2015 NATIONAL FORUM ON DROPOUT PREVENTION FOR NATIVE AND TRIBAL COMMUNITIES

MYSTIC LAKE® CASINO HOTEL
PRIOR LAKE, MINNESOTA
APRIL 26 – 29, 2015

PRESENTED BY:
National Dropout Prevention Center/Network
Shakopee Mdewakanton Sioux Community
National Indian Education Association
Alaska Staff Development Network
Minnesota Department of Education
South Dakota Department of Education
University of Minnesota, Institute of Community Integration

www.dropoutprevention.org
On behalf of the National Dropout Prevention Center/Network and our partners, we welcome you to the 2015 National Forum on Dropout Prevention for Native and Tribal Communities.
April 26, 2015

Dear Forum Participant,

It is my pleasure to welcome you to Prior Lake, Minnesota, for the 2015 National Forum on Dropout Prevention for Native and Tribal Communities: Building Engaging Educational Opportunities for Native Students.

The experience of the next few days has been planned and designed to give you a meaningful professional experience that will be of immediate benefit to you. Our staff, along with our planning committee, is confident you will gain new knowledge, skills, and an expanded network of professional friends as you attend sessions.

This year, we are especially pleased about the inception of the National Dropout Prevention Specialist Certification Program. Enrolled practitioners can track their exposure to a broad range of effective dropout prevention strategies and interaction with other professionals through NDPC/N conference attendance; demonstrate and document their experiences through field project reports; and become recognized as being informed, experienced, connected, and current in the field of dropout prevention. This certification program makes a strong statement to peers, employers, and the local community. Through this program, NDPC/N will identify and recognize an army of practitioners who are fighting to solve the dropout crisis across the nation.

We have worked with a dynamic group of partners to bring you an outstanding conference agenda and opportunity. We thank our partners, who include the Shakopee Mdewakanton Sioux Community, the National Indian Education Association, the Alaska Staff Development Network, the Minnesota Department of Education, the South Dakota Department of Education, and the University of Minnesota - Institute of Community Integration.

We are also grateful to our conference sponsors and exhibitors. We trust you will take time to meet and learn about the products they represent and the services they offer.

On behalf of the National Dropout Prevention Center/Network and the Forum partners, thank you for participating in this event. We look forward to our time together and learning how we may be of assistance to you.

Sincerely,

Sandy Addis
Interim Director
National Dropout Prevention Center/Network
April 26, 2015

Dear Forum Participant:

Welcome to Minnesota! These next three days of collaboration and conversation are important to our work to increase achievement of our American Indian students. The Minnesota Department of Education is proud to partner with the National Dropout Prevention Center and the National Indian Education Association to provide a forum for this important work.

Since 2011, Governor Mark Dayton and I have been working to renew our state’s commitment to Indian Education. Our Office of Indian Education is now established permanently in law, along with a mandate that the state consult the Tribal Nations Education Committee on all matters concerning American Indian students. We work together with Minnesota’s 11 sovereign tribal nations to ensure all American Indian children have the tools and skills to succeed in life, and are proud contributors to their native communities and to our state.

Indian Education has been a topic of much discussion this year in Minnesota. In January, Governor Dayton brought together an Indian Education Working Group to provide recommendations on areas that the state can increase support to American Indian students. This legislative session, the governor has made Indian Education one of his top funding priorities, and has proposed adding $15 million over the next biennium to replace a limited grant program with a more comprehensive aid program that would ultimately serve 93 percent of American Indian students in the state. The governor has also proposed adding more than $5 million over the biennium to more than double the current funding for equalization aid to the state’s Bureau of Indian Education schools.

In Minnesota, we have transformed the way we hold schools accountable for student achievement, looking beyond proficiency to measure a school’s progress in closing achievement gaps, and raising graduation. While there is still much work to do to support native students to reach their goals, progress is being made. Since 2011, the graduation rate for American Indian students has increased by more than 8 percentage points.

Gathering together to share best practices and engage professionally is the best way to share what works, to inspire action, and to learn. We hope you will use the next few days to work together and think critically about how we can continue increasing student achievement for our American Indian students. Thank you for your commitment to our American Indian students.

Sincerely,

Dr. Brenda Cassellius
Commissioner
Special thanks to our sponsors for their support of the 2015 National Forum on Dropout Prevention for Native and Tribal Communities

Shakopee Mdewakanton Sioux Community

Alaska Staff Development Network
"Working Together to Make Schools Better"

Institute on Community Integration
University of Minnesota

National Indian Education Association
Advancing Excellence for All Native Students
As a professional in the field of dropout prevention, you put your heart into your work to make a difference for young people, providing hope, opportunity, and support.

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

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

At each NDPC/N event, concurrent sessions that count toward the certification are marked with the program logo and designation of the corresponding strategy or topic. The markers shown below and next to the sessions identify the effective strategy or topic that corresponds with the session.

**Effective Strategies**

- Active Learning
- After-School/Out-of-School Opportunities
- Alternative Schooling
- Career and Technical Education (CTE)
- Early Childhood Education
- Early Literacy Development
- Educational Technology
- Family Engagement
- Individualized Instruction
- Mentoring/Tutoring
- Professional Development
- Safe Learning Environments
- School-Community Collaboration
- Service-Learning
- Systemic Renewal

**Key Topics**

- The Most Effective Strategies to Increase Graduation Rates
- Leading Graduation Rate Improvement In Your School and Community

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

For more information, scan the code at right or check at the registration table.
2015 FORUM PLANNING COMMITTEE

A special thank you to the following people who served on the Forum’s Planning Committee:

**Alaska Staff Development Network**
Kelly Tonsmeire

**Iowa Department of Education**
Rosanne Malek

**Minnesota Team**
Mary Barrie, Minnesota Department of Education
Wendy Behrens, Minnesota Department of Education
Paul Dressen, Prairie Island Dakota Community
Jean Echternachts, University of Minnesota Institute on Community Integration
Dennis Olson, Minnesota Department of Education, Office of Indian Education
Deborah Peterson, Shakopee Mdewakanton Sioux Community
Jean Strait, Hamline University
Beth Tepper, Shakopee Mdewakanton Sioux Community

**Montana Team**
Mary Ellen Earnhardt, Education Program Representative
Sara Pierce, Indian Education

**National Dropout Prevention Center**
Sandy Addis
John Gailer
Denise Gianforcaro
Debbie Hall
John Peters
Cairen Withington

**National Indian Education Association**
Ahnswake Rose
Diana Cournoyer

**National Johnson-O’Malley Association**
James Monchamp

**North Dakota Team**
Lucy Fredericks, North Dakota Office of Indian Education

**South Dakota Team**
Sue Burgard, South Dakota Department of Education
Lowell Amiotte, South Dakota Department of Indian Education
Cherie Farlee, Tribal Education, Cheyenne River Sioux Tribe
Molly Hall-Martin, South Dakota Board of Regents
Marta Neuman, SD DOE, Office of Indian Education
Dayna Brave Eagle Ogala, Oglala Sioux Tribe
Cindy Young, Rosebud Sioux Tribe

**Wisconsin Team**
David O’Connor, Wisconsin Department of Public Instruction
Mr. Bill Mendoza
Director of White House Initiatives on American Indian and Alaska Native Education

Mr. Mendoza earned a master’s degree in educational leadership from Montana State University in 2010. He will be the first leader of the new federal initiative to increase and improve educational opportunities for Indian Country. Previously, Mendoza was acting director of the White House Initiative on Tribal Colleges and Universities. The office works to ensure that the nation’s tribal colleges and universities are more fully recognized, better informed, and given full access to federal programs. Mendoza, who is an enrolled Oglala Sioux and has deep Sicangu Sioux roots, grew up on the Pine Ridge and Rosebud Indian Reservations in South Dakota.

Dr. Sandra J. Fox
Author and Speaker

Dr. Sandra J. Fox is a member of the Oglala Lakota Nation and also has roots at Cheyenne River. Dr. Fox started teaching at a public school but soon joined the Bureau of Indian Affairs (BIA) and taught at Eagle Butte on the Cheyenne River Reservation. Dr. Fox received her doctor’s degree in curriculum and instruction with an emphasis in the teaching of reading. Her doctoral dissertation focused on utilizing Indian literature and teaching approaches recommended for Indian learners. She received the National Indian Education Association’s Indian Educator of the Year Award in 1998 and the Lifetime Achievement Award in 2013. She retired from BIA in 1999. Dr. Fox is the author of many articles on Indian education and the Creating Sacred Places Curriculum that promotes using Indian literature, stories, and aspects of culture to teach standards.

Rev. Dr. Michael Oleksa
Alaska Staff Development Network

Father Michael Oleksa is a widely known speaker who travels almost weekly throughout North America speaking from two perspectives—Orthodox Christian and as an expert on Cross Cultural Communications, typically speaking to state, federal, and educational agencies. After 40 years in Alaska, Father Michael is convinced Alaska has a mission to the rest of the Church, just as the Church has considered Alaska a mission field for over 200 years. He is most well known for his widely acclaimed four-part PBS television series, “Communicating Across Cultures.”

