



Our Partners



WYOMING INDIAN Schools



FREMONT COUNTY
School District 1



CHIEFTAINS
FREMONT COUNTY
SCHOOL DISTRICT #38



CONFERENCE SCHEDULE (Updated 8/3/2020)

ALL PRESENTATIONS OFFERED VIRTUALLY

[REGISTER HERE](#)

WEDNESDAY, AUG. 5, 2020

8:00-10:30 A.M. WEDNESDAY

Opening Ceremonies

Keynote: “Trauma in the Native Community: From Dealing to Healing”

Dr. Darryl Tonemah



Trauma is transferred from generation to generation from biology through sociology. Research shows our community members can be born with PTSD through genetic coding, traumatic pregnancy, or traumatic birth. Or a child may be born into a traumatic environment and the brain develops specifically for self-preservation. Many of the self-preservation behaviors look like ADD/ADHD, learning disorders, addiction, chronic health problems, or even autism. A Trauma Informed Community empowers its providers, educators, leaders and citizens in recognizing its symptoms and behaviors, and equips itself with tools to not only DEAL with trauma but to HEAL from trauma.

In this training attendees will:

- Understand how trauma is passed genetically, psychologically and sociologically.
- Learn how to recognize the “4 Horsemen” of Trauma.
- Practice personal skills in dealing with own traumatic or stress activation.
- Learn basic skills in helping others with trauma.
- Understand the “felt sense” of trauma and learn how to change stress reaction.

WEDNESDAY MORNING WORKSHOPS

10:45-11:45 A.M. (60 minute sessions) WEDNESDAY

Woxhoox owuunetiit (Horse Culture)

Elk Sage, Allison Sage

Join us as we welcome you to our horse family. We want to share with you the revitalization of our horse culture. See how we work with our four-legged relatives, the horse nation, to help with suicide prevention. A documentary film about the Northern Arapaho Suicide Prevention Project by Charles Germain will be shown.

Strands:

- Understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes.
- Empowering Native American youth to develop leadership skills and healthy lifestyles.
- Suicide prevention skills.

Research, Social Network Health, and Stories

Tim McGowan

Network Health? What is it and more importantly, how do we achieve it? For over a decade, Tim has worked with schools to develop prevention strategies that proactively strengthen healthy social bonds. And for the past two years, Tim has been the trainer on a research project with the Air Force addressing military suicides. Group cohesion and help-seeking behaviors are positive benefits of a healthy social network that can reduce depression, suicide risk factors and other workplace issues. Tim will share results from this current research project, how the power of stories can develop social network health and positive cultures and how to build cohesion in any setting.

Strands:

- Cultural sensitivity for educators and other adults who impact Native American students.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.
- Suicide prevention skills.

Helping K-2 Students Establish a Culture of Respect

Chad Lemley

Participants will engage in an in-depth activity that will help K-2 students gain an appreciation and respect for the Northern Arapaho and Eastern Shoshone flags. All participants will receive the materials needed to launch this rich and engaging activity with their students on the first day of school, as the activity is embedded with developing respect for each other.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.

Integrating Computer Science into the Elementary Curriculum - Wind River Reservation

Lynette St. Clair, Dr. Joseph Wilson, Dr. Jill Bowdon, Dr. Jared O'Leary, Abby Funabiki, Dr. Laurel Ballard, Karen Melara

The Wyoming Department of Education, in collaboration with American Institutes for Research, three Wyoming school districts on the Wind River Reservation, and BootUp PD are writing, piloting, and refining a curriculum that integrates computer science with the WY Indian Education for All social studies standards in culturally relevant ways. Representatives from the districts will share their approach, an update on the project, and lessons learned.

Strand:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.

Making School Relevant Through Work-based Learning

Dr. Michelle Aldrich

Without relevance, school seems pointless. Learn how to make school relevant, rigorous, and build relationships through work-based learning. Help students understand the value of work and how it connects to what they are learning in school. Free resources included to implement this in your school this fall!

Strands:

- Successful transitions for Native American students between school levels.
- Empowering Native American youth to develop leadership skills and healthy lifestyles.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

WEDNESDAY AFTERNOON WORKSHOPS

11:45 A.M.-12:45 P.M. WEDNESDAY

LUNCH & Zoom Lunchroom Mingle

12:45-2:00 P.M. (75 minute sessions) WEDNESDAY

Tools for Trauma Work

Dr. Darryl Tonemah

Trauma is more than an event. It becomes a lifestyle of reaction, hypervigilance and self-medication. Trauma is the unfinished cycle of energy, it is stored in our nervous system. Dr. Tonemah will dive more deeply into the topic of trauma's effect on the learning experience and offer tools to help educators assist students living with those effects.

