

# 2019 NATIVE AMERICAN EDUCATION CONFERENCE



## WORKSHOP SESSIONS

Wednesday, Aug. 7  
1 p.m.

## ACCESS Employment! Pre-Employment Transition Services available to Wyoming Youth through the Wyoming Institute for Disabilities

This engaging presentation will highlight the new statewide Pre-Employment Transition Program available through the Wyoming Institute for Disabilities (WIND). This flexible, accessible, and no-cost program is available to any young adult in Wyoming ages 14-21 with any kind of disability. This presentation will include a live demonstration of Virtual Job Shadow and a listening session/discussion to invite participants to express needs and goals related to post-secondary education and/or employment. Young adults, advocates, educators, employers, and service providers welcome!

### Presenter

**Janean Forsyth Lefevre** is the Program Manager for Pre-Employment Transition Services at the Wyoming Institute for Disabilities (WIND). She graduated Magna cum Laude with a B.A. in Humanities from the University of Colorado and obtained a Master's degree in Public Administration from the University of Wyoming in the spring of 2019. Janean has a background in Human Resources and prior to her career with WIND, Janean served as a Diversity Recruiter and then Equal Employment Opportunity/Diversity Specialist for the University of Wyoming including two years as Deputy ADA Coordinator, Chair of UW's Accessibility Committee and service on WATR's Assistive Technology Advisory Council.

**Co-Presenter: Greg Ronco**, Project Coordinator, WIND

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## Exploring Wyoming Giant Floor Maps

Walking across Wyoming with a bird's eye view of landforms is a unique way of exploring our state. Participants will explore the giant 20x16' National Geographic floor map for elementary and the 12x12' Wyoming floor map for intermediate. Icons will be placed on mountains, plains, rivers, reservoirs and towns. A variety of hands-on/feet-on lessons will be available to explore.

### Presenter

**Germaine Wagner** is the Professional Development, Community Outreach, and National Geographic State Bee Coordinator for the Wyoming Geographic Alliance (WGA). She taught middle school for 32 years and has been active with WGA for 28 years. Germaine has presented geography integrated lessons at local, regional, state, national and international conferences. She is the recipient of the 2018 National Council for Geographic Education Outstanding Support for Geography Education award. She holds a bachelor's degree from Montana State University and Master's in Curriculum and Instruction from Lesley University. She is also a member of National Geographic's Wyoming Advisory Council.

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**Wednesday, Aug. 7**  
**1 p.m. and 2:15 p.m.**

## **Education as a Treaty Right**

This presentation will highlight how Indian education is addressed in treaties of the Wind River.

### **Presenter**

**Dr. Tarissa Spoonhunter** is Northern Arapaho with a Ph.D. in American Indian Studies

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## **Hinono'etitinoo Noh Ho3itoot (I Am Speaking Arapaho and Storytelling)**

Hiiwoonhehe' Hinono'etitinoo noh Ho3itoot (Today, we speak Arapaho and Storytelling). Learn how the Arapaho language continued to be spoken and learned even though the Boarding School Era when multiple generations were not taught the language at home. The presenters still heard the language spoken all the time and were able to understand words and phrases. This is their story.

### **Presenters**

**Tillie M. Jenkins**, Arapaho Language and Culture Teacher Preschool through Fifth Grade. **Arydenne Sage**, Arapaho Language Advocate. **Rhonda McCabe**, Arapaho Language Advocate. **Elena Singer**, First Grade Teacher/Arapaho Language Advocate. **Avalene Glenmore**, Arapaho Language Teacher, Preschool through Fifth Grade.

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## **Wyoming PBS Native American Educational Modules**

Wyoming PBS, in conjunction with teachers from the Northern Arapaho and Eastern Shoshone tribes, have worked to create beautiful, culturally appropriate videos and lesson plans for use in your classroom. The modules can also be used for teacher in-services and by parents in their own homes. Check out one of the presentations to see how these lesson plans work and how they are now aligned to the new Wyoming State 2018 Social Studies Standards.

### **Presenter**

**Terry Dugas** is General Manager of WyomingPBS, the Wyoming state network located in Riverton. He has been an Adjunct Professor of Communications at Florida Gulf Coast University for over 20 years and currently teaches courses through distance learning on the relationship

between media and culture. He has held full-time and adjunct positions at Seton Hall University, the University of South Carolina and Edison State Community College.

Before moving to Wyoming, he was Manager of Content Distribution for NET in Lincoln, Neb., for six years, responsible for NET's broadcast, cable, internet, social media channels and TV promotion. Previously, he was head of Interactive Media and Education at NET for nine years where he managed a \$5 million U.S. Department of Education project to create a full four-year distance learning high school degree and a \$7 million project for the U.S. Department of Defense to create online training for America's Reserve forces. He was also Executive Director of a three-state, fifteen college consortium focused on distance learning. He has a Master of Arts in Medieval Literature from the University of South Carolina.

**Co-Presenter: Michelle Hoffman**, Education Consultant for Native American Education Modules

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## The Importance of Play

With such a push towards academics today it is important to examine the benefits of play. The discussion will showcase how play bolsters creativity, brain development, physical and cognitive development, self-regulation, socialization and other aspects necessary to foster a healthy student.

### Presenter

**Ron Howard** is a member of the Northern Arapaho Tribe, a Pre-K teacher, U.S. Army veteran, artist, actor, political activist, husband and father. He graduated cum laude from the University of Wisconsin, Oshkosh with a B.S. in Elementary Education. He has a highly qualified endorsement in Early Education and has been teaching for 20 years on the Wind River Reservation.

