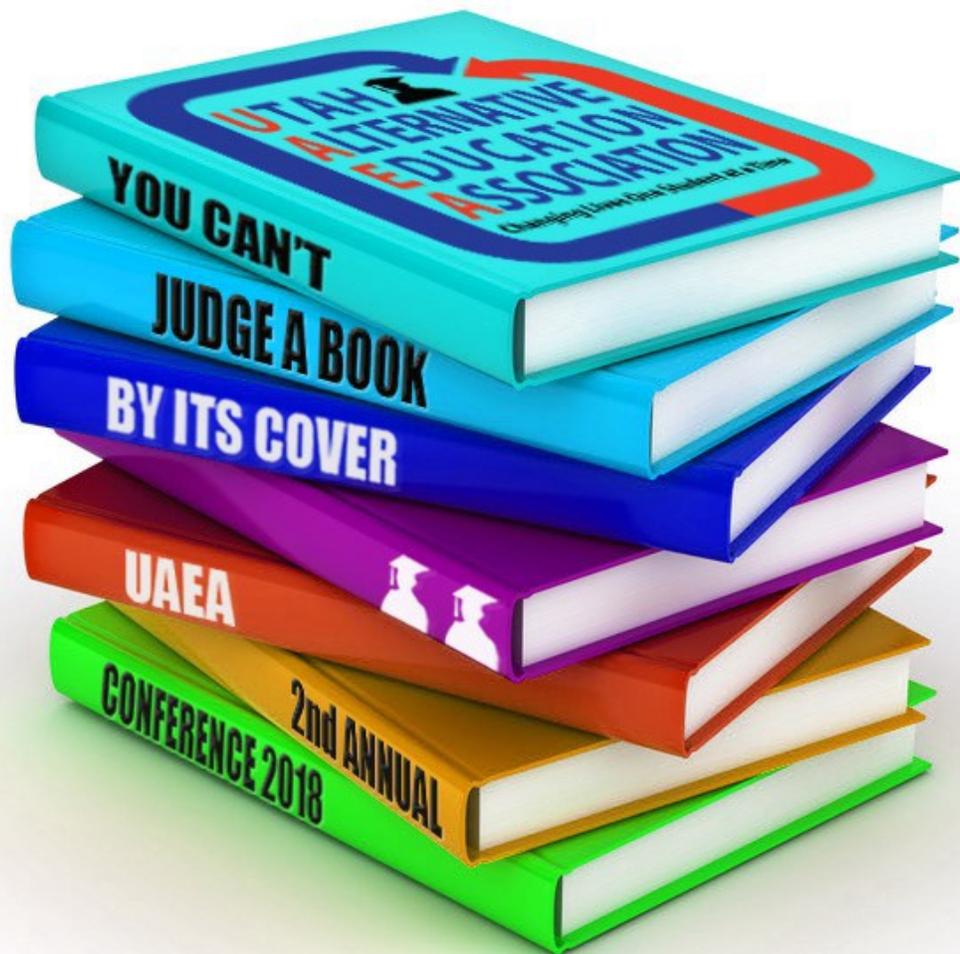


# Utah Alternative Education Association

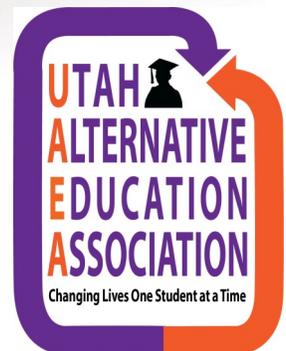
2nd Annual Conference

March 19, 2018



[WWW.UAEAHOPE.ORG](http://WWW.UAEAHOPE.ORG)

UAEA MISSION: The Utah Alternative Education Association provides advocacy and support for professionals who work on behalf of children and youth receiving alternative education services in Utah.



# UAEA Conference Exhibitors

**Please Visit Our Exhibitors!**

WhyTry

Arbinger Institute

Job Corps

Thank you for supporting UAEA.

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## **UAEA Board of Directors**

### **Executive Board**

President	Kathleen Chronister
President-Elect	Benji Carrier
Secretary	Dr. Nicole Pyle
Treasurer	Daniel Daniels

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Melinda Fatani (Jordan)  
Tyler Hoch (Davis)  
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**Utah Alternative Education Association  
March 19, 2018 Conference  
Mountain High School, Kaysville, Utah**

**Conference At-A-Glance**

**MHS Commons**

**Registration and Light Breakfast**            7:30 – 8:20

**Visit Exhibitors**

Welcome Superintendent Reid Newey            8:30 – 8:45

Keynote Sam Bracken                            8:45 – 9:35

**Morning Breakout Sessions**

Breakout Session A                                9:45– 10:35

Breakout Session B                                10:40 – 11:30

Breakout Session C                                11:35 – 12:25

**Lunch & Visit Exhibitors**                        12:25 – 1:15

- **MHS Commons**
- **Topic Discussions in Classrooms**

**Afternoon Breakout Sessions**

Breakout Session D                                1:20 – 2:10

Breakout Session E                                2:15 – 3:05

**General Session**                                    3:10 – 3:30

**Announcement of UAEA Board Elections**

**Door Prizes**

**Team Planning**                                    3:30 – 4:00

## **9:45-10:35 Breakout Session A**

**Rm A1 Session A&B            2 Part Session Non-Repeat**

### **Developing a Mindfulness School Culture**

**Sakae Scott, School Social Worker, LCSW**

How often do we remind adolescent students to “pay attention” without actually teaching them how to pay attention? Increased rates of ADHD, trauma associated emotional dysregulation, chaotic home environments, and an over-dependence on electronic devices are just a few barriers alternative students face in remaining focused and present in their classes. Mindfulness practice is an evidence-based intervention beginning to take root in communities and schools to help in a variety of academic and discipline areas. In this session, participants become familiar with basic mindfulness strategies and how they may be implemented and practiced in alternative schools to improve student focus, emotional regulation, and compassion for self and others.

