



Orlando, Florida
February 2-4, 2011

Preliminary Program (subject to change)

Wednesday, February 2

5:00 p.m. – 7:00 p.m.Registration.....

6:00 p.m. – 7:00 p.m.Exhibits Open

6:00 p.m. - 7:00 p.m Networking Reception Crown Point Courtyard

Please join colleagues and fellow conference attendees for this special welcoming event. Food and beverages will be served in the Crown Point Courtyard. This is the perfect opportunity for networking and meeting new colleagues from all over North America.

Thursday, February 3

7:00 a.m. – 5:00 p.m. Registration/Information.....

7:00 a.m. – 8:00 a.m. Continental Breakfast

8:00 a.m. - 9:15 a.m. *Opening Keynote Session*

Happiness and Education

Nel Noddings

When parents are asked what they want for their children, they often answer that they want their children to be happy. Why, then, is happiness rarely mentioned as a goal of education? We'll explore the meanings of happiness, where it is found, and how schools can help students to understand it. **Nel Noddings** is Lee L. Jacks Professor of Education, Emerita, at Stanford University. She is a past president of the National Academy of Education, the Philosophy of Education Society and the John Dewey Society. In addition to seventeen books—among them, *Caring: A Feminine Approach to Ethics and Moral Education*, *Women and Evil*, *The Challenge to Care in Schools*, *Educating for Intelligent Belief or Unbelief*, and *Philosophy of Education*—she is the author of more than 200 articles and chapters on various topics ranging from the ethics of care to mathematical problem solving. Her latest books are *Happiness and Education*, *Educating Citizens for Global Awareness*, *Critical Lessons: What Our Schools Should Teach*, *When School Reform Goes Wrong*, and *The Maternal Factor: Two Paths to Morality*. Her work has so far been translated into 12 languages. Noddings spent fifteen years as a teacher, administrator, and curriculum supervisor in public schools; she served as a mathematics department chairperson in New Jersey and as Director of the Laboratory Schools at the University of Chicago. At Stanford, she received the Award for Teaching Excellence three times. She also served as Associate Dean and as Acting Dean at Stanford for four years.

9:15 a.m. – 9:30 a.m. Networking/Exhibitor Break.....

Session A

9:30 a.m. - 10:45 a.m.

Thursday, Feb. 3

Session A1

The “Student School” Gap: From Zero Tolerance to Alternative Schools by Way of Expulsion

The implementation of zero tolerance policies nationwide is resulting in dramatic increases in school suspensions and expulsions. These exclusions result in a “student school” gap with many students forced to seek other educational venues. This presentation will closely examine alternative schools as one option for students who are caught in this “student school” gap. The presenter will use data and examples from her own research study of an alternative school in New England. This primary data will be used to elucidate the relationship between zero tolerance, school exclusions, and alternative schooling. As we look to the future, this “student school” gap is a significant concern in our country and clearly an area in need of further research and discourse.

● **Janese Free**, Emmanuel College, Boston, MA

Session A2

Alternative Education in the Public School

Wilson Alternative Middle School is a public school that works primarily with students who have had difficulty following their school's code of conduct. Participants in this session will hear how our program works and learn real solutions to working within the limitations of a public school setting. To be included in this session is how we use a level system, contracts and a token economy to first motivate and encourage our students to make positive choices and how we work with a strict budget, tight guidelines and limited parental involvement.

- **Cean Ingram**, Omaha Public Schools, Omaha, NE
- **Lori Kuhns**, Omaha Public Schools, Omaha, NE

Session A3

Social Intelligence Programs Work for Academic and Behavioral Success!

Participants will experience sample activities and tools for students and parents as well as learn about grants that can be obtained to run a successful program. Participants will learn how to organize an effective, evidence-based program for students and families.

- **Sara Salmon**, Center for Safe Schools and Communities, Denver, CO

Session A4

Redefining Zero Tolerance Policies

Relying on zero tolerance policies is not the only option for districts searching for equitable ways of keeping schools safe. Dr. Schoonover's research at the University of Florida has demonstrated that there are viable methods of redefining zero tolerance policies in conjunction with pro-active measures and positive reinforcements that keep the teaching environment safe. Participants of this session will 1) hear a presentation of research on zero tolerance policies, 2) learn methods of keeping students in a learning environment while modifying undesirable behaviors, and 3) explore the Changing Habits After New Character Education (CHANCE) system of schools.

- **Brian Schoonover**, St. John's County School District, St. Augustine, FL

Session A5

Washington County's "Web of Support" Helps Students Stay in School and Graduate

Washington County (Maryland) Public Schools (WCPS), a system of 22,000 students and 46 schools with a 44% FARM rate, has put in place a web of support for students at risk of dropping out of school. As a result of a relationship-focused effort, WCPS has reduced the dropout rate from nearly 6% in 2000 to 1.56% in 2009, increased the graduation rate from 81.8% to 91.5% in the same time period and decreased the chronic truancy rate system-wide by over 20% in the last five years. Fundamental to this effort are Student Intervention Specialists- specialized staff placed in all WCPS secondary schools who provide case management for a targeted group of at-risk students and serve as graduation coaches, mentors, and advocates.