Dr. Sigmund A. Boloz
Author and Speaker

Dr. Sigmund A. Boloz was principal of Ganado Primary School, a public school located within the Navajo Nation. During his time as principal, Ganado Primary School received national recognition as a National Leader School, National Exemplary Reading Program, National Blue Ribbon School of Excellence, and as the National Exemplary Program in Indian Education. Mr. Boloz was named the National Distinguished Principal from Arizona, and in 2008 was inducted into the Arizona Educator Hall of Fame. Now, Dr. Boloz consults with schools in the Four Corners region and is a Senior Lecturer within the College of Education at Northern Arizona University where he focuses on preparing future teachers.
# FORUM AT A GLANCE

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**Directory of Exhibitors**

**Directory of Presenters**
**SUNDAY, APRIL 26, 2015**

**9:00 a.m. - 5:00 p.m.**

**REGISTRATION**
Location: Grand Ballroom Hallway

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**PRE-FORUM WORKSHOPS**

*(Must be preregistered.)*

**10:00 a.m. - 5:00 p.m.**

**PFW1. REACHING AND TEACHING EVERY STUDENT, ESPECIALLY THE RELUCTANT LEARNER**
Location: Little Crow I
Presenters: Dr. Judith Ann Pauley and Mr. Joe Pauley, Potomac, MD

In this fun-filled interactive session participants will learn how to include something in every class period that will appeal to every student, including those students who appear to be reluctant learners, so that every student, especially those who have a history of not being interested in education, will want to attend class and learn. They will learn research-based and time-tested strategies that will enable them to individualize the way they communicate with and motivate six different types of students so that every student will want to attend class, learn the subject matter, and improve their lives. The principles taught in this session have proven effective in various contexts and cultures, including work with Native students. *(Lunch is included in the registration fee for this Pre-Forum Workshop.)*

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**PFW2. CHECK AND CONNECT: AN EFFECTIVE APPROACH TO ENGAGING AMERICAN INDIAN YOUTH IN SCHOOL**
Location: Little Crow II
Presenters: Ms. Sharon Mulé and Ms. Jana Hallas, University of Minnesota, Institute on Community Integration, Minneapolis, MN

This session will provide an introduction to implementing Check & Connect, a structured mentoring intervention designed to enhance student engagement at school and with learning for disengaged K-12 students. Participants will be provided with an overview of the program and an understanding of how Check & Connect can be used at their site to increase student engagement.

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**PFW3. UNDERSTANDING AND REACHING WOUNDED STUDENTS**
Location: Wabasha I
Presenter: Dr. Joe Hendershott, Hope 4 the Wounded, LLC, Ashland, OH

Based on the presenter’s book, *Reaching the Wounded Student*, this program will look at ways to assist students in becoming academically successful. This practitioner will describe programs and methods for alternative discipline to keep students in the classroom, build esteem, change behavior, increase achievement, and graduate from high school.

**PFW4. GRADUATION COACH MODEL: IMPROVING HIGH SCHOOL TRANSITION, RETENTION, AND COMPLETION**
Location: Wabasha II
Presenter: Ms. Pamela Sparklingeyes, Edmonton Catholic Schools, Edmonton, AB, Canada

The Graduation Coach Initiative at St. Joseph High School is a 2014 Crystal Star of Excellence Award recipient for the dropout prevention, intervention, and recovery work among First Nations, Métis, and Inuit students. Since its implementation in 2009, the program has increased the three-year graduation rate of Indigenous students from 14.9% to 60.4% by supporting the transition of students from middle school to high school and providing comprehensive supports as students progress through high school. Staff will share strategies for student engagement, career counseling, transition planning, leadership development, cultural programming, academic supports, and parental engagement.

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**2:00 p.m. - 5:00 p.m.**

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

**REFRESHMENT BREAK**
Location: Pre-Function Area
MONDAY, APRIL 27, 2015

7:30 a.m. - 8:30 a.m.      7:30 a.m. - 4:30 p.m.
CONTINENTAL BREAKFAST/NETWORKING          REGISTRATION/EXHIBITS OPEN
Location: Grand Ballroom and Pre-Function Area Location: Grand Ballroom Hallway and Pre-Function Area

OPENING GENERAL SESSION
(All are invited to attend.)

8:30 a.m. - 10:00 a.m.
Location: Grand Ballroom

WELCOME, REMARKS, AND INTRODUCTIONS
Mr. John Gailer, Assistant Director for Programs and Outreach, National Dropout Prevention Center/Network, Clemson, SC

OPENING CEREMONIES
Tinta Wita Takoja Drum Group
Veterans from Shakopee Mdewakanton Sioux Community
Andy Vig, Shakopee Mdewakanton Sioux Community Business Council

WELCOME FROM THE MINNESOTA DEPARTMENT OF EDUCATION
Dr. Brenda Cassellius, Commissioner, Minnesota Department of Education, Roseville, MN

INTRODUCTION OF KEYNOTE SPEAKER
Mr. Dennis Olson, Director of American Indian Education, Minnesota Department of Education, Roseville, MN

ADDRESSING THE DROPOUT PROBLEM WITH CULTURAL CONTENT AND PEDAGOGY
Keynoter: Dr. Sandra J. Fox, Author and Speaker

No Child Left Behind did leave Native students behind. Although there is a body of knowledge regarding best practices for teaching Native students, it was disregarded under NCLB. This address will provide a summary of that information in the hope that educators will consider it and use it to truly reform Indian education so that our students don’t feel the need to drop out.

CLOSING REMARKS AND ANNOUNCEMENTS
Ms. Cairen Withington, Assistant Director for Research and Publications, National Dropout Prevention Center/Network, Clemson, SC
PAST.
PRESENT.
THIS IS OUR FUTURE.

Planning
for Seven Generations

shakopeedakota.org
MONDAY, APRIL 27, 2015

**CONCURRENT SESSIONS**

*(Participants choose one.)*

**10:15 a.m. - 11:45 a.m.**

**BULLYPROOFING YOUR SCHOOL**

*Strand: School Climate: Safety and Student Wellness*  
*Location: Little Crow I*  
*Presenter: Mr. Franklin Schargel, School Success Network, Albuquerque, NM*

Bullying is the most common form of youth violence. One of the main tasks of adolescence is to fit in and develop a sense of self. Both physical and nonphysical forms can and do happen anywhere in the school, on the way to and from school, and even online. Schools need to address the problem or learning cannot take place.

**WHAT I’VE LEARNED ABOUT IMPROVING NATIVE SCHOOL OVER THE LAST 40 YEARS**

*Strand: Instructional Strategies to Increase Learning*  
*Location: Little Crow II*  
*Presenter: Dr. Sigmund Boloz, Northern Arizona University, Flagstaff, AZ*

This presentation will discuss the current research regarding school restructuring, renewal, and reform and those implications for actual Native school practice. This session will be practical for the parent, teacher, and administrator. Mixing lecture and poetry, Dr. Boloz will discuss the importance of developing a team of educators who are all working towards a limited set of goals, the role of leadership, schoolwide planning techniques, managing the curriculum, and staff development ideas.

**MAKING CONNECTIONS: ESTABLISHING SMALLER LEARNING COMMUNITIES TO PROMOTE STUDENT SUCCESS**

*Strand: School Climate: Safety and Student Wellness*  
*Location: Wabasha I*  
*Presenters: Dr. Justin Conroy, Mr. Mike Talley, and Mr. Mike McCulley, Central High School, Rapid City, SD*

The Freshman House at Central High School is a school-within-a-school model that has made the difficult transition from middle school to high school a more positive experience for students. The Freshman House model is research based and focuses on educating the individual student through the use of several transitions.

**IDENTIFICATION AND SUPPORT OF AT-RISK HIGHLY ABLE LEARNERS**

*Strand: Addressing the Opportunity Gap*  
*Location: Wabasha II*  
*Presenter: Mrs. Wendy Behrens, Minnesota Department of Education, Roseville, MN*

Although giftedness cuts across all populations, students from diverse backgrounds are often underrepresented in gifted programs. Underrepresentation is an issue of equity that tears at the core values of education. Traditional models of giftedness must be expanded and an understanding of the impact of poverty, language acquisition, and special education needs considered. This session provides an overview of learning differences educators may expect to see in the learning, creativity, motivation, and affective needs of highly able students.

**TPACK, SAMR, AND TIM—OH MY! THREE GUIDES TO TRANSFORM INSTRUCTION THROUGH INTEGRATION OF TECHNOLOGY**

*Strand: Digital Communication and Engagement*  
*Location: Shakopee*  
*Presenters: Mrs. Lisa Burleson, LSB Consulting, LLC, Lawrenceville, GA; and Dr. Lisa Stueve, Dordean Services, LLC, Atlanta, GA*

Don’t be afraid—find out what great resources these are! Be introduced to the TPACK (Technological Pedagogical Content Knowledge), SAMR (Substitution, Augmentation, Modification, Redefinition) and TIM (Technology Integration Matrix) tools and discover how they can be used in schools to enhance the implementation of technology and better engage learners. Be guided through reflection, understanding, and goal-setting activities focused on challenging practitioners to transform instruction through the integration of technology in all classrooms.