**Rm A2 Session A    Repeat**

### **Resilience Can Be Taught! 10 Tools to Motivate ANY Student**

**Christian Moore, WhyTry**

What if you could give ALL of your students – even the most unmotivated – the skills they need to be resilient in the face of life’s challenges? The breakthrough idea of this presentation is that resilience can be TAUGHT! In fact, there are 10 specific tools you can use TODAY to bring its life-changing power to students of any background or learning style. Whether you work with youth in one-on-one, small group, or classroom settings, once you’ve been given these tools, you won’t want to go another day without using them! Studies have shown that students who learn resilience have improved social skills, higher grades, a greater love of learning, and better decision-making skills. Teachers and counselors who apply these skills see fewer behavioral problems and an increase in student motivation and engagement. This fun and informative presentation will completely change the way you approach your job – don’t miss it!

**Rm B Session A    Repeat**

### **You Did What at My School?**

**Blake Daniels, Marv Luddington, & Chris Ashton, Renaissance Academy**

In today's culture, what do we do with the student who commits a safe school violation? This nuts and bolts session will cover from start to finish a data driven; successful program for these students.

**Rm 1 Session A    Repeat**

### **What is Hope Squad and How to Run it in an Alternative High School?**

**Christopher Miller, Clint Wolfe, & Phil Sudweeks, Independence High School**

Hope Squads are a youth based suicide prevention model where students learn skills to recognize suicidal behaviors in their peers and help their peers get the help that they need. Independence has run Hope Squads in their school since 2004. The presentation will focus on what the program entails as well as how to effectively run a Hope Squad in an alternative school setting.

## 9:45-10:35 Breakout Session A

**Rm 4 Session A Repeat**

### **Classroom/Employability Expectations**

**Melinda Fatani, UAEA Board, Teacher, Valley High School**

One of the ways to make learning meaningful in an alternative classroom is to develop and practice employability skills. My classroom expectations are built around standards and expectations in the workplace. Even though I teach Language Arts, Math, Science and Study Skills, my basic classroom behavior management plan centers around the same principles needed to gain and maintain employment. During this presentation, I will be sharing classroom rules, performance assessments, electronic device policies and other tools I use.

**Rm 7 Session A Repeat**

### **Interactive Learning Strategies that Increase Comprehension Across the Curriculum**

**Ellen Slovacek & Michelle Allan, Teachers, Polaris High School**

This highly interactive class will explore classroom strategies that can be used in any academic curriculum to increase comprehension. The class time will be divided into discussion, demonstration, and playing games. Participants will come away with a "tool box" of fun strategies that will keep even the most disinterested student engaged.

**Rm 8 Session A&B 2 Part Session Non-Repeat**

### **Implementing a Classroom Management Plan**

**Aspen Henderson, Ogden School District**

A classroom management plan is essential to the overall success of students and teachers. This session covers the essential components of a written classroom management plan, a substitute version of the management plan, and a fidelity check to ensure consistent implementation. This session is beneficial for administrators and teachers.

**Rm 9 Session A Repeat**

### **I've Got a Golden Ticket...For Makeup Work**

**Tyler Hoch, Teacher, Mountain High School**

Does your school struggle with makeup work? In my history class, I have found the closest thing there is to a golden ticket for this problem. By using technology, you can create makeup work that really works. Along the way, I found that these same tools can help: organize your content, create sub plans, differentiate to diverse learners, and increase student buy-in. If you want ideas to streamline makeup work, but fear using programs like Canvas in your classroom, this golden ticket will be better than chocolate!

## 9:45-10:35 Breakout Session A

**Rm 11 Session A Repeat**

### **Inquiry Learning in Alternative Settings**

**Craig Long, Dale Young Community High School, Science Teacher**

Another teacher and I recently started an inquiry learning class based around several projects that the kids work on in class. Projects include robot coding, roller coaster construction and rocketry among others. Kids choose groups or partners to work with and select how to go about performing their own experimentation and producing an end product. We have seen attendance increase, enthusiasm grow, and cooperation increase. Kids are more involved in their learning and take great pride in their projects. At the conclusion of each project, we have kids reflect on what they have learned and how they feel the project concluded as well as grade themselves, at which they are surprisingly accurate. In this class, we emphasize cooperative learning, planning and problem solving - all skills that kids will need to succeed in the future.

**Rm 12 Session A Repeat**

### **College Prep**

**Ron Stott, Teacher, Cache High School**

College Prep not only teaches success processes for college, but for life as well. This session will discuss how College Prep is preparing alternative school students for life after high school.