- **Carol Costello**, Washington County Public Schools, Hagerstown, MD
- **Sandra Fales**, Washington County Public Schools, Hagerstown, MD
- **Heather Dixon**, Washington County Public Schools, Hagerstown, MD

Session A6

Hispanics, Hispanic Immigrants and the Hispanic Dropout Rate

Hispanics have the highest dropout rate among the country's largest ethnic-racial groups. In this paper I argue that the current rate is misleading because it includes Hispanic immigrants. I control for such status and find that the rate among US born Hispanics is lower than reported.

- **Richard Verdugo**, National Education Association, Washington, DC

10:45 a.m. – 11:00 a.m.Networking/Exhibitor Break

Session B1

Alternative Education: Can it Work?

The results of an alternative education program in NJ titled Academy High School. Questions to be addressed (1) What does it take to organize and obtain support for an alternative education program? (2) Funding (3) Student recruitment (4) Student Retention (5) Faculty recruitment and retention (6) Continuation of program for multiple years.

- **Murray Shereshevsky**, Retired, Westfield, NJ

Session B2

K-12 Tribal School Success through Culture-based Initiatives and Improvements in Writing and Reading

Keeping a focus on culture, teaching, and academics, a K-12 tribal school went from failing to excellence in four years. The school tripled the number of students reading at benchmark and propelled students' writing scores 20% higher on State standardized achievement tests. Together, administrators, teachers, paraprofessionals, and community members centered school improvement efforts on reading, writing, and behaving with teachings of the Seven Grandfathers. Frequent school-wide celebrations of students' positive behaviors included community members, educators, parents, and students. K-12 students wrote in every class and received released state writing prompts three to four times a year under standardized testing conditions. Writing scores provided baseline data for addressing absenteeism and creating benchmarks for improvement. Educators' assessments of students' in-school writing matched the State's 2009 writing scores.

- **Judith Puncochar**, Northern Michigan University, Marquette, MI

Session B3

Starting from Scratch

Step Up is a new expulsion/suspension school that is in its second year of operation. The program is operated by Alaska State Juvenile Justice and Anchorage School District Staff. This presentation will explore the difficulties and challenges of starting a brand new alternative school. With only 13 slots for youth, the program is still in the "pilot phase" of operation. In spite of struggles, we have seen surprising results in terms of operational smoothness, proper tone, and strong attendance for youth who were considered the outliers in terms of school engagement. This is not a presentation on a highly sophisticated program, but a candid look at how you get started from scratch to deal with the "bad kids" that no one else wants in school.

- **Dean Williams**, State of Alaska, Anchorage, AK
- **Todd Arndt**, Anchorage School District, Anchorage, AK
- **Joan Moyland**, State of Alaska, Anchorage, AK

Session B4

Understanding Learning: The Key to Informed Teaching

In this session, we will discuss learning versus teaching and participants will see a new organizational structure for learning. In addition, we will review research and discuss the problems with "Left Brain/Right Brain," "Learning Modality," etc. During the session, participants will be given a list of attributes of learning that will aid in curriculum selection. Suggestions will be given for how to empower the learner and the teacher in their respective roles.

- **Gregg Todd**, Grassroots Montessori Consulting, Edison, NJ
- **Sarah Todd**, Grassroots Montessori Consulting, Edison, NJ

Session B5

It’s Time to End the Plague of School Dropouts: ONCE AND FOR ALL!

Today, over 30% of our K-12 students never graduate and minorities suffer a 50% or lower graduation rate. Using the 15 effective strategies developed by the National Dropout Prevention Center as well as tools developed as “best practices” by some of America’s outstanding schools and programs, workshop participants will not only learn what to do but how to aid at-risk youth to graduate. The strategies have been recognized by the National Education Goals Panel and the United States Department of Education as the most “ effective strategies to help solve our school dropout problem.” (NEGP Monthly, August 2001 and www.ed.gov/dropout/htm).

- **Franklin Schargel**, School Success Network, Albuquerque, NM

Session B6

Transforming At-Risk Students into Readers

National Assessment of Educational Progress data indicates that two-thirds of adolescents continue to read below grade level in spite of billions of dollars spent in the last decade to improve reading instruction. Recently, \$20 million was granted to five universities for fast-track development of reading interventions to address the rising reading crisis. June Strickland of Francis Marion University, South Carolina, and Reading Expert Dee Tadlock, Ph.D., provide a compelling explanation of why government efforts to improve reading instruction have failed and what is working to transform at-risk adolescent readers into successful, competent readers. Data will be presented, as well as new keys for addressing reading problems, with suggestions for evaluating effective interventions.