**COBBLER2COBBLER PEER LEADERSHIP PROGRAM**

*Strand: School Climate: Safety and Student Wellness*  
*Location: Yankton-Teton*  
*Presenter: Mr. Tim McGowan, Rapid City Central High School, Rapid City, SD*

In this interactive session, you will meet the students that lead one of the most successful school-based mentoring programs in the nation. The work of these Peer Leaders has dramatically changed the social culture of the largest and most diverse school in our state.
HERE’S HOW TO REACH AND TEACH ME
Strand: Instructional Strategies to Increase Learning
Location: Wabasha I
Presenters: Dr. Judith Pauley and Mr. Joe Pauley, Potomac, MD

In their book Reclaiming Youth At Risk: Our Hope for the Future, Larry Brendtro, Martin Brokenleg, and Steve Van Bockern demonstrate how the Lakota Circle of Courage develops the whole child in independence, mastery, generosity, and belonging. Belonging is key. When students get their motivational needs met, they feel they belong, are motivated to master content, and develop their generosity and independence. Their attitude toward education improves; they stop their disruptive behaviors, learn more, and stay in school. Dissertations and case studies will show how teachers can use these research-based concepts.

A TWO-STEP DIFFERENTIATION FRAMEWORK FOR MOTIVATION, ABILITY, AND CULTURE
Strand: Instructional Strategies to Increase Learning
Location: Wabasha II
Presenter: Dr. Jane Kise, Differentiated Coaching Associates, LLC, Edina, MN

Learn how using the Jungian cognitive processes framework not only addresses differences in student learning readiness but also targets student motivational needs and facilitates conversations about cultural differences. See examples of strategies and practices that increased student engagement and ownership in their work at a magnet school for Native Americans.

2016 At-Risk Youth National Forum
February 14-17, 2016
Embassy Suites at Kingston Plantation
Myrtle Beach, SC
National Dropout Prevention Center/Network
www.dropoutprevention.org

10:15 a.m. - 11:45 p.m.
BUILDING A CULTURE OF HOPE: OPTIMISM, PLACE, PRIDE, AND PURPOSE
Strand: School Climate: Safety and Student Wellness
Location: Wahpekute
Presenter: Dr. Emily Gibson, Building a Culture of Hope, Ukiah, CA

This session introduces participants to the Culture of Hope and the four Seeds of Hope (Optimism, Place, Pride, and Purpose); the research validating the importance of social/emotional aspects of learning; and key tools for assessing social/emotional components of learning and addressing identified areas for focus.

12:00 noon - 1:30 p.m.
NETWORKING LUNCHEON
Location: Grand Ballroom

1:30 p.m. - 3:00 p.m.
WHAT DO SUCCESSFUL LEADERS OF AT-RISK LEARNERS DO TO RAISE ACADEMIC ACHIEVEMENT
Strand: Addressing the Opportunity Gap
Location: Little Crow I
Presenter: Mr. Franklin Schargel, School Success Network, Albuquerque, NM

Next to high-performing teachers, successful leadership is the key to increased academic achievement and higher graduation rates. We asked 300 high-performing, high-minority, high-poverty successful leaders in urban, rural, and suburban schools why they were successful when most schools dealing with at-risk learners are failures.

CONTINUING THE DISCUSSION FROM THE MORNING KEYNOTE
Strand: Culture and Language
Location: Little Crow II
Presenter: Dr. Sandra Fox, Albuquerque, NM

Dr. Sandra Fox continues the discussion from this morning’s keynote, providing more information, taking questions, and providing responses regarding the research specific to teaching Indian children and especially in regard to language and cultural integration.
UNDERSTANDING AND REACHING THE WOUNDED STUDENT
Strand: School Climate: Safety and Student Wellness
Location: Shakopee
Presenter: Dr. Joseph Hendershott, Hope 4 The Wounded, LLC, Ashland, OH

Based on the presenter’s book, *Reaching the Wounded Student*, this program will look at ways to assist students in becoming academically successful. This practitioner will describe programs and methods for alternative discipline to keep students in the classroom, build esteem, change behavior, increase achievement, and graduate from high school.

COBBLER2COBBLER PEER LEADERSHIP PROGRAM
Strand: School Climate: Safety and Student Wellness
Location: Yankton-Teton
Presenter: Mr. Tim McGowan, Rapid City Central High School, Rapid City, SD

In this interactive session, you will meet the students that lead one of the most successful school-based mentoring programs in the nation. The work of these Peer Leaders has dramatically changed the social culture of the largest and most diverse school in our state.

DRUMBEAT—DISCOVERING RELATIONSHIPS USING MUSIC, BELIEFS, EMOTIONS, ATTITUDES, AND THOUGHTS: THE POWER OF THE DRUM REIMAGINED FOR MODERN TIMES
Strand: Behavioral Supports
Location: Wahpekute
Presenter: Mr. Simon Faulkner, Holyoake Institute, Midland, Australia

This session introduces participants to the multiaward winning, behavioral program DRUMBEAT. This program is used widely in 1st Nations communities to support social and emotional learning. This hands-on workshop showcases the five core components of the program which has been designed to engage young people resistant to talk-based strategies.

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

REFRESHMENT BREAK
Location: Pre-Function Area

FEATURED SESSION
(All are invited to attend.)

Hosted by: Shakopee Mdewakanton Sioux Community Youth Leadership Council

3:15 p.m. - 4:30 p.m.
Location: Grand Ballroom

WELCOME, REMARKS, AND INTRODUCTION
Ms. Summer Brooks, Chair, Shakopee Mdewakanton Sioux Community Youth Leadership Council, Former White House Youth Ambassador

Mr. Bill Mendoza, Director of White House Initiative

QUESTION AND ANSWER
Shakopee Mdewakanton Sioux Community Youth Leadership Council

From left to right: Steven Crooks; Chase Rouse; Treynor Crooks-Flom; Rachel Thomas; Rosemma Mosely, Gabby Hawkinson; Summer Brooks; SMSC YLC Chair; Josh Thomas; and Jacob Jorgenson (Not pictured is Vanessa Peterson)

CLOSING REMARKS AND INVITATION TO RECEPTION
Shakopee Mdewakanton Sioux Community Youth Leadership Council

4:30 p.m. - 6:00 p.m.

RECEPTION
Location: Grand Ballroom

2015 National Forum on Dropout Prevention for Native and Tribal Communities
You Know Your Students and Schools. We Can Help You Build Your Plan.

SEPTEMBER 2015 • Mississippi Gulf Coast

DIPLOMA PLANNING INSTITUTE

A Planning Event for Administrative Teams

Districts and schools should have a comprehensive plan for improvement which starts with dropout prevention. Strategies that reduce dropout and increase graduation rates have been shown to increase overall levels of student engagement and achievement. The Diploma Planning Institute provides an opportunity for district and school administrator teams to build the foundation of a dropout prevention plan on strategies that been researched and found effective. The strategies put forward by the National Dropout Prevention Center are built into the dropout prevention plans of many states throughout the nation and are considered the standard in dropout prevention planning.

Administrators use local data and their knowledge of their students and schools to apply effective strategies and build a local, custom-ized plan for graduation rate improvement.

For more information: www.dropoutprevention.org
TUESDAY, APRIL 28, 2015

7:30 a.m. - 8:30 a.m.

CONTINENTAL BREAKFAST/NETWORKING
Location: Grand Ballroom and Pre-Function Area

7:30 a.m. - 4:30 p.m.

REGISTRATION/EXHIBITS OPEN
Location: Grand Ballroom Hallway and Pre-Function Area

OPENING GENERAL SESSION
(All are invited to attend.)

8:30 a.m. - 9:45 a.m.

Location: Grand Ballroom

INVOCATION

WELCOME AND OPENING REMARKS
Mr. Dennis Olson, Director of American Indian Education, Minnesota Department of Education, Roseville, MN

INTRODUCTION OF KEYNOTE SPEAKER
Mr. Kelly Tonsmeire, Alaska Staff Development Network, Juneau, AK

EDUCATION AND SCHOOLING: THE CLASH BETWEEN TRADITIONAL CULTURE AND THE GLOBAL SOCIETY
Keynoter: Rev. Dr. Michael Oleksa, Alaska Staff Development Network, Juneau, AK

Traditional Education forms in children a clear and positive identity, a sense of where each person fits in the “cosmic scheme of things,” and how to appropriately relate to the world and people around them. The Traditional Goals are to know

1. who we are/who I am,
2. where do we/where do I belong, and
3. how do we/how do I respectfully relate to the world.

These goals contrast with the goals of Modern Schooling where the focus is on acquiring marketable skills to become an autonomous productive citizen to participate effectively in a global economy. For decades these two very different sets of educational goals have been in opposition to each other. It is time to bring these goals together, because in today’s world every person needs to embody both.

CLOSING REMARKS AND ANNOUNCEMENTS
Dr. Wendy Behrens, Minnesota Department of Education, Minnesota Department of Education, Roseville, MN
TUESDAY, APRIL 28, 2015

CONCURRENT SESSIONS

(Participants choose one.)