Strands:

- Instructional, emotional or social needs of Native American students.
- Cultural sensitivity for educators and other adults who impact Native American students.

It's All in the App

Lynette St. Clair

Engaging lessons for students is critical especially in light of current events in the world. In this workshop Lynette will provide an overview of tribal education lessons for remote learning. She will also provide a preview of a tourism app completed by high school students at Fort Washakie School. Learn how you can access these lessons and more during this workshop.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.
- Instructional, emotional or social needs of Native American students.
- Understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes.

Social Network Health, Storytelling & Positive Change

Tim McGowan, Kansas Middletent

Two things are needed for positive sustainable change: personal initiative and a supportive network. Our success of making that positive change greatly increases when we have a support person who can guide us through our transition. But how do we put the correct people in our lives at the correct time and place to support us? As equally important, how do we become the correct people to support others? Based on research and anecdotal stories from hundreds of interviews, it is not only clear we need someone to walk with us to positive change, but there are specific characteristics of the support people that increases our success.

Kansas and Tim will walk you through the trainings they conduct for school staff. They focus on building cohesion and support through discussions and storytelling. They will introduce you to the research on social networks on how to develop the skills to support each other in difficult times.

Strands:

- Cultural sensitivity for educators and other adults who impact Native American students.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.
- Suicide prevention skills.

Helping Grade 3-5 Students Establish a Culture of Respect

Chad Lemley

Participants will engage in an in-depth activity that will help students in grades 3-5 gain an appreciation and respect for the Northern Arapaho and Eastern Shoshone flags. All participants will receive the materials needed to launch this rich and engaging activity with their students on the first day of school, as the activity is embedded with developing respect for each other.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.

Active Shooter Protocol: Proactive Measures for Prevention

J. Cooper Dixon

Unfortunately, safety has become a billion-dollar industry as the powers-to-be are sold on purchasing expensive and unnecessary hardware that takes a REACTIVE approach to safety. In most cases, when an active shooter event occurs, warning signs were missed. This block of instruction focuses on the PROACTIVE and PREVENTIVE measures to take to prevent such events. Additionally, I will present to the participant tactics to survive an active shooter.

Strands:

- Instructional, emotional or social needs of Native American students.
- Cultural sensitivity for educators and other adults who impact Native American students.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

Resilience Can Be Taught: 10 Strategies Proven to Motivate Any Student

Bruce Bushnell

Learn strategies to build resilience, strengthen relationships, and inspire every student. These strategies have helped students in over 20,000 schools/organizations in areas of academic success, dropout prevention, and classroom management. Engage students using visual metaphors, videos, music, and activities.

Strands:

- Instructional, emotional or social needs of Native American students.
- Empowering Native American youth to develop leadership skills and healthy lifestyles.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

2:15-3:00 P.M. (45 minute session) WEDNESDAY

Creation of Native American Studies Courses at the Secondary Level

Lorrie Bartow

The social studies courses offered throughout the state at the secondary level are not necessarily structured in a fashion conducive to incorporating Wyoming's "Indian Education for All" social studies standards or enhancing the understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes, so other avenues to ensure that students still receive the opportunities for a culturally powerful experience must be created. This presentation will outline the steps taken over a period of approximately five years at the building and district level to bring about the adoption of a Native American Studies course that focuses on the culture, history, and government of Indigenous people beyond the bare minimum found in textbooks.

In creating a course proposal, it is vitally important that a thorough, detailed curriculum is in place so attendees will be presented with examples of a course outline, standards alignment, curriculum maps, instructional units, and lesson plans for a Native American Studies course that supports the Indian Education for All legislation. Ultimately, attendees will be provided a glimpse of what that looks like to create and teach a Native American Studies course in its infancy.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.
- Cultural sensitivity for educators and other adults who impact Native American students.

2:15-3:45 P.M. (90 minute sessions) WEDNESDAY

Film Screening of *LIKE: Are You Using Technology or is Technology Using You?*

This session has particular appeal to youth

LIKE is an IndieFlix Original documentary that explores the impact of social media on our lives and the effects of technology on the brain. The goal of the film is to inspire us to self-regulate. Social media is a tool, and social platforms are a place to connect, share, and care ... but is that what's really happening? Following screening of *LIKE*, Scilla Andreen, CEO of Indie Flix will participate in a panel discussion along with Fremont County educators Iva Moss-Redman and Glenda Mitchell.