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## Indian Education for All Resources at the Center of the West

The presenters, from the Buffalo Bill Center of the West, will help teachers navigate the multiple K-12 resources aligned to the new Indian Education for All Standards for Wyoming. These resources include access to online museum collections, photographs, social media, outreach trunks, Skype in the Classroom, and onsite field trip opportunities with funding sources. Old Elk and Smith will provide tutorials and documents to help teachers implement these resources in the classroom and through curriculum development.

### Presenters

**Hunter Old Elk** (Crow/Yakama) is Curatorial Assistant at the Plains Indian Museum at the Buffalo Bill Center of the West and grew up on the Crow Indian Reservation in southeastern Montana. Old Elk earned a bachelor's degree in art with a focus on Native American history at Mount St. Mary's University. Old Elk uses museum engagement and social media to explore the

complexities of historic and contemporary Indigenous culture.

**Megan Smith** has worked at the Buffalo Bill Center of the West for over 12 years. She earned a B.S. in Environmental Science from Indiana University and a M.S. in Ecology from the University of New Haven. As the K-12 Curriculum & Digital Learning Specialist, she is responsible for the outreach and on-site services that the Center offers students and teachers. She also works on the curriculum development of outreach materials, tour outlines, and the development of new online curriculum. Smith is a published author of non-fiction children's books.

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## Deep Poverty: The Long-Term Impact of Poverty on Language, Behavior and Resilience

Deep poverty, or the deprivation of emotional, financial, spiritual and relational resources, impacts all elements of an individual's development. How stress and poverty combine to impact brain growth and impacts development and adjustment are explained. Understanding time, cause and effect, and emotional grit and resilience will be explained. How we can combat the effects of poverty on the growing individual will be discussed.

### Presenter

**Dr. Bob Bayuk** has 40+ years working with children and their families, from the inner city to rural, Native American families

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## Seeds of Strength

This presentation will cover the benefits of embracing a return to indigenous foods and an active lifestyle. The negative impacts of stress will be explored, along with strategies to address it. The program will end with a hands-on Tai Chi class.

### Presenter

**Susan Kreager** is a Registered Dietitian Nutritionist, Certified Diabetes Educator and Director of the Northern Arapaho Diabetes Awareness Program. The program offers educational classes on diabetes, diabetes prevention, Tai Chi, nutrition, gardening, fitness, and stress management.

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## Get Your Geography Groove On

Participants will use the Wyoming Student Atlas as a guide to explore the mountains, rivers, reservoirs and basins in Wyoming and place symbols on the interactive floor map. This session is active and creates a 3-dimensional model that can be walked on. The floor maps and atlases are available to borrow free of charge. Participants will receive a copy of the Wyoming Student Atlas.

### Presenter

**Germaine Wagner** is the Professional Development, Community Outreach, and National Geographic State Bee Coordinator for the Wyoming Geographic Alliance (WGA). She taught middle school for 32 years and has been active with WGA for 28 years. Germaine has presented geography integrated lessons at local, regional, state, national and international conferences. She is the recipient of the 2018 National Council for Geographic Education Outstanding Support for Geography Education award. She holds a bachelor's degree from Montana State University and Master's in Curriculum and Instruction from Lesley University. She is also a member of National Geographic's Wyoming Advisory Council.

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**Wednesday, Aug. 7**  
**1 p.m. and 3:30 p.m.**

## **CWC's Institute of Tribal Learning: Creating a Culture of Student Support**

Central Wyoming College and the Institute of Tribal Learning focuses on both traditional and transformative ways to support students as they transition from K-12 to college. Every student comes to college with challenges, and supportive interventions cannot be launched as a "one-size-fits-all" solution. CWC leaders will present successful and not so successful strategies in providing the support students need to meet their educational goals.

### Presenter

**Ivan Posey** was raised on the Wind River Indian Reservation and attended school in Fort Washakie, Wyo., the Chilocco Indian School in Chilocco, Okla., and Central Wyoming College. Following an honorable discharge for his service in the U.S. Army, Mr. Posey worked for the U.S. Forest Service in various roles, including civil rights, diversity and as the American Indian Program Manager. He served a total of 21 years as a Shoshone Business Council member, including as Chairman for a number of those years. Mr. Posey was appointed as the first Tribal Liaison for the Eastern Shoshone and Northern Arapahoe tribes by Governor Dave Freudenthal, where he served from 2003-04. Mr. Posey currently serves as the Tribal Education Coordinator for Central Wyoming College.

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**Wednesday, Aug. 7**  
**2:15 p.m.**

## **Planning for the Future: Assisting Students in the Transition to Adulthood and Employment**

This workshop will address strategies and tools for empowering youth as they explore their interests, strengths and talents as well as practical skills for transitioning into the

workplace. Facilitated by ACCESS Employment staff with the Wyoming Institute for Disabilities and guest presenter Ms. Mia Holt, B.S. in Psychology and B.A. in Native American and Indigenous Studies, this workshop will also address specific challenges that Native youth may face when planning for adulthood, college, and employment.

#### Presenter

**Janean Forsyth Lefevre** is the Program Manager for Pre-Employment Transition Services at the Wyoming Institute for Disabilities (WIND). She graduated Magna cum Laude with a B.A. in Humanities from the University of Colorado and obtained a Master's degree in Public Administration from the University of Wyoming in the spring of 2019. Janean has a background in Human Resources and prior to her career with WIND, Janean served as a Diversity Recruiter and then Equal Employment Opportunity/Diversity Specialist for the University of Wyoming including two years as Deputy ADA Coordinator, Chair of UW's Accessibility Committee and service on WATR's Assistive Technology Advisory Council.

