



# 2nd Annual Wyoming Native American Education Conference Agenda





## MESSAGE FROM THE SUPERINTENDENT

Welcome to the 2nd Annual Wyoming Native American Education Conference. Please know that all members of Wyoming's Department of Education support your efforts to promote the highest quality of education for Native American students.

It is my hope you will depart this conference energized by those with whom you have interacted. I admire the efforts of all those who have helped to make this event a good investment of your time. I think you will find this year's program will provide useful strategies to:

- Increase family involvement in education
- Support the instructional needs of Wyoming's Native American students
- Counter bullying of all types
- Increase awareness around the benefits of developing and nurturing partnerships between tribal communities, schools, and governmental agencies.

I am thankful for the efforts of the Fremont County School districts, St. Stephens Indian School, and especially Fremont County #14 for hosting this event.

Sincerely,

Cindy Hill



## CONGRATULATIONS & THANK YOU

### TOP 10 WYOMING NATIVE AMERICAN STUDENTS FOR ACADEMIC YEAR 2010-2011

- *Christin Singer* (grade 3)- nominated by Cynthia Heryford, 3rd grade teacher at Wyoming Indian Elementary School
- *Vonnie Capitan* (grade 5) - nominated by Andrew Samuelson, 5th grade teacher at Fort Washakie Elementary School
- *Gabrielle St. Clair* (4th grade) - nominated by Natalie Kaplan, 4th grade teacher & Virginia Ferris, Grandparent/Mentor at Fort Washakie Elementary School
- *Kaitlyn Betts* (2nd grade) - nominated by Elma Brown, Curriculum Coordinator at St. Stephen's Indian School
- *Camille Whiteman* (8th grade) - nominated by Marilyn Groesbeck at St. Stephen's Indian School
- *Jaden Ferris* (3rd grade) - nominated by Lynette St. Clair, Coordinator & Judy Rowan, 3rd grade teacher at Fort Washakie School
- *Ambrose C'Hair* (12th grade) - nominated by Perriann Stanley, Instructor & Scott Polsen, Counselor at St. Stephen's High School
- *Jerel Kohler* (11th grade) - nominated by Thomas Hernandez, Student Support at Riverton High School
- *Pete Ouray* (12th grade) - nominated by Betty Gion, Guidance Counselor at Wind River High School
- *Jonathan Coando* (3rd grade) - nominated by Iva LeClair, 3rd grade teacher at Fort Washakie School

### LOGO CONTEST WINNER

*Raphaella Q Stump* 1st place • *Clayton Whiteman* (runner up)

**SPONSORS:** Wyoming Department of Education, Fremont County Schools (#1, #6, #14, #21, #25, #38) and St. Stephens Indian School

**PARTNERS:** We would like to thank WIND Assistive Technology Resources for cosponsoring the continental breakfast and Cent\$ible Nutrition for preparing lunch at the conference.



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## 2011 PRESENTATIONS & PRESENTERS

### **KEYNOTE**

A look at where the Achievement Gap Begins for Native American students. This presentation will focus on the relationship between environmental and developmental conditions. We will explore how environmental (i.e. poverty) and developmental (i.e. health) conditions influence student behavior and growth.

This presentation will show the current research on student performance and cognitive development of students that represent the American Indian and Alaskan Native populations. The use of an ecological approach will allow us to understand the systemic influences and conflicts that arise from certain environmental demands. Lastly, we will look at strategies and successful skill sets for students in home, school and community environments.

### **BIO**

Pearl Yellowman-Caye is a member of the Navajo Nation and currently the Co-Director of the Institute of Native Development. Established in 2009, the Institute of Native Development provides a comprehensive approach to capacity building with families and schools to address the unique needs of Native youth, their families, and respective communities throughout Indian country.

Pearl earned a Bachelor's Degree in Social Work/Human Service, a Master's Degree in Educational Leadership, a Master's Degree in Counseling Education and is currently a Doctoral candidate at the University of Montana, in the Educational Leadership program focusing on the Contributing Factors of the Achievement Gap for Native American students and resides in Ronan, MT with her family. Pearl's traditional teachings include the Ho'zho' Way which translates into the Navajo Beauty Way or to live in Harmony with all living beings.