[The Like Movie](#)

Indigenous Instructional Practices to Achieve Equity in Your Classroom & School

Jordann Lankford-Forster, Miranda Murray

This workshop will provide models of effective instructional practices for educators and administrators who are committed to providing an equitable learning environment in classrooms. We will explore examples of decolonizing the classroom and implementing Indigenous content and curriculum as a way to engage our American Indian students. This workshop will explore how to promote positive teacher-student relationships by means of eliminating micro aggressions and ensuring every student has what they need to be successful.

Strands:

- Instructional, emotional or social needs of Native American students.
- Cultural sensitivity for educators and other adults who impact Native American students.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

Partners in Traditional Ecological Knowledge for STEM

Dr. Tarissa Spoonhunter

Making STEM relevant to tribal students' cultural ways of knowing

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.
- Understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes.
- Empowering Native American youth to develop leadership skills and healthy lifestyles.

Believe It, Achieve It: Making School Discipline Work for Native American Students

Cheryl Coleman

Overuse of exclusionary discipline practices are linked to poor short- and long-term outcomes for all subgroups of students. Research shows that students of color, including Native Americans, are at higher risk than their non-Native counterparts to be disproportionately impacted by these practices in schools.

Evaluation of current research literature and historical trends will lay the foundation for resolving the issues associated with disproportionate discipline of Native American students. Participants will learn to use data to analyze the current status of the use of exclusionary discipline in their organization and develop strategies to identify and resolve areas of disproportionality. Related topics covered will include: Positive Behavior Intervention and Supports (PBIS), Multi-tiered Systems of Support (MTSS), implicit bias, and alternatives to exclusionary disciplinary practices. A systems approach will be emphasized as one of the most important determinants of success. Multiple team members are encouraged to attend.

Strands:

- Instructional, emotional or social needs of Native American students.
- Cultural sensitivity for educators and other adults who impact Native American students.

3:00-3:45 P.M. (45 minute sessions) WEDNESDAY

CTE & Perkins V Office Hours

Dr. Michelle Aldrich

Schedule a time to meet with the CTE and Perkins team, have your questions answered, receive technical assistance, or brainstorm some new ideas for your CTE programs.

Strands:

- Successful transitions for Native American students between school levels.

Professor Weather School: Educating Students About Weather and Safety

Tim Troutman

This session has particular appeal to youth

The presentation will detail the main weather threats and impacts that affect Wyoming to better educate students about the dangers of severe weather in Wyoming. I will show teachers hands-on weather-related experiments to assist in teaching their students involving how clouds, wind and thunderstorms form.

Strands:

- Successful transitions for Native American students between school levels.
- Empowering Native American youth to develop leadership skills and healthy lifestyles.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

4:00-5:00 P.M. (60 minute sessions) WEDNESDAY

Native Education Resources for All Grades K-12

Christine Usry, Tom Rea

Native Education Resources for all Grades K-12. A comprehensive resource that houses a multitude of resources to cover ALL of the new Native Ed for All Wyoming State Standards. Resource is broken down by grade level bands with appropriate resources to address each standard.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.
- Understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes.

Exploring Wyoming Floor Maps & Student Atlas

Germaine Wagner

Walking across Wyoming with a bird's eye view of landforms is a unique way of exploring our state. Participants will explore a variety of hands-on/feet-on lessons and use icons to locate physical features. This session will also incorporate the Wyoming Student Atlas. Educators will learn how to borrow the maps and make learning meaningful for students.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

A Deep Dive into the Sagebrush Sea

Jacelyn Downey

At a distance, the sagebrush steppe appears empty, but for those with a careful eye, a beautiful world awaits. More than 350 species depend on the sagebrush ecosystem, as well as people. Audubon Rockies has created resources to help youth, educators, landowners, and anyone interested in the sagebrush steppe appreciate why we need it and its importance not only to wildlife but to its surrounding communities as well. Join us in this fun, hands-on collaborative workshop.

Strand:

- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

Café Connect Chat – Indian Ed for All Resources

Jordan Lankford-Forster, Lorrie Bartow, Chad Lemley

Strand:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.

Café Connect Chat – Social and Emotional Needs of Native Youth

Tim McGowan, Cheryl Coleman, Kansas Middleletent

Strand:

- Instructional, emotional or social needs of Native American students.

5:00 P.M. - END OF FIRST DAY



THURSDAY, AUG. 6, 2020

8:00-10:00 A.M. THURSDAY

Opening Ceremonies

Pacesetter Awards Recognition

Keynote: Unlocking Your Energy with Anchors of Integrity

Don Wetzel Jr.

