October 28 – 30, 2019
Tampa Marriott Water Street
Tampa, Florida
25th Annual
NAEA Conference on
Alternative Education

2019–2020
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October 28, 2019

Dear Friends and Colleagues,

Welcome to the 25th Annual 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 privilege and honor to have served as the NAEA President during the last 2 ½ years. One of the NAEA Board’s goals during the past few years has been to prepare the organization for greater growth. The entire board and many volunteers have worked hard to enhance internal structures and build stronger relationships with new and existing state associations. As an organization, we have increased our professional branding and continue to look for more ways to support our state associations, and ultimately every adult working with our students in alternative and non-traditional settings.

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. Our conference this year features a group of strong school tours in Hillsborough County Schools’ impressive alternative schools. In addition, as many as 20 schools are participating in our annual pre-conference Gallery Walk showcasing best practices in alternative education across the country, allowing attendees to shop creative ideas and network with others regarding success in implementing exemplary practices.

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! A huge thank you goes out to Executive Director, Jackie Whitt, the NAEA Board members 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 Regards,

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.

The Bagwell College of Education at Kennesaw State University is proud to partner with NAEA to advocate for students in alternative/non-traditional schools. Both organizations share an important mission to provide high quality resources and support to educators in P-12 school districts for greater student success.

We invite you to leverage your education opportunities with a graduate degree from the Bagwell College of Education. We offer online, hybrid, and face-to-face programs designed for teachers and leaders. We can help you develop your potential and achieve your professional goals.

LEARN MORE AT: BCOE.KENNESAW.EDU
OR CALL 470-578-6043
WHERE WE HAVE BEEN

The National Alternative Education Association was developed to support the disenfranchised youth and to re-engage these students back into the education environment. The innovative thinking of the founders decided to develop an association to help meet the needs of these students. The NAEA is, in effect, a byproduct of the Safe Schools Coalition (SSC). The SSC organized and supported the initial alternative education conferences in Kissimmee, FL then Orlando, FL. The founders of the SSC were Ruth and Edsel Erickson. Ruth and Edsel are now deceased.

THE FOLLOWING ARE THE FOUNDERS OF THE NAEA:

Fritz J. Erickson, EdD
President
Northern Michigan University, Marquette, MI
(Founding NAEA President)

Alan W. McEvoy, PhD
Northern Michigan University, Marquette, MI
Professor
Department of Sociology and Anthropology
(Founding NAEA Vice President)

John Vonk, PhD
University of Northern Colorado, Greeley, CO
Professor Emeritus
Department of Sociology
College of Humanities & Social Sciences
(Founding NAEA Secretary/Treasurer)
THE FOLLOWING IS A TIMELINE OF EVENTS THAT HAVE SHAPED THE ASSOCIATION INTO THE PROFESSIONAL ORGANIZATION THAT IT IS TODAY.

1995
✓ Development of the Association – The Association was an affiliation of the University of Wisconsin – Green Bay until 2008 at which time the affiliation was with Farris University in Michigan

2002
✓ The Association was incorporated in the State of Florida

2009
✓ NAEA dissolved its affiliation with the University and became an independent Association under the Presidency of Lori Lamb, Arkansas
✓ Adopted the Exemplary Practices for Alternative Education Program – Document created by Dr. James Witty, Esq., Tennessee

2010
✓ Hosted first National Conference as an independent association in Nashville, TN under the Presidency of Lori Lamb, Arkansas
✓ Development of Exemplary Practices Evaluation Rubric – Ms. Denise Riley, Oklahoma and Dr. Edward Lowther, Virginia

2013
✓ Developed social media presence & technology tools for state association use under the Presidency of Robert Eichorn, Virginia
✓ Development and implementation of social media – website, Facebook, Twitter
✓ Development of the NAEA App for state use – Richard Thompson, Michigan

2015
✓ Established partnerships & piloted Exemplary Practices & Rubric under the Presidency of Kay Davenport, Tennessee
✓ Pilot school program – Selected school from around the United Stated to pilot the Exemplary Practices and Rubric to determine their reliability and usefulness and to provide feedback to enhance the current documents, Ms. Denise Riley, Oklahoma and Dr. Edward Lowther, Virginia
✓ Developed a partnership with National Dropout Prevention Center, Clemson University
✓ Developed a partnership with New England College. New England College offers a Graduate certificate in Alternative Education. The courses are taught by NAEA Board Members
✓ Providing professional development to our constituents - Dr. Edward Lowther and Dr. Marie Sober, both from Virginia traveled to Ohio and Maryland to present on the topic of Alternative Education Plan and Transition Services, Dr. Lowther, Virginia and Ms. Denise Riley, Oklahoma traveled to Hagerstown, MD to provide a day long training on the Exemplary Practices and the Rubric and how to use them within the educational environment. In addition to district and state education department trainings, many NAEA board members have presented at conferences on the topic of Alternative Education
✓ Visited Washington, DC to meet with Congressmen and Senators as well as members of the Department of Education to discuss Alternative Education

2017-2019
✓ Expanded partnerships, increased outreach, & established processes to allow for further growth under the Presidency of Dr. Pamela Bruening, Georgia
✓ Developed a partnership with Kennesaw State University, Georgia
✓ Hired its first Executive Director, Jackie Whitt, Georgia for conference planning & increased sponsorships
✓ Updated Exemplary Practices & Rubric language
✓ Increased state associations & started seed money application process for new state associations
✓ Increased NAEA Board with establishment of Regional Directors residing within their regions to improve networking & connectivity
✓ Updated association branding, newsletters, membership database, & conference registration system
✓ Started annotated alternative schools research collection & advocacy tool sections on NAEA website
✓ New NAEA website is under construction to be launched in January of 2020
NAEA affiliates throughout the United States, Canada, Bermuda, New Zealand, and Europe, and the Caribbean to promote alternative education. NAEA continues to be the premier organization advocating and providing professional development on behalf of professionals working with or on behalf of students in alternative education.

At least 30 states have established formal state associations to support professionals working with or on behalf of students in alternative or non-traditional programs in their states. The Annual NAEA Conference draws more than 550 attendees representing 46 states and 3 countries every year.

The Exemplary Practices & Rubric have become a standard tool of guidance for many alternative & non-traditional schools. Numerous state departments have utilized the Exemplary Practices as a guide in developing their own state standards. Many alternative schools across the country have been established and evaluated with the guidance of the Exemplary Practices & the Rubric. The Exemplary Practices & the Rubric are being used in current dissertation research. In addition, the Rubric has been made electronic (Tim Morrow, Maryland) & one district is in the process of norming the standards (Robert Eichorn, Virginia).

LOOKING TO THE FUTURE

NAEA is looking to...

✓ Develop a process for accrediting alternative programs/schools.
✓ Continue to support state associations by helping to develop associations and provide guidance to exiting associations.
✓ Increase advocacy efforts at the state and national level.
✓ Increase partnerships with several universities around the country.
✓ Increase the visibility of student stories.
Greetings,

It is a pleasure to welcome you to the 25th Annual National Alternative Education Association Conference on October 28-30, 2019, and held at the Tampa Marriott Water Street Hotel in Tampa, Florida. This important event features the theme Navigating the Future, and includes several keynote speakers, school tours, workshops, and vendors.

The National Alternative Education Association’s (NAEA) mission includes presenting a nationally unified voice of advocacy for students in non-traditional schools and programs to promote understanding and support from state departments and agencies, school districts, charters, and policy makers. The organization strives to provide opportunities for alternative education professionals and their partners to network, collaborate and participate in learning specific to research and best practices in non-traditional education. This annual convention provides professional development and networking opportunities for the school administrators, teachers, support personnel, and others traveling to Tampa from throughout the United States, Canada, Mexico and the Caribbean.

Tampa offers a unique, exciting experience for all its visitors, and our rich history, entertainment venues, museums, parks and restaurants ensure a memorable visit. For those of you who are visiting for the first time, I hope you will have the opportunity to experience the many cultural and historical venues our city has to offer. Whether you visit one of our landmark attractions, ride the streetcar from downtown to Sparkman Wharf and Historic Ybor City, stroll along Tampa’s Riverwalk or Bayshore Boulevard, enjoy a meal at one of our fine restaurants, or visit our many first-class parks and shopping areas, we are sure you will find your stay to be an unforgettable experience.

Again, welcome and best wishes for an informative and enjoyable time.