- **June Strickland**, Frances Marion University, Florence, SC
- **Dee Tadlock**, Read Right Systems, Shelton, WA

12:15 p.m. - 1:30 p.m. Luncheon & Keynote Session

Building a School and Neighborhood Community Where Everyone Is Needed: Superman Need Not Apply

Bob Welker

To date, the only national notoriety that Springfield Promise Neighborhood has received came in a rejection letter. Of the 320 applicants, we were not selected to receive one of the 21 national Promise planning grants meant to duplicate the amazing work of Geoffrey Canada in Harlem. Yet in a district with a 72% poverty rate, and working in a public school with a poverty rate of 99%, our modest community has a story to tell about how to build upon its assets. The method is called asset based community development – an approach in the school and out that creates project teams and local leaders. They work neighbor to neighbor to foster environments where children can grow and thrive. This is their story – the human face of a district’s struggle to achieve excellence in the face of adversity. **Dr. Robert Welker** is Professor of Education at Wittenberg University and Director of the Institute for Educational Innovation. Dr. Welker also serves as the Project Director for Springfield Promise Neighborhood, a community-based effort to address the effects of generational poverty on the academic and social success of students. He has worked with area schools and social service organizations for over 23 years and is the founder of the Institute, the graduate program in teacher improvement at Wittenberg University, and Youth as Resources which is a grant giving organization run by area youth and adults to promote service learning in the community. He also was a co-founder of Aspire P-16, a collaborative organization comprised of the executive leaders in education, business, local foundations, and health and human service organizations. He was selected as Ohio Professor of the Year in 2002.

1:30 p.m. – 2:00 p.m.Networking/Exhibitor Break.....

Session C1

Bolstering A Teen Ego Through Structured Vocational Counseling

Vocational assessment/career guidance can be used as a catalyst to guide the educational direction of at-risk students. Guided skills assessment is used to link future life activities through structured vocational assistance. Techniques utilized during these directed vocational sessions include: Interest test analysis, aptitude exploration, academic skills appraisal, career skills exploration, job entry and training level expectations, and work environment analysis. Through increased self awareness and positive self-esteem, students are able to develop a realistic educational plan which addresses their future life goals. In this session, these techniques will be highlighted and suggested options delineated.

- **Joan Cowell**, Northern Michigan University, Marquette, MI
- **David Cowell**, Marquette-Alger Regional Education Service Agency, Marquette, MI

Session C2

Knowing, Loving and Willing: Basic Skills for Developing Human Potential

Knowing, loving and willing are basic capacities for developing human potential. They are the dynamic focal points for effective interactions between teachers and learners. This presentation explores how educators in alternative programs can foster these capacities for human potential in their students, their colleagues, and in themselves.

- **Rodney Clarcken**, Northern Michigan University, Marquette, MI

Session C3

Dropout Prevention Using Wraparound Services for At Risk Students

Every 9 seconds a young person drops out of high school. For some, this is because of significant life events. Training in the use of a Wraparound process can be an effective tool in preventing high school dropouts, which is especially relevant for diverse student populations. Using federal grant monies, a research program examined efficacy rates for Wraparound services to reconnect at risk teens with educational goals to the school setting. Case studies will be reviewed.

- **Derrick Fries**, Eastern Michigan University, Ypsilanti, MI
- **Karen Carney**, Eastern Michigan University, Ypsilanti, MI

Session C4

It Works! Louisville, Kentucky's Approach to Zero Expulsions

District representatives will present an authentic method promoting caring, safe and secure environments in alternative schools that are conducive to challenging instruction. Our assessment center determines appropriate placement into our alternative schools. Our alternative schools are able to offer a computer-based program that accelerates the acquisition of basic skills and provides a curricular foundation for local credit recovery. We offer a continuum of services from schools to residential programs. This helps reduce our dropout rates and improve student achievement. A variety of clear options that meet the needs of all students will be discussed. Leaders from a diverse public school setting will share innovative offerings that can create unabashed pride within any school. This session will focus on POP's (Positive Outreach Program), STOP (Student Recovery Offsite Program), Behavior Coaches, and Safe and Drug Free Programs. Purpose: To keep student in school and to share Louisville, Kentucky's approach to zero expulsion. Objective: To share strategies and best practices with other districts.

- **Jenny Sorrels**, Jefferson County Public Schools, Louisville, KY
- **Jeff Koehl**, Jefferson County Public Schools, Louisville, KY
- **Jack Jacobs**, Jefferson County Public Schools, Louisville, KY
- **Ann Ferriell**, Jefferson County Public Schools, Louisville, KY

Session C5

Gutsy Moves: What To Do When Labeled PLAS

“Gutsy Moves” will provide specific programs that have been implemented and proven successful for federally labeled “Persistently Low- Achieving School” (PLAS). The presentation will focus on how to develop an action plan based on academic, social, and re-engagement support programs, which have increased the success and graduation rate of the students at Omaha South High Magnet School. The programs support the students to prevent drop out, and provide unique and tailored opportunities for credit completion for graduation and grade promotion. The presentation will highlight how the school efforts to improve its results attract community partnerships and resources that increase public participation in supporting the school’s mission. Don’t miss this opportunity to improve your school’s success!