**Rm W Session A Repeat**

### **How to Use a Free, Effective Instructional Support that Exists in Every School?**

**Dr. Daniel Pyle, Weber State University, Assistant Professor**

This session will present findings from a targeted, peer mediated intervention that was conducted at a high school in Northern Utah to improve outcomes for students with disabilities on daily work completion/accuracy, weekly quiz grades, and percent of intervals of academic engagement. A practical discussion will be facilitated to inform attendees how schools can implement a peer-mediated intervention as a tiered support within their educational environmental.

**Rm X Session A Repeat**

### **Turning Education Outward**

**Benji Carrier, UAEA Pres-Elect, George Washington High School/Arbinger Group**

Education is full of talented individuals that work tirelessly to help every student. Due to the increasing needs of our students, it is so easy to feel overwhelmed, isolated, and frustrated with society, the system, our coworkers, and sometimes even the student. The principle that informs every behavior and decision we make is mindset. Our mindset is how we see our work, other people, and the organization as a whole. Participants will learn the difference between a self-focused inward mindset and an impact-focused outward mindset and how our mindset can fundamentally change the way we see those around us and the effect it has on the vital work we do every day.

## 9:45-10:35 Breakout Session A

**Rm Y Session A Repeat**

**Think it. Teach it. Mix it. Eat it.**

**Cheryl Richards & Jami Farner, Mountain High School**

Leading students from "I don't know, tell me how", to "I don't know, but I'll find out how" in a Food Science curriculum using scientific investigation with food and applying 21st century skills in the kitchen and in the classroom.

**NOTES**

# 10:40-11:30 Breakout Session B

**Rm A1 Session A&B 2 Part Session Non-Repeat**

## **Developing a Mindfulness School Culture**

**Sakae Scott, School Social Worker, LCSW**

How often do we remind adolescent students to “pay attention” without actually teaching them how to pay attention? Increased rates of ADHD, trauma associated emotional dysregulation, chaotic home environments, and an over-dependence on electronic devices are just a few barriers alternative students face in remaining focused and present in their classes. Mindfulness practice is an evidence-based intervention beginning to take root in communities and schools to help in a variety of academic and discipline areas. In this session, participants become familiar with basic mindfulness strategies and how they may be implemented and practiced in alternative schools to improve student focus, emotional regulation, and compassion for self and others.

**Rm A2 Session B Repeat**

## **The Resilience Breakthrough - Flipping the Switch**

**Christian Moore, WhyTry**

Resilience is something we’re all born with: from the homeless person on the street to the Harvard grad. Most of us just haven’t learned how to breakthrough to what’s already inside of us. Learn how anyone can “flip the resilience switch” by tapping into the four sources of resilience: street, relational, resource, and rock bottom. Participants will leave this session better equipped to help students become career and college ready, thrive in the face of obstacles, and see the importance of the choices they make today. Participants will be able to look at their challenges differently. Instead of allowing challenges to bring them down, they’ll learn how to transform them into positive motivation to help them succeed in life.

**Rm B Session B Repeat**

## **Implementing a School-Wide Intervention/Consequence System**

**Evelyn Brown & Emily Distel**

Using the Structure of a PBIS (Positive Behavior Intervention Support) model, a school-wide systematic approach can correct and re-teach appropriate student behavior. Implementation at GWHS has reduced office referrals by 60% in less than two years.

**Rm 1 Session A Repeat**

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**Rm 4 Session B Repeat**

## **Exploring the GED as a Viable Alternative**

**Stephanie Patton, USBE**

How do you know when to direct students towards the GED? This session will introduce you to the 2014 GED and will include information about the structure and content of the test, how to help students under the age of 18 register for the test, and a discussion of when the GED might be a good choice for students. At the conclusion of the session you will walk away with some key points to help you counsel students about the GED.

## 10:40-11:30 Breakout Session B

**Rm 7 Session B Repeat**

### **Interactive Learning Strategies that Increase Comprehension Across the Curriculum**

**Ellen Slovacek & Michelle Allan, Teachers, Polaris High School**

This highly interactive class will explore classroom strategies that can be used in any academic curriculum to increase comprehension. The class time will be divided into discussion, demonstration, and playing games. Participants will come away with a "tool box" of fun strategies that will keep even the most disinterested student engaged.

**Rm 8 Session A&B 2 Part Session Non-Repeat**

### **Implementing a Classroom Management Plan**

**Aspen Henderson, Ogden School District**

A classroom management plan is essential to the overall success of students and teachers. This session covers the essential components of a written classroom management plan, a substitute version of the management plan, and a fidelity check to ensure consistent implementation. This session is beneficial for administrators and teachers.

**Rm 9 Session B Repeat**

### **Bootstrap: Algebra to Reactive**

**Daniel Thomander, Teacher, Cassia High School, Burley ID**

How teaching students to program their own video games can inspire your students to want to learn more about math. You do not need to be a programmer - you just need to know your basic algebra! This free material can easily fit within the scope and sequence of Jr. High and/or Algebra 1 math courses.

**Rm 11 Session B&C 2 Part Session Non-Repeat**

### **Trauma Awareness for Educators**

**Corby Eason & Lynette Schiess, USBE**

This session will provide a framework for school personnel working together to understand trauma and the negative impact trauma has on students' brain development, physical health, emotional, and cognitive capabilities.