Sincerely,

Jane Castor

Jane Castor
<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Program Event</th>
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<tbody>
<tr>
<td><strong>Sunday, October 27, 2019</strong></td>
<td>Registration Open – 5:00 pm – 7:00 pm</td>
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<tr>
<td><strong>Monday, October 28, 2019</strong></td>
<td>School Tour Check-in</td>
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<td>Exhibits Set-Up</td>
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<td>Registration Open</td>
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<td>School Tours</td>
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<td>9:00 am – 12:00 pm</td>
<td>Pre-Conference Workshops</td>
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<td>12:00 pm – 1:00 pm</td>
<td>Lunch On Your Own</td>
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<td>1:00 pm – 5:00 pm</td>
<td>Exhibits Open</td>
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<tr>
<td>1:15 pm – 2:00 pm</td>
<td>Opening General Session</td>
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<tr>
<td>2:00 pm – 2:15 pm</td>
<td>Refreshment Break – Visit Exhibitors</td>
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<tr>
<td>2:15 pm – 3:15 pm</td>
<td>Breakout Session A</td>
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<tr>
<td>3:15 pm – 3:30 pm</td>
<td>Visit Exhibitors</td>
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<tr>
<td>3:30 pm – 4:30 pm</td>
<td>Breakout Session B</td>
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<tr>
<td>4:30 pm – 5:30 pm</td>
<td>Regional Meeting</td>
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<td>5:00 pm – 6:15 pm</td>
<td>Superintendents’ Reception (by Invitation Only)</td>
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<tr>
<td>6:15 pm – 8:15 pm</td>
<td>NAEA Reception – Everyone Invited!</td>
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<tr>
<td><strong>Tuesday, October 29, 2019</strong></td>
<td>Registration Open</td>
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<td>Exhibits Open</td>
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<tr>
<td>7:00 am – 8:00 am</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:30 am – 8:45 am</td>
<td>Greetings from Hillsborough Superintendent</td>
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<td>8:45 am – 10:00 am</td>
<td>General Session Keynote – Kevin Honeycutt</td>
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<tr>
<td>10:00 am – 10:15 am</td>
<td>Refreshment Break – Visit Exhibitors</td>
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<tr>
<td>10:15 am – 11:15 am</td>
<td>Breakout Session C</td>
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<tr>
<td>11:30 am – 12:30 pm</td>
<td>Breakout Session D</td>
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<tr>
<td>12:30 pm – 1:45 pm</td>
<td>Lunch Keynote – Dr. Curtis Jones - National Superintendent of the Year</td>
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<tr>
<td>1:45 pm – 2:45 pm</td>
<td>Breakout Session E</td>
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<tr>
<td>2:45 pm – 3:00 pm</td>
<td>Refreshment Break – Visit Exhibitors</td>
</tr>
<tr>
<td>3:00 pm – 4:00 pm</td>
<td>NAEA Annual Meeting &amp; Board Elections</td>
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<tr>
<td>4:15 pm – 6:00 pm</td>
<td>President’s Reception – Golden Ticket Holders Only</td>
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<td><strong>Wednesday, October 30, 2019</strong></td>
<td>Continental Breakfast</td>
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<td>Exhibits Open</td>
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<tr>
<td>8:00 am – 9:00 am</td>
<td>Breakout Session F</td>
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<tr>
<td>9:15 am – 10:15 am</td>
<td>Breakout Session G</td>
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<tr>
<td>10:15 am – 10:30 am</td>
<td>Visit Exhibitors</td>
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<tr>
<td>10:30 am – 11:45 am</td>
<td>General Closing Session Keynote – Dr. Adolf Brown</td>
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<tr>
<td>11:45 am – 12:45 pm</td>
<td>Closing Box Lunch – If you have to leave, please take a lunch with you.</td>
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<tr>
<td>Monday, October 28</td>
<td>Breakout Session A</td>
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<tr>
<td>Now Serving S.T.E.W.I (Specific. Trauma-Informed. Empathetic. Wraparound.)</td>
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<td>Helping Students Succeed: The Elementary Intervention Program</td>
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<td>Effective Communication for Disruptive Students</td>
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<td>What Are We Preparing Our Students For?</td>
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<tr>
<td>We are THE ALTERNATIVE: Innovation in Developing Personalized Programs for ALL Students</td>
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<tr>
<td>“Identity, Community, and Culture: Creating an Affirming Space for Student Engagement in a College of Education”</td>
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<tr>
<td>ROUNDTABLE SESSION <em>Please see Roundtable schedule</em></td>
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<tr>
<td>Data: Moving from Anecdote to Application</td>
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<td>STEM-ulating Activities on Human Ecology</td>
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<td>Your GPS for Student Success (Growing Partnership Strategies)</td>
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<tr>
<th>Monday, October 28</th>
<th>Breakout Session B</th>
<th>3:30 - 4:30 pm</th>
<th>Presenter(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td>I’d Rather Be Bad Than Stupid</td>
<td></td>
<td>Melvin Hayden</td>
<td>Grand Salon A</td>
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<tr>
<td>The Rise of Rigor: Putting Instruction Back on the Front Lines</td>
<td></td>
<td>Camille Darden</td>
<td>Grand Salon B</td>
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<tr>
<td>High Interest Novels: Igniting a Love for Reading through Restorative Practices, Universal Design for Learning, and Character Education</td>
<td></td>
<td>Ryan Hinkle, Jina Reed, Brianne Parker, Anne Wolff</td>
<td>Grand Salon C</td>
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<tr>
<td>Using Collaborative and Proactive Solutions with Students with Emotional and Behavioral Disorders While Applying the Self Determination Theory</td>
<td></td>
<td>Dr. Rock</td>
<td>Grand Salon D</td>
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<tr>
<td>Creating an Education and Workforce Pipeline through a College and Career Academy</td>
<td></td>
<td>Dr. Miller-Washington</td>
<td>Grand Salon G</td>
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<tr>
<td>ROUNDTABLE SESSION <em>Please see Roundtable schedule</em></td>
<td></td>
<td>Various</td>
<td>Grand Salon H</td>
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<tr>
<td>Changing the Incarceration Paradigm</td>
<td></td>
<td>Moderator: Dr. Hooker</td>
<td>Grand Salon I</td>
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<tr>
<td>How Alternative Schools in Georgia are Using Standards to Drive Student Achievement</td>
<td></td>
<td>Dr. Taylor &amp; Dr. White</td>
<td>Grand Salon J</td>
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<tr>
<td>STEM Education Through Cross Curricular, Project Based Programing</td>
<td></td>
<td>Shannon Ellis &amp; Chuck Tonelli</td>
<td>FL Salon II</td>
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<tr>
<td>Navigating through the Game of Life</td>
<td></td>
<td>Michele Evans</td>
<td>FL Salon III</td>
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<tr>
<td>Tuesday, October 29</td>
<td>Breakout Session C</td>
<td>10:15 - 11:15 am</td>
<td>Presenter(s)</td>
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<tr>
<td>Challenge The Situation</td>
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<td>Paul Burke</td>
<td>Grand Salon A</td>
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<tr>
<td>Electrify Nontraditional Education at the K-12 Level</td>
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<td>Robert Eichorn, Jodi Pankowski, Brandon Neal, Karre Jones, Sarah Weldon, Marlena Gailmore, Nancy Breckenridge, &amp; Richelle Benjamin.</td>
<td>Grand Salon B</td>
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<tr>
<td>Bullying is an Adverse Childhood Experience</td>
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<td>Dr. Jan Urbanski</td>
<td>Grand Salon C</td>
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<tr>
<td>#BEGREAT with an Effective &quot;College and Career&quot; Academy Model</td>
<td></td>
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<td>Dr. Suggs &amp; Dr. Clements</td>
<td>Grand Salon D</td>
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<tr>
<td>No Need to Re-invent the Wheel: How are Other Districts Addressing Social/Emotional Learning &amp; Teacher Shortages?</td>
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<td>Joel Ramirez &amp; Darryl Clark</td>
<td>Grand Salon G</td>
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<tr>
<td>Re-Invent &amp; Re-Build the Culture of Your School</td>
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<td>Gastrid Harrigan</td>
<td>Grand Salon H</td>
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<tr>
<td>What Teachers Really Want! (Time To Teach)</td>
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<td>Quincenia Bell</td>
<td>Grand Salon I</td>
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<tr>
<td>Discovering the Potential in ALL Students</td>
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<td>Monica Davidson</td>
<td>Grand Salon J</td>
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<tr>
<td>Changing Lives One Student at a Time</td>
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<td>Dr. Cynthia Knight</td>
<td>TBA</td>
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<tr>
<td>Advocating for Alternative Education at the State Level</td>
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<td>Frances Gooden</td>
<td>TBA</td>
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<tr>
<th>Tuesday, October 29</th>
<th>Breakout Session D</th>
<th>11:30 - 12:30 pm</th>
<th>Presenter(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td>A Road Map to Being a Mission-Driven School</td>
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<td>Joe Kalvoda, Leslee Webb, &amp; Rachael Fanus</td>
<td>Grand Salon A</td>
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<tr>
<td>Leading for Equity: 8 Steps to Creating and Sustaining Equitable Best Practices in Your School/Program</td>
<td></td>
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<td>Dr. Marina Gillmore</td>
<td>Grand Salon B</td>
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<tr>
<td>Engaging Our At Promise Youth in Career Technical Education</td>
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<td>Katherine Wallace &amp; Rebecca Ingrahm</td>
<td>Grand Salon D</td>
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<tr>
<td>Meeting the Needs of ALL of Your Alternative Ed Students</td>
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<td>Dr. Lateshia Woodley</td>
<td>Grand Salon G</td>
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<tr>
<td>Tuesday, October 29</td>
<td>Breakout Session E</td>
<td>1:45 – 2:45 pm</td>
<td>Presenter(s)</td>
<td>Room</td>
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<tr>
<td>Growing Pains: Developing a Trauma Informed Alternative High School Education Program</td>
<td>John Kenny</td>
<td>Grand Salon A</td>
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<tr>
<td>Engagement, Flexibility, and Community- Parent Partnership Programs</td>
<td>Scott Mauk</td>
<td>Grand Salon B</td>
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<tr>
<td>Powerful Tools to Help Kids Process Stress and Trauma</td>
<td>Dianne Maroney</td>
<td>Grand Salon C</td>
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<tr>
<td>School Improvement and Alternative Education Campuses (AECs)</td>
<td>Johann Liljengren, Jon Berninzoni, &amp; Alan Hollenbeck</td>
<td>Grand Salon D</td>
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<tr>
<td>From In-Trouble to In-Business</td>
<td>Kevin Honeycutt</td>
<td>Grand Salon G</td>
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<tr>
<td>Online Learning in an Alternative Education Setting</td>
<td>Calandra Stith, Byron Brown &amp; Stenisa Jones</td>
<td>Grand Salon H</td>
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<tr>
<td>Fostering Real Relationships For Authentic Alternatives</td>
<td>Celeste Johnson &amp; Emily Philpot</td>
<td>Grand Salon I</td>
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<tr>
<td>Student Ambassadors: Creating Leaders and Advocates</td>
<td>Amber Kidd</td>
<td>Grand Salon J</td>
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<tr>
<td>Unlocking Success for Struggling Students at North Little Rock School District</td>
<td>Monica Davidson</td>
<td>IL Terrazzo</td>
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<tr>
<th>Wednesday, October 30</th>
<th>Breakout Session F</th>
<th>8:00 - 9:00 am</th>
<th>Presenter(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td>Practical Strategies for Regulating Students' Brains</td>
<td>Josh MacNeil &amp; Kathy VanHorn</td>
<td>Grand Salon A</td>
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<tr>
<td>K-5 Alternative Education: To Be or Not To Be...It’s No Longer the Question</td>
<td>Marci Honeycutt &amp; Dr. Tonja Tift</td>
<td>Grand Salon B</td>
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<tr>
<td>What Does Neuroscience Tell Us About Behavioral Analysis and Interventions</td>
<td>Dr. Cheung</td>
<td>Grand Salon C</td>
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<tr>
<td>Soft Skills: A Key Literacy for Employment and Careers</td>
<td>Lesley Mace</td>
<td>Grand Salon D</td>
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<tr>
<td>How To Get Students To Look Up</td>
<td>Tyler Hoch, Travis Spackman &amp; Jami Farner</td>
<td>Grand Salon G</td>
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<tr>
<td>Creative Ideas for Credit Recovery: Credit Academy</td>
<td>Suzanna Adair, Hedid Haggard, &amp; Tracie McEven-Garrtson</td>
<td>Grand Salon H</td>
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<tr>
<td>Evolving From #metoo: Schools’ Responsibilities in Addressing Title IX and Affirmative Consent</td>
<td>Laura McGuire</td>
<td>Grand Salon I</td>
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<tr>
<td>Unintended Consequences</td>
<td>Sylvia Hooker</td>
<td>Grand Salon J</td>
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<tr>
<td>Food Truck Wars: From Hungry to Hopeful</td>
<td>Ashley Gates</td>
<td>TBA</td>
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<tr>
<td>'You Had Me at &quot;Woof&quot;•: The Gateway Therapy Dog Program</td>
<td>Dr. Kachik &amp; Heather Mackie</td>
<td>TBA</td>
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<tr>
<td>Wednesday, October 30</td>
<td>Breakout Session G</td>
<td>9:15 - 10:15 am</td>
<td>Presenter(s)</td>
<td>Room</td>
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<tr>
<td>The Trauma-Informed Journey of an Alternative Program</td>
<td>Tim Morrow</td>
<td>Grand Salon A</td>
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<tr>
<td>How To Deal With It ... How a Traumatized and Distressed Staff Serves Traumatized and Distressed Students!</td>
<td>James Hird</td>
<td>Grand Salon B</td>
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<tr>
<td>Know Your North: Resources to Help Students Find Their Grain</td>
<td>Chris Mathew</td>
<td>Grand Salon C</td>
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<tr>
<td>The New Face of Alternative Education</td>
<td>John Kelly, Sherri Gilliam, Keeva Hollinghead, &amp; Ed Wagner</td>
<td>Grand Salon D</td>
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<tr>
<td>The Graduation Portfolio: The Pathway to Career, College, and Community Success</td>
<td>Bob Eichorn, Karre Jones, &amp; Sarah Weldon</td>
<td>Grand Salon G</td>
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<tr>
<td>Innovations and Challenges of Arizona’s Alternative School Accountability</td>
<td>Amy Schlessman</td>
<td>Grand Salon H</td>
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<tr>
<td>Why Do Many Have Reading Problems? Are We Teaching It Wrong?</td>
<td>Delores Tadlock</td>
<td>Grand Salon I</td>
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<tr>
<td>Make Your Alternative Students STARS!</td>
<td>Deb Baughman &amp; Mallory Soffin</td>
<td>Grand Salon J</td>
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<tr>
<td>From Start to Finish: It Is All About Relationships and Creating an Environment of Success</td>
<td>Wendy Marland &amp; Greg Wuthrich</td>
<td>TBA</td>
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<tr>
<td>Trauma Informed Education: Students Don't Care What You Know, Until They Know That You Care</td>
<td>Gilbert Singletary</td>
<td>TBA</td>
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**WANTED!**

**NAEA Newsletter Authors**

The NAEA Electronic Newsletter is seeking author submissions!

- Substantive articles in alternative education, including credit recovery, exemplary programs, career & technical education, parental involvement, best practices, service-learning, and any GREAT news!
- Insights, viewpoints, and opinions of current issues related to alternative education, such as students at risk, curriculum, instructions, and assessment.
- Research findings, theories, or interpretations in alternative education in both content areas and pedagogy.
- Best Practices of instruction in alternative programming.