- **Cara Riggs**, Omaha South High Magnet, Omaha, NE
- **Fairouz Bishara**, Omaha South High Magnet, Omaha, NE
- **Laura Lagana**, Omaha South High Magnet, Omaha, NE

Session C6

“Hello Warriors!” Helping Students Reclaim the American High School

In this session, attendees will learn about the change process that occurred in the 2nd largest high school in Metro Nashville (Tennessee) Public Schools that resulted in a 150% reduction in disciplinary incidents, and an 85% reduction in the number of students in trouble in less than 3 years. Strategies that will be discussed include the "return" of student centered activities like dances and pep rallies, ideas to build student and staff morale, and innovations such as one lunch for all students and every student having the personal cell phone number of the "texting" principal for continual access.

- **Susan Kessler**, Hunters Lane High School-Metro Nashville Public Schools, Nashville, TN
- **Andrew Davis**, Hunters Lane High School-Metro Nashville Public Schools, Nashville, TN
- **April Snodgrass**, Hunters Lane High School-Metro Nashville Public Schools, Nashville, TN

3:15 p.m. – 3:30 p.m.Networking/Exhibitor Break.....

Session D

3:30 p.m. - 4:45 p.m.

Thursday, Feb. 3

Session D1

Teenagers as Invisible Caregivers: Dementia Education for High School Students

Teenagers are invisible caregivers for loved ones who have dementia. "When the Brain Fails to Do Its Work" is a dementia education curriculum for high school students. It contains four modules: overview of Alzheimer's disease and other dementias, impact on caregivers (focusing on teenagers), community resources, and careers in aging. As the U.S. population ages, more individuals, families, and communities will be impacted. Currently there is a critical shortage of trained professionals in health and human service careers to provide enough quality care. High schools represent an important resource to get students interested in pursuing careers working with older adults and their families.

- **Patricia Cianciolo**, Northern Michigan University, Marquette, MI

Session D2

Why Try? Effective Multi-Sensory Tools to Help Keep Kids in School

This session will provide participants with practical insights and tools to help youth stay in school and succeed in life. The presenter will demonstrate how to use multi-sensory behavioral interventions incorporating visual metaphors, music, video and physical activities. The WhyTry program presented is proven to increase graduation rates, reduce truancy, and improve school climate. The methods presented are based on sound, current research and used in 10,000 schools in all 50 states.

- **Christian Moore**, The WhyTry Organization, Provo, UT

Session D3

It's a RAP - Read to Achieve Program

Read to Achieve Program targets youth at risk for dropping out of school or completing high school at the below basic reading level. Using RAP with our alternative high school population has resulted in students reading at or near to grade level, reading for pleasure as well as for information and to students beginning their personal book collection. The session will include: RAP Program components - specific classroom activities, pre and post test specifics and various genres; RAP activities - sample lesson(s), meet the author, Book Talk and details on additional activities; budget specifics - itemized accounting of materials needed to implement RAP.

- **Sheila Reagan**, Palmer Academy, Montville, CT, Montville, CT

Session D4

Help! I'm About to Blow My Lid

To better serve all young people, school personnel need to learn the elements of keeping one's self sane in today's turbulent world of at-risk youth. Let a slightly insane 38-year veteran educator help you explore the components of maintaining our "cool" in the turbulent teapot of today's youth: classroom management, stress, and humor. Participants will leave with a stack of handouts to be used tomorrow -- or at least when you next encounter those dear little darlings! If nothing else, sit back, relax, and have a few laughs with a crazy Midwesterner!

- **Sue Long**, Milligan Academy: RSSP, Decatur, IL

Session D5

Running the Race - and Winning

From elementary to high school we race toward a finish line that seems infinitely out of reach. Professionals across the nation try diligently to turn absenteeism into engagement and dropouts into graduates. Oklahoma Professionals share how we are helping kids cross the toughest finish line of their lives, GRADUATION. Check and Connect advocates use progressive ideas like peer mentoring, school adoptions and service projects to build relationships. Alternative Education programs adopt Check and Connect kids, and together they read, play and build service projects as they relate to one another. Locust Grove Alternative School zooms way outside the box as they host Missoula Children's Theatre. Come discover how you can create a team that will cross their finish line. We can't wait to help!