**Copresenter:** **Greg Ronco**, Project Coordinator, WIND

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**Wednesday, Aug. 7**  
**2:15 p.m. and 3:30 p.m.**

## **Native Hope: The Power of Healing Through Storytelling**

We believe in the power of storytelling to dismantle barriers, bring healing, and inspire hope for Native people. Why? Because telling stories of Native struggle and Native strength is a powerful catalyst for unity, generational healing, and personal growth. Each of us has an evolving story which no one else can write. We believe that healing for Native people starts with a vulnerable recounting of where one has been, where one is today, and where one wants to be tomorrow. That's why we tell stories.

#### Presenter

**Kansas Middletent** is an enrolled member of the Lower Brule Sioux Tribe in South Dakota. He comes from the Middletent Family and the Spotted Hawk Family. He has been personally affected by suicide on too many occasions, with family members and some of his closest friends committing suicide. Kansas talks about growing up in a broken home with drugs, alcohol and abuse. He now works with various organizations within his community to bring awareness and prevention and to promote the importance and value of education within the Native American community. Crazy Horse, a Lakota warrior, spoke about a powerful seventh generation of Natives who would be a blessing to a lost world. Kansas is part of that generation - a generation who is standing up for what is right, for their people, and for their future. He is using his voice and his story to restore hope back to his community so they may flourish the way their ancestors envisioned. Kansas speaks and specializes on topic of education, health and wellness, suicide awareness and prevention, parenting, teen dating, teen parenting, youth advocacy, leadership, and perseverance/resilience. He is trained in various Traditional Native American Games from many tribes. He teaches the cultural and traditional aspects of the bow

and arrow and how to shoot. He is trained in suicide prevention and partners with the South Dakota Helpline Center.

Co-Presenter: **Kyal Middletent**

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## A Question-and-Answer Session with Shoshone Elders

Elders **John Washakie** and **Arlen Shoyo** will discuss the history and culture of the Eastern Shoshone Tribe and take your questions.

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**Wednesday, Aug. 7**  
**3:30 p.m.**

## Preview of “Home from School”: A Documentary About a Forgotten Chapter in American History

Seeking to heal the historical trauma inflicted by efforts to assimilate Native children into white society, Northern Arapaho tribal members travelled in 2017 to the grounds of the former Carlisle Indian Industrial School in Pennsylvania, now a U.S. Army War College, to retrieve the remains of three Arapaho children who were buried there over a century ago.

The Northern Arapaho were among 140 tribes whose children were separated from their families and transported to Carlisle, the flagship Indian boarding school, between 1879 and 1918. Many children never returned home, and lie buried today beneath white headstones in Pennsylvania.

Connecting a critical turning point in American history with contemporary stories and compelling characters, a documentary of the journey of the Arapaho tribal members, “Home from School,” raises larger questions about colonization and the assimilation of indigenous cultures. It offers audiences a chance to re-examine a forgotten chapter in America’s history. The conversation about responsibility and healing continues.

**Geoff O’Gara** and **Jordan Dresser**, producers, will screen a preview and discuss the making of the film.

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**QPR stands for “Question, Persuade, and Refer”: Three simple steps anyone can learn to help save a life from suicide.**



Just as people trained in CPR and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. This is a three-year certification that comes from the QPR Institute.

#### Presenter

**Rhianna Brand** is Director of Operations for Grace For 2 Brothers Foundation, a non-profit dedicated to suicide prevention through education and awareness as well as providing support to survivors of suicide loss. She is the chair of Stop Suicide Cheyenne Coalition and a member of Wyoming Suicide Prevention Advisory Council (WYSPAC), Zero Suicide Initiative Wyoming, the American Association of Suicidology Suicide Prevention Social Media Team #SPSM, and a QPR (Question, Persuade, Refer) Suicide Prevention Master Trainer. She is also a doTERRA Wellness Advocate and films a video series titled Why Cheyenne for RE/MAX Capitol Properties Cheyenne.

She received her Bachelors of Science degree majoring in Communication with a minor in marketing and sales. Before moving back to Wyoming, Rhianna had a career in the radio industry working in Austin, Texas, for Spirit 105.9. She worked with the Central Texas Chapter of American Foundation for Suicide Prevention, speaking at the Out of the Darkness Walk in 2014 held at the Texas State Capitol. Rhianna is a frequent speaker in Cheyenne, acting as a voice for those with mental illnesses and sharing the coping skills that help her manage her diagnosis.

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## Intro to National Geographic Education

Explore how National Geographic Education brings the spirit of exploration into classrooms through free programs, student experiences, classroom resources, and professional development opportunities. Learn about how to use National Geographic customized programming in your classroom.

#### Presenter

**Chris Hines** is the new Regional Director for the National Geographic Society supporting Montana. He brings diverse experience in the public, private, and nonprofit sectors to National Geographic. This experience includes time in Tanzania with a nonprofit organization that trains rats to detect landmines, a State Department fellowship, and most recently Chris was the Deputy Superintendent at Gray's Reef National Marine Sanctuary. Throughout his career, Chris has focused on partnership development, informal education, fundraising, and other non-profit management roles. Originally hailing from California, Chris received his B.S. in Business from Purdue University and M.S. in International Public Service from DePaul University. He lives in Houston, Texas and enjoys paddling, diving, eating, and anything else outdoors with his better half, Amanda.

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**Wednesday, Aug. 7**  
**3:30 p.m. and 4:15 p.m.**

## Becoming Morgan Freeman: Narrating Life for Your Child's Language Development

Research has shown the importance of the quality and quantity of the words we speak to our infants, toddlers and preschoolers. We know that just the quantity of words spoken alone has a huge impact on our children's speech and language skills. One way to help expose your child to lots of language, especially to children with limited communication skills, is to become a narrator during your daily activities and routines as well as during your child's play.