**Rm 12 Session B Repeat**

### **College Prep**

**Ron Stott, Teacher, Cache High School**

College Prep not only teaches success processes for college, but for life as well. This session will discuss how College Prep is preparing alternative school students for life after high school.

## **10:40-11:30 Breakout Session B**

**Rm W Session B      Non-Repeat**

### **Academic interventions for Students in Alternative High Schools:**

#### **What do we know?**

**Dr. Nicole Pyle, UAEEA Board, Utah State University & Sally Brown, Utah State University**

We aim to inform participants about a systematic review we are leading that reviews the academic interventions implemented in alternative high schools from 1970 to 2017. Limited, high quality research studies are available to inform researchers and educators of effective academic interventions to improve academic outcomes with youth who attend alternative high schools. We will review the limited research base, highlighting the most effective instructional strategies implemented in academic interventions and suggest implications for practice in alternative high schools.

**Rm X Session B      Repeat**

### **ACTNow for Transition**

**Melanie Allen & Shirley Dawson, Syracuse High School**

The ACTNow discussion tool empowers stakeholders to create a seamless transition from K-12 education to post-K-12 education and community supports). The tool allows students to share their goals and data with a clear and consistent method across education and post-K-12 settings. This empowers the students, families/guardians, educators, and post K-12 supports to: 1) identify priorities and goals that can be supported by, 2) documentation that the student can locate and explain, and 3) determine services that can be supported by all stakeholders involved in the transition process. An overview of the tool and its use at Syracuse High and our pilot study findings will be presented.

**Rm Y Sessions B      Repeat**

### **Helping Kids Find Self-Esteem in a Selfie World**

**Jody Lee, School Social Worker, Mountain High School**

Surrounded by selfies and social media, we find our lives under a microscope all the time. Every misstep is multiplied and every flaw enhanced. Building self-esteem and self-confidence in such an environment can be challenging but developing self-compassion practices can turn it around. Help kids uncover their inner strengths, learn to cut themselves a break, and find ways to be confident in who they want to become.

# 11:35-12:25 Breakout Session C

**Rm A1 Session C      Repeat**

## **Growing Community Great Garden Adventures**

**Heather Watts, Dale Young Community High School**

Growing gardens at school is an ever-increasing tool to grow kids and communities. Research conducted across the United States, with many different populations of students, shows school gardens are an effective way to positively affect student achievement, health and nutrition, focus, personal and social development, environmental attitudes, physical activity and many other areas of learning. We have found the same positive outcomes with our “Growing Community” school garden at Dale Young Community High. Our garden program began in 2009. Each year we have set goals with students to plan and increase the scope of our garden as we provide hands on educational space for the students we serve and their families. Our goal for our gardening program is to teach our students to care for themselves and others as they learn to care for plants, a garden, and the environment. This workshop will dig into the Who, What, When, Where, Why and How of growing a school garden.

**Rm A2 Session C      Repeat**

## **What Evidence Are You Willing to Accept?**

**Dr. Louise Moulding, Weber State University, Director of Masters of Education**

Assessment is a process of collecting evidence to support inferences we make about students' achievement of learning targets. Aligning the rigor of the assessment to the rigor of the learning targets helps ensure that good evidence is being collected. This session will provide support for aligning assessments and targets, as well as provide insight into standards-based grading.

**Rm B Session C      Repeat**

## **Learning Targets For Success**

**Gina Solis & Jamie Hollingshead-Barrett, Teachers, Independence High School**

Teachers will present a look at how learning targets and success criteria can not only help the teacher focus the learning on the most important parts of what they are teaching, but help the students become active partners in their education by knowing where they are going and if they have learned what is being taught. It also will show how this is an effective classroom management tool.

**Rm 1 Session C      Non-Repeat**

## **Adult Education: Who We Are and What We Do**

**Danielle Pedersen, USBE**

This session will provide an overview of Utah adult education services including adult basic education, adult high school completion, GED preparation, English as a Second Language, and workforce preparation. We will also discuss the policies surrounding dual-enrollment in K12 and adult education and strategies for talking to students about “rolling over” to adult ed.

# 11:35-12:25 Breakout Session C

**Rm 4 Session C Repeat**

## **Classroom/Employability Expectations**

**Melinda Fatani, UAEA Board, Teacher, Valley High School**

One of the ways to make learning meaningful in an alternative classroom is to develop and practice employability skills. My classroom expectations are built around standards and expectations in the workplace. Even though I teach Language Arts, Math, Science and Study Skills, my basic classroom behavior management plan centers around the same principles needed to gain and maintain employment. During this presentation, I will be sharing classroom rules, performance assessments, electronic device policies and other tools I use.

**Rm 8 Session C Repeat**

## **Collaborating to Keep Kids Tobacco Free**

**Claudia Bohner, Utah Department of Health, Tobacco Prevention & Control Program**

When young people are educated, they have better health outcomes. When they arrive at school healthy, they have better educational outcomes. Collaboration between the public health sector and the educational sector is paramount to serving at-risk youth in Utah. Utah's alternative school students are at high risk for tobacco use, and alternative schools are well positioned to collaborate with their local health departments to prevent students from using tobacco and help current users quit. Since 90% of adult smokers began smoking before age 18, preventing tobacco use among youth is critical to ending the tobacco epidemic in the US. This presentation will involve 3 components: a summary of recent results from a tobacco survey conducted with youth in Utah's alternative high schools; a summary of a tobacco prevention needs assessment that health department staff recently conducted with alternative high schools in Utah; and a discussion of resources or partnerships that the Utah Tobacco Prevention and Control Program (TPCP) and its local partners could offer to alternative schools. The overall goal of the session is to engage in a productive conversation that culminates in new ideas for collaboration among educators and public health professionals toward keeping Utah's alternative school students smoke free.