Tribal, Family and Community Liaison, Montana Office of Public Instruction



Don will share the aspect of the strength within Native people and how the youth are tapping us and leading us. He will discuss this strength and all we are learning as we go forward from our Elders and Youth. The time is now.

THURSDAY MORNING WORKSHOPS

10:00-11:00 A.M. (60 minute sessions) THURSDAY

Wyoming PBS - K-12 Native American Teaching Modules

Michelle Hoffman

Attendees will be presented with the process of how Wyoming PBS has built and developed K-12 lesson plans around videos depicting life on the Wind River Indian Reservation. All lesson plans are developed by Native American teachers from the Wind River Reservation. Plan on watching a video or two, see how the lesson plans enrich the video and be ready for some lively discussion.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards.
- Cultural sensitivity for educators and other adults who impact Native American students.
- Understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes.

Affordable "Do-It-Yourself" Assistive Technology Solutions

Shelby Kappler, Terri Wofford

This presentation will address simple ways to accommodate students with disabilities in school, home, and community settings. Participants will learn about "do-it-yourself" assistive technology projects, built-in accessibility features on Chromebooks and iPads, and low-cost solutions for everyday accommodations. If you have a Chromebook or Apple device, feel free to follow along with the demonstration (not required). All participants will receive a digital packet with resources and ideas for additional innovations.

Strands:

- Instructional, emotional or social needs of Native American students.
- Successful transitions for Native American students between school levels.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

Mass Imprisonment in America: A Presentation by a Former Prisoner of a Japanese American Internment World War II Camp

Sam Mihara

This session has particular appeal to youth

During World War II, Sam Mihara, a second-generation Japanese American born and raised in San Francisco, was imprisoned with his family at Heart Mountain, Wyoming. He was just 9 years old and was one of 120,000 people of Japanese ancestry forced into prison camps by the United States government. Sam and his family lived in one 20-by-20 square-foot room in a barrack for three years.

Today, nearly 80 years after his imprisonment, Sam is one of the few survivors who speaks nationally about his experience.

He will discuss:

- Life as a Japanese American in San Francisco prior to the war
- How military guards forcibly removed entire families from their homes
- Day-to-day life for Sam and his family at Heart Mountain camp
- His family's release and return home after the war
- Why Japanese families were imprisoned, but not German and Italian families
- Why only West Coast residents were imprisoned
- Legal actions and U.S. Supreme Court decisions
- Redress, apologies and compensation for the imprisonment
- His visits to today's detention facilities for undocumented immigrants
- Proposed registration of Muslim Americans
- Lessons learned from this human rights violation

Strands:

- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

Teaching “When Rivers Were Trails” in the Classroom

Dr. Nichlas Emmons

This presentation will demonstrate ways teachers may use the educational video game, *When Rivers Were Trails*, in the classroom. Winner of the Adaptation Award at IndieCade 2019, *When Rivers Were Trails* is a point-and-click adventure game about the impact of colonization on Indigenous communities in the 1890's.

An Anishinaabeg in the 1890's is displaced from their traditional territory in Minnesota and heads west to California due to the impact of allotment acts on Indigenous communities, facing Indian Agents, meeting people from different nations, and hunting, fishing, and canoeing along the way as they balance their wellbeing.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards
- Cultural sensitivity for educators and other adults who impact Native American students.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child

11:15 A.M.-12:15 P.M. (60 minute sessions) THURSDAY

Seeds of Strength

Susan Kreager

This session has particular appeal to youth

Susan Kreager has been awarded two grants to address childhood obesity through gardening. She will present on the methods, and interventions, and curriculum for this program so that others may offer these interventions in their communities. Our program features indigenous foods, and promotes food sovereignty in teaching youth the skills to successfully grow a garden. The program also incorporates traditional culture with involvement of elders in supporting gardening, growing, and cooking.

Strands:

- Understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes.
- Empowering Native American youth to develop leadership skills and healthy lifestyles.
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child.

Make and Take - Assistive Technology Solutions in Minutes

Terri Wofford, Shelby Kappler

Join this presentation to learn how you can create quick and affordable assistive technology (AT) and Augmentative Alternative Communication (AAC) solutions to support engagement at school, at home, and in the community. AT and AAC can be complicated and expensive but don't have to be. This presentation will provide participants with an opportunity to explore a variety of cost effective AT and AAC solutions. All participants will receive a digital resource packet providing details for the "Do It Yourself" solutions.