### Presenter

**Heather Pasquinelli** has been a classroom teacher for over 20 years including preschool, middle and high school, including AP. She is also a Teacher Fellow for the United States Holocaust Museum in Washington, D.C. For over 15 years of her teaching career, she taught English and AP Literature in secondary school, and now she is employed by the Eastern Shoshone Tribe's Early Intervention Program as a Special Education Teacher to preschoolers on the Wind River Indian Reservation. Heather and her husband, Patrick, are parents of nine children who range in age from 1-26, four of whom are enrolled members of the Eastern Shoshone Tribe. She is also the proud grandma of one grandson, Leo.

Heather earned her Bachelor's of Science in Education from Kent State University and is currently completing her Master's Degree in Special Education at Western Governors University.

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**Thursday, Aug. 8**  
**11 a.m.**

## CWC's Institute of Tribal Learning: Creating a Community of Learners

The mission for CWC's Institute of Tribal Learning (ITL) seeks educate individuals in tribal heritage and customs and to provide a positive influence in the lives of the region's Native American population and communities. This session will provide attendees with an overview of the outreach, educational, and leadership activities sponsored by the ITL. In addition, college leaders will solicit input from attendees on workshop, professional development, and community activities the ITL could provide in the coming years.

### Presenter

**Dr. Kathy Wells** has worked at CWC for 19 years. Initially hired as a nursing faculty member in 2000, Kathy's professional experience as a nurse brings a wealth of knowledge in nursing and leadership to the college. As an Academic Dean and now Vice President for Academic Affairs, she has the privilege of working with diverse faculty and students who bring their individuality

to the classroom and college settings. She currently serves as a liaison for her colleagues across the state in a variety of roles, and volunteers for statewide and national nursing education initiatives, including those associated with program accreditation.

**Co-Presenter:** **Ivan Posey**, Tribal Education Coordinator, CWC

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## Wyoming District Accreditation

The presentation will provide an overview of the Wyoming Accreditation and Peer Review Process that will be implemented beginning in the 2019-20 school year. The presentation will include both annual requirements for districts and the process for the onsite peer review.

### Presenter

**Bill Pannell** is the accreditation supervisor for the Wyoming Department of Education. He has a diverse background in education and industry, and has been heavily involved in the Wyoming accreditation process.

**Co-Presenter:** **Chelsie Oaks**, WDE accreditation team

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## Defining Success: Job Corps Admission Requirements & Information

In this workshop, attendees will explore alternatives to the traditional high school to college career path, highlighting the trades, certifications and programs offered at Wind River Job Corps, a program of the U.S. Department of Labor.

**Presenters:** **Hank Overstreet**, **Orion Morris**, Wind River Job Corps Center

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## Homeless Education Under the McKinney-Vento Homeless Assistance Act

In the Native American communities in Wyoming, we understand that no one is ever really homeless. The communities are very nurturing, and there is always someone there to lend a helping hand whether it is a place to stay, or sharing food at the table. Families and students in these situations are not homeless, but in transition. In many cases, the school districts can provide additional support and services to students who qualify as being in transition. In this session we will discuss eligibility under the McKinney-Vento Act, as well as the services and support local school districts can provide to these students and families. In addition, the Wyoming Department of Education is looking to partner with Tribal stakeholders to examine and craft this

program in a way that represents their compassionate culture. District staff from Fremont County School District #14 will be co-presenting this session.

**Presenter:** **Shannon Cranmore** is the new State Homeless Coordinator for the Wyoming Department of Education and has been employed with the department for 16 years. Shannon has an extensive background in education data collection, reporting and analysis as well as a comprehensive knowledge and understanding of federal education laws. She also has many real-life experiences that have helped her in transforming the Homeless Education program in Wyoming to better identify and assist students in transition.

**Copresenters:** **Staff** from Fremont County School District No. 14

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## Perkins V Update

This session will look at the changes in the Perkins V and how they will change the face of career and technical education across Wyoming. Discover how Perkins V funding can create new opportunities for Native American students.

**Presenter:** **Dr. Michelle Aldrich**, Wyoming Department of Education CTE State & Perkins Director

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**Thursday, Aug. 8**  
**11 a.m. and 1 p.m.**

## Creating a Culturally Responsive School Environment

Focusing on educators who teach in highly-populated native areas, this session will provide tools and techniques to incorporate culture into a school environment. Educators will develop ideas for lessons plans as well as discussions concerning improving attendance and family involvement.

**Presenter**

**Jordann Lankford-Forster** is with the Great Falls (Mont.) Public Schools' Indian Education Department, has been working with Montana Native Youth since 2014 as a student advocate and dropout prevention specialist. Along with providing Indian Education For All and leadership development, Forster works as a liaison for families. She was the 2017 Montana Indian Teacher of the year.

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**Thursday, Aug. 8**  
**11 a.m. and 2:50 p.m.**

## Addressing Racism

To address racism, a first step is to name it and acknowledge that racism exists, manifested through prejudice, implicit bias and institutional power. The presentation will identify how racism manifests itself daily for Native Americans, and actions that can be taken to address racism.

### Presenter

**Chesie Lee**, an attorney, is a graduate of Ohio State University majoring in sociology, did graduate work at the University of Arizona in community development and received her juris doctorate at Chase Law School, Northern Kentucky University. Her lifelong vocation is advocacy for justice with nonprofit groups. She resides in Riverton and has lived in Wyoming over 30 years. Her passion is seeing an end to racism.

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## Teacher Strategies related to AI/AN NAEP Reading and Mathematics Scores

The National Assessment of Educational Progress (NAEP) and the National Indian Education Study (NIES) provide valuable insights related to AI/AN student achievement in reading and mathematics. This session will cover the strategies identified by teachers of AI/AN students who participated in the NIES and how they are related to 4th and 8th grade reading and mathematics achievement on the NAEP.