- **Lael Engstrom**, Juvenile Court, Tulsa, Ok
- **Dr. Cassandra Funderburk**, Remington - Tulsa Public Schools, Tulsa, OK
- **Marsha Wallen**, Locust Grove Alternative School, Locust Grove, OK
- **Jeff Isenberg**, Juvenile Court, Tulsa, OK

Session D6

Behavior Interventions for At-Risk Students

Everything you need to know to change the behavior of at-risk students - I will share specific programming ideas that target: crisis behavior management, truancy, increasing grade point averages, successfully transitioning students back to regular education, as well as simple behavior management techniques (and the reasoning behind them) that can be used on a daily basis. Along the way, we will have FUN!

- **Nancy Ellis**, Ute Pass Board of Cooperative Education Services, Woodland Park, CO

Friday, February 4

7:30 a.m. – 5:00 p.m. Registration/Information.....

7:00 a.m. – 8:00 a.m Continental Breakfast

8:00 a.m. - 9:15 a.m. Keynote Session

When Teachers Bully Students: Implications for Alternative Education

Alan McEvoy

This presentation focuses on the dark underside of bullying in schools – the problematic behavior of teachers, coaches, and others toward the students they serve. Although the literature on bullying almost universally ignores this problem, claims by students, parents, and fellow educators suggest we should take heed. Results from recent research on bullying by teachers, and the consequence for students, will be offered. Practical suggestions will be made on how schools can address this concern in a manner that is fair, yet effectively promotes positive teacher conduct. **Alan McEvoy, Ph.D.**, is an author, lecturer, and leading authority on problems of violence in schools, in the home, in dating relationships, and in community settings. His expertise is reflected in the books and articles he has published for educators and service professionals on bullying, rape, youth suicide, child maltreatment, youth violence, and abusive relationships. He has appeared on ABC's *Nightline*, *20/20*, *Oprah*, and many other national broadcasts. Currently he serves as Head of the Department of Sociology and Social Work at Northern Michigan University.

9:15 a.m. – 9:30 a.m. Networking/Exhibitor Break

Session E

9:30 a.m. - 10:45 a.m.

Friday, Feb. 4

Session **E1**

In Their Own Words: Disadvantaged Youth in Relationship Education Programs

Relationship programs are often designed to promote better adult relationships rather than focusing on developing romantic relationships during adolescence. Adolescents enter romantic relationships with little preparation for navigating this new type of intimate contact. Disadvantaged youth may have already accumulated a substantial number of risk factors associated with an increased likelihood of poor relationship quality. Understanding how teens view relationships is the first step to providing more tailored relationship program curricula. This presentation offers findings from a multi-method assessment of the Relationship Smarts program that educators can use to address the unique needs of disadvantaged youth.

● **Deanna Trella**, Northern Michigan University, Marquette, MI

Session E2

The Newcomer Academy: An Alternative Model for Serving the Needs of Immigrant Students

A South Texas School district 10 miles from the U.S.-Mexico border created a Newcomer Academy to serve the linguistic, academic, acculturation, and social needs of newly-arrived immigrant children (grades two through five). The program integrated traditional ELL, ESL, and bilingual program features with innovative learner-centered pedagogy. Qualitative and quantitative results suggests that the Newcomer Academy approach is a viable alternative for serving the needs of newly-arrived students in areas with substantive immigrant populations. (Participants will receive valuable handouts about the program and its implementation stages.)

- **Mary Hodge**, The University of Texas-Pan American, Edinburg, TX
- **Beatrice Newman**, The University of Texas-Pan American, Edinburg, TX

Session E3

Dancing and Chocolate: A Toolkit for a Successful Implementation of an Online Learning Program

Implementing online learning as a part of a school or as a separate program is a many-faceted challenge, even for seasoned educators. The mission is not to lose any who grace our doorway, and this can be done when an online learning program is implemented using specific strategies. This highly interactive (there will be dancing and chocolate), humorous, and yet informative session will focus on: The first 5 steps: how to create a movement and momentum for your program; The 7 Cs known to increase school completion; how to customize curriculum, instruction, and assessment to individual students; strategies for increasing success of students with disabilities; how to implement RtI in an online program; and evaluating your implementation.

- **Carrie Petruncola**, Education 2020, Olathe, KS
- **Garrick Teckenburg**, Gladbrook-Reinbeck Schools, Reinbeck, IA

Session E4

Don't Repeat What Didn't Work! Alternative Schools Network of the English Montreal School Board

The purpose of this presentation is to share how the Alternative Schools Network of the English Montreal School Board deal with the at-risk High School Students. Twelve schools throughout the territory of the island of Montreal serve over 500 students in small settings. These students come from 17 regular and special needs high schools. The EMSB's total high school population in May 2010 was 10,218 students. We will discuss our students' profiles, our referral process, our resources and programs used to decrease drop out rates and sustain perseverance in our students. Our approach is based on trying to meet each student's individual needs. We focus on motivating them by creating a fun, diverse, welcoming atmosphere. We pride ourselves in having a variety of settings to choose from so if it doesn't work in one setting, there are others that may work. We will discuss each school's culture, styles of building success, the differences between them, best practices, what has not worked.