At present Pearl is establishing non-profit status for the Institute of Native Development and seeking post-doctoral research in the field of poverty in rural reservation areas affecting student performance. Pearl also serves as a national Native youth leadership development trainer, providing training in the area of native youth wellness and leadership. Each workshop is fresh, unique and interactive. With over ten years of experience in education and counseling, Pearl became involved with counseling the "hard to reach" residents in the juvenile detention centers located on the Navajo Nation. The experience started an educational pathway that led to her research on the achievement gap and its relationship to socio-economic behaviors. Pearl has worked with grant programs such as the 21st Century Community Learning Center, TRIO and, Character Education Program that provided an opportunity for her to work with tribal organizations and communities on issues that address improving the educational needs of Native students to teachers, administrators, school districts, and other organizations.

Over the past year Pearl has provided Professional Development opportunities and Keynote addresses to organizations such as the Montana Office of Public Instruction, the Northwest Regional Indian Education Summit, National Indian Education Association Conference & Convention, Siksika Nation of Canada, United National Indian Tribal Youth Inc., and Montana State University Summer Institute Teacher Training and Heart Butte High School Commencement. In addition, Pearl works with public school districts in Montana implementing Indian Education for All content material. She provides classroom lessons meeting the Essential Understandings for IEFA, teacher trainings for implementation and district wide professional development on student achievement.





## BREAKOUT SESSIONS

### **CULTURE – CENTERED EDUCATION AT FORT WASHAKIE SCHOOL**

After a brief review of history and rationale for culture-based education and the need for special preparation of teachers of American Indian children, this session will describe a school district program which emphasizes both culture, as the core of curriculum and professional development of teachers, as specialists in teaching American Indian children.

*Contact Person:* R. Timothy Rush

### **ARAPAHO LANGUAGE TEACHERS RETREAT - MAKING ARAPAHO LANGUAGE FUN**

Native Language teaching methods and techniques that make it an enjoyable and fun learning experience for students, teachers, paras, apprentices and community individuals. Presented By The Advocates for Northern Arapaho Language Revitalization and Cultural Preservation the panelists include Wayne C'Hair, Eugene Michael Ridgely III, Veronica Miller and Eugene Ridgely Jr.

*Contact Person:* Eugene Ridgely Jr.

### **LIVING IN THE AGE OF DIGITAL STORY TELLING**

Information and knowledge has historically been passed to Native American children through stories and legends. Written forms of Native languages did not exist until recent times, yet Native students are expected to learn information that is typically delivered to them in written format. In addition, information is presented in English. If students have difficulty keeping pace with class information presented in this manner, they may fall behind in learning the materials needed for application in future lessons. Technology is available that can bring back the aural method of presenting information to our children. Materials can be presented in Native languages via digital voice recording, video and photographs can be incorporated and on-screen keyboards can be created using Native "alphabet". Presenters include Barb Locke and Kathy McWhorter, WIND Assistive Technology Resources (WATR).

*Contact Person:* Barb Locke

### **EASTERN SHOSHONE TRIBAL PRESERVATION OFFICE**

This session will be a discussion of ancestral historic homelands of the Shoshone people and the economic discussions that arise between the other Government entities. A brief discussion of the role of the Eastern Shoshone Tribal Representatives Elders and monitors, and the ESTHPO Office it's functions and what goals will be met in the future.

*Contact Person:* Wilfred Ferris

### **ACADEMIC STRATEGIES**

This session details the effectiveness of the Academic Strategies Program with the intergovernmental agreement between Fort McDowell and the Fountain Hills Unified School District. Session will include current year results and outline our practice which results in another year of 100% graduation rate. The presentation will address the issues of school attendance, incentives, and cooperation between tribal communities and schools.

*Contact Person:* Gary Loutzenheiser

### **EARLY STEPS**

This session would be a presentation on the Early Steps program embraced by Fort McDowell two years ago. The program has increased family involvement with emphasis on the importance of brain development in the infant and the parent's role in engaging the child in their learning. We have 40 families participating in the Early Steps program with two tribal members being the home/early childhood development center liaisons. The program is supported by the State of Arizona First Things First program.

*Contact Person:* Gary Loutzenheiser

### **NORTHERN ARAPAHO CULTURAL WORKSHOP**

The workshop will share the Arapaho Flag song and traditional stories using elders, singers and drummers. This is a chance to learn and ask questions about Arapaho culture and people.

