Join Us in Tampa!

25th Annual NAEA National Conference
October 28-30, 2019
Hotel: Tampa Marriott Water Street

School Tours are filling fast! Sign up today!
Other Pre-Conference Offerings:

- Building Strong Brains: Trauma Sensitive Strategies for Alternative Educators
- Thrive More Than Survive: 8 Key Strategies to Achieve Educator Well-Being
- Inspire Greatness with NAEA Continuous Improvement Tools
- Gallery Walk of Alternative Schools

NAEA 2019 Conference KEYNOTE Speakers

Opening Keynote
Kevin Honeycutt

Closing Keynote
Dr. Adolf Brown

2019 NAEA Conference Special Luncheon Keynote Speaker

NAEA is Honored to Present Dr. Curtis Jones

2019 National Superintendent of the Year and Alternative School Advocate

Register Today
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
2019 Video Contest

“Navigating the Future” - Tell the story of your alternative program in a 2-5-minute video or rap. This contest is open to middle and high school students who attend alternative education programs. Your video should communicate the message and mission of your program and relate it to the annual national NAEA conference theme “Navigating the Future”. Entries may express this theme in any genre or shooting style but must be submitted by link containing a YouTube URL.

**THE PRIZES:**

Winners will receive the following cash awards:

First Prize—$400.00  Second Prize—$300.00  Third Prize—$200.00

Entries must be postmarked by October 12, 2019.

Winners will be announced at the NAEA conference.
Board Member Spotlight

Dr. Michael Hylen
Region 3 Director

Dr. Hylen currently serves as the Dean of the School of Education at Asbury University. Prior to coming to Asbury, he enjoyed a career as a public and private school educator that spanned over 25 years. During that time he served as a high school math teacher and principal. His most extensive work was as an alternative high school principal for students with emotional disorders and behavior problems. Under his leadership, one of his schools became the first alternative school to be recognized by the National Association for At-Risk Education Network at the silver level.

Dr. Hylen currently serves as the Dean of the School of Education at Asbury University. Prior to coming to Asbury, he enjoyed a career as a public and private school educator that spanned over 25 years. During that time he served as a high school math teacher and principal. His most extensive work was as an alternative high school principal for students with emotional disorders and behavior problems. Under his leadership, one of his schools became the first alternative school to be recognized by the National Association for At-Risk Education Network at the silver level.
He worked in both the inner city of St. Louis and in the surrounding counties. He has an earned Ph.D. from the University of Missouri – St. Louis with a specific emphasis on At-Risk Students and Character Education. He has co-authored articles and books that emphasize understanding at-risk students and include strategies for helping problem behavior students understand emotions and their relationship to behaviors.

Phoenix Rising (PR) is an alternative school, grades 9-12th, in Tulsa, OK that impacts and engages youth through a unique partnership between the Tulsa County Family Center for Juvenile Justice and Tulsa Public Schools. Phoenix served over 100 youth last year educating the most at-risk students in the District. Some of the major challenges of the youth were those involved (or at-risk of being involved) with the juvenile justice system, wards of the State, homeless, pregnant/parenting teens, substance abuse issues, and many other appalling challenges that may block a successful pathway to education.

Youth at PR have generationally strained interactions and relationships with police officers, as the statistics of our population with parental incarceration, both at the school and within the state of Oklahoma, are astounding. Currently, near 50% of the students have one or parent incarcerated, while almost 90% of them have had one or more parent previously incarcerated. In addition, over 45% of the youth at PR are currently on probation and have been adjudicated of a crime. So imagine when the Deputy Chief of Tulsa Police Department (TPD) presented the program called “Project Trust” to innovatively pilot at our school.

Project Trust is a 6-8 week course, once per week, in which a curriculum discusses things such as citizens’ rights, basic laws, civil rights, and various police/citizen interactions. The discussion before the course even began was among the administration of PR and TPD regarding ensuring they would adhere to a trauma informed model and practices. PR administration and TPD agreed that the officers would not wear their uniforms initially. They would not bring 10-12 police cars, as first stated, and that honest and open discussion would be had even if it were questions TPD was not necessarily used to being asked.

We knew that the students would initially be cautious or that even some would worry that the police were there for them (which was actually asked by two students the first day.) However, with the small group discussions, open and honest dialogue on both sides, and figuring out that everyone was just a human being, the program was more successful expected. By the third and fourth weeks, various youth had chosen the police they felt closest to and it additionally became somewhat of a mentorship program.