Please visit our website for submission details.
# NAEA Conference Planner & Contact Hours Worksheet

(Please Keep for Your Records)

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## Monday, October 28, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. – 12:00 p.m.</td>
<td>School Tours 1-5</td>
<td>4.00</td>
</tr>
<tr>
<td>8:00 a.m. – 4:00 p.m.</td>
<td>All Pre-conference Workshops</td>
<td>4.00</td>
</tr>
<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>6:15 p.m. – 8:15 p.m.</td>
<td>NAEA Reception</td>
<td>2.00</td>
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## Tuesday, October 29, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 a.m. – 10:00 a.m.</td>
<td>General Session—Kevin Honeycutt</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. – 1:45 p.m.</td>
<td>Luncheon and Keynote Dr. Curtis Jones</td>
<td>1.25</td>
</tr>
<tr>
<td>1:45 p.m. – 2:45 p.m.</td>
<td>Breakout Session E</td>
<td>1.00</td>
</tr>
<tr>
<td>3:00 p.m. – 4:00 p.m.</td>
<td>NAEA Annual Meeting and Board Member Elections</td>
<td>1.00</td>
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## Wednesday, October 30, 2019

<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. – 9:00 a.m.</td>
<td>Breakout Session F</td>
<td>1.00</td>
</tr>
<tr>
<td>9:15 a.m. – 10:15 a.m.</td>
<td>Breakout Session G</td>
<td>1.00</td>
</tr>
<tr>
<td>10:30 a.m. – 11:45 a.m.</td>
<td>Closing General Session—Adolf Brown</td>
<td>1.25</td>
</tr>
<tr>
<td>11:45 a.m. – 12:45 p.m.</td>
<td>Closing Box Lunch with NAEA Conference Video Winners</td>
<td>1.00</td>
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Up to 18.75 hours of professional development for total participation hours depending on individual state requirements.
NAEA 2019 WINNERS

1st Place
FINLEY RIVER SCHOOL
Ozark, MO

2nd Place
NORTH TAMPA EPIC 3
Tampa, FL

3rd Place
LINCOLN ALTERNATIVE HIGH
Owosso, MI

Honorable Mention
PEORIA FLEX ACADEMY
Peoria, AZ

Be sure to come join us during the CLOSING SESSION to view the Student Video Award Presentations

Wednesday, October 30th @ 11:45 am
Grand Salon E-F
Tour #1: North Tampa EPIC LEVEL 3 and D.W. Waters Career Center

North Tampa Education, Prevention, and Intervention Centers (EPIC) LEVEL 3 is located in Tampa and serves students that reside on the west side of the county. Entrance into an Alternative Education setting is not a voluntary option for students. Students are assigned placement at one of the sites through a Change of Placement Hearing. Students who are being considered and will benefit from the alternative education placement are presently in grades 6-10, under the age of 16, extensive in-school interventions have proven unsuccessful and/or the student displays a pattern of disruptive behavior or commits a major violation that is not a manifestation of any disability. The mission at North Tampa EPIC LEVEL 3 is to promote an academic learning model for all students, improving both their academic and behavioral performance through a positive and academically sound school climate.

D.W. Waters Career Center is housed in the first high school built in Hillsborough County. It recently has been beautifully rehabilitated, earning an award for outstanding preservation from the Florida Trust for Historic Preservation in 2003. It reopened its doors to educate high school age students in August 2002 as D.W. Waters Career Center, the first Career Center in Hillsborough County. At D.W. Waters various Career and Technical programs are offered such as; hospitality, plumbing, and web design. In addition to the technical programs, D.W. Waters is home to the Teen Parent Program, which is a State mandated program designed to meet the needs of expectant youth and students who are teen parents. This program provides an opportunity for pregnant or parenting teens to receive child care and ancillary services while being provided an academic course of study that advances each student’s progress towards earning a high school diploma.

Tour #2: Bowers/Whitley Career Center and ACTS (Agency for Community Treatment Services)

Bowers/Whitley Career Center was first established in 2004 and named after Mrs. RoseAnne Bowers, former Assistant Superintendent for Technical, Career, and Adult Education in Hillsborough County and Mr. Roger Whitley, successful businessman and community supporter. This school is one of four career centers in Hillsborough County. The Career Centers will serve students who are not succeeding academically at one of the district’s comprehensive high schools, or who are overaged middle school students. Students enroll in a Career Center by choice when they and their parent(s) or guardian(s) believe that training in one of the career programs is the right option. A few opportunities provided by the career center include providing students with an opportunity to earn a performance-based high school diploma; bus transportation for students; and the opportunity to enter the workforce, enroll in a community college, or attend advanced technical training in an adult technical career center after graduation.

Agency for Community Treatment Services (ACTS) is a level II residential program which provides services to male adolescents who have abused alcohol and/or other drugs. This site hosts an alternative school setting with teachers provided by the Hillsborough County School Board in addition to receiving other district support. Residential services include short and long term treatment, usually three to six months, based on an individual’s needs. The goals of this program are to provide a safe, therapeutic environment for adolescents with diagnosed substance abuse and co-occurring mental health disorders, treating clients with respect while identifying and providing services which promote healthy decision making, and to educate clients and their families to accept that substance abuse and cooccurring mental health disorders can be successfully treated.
Tour #3: PACE Center for Girls and Gary Adult High School

**PACE Center for Girls** in Hillsborough County has been serving the community since 1998. PACE Hillsborough opened its doors in Tampa serving 40 girls and with community and state support, grew to serve more than 2,100 girls to date with their academic and social service needs. Currently, PACE Hillsborough serves 60 girls in the day program monthly, an additional 120 girls in the Reach Regional South Tampa Bay program and employs a staff of 30, plus 2 Hillsborough County Teacher Assistants. We partner with a variety of community agencies to provide our girls with a multitude of community resources to best meet their development and social service needs. Once you are on a path to success, you can rejoin your home school. If you are close to graduation, you can complete high school and start planning for college or a career.

**Gary Adult High School** was built in 1913 and opened as an elementary school the following year, at the eastern edge of Ybor City, in a community known as Gary. One of the smallest elementary schools in the district, it closed in 1979 and reopened as Gary Adult High School in 1980. In 2005, the Tampa City Council voted to grant Gary Adult High School historic landmark status. Adult education classes were held at the site until the school was shut down in March 2006, falling victim to the ravages of hurricane season and old age. Gary’s original location was at 3610 East 10th Avenue in Tampa. Currently, Gary Adult is centrally located in Tampa on 40th Street and serves the underage (16-17 year old) students and the adult learner population through adult education credit courses, Adult Basic Education (ABE) and GED classes. Gary Adult has on-site administration and guidance counselors and many district and community partners that support their students and school site.

Tour #4: Brandon EPIC Level 3 and Simmons Career Center

**Brandon Education, Prevention, and Intervention Centers (EPIC) LEVEL 3** serves students that reside in the east side of the county. Entrance into an Alternative Education setting is not a voluntary option for students. Students are assigned placement at one of the sites through a Change of Placement Hearing. Students who are being considered and will benefit from the alternative education placement are presently in grades 6-10, under the age of 16, extensive in-school interventions have proven unsuccessful and/or student displays a pattern of disruptive behavior or commits a major violation that is not a manifestation of any disability. The ultimate goal of the alternative placement with wrap-around support is to provide a stable academic and social environment that focuses on the student’s growth and improvement in order to successfully return to their neighborhood school and work toward grade level promotion and graduation.

**Simmons Career Center** is a school of choice to provide students with a fresh start towards earning their high school diploma. Students are given the opportunity to combine academics and some technical classes that will assist them in getting their standard high school diploma, enter college, and be technically advanced to join the workforce or the military. Simmons Career Center offers the 18-credit (ACCEL), as well as the 24-credit standard high school diploma. Additionally, Simmons is home to the Teen Parent East program. The Teen Parent Program is a state mandated program designed to meet the needs of expectant youth and students who are teen parents by providing an opportunity for pregnant or parenting teens to receive child care and ancillary services while being provided an academic course of study that advances each student’s progress towards earning a high school diploma.
Tour #5: South County Career Center and AMIKids Y.E.S

South County Career Center opened in 2002. The school is designed to operate on a regular school year calendar and the primary goal is to provide ALL the students with the opportunity to earn a high school diploma while learning a trade. At the same time, students are prepared to enter the local workforce or post-secondary technical training. The Career training programs currently offered include Automotive, Business, and Construction. In addition to the career center, South County is home to an exceptional student education center which provides exceptional student educational services to students with emotional behavioral disabilities, as well as the Teen Parent South program which is a state-mandated program where students are provided child care and ancillary services while being provided an academic course of study that advances each student’s progress toward earning a high school diploma.

AMIKids Y.E.S. is a private nonprofit, staff-secure residential facility in Wimauma. AMIKids Y.E.S. program operates 24 hours a day, seven days a week, serving kids who have committed a variety of non-violent offenses and are involved with the Florida Department of Juvenile Justice. The kids at AMI Y.E.S. live in dormitories on campus in a remote location, which is ideally structured to help them work through their issues and gain the needed skills to return to their families and communities. AMIKids Y.E.S. understands that to obtain and sustain a productive, crime-free life our kids must succeed in the classroom and acquire the skills needed to obtain employment after graduation. Educational support is provided by the Hillsborough County School District and the students at AMIKids Y.E.S. work towards obtaining their high school diploma or GED. At AMIKids Y.E.S., we begin the transition planning early so each student has a clear plan for school or work. Vocational programs in Food Services and Carpentry Trades are offered. Students can receive their ServSafe industry certification. They can also participate in the NCCER (National Center for Construction Education and Research) Core Carpentry and NCCER Level 1 Carpentry track.
Pre-Conference Workshop#1: Building Strong Brains: Trauma Sensitive Strategies for Alternative Educators
Presented by Pat Conner, NAEA Treasurer, Tennessee DOE
9:00 am - 12:00 pm $100.00 Must be pre-registered Grand Salon G
Chronic childhood trauma, or what experts call adverse childhood experiences (ACEs), can disrupt a child’s brain-building process. ACEs are toxic to brain development and can, left unaddressed, make it more difficult for a child to succeed in school, live a healthy life, and be a contributing member of our communities. Many of the students we serve in alternative education have been affected by trauma. This workshop is designed to empower school leaders and teachers to address chronic childhood trauma, or ACEs, in the alternative school setting. In this 3-hour workshop participants will learn:

Pre-Conference Workshop#2: Thrive More Than Survive: 8 Key Strategies to Achieve Educator Well-Being
Presented by Dr, Ja’net Bishop, NAEA Secretary, Boots to Breakthrough
9:00 am - 12:00 pm $50.00 Must be pre-registered Grand Salon H
In professions like Education, or any kind of public service or mental health field, wellness is often neglected. Educators can’t do their best if they’re stressed! Dr. Bishop, a former principal (both high school & alternative school settings) and school counselor (middle, high, and alternative settings), introduces through this workshop what it looks like to live holistically and achieve well-being as educators within the research-based areas of The 8 Dimensions of Wellness: Spiritual, Physical, Emotional, Environmental, Social (Personal & Professional Relationships), Intellectual, Occupational, and Financial. Helping educators to strive towards work-life balance, may diminish burnout, enable them to be their best selves in the classroom, and build key relationships - starting with self-care. When we can impact the well-being of educators, then students will also benefit. The most effective intervention for students in the classroom, is a healthy educator achieving a more balanced lifestyle. Participants will also create their Well-Being Personal Growth Plan through which they’ll identify and set individual goals as outlined in the 8 Dimensions of Wellness so that they can thrive, and not just survive in education.

Pre-Conference Workshop#3: Inspire Greatness with NAEA Continuous Improvement Tools
Presented by Tim Morrow, Alternative Schools Principal
9:00 am - 12:00 pm $50.00 Must be pre-registered Grand Salon I
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. Learn how to utilize the new electronic rubric as a continuous improvement measure for your school.

Gallery Walk of Alternative Schools
Facilitate by Kathleen Chronister, NAEA Vice-President
9:00 am - 12:00 pm $50.00 Must be pre-registered Grand Salon A-D
“Shop” notable invited alternative schools from around the country! Each invited school will be showcasing 1 or 2 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 20 different schools may be a part of this prestigious NAEA Gallery Walk of Spotlight Alternative Schools!
NOW SERVING S.T.E.W! (SPECIFIC. TRAUMA-INFORMED. EMPATHETIC. WRAPAROUND.)

Strand: Trauma Sensitive Strategies for Alternative Schools
Location: Grand Salon A
Presenter: Valerie Matthews, Dr. Tarol Clements, Rochelle Griffin, Timothy Terry – Shelby County Schools, TN

Alternatives schools are subject to the stigma of being regimented settings where the primary focus is on discipline rather than on academic achievement and social-emotional development. However, we serve a population of students who’ve endured numerous adverse childhood experiences. If the school setting does not include a system of prescriptive supports that help students navigate these unresolved traumas, they often present themselves with willful defiance, academic apathy, and distrust of school personnel.

With limited time, resources and funding, how can these issues be effectively addressed? In this session, participants will be introduced to a number of programs and strategic practices that can be used within any alternative school setting, regardless of the size of the school or its budget.

