grow at high levels are not prepared for college and careers. Attend this session and learn practices from an alternative school that succeeds in having students reach high levels of achievement and growth through high expectations, PLC collaboration, and comprehensive student supports.
### MEASURING SUCCESS—ACCOUNTABILITY AND ALTERNATIVE SCHOOLS [1601]

**Strand:** Leading & Developing Successful Alternative Schools  
**Location:** Quorum Ballroom I & II  
**Presenter:** Ms. Kirsten Plumeau, Portland Public School District, Portland, OR

This session will provide an opportunity for alternative school teachers and leaders to develop common language and accountability strategies that measure school success. In the world of alternative education, it is important to showcase strengths while keeping in mind the challenges faced by our student population. Sharing this story will help build capacity, strengthen school achievement, and engage stakeholders in a way that makes sense.

### CLASS-BUILDING AND PAIR-BUILDING: CREATING BUDDIES NOT BULLIES [1602]

**Strand:** Curriculum & Instruction for Alternative Schools  
**Location:** Mesquite I  
**Presenter:** Mr. Jeff Dane, Kagan Professional Development, Bedford, TX

Pair-building and class-building create the conditions for learning. When students meet their needs for security and belonging, disruptions and discipline problems decrease. When students feel safe, known, respected, and appreciated, they enjoy school more and are more prepared to work hard and learn well. Create the appropriate context to nurture learning. Feed the brain with energizing class-builders. Reduce the psychological and emotional distance between partners with pair-builders.

### THE TRAUMA-INFORMED CLASSROOM: PRACTICAL STRATEGIES FOR REGULATING STUDENTS’ BRAINS [1603]

**Strand:** Interventions & Formative Assessment  
**Location:** Mesquite II  
**Presenter:** Mr. Joshua MacNeill, Lakeside, North Wales, PA

This session will explore the high prevalence of trauma our students face, and more importantly, what to do about it. This session will cover many interventions and share how we transformed four schools to meet the needs of struggling students.

### RESILIENCE CAN BE TAUGHT! TEN TOOLS TO MOTIVATE ANY STUDENT [1604]

**Strand:** Social-Emotional Learning (SEL) Strategies  
**Location:** Bent Tree Ballroom I & II  
**Presenter:** Mr. Christian Moore, WhyTry Organization, Provo, UT

Discover 10 tools to help you foster resilience in even the most unmotivated students. Whether you work with students one-on-one, in small groups, or in a classroom, this breakthrough presentation will give you skills to deliver resilience to students of ANY background and learning style.

### TOOLS, TIPS AND TREASURES FOR MEANINGFUL CONNECTIONS, PERSONAL COMPETENCIES, SEL, IQ VS EQ [1605]

**Strand:** Social-Emotional Learning (SEL) Strategies  
**Location:** Preston Trail I & II  
**Presenters:** Mrs. Lori Lamb, Ms. Deborah Bales, and Dr. C.W. Gardenhire, Arkansas Department of Education, Little Rock, AR

National and international research clearly demonstrate the value and need of skills for successful engagement. CASEL, NDPC/N, ASCD, etc. publish articles, about developing successful students. AR Personal Competency Initiative has innovative work occurring around the topic. We will share survey results, five guiding principles, discuss resources, practices within AR, and so much more. Be ready for an interactive and lively discussion about tools that will promote success for everyone.
STUDENT/POLICE/COMMUNITY DIALOGUE CIRCLES—BRIDGING THE GAP IN THE COMMUNITY [1606]
Strand: Wraparound Services & Restorative Justice
Location: Salon A - B
Presenter: Mr. Tim Morrow, Antietam Academy, Hagerstown, MD

Antietam Academy was the only alternative program to successfully launch student/police dialogue circles to help build relationships between law enforcement and students who may have had negative feelings or situations with police. Using a combination of techniques, we conducted meaningful and productive dialogue circles that open the communication channels between the two groups and also build trusting relationships. Our students now help other schools in holding such circles.

RURAL SCHOOLS NEED ALTERNATIVE PROGRAMS TOO! [1607]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon C - D
Presenter: Mrs. Kristie Wilson, Hallsville R-IV Schools, Hallsville, MO

Kristie Wilson will share her story of starting her district’s alternative high school program and the obstacles she has overcome to successfully contribute 6% of the high school’s graduates annually! Hallsville is a rural town with a student population of about 1,400. Community support, an interview committee, and advocacy in multiple ways has led to the success and acceptance of PRIDE Academy and it’s students.

IS THIS REALITY TV OR A SCHOOL SYSTEM? [1608]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon G - H
Presenter: Dr. Donita Cullen, Douglas County School System, Douglasville, GA

The Maury Povich show became popular because of the reoccurring topic of paternity tests. Unfortunately, a meeting to discuss alternative students sometimes resembles reality television with no one wanting to claim the student. This session will focus on the districtwide relationships needed to create a successful K-12 alternative program.

SHIFT HAPPENS: UNDERSTANDING AND IMPLEMENTING MULTICULTURAL MINDFULNESS [1609]
Strand: Leading & Developing Successful Alternative Schools
Location: Salon I - J
Presenters: Ms. Tishara Jackson, Keller ISD, Keller, TX; Mrs. Ivy Foss and Ms. Kristi Cope, Keller Learning Center, Keller TX

Mindfulness is being present and aware of where we are and what we’re doing. NEA identifies six components of multicultural competency. When an entire school—faculty, staff, and students—decides to all practice multicultural mindfulness, a shift happens that creates a work and learning environment that is safe and uplifting.