10:00 a.m. - 11:00 a.m.

THE MINDSET REVOLUTION: A UNIQUE APPROACH TO DROPOUT PREVENTION
Strand: Behavioral Supports
Location: Little Crow I
Presenter: Mr. Scott Shickler, The 7 Mindsets, Roswell, GA

Mindsets are the missing ingredient in the education system today. Change the way students think about themselves, their environment, and their future, and you will improve the decisions they make and the actions they take. Scott Shickler will share new strategies on how the 7 Mindsets are revolutionizing school culture, reducing behavior issues, improving academic achievement, and empowering students and educators with mindsets that make a difference!

REVERSING THE ACHIEVEMENT GAP TO FAVOR NATIVE STUDENTS: BUILDING ON CULTURAL VALUES
Strand: Addressing the Opportunity Gap
Location: Little Crow II
Presenter: Dr. Dee Tadlock, Central Washington University, Shelton, WA

Learn how a constructivist-based reading intervention program that reflects Native American cultural values has resulted in significant gains in reading by Native students. Using this program, achievement gaps can be closed and even reversed to favor Native populations. Research results with Native students will be presented.

USING E-SERVICE-LEARNING AS AN ENGAGEMENT STRATEGY
Strand: Digital Communication and Engagement
Location: Wabasha I
Presenter: Dr. Jean Strait, Hamline University, St. Paul, MN

Professor in Teacher Education at Hamline University, Dr. Strait’s current research focuses on engaging students in service-learning projects through technology. With an emphasis on social justice, parent involvement, and cultural competence, Dr. Strait’s vision for e-service-learning will further the work in schools promoting 1:1 technology.
TUESDAY, APRIL 28, 2015

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?
Strand: Reengagement and Recovery Strategies
Location: Wabasha II
Presenter: Dr. Jean Echternacht, University of Minnesota, Minneapolis, MN

Supporting Indian youth in their exploration of life after high school is a multistep process. In this presentation participants will be asked to envision what the differences are between high school and college and what opportunities those differences present for Indian youth. The presenter will engage participants in lively discussion!

THE IMPACT OF EMPATHY
Strand: School Climate: Safety and Student Wellness
Location: Shakopee
Presenter: Dr. Joseph Hendershot, Hope 4 The Wounded, LLC, Ashland, OH

The presenter will examine how empathy impacts learning in the classroom and how it builds a community of learners through the use of emotional literacy. How participants attune to students’ emotional needs can have a direct impact on learning and also reduce bullying within the school culture.

PERSEVERANCE AND GOAL-FOCUSED STRIVING CLOSE THE GAP
Strand: Addressing the Opportunity Gap
Location: Yankton-Teton
Presenter: Dr. Kathryn Atman, University of Pittsburgh, Pittsburgh, PA

For learning to occur, students must be willing to do the work. Teach students how to “set a goal, make a plan, and make it happen.” The application of noncognitive skills (e.g., perseverance) and focused, personal energy undergird academic achievement. Position your students to “win the gold.”

FAST: STRENGTHENING FAMILY BONDS WITHIN INDIGENOUS COMMUNITIES WITH AN EVIDENCE-BASED PARENT ENGAGEMENT PROGRAM
Strand: Family and Community Engagement
Location: Wahpeton-Sisseton
Presenter: Mr. Jason Smith, Families and Schools Together, Inc., Madison, WI

FAST® (Families and Schools Together) is an internationally acclaimed parent engagement program that supports the family bonding necessary for youth to thrive. Built on evidence-based practices and rigorously tested, FAST empowers parents to become more effective family leaders and builds positive connections between families and schools.

THE SEVEN GENERATIONS AND THE SEVEN GRANDFATHERS
Strand: Culture and Language
Location: Wahpekute
Presenter: Mr. James Vukelich, Minneapolis Public Schools, Minneapolis, MN

This talk will present the traditional teachings of the Anishinaabeg as a means of developing interconnectedness and interdependence. The seven grandfather teachings, the sacred law of the Anishinaabeg, show us how to lead Mino-bimaadiziwin—“the good life,” a life without contradiction or conflict, a life of peace and balance.

11:00 a.m. - 11:15 a.m.

TRANITION

CONCURRENT SESSIONS
(Participants choose one.)

11:15 a.m. - 12:15 p.m.

GAMES THAT DEVELOP LEADERS
Strand: Behavioral Supports
Location: Little Crow I
Presenter: Mr. Scott Shickler, The 7 Mindsets, Roswell, GA

Bestselling author and empowerment expert Scott Shickler presents a series of engaging, research-based educational games that are proven to develop leadership skills and positive mindsets in at-risk youth. This session will provide participants with free games and activities that can immediately be put into use. Come experience a new approach to dropout prevention and have some fun too!

RELATIONSHIP FIRST, LEARNING SECOND: INDIGENOUS PEOPLES ARE INTERDEPENDENT PEOPLES
Strand: Instructional Strategies to Increase Learning
Location: Little Crow II
Presenter: Dr. Sydney Davies, Utah State University/School Improvement Network, Lehi, UT

As indigenous peoples we don’t like to learn from people that are not culturally safe. In an educational system teachers need to build safe relationships before they can facilitate student self-learning. Knowledge is retained best when we can link new knowledge to prior (cultural) knowledge. These concepts will be explored as well as the need for student strong self-identity before learning is obtained.
it can have on educators’ overall well-being. This presenter will examine ways to assist educators with the emotional demands that are required in today’s schools through various methods of self-care and coping strategies.

BRAIN-BASED STRATEGIES YIELD BEHAVIORAL PAY-OFF
Strand: Behavioral Supports
Location: Yankton-Teton
Presenter: Dr. Kathryn Atman, University of Pittsburgh, Pittsburgh, PA

The brain’s Executive Function helps us set goals, make plans, and monitor our own behavior. We seek to develop self-management skills early in children: “Don’t run out into the street!” Learn how to foster self-management skill development in children and adolescents by capitalizing on Executive Function processes.

THE NIJKEWEHN MENTORING PROGRAM: NATIVE AMERICAN COLLEGE STUDENTS MENTOR SAGINAW CHIPPEWA YOUTH TO BOLSTER THEIR CULTURAL AND ACADEMIC IDENTITIES
Strand: Addressing the Opportunity Gap
Location: Wabasha II
Presenters: Dr. David A. Kinney, Dr. Carolyn M. Dunn, Ms. Colleen A. Green, Ms. Nichole L. McLachlan, and Ms. Heather A. Schuyler, Central Michigan Univ., Mount Pleasant, MI

The Niijkewehn Mentoring Program is a university-community partnership between Central Michigan University and the Saginaw Chippewa Indian Tribe that pairs Native American college students with local Saginaw Chippewa fifth through eighth graders. The program aims to increase the numbers of Native Americans graduating from high school, attending college, and graduating from college. During our presentation we will share information regarding the history, implementation, and evaluation of this promising program.

THE HISTORY OF ANY VILLAGE
Strand: Culture and Language
Location: Wahpekute
Presenter: Rev. Dr. Michael Oleksa, Alaska Staff Development Network, Juneau, AK

Father Oleksa discusses the many ways that today’s modern society impacts and disrupts any tribal community.

LUNCHEON
Location: Grand Ballroom
2014 NDPN CRYSTAL STAR AWARDS OF EXCELLENCE

At the 2014 National Dropout Prevention Network Conference in Louisville, KY, last November, the National Dropout Prevention Network presented the 2014 Crystal Star Awards of Excellence to Individuals and Programs. Mr. Kelly Tonsmeire was a recipient of the Individual Award and Edmonton Catholic Schools was a Program Winner. These awards will be presented at today’s luncheon.

INDIVIDUAL WINNER—MR. KELLY TONSMEEIRE
ALASKA STAFF DEVELOPMENT NETWORK, DOUGLAS, AK

Kelly has consistently provided strong statewide leadership in facilitating collaborative interagency dropout prevention efforts. He is the director of the Alaska Staff Development Network (ASDN), a nonprofit education organization providing staff development services to all of Alaska’s K-12 teachers, professional and paraprofessional staff, and administrators. Over the past three decades, Mr. Tonsmeire has written and directed U.S. Department of Education and private grants totaling more than 50 million dollars. These added grant dollars have targeted improving student achievement in Alaska’s most persistently low-performing schools and districts. In addition, Mr. Tonsmeire directed the Rural Alaska Principal Preparation and Support (RAPPS) program, designed to support and educate the principals of Alaska’s most remote districts. This program has demonstrated Kelly Tonsmeire’s excellent leadership capacity in facilitating interagency collaboration addressing objectives that school districts, the state, Mr. Tonsmeire, and other partners share in common.

Kelly Tonsmeire has also directed the Graduation and Academic Improvement for Native Students (GAINS) project, a four-year program in the Bering Strait School District, aimed at identifying potential dropouts and assisting them to graduation. The GAINS project has increased the graduation rate of the district by nearly 42%. Kelly Tonsmeire and ASDN have consistently and successfully used a continuing process of evaluating goals and objectives to provide an organizational structure that allows each school to develop a learning environment that ensures quality education for all students.