*Contact Person:* Alfred Redman

### **CULTURAL CONNECTIONS – DEVELOPING CULTURALLY RELEVANT CURRICULUMS**

This presentation will focus on the basic information required to begin the process of developing culturally relevant curriculums for today's classroom. The importance of stakeholder communities as well as collaboration between district and tribal governments will be discussed. An overview focusing on the Eastern Shoshone Cultural Curriculum will be presented. Opportunities for questions and answers will follow at the end of the presentation.

*Contact Person:* Lynette St Clair

### **SOVEREIGNTY & HISTORY OF THE WIND RIVER INDIAN RESERVATION**

Session will cover brief overview of the legal aspects of reservation life and history of the reservation. Presenter is an Eastern Shoshone Tribal member and attorney.

*Contact Person:* Sara Robinson

*Continued >*



# BREAKOUT SESSIONS

## **POSITIVE BEHAVIOR INTERVENTION SUPPORTS**

PBIS (Positive Behavior Intervention Supports) is an evidence-based proven system for establishing a positive school culture. PBIS is not a program, but a system for establishing clear expectations for all students and staff and has enjoyed great success and positive outcomes throughout the United States. This session will provide an overview of the core components and “basics” of PBIS.

*Contact Person:* Christine Revere

## **SELF –REGULATION AND ACADEMIC PURSUITS**

This session will review research with Arapaho kids from the Wind River Indian Reservation examining how self-efficacy for academic activities relates to academic goal setting and depression. Information has been presented at Native Research Children’s Exchange in Denver.

*Contact Person:* Walter D. Scott

## **CIRCLE OF SCHOOLS**

This session will explain Chief Dull Knife College’s effort to unite local K-12 schools around student concerns. The “Circle of Schools” includes schools from Busby Elementary and high schools, Lame Deer elementary and high schools, Colstrip elementary and high schools, Ashland Public elementary, St. Labre elementary and high schools. The “Circle of Schools” was formed to address the issues that we saw in students coming into the college from these various “feeder” schools.

*Contact Person:* Richard E. Littlebear

## **PARENT LEADERSHIP TRAINERS**

Parents know their children better than anyone else. They know their children’s likes and dislikes, their routines, their allergies -- yet when it comes to major decisions in policies which affect children’s education, health, and safety, parents are rarely engaged as equal decision-makers. When parents do offer ideas they often follow their statements with, “But I’m just a parent.” Why? Parents do not lack the will or motivation to change children’s lives, but sometimes haven’t been given access to the advocacy skills to make change happen within systems. This session will provide a sample of the new Parent Leadership class starting for the Wind River Reservation community in January 2012. Session facilitated by L’Dawn Olsen and Katherine Hirchak.

*Contact Person:* Adrienne Vetter

## **PARENT ROLES**

This session will demonstrate strategies and ideas on working with and communicating with school staff and understanding different programs such as Special Ed, Section 504 and At Risk Programs. What is my role and what are my rights as a parent?

*Contact Person:* Becky Lancaster

## **WORKING WITH CHALLENGING FAMILIES**

The breakout session is designed to help staff understand where parents/families are coming from and how that impacts communication and services to children. How can I as a teacher work more effectively with families?

*Contact Person:* Becky Lancaster

## **TOUCHING SPIRIT BEAR**

This session is a book review/panel discussion of the Touching Spirit Bear novel and applicable theory to youth of the Wind River Indian Reservation. Discussion topics will include restorative justice and alternative justice. The book is provided to conference participants in the packets.

*Contact Person:* Scott Ratliff

## **HIV/AIDS AND SUBSTANCE ABUSE PREVENTION PROGRAM**

Learn about resources available on the Wind River Indian Reservation for HIV prevention. This workshop will provide information on effects of substance abuse and connection with HIV/AIDS. Information presented will guide towards making better decisions in daily social lives regarding prevention choices.

*Contact Person:* Burt Whiteplume

## **TERO & SCHOOLS**

This breakout session explains the Tribal Employment Rights Office, the governing laws and policies. Are you considering a new school or even a small construction project on the Wind River Indian Reservation? Does TERO apply? This is a good session for you to attend, learn and ask questions.