ENGAGING SOCIAL AND EMOTIONAL LEARNING FOR THE NEXT GENERATION [1610]
Strand: Social-Emotional Learning (SEL) Strategies
Location: Addison
Presenter: Ms. Kristen Hopkins, Dangers Of The Mind, LLC, Durham, NC

With the rapidly changing environments that stem from technology and social media, there has never been a greater moment than now to engage future leaders into the world of social and emotional learning that has been deeply overlooked in schools. This session gives you relatable tools for this generation that make SEL fun, impactful, and engaging.
Wednesday Closing General Session
March 7, 2018          10:30–11:45 a.m.          Grand Ballroom

Dr. Darryl S. Adams, retired Superintendent of Schools for the Coachella Valley Unified School District, began his career as a professional musician, singer/songwriter, and music publisher in his hometown of Memphis, TN. After 10 years in the music industry, he moved to Southern California where he was hired by the Los Angeles Unified School District as music teacher and band director. He has served as an educational leader as middle school assistant principal, high school assistant principal, high school principal, central office director, assistant superintendent, and superintendent.

Adams earned his Bachelor of Music Education degree from the University of Memphis; his Master’s of Education Administration degree from California State University, Los Angeles; and his doctoral degree in Educational Leadership and Administration from Azusa Pacific University. In addition, he earned his Urban Superintendent’s Academy Certification from the University of Southern California Rossier School of Education and the American Association of School Administrators.

“Collaboration, nothing happens without collaboration. We are not islands, we cannot, one by one, do these great things. We have to do it together.”
—Dr. Darryl Adams

Dr. Adams is widely recognized as The Rock and Roll, Hip Hop, Soul Superintendent and Thought Leader advocating that every child be connected and provided with a 21st century college, career, and citizenship education program. He now provides unique keynote concerts, a new concept in educating and edutaining audiences worldwide. He also provides consulting services, professional business and organizational leadership development programs, and various training workshops and seminars.
As a professional in the field of dropout prevention, you put your heart into your work to make a difference for young people, providing hope, opportunity, and support.

As a certified National Dropout Prevention Specialist, you can also make a statement to your peers, employers, and community – you are informed, experienced, current, and connected.

Professionals in the field of dropout prevention may apply to the National Dropout Prevention Specialist Certification Program. Applicants who are accepted into the program receive a one year individual membership to the National Dropout Prevention Network, discounts toward NDPC/N events and products, and receive special opportunities through NDPC/N. Certification is earned through attendance at 12 designated sessions at NDPC/N events that address dropout prevention and effective strategies and demonstration of practice through a field project. Certification is valid for three years and can be renewed through continued professional learning at NDPC/N events and sustained NDPN membership.

The National Dropout Prevention Center/Network has identified 15 effective strategies that have the most positive impact on reducing school dropout. These strategies serve as the foundation for the NDPS certification program.

Effective Strategies

1. Active Learning
2. After-School/Out-of-School Opportunities
3. Alternative Schooling
4. Career and Technical Education (CTE)
5. Early Childhood Education
6. Early Literacy Development
7. Educational Technology
8. Family Engagement
9. Individualized Instruction
10. Mentoring/Tutoring
11. Professional Development
12. Safe Learning Environments
13. School-Community Collaboration
14. Service-Learning
15. Systemic Renewal

Key Topics

A. Foundations in Dropout Prevention
B. Special Topics in Dropout Prevention

Through the National Dropout Prevention Specialist Certification program, NDPC/N is identifying and recognizing an “army of practitioners” in the work of dropout prevention. These individuals will be recognized on the NDPC/N Web site and have potential of being involved in NDPC/N projects, events, and opportunities in their area.

Once enrolled, participants receive a Presentation Record Sheet to record sessions attended. Session codes are listed in brackets by each presentation title. The Session Code and the presenter or facilitator signature should be recorded next to the appropriate strategy marker and the sheet turned in at the end of the conference.

For more information, scan the qrcode, go to www.dropoutprevention.org, or stop by the NDPC/N Booth.
Get Involved With NAEA—

Submit Your Research

Your National Alternative Education Association has instituted an Annotated Bibliography of Alternative Education Research. I’ve submitted a few examples including Raywid’s seminal work on alternative education, Job for the Future’s piece on “Reinventing Alternative Education,” and National Dropout Prevention’s meta-analysis, to get us started. http://the-naea.org/alternative-education-research/

Your colleagues want your contributions! Submit works that you have found particularly useful using the simple template provided. NAEA members tend to be most interested in the title and the What, How, Why of the work:

- **What**: A description of the work and its findings
- **How**: The methodology or some key terms like quantitative, qualitative, policy research
- **Why**: The big picture, a rationale about why the work is important, valuable

NAEA looks forward to your submissions so that alternative education research is accessible to NAEA members and all Alt Ed advocates. As you see, you will be recognized on a nationally available website for your contribution.

Write A Blog

The purpose of the National Alternative Education Association Blog page is to share information, ideas, and ask/answer questions that colleagues may pose. The blogs, questions, and answers should focus on the field of alternative education with a focus on the NAEA Exemplary Standards.

The blog is intended to be a platform to help all of those in the field and have meaningful and useful conversations with others in the field.

For more information about the NAEA please visit the NAEA website at the_naea.org

The blog is currently managed by D. Tim Morrow. Contact him at morrod@wcps.k12.md.us