### Presenter

**Dr. Dan Jesse** is an Equity Specialist Coordinator at the Western Educational Equity Assistance Center (WEEAC) at Metropolitan State University of Denver that serves 13 Western states and three territories. He has over 30 years of professional experience as an educational researcher, evaluator, policy analyst and technical assistance provider. His current interests include the promotion of educational equity in K-12 schools, districts and state departments of education, improving the achievement of American Indian/Alaska Native students, college and career readiness, measurement of teacher effectiveness, data-based decision making, turning around low-performing schools, and interventions for assisting struggling learners meet challenging academic standards in reading and mathematics.

**Co-Presenter: Judy Northup**, Consultant, Western Educational Equity Assistance Center, Metropolitan State University

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## Assistive Technology Users Guide for Transitioning to College

This presentation, though geared toward students with disabilities, will help all high school students to prepare for their future. The presentation will cover what to expect in college, what resources and assistive technologies are available and where to find them as well as give some general advice and tips for college survival.

### Presenter

**Shelby Kappler** is an Assistive Technology Specialist at the Wyoming Institute for Disabilities. She has a B.A. in international studies with a minor in disability studies. Shelby has worked with people with disabilities in a variety of capacities, as well as served in many groups and committees with a goal of a more inclusive world.

Co-Presenter: **Ryan Rausch**

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## Creating a Path to Higher Education

Supporting students with their transition to college begins as early as possible. Please join the TRIO/College Success Program staff of the Northern Wyoming Community College District to learn more about TRIO programs offered in Wyoming and activities that can be offered to help children and their families start thinking about and planning for college.

### Presenter

**Joseph Aguirre** has been the director of the TRIO & College Success Programs for the Northern Wyoming Community College District for eight years. He has a Master's Degree in Counseling from Shippensburg State University in Pennsylvania. In his role, Joseph supervises three full-time staff members at Sheridan and Gillette Colleges. The TRIO/College Success program is designed to increase student retention and graduation rates by providing each student with a professional mentor that works to assist students in college processes, remove barriers, and foster an institutional climate supportive of their success.

Copresenter: **Dr. Leah Barrett**, Vice President of Student Affairs, Northern Wyoming Community College

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**Thursday, Aug. 8**  
**11 a.m. and 4 p.m.**

## Indian Education for All Resources on [WyoHistory.org](http://WyoHistory.org)

This workshop will update attendees on Native American history resources on the state-history website, [WyoHistory.org](http://WyoHistory.org). The site now offers dozens of articles on the history, culture, treaties, land cessions, water-rights disputes and tribal government issues of the Eastern Shoshone, Northern Arapaho and other tribes of the region. Content also includes lesson plans written by Native educators on the Wind River Reservation, plus maps, photos, documents and more. All lesson plans are linked to Wyoming Social Studies and Common Core Standards; new content is added to the site every month.

### Presenter

**Tom Rea**, author of three books on Wyoming history, is editor of WyoHistory.org, a website offering hundreds of articles plus maps, photos, field trips, lesson plans and more about Wyoming history. He served on the Wyoming Department of Education's Social Studies Standards Review Committee in 2017-2018. He lives in Casper.

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**Thursday, Aug. 8**  
**1 p.m.**

## **U.S. Congressional Award**

**Diana Enzi**, wife of U.S. Sen. Mike Enzi, and **Tobi Cates**, executive director of the Wyoming Congressional Award Council, will discuss the award and how it offers young people the opportunity to set a personal goal and achieve it. Along the way, youth learn qualities like responsibility, trust and the ability to plan and organize.

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## **Mastering Your Stories**

**Andi Clifford**, Consultant/Trainer/Speaker/ Grant Writer/State Legislator, will discuss the role of historical trauma and how it affects entire groups of people for generations and needs to be given a proper place at the table when talking about mental health and healing.

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## **Activity Ideas for K-2 Classrooms that Address Wyoming ELA and Social Studies Standards (with a Focus on Indigenous People)**

Participants will engage with ready to use K-2 activities and materials that meaningfully address both ELA and SS standards with the design to be utilized right away in the classroom. We will explore some ideas covering both literature and informational genres through the lens of Northern Arapaho and Eastern Shoshone topics and literary works.

### **Presenter**

**Chad Lemley** is a longtime Fremont County elementary school teacher driven by student success for all.

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## **Essential Understandings & Culturally Responsive Teaching**

For seven years, the WoLakota Project team has been working in South Dakota and North Dakota to assist teachers in the development of Culturally Responsive practices through the implementation of Indigenous Elder-written Essential Understandings. This presentation will explore the basics of Culturally Responsive Teaching and the models

developed in South and North Dakota around the Oceti Sakowin Essential Understandings (S.D.) and the North Dakota Native American Essential Understandings (N.D).

### Presenters

**Dr. Scott Simpson** has been an educator for 30 years at the middle, secondary, university and adult professional learning levels. He holds an MA in Curriculum and Instruction and a PhD in English, both from the University of Nebraska-Lincoln. During his 10 years at Technology & Innovation in Education, Dr. Simpson has worked with schools and districts on initiatives associated with literacy, intrinsic motivation, character education and cultural responsiveness. He is a co-developer and co-director of the WoLakota Project, an initiative that links the elder-developed Oceti Sakowin Essential Understandings with current research in indigenous learning approaches to address the particular needs of learners in South Dakota schools. He has video-interviewed more than 50 Native elders from North and South Dakota over the last several years, and has presented the WoLakota Project approach and related topics to educators in conferences throughout South Dakota, North Dakota, Wyoming, Montana and from Washington, D.C., to Jamaica to Reno to Hawaii (and many points in between). He is also a published poet, songwriter and musician and often incorporates creative approaches to writing, songwriting and music into his presentations.