*Contact Person:* Stanford St. Clair

## **HELP ME UNDERSTAND -THEY JUST DON’T GET IT**

This session, based on the book [A Framework for Understanding Poverty](#) by Ruby K. Payne, Ph.D., will provide an awareness of how economic class affects behaviors and mindsets in the classroom. The information presented will increase the participants’ knowledge and understanding of “The Hidden Rules” of the three economic classes (poverty, middle class, and wealth). A special emphasis will be placed on helping participants understand how economic class has such a powerful impact in the classroom.

*Contact Person:* Jim Littlejohn

*Continued >*



## BREAKOUT SESSIONS

### **STRENGTHENING FAMILIES: THE SWEETGRASS METHOD**

This presentation provides strategies for parenting to increase positive reinforcement and positive support for their children and empowering their children to succeed in the educational process. It will provide healthy strategies for educators to share with their student's parent/guardian. This presentation will utilize the "sweetgrass" as an analogy to healthy and healing support as educators, parents and students. These strategies will increase family, student and staff partnerships and promote effective contributions from Native communities in education.

*Contact Person:* Mark Standing Eagle Baez

### **TEACHER AS LEARNER: EFFECTIVE TEACHING STRATEGIES WORKING WITH NATIVE AMERICAN STUDENTS**

This presentation highlights some practices, designed to address the social, emotional, and academic needs of young adolescents. Also, focusing the success in teaching Native American students in that teachers find ways to raise students' self-esteem. Educators recognize that each student is an individual and that every interactive learning situation is unique, so instructors must use their judgment, find what works best, and avoid stereotyping students. This presentation looks at every family unit and every Native American Nation will have its own cultural values and customs. Identifying strategies will increase the awareness and provide direction for educators working and understanding this diverse population.

*Contact Person:* Mark Standing Eagle Baez

### **WIND RIVER JOB CORP CENTER**

This session is an update on the developments of the Wind River Job Corp center to be located in Riverton, WY and the positive effects for students of the Wind River Indian Reservation. Also learn about the BOCES program and what resources they have to offer our students and community.

*Contact Person:* Sandy Barton

### **TRUANCY OVERVIEW PANEL**

This session will focus on truancy prevention and interventions for Native American students on and near the Wind River Indian Reservation. Panelists include local community partners working towards goals of 94% attendance and 100% school enrollment of children 6-18.

*Contact Person:* David Holbrook

### **INCORPORATING WYOMING SPECIFIC NATIVE CULTURE INTO STATE STANDARDS**

This breakout session will explain the upcoming process of reviewing the Wyoming State Standards and the local team who are leading the initiative to incorporate appropriate and accurate information as it relates to Native people of the Wyoming, specifically Eastern Shoshone and Northern Arapaho tribal members. This session will be used to solicit comments and volunteers for the process.

*Contact Person:* Dodie White

### **DISTRICT SUPPORTS**

Wyoming Dept. of Education provides district coaches to Wyoming districts primarily to help people in the district build plans for improving student learning. Parenting techniques, classroom management, and differentiation of services will be integrated into the discussions about a systems approach to home, school and staff improvement. Research has proven that a systematic approach to teaching, learning, evaluating, and planning is the most successful "intervention" to guide improved staff and student achievement. Each participant will receive a guidebook on how best to apply a systematic approach to personal or professional plans.

*Contact Person:* Joy Mocklemann

### **SCHOOL LUNCH BEST PRACTICES & HEALTHY INITIATIVES**

Discussion of school lunches, statewide and local initiatives. The session will outline some of the resources available to schools in areas of health, nutrition and school lunch programs. Panelists will include local and statewide resources. Use this opportunity to make positive change through your lunch program.

*Contact Person:* Susan Archer

### **LEGISLATIVE PERSPECTIVE**

This session is Wyoming State Representative W. Patrick Goggles' perspective of Wyoming education law and funding mechanisms. This session is a chance to learn and ask questions.

*Contact Person:* W. Patrick Goggles

### **BULLYING IN WYOMING, A BLUEPRINT FOR ACTION**

This presentation will discuss available data on bullying - both in Wyoming and the nation. We will discuss some of the major long standing anti-bully programs that exist, what they are about, and how they work. Also discussed will be what the Department of Education has done to this point, what it may do in the near future, and how it has partnered with districts to address bully issues. Lastly will be a summary of what teachers, school staff, and administrators are doing to make a positive and significant impact on bullying and school climate.