- **Jacques Monfette**, English Montreal School Board, Montreal, QC
- **Paola Borzone**, English Montreal School Board, Montreal, QC

Session E5

Characteristics of Suspended and Expelled Students & Factors Influencing Students Dropping Out: Strategies and Solutions

Students drop out of school, not out of society. This presentation looks at strategies to successfully intervene in student behaviors before they make the decision to drop out of school and to offer ways to help students successfully contribute to society.

- **Ronald Rizzo**, Ferris State University, Big Rapids, MI
- **Heidi Cate**, Lighthouse Academy, Big Rapids, MI

SAVEing the At-Risk Adolescent

S.A.V.E. (Solanco Alternative and Versatile Education) is a unique middle school alternative education program that focuses on academics, social skills and service for regular and special education students. We will share our routine procedures as well as techniques that motivate, strategies that inspire, and technology that enhances the learning of our students.

- **James Close**, Smith Middle School, Quarryville, PA
- **Diana Lyons**, Smith Middle School, Quarryville, PA
- **Jeff McCardell**, Smith Middle School, Quarryville, PA
- **Sally Metz**, Solanco School District, Quarryville, PA

10:45 a.m. – 11:00 a.m.Networking/Exhibitor Break

Session F**11:00 a.m. – 12:15 p.m.****Friday, Feb. 4**

Session F1

Teen Parents from School based to Community based

The teen parent program at Omaha South has undergone several transformations over the past three years. This presentation will look at the three year process and program assessment that provided the information that became the foundation for program development and evolution. Participants will learn how to identify and implement a grass roots collaborative program based on need.

- **Mary-Beth Muskin**, Omaha Public Schools, Omaha, NE
- **Barb Cotten**, Omaha Public Schools, Omaha, NE

Session F2

Kinoomaadaa - Let's Learn from Each Other: Preserving Endangered Indigenous Languages Using Social Networks

Possibilities exist for preserving endangered indigenous languages and cultures online using social networks, such as FaceBook, YouTube, and Northern Michigan University's EduCat, which are accessible on-demand. We demonstrate three models of language pedagogy: (1) Anishinaabe language instructor-centered, (2) student-led language application to cultural practices, and (3) Dr. Neyooxet Greymorning's Accelerated Language Acquisition Method for teaching language when time is of the essence, particularly, in communities where few Native language speakers exist. Accessible, quick, and proven methods exist for learning verb-driven, oral, indigenous languages within hours in alternative education settings with Native American Language Learners and English Language Learners. Participants will learn Anishinaabe greetings, online methods for indigenous language revitalization, and an online method for peer-review of post-secondary and K-12 indigenous language instruction.

- **Kenneth Pitawanakwat**, Northern Michigan University, Marquette, MI
- **Judith Puncochar**, Northern Michigan University, Marquette, MI

Session F3

HAM It Up!!!

Did you choose education to impact the lives of kids? If so, how do you make this impact? Why types of learning tools do you use? Learning is nurtured by trust, strengthened by change, and challenged by chaos. How do we decrease stress observed? Instead of school improvement, do we need humor improvement? There will be sharing time so that you may share with others what humor you may use in the classroom to help with the "stress factor." Some questions addressed will be: How can we use humor to improve student morale? How can we incorporate humor in the classroom? Is humor nature or nurture? Can powerful humor impact learning? If so, how?

- **Dorothy Roesch**, Mt. Vernon Alternative Learning Center, Mt. Vernon, IL

Session F4

Service Learning at the Crossroads

Participants in this workshop will learn how to effectively implement Academic Service Learning in a disciplinary alternative school setting. The schoolwide service initiative at Crossroads Second Chance North has proven to be an engaging and transformative strategy for students in this metro Atlanta alternative program, and Crossroads now serves as a national model for service learning with at-risk youth. Participants in this workshop will receive a wealth of materials and ideas to help make authentic, effective service learning a reality in their school communities.

- **Amy Moss**, Crossroads Second Chance North Alternative School, Roswell, GA
- **Sherlynn Davis**, Crossroads Second Chance North Alternative School, Roswell, GA

Session F5

Creating a Data-Driven Dropout Prevention Action Plan: The Process and Product

Creating an effective and focused site or district dropout prevention action plan does not need to be a long, drawn out process. This session will give you the six components of a successful dropout prevention plan process, the five key questions to be answered when developing your data-driven dropout prevention action plan, and the Floyd Dryden Middle School Dropout Prevention Action Plan that resulted from this process. You will leave this session with a product example and the process knowledge to create a meaningful dropout prevention action plan with efficacy in two days or less.

- **Tom Milliron**, Juneau School District, Juneau, AK
- **Kathryn Milliron**, Juneau School District, Juneau, AK

Session F6

Igniting the Fire in Struggling and Reluctant Writers

Reluctant writers often struggle with using authentic voice to engage in writing and expounding on their understandings; this WAM (What-About-Me) approach to teaching journaling encourages students to use their personal experiences in a traditional composition framework. The presenters will impart strategies that engage reluctant writers by applying the “Coding-the-Text” strategy to respond to prompts using visuals.