**Sharla Steever**, as a Learning Specialist at TIE, has had the privilege of being the co-developer and the co-director of the WoLakota Project since 2012, and the Teachings of Our Elders Project since 2014. She has worked primarily on educational issues related to culturally responsive education and relational trust in the school and workplace in South Dakota and the surrounding region. Prior to arriving at TIE, Sharla worked as an elementary teacher at Hill City Elementary in South Dakota teaching 3rd and 4th grades for 11 years. She has been a Nationally Board Certified Middle Childhood Generalist since 2005 and served as a Teaching Ambassador Fellow for the U.S. Department of Education in 2011-12. Prior to teaching, Sharla was the director of Placerville Camp and Retreat Center. She is a Licensed Minister with the United Church of Christ and also a Facilitator for the Center for Courage and Renewal.

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## Erase the Stigma - You are NOT Alone

View suicide prevention through the eyes of a person with Lived Experience as a suicide loss survivor and three-time suicide attempt survivor. Signs and symptoms, science behind the brain, coping skills, local resources, and more.

Her greatest joy in life is being a mother to her three beautiful children. She enjoys yoga, hula hooping, playing the piano, paddleboarding, snowboarding, hiking, and all things nature. Her greatest passion in life is to let others know they are not alone and to spread love and light wherever she goes.

### Presenter

**Rhianna Brand** is Director of Operations for Grace For 2 Brothers Foundation, a non-profit dedicated to suicide prevention through education and awareness as well as providing support



to survivors of suicide loss. She is the chair of Stop Suicide Cheyenne Coalition and a member of Wyoming Suicide Prevention Advisory Council (WYSPAC), Zero Suicide Initiative Wyoming, the American Association of Suicidology Suicide Prevention Social Media Team #SPSM, and a QPR (Question, Persuade, Refer) Suicide Prevention Master Trainer. She is also a doTERRA Wellness Advocate and films a video series titled Why Cheyenne for RE/MAX Capitol Properties Cheyenne.

She received her Bachelors of Science degree majoring in Communication with a minor in marketing and sales. Before moving back to Wyoming, Rhianna had a career in the radio industry working in Austin, Texas, for Spirit 105.9. She worked with the Central Texas Chapter of American Foundation for Suicide Prevention, speaking at the Out of the Darkness Walk in 2014 held at the Texas State Capitol. Rhianna is a frequent speaker in Cheyenne, acting as a voice for those with mental illnesses and sharing the coping skills that help her manage her diagnosis.

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## Students as Agents of Change

This breakout session is intended for students, teachers, administrators, community leaders, and family members to immerse in experiential learning that will equip all with the design thinking tools and opportunities for exercising “agency” to co-create their own dream communities and dream careers. The session starts with a focus on identifying students’ strengths (as opposed to their deficits), and why that matters. Imagine a school where our kids are immersed in apprenticeships and project-based learning that prepare every student for life, not just standardized tests. You’ll learn about our constant true north: trust, relevance, discover, joy, and above all, a purpose that has nothing to do with a test score and everything to do with developing the infinite potential of the creative, critical mind and the compassionate, ethical character in all students.

### Presenters

**Sheila Lucas** and **David Lucas** are experienced Change Agents and Transformation Advocates, delivering coaching and training to support communities and schools in creating a world of Inclusion and Equality of Opportunity for people of all abilities. They are passionate about raising consciousness in communities across America about evidence-based approaches and personalizable learning models that enable all students to take the lead in their own learning and to learn how to create their own 21st century dream careers.

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## Key Components of Educational Equity: Equitable Instructional Strategies to Engage and Motivate Native American Students to Excel

Although our public school classrooms are culturally and ethnically diverse, our curriculum, teaching materials, teaching styles, and even our teachers have remained

predominantly monocultural. Participants will discuss culturally responsive teaching strategies to meet the learning needs of students from diverse cultural backgrounds. More specifically, participants will analyze how our public education has either ignored or misrepresented the history and contributions of Native Americans to the American society. Participants will take away skills and strategies they can use in our multicultural classrooms to engage and motivate Native American students to excel.

#### Presenter

**Dr. Moses Wambalaba** is an Equity Specialist Coordinator at Western Educational Equity Assistance Center based at Metropolitan State University of Denver, Colo. Prior to joining the WEEAC in 2016, Dr. Wambalaba was a Senior Program Advisor for 15 years at Region X Equity Assistance Center at Education Northwest in Portland, Ore. He has done extensive work providing training and technical assistance in creating equitable teaching and learning school environments for students from diverse cultural backgrounds; federal anti-discrimination laws, policies, and compliance; immigrant and refugee student and family engagement issues; countering and preventing school based harassment and violence; and culturally responsive teaching and multicultural education. He is currently analyzing how public education has continued to perpetuate discriminatory policies and practices that marginalize and fail Native American students.

Copresenter: Dan Jesse

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**Thursday, Aug. 8**  
**1 p.m. and 1:55 p.m.**

### **Supporting the Evaluation of the Native American Essential Understandings Curriculum in North Dakota: A Culturally Responsive Evaluation Approach**

Session presenters will provide an overview of the collaborative work between REL Central and North Dakota Department of Public Instruction to design a culturally responsive evaluation plan for the North Dakota Native American Essential Understandings. The design process includes several steps: 1) developing a logic model and corresponding evaluation questions, 2) identifying pertinent data to answer the evaluation questions, 3) creating new data collection instruments, and 4) constructing a data collection and analysis timeline. School-, district- and state-level staff who have a need to examine initiatives with Native American students will find value in attending this session. Session attendees will have increased knowledge to design a culturally responsive evaluation plan for their education initiative.