**Rm 9 Session C Repeat**

## **I've Got a Golden Ticket...For Makeup Work**

**Tyler Hoch, Teacher, Mountain High School**

Does your school struggle with makeup work? In my history class, I have found the closest thing there is to a golden ticket for this problem. By using technology, you can create makeup work that really works. Along the way, I found that these same tools can help: organize your content, create sub plans, differentiate to diverse learners, and increase student buy-in. If you want ideas to streamline makeup work, but fear using programs like Canvas in your classroom, this golden ticket will be better than chocolate!

**Rm 11 Session B&C 2 Part Session Non-Repeat**

## **Trauma Awareness for Educators**

**Corby Eason & Lynette Schiess, USBE**

This session will provide a framework for school personnel working together to understand trauma and the negative impact trauma has on students' brain development, physical health, emotional, and cognitive capabilities.

## 11:35-12:25 Breakout Session C

**Rm 12 Session C Repeat**

### **Ancient Stoic Wisdom and Practical Tools from Positive Psychology: Building Strong, Encouraging Relationships with All Students and Teaching Wellbeing** **McKinley Withers, Counselor, Valley High School**

This presentation will cover a variety of tools and strategies that are grounded in stoic philosophy and the science of wellbeing, or positive psychology. In order to be sensitive to the needs of all alternative students, we must be mindful of our everyday interactions. This presentation will cover a variety of skills for happiness and relationship building that can be taught alongside any curriculum. These tools can help adults as well as students in their search for happiness, meaning, and strong relationships.

**Rm W Session C Repeat**

### **How to Use a Free, Effective Instructional Support That Exists in Every School?**

**Dr. Daniel Pyle, Weber State University, Assistant Professor. Department of Teacher**

This session will present findings from a targeted, peer mediated intervention that was conducted at a high school in Northern Utah to improve outcomes for students with disabilities on daily work completion/accuracy, weekly quiz grades, and percent of intervals of academic engagement. A practical discussion will be facilitated to inform attendees how schools can implement a peer-mediated intervention as a tiered support within their educational environmental.

**Rm X Session C Repeat**

### **Special Education Integration in the Alternative Setting**

**Aaron Smith & Carmen Wiliams, Teachers, Independence High School**

Through implementing IEPs using intense data tracking and carefully planned integration into the general education alternative setting we can bolster graduation rates.

**Rm Y Session C Repeat**

### **Turning Education Outward**

**Benji Carrier, UAEA President Elect, George Washington High School/Arbinger Group**

Education is full of talented individuals that work tirelessly to help every student. Due to the increasing needs of our students, it is so easy to feel overwhelmed, isolated, and frustrated with society, the system, our coworkers, and sometimes even the student. The principle that informs every behavior and decision we make is mindset. Our mindset is how we see our work, other people, and the organization as a whole. Participants will learn the difference between a self-focused inward mindset and an impact-focused outward mindset and how our mindset can fundamentally change the way we see those around us and the effect it has on the vital work we do every day.

## **Lunch and Visit Exhibitors 12:25-1:15**

MHS Commons

**Lunch will be served in the MHS Commons.  
Additional seating available in topic  
specific lunch discussions.**

<b>Rm Z1</b>	<b>Math, Science &amp; STEM</b> Facilitator: Travis Spackman
<b>Rm 10</b>	<b>Student Leadership &amp; CTE</b> Facilitator: Savannah Cook
<b>Rm C1</b>	<b>ELL &amp; Special Education</b> Facilitator: Mary Gale
<b>MHS Faculty Room</b>	<b>Community &amp; Agency Partnerships</b> Facilitator: Loretta Nielson
<b>Rm Z2</b>	<b>College, Career, and Transition beyond High School</b> Facilitator: Greg Wuthrich
<b>MHS Media Center</b>	<b>Research topics and interested research partnerships</b> Facilitators: Dr. Nicole Pyle and Sally Brown, USU, Dr. Daniel Pyle, WSU

Thank you to the Mountain High School Faculty and Davis School District for hosting the UAEA conference. Lunch provided by Mountain High FCCLA student organization.

# 1:20-2:10 Breakout Session D

**Rm A1 Session D Repeat**

## **Growing Community Great Garden Adventures**

**Heather Watts, Dale Young Community High School**

Growing gardens at school is an ever-increasing tool to grow kids and communities. Research conducted across the United States, with many different populations of students, shows school gardens are an effective way to positively affect student achievement, health and nutrition, focus, personal and social development, environmental attitudes, physical activity and many other areas of learning. We have found the same positive outcomes with our “Growing Community” school garden at Dale Young Community High. Our garden program began in 2009. Each year we have set goals with students to plan and increase the scope of our garden as we provide hands on educational space for the students we serve and their families. Our goal for our gardening program is to teach our students to care for themselves and others as they learn to care for plants, a garden, and the environment. This workshop will dig into the Who, What, When, Where, Why and How of growing a school garden.