- **Carla Turner**, NET Academy/NJDC, Norfolk, VA
- **Martin Towe**, NET Academy/NJDC, Norfolk, VA

12:15 p.m. - 1:15 p.m. Networking Luncheon

1:15 p.m. – 1:30 p.m.Networking/Exhibitor Break.....

Session G

1:30 p.m. - 2:45 p.m.

Friday, Feb. 4

Session G1

Using Online Content Delivery to Accelerate Credit Recovery

Many high school high dropouts leave school because of an extensive amount of credit deficiencies and because they see no hope in their ability to catch up on these credits. Additionally many do not return due to their current age, some two to three years past graduation. The traditional student population and schedule does not meet the dropout’s immediate need for acceleration of credit recovery, diverse scheduling, and curriculum delivery methods that support self-paced open entry-open exit learning. Online learning is a delivery method that can solve the immediate needs of the potential high school dropouts seeking a nontraditional avenue to high school graduation. It can also be a delivery method that meets the needs of older dropouts seeking to reenter school, but have typical social and economical barriers. Web-based learning can open many avenues to credit recovery for high school dropouts. This presentation will identify credit recovery and dropout preventions strategies to implement online content delivery to extend the school day, school week and school year.

- **David Reed**, Educational Options Foundation, Tempe, AZ

Session G2

Secrets of The Kid Whisperers: Understanding and Managing Problem Behaviors in the Classroom

Participants in this session will gain helpful understandings, habits of heart and mind, and many research-based strategies for managing student behaviors in school and classroom settings. Materials, resources, and ready-to-use ideas for managing student behaviors (focusing on prevention, troubleshooting in the moment, and safe, effective deescalation for crisis situations) will be provided.

- **Pender Makin**, The REAL School, Falmouth, ME

Session G3

Addressing the Psychosocial Wellbeing of the Child in Crisis

The program aims to empower education professionals and parents to appropriately address the psychosocial needs of children affected by traumatic events. The conference program will be organized and delivered in a 4 phase workshop. Each phase will present a detailed overview of the background and significance of psychosocial wellbeing, implementing a school-based needs assessment, objectives and goals to be attained, develop and implement training support, pilot program, and conduct a progress and evaluation reflection session. Phase 1: Share the knowledge, Phase 2: Address the need, Phase 3: Plan and demonstrate, Phase 4: Evaluate, modify and improve. Participants will work in 4 collaborative teams to address the developmental phases of an assigned problem.

- **Karine Clay Ph.D.**, Walden University, Las Vegas, NV

Session G4

Responding to Highly Vulnerable Children: The New Face of Learner Diversity

Expanding new populations of students demand a broadening concept of 'learner diversity.' Few educational leaders are familiar with the profound nature of stressful life circumstances of many students that make them highly vulnerable and present highly complex barriers to learning: (a) chronic health challenges; (b) families and homes transformed by the recent crushing economy; (c) victims of domestic violence and community unrest; (d) orphans and foster children who are wards of the State; and (e) exploited and refugee children from outside U.S. They are the faces of trauma, deep emotional pain, survival, and struggle, and require extraordinary responses from school systems. This session combines a presentation and a packet of materials related to the scope of the problem and potential solutions.

- **Carol Kochhar-Bryant**, The George Washington University, Washington, DC
- **Renee Lacey**, Prince William County Public Schools, Manassas, VA

Session G5

A Suspension Alternative Program (ASAP): Transforming Out-of-School Suspension into Community Service Learning

There are times when students need to be disciplined with out-of-school suspension because some behaviors cannot be tolerated in schools. Traditional short-term OSS where students go home for 1-10 days can appear to be more of a reward than a deterrent. Caldwell County Schools' A Suspension Alternative Program (ASAP) in rural North Carolina was designed to offer OSS students an opportunity to build relationships with community partners to enhance problem-solving, decision-making and life skills. ASAP provides mentoring, supervision, counseling, and community service. This workshop will explore ASAP's funding, start-up costs, structure, paperwork, and lessons learned with handouts provided and case studies presented. If you have been struggling with the dilemma of Out-of-School Suspension join us for a discussion of ASAP for a win-win solution!

- **Tina Brookes**, Caldwell Co Schools, Lenoir, NC
- **Jill Duffy**, Caldwell Co Schools, Lenoir, NC
- **Ellen McCrea**, Caldwell Co Schools, Lenoir, NC

Real Results Real Fast: How A District Increased the Graduation Rate by 5% in One Year

The Limestone County Schools in Athens, Alabama increased their graduation rate by 5% in just one year by implementing innovative solutions to help students stay in school. The school district offered dedicated programs to students who were at risk of not graduating due to a lack of academic credits, problems with learning academic skills, or social and family challenges. The district spent more than a year researching best practices to identify proven solutions, then implemented them to achieve immediate results.