PROGRAM WINNER—EDMONTON CATHOLIC SCHOOLS
ALBERTA, CANADA

Accepted by Ms. Pamela Sparklingeyes

After attending a presentation at the 2009 National Forum for Native and Tribal Communities, Edmonton Catholic Schools developed and implemented a graduation coach program in St. Joseph High School. Since its implementation, the three-year graduation rate of First Nations, Métis, and Inuit (FNMI) students at St. Joseph High School increased from 14.9% to 60.4% by supporting the transition of students from junior high and retaining students as they progress through high school. This significant increase has been accomplished through an innovative model, which includes comprehensive individual and group supports for these students.

The role of the Graduation Coach is to provide mentoring and guidance to FNMI students to ensure they are provided with a nurturing and safe environment that supports them as they find a sense of competence and achievement. Graduation Coaches are located at several Edmonton Catholic Schools. Each school has a study center where students can gather to work on projects, utilize computer stations, work with a tutor, attend cultural activities, receive individual counseling supports, or attend career workshops. Graduation Coaches also work with junior high students to ease the transition to high school. This transition can be a stressful phase for students, as they must adapt to changes in environment, education practices, and social structures.

Edmonton Catholic Schools consulted with more than 100 schools about the Graduation Coach Program. Several of these schools have implemented a similar program in their own context.
TUESDAY, APRIL 28, 2015

**CONCURRENT SESSIONS**

(Participants choose one.)

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

**ENGAGING PARENTS AND COMMUNITIES IN SCHOOLS: STRATEGIES THAT WORK!**
Strand: Family and Community Engagement
Location: Little Crow I
Presenter: Dr. Jean Strait, Hamline University, St. Paul, MN

Parent and community engagement looks very different to each culture. This presentation will address two major topics: (a) What is it and how do we engage folks in a school? (b) How can we get the communities involved and how does that help our students succeed?

**NONACADEMIC SKILLS PRECEDE ACADEMIC SKILLS: IF WE WANT TO FOSTER LEARNING THE STUDENT NEEDS TO FEEL SAFE FIRST**
Strand: Behavioral Supports
Location: Little Crow II
Presenter: Dr. Sydney Davies, Utah State University/School Improvement Network, Lehi, UT

Nonacademic skills are a good indicator of academic achievement. As an early identification and intervention stratagem, we need to look at nonacademic skill sets of our indigenous students. Behaviors are learnt, and, are used as coping skills for both safe and unsafe environments. We will explore these concepts and learn what nonacademic skills are needed for academic success. When they are not present what does this mean for early identification and, what are some of the interventions we can use?

**NATIVE FOSTER CHILDREN IN PUBLIC SCHOOLS**
Strand: Family and Community Engagement
Location: Wabasha I
Presenter: Mr. Gerald White, Deer River ISD 317, Deer River, MN

Foster care students in our school, their barriers, and their successes will be discussed in this session. For informational purposes, state, federal, and tribal foster care policy will be discussed so educators are aware of what exists. Statistics from local, state, and federal agencies will be presented. People will be made aware of the local, state, federal, and tribal barriers that exist in our area which may or may not be similar to other areas or regions.

**WHAT CAN COMMUNITY LEADERS, PARENTS, AND THE COMMUNITY DO TO INCREASE THE GRADUATION RATE?**
Strand: Family and Community Engagement
Location: Wabasha II
Presenter: Dr. John Eggers, Northwest Tech College, Bemidji, MN

Is it possible to engage the entire community to increase the retention rate for all students including Native Americans? Bemidji has conducted several symposiums that have brought together parents, educators, community leaders, and students to identify strategies that help students stay in school. Specific strategies are given to help parents, business leaders, and educators as to what they can do tomorrow to increase the retention rate in their community.

**ORAL LANGUAGE PROFICIENCY ASSESSMENT**
Strand: Instructional Strategies to Increase Learning
Location: Yankton-Teton
Presenters: Mr. Christopher Bordeaux, Oceti Sakowin Education Consortium, Kyle, SD; and Ms. Miranda White, Oceti Sakowin Education Consortium, Eden, SD

The Oceti Sakowin Education Consortium member schools created an Oral Language Proficiency Assessment (OLPA) for the Dakota/Lakota Language. Language instructors from member schools as well as special education, speech/language, data and assessment specialists worked tirelessly for five years to create this assessment. In its fourth year of use, the OLPA is showing children have growth in learning and retaining their Dakota/Lakota Language. A short history of the process and an update of the OLPA will be presented and discussed.
This session will share information about Wisconsin’s Dropout Early Warning System (DEWS) and how school districts with either a high percentage or number of American Indian students can use it to reengage students at risk for not completing school in four years. Data about the graduation and dropout rates of American Indian students in Wisconsin will be shared and effective reengagement practices focusing on multilevel systems of support will be discussed.

**ASSESSING RESILIENCE TO PREDICT ACADEMIC OUTCOMES AND GRADUATION RATES**

Strand: Addressing the Opportunity Gap  
Location: Wahpekute  
Presenter: Ms. Leise Roberts, ScholarCentric, Denver, CO

Longitudinal research of nearly 10,000 MS students demonstrated that student resiliency data can be used to accurately predict high school academic performance and graduation rates, earlier than traditional signs of disengagement presented. In addition to an overview of the research, participants will learn about tools and strategies for identifying these key early warning indicators, and for helping students to build critical resiliency skills as part of their educational experience to increase academic performance and graduation rates.

**2:45 p.m. - 3:00 p.m.**

**REFRESHMENT BREAK**  
Location: Pre-Function Area

**3:00 p.m. - 4:30 p.m.**

**CONCURRENT SESSIONS**

*(Participants choose one.)*

**HELPING STUDENTS GRADUATE**

Strand: Addressing the Opportunity Gap  
Location: Little Crow I  
Presenter: Mr. Franklin Schargel, School Success Network, Albuquerque, NM

Improving graduation rates is the ultimate achievement of successful school systems. All educators want all children to thrive—to pass examinations, to graduate, and to become productive members of society. Yet the school dropout issue is a plague that affects the entire country. While dropout rates in some communities reach over 50%, no school, no community, no matter how affluent, is exempt.
Feel as if you are the only one working hard within your classroom? This presentation discusses the establishment of powerful classroom routines that encourage active involvement and increase student learning. Learn effective methods for organizing your lessons. This presentation will offer participants information about how to use quickwrites, think-pair-share, admit cards, content journals, and relationship maps to revitalize a productive learning classroom and as self-improvement tools. Specific comprehension strategies will be discussed.

As a prevention or intervention strategy, ensuring young people gain practical experiences in the application of life skills such as decision making, goal setting, communication, conflict resolution, and time management is essential for success—not only in middle and high school, but in life. Participants in this session will gain an understanding of how Overcoming Obstacles Life Skills Curricula—available at no cost to educators—supports improved behavior, academic achievement, and graduation rates.

The Healing Power of the DRUM – An evidence-based intervention for social and emotional learning
TUESDAY, APRIL 28, 2015

INCREASING HIGH SCHOOL GRADUATION FOR ALASKA NATIVE STUDENTS
Strand: Instructional Strategies to Increase Learning
Location: Wabasha II
Presenters: Mr. Kelly Tonsmeire, Alaska Staff Development Network, Juneau, AK; Mr. Dan Walker, Lower Kuskokwim School District, Bethel, AK; and Mr. Carl White, Bering Strait School District, Nome, AK

Interpersonal communication is the key to engagement and instruction. In infancy and early childhood, we develop patterns and practices that impact the ways we express ourselves and understand others for the rest of our lives.

INCREASING FAMILY ENGAGEMENT THROUGH FAMILY LITERACY
Strand: Family and Community Engagement
Location: Shakopee
Presenter: Ms. Cathy Miller, National Center for Families Learning, Louisville, KY

Family literacy fosters a dual generational approach that has proven effective working with American Indian families. By providing programs that focus on parents learning along with their children in culturally and linguistically sensitive ways, programs can increase children’s academic success, parent engagement in the school, and family involvement in the community. This session will explore strategies used in Family and Child Education (FACE) to successfully engage American Indian families to further the success of their children.

DRUMBEAT QUEST—THE WORLD’S FIRST COMPUTER GAME FOR SOCIAL AND EMOTIONAL LEARNING, INCORPORATING THE NEUROSCIENCE OF RHYTHM AND EMOTIONAL CONTROL
Strand: Digital Communication and Engagement
Location: Yankton-Teton
Presenter: Mr. Simon Faulkner, Holyoake Institute, Midland, AU

This session introduces participants to the new student computer game DRUMBEAT Quest developed from the award-winning DRUMBEAT social and emotional learning program. DRUMBEAT Quest is used in schools and by counselling services to support social and emotional understanding. It is a fun adventure game that includes a discussion element where students discuss their game play in relation to real-life experiences.
THE MATH AND READING PARTY:
ENGAGING STUDENTS BY INFUSING MUSIC,
DANCE, AND EXERCISE WITH INSTRUCTION!
Strand: Instructional Strategies to Increase Learning
Location: Little Crow II
Presenter: Dr. Stephanie Pasley, The Learning Party, Orlando, FL

In this electrifying session, you will sing, dance, exercise, and most importantly, learn! This session encompasses songs, chants, raps, exercises, and dance movements that will invigorate your existing math and reading curriculum! The Math Party includes content for Pre-K-5 grade levels. The Reading Party teaches alphabetic, phonemic, and phonological awareness principles like never before! This session is cutting-edge, interactive, and fun! Don’t be tardy for the Math and Reading Party!!!