**Rm A2 Session D Repeat**

## **Resilience Can Be Taught! 10 Tools to Motivate ANY Student**

**Christian Moore, Consultant, WhyTry Organization**

What if you could give ALL of your students – even the most unmotivated – the skills they need to be resilient in the face of life’s challenges? The breakthrough idea of this presentation is that resilience can be TAUGHT! In fact, there are 10 specific tools you can use TODAY to bring its life-changing power to students of any background or learning style. Whether you work with youth in one-on-one, small group, or classroom settings, once you’ve been given these tools, you won’t want to go another day without using them! Studies have shown that students who learn resilience have improved social skills, higher grades, a greater love of learning, and better decision-making skills. Teachers and counselors who apply these skills see fewer behavioral problems and an increase in student motivation and engagement. This fun and informative presentation will completely change the way you approach your job – don’t miss it!

**Rm B Session D Repeat**

## **Implementing a School-Wide Intervention/Consequence System**

**Evelyn Brown & Emily Distel**

Using the Structure of a PBIS (Positive Behavior Intervention Support) model, a school-wide systematic approach can correct and re-teach appropriate student behavior. Implementation at GWHS has reduced office referrals by 60% in less than two years.

**Rm 1 Session D Non-Repeat**

## **National Alternative Education Association (NAEA) Exemplary Practices for Alternative Schools**

**Kathleen Chronister NAEA President-elect**

NAEA has 15 Exemplary Practices for Alternative Schools. These practices will be discussed and a self-assessment tool will be distributed to attendees to use in their own setting. Additional discussion will include creating a virtual tour of exemplary practices for Utah.

# 1:20-2:10 Breakout Session D

**Rm 4 Session D Repeat**

## **Exploring the GED as a Viable Alternative**

**Stephanie Patton, USBE**

How do you know when to direct students towards the GED? This session will introduce you to the 2014 GED and will include information about the structure and content of the test, how to help students under the age of 18 register for the test, and a discussion of when the GED might be a good choice for students. At the conclusion of the session you will walk away with some key points to help you counsel students about the GED.

**Rm 7 Session D&E 2 Part Session Non-Repeat**

## **Shark Tank! Student Body Swims with the Sharks as They Experience Entrepreneurship as a 2 Week, Whole School Project!**

**Tomee Pace & Travis Spackman, Teachers, Mountain High School**

### **Session 1:**

Welcome to SHARK TANK! Entrepreneurship was our theme. Students were divided into company teams and given the task of starting a business complete with a product/service, logo, slogan, commercial, marketing ideas and business plan. At the end of the week the companies pitched their ideas to sharks and asked for their investment. Students learned about entrepreneurship, finance, economics, marketing and related topics. The company at the end of the week with the most money won! Highlights included Konel Banner - guest speaker who went on Shark Tank and landed a deal, company unveiling, local entrepreneurs mentor day, student Shark Tank pitches to sharks, and recognition assembly. Shark Tank allowed all students to begin the school year on a team with a caring teacher leader. All of our students were able to make friends fast, feel included and be an important part of their team. This creates a warm, inviting, safe school culture and climate. Shark Tank also lends itself for constant hands-on learning, teamwork and fun!

### **Session 2:**

Now that you know about MHS Shark Tank, ask us any question you have. Want to plan your own Shark Tank for your school? We will help! We've been doing Quick Starts with different themes for 8 years. We can help plan any theme you want or help brainstorm ideas. We can share our ideas of how to use resources and physical spaces to your advantage. We can share how we approach scheduling faculty and students. We can share how we develop curriculum, etc... Maybe you'll leave with your whole plan ready to rock for next year!

**Rm 8 Session D&E 2 Part Session Non-Repeat**

## **A Systematic Approach to Developing a General Education Tiered System of Behavioral Supports**

**Rebecca Becker & Aspen Henderson, Ogden School District**

This workshop is designed to guide district and school administrators in identifying, developing, and implementing general education behavioral tiered systems of support. During this session participants will be provided a behavior supports flowchart that outlines key elements of tiered behavioral supports. This includes teaming requirements, data collection components, and potential supports at each tier.

Participants will identify strengths and opportunities for growth within their system and leave with defined action steps. This session is best suited for district and school administrators, PBIS coordinators, and behavior coaches.

# 1:20-2:10 Breakout Session D

## **Rm 9 Session D Repeat**

### **Bootstrap: Algebra to Reactive**

**Daniel Thomander, Teacher, Cassia High School, Burley ID**

How teaching students to program their own video games can inspire your students to want to learn more about math. You do not need to be a programmer - you just need to know your basic algebra! This free material can easily fit within the scope and sequence of Jr. High and/or Algebra 1 math courses.

## **Rm 11 Session D&E 2 Part Session Non-Repeat**

### **Depth of Knowledge**

**Mindy Dummer & Jane Harward, Jordan School District, Curriculum Administrators**

This 2-part session will include an overview of Depth of Knowledge and its application in the alternative classroom. Often elevated rigor and application to the real world is what alternative students need to re-ignite their drive for learning. When students are invited to explore, struggle, and grapple with well-scaffolded higher DOK level activities, they discover their own ability to think critically and become masters of their own learning.