HELPING STUDENTS SUCCEED: THE ELEMENTARY INTERVENTION PROGRAM

Strand: Meeting the Needs of Elementary Students
Location: Grand Salon B
Presenters: Crystal Blount – New Bridge Learning Center, Henrico County Public Schools, VA

During our presentation we will explain the purpose and goal of the Elementary Intervention Program which is to help students learn new strategies in order to improve their behavior so that they can successfully rejoin their class in their home school setting. We will explore a typical day in our program, including an overview of our daily morning meeting, character classes, daily behavior sheet, individual behavior conferences and incentives/strategies to hold students accountable for their choices. We will also provide information about the logistics of running a program that is open to 46 different elementary schools across a large county.

EFFECTIVE COMMUNICATION FOR DISRUPTIVE STUDENTS

Strand: Behavioral / Mental Health
Location: Grand Salon C
Presenter: Bret Wade – Cottage Seven Education, PA

The presentation focuses on the soft skill development required by both students and adults to navigate student crisis on a daily basis. Using a systematic approach that still allows for an individual’s personality to shine, the model provides a road map for positive strategies to eliminate high tension during crisis or potential negative interactions. Focusing on the 5 core competencies of social and emotional learning, the training will supplement an already existing model used in the classrooms to decrease crisis time and the need for physical intervention.

WHAT ARE WE PREPARING OUR STUDENTS FOR?

Strand: Enhancing Student Engagement & Connection
Location: Grand Salon D
Presenters: Troy Braley – Brady High School, Jeffco Public Schools, CO

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 the “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.
WE ARE THE ALTERNATIVE: INNOVATION IN DEVELOPING PERSONALIZED PROGRAMS FOR ALL STUDENTS
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon G
Presenters: Dr. Julia Daniely – SOAR Academy Learning Center, GA

Our journey in securing resources and funding to offer personalized learning experiences to secure a high school diploma or GED, workforce education opportunities, mentoring and leadership development, and job placement support for students who need behavior restoration and/or academic acceleration. This journey’s success began in 2008 with a vision from an ambitious administrator who saw a need to adjust adult proficiency to meet the unique needs of ALL students. This work over the years led to a grant award from the United States Department of Labor. In January 2019, Bibb County School District was notified as 1 out of 81 applicants across the nation to receive the Youth Build Grant for SOAR Academy, which supports the Twilight Program and the Personalized Learning Center. This grant includes a significant partnership with Hutchings College and Career Academy, Macon Habitat for Humanity, and the Awakening Fires Ministry at the Redeeming Hope Center. Through this external grant opportunity, we will be able to continue our journey of fostering innovation for non-traditional students. Currently, SOAR Academy has five personalized learning programs uniquely designed for behavior transformation and academic restoration and/or acceleration.

"IDENTITY, COMMUNITY, AND CULTURE: CREATING AN AFFIRMING SPACE FOR STUDENT ENGAGEMENT IN A COLLEGE OF EDUCATION"
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon H
Presenters: Dr. Cynthia Reed and Dr. Corrie Davis – Kennesaw State University, GA

Preparing the next generation of educators is a noble thing to do, but those who do so shouldered great responsibility. The educators we prepare today will influence multiple generations of preK-12 students as well as family members, guardians, and the community. Because of this, not only do we need to ensure content knowledge, proper dispositions, and mastery of multiple pedagogies but we also must consistently be mindful about modeling practices that allow space to explore and affirm identity, build community, and support a healthy, welcoming, and inclusive culture. One way to model these practices is by creating intentional spaces for student engagement.

A safe and supportive space for student engagement begins with listening to the needs of our students. Everyone wants to see themselves reflected in their environment so that they feel that they belong to a larger shared community. Belongingness and identity affirmations help to increase student engagement but they also create a willingness to engage with others across lines of difference. When we feel invisible, marginalized, or left out, we are less likely to participate in the process of learning, doing, or engaging. We aim to change that for our students. This presentation will provide a description of our newly created space for student engagement while encouraging a discussion about the multiple theories of action we used when conceptualizing the idea.

ROUNDTABLE DISCUSSIONS
Strand: Various
Location: Grand Salon I
Presenters: Various. Please see Roundtable Schedule on page 47 and 48

There will be three rotations of roundtable discussions, each lasting 20 minutes. Participants will have the opportunity to pick three of the six roundtable presenters to listen to and create discussions with. You will be able to hear how these programs are making a difference in the lives of Alternative Education students. This will be an opportunity for participants to hear from various programs about what they are doing and be able to interact with others in the discussion.
DATA: MOVING FROM ANECDOTE TO APPLICATION
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon J
Presenters: Heather Brown – Gateway School, MD

Presenters will examine the importance of data with an emphasis on collection and utilization of anecdotal student information in the alternative setting. We will demonstrate how anecdotal data based on student/staff interactions can be converted to meaningful “hard” evidence about students. We will show how using a manageable data collection vehicle contributes to the success of students in any educational setting. Finally, we will share the data collection system and procedures that have been developed and implemented successfully in Gateway/Crossroads, Carroll County, Maryland’s alternative middle and high school.

STEM-ULATING ACTIVITIES ON HUMAN ECOLOGY
Strand: STEM in Alternative Schools
Location: FL Salon II
Presenter: Megan Ennes – University of Florida, FL

Teaching human ecology makes for relevant lessons in the life and earth sciences that also brings in math, literacy and social science content. In this hands-on session, the presenter will lead participants in small-group problem solving, data analysis, online tool demonstration and discussion that cover a range of human ecology topics including human population and natural resource use trends, and their resulting impacts on ecosystems, biodiversity, climate and the availability of fresh water. A variety of teaching techniques will be outlined for a truly inclusive classroom. Participants will receive lesson plans in an electronic format.

YOUR GPS FOR STUDENT SUCCESS (GROWING PARTNERSHIP STRATEGIES)
Strand: Community Connections and Outreach
Location: FL Salon III
Presenter: Pam Couch-Bevis and Edie Ingram – Miami Academy, Miami Public Schools, OK

Did you ever wish you had a guide for finding the businesses, organizations, and individuals in your "village" who could contribute to the success of your students? Look no further, we have just what you need. In our presentation we will provide examples of successful partnerships that we’ve experienced and provide you with a map on how to navigate through both the successful partnerships and the partnerships where we got off course. When you leave this presentation, you will be ready to embark on your own journey. We will help you discover the treasures in your community that will help your students connect and engage in choosing the steps that lead them to a successful future.

Please support our Exhibitors by visiting their booths!

Exhibitor booth hours:
- Monday 1:00 pm – 5:00 pm
- Tuesday 7:30 am – 5:00 pm
- Wednesday 7:00 am – 12:00 pm

Refreshment breaks will be available:
- Monday 2:00 – 2:15 pm
- Tuesday 10:00 – 10:15 am
  2:45 pm – 3:00 pm
I'D RATHER BE BAD THAN STUPID
School Strand: Trauma Sensitive Strategies for Alternative Schools
Location: Grand Salon A
Presenter: Melvin Hayden – Building Bridges Alternative Academy, Chatham County Public Schools, GA

Trauma and stress can alter a young person's brain functions, impacting learning, causing behavioral problems, and igniting a cycle of violence. ... Understanding trauma and its impacts on young learners helps educators to better serve the emotional needs of their students and help trauma-survivors to thrive in their classrooms.

THE RISE OF RIGOR: PUTTING INSTRUCTION BACK ON THE FRONT LINES
Strand: Meeting the Needs of Elementary Students
Location: Grand Salon B
Presenter: Camille Darden – Shelby County Schools, Department of Alternative Ed, TN

Educators often toss around the word rigor, but what does it actually mean or look like in the classroom? Are you looking to raise the bar in regards to rigorous instruction in your class and on your campus? This session will deepen your thinking and give you a more complete understanding of what rigor looks like, sounds like, and feels like in the classroom, as well as how to foster it in your school.

HIGH INTEREST NOVELS: IGNITING A LOVE FOR READING THROUGH RESTORATIVE PRACTICES, UNIVERSAL DESIGN FOR LEARNING, AND CHARACTER EDUCATION
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon C
Presenter: Ryan Hinkle, Jina Reed, Brianne Parker, Anne Wolff – Orange County Department of Education / ACCESS, CA

ACCESS Character Education (ACE) engages students in high interest novels through the use of Restorative Practices, Universal Design for Learning (UDL), and Character Education, while incorporating an interactive 21st Century model, Multi-Tiered System of Support (MTSS), and the Common Core State Standards (CCSS) as well as supporting the goals of the Local Control Accountability Plan (LCAP). Through the use of current, relevant, and high interest novels, ACE was developed to support student engagement and motivation in reading.

USING COLLABORATIVE AND PROACTIVE SOLUTIONS WITH STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS WHILE APPLYING THE SELF-DETERMINATION THEORY
Strand: Research-Based Interventions in Alternative Schools
Location: Grand Salon D
Presenter: Dr. Andrea Rock – Monroe #1 BOCES, NY

Students with emotional and behavioral disorders (EBD) that lack social skills and problem solving have stronger features of depression, higher drop-out rates and struggle with peer relations. With such an emphasis on academics in high school, students still need strategies taught to compensate for skill deficits in problem solving, relationship-building and choice making. This pragmatic mixed methods study used pre-and post-assessment data from the self-determination theory and examined the implementation of collaborative and proactive solutions through focus groups of teachers and mental health practitioners that work with students with EBD in a special education high school. While quantitative data was not significant, focus group findings specified changes in restructuring the current schedule, trust, time, buy-in and predominantly leadership implications. Recommendations for future studies include additional data sets to be included in the study; choosing elementary or middle school student populations; and applying a leadership framework at the onset of implementing collaborative and proactive solutions. Limitations of this study consisted of a small sample size and typical limitations of a focus group. This study adds to current gaps in high-school students with EBD, self-determination, and collaborative and proactive solutions.
Region Meetings
Monday, 4:30 – 5:30 pm
*Please see below for meeting rooms*

**REGIONAL DIRECTORS’ MAP**

Region 1  Grand Salon A  Director: Justin DeMartin
Connecticut, Maine, Rhode Island, Massachusetts, Vermont, New Hampshire, New York

Region 2  Grand Salon B  Director: Ed Lowther
Delaware, New Jersey, Pennsylvania, Maryland, Virginia, Washington, DC

Region 3  Grand Salon C  Director: Michael Hylen
Indiana, Kentucky, Michigan, Ohio, Tennessee, West Virginia

Region 4  Grand Salon D  Director: Wanda West
Alabama, Mississippi, North Carolina, Florida, Georgia, South Carolina, Bermuda, Puerto Rico, Virgin Islands

Region 5  Grand Salon E  Director: Glen Hoffmann
Illinois, Iowa, Minnesota, Missouri, Wisconsin

Region 6  Grand Salon F  Director: Coby Davis
Arkansas, Louisiana, Oklahoma, Texas

Region 7  Grand Salon G  Director: Sean Hollas
Colorado, Kansas, Nebraska, North Dakota, South Dakota, Wyoming

Region 8  Grand Salon H  Director: John Holmes
Arizona, California, Nevada, New Mexico, Hawaii, Pacific Islands

Region 9  Grand Salon I  Director: Valinda Jones
Alaska, Idaho, Montana, Oregon, Washington, Utah
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Hillsborough County Public Schools
CREATING AN EDUCATION AND WORKFORCE PIPELINE THROUGH A COLLEGE AND CAREER ACADEMY

When it comes to the Bibb County School District’s strategic plan, the goals of “Student Achievement” and Student and Stakeholder Engagement” are the drivers of Williams S. Hutchings College Academy. The College and Career Academy ensures that students earn “stackable credentials,” participate in on-site experiential learning and partner with business and industry to fast-track workforce readiness skills. The college and career academy three-dimensional model of success is guaranteed to create a skilled future-ready pipeline for a global society.

This session will provide participants with research-based strategies designed to ensure that ALL students graduate college and career ready, which changes the perception of the College and Career Academy Model from a single to a multi-dimensional concept.

ROUNDTABLE DISCUSSIONS

There will be three rotations of roundtable discussions, each lasting 20 minutes. Participants will have the opportunity to pick three of the six roundtable presenters to listen to and create discussions with. You will be able to hear how these programs are making a difference in the lives of Alternative Education students. This will be an opportunity for participants to hear from various programs about what they are doing and be able to interact with others in the discussion.

CHANGING THE INCARCERATION PARADIGM

Panel discussion with national leaders in the Department of Juvenile Justice (DJJ) System on how they are changing the “Face of Education for Incarcerated Youth”. Leading educators in the DJJ will share what their institutions are doing to reinvent the teaching and learning environment for incarcerated youth. This is a panel discussion of how the school system (Alt Ed) and the Department of Corrections can collaborate to reduce recidivism in the juvenile court system.