- **Barry Carroll**, Limestone County Schools, Athens, AL

2:45 p.m. – 3:00 p.m.Networking Break

Session H

3:00 p.m. - 4:15 p.m.

Friday, Feb. 4

North East Florida Education Consortium (NEFEC): Reviewing a Successful Multi-District Online Dropout and Credit Recovery Program

Between 2006 and 2009, the NEFEC Program provided credit recovery, academic remediation, and dropout prevention strategies to over 18,000 students in multiple Florida school districts. Designed to reduce dropouts among Florida high school students, NEFEC recovered over 23,000 credits in four years. Many NEFEC sites were alternative education programs serving Level 1 and 2 students. Some of these alternative sites were Department of Juvenile Justice programs. Of these alternative sites, nearly 90% were rated FCAT Level 1 & 2. The nearly 400 students enrolled in these sites recovered 80% of the 1102 credits attempted. In 2009, NEFEC enrolled 7707 students, completing 8097 credits. The majority of these credits were in core areas. The NEFEC Program graduated 1092 students in 2009. According to recent research, the completion of these students results in a social and economical benefit to Florida and the United States of hundreds of millions of dollars over the lifetime of the graduates. The purpose of this presentation is to review of the program’s implementation procedures and delivery methods. A review of the data collected from the four-year program serves to validate the success of a program that provided multi-district credit recovery and dropout prevention program economically and efficiently.

- **David Reed**, Educational Options Foundation, Tempe, AZ

Youth Connection Charter School

Youth Connection Charter School (YCCS) has developed a unique system for administrative oversight of schools. As an administrative body, YCCS supervises and monitors 22 high school campuses. Our compliance program includes: developing effective policies and procedures, implementing contracts, education and training, monitoring and auditing, evaluation rubrics, enforcement, and response and prevention.

- **Angela Ballard**, Youth Connection Charter School, Chicago, IL
- **Ronald Giles**, Youth Connection Charter School, Chicago, IL

Changing Minds in Alternative Schools

Many people think of alternative schools as warehouses for students who are “bad”, have no future, and do not want an education. Many of the students we encounter make poor choices and were caught. Our session will deal with (1) relationship building with students (2) goal setting and (3) student achievement – showing students they can be successful at something. Our goal is to help every student feel successful so they return to their home campus with a feeling of accomplishment and tools to make better choices.

- **Sharon Delesbore**, Fort Bend ISD, Sugar Land, TX
- **Lynn Glasper**, Fort Bend ISD, Sugar Land, TX

Session **H4**

An Overview of Positive Behavior Facilitation

Positive Behavior Facilitation (PBF) offers a comprehensive view of understanding and intervening in behavior. PBF has been particularly effective in alternative settings and programs serving students with behavioral challenges. The philosophy of PBF focuses on the tools needed to encourage positive behavior. The tools of PBF are: Awareness and Management of Self, Knowledge of the Dynamics of Conflict, Understanding the Differences between Behavior Management and Behavioral Change, Healing Environment, Surface Behavior Management Techniques and Effective Communication. The curriculum encourages an in-depth understanding of behavior and teaches that effective intervention requires adults to move beyond the exclusive management of behavior. Where most programs teach adults to address surface behavior, PBF equips participants with the necessary knowledge, tools and skills to understand and effectively address challenging behaviors.

- **Edna Olive**, ROCKET, Inc., Silver Spring, MD
- **Necole Jones**, ROCKET, Inc., Silver Spring, MD

Session **H5**

You Cannot Have My Mind If You Do Not Have My Heart

You Cannot Have My Mind If You Do Not Have My Heart: Developing a Relational Pedagogical Mindset. A Relational Pedagogical Mindset (RPM) re-establishes an effective culture for student learning which is rooted in our history of schooling. It asks educators to face the challenge of what students become, society becomes! The four tenets of RPM are rooted in the very essence of the core essentials of schooling: Teaching Students to Think, School Climate, Student Values, and Capturing the Heart of the Child.

- **Anthony Edison**, CM201U, Crete, IL
- **Lucille Adams-Johnson**, CM201U, Crete, IL
- **Monica Spence**, CM201U, Monee, IL

Session **H6**

Innovative Paths for Success with Struggling Learners

This session will present a framework and programs that demonstrate innovative and cost effective ways of addressing the needs of struggling learners. Participants in this session will see how a simple framework of Power Standards, Common Assessments, and Response to Intervention with struggling learners can lead to increase in success. Multiple districts have used this model and participants will see the success of the students within that model. At the conclusion of the session, participants will have practical ideas for providing innovative strategies to increase success of all learners.

- **Greg Bishop**, Education 2020, Redford, MI

4:15 p.m.....Conference Concludes