## **Rm 12 Session D Repeat**

### **Inquiry Learning in Alternative Settings**

**Craig Long, Dale Young Community High School, Science Teacher**

Another teacher and I recently started an inquiry learning class based around several projects that the kids work on in class. Projects include robot coding, roller coaster construction and rocketry among others. Kids choose groups or partners to work with and select how to go about performing their own experimentation and producing an end product. We have seen attendance increase, enthusiasm grow, and cooperation increase. Kids are more involved in their learning and take great pride in their projects. At the conclusion of each project, we have kids reflect on what they have learned and how they feel the project concluded as well as grade themselves, at which they are surprisingly accurate. In this class, we emphasize cooperative learning, planning and problem solving - all skills that kids will need to succeed in the future.

## **Rm W Session D Non-Repeat**

### **Who Cares? Promoting Empathy in Alternative Education**

**Sakae Scott, LCSW, School Social Worker, Mountain High School**

Have you noticed a recent decline in social and emotional empathy in our student populations? Some research suggests this is partially due to the ever changing and constant barrage of social media aimed at this current generation of students, aptly labeled the "iGen" generation. Empathy is the social glue, which both binds us to others and restrains our selfish impulses. We can promote student empathy in alternative education by helping each student learn to generalize something they already know is true of themselves, "Everybody Has A Story". This session explores this belief and models one method in offering this insight to our students."

## 1:20-2:10 Breakout Session D

**Rm X Session D Repeat**

### **ACTNow for Transition**

**Melanie Allen & Shirley Dawson, Syracuse High School**

The ACTNow discussion tool empowers stakeholders to create a seamless transition from K-12 education to post-K-12 education and community supports). The tool allows students to share their goals and data with a clear and consistent method across education and post-K-12 settings. This empowers the students, families/guardians, educators, and post K-12 supports to: 1) identify priorities and goals that can be supported by, 2) documentation that the student can locate and explain, and 3) determine services that can be supported by all stakeholders involved in the transition process. An overview of the tool and its use at Syracuse High and our pilot study findings will be presented.

**Rm Y Session D Repeat**

### **Helping Kids Find Self-Esteem in a Selfie World**

**Jody Lee, School Social Worker, Mountain High School**

Surrounded by selfies and social media, we find our lives under a microscope all the time. Every misstep is multiplied and every flaw enhanced. Building self-esteem and self-confidence in such an environment can be challenging but developing self-compassion practices can turn it around. Help kids uncover their inner strengths, learn to cut themselves a break, and find ways to be confident in who they want to become.

## 2:15-3:05 Breakout Session E

**Rm A1 Session E Repeat**

### **What Evidence Are You Willing to Accept?**

**Dr. Louise Moulding, Weber State University, Director of Masters of Education**

Assessment is a process of collecting evidence to support inferences we make about students' achievement of learning targets. Aligning the rigor of the assessment to the rigor of the learning targets helps ensure that good evidence is being collected. This session will provide support for aligning assessments and targets, as well as provide insight into standards-based grading.

**Rm A2 Session E Repeat**

### **The Resilience Breakthrough - Flipping the Switch**

**Christian Moore, WhyTry**

Resilience is something we're all born with: from the homeless person on the street to the Harvard grad. Most of us just haven't learned how to breakthrough to what's already inside of us. Learn how anyone can "flip the resilience switch" by tapping into the four sources of resilience: street, relational, resource, and rock bottom. Participants will leave this session better equipped to help students become career and college ready, thrive in the face of obstacles, and see the importance of the choices they make today. Participants will be able to look at their challenges differently. Instead of allowing challenges to bring them down, they'll learn how to transform them into positive motivation to help them succeed in life.

## 2:15-3:05 Breakout Session E

### **Rm B Session E Repeat**

#### **Learning Targets For Success**

**Gina Solis & Jamie Hollingshead-Barrett, Teachers, Independence High School**

Teachers will present a look at how learning targets and success criteria can not only help the teacher focus the learning on the most important parts of what they are teaching, but help the students become active partners in their education by knowing where they are going and if they have learned what is being taught. It also will show how this is an effective classroom management tool.

### **Rm 1 Session E Repeat**

#### **You Did What at My School?**

**Blake Daniels, Marv Luddington, & Chris Ashton, Renaissance Academy**

In today's culture, what do we do with the student who commits a safe school violation? This nuts and bolts session will cover from start to finish a data driven; successful program for these students.

### **Rm 4 Session E Non-Repeat**

#### **Integrating Career Counseling In Adult and Alternative Education**

**Danielle Pedersen, USBE**

Adult and Alternative schools provide non-traditional services and our approach to counseling students' needs to be non-traditional as well. In this session, we will discuss the unique challenges that our students face and strategies to implement career and academic counseling throughout the student's enrollment.

### **Rm 7 Session D&E 2 Part Session Non-Repeat**

#### **Shark Tank! Student Body Swims with the Sharks as They Experience Entrepreneurship as a 2 Week, Whole School Project!**

**Tomee Pace & Travis Spackman, Teachers, Mountain High School**

##### **Session 1:**

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

Highlights included Konel Banner - guest speaker who went on Shark Tank and landed a deal, company unveiling, local entrepreneurs mentor day, student Shark Tank pitches to sharks, and recognition assembly.