TURNING CLASSROOM ACTIVITIES INTO KEYS TO EMPLOYMENT: CREATING WORK SAMPLES THAT COUNT
Strand: Instructional Strategies to Increase Learning
Location: Wabasha I
Presenter: Dr. Anna Graf Williams, Learnovation, LLC, Fishers, IN

At-risk learners in today’s classrooms are looking for return on investment—“Will this project I’m going to be spending my time on really give me skills I can use later or help me get a good job?” Come look at ways to turn classroom projects, activities, and discussions into viable work samples for employment.

RESOURCES AND OPPORTUNITIES THROUGH THE NATIONAL DROPOUT PREVENTION CENTER/NETWORK, YOUR PARTNER IN DROPOUT PREVENTION, INTERVENTION, REENTRY, AND RECOVERY
Strand: Digital Communication and Engagement
Location: Wabasha II
Presenter: Mrs. Cairen Withington, National Dropout Prevention Center/Network, Clemson, SC

For nearly 30 years, the National Dropout Prevention Center/Network (NDPC/N) has provided dropout prevention resources and served as a clearinghouse of information on effective strategies for school dropout prevention. This session will provide an overview of findings from NDPC/N related to dropout risk factors and strategies for reducing school dropout rates and
will focus on resources and services available from NDPC/N to assist educators, practitioners, and those working to create or maintain policies supportive of students who struggle. Participants will be introduced to ways to share their school’s, district’s, or state’s dropout prevention stories, challenges, and successes through NDPC/N’s national network and modes of dissemination. NDPC/N recognizes that the best results occur when research informs practice and when practice informs research. All attending this presentation will be able to request services from NDPC/N and to recommend new services that will support their work.

MY FUTURE, OUR FUTURE
Strand: Addressing the Opportunity Gap
Location: Shakopee
Presenters: Ms. Virginia Emmons and Mr. Brett McNaught, Educate Tomorrow, Miami, FL

Native American youth have a disproportionate representation in the nation’s foster care systems and are often placed with nonnative families. By the time they “age out” most have lost ties to their culture, traditions, and families, and face a bleak future. Educate Tomorrow (ET), advocates for education for all foster youth. ET has closed the achievement gap through life-coaching, tuition waivers, and assistance. This presentation provides a brief snapshot of the opportunities, importance, experience, and “how to” implement a successful educational life-coaching program for foster youth.

CONCURRENT SESSIONS

(Participants choose one.)

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

IMPROVING AMERICAN INDIAN STUDENT OUTCOMES: ADDRESSING THE ACADEMIC LANGUAGE GAP
Strand: Addressing the Opportunity Gap
Location: Little Crow I
Presenters: Ms. Heather Hoak, Ms. Jane Hill, and Ms. Catherine Johnson, McREL International, Denver, CO

This session will provide an overview and sample of professional development from The Improving Native American Student Outcomes: Addressing the Academic Language Gap (Academic Language) pilot project that is being conducted by the North Central Comprehensive Center at McREL International. This pilot project aims to build capacity at the teacher and leader level to recognize, implement, and sustain instructional strategies that reduce the academic language gap and increase academic English learning. The project will focus on middle school teachers (grades 5-8) and will involve professional development related to instructional strategies that enable students to engage in academic conversations. Specifically, the professional development will be grounded in the work that Stanford University has been doing to investigate the importance of student discourse and its relationship to building disciplinary language, knowledge, and skills. This session features an interactive activity to help participants better understand targeted academic language and academic conversations. The session will feature a sampling of the Reciprocal Teaching in Action video series which were produced in conjunction with the pilot project to support teachers in implementing the strategies in small, rural locations.

CREATING EDUCATIONAL SUCCESS FOR AMERICAN INDIAN CHILDREN
Strand: Behavioral Supports
Location: Little Crow II
Presenter: Ms. Julia (Bunny) Jaakola, Fond du Lac Human Services, Cloquet, MN

The Fond du Lac Band of Lake Superior Chippewa in collaboration with the Ojibwe School, Carlton County, and ISD #94 was awarded a five-year grant from the Department of Human Services to provide mental health services to American Indian K-8 children during school and right through vacations. The emphasis is on behavior, grades, and attendance. Removing the barriers of transportation needs, parental noninvolvement, and an absence of child advocacy provides more opportunity for the child to experience a more positive school career.

PUTTING YOUR DATA TO WORK—HARNESSING THE CHAOS
Strand: Digital Communication and Engagement
Location: Wabasha I
Presenter: Dr. Anna Graf Williams, Learnovation, LLC, Fishers, IN

Every connection you make with a student gives you data; from their participation, interests, successes, and challenges, to feelings, beliefs, and opinions. How do you track it all? What is important and what’s not? Come and explore ways to use new technologies to better connect with students, faculty, mentors, sponsors, employers, and staff. See how to add formative and summative evaluation points into your program, and learn best practices for managing all the data you collect about your students.
THE MATH AND READING PARTY:
ENGAGING STUDENTS BY INFUSING
MUSIC, DANCE, AND EXERCISE WITH
INSTRUCTION!
Strand: Instructional Strategies to Increase Learning
Location: Wabasha II
Presenter: Dr. Stephanie Pasley, The Learning Party,
Orlando, FL

In this electrifying session, you will sing, dance, exercise, and most importantly, learn! This session encompasses songs, chants, raps, exercises, and dance movements that will invigorate your existing math and reading curriculum! The Math Party includes content for Pre-K-5 grade levels. The Reading Party teaches alphabetic, phonemic, and phonological awareness principles like never before! This session is cutting-edge, interactive, and fun! Don’t be tardy for the Math and Reading Party!!!

CLOSING SESSION/BRUNCH
(All are invited to attend.)

10:45 a.m. - 12:00 noon
Location: Grand Ballroom

WELCOME
Mr. John Gailer, Assistant Director for Programs and Outreach, National Dropout Prevention Center/Network, Clemson, SC

BRUNCH

REMARKS FROM SHAKOPEE MDWAKANTON SIOUX COMMUNITY
Ms. Beth Tepper, Shakopee Mdewakanton Sioux Community, Prior Lake, MN

INTRODUCTION OF SPEAKER

BE DANGEROUS
Keynoter: Dr. Sigmund Boloz, Northern Arizona University, Flagstaff, AZ

This presentation is valuable for all staff and parents. Mixing lecture and poetry, Dr. Boloz discusses the importance of adults in the lives of children. Everyone can make a difference by being dangerous. Which child’s life will you touch? This lecture is intended for anyone who works with children. It draws on over 40 years of working with at-risk students. This presentation intertwines research, personal experience, and poetry, and attempts to highlight the importance we all carry within.