*Contact Person:* Bruce Hayes

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## BREAKOUT SESSIONS

### **EQUINE GROWTH AND LEARNING**

The session will be utilizing horses as a metaphor in communication among different populations and cultures. The presentation will consist of activities in which the volunteering participants will interact with the horses, while others will observe the activity and interactions brought forth by the exercise. The demonstration will show how people interact with the world around them. Using the horse will bring insight to how individuals approach their jobs, other people, and the problem-solving techniques they use in their day to day lives. This will in turn enable the individuals and groups to realize the challenges that might arise and gain insight on different ways of handling situations in a more successful manner.

*Contact Person:* Missy Groves

### **BULLYING: A HISTORICAL PERSPECTIVE & IGNITING A HEALING JOURNEY FOR NATIVE AMERICAN YOUTH**

A school psychologist practices a diverse service delivery model in serving Navajo middle and high school through positive and culturally appropriate interventions such as support groups that ignite the healing process for Navajo students. The presentation will share feedback from students and how it positively affected their school performance and relationships. The presentation will include post-colonial psychology research and connect it with today's trends of bullying and self-destructive behaviors in tribal communities. A demonstration of how the culturally appropriate support groups are conducted and sample intertribal framework will be included.

*Contact Person:* Elvina Charley

### **ACADEMY MODEL OF INSTRUCTION FOR NATIVE AMERICAN STUDENTS**

BOCES Academy models for the Green Construction and Energy Academies. Includes testimonials and descriptions of: 1. Both classroom and outside "hands-on" instruction. 2. Integrating core academics into industry driven curriculums. 3. Get nationally recognized industry credentials for students. Shows how coordination with industries and getting community partnerships is enhancing our instruction of these industry-based curriculums.

*Contact Person:* RaJean Strube Fossen

### **A LOOK AT WHERE THE ACHIEVEMENT GAP BEGINS FOR NATIVE AMERICAN STUDENTS**

More in depth look at the Native American achievement gap and ask questions of the keynote presenter.

*Contact Person:* Pearl Yellowman

### **SUCCESSFUL PARENT TEACHER MEETINGS**

This breakout session will be specific to engaging Native parents in the typical parent teacher meetings. Session will give strategies to involve and encourage active parenting.

*Contact Person:* Pearl Yellowman

### **WIND RIVER TRIBAL COLLEGE: HONORING THE PAST, PREPARING FOR THE FUTURE**

Instructors at the Wind River Tribal College generate more interest in their classrooms incorporating traditional ideology with contemporary pedagogy ... with full measures of fun and experimentation being encouraged in the classroom. Tillie Jenkins and Lorre Hoffman will share some instructional processes from their Northern Arapaho Language and Native American Art classes, respectively. This is a great workshop to attend in the afternoon when your blood sugar is low – we will wake you up!

*Contact Person:* Lorre Hoffman

### **PHOTOVOICE FOR HEALTHY RELATIONSHIPS**

In the summer of 2010, six members of Wind River UNITY participated in the Photovoice for Healthy Relationships Project. A Wyoming Health Council project to prevent HIV, sexually transmitted infections, unintended pregnancy, and interrelated risk behaviors, such as substance use and dating violence. In this workshop, participants will learn about Photovoice as a form of storytelling for social justice. The Wind River UNITY Photovoice members will share with participants how they draw on their cultural heritage and their community for strength in building and sustaining healthy relationships.

*Contact Person:* Susie Markus

### **CREATING COLLEGIAL SCHOOLS IN OUR NATIVE COMMUNITIES**

This session will review the doctoral dissertation on challenges to Native and Title I schools in terms that we all will understand. This workshop will review applicable strategies that proved successful in tribal schools including community engagement. Session presented by current Wyoming District Superintendent and recipient of the 2006 Montana Title I School of the Year.

*Contact Person:* M. Neil Terhune Ed. D.