Shark Tank allowed all students to begin the school year on a team with a caring teacher leader. All of our students were able to make friends fast, feel included and be an important part of their team. This creates a warm, inviting, safe school culture and climate. Shark Tank also lends itself for constant hands-on learning, teamwork and fun!

##### **Session 2:**

Now that you know about MHS Shark Tank, ask us any question you have. Want to plan your own Shark Tank for your school? We will help! We've been doing Quick Starts with different themes for 8 years. We can help plan any theme you want or help brainstorm ideas. We can share our ideas of how to use resources and physical spaces to your advantage. We can share how we approach scheduling faculty and students. We can share how we develop curriculum, etc... Maybe you'll leave with your whole plan ready to rock for next year!

## **2:15–3:05 Breakout Session E**

### **Rm 8 Session D&E 2 Part Session Non-Repeat**

#### **A Systematic Approach to Developing a General Education Tiered System of Behavioral Supports**

**Rebecca Becker & Aspen Henderson, Ogden School District**

This workshop is designed to guide district and school administrators in identifying, developing, and implementing general education behavioral tiered systems of support. During this session participants will be provided a behavior supports flowchart that outlines key elements of tiered behavioral supports. This includes teaming requirements, data collection components, and potential supports at each tier. Participants will identify strengths and opportunities for growth within their system and leave with defined action steps. This session is best suited for district and school administrators, PBIS coordinators, and behavior coaches.

### **Rm 9 Session E Repeat**

#### **Collaborating to Keep Kids Tobacco Free**

**Claudia Bohner, Utah Department of Health/Tobacco Prevention and Control**

When young people are educated, they have better health outcomes. When they arrive at school healthy, they have better educational outcomes. Collaboration between the public health sector and the educational sector is paramount to serving at-risk youth in Utah. Utah's alternative school students are at high risk for tobacco use, and alternative schools are well positioned to collaborate with their local health departments to prevent students from using tobacco and help current users quit. Since 90% of adult smokers began smoking before age 18, preventing tobacco use among youth is critical to ending the tobacco epidemic in the US. This presentation will involve 3 components: a summary of recent results from a tobacco survey conducted with youth in Utah's alternative high schools; a summary of a tobacco prevention needs assessment that health department staff recently conducted with alternative high schools in Utah; and a discussion of resources or partnerships that the Utah Tobacco Prevention and Control Program (TPCP) and its local partners could offer to alternative schools. The overall goal of the session is to engage in a productive conversation that culminates in new ideas for collaboration among educators and public health professionals toward keeping Utah's alternative school students smoke free.

### **Rm 11 Session D&E 2 Part Session Non-Repeat**

#### **Depth of Knowledge**

**Mindy Dummer and Jane Harward, Jordan School District, Curriculum Administrators**

This 2-part session will include an overview of Depth of Knowledge and its application in the alternative classroom. Often elevated rigor and application to the real world is what alternative students need to re-ignite their drive for learning. When students are invited to explore, struggle, and grapple with well-scaffolded higher DOK level activities, they discover their own ability to think critically and become masters of their own learning.

## 2:15-3:05 Breakout Session E

**Rm 12 Session E Repeat**

### **Ancient Stoic Wisdom and Practical Tools from Positive Psychology: Building Strong, Encouraging Relationships with All Students and Teaching Wellbeing** **McKinley Withers, Counselor, Valley High School**

This presentation will cover a variety of tools and strategies that are grounded in stoic philosophy and the science of wellbeing, or positive psychology. In order to be sensitive to the needs of all alternative students, we must be mindful of our everyday interactions. This presentation will cover a variety of skills for happiness and relationship building that can be taught alongside any curriculum. These tools can help adults as well as students in their search for happiness, meaning, and strong relationships.

**Rm W Session E Non-Repeat**

### **Main idea & Summarization Instruction & Assessment with Alternative High School Students**

**Sally Brown Utah State University & Dr. Nicole Pyle, UAEA Board, Utah State University**

We aim to provide participants with preliminary results from a main idea and summarization reading intervention implemented in an alternative high school setting to improve reading comprehension of expository text. In addition, participants will learn how to teach students to locate key words and phrases and main ideas while explicitly teaching students how to generate an accurate and complete summary.

**Rm X Session E Repeat**

### **Special Education Integration in the Alternative Setting**

**Aaron Smith & Carmen Williams, Teachers, Independence High School**

Through implementing IEPs using intense data tracking and carefully planned integration into the general education alternative setting we can bolster graduation rates.

**Rm Y Session E Repeat**

### **Think it. Teach it. Mix it. Eat it.**

**Cheryl Richards & Jami Farner, Mountain High School**

Leading students from "I don't know, tell me how", to "I don't know, but I'll find out how" in a Food Science curriculum using scientific investigation with food and applying 21st century skills in the kitchen and in the classroom.

# PLAN YOUR CONFERENCE

	Rm. #	Breakout/Presenter
9:45-10:35 Breakout Session A		
10:40-11:30 Breakout Session B		
11:35-12:25 Breakout Session C		
1:20-2:10 Breakout Session D		
2:15-3:05 Breakout Session E		
3:10-3:30 General Session		
3:30-4:00 Team Planning		

## NOTES

# CONFERENCE MAP