Qualitative data showed that students learned many things from the program including:
• “trust more policemen and women” gaining “friends and confidence” for police
• “they are human beings” and “normal people” having “worries too”
• “overlooked uniforms” and they “aren’t all bad or mean”
• “their job is very hard” and learning the “other side of the story”
• “our civil rights” and “their rights” and what a “proper pullover looks like”
• “how to live with confidence driven by a world of fear and racism”

Many of the graduates from the program, and the school, have begun college in criminal law and continue to have communication with both Deputy Chief Brooks and many of the other Tulsa Police officers. This program created long-lasting relationships, taught students how to legally protect themselves in situations, given them hope for positive community policing, and a new outlook.

For more information please click here: More on Phoenix Rising
New alternative middle school to open this fall at Sylvester Broome
By: Ashley Schafer

FLINT, Michigan—A new alternative middle school is being offered to local students through a unique partnership between GearUp Academy and the Sylvester Broome Empowerment Village. It is designed specifically to help students develop the skills they need to go on to graduate high school.

Called the GearUp2Lead Invictus Academy, the program will serve Flint and Genesee County youths in sixth, seventh and eighth grades. It is a new program by GearUp Academy, an alternative high school launched in 2016 and located on Ballenger Highway in Flint.

Each student will have an individualized Learning Plan and diagnostic tests to assist them in putting their best foot forward. Students will have the opportunity to participate in art, drama, gym, leadership training, character building, fitness and nutrition education.

Breakfast and lunch will be offered to students daily. The curriculum is a combination of the Fenton Area Public Schools Middle School Core Curriculum, GEAR Up 2 Lead Curriculum, and Why Try - Social & Emotional Curriculum.

Students will attend four “blocks” of classes during the school day from 9:30 a.m. to 3:45p.m., with an opportunity to attend in the evening from 4-7 p.m. The goal of the program is to prepare students to return to their home districts after completion of the eighth grade. GearUp Academy and Job Corps are other options offered students.

Richard Kerry Thompson, dean of GearUp2Lead Academy, said if more resources were offered at the middle school level could help drastically reduce the dropout rate among high school students.

“I believe 100 percent that these students have a high chance of surviving in the high school setting, armed with the skills, both educationally and emotionally, to be successful in high school and in life,” Thompson said.

The GearUp2Lead Invictus Academy expects to open this fall at Sylvester Broome Empowerment Village.

CONNECT with others in your region at the 2019 NAEA Conference! Regional meetings enable you to meet your Regional Directors & connect with others in your state and geographical region. Learn how you can work together to provide each other with ongoing support throughout the year.
Best Practices of instruction- Peer Questions
By: Caroline Whitt

I had both my ELA and Math instructor, implement the peer question activity in their respective classes. Each class had to write areas of concern down on an index card and then transferred them to a large "post it" note on the wall. We had the next class to come in and give suggestions/solutions for problems they could solve.

The teachers didn't limit the area of difficulty to just our subject areas, we opened it up to anything that could be of concern to them. Of course many of them stated the obvious - Math! or certain math concepts….motivation and anxiety came up as well!

The teachers will use these problems and suggestions to create formative assessments and also help us in grouping our students. We can have stronger students help weaker students. We love the peer tutoring concept, so we would love to see more of that amongst our students. This may also help them in the areas of motivation and anxiety. Both of which can be caused from not understanding concepts in math or other areas.

Teaching moment- Douglas County School System Success Center

News Items Needed!

We want to feature your school next month!!!
Tell us about some of the great things your school is doing or a specific best practice that works very well. Send pictures or video links.
Please email your district/school news to: justin_demartin@yahoo.com

Get Involved with NAEA—

Submit Your Research

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

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

- What A description of the work and its findings
- How The methodology or some key terms like quantitative, qualitative, policy research
- Why The big picture – a rationale about why the work is important/valuable NAEA looks forward to your submissions, so that alternative education research is accessible to NAEA members and all Alt Ed advocates. As you see, you will be recognized on a nationally available website for your contribution.
Graduate Courses Available in Alternative Education at New England College

Get More Information Here

Connect with Alternative Educators around the Globe!
Submitting Articles

If you are interested in submitting an article for the NAEA newsletter please reach out to Dr. Justin DeMartin, Region 1 Director for more information. justin_demartin@yahoo.com