HOW ALTERNATIVE SCHOOLS IN GEORGIA ARE USING STANDARDS TO DRIVE STUDENT ACHIEVEMENT

This session will highlight best practices and interventions for transforming alternative schools using Georgia Alternative Education Program Standards. The information shared in this session will benefit both school and district level school leaders. Participants will gain an in-depth understanding of the nine standards and how to link their practices and interventions to these Standards. Additionally, the presenters will share a process for district level administrators to use when providing support to alternative school leaders to improve their student achievement. The session will also spotlight, via video, some successful alternative school principals who have used the Georgia Alternative Education Program Standards to transforms practices and interventions at their schools.
TUESDAY GENERAL SESSION

KEVIN HONEYCUTT
8:45 AM – 10:00 AM
Grand Salon E-F

Kevin Honeycutt is a technology integrationist and a staff developer from Central Kansas. He spent 13 years teaching K-12 art and now travels the country and the world sharing ideas with educators. His website kevinhoneycutt.org is a valued treasure house of resources for educators.

Kevin grew up in poverty and attended school in many cities across the United States. As he witnessed education around the country, he collected powerful experiences that still influence his conversations and his work with educators. He spent 13 years teaching art K-12 in public school and for 17 years spent summers leading creative adventure camps for kids of all ages. In 1991 he received the Making IT Happen Award which is an internationally recognized awards program for educators and leaders in the field of educational technology integration in K-12 schools. The program identifies and rewards educational technology leaders around the world for their commitment and innovation. In 2011 he became an Apple distinguished educator and he continues to train students and teachers in the use of Apple’s powerful learning tools. In his life he’s gone from being an at-risk kid doing stints in foster care to traveling the globe talking to audiences of educators, business people and kids.

WEDNESDAY GENERAL CLOSING SESSION

DR. ADOLF BROWN
10:30 AM – 11:45 AM
Grand Salon E-F

Adolph’s unique gifts and understanding of human needs have enabled him to reach audiences with life-altering messages. Known for his best practice expertise, humor, down-to-earth speaking style, relatability and wisdom, he is a keynote speaker held in high regard. Adolph has been described as a dynamic professional with a high-energy upbeat style and high data-driven content intensive delivery. Passion, humor, and audience involvement are key to Adolph’s presentations.

Widely considered the most engaging presenter in our nation, Adolph is the most credentialed motivational speaker around! Dr. Brown is a Master Teacher, having received international recognition, awards, honors, and distinction in the areas of educational excellence and real-world leadership. He consistently delivers high-quality instruction identifiable by objective audience observers, and makes a significant impact on participant learning gains. His university students connected so much to his authenticity or "Real Talk," that Dr. Brown became known as the "Real Deal."
STEM EDUCATION THROUGH CROSS CURRICULAR, PROJECT-BASED PROGRAMING

Strand: STEM in Alternative Schools
Location: FL Salon II
Presenters: Shannon Ellis and Chuck Tonelli – Cedar Rapids Community Schools, IA

The Metro STEAM Academy is an instructional program that combines a cross curricular approach with entrepreneurship. This program is focused on the innovative redesign of classroom spaces that counter the traditional classrooms in favor of lab space for student innovation. These spaces include a science & engineering lab, a wood shop, an incubator space, and exhibition/presentation space. Our program will highlight the challenges in developing and delivering this content. We will also share our data related to student success in meeting academic standards, and the fun we have had along the way.

NAVIGATING THROUGH THE GAME OF LIFE

Strand: Community Connections and Outreach
Location: FL Salon III
Presenters: Michele Evans – Academic Center of Excellence, Cabot Public Schools, AR

Academic Center of Excellence, our district’s conversion charter school, opened in 2004 in an effort to reduce the number of expulsions from our district’s alternative learning environment. Since that time, we have grown to serve approximately 300 students per year that are at-risk for not graduating.

We have been honored over the years locally, regionally, and nationally. These honors have allowed us the opportunity to share our story and invite numerous visitors to our building. We will share some exemplary practices that we have incorporated over the years for family engagement.

Come enjoy networking at the

NAEA CONFERENCE RECEPTION
MONDAY, 6:15 PM – 8:15 PM
GRAND SALON E-F

This reception is included for registered participants. Guests or family members must purchase tickets for admission. Tickets are $25.00 and may be purchased at Conference Registration.
National Alternative Education Association (NAEA) and 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 more information, visit our website at www.the-naea.org
Dr. Jones, a passionate educator dedicated to developing students as scholars, leaders and good citizens, joined the Bibb County School District in April 2015. Using his classroom and administrative experiences, Dr. Jones developed the Bibb County School District’s strategic plan, “Victory in Our Schools.” The strategic plan has five goal areas: increasing student achievement, increasing student and stakeholder engagement, increasing teacher and leader effectiveness, being a reliable organization, and learning and growth. This plan drives the district’s continuous improvement efforts through shared accountability for all stakeholders and resource alignment.

Dr. Jones works to ensure the district’s instructional practices meet the needs of students and prepares them to be college or career ready. Early on, he established one of the district’s main priorities as “getting students reading on grade level.” Through his guidance, district administrators have addressed equity issues by ensuring students have access to similar instructional practices, interventions and supports. Additionally, the development of a District Literacy Plan has led to student growth on the Georgia Milestones Assessments and an increase in the percentage of students reading on grade level.

When he joined the district, Dr. Jones set one of his first long-term goals as raising the district’s graduation rate to 90 percent by 2025. The district has made great gains in improving its graduation rate, which was 58.9 percent in 2014. In 2018, the district graduated nearly 1,300 students with a graduation rate of 78.5 percent. Three of the district’s six high schools had graduation rates greater than 80 percent in 2018, putting the district on track to achieving this goal.

Under his leadership, the Bibb County School District has been cited for its work to advance the district and its students. In 2017, the district received Georgia’s College Board Linking Award for having more than 80 percent of juniors and seniors utilizing Khan Academy for SAT preparation. The District also received the 2018 Digital School District Survey Award for Large Student Population Districts category, and its Board of Education has been twice-named a Distinguished Board by the Georgia School Boards Association. The district’s work with elementary schedules was featured in District Management Journal, in an article titled “Raising Achievement and Addressing Equity at Bibb County Schools” and the district was featured as a case study with K12 Insight for its work in improving stakeholder communications through its use of the Let’s Talk! platform.
Dr. Jones is an educator with more than 20 years of experience. He began his career in education as a JROTC instructor with the Griffin-Spalding County School System in Griffin. He became a high school principal and then advanced to assistant superintendent, then superintendent before coming to Bibb County. Before his educational career, Dr. Jones served in the United States Army, retiring as a Lieutenant Colonel. He is a graduate of the United States Military Academy at West Point and earned a doctorate degree in educational leadership from Nova Southeastern University.

In December 2018, Dr. Jones was named 2019 Georgia Superintendent of the Year by the Georgia School Superintendents Association (GSSA). The award was presented during a luncheon at the 2018 Georgia School Boards Association/Georgia School Superintendents Association’s Winter Conference in Atlanta. Later that month, he was named one of four finalists for 2019 National Superintendent of the Year by The School Superintendents Association (AASA). In February 2019, at AASA’s National Conference on Education, Dr. Jones was named 2019 National Superintendent of the Year.

He is a past governing board member for The School Superintendents Association (AASA) and past president of the Georgia School Superintendents Association (GSSA). GSSA awarded him the President’s Award in 2012 and the Bill Barr Leadership Award in 2016. In October 2018, Dr. Jones received the AdvancED Excellence in Education Award for the state of Georgia for his role in leading efforts to improve student learning and outcomes.

Dr. Jones is engaged in numerous professional and community organizations. He is a member of the Rotary Club of Macon and the Kiwanis Club of Macon. He serves on several community boards including those for the Greater Macon Chamber of Commerce and the United Way of Central Georgia. He is married to Evelyn, a retired elementary school principal. They have three children and are the proud grandparents of two granddaughters and a grandson.

Congratulations

NAEA is extremely lucky to have Dr. Jones join us at our conference this year. We appreciate his dedication to education and his passion for the success of ALL students! Thank you for sharing your valuable time with us!
2019 Exhibitor Listing

Rechelle Llorito
rechelle@feelgoodinc.org
www.feelgoodinc.org

Brooke Wheeldon-Reese
www.thesparkinitiative.com

John Pickens
jpickens@nu.edu
www.sanfordharmony.org

Nicole Goggin
Nicole@gng.org
www.gng.org

Chris Matthew
chris@gindyourgrind.com
www.findyourgrind.com

Dianne Maroney
dianne@theimagineproject.com
www.theimagineproject.org

Josh MacNeill
Don MacNeill
jmacneill@lakesidelink.com
www.lakesidelink.com

Laura McGuire
info@drlauramcguire.com
www.drlauramcguire.com

Delores Tadlock
deet@readright.com
www.readright.com

Brooke Wheeldon-Reese
Ashley Hunt
www.thesparkinitiative.com

Michelle Clemons

Sanford Harmony
National University System
John Pickens
jpickens@nu.edu
www.sanfordharmony.org

Navigating The Future | Page 31
CHALLENGE THE SITUATION
Strand: Community Connections and Outreach
Location: Grand Salon A
Presenter: Paul Burke – Hillsborough County Schools, FL

Identifying student needs and creating supports to create alternative pathways for success. Including passionate educators, additional incentives, and an array of programming and follow-up, we aim to create change in the lives of the students we serve. We will demonstrate the uniqueness of how we address student needs with a full range of supports.

ELECTRIFY NONTRADITIONAL EDUCATION AT THE K-12 LEVEL
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon B
Presenters: Robert Eichorn, Jodi Pankowski Brandon Neal, Karre Jones, Sarah Weldon, Marlena Gailmore, Nancy Breckenridge, Richelle Benjamin - Independence Nontraditional School, Prince Williams County Schools, VA

Electrifying student engagement begins with identifying the root cause for student areas of strength and growth, creating a climate and culture that includes and supports students, and establishing positive transitions in every facet of the young person’s K-12 experience. Emerge with strategies and tools to create this for all students based on the successes achieved at Independence Nontraditional School, a unique K-12 model for nontraditional students. Serving over 1,000 elementary, middle, and high school students annually, Independence Nontraditional School creates an environment where students are nurtured, thrive academically, and provided the tools necessary to be successful regardless of past social-emotional, academic, home, or community-based challenges. Independence specializes in creating individual learning experiences for each student, is aligned with the NAEA’s Exemplary Practices, and evaluated under said guidelines by Prince William County Public Schools, the second largest school division in Virginia. Nationally recognized students and staff are lightning rods for success!

BULLYING IS AN ADVERSE CHILDHOOD EXPERIENCE
Strand: Behavioral / Mental Health
Location: Grand Salon C
Presenter: Dr. Jan Urbanski – Clemson University, FL

Adverse Childhood Experiences (ACEs) are traumatic childhood events that can have lasting effects on a person. ACEs place children at risk for being bullied and or bullying others. For children who are bullied, the prolonged, repeated abuse can impact their development, the way they interact with others, and how they perform in school. These effects can be cumulative and last into adulthood.

This interactive workshop will provide key information about bullying and how schools can create safe, healthy environments where bullying is less likely to happen. Participants will be introduced to the research about bullying behaviors, the impact of bullying on students, and the importance of bullying prevention and intervention. An overview of the ACEs study and implications will be presented. The relationship between ACEs and bullying will be discussed and strategies to address both will be presented.

#BEGREAT WITH AN EFFECTIVE "COLLEGE AND CAREER" ACADEMY MODEL
Strand: Career Pathways
Location: Grand Salon D
Presenter: Dr. James Suggs and Dr. Tarol Clements – G.W. Carver College & Career Academy, TN

Historic research indicates that U. S. juvenile courts handle an estimated 1.6 million cases where youth have been charged with a delinquency offense. It is imperative that intervention and prevention strategies are provided at the school level to reduce recidivism rates of at-risk students and diverse learners. To address this pressing issue, Shelby County Schools Division of Alternative Education’s G. W. Carver College and Career Academy supports the Juvenile Reentry Education Program titled, Project STAND. This presentation will discuss the program design, effectiveness, and outcomes of a career and college readiness program dedicated to specifically support at-risk youth.
NO NEED TO RE-INVENT THE WHEEL: HOW ARE OTHER DISTRICTS ADDRESSING SOCIAL/EMOTIONAL LEARNING & TEACHER SHORTAGES?
Strand: Behavior / Mental Health
Location: Grand Salon G
Presenters: Joel Ramirez and Darryl Clark, Edgenuity

Worried about students who can’t cope with social/emotional issues and/or looking for a solution to a Mental Health Ed Mandate? Struggling with teacher shortages? We will discuss how school districts are proactively and successfully addressing these issues. Come join in the discussion.