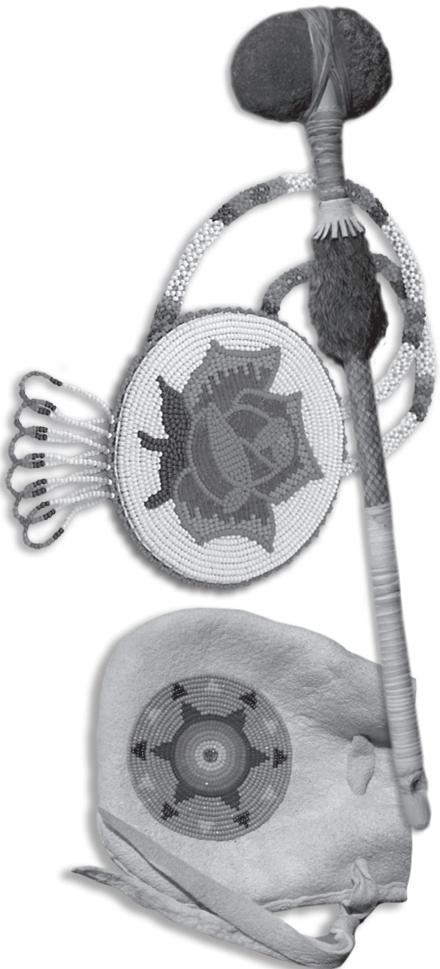
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# 2<sup>ND</sup> ANNUAL WY NATIVE AMERICAN EDUCATION CONFERENCE SCHEDULE OF EVENTS



## DAY 1: OCTOBER 27, 2011 THURSDAY • Classrooms 1 - 7

12:30 - 2:00	Registration (Wyoming Indian High School Commons)						
	<b>Classroom 1</b>	<b>Classroom 2</b>	<b>Classroom 3</b>	<b>Classroom 4</b>	<b>Classroom 5</b>	<b>Classroom 6</b>	<b>Classroom 7</b>
Breakout Session I (10/27) 2:00 - 3:15	Culture centered education at Fort Washakie School: Rush	Making Arapaho Language Fun: Ridgely	Living in the Age of Digital Story Telling: Locke	Eastern Shoshone Tribal Preservation Office: Ferris	Early Steps Program: Louitzenheiser	Northern Arapaho Tribal Culture: Redman	Cultural Connections Eastern Shoshone: St Clair
3:15 - 3:30	Break						
Breakout Session II (10/27) 3:30 - 4:15	Culture centered education at Fort Washakie School: Rush	Making Arapaho Language Fun: Ridgely	Living in the Age of Digital Story Telling: Locke	Eastern Shoshone Tribal Preservation Office: Ferris	Early Steps Program: Louitzenheiser	Northern Arapaho Tribal Culture: Redman	Cultural Connections Eastern Shoshone: St Clair
4:30 - 6:00	Welcoming Event & Community Dinner (Wyoming Indian High School Commons)						
6:00 - 9:00	Gourd Dancing Social Powwow (Wyoming Indian Middle School Gym)						

## DAY 1: OCTOBER 27, 2011 THURSDAY • Classrooms 8 - 15

12:30 - 2:00	Registration (Wyoming Indian High School Commons)							
	<b>Classroom 8</b>	<b>Classroom 9</b>	<b>Classroom 10</b>	<b>Classroom 11</b>	<b>Classroom 12</b>	<b>Classroom 13</b>	<b>Classroom 14</b>	<b>Classroom 15</b>
Breakout Session I (10/27) 2:00 - 3:15	Sovereignty & History of the Wind River Indian Reservation: Robinson	Parent Leadership Trainers: Vetter	Parent Roles: Lancaster	HIV Prevention Program: Whiteplume	Wind River Job Corp & BOCES: Barton	Strengthening Families: Sweetgrass Method Standing Eagle Baez	Touching Spirit Bear Panel Discussion: Ratliff	
3:15 - 3:30	Break							
Breakout Session II (10/27) 3:30 - 4:15	Sovereignty & History of the Wind River Indian Reservation: Robinson	Parent Leadership Trainers: Vetter	Parent Roles: Lancaster	Strengthening Families: Sweetgrass Method Standing Eagle Baez	Tuancy Overview Panel: Holbrook	TERO & Schools St Clair/Shake-speare	Touching Spirit Bear Panel Discussion: Ratliff	
4:30 - 6:00	Welcoming Event & Community Dinner (Wyoming Indian High School Commons)							
6:00 - 9:00	Gourd Dancing Social Powwow (Wyoming Indian Middle School Gym)							