#### Presenter

**Steven Tedeschi**, M.A., is a research associate at Marzano Research. In this role, he engages in technical support and research projects for REL Central, including acting as the coordinator for the American Indian Education Research Alliance. He also contributes to data collection,

management and analysis for studies focused on career and college readiness, school improvement and support systems at the state and local levels. A Teach for America alum, Tedeschi has eight years of education experience as a practitioner in tribal, traditional public, and charter schools. His previous partnership work includes projects supporting improvement efforts at the New Bedford Housing Authority and Providence Public School District as well as experience in education research as an intern at the Rennie Center for Education Research & Policy. Additionally, he has supported teacher development at the local and regional levels. Tedeschi is a veteran and holds a master's degree in urban education policy from Brown University.

**Copresenter:** **Shelby Hubach**, Senior Researcher, American Indian Education Research Alliance at REL Central

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## **The Power of the Powwow Narrative: A Resource For Teaching Literacy and Cultural Resilience**

The presenter will share a resource that addresses Wyoming's new Indian Education for All Standards as well as Common Core Reading and Writing in History standards. Built around the Arapaho and Crow powwow narratives with materials provided by a Crow interpretive educator, this curriculum has been shown to support Close Reading and the National Council for the Social Studies C3 Inquiry Arc. Instructors who may lack experience in Native American studies will be able to guide students in meaningful interaction with powwow objects and primary sources that demonstrate the resilience of native powwow families.

### **Presenter**

Working 10 years with a variety of at-risk youth programs in Minnesota, the Philippines, Colorado, and California before becoming a high school teacher, **Dr. Stephany Anderson** has taught at Cody High School since 1999 where her years teaching have been peppered with coaching drama, speech and debate, and Model UN. A National Board Certified Teacher, she received the Arch Coal Teaching Award in 2012 and participated as a Teachers for Global Classrooms fellow in the Philippines the summer of 2014. She completed an Ed.D. in Curriculum and Instruction with a 7-12 graduate literacy certificate. Her dissertation research involved observing teachers using a powwow learning trunk on loan from a museum to teach literacy skills to secondary students. Her research interests include visual and multimodal literacies in Social Studies and global education.

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## **Invisible Me: Viewpoints of Northern Arapaho Early School Leavers**

The purpose of the presentation is to present the findings which led Northern Arapaho youth to leave public school before completion of high school. Interviews and visits were conducted with three Arapaho participants who did not graduate from high school

at the traditional age. Based on the findings, recommendations for interventions to improve retention of Northern Arapaho students in school will be presented.

#### Presenter

**Dr. Aldora White Eagle** is an enrolled member of the Northern Arapaho Tribe who earned her Ed.D. from the University of Wyoming.

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## The Value of Certification

Give your students the edge in the workforce with IT-related industry certification. See how schools are benefiting from certification with higher GPA, lower missed days and increased graduation rates. Learn how students armed with certification can land impressive first-time employment opportunities. With Certiport, students will have the proven skills to become career and college ready.

#### Presenter

**Eric Gilbert** is the North America Regional Manager for Certiport and of the Dine (Navajo) people, Hashkaan Hadzohi Clan (yucca fruit-strung-out-in-a-line clan). He was raised in the Salt Lake City area with home located in Chinle, Ariz. When he is not working, his passions include family, coaching archery, hunting, and painting. As the Certiport Regional Manager, he represents Microsoft, Adobe, Apple, Autodesk, Intuit, EC-Council, Unity, and IC3 Digital Skills industry certification programs. Certiport's globally recognized credentials aim to enhance individual productivity, marketability and value. He has the pleasure of working directly with educators every day providing students with learning materials, certification practice tests and career-oriented certifications that help build a skilled workforce that meets the needs of local employers and government tech initiatives.

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## The Wyoming Seal of Biliteracy

The Seal of Biliteracy is a national award for students who have attained high levels of proficiency in English and another language. It recognizes both students who learn a language other than English in a classroom and those who speak other languages at home. The discussion will focus on how this award will benefit Native American students. Learn about the Seal of Biliteracy and the middle level/elementary award, the Pathway to Biliteracy, where the project stands in the state legislation process, and how you can move forward with the award at your school.

#### Presenters

**Katherine Boehnke, Aline Cassidy** and **Shannon Ruiz** are teachers at CY Middle School in Casper. Since October 2017 they have led the Wyoming Foreign Language Teachers' Association's Task Force to establish a Seal of Biliteracy award in Wyoming. The task force worked in December 2018 and January 2019 to draft a bill that would create this program through legislation.

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**Thursday, Aug. 8**

**1 p.m., 1:55 p.m., 2:50 p.m., 4 p.m.**

### **Woxhoox owuunetiit (Horse Culture)**

The Northern Arapaho Horse Culture Class uses a cultural approach to suicide prevention. The program empowers participants to take control of their lives through prayer, spirituality, use of traditional medicines, talking circles, horsemanship, and teamwork. Horses are very healing beings. They absorb a lot of the negative energies from us and leave us feeling calmer. *[NOTE: Attendees do NOT need to mount or ride a horse.]*

#### **Presenter**

**Elk Sage** is a member of the Northern Arapaho Tribe from the Wind River Reservation in Wyoming. He has been working in the field of suicide prevention for eight years. Mr. Sage began working for the Northern Arapaho Tribal Health Department in 2010 on the Planting Seeds Of Hope Project, a youth suicide prevention project in collaboration with the Montana-Wyoming Tribal Leaders Council. In 2012 Mr. Sage began working for the Methamphetamine and Suicide Prevention Initiative Program (MSPI). Over the years, he has had success in several different cultural healing approaches including talking circles, art therapy, traditional arts and crafts, traditional singing and drumming, community sweats, community round dances, teen dances/gatherings, Fatherhood/Motherhood Is Sacred, and Northern Arapaho Horse Culture classes. He is a certified facilitator in two curricula by the Native American Fatherhood & Families Association and is a certified Adult Mental Health First Aid Instructor and also a certified peer specialist through Recover Wyoming.