RE-INVENT & RE-BUILD THE CULTURE OF YOUR SCHOOL
Strand: Research-Based Interventions in Alternative Schools
Location: Grand Salon H
Presenters: Dr. Gastrid Harrigan – Broward County Public School, FL

The culture of a school has far-reaching impacts over every aspect of the organization. Participants will be exposed to researched-based strategies, and ideas to revitalize their school culture for minorities in urban schools. Participants will learn ways to make positive shifts, build relational trust, and recharge their staff and school culture.

WHAT TEACHERS REALLY WANT! (TIME TO TEACH)
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon I
Presenter: Quincenia Bell – Hillsborough County Public Schools, FL

Time To Teach is a powerful program that can be of a benefit to new, as well as seasoned teachers. The strategies that are introduced give a brief, yet informative description of how the teacher can take charge of the classroom actually starting from day one. Attendees will leave with peaked interests in incorporating these proven methods into their school curriculum.

DISCOVERING THE POTENTIAL IN ALL STUDENTS
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon J
Presenters: Monica Davidson – Apex Learning

In this session we will discuss the unique challenges and design of a short-term alternative placement program and how the success of our program fueled the growth of additional non-traditional learning environments. With the goal of providing more options for more students, this session offers an administrative and instructional perspective with regards to our journey in developing a structure that serves a diverse need and student population. In recognizing that all students have varying learning needs and abilities, we will provide insight into our blended learning approach, share program outcomes, and provide behavioral and classroom management strategies that all educators can utilize in alternative learning environments.
CHANGING LIVES ONE STUDENT AT A TIME
Strand: Enhancing Student Engagement & Connection
Location: TBA
Presenters: Dr. Cynthia Knight – Iowa NET High Academy, IA

Come see what innovation, partnerships, and mentorships do to help students feel more in control of their learning. Iowa NET High Academy has spent nearly a decade providing personalized learning through a unique approach to online and face-to-face instruction in Iowa. Truly an alternative to the alternative, we are a school without walls serving those who cannot (or will not) come through the door of the building. We want to share with you how to create a program that is both engaging and critical for students who have been disenfranchised by traditional educational settings. Walk away with a plan to get it going in your school!

ADVOCATING FOR ALTERNATIVE EDUCATION AT THE STATE LEVEL
Strand: Community Connections and Outreach
Location: TBA
Presenter: Frances Gooden – Ozark R6 School District, MO

Learn how to advocate for your students through your state representatives and senators. Tools and tips on how to make contact, what to say and other ideas will be shared. Learn about "talking points" and how to develop them. We are the primary advocates for students in alternative programs. Come learn how to be effective.

NAEA ANNUAL MEETING OF MEMBERSHIP AND NAEA BOARD MEMBER ELECTIONS

Tuesday, October 29, 2019
3:00 pm – 4:00 pm
Grand Salon E-F
A ROAD MAP TO BEING A MISSION-DRIVEN SCHOOL
Strand:    Trauma Sensitive Strategies for Alternative Schools
Location:  Grand Salon A
Presenter:  Joe Kalvoda, Leslee Webb, and Victor Sonneman – South Central High School, Bismarck Public Schools, ND

Our mission statement at South Central High School is to educate, support and care for every student. Come and hear about how we are fulfilling this mission academically and emotionally through trauma informed practices.

LEADING FOR EQUITY: 8 STEPS TO CREATING AND SUSTAINING EQUITABLE BEST PRACTICES IN YOUR SCHOOL/PROGRAM
Strand:    Enhancing Student Engagement & Connection
Location:  Grand Salon B
Presenter:  Dr. Marina Gillmore – The Cambio Group

Through a framework that focuses on the equity domains of school/program environment, curriculum, teaching and learning, assessment, structures, and partnerships, this workshop will support school/program leaders in creating a customized equity roadmap with evidence-based best practices to reduce opportunity gaps for student groups that have been disenfranchised/traditionally marginalized. School/program leaders will leave the session with an 8-step framework for building out/improving their equity plans, tailoring resources to align with other site/district initiatives, and building capacity and sustainability across all areas of their schools/programs.

This session will give school and program leaders an opportunity to take a critically reflective look at where they are -- both individually and collectively -- in their equity journeys and how this assessment can be used to lead with purpose and set goals for the work ahead. Participants will leave the session with a clearer understanding of how to align the vision and goals of equity work to existing policies, programs, and practices. Participants will also have a working framework for their equity leadership work, including self-generated project goals, a clarity statement, and a focused plan of action.

Session participants will also leave with an increased understanding of the connections between individual beliefs and behaviors, values, and school/program policies and practices. Participants will also gain increased awareness of opportunities, and outcomes, how an equity vision informs our daily work, and how to better recognize and deconstruct systemic inequities in their leadership.

BEING CHANGE AGENTS: SOCIALLY & EMOTIONALLY SPEAKING
Strand:    Behavioral / Mental Health
Location:  Grand Salon C

In alternative education's attempts to support the "whole child", most educational reforms tend to focus on diminishing achievement gaps. We must first take a look at the awareness of the processes for social-emotional learning (SEL) through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions in order to achieve success.

ENGAGING OUR AT PROMISE YOUTH IN CAREER TECHNICAL EDUCATION
Strand:    Career Pathways
Location:  Grand Salon D
Presenters: Katherine Wallace and Rebecca Ingrahm – Maple High School, Lompoc, CA

Follow the journey of a school who went from offering a single "Careers" class to having two robust Career Technical Educational Pathways including Maple Makers, a student run business program and Ornamental Horticulture where students have learned how to take what they grow to feed a small community. Maple HS has given these students an opportunity to participate in career tech, dual enrollment and on the job training. Maple HS is 100 % SED and serves 12% of the entire HS population in Lompoc, CA.
MEETING THE NEEDS OF ALL YOUR ALTERNATIVE ED STUDENTS
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon G
Presenter: Dr. Lateshia Woodley, Kansas City Public Schools, KS

Does your alternative school/ program meet the needs of all the at promise students that you serve? In this session, you will learn about how a district is engaging in a systematic transformation of their alternative education using the National Alternative Education Exemplary Practice Standards and the Essential Elements of a Trauma Informed School System. Come and be informed, ignited, and motivated to reflect on current practices, develop a new paradigm shift for your approach to alternative education, and leave with ideas on how to implement a system of care aimed to meet the needs of all of the at promise students you serve.

FINDING THE S.P.A.R.K. BEYOND TRAUMA: SPEAKING TO THE POTENTIAL, ABILITY AND RESILIENCE INSIDE EVERY KID
Strand: Behavioral / Mental Health
Location: Grand Salon H
Presenters: Brooke Wheeldon-Reece and Ashley Hunt, The SPARK Initiative

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.

SIMPLY PHENOMENAL: CULTIVATING CRITICAL THINKING SKILLS USING PHENOMENA-BASED LEARNING
Strand: STEM in Alternative Schools
Location: Grand Salon I
Presenters: Toria Brown, Shelby County Schools, Department of Alternative Ed, TN

Phenomena-based learning must be injected into your alternative classroom...now! Your students are screaming (sometimes literally) for an opportunity to learn STEM in a NEW way that allows them to interact like the gifted...excuse me...exceptional students that they are. This session is designed to guide participants in understanding how to transform their classrooms into everyday real-world learning experiences that will have students exploring, creating, researching, and advocating.

ALTERNATIVE EDUCATION, ALTERNATIVE PERSPECTIVES: EXPLORING ALTERNATIVE CURRICULA USING PHOTOVOICE
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon J
Presenter: Dr. Camille Sutton-Brown-Fox, Kennesaw State University, GA

This paper argues that photovoice, which is a grassroots activist qualitative research methodology, is appropriate for embedding within an alternative educational curriculum. With an emphasis on photography and critical dialogue, incorporating photovoice projects in an alternative curriculum provides students with opportunities to both critically analyze and reflect upon certain situations as well as enact change at the school and/or community level. It is an effective means of enhancing student engagement and connection, while making strides towards social justice. This paper includes examples of photovoice projects that can be used with students in various alternative educational settings.
GROWING PAINS: DEVELOPING A TRAUMA INFORMED ALTERNATIVE HIGH SCHOOL EDUCATION PROGRAM  
Strand: Trauma Sensitive Strategies for Alternative Schools  
Location: Grand Salon A  
Presenters: John Kenny – Sewanhaka Central High School District, NY

The Prestige Academy is a trauma informed alternative high school education program servicing “at risk” youth in the Sewanhaka Central High School District in Long Island, New York. The program’s inaugural year of challenges, triumphs, and growing pains will be shared as a learning experience. Every aspect of the program was built in three months including hiring a faculty and constructing a physical space for an opening day in September. This necessitated the development of a culture of continuous reinvention and evolution to meet the needs of an eclectic population of “at risk” students. By the end of the first-year triumphs outweighed challenges. Every aspect of program development will be explored sharing equally both the successes and failures (better known as opportunities). Participants will learn how the Prestige Academy grew, and continues to grow, into a successful trauma informed alternative high school education program.

ENGAGEMENT, FLEXIBILITY, AND COMMUNITY- PARENT PARTNERSHIP PROGRAMS  
Strand: Meeting the Needs of Elementary Students  
Location: Grand Salon B  
Presenter: Mr. Scott Mauk – Edmonds Heights K-12, Edmonds School District, WA

Edmonds Heights K-12 (EHK12) is a Parent Partnership Program in Washington State that started as a publicly funded cooperative for homeschooling families. EHK12 operates under Washington State Legislation that makes provisions for programs to be funded based on a student’s progress on an individualized learning plan, not seat time or attendance. Learn about how this dynamic program meets individual needs through flexible options, sense of community, equity and inclusion, and family engagement. Although we are a K-12 environment, particular attention will be paid to how the program works in Elementary Education, including Full Time Kindergarten and Special Education.

POWERFUL TOOLS TO HELP KIDS PROCESS STRESS AND TRAUMA  
Strand: Trauma Sensitive Strategies for Alternative Schools  
Location: Grand Salon C  
Presenter: Diane Maroney – The Imagine Project, Inc.

All students experience some level of stress, and often trauma. This session is for educators, counselors, administrators, etc. who would like tools to help students cope with stress and trauma. Participants will learn and experience The Imagine Project writing process, as well as other specific tools to take back to their workplace and implement immediately.

SCHOOL IMPROVEMENT AND ALTERNATIVE EDUCATION CAMPUSES (AECS)  
Strand: Career Pathways  
Location: Grand Salon D  
Presenters: John Bernonzoni and Alan Hollenbeck – Colorado Department of Education, CO

Alternative Education Campuses (AECs) are leading the way in Colorado by expanding more options to re-engage students who face unique challenges and barriers. Administrators of Colorado’s AECs will share their lessons learned in creating career pathways to better prepare students in transitioning from high school to employment. Several presenters are on the board of the newly formed Colorado Alternative Education Association.
SAVE THE DATE!

NAEA CONFERENCE
OCTOBER 21-23, 2020
TAMPA MARRIOTT WATER STREET
TAMPA, FLORIDA

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BE THE ONE!

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FEATURING KEYNOTE SPEAKERS
JOSH SHIPP
JOSE ENRIQUEZ
NAEA Awards Program 2020

ACHIEVEMENT ★ INNOVATION ★ SERVICE

PURPOSE
In 2020, The National Alternative Education Awards Program will establish a sustainable platform at the National, (regional, state, and local) level to acknowledge and celebrate the exemplary work, creativity and value of honoring deserving students, teachers, leaders and alternative Schools and Communities (Public and Private).

NAEA Exemplary Teacher Leader Award

NAEA Exemplary Business/Community Advocacy Award

NAEA Exemplary Alternative School of the Year Award

NAEA Exemplary Leadership Award

Coming Soon!

For more information contact: Mrs. Jacquelyn Whitt, NAEA Executive Director, Email: jackiewhitt2@gmail.com
Visit our website: www.the-naea.org
March 2020 announcements and applications will be available.
FROM IN-TROUBLE TO IN-BUSINESS
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon G
Presenter: Dr. Honeycutt - Keynote Speaker, ESSDACK

Educators challenged with working with at-risk learners often find themselves overwhelmed and burned out. In this presentation you will learn how to incorporate new, powerful tools to challenge kids to become entrepreneurs using online business models and free software.