CLOSING REMARKS
Mr. John Gailier

CLOSING CEREMONY
### DIRECTORY OF EXHIBITORS

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>DESCRIPTION</th>
</tr>
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<tbody>
<tr>
<td><strong>Center of American Indian and Minority Health</strong></td>
<td>The Health Science Academy offers three 1-week summer programs for Native American middle and high school students interested in health profession careers.</td>
</tr>
<tr>
<td>Elyse Lawrey&lt;br&gt;1035 University Drive, SMed 182&lt;br&gt;Duluth, MN 55812&lt;br&gt;218-726-8638&lt;br&gt;<a href="mailto:Lawr0153@d.umn.edu">Lawr0153@d.umn.edu</a></td>
<td></td>
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<tr>
<td><strong>Corn Chick Designs</strong></td>
<td>Come and hear the story of corn and see a display of some of the indigenous corn of the Americas, like green corn. Corn jewelry necklaces and earrings, beaded bracelets representing colors of nature, and skirts and quilt tops made with nature-inspired cotton fabrics.</td>
</tr>
<tr>
<td>Jeaneen Lone Hill&lt;br&gt;2615 Santee Trail&lt;br&gt;Prior Lake, MN 55372&lt;br&gt;605-951-2554&lt;br&gt;<a href="mailto:j9lonehill@aol.com">j9lonehill@aol.com</a></td>
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<tr>
<td><strong>Dakota Spirit Collections</strong></td>
<td>Dakota Spirit Collections offers a variety of quality handmade items, representing tribal nations throughout the country. We have beadwork, quillwork, and many one-of-a-kind items.</td>
</tr>
<tr>
<td>Raymond French&lt;br&gt;5600 W. 83rd Street&lt;br&gt;Suite 300 8200 Tower&lt;br&gt;Bloomington, MN 55437&lt;br&gt;(952) 832-1516&lt;br&gt;<a href="mailto:rfrench@edoptions.com">rfrench@edoptions.com</a></td>
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<td><strong>Differentiated Coaching Associates</strong></td>
<td>Differentiated Coaching Associates provides workshops and materials on leadership development, conflict resolution, strategic planning, and differentiated instruction.</td>
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<tr>
<td>Jane Kise&lt;br&gt;5504 Grove Street&lt;br&gt;Minneapolis, MN 55436&lt;br&gt;952-250-2244&lt;br&gt;<a href="mailto:jane@janekise.com">jane@janekise.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Families and Schools Together, Inc.</strong></td>
<td>FAST® is an internationally acclaimed parent engagement parent program that teaches parents to become effective family leaders equipped to help their children thrive.</td>
</tr>
<tr>
<td>Jason Smith&lt;br&gt;2801 International Lane&lt;br&gt;Suite 212&lt;br&gt;Madison, WI 53704&lt;br&gt;608-663-2382&lt;br&gt;<a href="mailto:jsmith@familiesandschools.org">jsmith@familiesandschools.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>FryBreadLove</strong></td>
<td>We offer greeting cards, bookmarks, and small framed art. All proceeds directly benefit youth at Project Offstreet/MPLS MN (<a href="http://www.frybreadlove.org">www.frybreadlove.org</a>). Locally Native-made jewelry using mostly vintage, re-purposed and fair trade components will be featured.</td>
</tr>
<tr>
<td>Gayle Weigle&lt;br&gt;5037 Penn Ave. S.&lt;br&gt;Minneapolis, MN 55419&lt;br&gt;612-280-1484&lt;br&gt;<a href="mailto:gayle@frybreadlove.org">gayle@frybreadlove.org</a></td>
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</tr>
<tr>
<td>ORGANIZATION</td>
<td>DESCRIPTION</td>
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<tr>
<td>Holyoake Australian Institute Inc.</td>
<td>Holyoake presents the world’s first computer game for social and emotional learning incorporating the latest neuroscience on rhythm and regulation. DRUMBEAT Quest is designed for both educators and counsellors.</td>
</tr>
<tr>
<td>Simon Faulkner</td>
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<tr>
<td>PO Box 322</td>
<td></td>
</tr>
<tr>
<td>Victoria Park, AU 6979</td>
<td></td>
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<tr>
<td>+61894164444</td>
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<tr>
<td><a href="mailto:sfaulkner@holyoake.org.au">sfaulkner@holyoake.org.au</a></td>
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</tr>
<tr>
<td>Life Skills Education</td>
<td>Sixteen-page booklets that help at-risk youth understand and work through tough issues; perfect for classes or counseling. Stop by our booth to pick up free samples featuring Native cover photos.</td>
</tr>
<tr>
<td>Suzannah Ciernia</td>
<td></td>
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<tr>
<td>314 Washington Street</td>
<td></td>
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<tr>
<td>Northfield, MN 55057</td>
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<tr>
<td>507-645-2994 x202</td>
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<tr>
<td><a href="mailto:syciernia@lifeskillsed.com">syciernia@lifeskillsed.com</a></td>
<td></td>
</tr>
<tr>
<td>McREL International</td>
<td>McREL International is a nonprofit corporation focused on research, product development, technical assistance, K-12 education improvement training, leadership development, standards-based instructional practice, and systemic reform.</td>
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<tr>
<td>Heather Hoak</td>
<td></td>
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<tr>
<td>4601 DTC Blvd.</td>
<td></td>
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<tr>
<td>Suite 500</td>
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<tr>
<td>Denver, CO 80237</td>
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<tr>
<td>303-632-5512</td>
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<tr>
<td><a href="mailto:hhoak@mcrel.org">hhoak@mcrel.org</a></td>
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<tr>
<td>National Dropout Prevention</td>
<td>Stop by and learn the benefits of membership in the National Dropout Prevention Network. Review the research publications offered by the Center regarding at-risk youth. Publications will be available on mentoring, alternative schooling, early childhood development, and service-learning. Ask about our National Dropout Prevention Specialist certification program.</td>
</tr>
<tr>
<td>Center/Network</td>
<td></td>
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<tr>
<td>John Peters</td>
<td></td>
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<tr>
<td>209 Martin St.</td>
<td></td>
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<tr>
<td>Clemson, SC  29631-1555</td>
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<tr>
<td>864-656-0253</td>
<td></td>
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<tr>
<td><a href="mailto:pj@clemson.edu">pj@clemson.edu</a></td>
<td></td>
</tr>
<tr>
<td>Native American Marketplace</td>
<td>Fully beaded fashion accessories with a Native American flair will be offered.</td>
</tr>
<tr>
<td>Richard Waller</td>
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<tr>
<td>PO Box 1517</td>
<td></td>
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<tr>
<td>Allyn, WA 98524</td>
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<tr>
<td>360-362-2372</td>
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<tr>
<td><a href="mailto:Phototwin2000@yahoo.com">Phototwin2000@yahoo.com</a></td>
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<tr>
<td>Native Hands</td>
<td>We specialize in Native American jewelry and beadwork.</td>
</tr>
<tr>
<td>Arlene Joe</td>
<td></td>
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<td>P.O. Box 26138</td>
<td></td>
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<tr>
<td>Tempe, AZ 85285</td>
<td></td>
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<tr>
<td>480-721-9825</td>
<td></td>
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<tr>
<td><a href="mailto:ajntempe2003@yahoo.com">ajntempe2003@yahoo.com</a></td>
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## ORGANIZATION DESCRIPTION

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td><strong>read right systems</strong></td>
<td>Ground-breaking RTI for all aspects of reading (Grades 3-12) verified to be highly effective for comprehension by independent gold-standard research rated highly by the National Canter on RTI.</td>
</tr>
<tr>
<td><strong>scholarcentric</strong></td>
<td>Our resiliency assessment identifies your students trending for dropout/failure before traditional signs indicate. Understand the root cause for weak A-B-C scores to intervene more appropriately and contain costs.</td>
</tr>
<tr>
<td><strong>Shash Legáá</strong></td>
<td>We sell sterling silver earrings, rings, bracelets, and pendants. Traditional native necklaces and bracelets in different lengths and styles.</td>
</tr>
<tr>
<td><strong>Turtle Island Gifts</strong></td>
<td>PRODUCTS: Jewelry, art, coin purses, barrettes, hats, t-shirts and sweats, books, baby mocs, dream catchers, pottery, lotions and salves, moccasins, sage and sweet grass, home décor, key chains, knives, lanyards, money clips. All at very reasonable prices!</td>
</tr>
<tr>
<td><strong>Word Carrier Trading Post</strong></td>
<td>Specializing in Native American Literature. Over 500 book titles to choose from. We fill orders on-site. Enrolled members of Cheyenne River Sioux Tribe.</td>
</tr>
</tbody>
</table>
DIRECTORY OF PRESENTERS

A
ATMAN, Kathryn, University of Pittsburgh, 410 Manordale Rd., Pittsburgh, PA, 15241, 412-835-1434, kayatman@verizon.net

BEHRENS, Wendy, Minnesota Department of Education, 1500 Hwy 36 W, Roseville, MN, 55113, 651-582-8786, wendy.behrens@state.mn.us

BOLOZ, Sigmund, Northern Arizona University, College of Education PO Box 5774, Flagstaff, AZ, 86004, 928-523-9528, sigmoidoloz@nau.edu

Bordeaux, Christopher, Ocati Sakowin Education Consortium, PO Box 731, Kyle, SD, 57752, 605-455-2678, cbordeaux@hotmail.com

BROZARD, Sandy, Overcoming Obstacles, 334 East Bay Street, Suite 159, Charleston, SC, 29401, 803-608-5013, sbrozdard@overcomingobstacles.org

BURLESON, Lisa, LSB Consulting, LLC, 1495 Peachcrest Drive, Lawrenceville, GA, 30043, 770-789-4285, lisa.burleson@gmail.com

C
CONROY, Justin, Central High School, 433 Mt. Rushmore Rd, Rapid City, SD, 57701, 605-394-4023, justin.conroy@k12.sd.us

DAVIES, Sydney, Utah State University/School Improvement Network, 2801 Bear Ridge Way, Lehi, UT, 84043, 801-735-2740, syd.davies@usu.edu

DONNER, Jorden, Fargo Public Schools, 1305 9th Avenue S., Fargo, ND, 58103, 701-446-3053, donnerj1@fargo.k12.nd.us

DUNN, Carolyn M., Central Michigan University, Wariner Hall 319, Mount Pleasant, MI, 48859, 989-774-3700, Carolyn.Dunn@cmich.edu

ECHTERNACHT, Jean, University of Minnesota, 15 Pattee Hall, 150 Pillsbury St. SE, Minneapolis, MN, 55455, 612-625-5322, nessa008@umn.edu

EGGERS, John, Northwest Tech College, 20269 Irvine Ave. NW, Bemidji, MN, 56601, 218-243-2234, envision@paulbunyan.net

EMMONS, Virginia, Educate Tomorrow, 1717 N. Bayshore Drive, Suite 203, Miami, FL, 33132, 305-374-3751, emmons@educatetomorrow.org

FAULKNER, Simon, Holyoake Institute, 4 Stafford St, Midland, AU, 6056, +61 8 94164444, sfaulkner@holyoake.org.au