**Copresenter: Allison Sage**

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**Thursday, Aug. 8**

**1 p.m. and 3 p.m.**

### **Managing Transitions: Culture Change in Your School**

Culture and change within a school will happen. Deliberately creating an intentional culture positively influences student/staff engagement, connectedness, and outcomes. Furthermore, understanding the factors that impact change in our lives and those of the people we serve, will provide us a foundation to manage and thrive during our life's transitions.

#### **Presenter**

**Tim McGowan** enthusiastically engages professionals in educational, non-profit, and business settings throughout the United States in interactive learning experiences that are personally and professionally fulfilling. His workshops are intentionally designed and supported by research, yet spontaneously relevant and remarkably engaging. Tim is also providing trainings to military

personnel on Building Group Cohesion and is a faculty member with the National Dropout Prevention Center focusing on building Trauma-Skilled staff in schools.

**Co-Presenter: Kyal Middletent**

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**Thursday, Aug. 8**  
**1:55 p.m.**

### **Activity Ideas for 3-8 Classrooms that Address Wyoming ELA and Social Studies Standards (with a Focus on Indigenous People)**

Participants will engage with ready to use (3-8 grade) activities and materials meaningfully addressing both ELA and SS standards with the design of prepping for Wy-Topp writing that can be utilized right away in the classroom. We will explore some ideas to cover both literature and informational domains through the lens of Northern Arapaho and Eastern Shoshone literary works and relative topics.

**Presenter**

**Chad Lemley** is a longtime Fremont County elementary school teacher driven by student success for all.

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**Thursday, Aug. 8**  
**1:55 p.m. and 2:40 p.m.**

### **Engaging Youth Leadership and Resilience**

This session will focus on engaging and empowering Native Youth through dropout prevention and academic achievement. The focus will be on self-motivation and building a capacity for resilience. This session will allow educators and administration to understand the importance of relationship building for a positive school climate.

**Presenter**

**Miranda Murray** is an Indian Education For All Instructional Coach with Great Falls (Mont.) Public Schools. She works with educators in the district, providing culturally relevant lesson plans as well as teaching strategies for American Indian Students.

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**Thursday, Aug. 8**  
**2:50 p.m. and 4 p.m.**

### **Understanding Each Other's Cultures**

When students at Sheridan Junior High School reached out to students at Wyola School on the Crow Reservation, it was an eye-opening learning experience for students on both sides of the Montana-Wyoming state line. Until then, there had been little interaction between students from the two communities, which are less than 40 miles apart. The students from both schools have forged genuine friendships and co-created a video chronicling their new bonds. Dana Wyatt, the sixth-grade teacher at Sheridan Junior High who encouraged her students to learn more about their nearest Native American neighbors, will join students in discussing how this cultural exchange continued throughout the school year and sparked opportunities to enhance the students' understanding of this country's diverse cultures.

#### Presenters

Students from Sheridan Junior High School and Wyola (Mont.) School

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### A Question-and-Answer Session with Arapaho Elders

Learn more about the history and culture of the Northern Arapaho people. Elders from the tribe will discuss their past and entertain your questions.

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### National Weather Service Lesson Plans for Meteorology

This presentation will outline ways to teach the basics of meteorology and help engage students in the science behind the weather.

#### Presenter

**Tim Troutman**, is the warning coordination meteorologist, National Weather Service, Riverton, Wyo. He is passionate about serving emergency management and media partners in western and central Wyoming with the latest updated forecasts and warnings. He strives to help the residents and partners to be as prepared as possible.

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**Thursday, Aug. 8**  
**3 p.m.**

### Culturally Responsive Practice in the Classroom

This session will focus on how Culturally Responsive Practices in the classroom and the new Wyoming Social Studies Standards addressing cultural elements of the indigenous people of Wyoming can help teachers create a classroom environment for all students to learn. This session will focus both on practices and resources for classrooms, schools, districts and communities to consider implementing.

## Presenters

**Dr. Scott Simpson** has been an educator for 30 years at the middle, secondary, university and adult professional learning levels. He holds an MA in Curriculum and Instruction and a PhD in English, both from the University of Nebraska-Lincoln. During his 10 years at Technology & Innovation in Education, Dr. Simpson has worked with schools and districts on initiatives associated with literacy, intrinsic motivation, character education and cultural responsiveness. He is a co-developer and co-director of the WoLakota Project, an initiative that links the elder-developed Oceti Sakowin Essential Understandings with current research in indigenous learning approaches to address the particular needs of learners in South Dakota schools. He has video-interviewed more than 50 Native elders from North and South Dakota over the last several years, and has presented the WoLakota Project approach and related topics to educators in conferences throughout South Dakota, North Dakota, Wyoming, Montana and from Washington, D.C., to Jamaica to Reno to Hawaii (and many points in between). He is also a published poet, songwriter and musician and often incorporates creative approaches to writing, songwriting and music into his presentations.

**Sharla Steever**, as a Learning Specialist at TIE, has had the privilege of being the co-developer and the co-director of the WoLakota Project since 2012, and the Teachings of Our Elders Project since 2014. She has worked primarily on educational issues related to culturally responsive education and relational trust in the school and workplace in South Dakota and the surrounding region. Prior to arriving at TIE, Sharla worked as an elementary teacher at Hill City Elementary in South Dakota teaching 3rd and 4th grades for 11 years. She has been a Nationally Board Certified Middle Childhood Generalist since 2005 and served as a Teaching Ambassador Fellow for the U.S. Department of Education in 2011-12. Prior to teaching, Sharla was the director of Placerville Camp and Retreat Center. She is a Licensed Minister with the United Church of Christ and also a Facilitator for the Center for Courage and Renewal.

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