ONLINE LEARNING IN AN ALTERNATIVE EDUCATION SETTING
Strand: Research-Based Interventions in Alternative Schools
Location: Grand Salon H
Presenter: Calandra Stith, Byron Brown, & Stenisa Jones - Clayton County Public Schools, GA

Welcome to the PCA (Perry Career Academy)! Virtual learning provides students with the flexibility to work at their own pace while accruing credit, recovering credit, and accelerating in the academic process. This presentation aims to provide information on how we use online learning to increase graduation rates, reduce disciplinary issues, provide credit recovery opportunities, and promote early graduation and career readiness. We have 3 different schools in our building currently using Odysseyware as their online learning system (in a manner conducive to their program) in order to achieve one or more of these goals. These schools are the Alternative Virtual Academy, Open Campus, and Adult Education/GED. The PCA is known as the facility where “students get back on track and graduate” and also designed for students who desire to graduate early! We are the school of hope! We will share ideas and our processes.

STUDENT AMBASSADORS: CREATING LEADERS AND ADVOCATES
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon J
Presenter: Amber Kidd - Regional Office of Education #3, Youth Education Services, IL

This presentation will focus on the Illinois Coalition for Educating At-risk Youth Student Ambassadors program. Student Ambassadors training focuses on first impressions, advocating for self and programs, and how to speak with legislators. Participants will be given the tools to begin their own ambassadors program.

UNLOCKING SUCCESS FOR STRUGGLING STUDENTS AT NORTH LITTLE ROCK SCHOOL DISTRICT
Strand: Enhancing Student Engagement & Connection
Location: IL Terrazzo
Presenter: Charles Jones - Principal, Apex Learning

The average student who starts below grade level has a 1:4 chance of catching up. That means districts are grappling with how to meet the needs of a tremendous number of struggling students, which can impact on-time graduation rates, passing and proficiency rates for high-stakes exams and students falling below grade level. Join North Little Rock leaders for an exploration into how to recognize and support unique learning needs, including ELL, students with learning gaps and below proficient readers, and the success these students have experienced in the district’s alternative education program.

FOSTERING REAL RELATIONSHIPS FOR AUTHENTIC ALTERNATIVES
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon I
Presenter: Celeste Johnson and Emily Philpot – Richmond High School, IN

Alternative education programs must be centered around the student’s needs. When entering the program, the student must be a good fit. When exiting the program, you must celebrate the accomplishments. Words to describe a student-centered alternative program include accessibility, availability, authenticity, flexibility, and celebratory.
PRACTICAL STRATEGIES FOR REGULATING STUDENTS’ BRAINS

Knowing your students are impacted by trauma is only step one. It is more important to know what to do. This session will cover interventions such as brain breaks, fidgets, student curriculum and service dogs. We will share how we transformed four schools to meet the needs of struggling students. Whether you are an academic, clinical, or administrative staff, you will leave with tangible interventions you can implement immediately.

Additionally, we will provide basic information about each brain region along with different interventions that work specifically for that region. By choosing appropriate interventions, targeted at the brain region your students are operating from, you will observe many more short-term successes, and begin paving the way for long-term healing.

K-5 ALTERNATIVE EDUCATION: TO BE OR NOT TO BE...IT’S NO LONGER THE QUESTION

In this session, the presenters will share how students in grades K-5 are referred to the system’s alternative school, Sixth Street Academy (SSA). They will discuss the intake process, length of time the K-5 student is to be enrolled at SSA, the K-5 format, what a typical day looks like in the K-5 classroom, and how the K-5 teacher and administration communicate with the home school regarding attendance, discipline, and returning back to the home school. The presenters will share the strengths and weaknesses of the program, as well as what wrap around services are provided.

WHAT DOES NEUROSCIENCE TELL US ABOUT BEHAVIORAL ANALYSIS AND INTERVENTIONS

The purpose of this presentation is to provide the participants with a general understanding of how our experience (including trauma) affect our brain in relation to behavioral responses (neuro-pathway). Participants will: increase understanding in neuro-plasticity and learning; understand reflection of behavioral analysis; and learn tips to change behavior - rewiring our brain (i.e. positive behavioral intervention strategies).

SOFT SKILLS: A KEY LITERACY FOR EMPLOYMENT AND CAREERS

Which soft skills are highly prized in the workplace? How can developing this key literacy help in planning and succeeding in a career? Get ideas for fostering soft skills with hands-on activities and lessons. Participants will receive numerous resources, including the Navigate Career Exploration curriculum.
HOW TO GET STUDENTS TO LOOK UP
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon G
Presenters: Tyler Hoch, Travis Spackman, & Jami Farner – Mountain High School, Davis School District, UT

The modern student has more distractions than ever: Snapchat, Instagram, Facebook, Twitter, YouTube, Spotify, Pandora, and more. How can teachers compete? Three expert alternative education teachers will share practical strategies to engage students both with and without technology. The goal of this session is for educators to leave with ideas that they can adapt and implement to better engage the social media generation in their schools.

CREATIVE IDEAS FOR CREDIT RECOVERY: CREDIT ACADEMY
Strand: Research-Based Interventions in Alternative Schools
Location: Grand Salon H
Presenters: Suzanna Adair, Heidi Haggard, & Tracie McEwen-Garrtson – Mountain High School, Davis School District, UT

Our kids needed more help than we were giving them to get caught up on credits, so we figured out how to give it to them! We put a power team together and created Credit Academy to give kids individualized attention to help them focus on their work, learn time management strategies, & have a bit of fun too. We will share ideas on recommended members of your team and give tools to help you develop a Credit Academy to fit the needs of your students.

EVOLVING FROM #METOO; SCHOOLS’ RESPONSIBILITIES IN ADDRESSING TITLE IX AND AFFIRMATIVE CONSENT
Strand: Research-Based Interventions in Alternative Schools
Location: Grand Salon I
Presenters: Dr. Laura McGuire – The National Center For Equity & Agency

This session will look at the federal requirements around Title IX and the social impact of including consent education in the K-12 years. Participants will leave with actionable tools to begin implementing best practices around these vital and timely topics in their schools.

UNINTENDED CONSEQUENCES
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon J
Presenters: Dr. Sylvia Hooker – Center for Transformational Teaching and Learning, GA

Whether novice or veteran, relational and instructional practices have changed for the 21st century learner. When you enter a non-traditional classroom with students of backgrounds, socio-economic levels, and family structures (other than/unlike your own) what are your expectations? This work session will address common biases that “we all” have that will cause us to reexamine and reflect on our unconscious practices that impact student achievement. This is designed to help educators and support personnel on all levels, reflect on the practices that unintentionally impact student success. It is where your background meets my background and sharing how we can value both.
FOOD TRUCK WARS: FROM HUNGRY TO HOPEFUL
Strand: STEM in Alternative Schools
Location: TBA
Presenters: Ashley Gates – The Providence School, Jessamine County Public Schools, KY

Hunger has an impact on student performance, well-being and a multitude of other stressors. Through the integration of food and STEM, students can go from “hungry to hopeful” and be introduced to new things that allows them to take control of their hunger in a project-based learning (PBL) environment similar to Food Truck Wars. Menu development, engineering food truck models, and simple math are instrumental in using STEM with something familiar to students in alternative settings. This session will showcase student work, their voice, and instruments in using PBL to connect real world to our alternative students.

“YOU HAD ME AT "WOOF": THE GATEWAY THERAPY DOG PROGRAM
Strand: Community Connections and Outreach
Location: TBA
Presenters: Dr. Debra Kachik & Heather Mackie – The Gateway School, Carroll County Public Schools, MD

This presentation outlines a step by step process of establishing a fully implemented therapy dog program from a pilot program in an educational setting. Much work and effort does go into establishing a new educational program. With this in mind, this presentation provides resources to begin your own therapy dog program. An overview of The Gateway Therapy Dog Program is provided including: program goals, data collection techniques, proposed board policy, associated letters to staff/parents, safety risk management, health and hygiene expectations, how to deal with allergies and phobias, staff/dog selection and training, future goals and much, much more!
THE TRAUMA-INFORMED JOURNEY OF AN ALTERNATIVE PROGRAM
Strand: Trauma Sensitive Strategies for Alternative Schools
Location: Grand Salon A
Presenter: Tim Morrow – Antietam Academy, Washington County Public Schools, MD

Antietam Academy has been on a trauma-informed journey that has led to it becoming a model program in the state of Maryland. The program works closely with local community partners and also several national professionals in this area including Jim Sporleder and Rebecca Lewis-Pankratz. This presentation will share both the successes and also the challenges of such an important and needed transformation. The presentation will also share best practices and valuable resources.

HOW TO DEAL WITH IT ... HOW A TRAUMATIZED AND DISTRESSED STAFF SERVES TRAUMATIZED AND DISTRESSED STUDENTS!
Strand: Curriculum & Instruction for Alternative Schools
Location: Grand Salon B
Presenter: James Hird – Horizons Academy, FL

Horizons Academy is the "In Lieu of Expulsion" alternative school serving students grades 2 through 12 in Manatee County. Principal James Hird gives an overview of significant characteristics of the Horizons program. He also shares the philosophies that support the programs that are designed to address the social, emotional, and mental health needs of the at-risk population being served. Participants are invited to discuss the "Whys" of time honored, tried and true strategies to improve on their efficacy.

Horizons Academy has received a School Improvement Rating of Maintaining over the last three years, consecutively. We serve over 300 students per year on our main campus and over 100 per year in our LIFE and TAPP Programs. Our vision is become a nationally recognized alternative program. Our mission is to get students back on track and progressing toward high school graduation.

KNOW YOUR NORTH: RESOURCES TO HELP STUDENTS FIND THEIR GRIND
Strand: Career Pathways
Location: Grand Salon C
Presenter: Chris Matthew – Find Your Grind, CA

Kids are told every day that their unique passion can’t be a job. We disagree, so we’re illuminating the ever-evolving possible — from lifestyles to careers. Find Your Grind’s mission is simple: curate and help navigate the 21st century roadmap, enabling students to discover who they are, where they’re going and the first steps to get there. Come and learn about FREE resources to help you do just that!

THE NEW FACE OF ALTERNATIVE EDUCATION
Strand: School Leadership K-16
Location: Grand Salon D
Presenter: John Kelly, Sherri Gilliam, Keeva Holinhead – Cobb Horizon High School, Cobb County Schools, GA

In education today, “alternative programs” are oftentimes looked at as the ugly stepchild and simply as an after-thought “second chance” for students and educators when the traditional high school experience is not successful. In this session, we will present how the Cobb County School District took the leap of faith to create an academic alternative school, Cobb Horizon High School.

Cobb Horizon High School is a non-traditional, academic alternative high school that was established to meet the needs of a growing population of non-traditional, at-risk, and credit deficient students. In this session, we will highlight the process of developing an academic alternative high school, share tools and strategies that have been an integral part of building our school culture and program, as well as our first-year successes and struggles.
THE GRADUATION PORTFOLIO: THE PATHWAY TO CAREER, COLLEGE, AND COMMUNITY SUCCESS
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon G
Presenter: Bob Eichorn, Karre Jones & Sarah Weldon – Independence Nontraditional School, Prince Williams County Schools, VA

Graduation Portfolios, or GPS, are digital roadmaps to graduation used for school, home and community success by our students. You will get a free GPS and learn how to adjust it for the life path most suited for each of your students! And like the best maps, it can be used on or offline! Your education toolbox will now be virtual and designed to support the reality and goals for all students!

INNOVATIONS AND CHALLENGES OF ARIZONA’S ALTERNATIVE SCHOOL ACCOUNTABILITY
Strand: Research-Based Interventions in Alternative Schools
Location: Grand Salon H
Presenter: Amy Schlessman – Eastpointe High School, Arizona Alternative Education Consortium, AZ

Appropriately assessing the educational impact of alternative education campuses is a challenge for states and school districts. Alternative education advocates have worked tirelessly in Arizona on an appropriate state accountability framework recently approved by the State Board of Education. School leaders through the state association, Arizona Alternative Education Consortium, advocated for appropriate indicators and measures supported by research and position papers from respected national organizations including National Dropout and the NAEA. This presentation shares Arizona’s framework and illustrations of promising practices from alternative schools as they meet the framework’s expectations. Over half of the data needed for the framework requires school self-reporting. School leaders talk about the challenges of collecting data and the ultimate benefit for students when data are used to improve instruction and services. Interaction among presenters and participants provides opportunity for discussion. Tips for effective advocacy is provided to support the ongoing process of Advocacy, Education, and Collaboration.