FOX, Sandra, Albuquerque, NM, 87120, sjfdfrf@msn.com

G
GIBSON, Emily, Building a Culture of Hope, 1061 W. Standley St, Ukiah, CA, 95482, 707-834-8165, blueheronms@yahoo.com

GRAF WILLIAMS, Anna, Learnovation, LLC, 10831 Thistle Ridge, Fishers, IN, 46038, 317-577-1190, anna@learnovation.com

GREEN, Colleen A., Central Michigan University, Bovee University Center 108, Mount Pleasant, MI, 48859, 989-774-2508, Green4ca@cmich.edu

H
HALLAS, Jana, University of Minnesota, Institute on Community Integration, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN, 55455, 612-624-7315, jahallas@umn.edu

HENDERSHOTT, Joseph, Hope 4 The Wounded, LLC, 2021 Stone Ridge Ct, Ashland, OH, 44805, 419-606-7037, joe@hope4thewounded.org

HILL, Jane, McREL International, 4601 DTC Blvd., Ste. 500, Denver, CO, 80237, 303-632-5512, jhhoak@mcrel.org

HOAK, Heather, McREL International, 4601 DTC Blvd., Ste. 500, Denver, CO, 80237, 303-632-5512, hhoak@mcrel.org

J
JAAKOLA, Julia (Bunny), Fond du Lac Human Services, 927 Trettel Lane, Cloquet, MN, 55720, 218-878-2134, bunnyjaakola@fdlrez.com

JOHNSON, Catherine, McREL International, 4601 DTC Blvd., Ste. 500, Denver, CO, 80237, 303-632-5036, cjohnson@mcrel.org

K
KINNEY, David A., Central Michigan University, 134 Anspach Hall, Mount Pleasant, MI, 48859, 989-572-8695, david.a.kinney@cmich.edu

KISE, Jane, Differentiated Coaching Associates, LLC, 5504 Grove Street, Edina, MN, 55436, 952-250-2244, jane@janekise.com

KUBINSKI, Eva, Wisconsin Department of Public Instruction, PO Box 7841, Madison, WI, 53707-7841, 608-266-2899, eva.kubinski@dpi.wi.gov

M
MCCULLEY, Mike, Central High School, 433 Mt. Rushmore Rd, Rapid City, SD, 57701, 605-394-4023

MCGOWAN, Tim, Rapid City Central High School, 433 Mt. Rushmore Road, Rapid City, SD, 57701, 605-394-4063 ext.3, tim.mcgowan@k12.sd.us
## DIRECTORY OF PRESENTERS

**MCLACHLAN, Nichole L.**, Central Michigan University, Native American Programs, Bovee University Center 108, Mount Pleasant, MI, 48859, 989-774-2508, schuy1ha@cmich.edu

**MCNAUGHT, Brett**, 1717 N. Bayshore Drive, Suite 203, Miami, FL, 33123, 305-374-751

**MILLER, Cathy**, National Center for Families Learning, 325 West Main, Suite 300, Louisville, KY, 40202, 502-584-1133, cmiller@familieslearning.org

**MULÉ, Sharon**, University of Minnesota, Institute on Community Integration, 150 Pillsbury Drive SE, Minneapolis, MN, 55455, 612-626-0335, ssmule@umn.edu

**O’CONNOR, David**, Wisconsin Department of Public Instruction, PO Box 7841, Madison, WI, 53707-7841, 608-267-2283, david.oconnor@dpi.wi.gov

**OLEKSA, Michael**, Alaska Staff Development Network, Alaska Staff Development Network, 234 Gold St., Juneau, AK, 99801, 907-364-3802, asdn@gci.net

**OLSON, Dennis**, Minnesota DOE, 1500 Highway 36 W., Roseville, MN, 55113, 615-582-8300, dennis.w.olson@state.mn.us

**PASLEY, Stephanie**, The Learning Party, P.O. Box 731197, Orlando, FL, 32173, 954-446-7444, info@themathparty.com

**PAULEY, Joe**, 8740 Sleepy Hollow Lane, Potomac, MD, 20854, 301-983-8447, joe@kahlercom.com

**PAULEY, Judith**, 8740 Sleepy Hollow Lane, Potomac, MD, 20854, 301-983-8447, judy@kahlercom.com

**ROBERTS, Leise**, ScholarCentric, 2406 W. 32nd Avenue, Denver, CO, 80211, 303-618-0355, lroberts@scholarcentric.com

**SCHARGEL, Franklin**, School Success Network, 10209 Jarash Place NE, Albuquerque, NM, 87122, 505-823-2339, franklin@schargel.com

**SCHUYLER, Heather A.**, Central Michigan University, Native American Programs, Bovee University Center 108, Mount Pleasant, MI, 48859, 989-774-2508, schuy1ha@cmich.edu

**SHICKLER, Scott**, The 7 Mindsets, 60 King Street, Roswell, GA, 30075, 678-735-4239, jeff.talley@excent.com

**SMITH, Jason**, Families and Schools Together, Inc., 2801 International Ln #212, Madison, WI, 53704, 608-663-2382, jsmith@familiesandschools.org

**SMITH, Julie**, Circle of Life Academy, White Earth, MN, 56591, 218-983-4180, julie.smith@col.pvt.k12.mn.us

**SPARKLINGEYES, Pamela**, Edmonton Catholic Schools, Aboriginal Learning Services, 9624-108 Ave., Edmonton, AB, T5H 1A4, 780-477-2133, sparklingeyesp@ecsd.net

**STRAIT, Jean**, Hamline University, 1536 Hewitt Ave., St. Paul, MN, 55104, 651-523-2981, jstrait02@hamline.edu

**STUEVE, Lisa**, Dordean Services, LLC, 8343 Roswell Rd., Ste. 425, Atlanta, GA, 30350, 770-354-7658, lstueve@icloud.com

**TADLOCK, Dee**, Central Washington University, 310 W. Birch Street, Shelton, WA, 98584, 360-427-9440 x 114, deet@readright.com

**TALLEY, Mike**, Central High School, 433 Mt. Rushmore Rd, Rapid City, SD, 57701, 605-394-4023

**TONSMEIRE, Kelly**, Alaska Staff Development Network, 234 Gold St., Juneau, AK, 99801, 907-364-3802, asdn@gci.net

**VUKELICH, James Kaagegabaw**, Minneapolis Public Schools, 3712 26th Ave S, Minneapolis, MN, 55406, 612-226-9555, James.Vukelich@mpls.k12.mn.us

**WALKER, Dan**, Lower Kuskokwim School District, PO Box 305, Bethel, AK, 99559, 907-545-5179, daniel_walker@lksd.org

**WHITE, Carl**, Bering Strait School District, PO Box 131, Nome, AK, 99762, 907-443-7568, cwhite@bssd.org

**WHITE, Gerald**, Deer River ISD 317, 101 First Avenue NE, Deer River, MN, 56636, 218-246-2420, ext 60225, gwite@isd317.org

**WHITE, Miranda**, Oceti Sakowin Education Consortium, 12265 445th Avenue, Eden, SD, 57232, 605-268-3437, pandaeastman@hotmail.com

**WILSON, Sherell**, School District of Hillsborough County, FL, 901 E. Kennedy Boulevard, Tampa, FL, 33602, 813-272-4852, wilson_sherell@yahoo.com

**WITHINGTON, Cairen**, National Dropout Prevention Center/Network, 209 Martin Street, Clemson University, Clemson, SC, 864-656-2873, CAIRENW@clemson.edu
Mark your calendar for the next National Dropout Prevention Center/Network Webcast on Tuesday, May 12, 2015

3:30 – 4:30 p.m. Eastern Standard Time

Are There Better Alternatives to Seclusion and Restraint?

presented by

Dr. Joseph B. Ryan

Joe Ryan, PhD, Professor of Special Education, and Associate Director of Research for the School of Education at Clemson University, will be the May guest on the National Dropout Prevention Center/Network’s Solutions to the Dropout Crisis webcast, airing at 3:30 p.m. to 4:30 p.m. Eastern Time on Tuesday, May 12, 2015.

Dr. Ryan’s scheduled Solutions topic is Are There Better Alternatives to Seclusion and Restraint? Joe is a nationally recognized expert in the development of postsecondary educational programs for young adults with intellectual disabilities, in addition to teaching students with emotional and behavioral disorders.

In this webcast, Dr. Ryan will share effective alternatives to the widespread use of these methods in dealing with students demonstrating maladaptive behaviors, noncompliance and/or physical aggression in school.

Solutions is produced in partnership with Clemson Broadcast Productions and with the support of Catapult Learning and Penn Foster.
Mark Your Calendar!!

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ON THE MOVE: HELPING STUDENTS ACHIEVE SUCCESS

OCT 25 – 28, 2015
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SAN ANTONIO, TEXAS

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Bill Daggett
Founder and Chairman
International Center for Leadership in Education

Hobart Harmon
Associate Professor of Education
Penn State University

PRESENTED BY:
National Dropout Prevention Center/Network
Texas A&M University - San Antonio
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Texas School Safety Center
Texas Juvenile Justice Department
Texas Department of Family and Protective Services
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