**DAY 2: OCTOBER 28, 2011 FRIDAY • Classrooms 1 - 7**

	<b>Classroom 1</b>	<b>Classroom 2</b>	<b>Classroom 3</b>	<b>Classroom 4</b>	<b>Classroom 5</b>	<b>Classroom 6</b>	<b>Classroom 7</b>
7:30 -9:00	Registration (Wyoming Indian High School Commons )						
9:00 -10:30	Welcome Address (Wyoming Indian High School Commons) A look at where the Achievement Gap Begins for Native American students. Keynote Speaker: Pearl Yellowman						
10:30 - 10:45	Break						
Breakout Session I (10/28) 10:45- 12:00	Working with Challenging Families: Lancaster	Academic Strategies: Loutzenheiser	Best Practices in School Lunch & Health Initiatives: Archer	Teacher as Learner: Standing Eagle Baez	Legislative Perspective: Rep. Goggles	Bullying in Wyoming- A Blueprint for Action: Hayes	Good Reading Instruction- A Glimpse at 1-on-1 Tutoring: Lain
12:00 - 1:30	School Lunch Best Practices (working lunch)						
Breakout Session II (10/28) 1:30 - 2:45	Working with Challenging Families: Lancaster	Academic Strategies: Fort McDowell	Best Practices in School Lunch & Healthy Initiatives: Archer	Wind River Tribal College: Honoring the Past, Preparing for the Future	Legislative Perspective: Rep. Goggles	Photo Voice- Healthy Relationships: Markus	Good Reading Instruction- A Glimpse at 1-on-1 Tutoring: Lain
2:45 - 3:00	Break						
Breakout Session III (10/28) 3:00 - 4:15	Incorporating Wyoming Specific Native Culture into State Standards: White	Successful Parent Teacher Meetings: Yellowman	Wind River Tribal College: Honoring the Past, Preparing for the Future	Teacher as Learner: Standing Eagle Baez	Creating Collegial Schools in our Native Communities: Terhune	Bullying in Wyoming, A Blueprint for Action: Hayes	District Supports: Mocklemann
4:15 - 4:45	Wrap-Up/Evaluations						

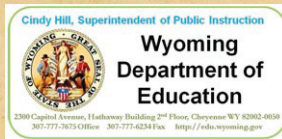
**DAY 2: OCTOBER 28, 2011 FRIDAY • Classrooms 8 - 15**

	<b>Classroom 8</b>	<b>Classroom 9</b>	<b>Classroom 10</b>	<b>Classroom 11</b>	<b>Classroom 12</b>	<b>Classroom 13</b>	<b>Classroom 14</b>	<b>Classroom 15</b>
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10:30 - 10:45	Break							
Breakout Session I (10/28) 10:45- 12:00	PBIS training: Revere	"Self-Regulation and Academic Pursuits: Scott	Creating Collegial Schools in our Native Communities: Terhune	Anti Bullying - Native perspective & healing: Charley	Tuancy Overview Panel: Holbrook	Bridges Out of Poverty: Littlejohn	A look at where the Achievement Gap begins (continued from Keynote): Yellowman	Equine Growth & Learning: Groves
12:00 - 1:30	School Lunch Best Practices (working lunch)							
Breakout Session II (10/28) 1:30 - 2:45	PBIS training: Revere	"Self-Regulation and Academic Pursuits: Scott	Student Panel: Maldonado	Anti Bullying - Native perspective & healing: Charley	Green Construction Academy: Raean	Bridges Out of Poverty: Littlejohn	Circle of Schools: Littlebear	Equine Growth & Learning: Groves
2:45 - 3:00	Break							
Breakout Session III (10/28) 3:00 - 4:15	Photo Voice- Healthy Relationships: Unity	"Self-Regulation and Academic Pursuits: Scott	Student Panel: Maldonado	Anti Bullying - Native perspective & healing: Charley	Tuancy Overview Panel: Holbrook	Bridges Out of Poverty: Littlejohn	Circle of Schools: Littlebear	Equine Growth & Learning: Groves
4:15 - 4:45	Wrap-Up/Evaluations							



**Dr. David J. Holbrook**

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