WHY SO MANY READING PROBLEMS? ARE WE TEACHING IT WRONG?
Strand: Research-Based Interventions in Alternative Schools
Location: Grand Salon I
Presenter: Dr. Delores Tadlock – Read Right Systems

This presentation will offer a unique perspective on why too many children, teens, and adults have reading problems. Attendees will explore how the brain learns a process and how current and historical teaching practices are not in alignment with the work the brain must do to make excellent reading happen. The question of what is the foundational reading skill will also be investigated—it’s not what you think! Effectiveness research results from applying these paradigm-shifting constructs to an intervention for struggling readers will be presented. Third-party, gold-standard research attesting to the efficacy of the model will also be shared.

MAKE YOUR ALTERNATIVE STUDENTS STARS!
Strand: Enhancing Student Engagement & Connection
Location: Grand Salon J
Presenter: Bed Baughman – Lincoln Alternative High School, Owosso Public Schools, MI
Mallory Soffin – Lincoln Street Alternative High School, Birmingham Public Schools, MI

Imagine bringing alternative students from across your state together to experience the power of connecting with others "like them". Through three annual events, Michigan alternative schools participate in the Michigan Alternative Education Organization (MAEO) STARS Program. Aimed at developing leadership, employment, academic, and social skills, the MAEO STARS Program holds a Fall Leadership Conference, Legislative Day, and College & Career Competition. Often our students get lost in the crowd, they're small fish in a big pond; the MAEO STARS program helps build self-esteem, increase motivation, and creates memories and friendships that last a lifetime.
FROM START TO FINISH IT IS ALL ABOUT RELATIONSHIPS AND CREATING AN ENVIRONMENT OF SUCCESS

Strand: Enhancing Student Engagement & Connection
Location: TBA
Presenters: Wendy Marland & Greg Wuthrich – Mountain High School, Davis School District, UT

Mountain High School in Kaysville, Utah is an alternative school of choice. We have maintained a graduation rate above 93% for the past 4 years. We pride ourselves on creating an environment where students want to be successful and want to come to school to graduate. The supports and services in place focus on each individual student and meeting their needs. In this session we will walk you through our process from the initial referral to attend to Mountain High, to our parent meetings and student Quick Start/Orientation to walking across the stage at graduation. We build in student options and time for relationship building at every step.

TRAUMA INFORMED EDUCATION: STUDENTS DON'T CARE WHAT YOU KNOW, UNTIL THEY KNOW THAT YOU CARE

Strand: Trauma Sensitive Strategies for Alternative Schools
Location: TBA
Presenters: Gilbert Singletary – Chamberlain University

In this session, there will be a discussion about how traumatic experiences can impact learning, behavior, and relationships at school. To address the impact of traumatic experiences, the presenter will introduce a teaching/therapeutic philosophy “teaching/reaching with compassion.” This session will be very engaging and interactive.

Recent neurobiological, epigenetics, and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. For some children, this can lead to problems with academic performance, inappropriate behavior in the classroom, and difficulty forming relationships. Learning about the impacts of trauma can help keep educators from misunderstanding the reasons underlying some children’s difficulties with learning, behavior and relationships.
There will be three rotations of roundtable discussions, each lasting 20 minutes. Participants will have the opportunity to pick three of the six roundtable presenters to listen to and create discussions with. You will be able to hear how these programs are making a difference in the lives of Alternative Education students. This will be an opportunity for participants to hear from various programs about what they are doing and be able to interact with others in the discussion. A bell will sound when it is time to rotate.

### ROUNDTABLE SESSION ONE
Session A - Monday 2:15 – 3:15 pm – Grand Salon I

<table>
<thead>
<tr>
<th><strong>Data: Moving from Anecdote to Application</strong> by Heather Brown - Gateway Schools, Westminster, MD</th>
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<td>Presenters will examine the importance of data with an emphasis on collection and utilization of anecdotal student information in the alternative setting. We will demonstrate how anecdotal data based on student/staff interactions can be converted to meaningful “hard” evidence about students. We will show how using a manageable data collection vehicle contributes to the success of students in any educational setting. Finally, we will share the data collection system and procedures that have been developed and implemented successfully in Gateway/Crossroads, Carroll County, Maryland’s alternative middle and high school.</td>
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<th><strong>High Interest Novels: Igniting a Love for Reading through Restorative Practices, Universal Design for Learning, and Character Education</strong> by Ryan Hinkle, Jina Reed, Brianne Parker, &amp; Anne Wolff - Orange County Department of Education/ ACCESS</th>
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<td>ACCESS Character Education (ACE) engages students in high interest novels through the use of Restorative Practices, Universal Design for Learning (UDL), and Character Education, while incorporating an interactive 21st Century model, Multi-Tiered System of Support (MTSS), and the Common Core State Standards (CCSS) as well as supporting the goals of the Local Control Accountability Plan (LCAP). Through the use of current, relevant, and high interest novels, ACE was developed to support student engagement and motivation in reading.</td>
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<th><strong>Quick Start: Integrating Students to Mountain High Culture and Mindset</strong> by Tomee Call &amp; Natalie Stromberg - Mountain High School, Davis School District, UT</th>
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<td>Quick Start is a weeklong thematic, activity-based, teacher-initiated, student-led experience integrating students to our school culture and high expectations. Lemonade Town focuses on student created businesses and financial plans. Through project-based learning, students learn entrepreneurship and financial literacy by creating a product, marketing materials, physical business stands, business plans, and competing in a market. Quick Start is based on standards in research, writing, and communications, as well as character attributes in team-building, risk-taking, and resiliency. By efficiently training teachers to engage in the curriculum, all students are immersed in the education and school culture from the first day of school. Also learn about other successful Quick Start ideas including: Amazing Race, CSI, Shark Tank, Olympics, and Mindfulness.</td>
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<th><strong>Escape From the Norm</strong> by Cheryl Richards &amp; Jami Farner - Mountain High School, Davis School District, UT</th>
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<td>Need to liven up your teaching methods? Learn tried &amp; true methods that increase student involvement and engage higher level thinking while solving a murder mystery and unlocking clues together as a team.</td>
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<tr>
<th><strong>Make Your Alternative Students STARS!</strong> by Deb Baughman &amp; Mallory Soffin - Owosso Public Schools / Birmingham Public Schools</th>
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<td>Imagine bringing alternative students from across your state together to experience the power of connecting with others &quot;like them&quot;. Through three annual events, Michigan alternative schools participate in the Michigan Alternative Education Organization (MAEO) STARS Program. Aimed at developing leadership, employment, academic, and social skills, the MAEO STARS Program holds a Fall Leadership Conference, Legislative Day, and College &amp; Career Competition. Often our students get lost in the crowd, they're small fish in a big pond; the MAEO STARS program helps build self-esteem, increase motivation, and creates memories and friendships that last a lifetime.</td>
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Navy Recruiter will discuss student opportunities.
There will be three rotations of roundtable discussions, each lasting 20 minutes. Participants will have the opportunity to pick three of the six roundtable presenters to listen to and create discussions with. You will be able to hear how these programs are making a difference in the lives of Alternative Education students. This will be an opportunity for participants to hear from various programs about what they are doing and be able to interact with others in the discussion. A bell will sound when it is time to rotate.

### ROUNDTABLE PRESENTATIONS

<table>
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<tr>
<th>ROUNDTABLE SESSION TWO</th>
<th>Session B - Monday 3:30 – 4:30 pm – Grand Salon H</th>
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<td><strong>Changing Lives One Student at a Time</strong> by Dr. Cynthia Knight - Iowa NET High Academy</td>
<td>Come see what innovation, partnerships, and mentorships do to help students feel more in control of their learning. Iowa NET High Academy has spent nearly a decade providing personalized learning through a unique approach to online and face-to-face instruction in Iowa. Truly an alternative to the alternative, we are a school without walls serving those who cannot or will not come through the door of the building. We want to share with you how to create a program that is both engaging and critical for students who have been disenfranchised by traditional educational settings. Walk away with a plan to get it going in your school!</td>
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<td><strong>Don't Just Talk About It, Be About It!</strong> by Valinda Jones &amp; Michele Rupe - Franklin Pierce School District, WA</td>
<td>Through action, GATES Alternative High School has almost tripled its graduation rate, reduced our suspension rate by 80% and transformed our reputation of being the school where the &quot;bad kids go&quot;, to being a school where 99% of our students say they are &quot;proud to attend&quot;. Our demographics include 100% poverty rate, minority as our majority ethnic demographic, and a community that is known to be a crime &quot;hot spot&quot; by local law enforcement.</td>
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<td><strong>Embedding Effective and Collaborative Mental Health Partners in the Alternative Learning Environment</strong> by Colby Davis &amp; Alonzo Terrell - Springdale School District, AR</td>
<td>Archer Learning Center is currently in its fourth year of using Restorative Justice (RJ) to welcome students, address conflict, manage discipline and build community. This session will share an overview of RJ and how it has been implemented and beneficial in the alternative education environment. RJ can also be used as an alternative to disciplining students. One main goal of RJ is to work with students to come to a solution and/or develop appropriate, realistic and attainable goals.</td>
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<td><strong>Prevention – Centered on Students</strong> by Chuck Bradley - Lee County School District, FL</td>
<td>District alternative/intervention program for first time drug and alcohol use, specifically designed to address the increase in vaping related incidents. Instead of a traditional alternative placement, this program provides services while minimizing disruption to the student’s regular instruction.</td>
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<td><strong>Student Success Teams and Transition Planning and Support</strong> by Caroline Whitt - Douglas County School System, GA</td>
<td>This &quot;Table Talk Discussion&quot; is designed to assist educators in a non-traditional school setting in creating more effective lesson plans through data talks, progress monitoring and practical interventions. Success Learning plans are a teacher self-created guide to content presentation that maximize mastery by the student. By using this method, we have found that students who are struggling academically are identified early, then teachers can implement a higher quality of instruction and are less likely to become overwhelmed or experience burnout.</td>
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<td><strong>Impact of Effective Alternative Educational Programs (Short-Term Suspension Sites (STSS)) and the Benefits of the Multi-Tiered Systems of Support (MTSS) in conjunction with the Behavior Modification Technician (BMT)</strong> by Delisa Fields, Ayanah Muhammad, Orlando Murrell &amp; Yolanda Polk - Charlotte-Mecklenburg Schools, Charlotte, NC</td>
<td>The short-term suspension sites (STSS) serve as an optional/alternative setting for students who have received a one (1) to ten (10) day suspensions. The short-term suspension sites offer a combination of academics, behavioral modifications, and social-emotional learning (SEL) to our students. The SEL/Restorative piece is supported by behavior modification technicians (BMT) to individual students in conjunction with the MTSS process and for those students who are in the supplemental/intensive levels of MTSS. Additionally, one on one support is put in place through the MTSS platform to provide targeted support to struggling students. Our goal is to intervene early on so students can maximize their full potential and prevent them from being sent to an alternative or separate setting.</td>
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Monday
1:15 pm  Welcome  Pamela Bruening, NAEA President
1:20 pm  NAEA Regional Shout out  Kathleen Chronister, NAEA President-Elect
          Richard Thompson, Technology
1:30 pm  NAEA History  Kathleen Chronister, NAEA President-Elect
1:45 pm  Video Contest Winners  Glen Hoffman
1:55 pm  General Announcements  Kathleen Chronister, NAEA President-Elect

Tuesday AM
8:30 am  Presentation of the Colors  Armwood HS JROTC Color Guard
8:40 am  Chief of Schools Introduction  Justin DeMartin, Region 1 Director
8:45 am  Greetings  Hillsborough County Schools – Dr. Peters
8:50 am  One Student’s Story  Journey Perkins
8:55 am  Keynote Introduction  Frances Gooden
9:00 am  Keynote  Kevin Honeycutt

Tuesday Lunch
12:35 pm  Lunch Blessing  Sylvia Hooker
12:50 pm  Keynote Introduction  Wanda West, Region 4 Director
1:00 pm  Keynote  Dr. Curtis Jones
          2019 National Superintendent of the Year

Wednesday
10:30 am  Election Results  Cynthia Smalls, Election Chair
10:35 am  Comments  Kathleen Chronister, New NAEA President
10:40 am  Keynote Introduction  Sylvia Hooker, NAEA Volunteer
10:45 am  Keynote  Dr. Adolf Brown

*Door Prizes at beginning of each general session*
The Tampa Marriott Water Street Hotel Map