Strands:

- Instructional, emotional or social needs of Native American students
- Successful transitions for Native American students between school levels
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child

Sacajawea - An Example of Strength and Courage

John M. Bernhisel, Tim Jones

This session has particular appeal to youth

Without the strength, knowledge and courage of Sacajawea, the Corps of Discovery led by Lewis and Clark, would not have succeeded. Sacajawea is an example to all of us. I want to tell the story of the expedition through her eyes and explain how girls and boys, women and men can find strength in her story 200 years later.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards
- Empowering Native American youth to develop leadership skills and healthy lifestyles
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child

Understanding and Communicating the Role of Elk on the Wind River Reservation (NEH Elk Culture Project) High Plains American Indian Research Institute

Dr. Timothy Rush, James Trosper, Ann Abeyta, Amanda Lehman, Bryan Ricupero, Daniel Antell, Alexander Terry, Conor Mullen

The overall goals of this three-year National Endowment for the Humanities grant project, as listed in the grant proposal, are to: 1) Enhance the role of humanities in tribal life, and 2) Develop a model to incorporate Native humanities curricula in Wyoming schools. We will present tribally approved curriculum, including a video documentary created by student members of Wyoming's two major tribes, the Eastern Shoshone and Northern Arapaho.

Strands:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards
- Understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child

THURSDAY AFTERNOON WORKSHOPS

12:15-1:00 P.M. THURSDAY

LUNCH & Zoom Lunchroom Mingle

1:00-1:45 P.M. (45 minute session) THURSDAY

Hoop Dancing as Healing

Jasmine Bell

This session has particular appeal to youth

Ms. Bell will share the history and also the connection to everyday society through the healing of hoop dancing and will help connect her story to the audience's own life experiences.

Strands:

- Empowering Native American youth to develop leadership skills and healthy lifestyles
- Cultural sensitivity for educators and other adults who impact Native American students
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child

1:00-2:30 P.M. (90 minute sessions) THURSDAY

Harnessing Your "Why"

Crista Valentino

This session has particular appeal to youth

The session will work with participants to define their "WHY" and will connect them with the next step of turning the WHY into a HOW. Participants will be guided through a short training that combines introspective questions, real-time tasks, skill building, and interactive workshopping that will lead to each person walking away with:

- (1) a deeper understanding of their sphere of influence,
- (2) how they can harness that influencer ability to ignite change, and
- (3) tangible steps to take that impact the causes and passions they believe in

Through Crista's work with CoalitionWILD, she creates lasting youth leadership for the planet, and this workshop will harness the ambitions, visions, and hope in our participants to expand their circles of influence to affect change on the issues they care most about.

Strands:

- Instructional, emotional or social needs of Native American students
- Empowering Native American youth to develop leadership skills and healthy lifestyles
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child

Sources of Strength Lessons Learned in Native Communities

Mark LoMurry, Claudette McLeod

This session has particular appeal to youth

This presentation highlights lessons learned from Sources of Strength, an international evidence-based program in many diverse cultural settings. Mark will focus on practical techniques for needed community engagement, adult support, recruitment of diverse peer leaders, and examples of effective relational and messaging activities for peer leaders in local communities. The presentation will blend examples of cultural strengths with the eight strengths highlighted in the Sources of Strength wheel and engaging peer leaders to spread resiliency, hope, help, and strength in ways that prevent suicide, violence, dating violence, and substance abuse. This session will highlight how a school or community can engage in an upstream prevention model that has been shown to create positive cultural change.

Strands:

- Instructional, emotional or social needs of Native American students
- Empowering Native American youth to develop leadership skills and healthy lifestyles
- Suicide prevention skills

Acceptance: Mind, Body, Soul

Kansas Middletent, Kyal Middletent

This session has particular appeal to youth

Acceptance: Connecting personal and professional relationships through our commonalities, cultures, and diversity.

Strands:

- Instructional, emotional or social needs of Native American students
- Cultural sensitivity for educators and other adults who impact Native American students
- Empowering Native American youth to develop leadership skills and healthy lifestyles

Café Connect Chat – Promoting Understanding & Building Relationships

Dr. Timothy Rush, Sam Mihara, Nichlas Emmons, Michelle Hoffman

Strand:

- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child

2:45-3:15 P.M. (30 minute session) THURSDAY

The Type of Leadership You Won't Find in a Self Help Book

Crista Valentino

This session has particular appeal to youth

Leadership books are written with the goal of guiding the reader through the steps needed to become just like the author - often a white male whose success is based off the amount of money, power, and notoriety they hold. If we truly desire to see youth, and especially BIPOC youth, become the shapers of their futures, we need to do away with the outdated paradigm of what leadership is and how to achieve it.

As adults, elders, educators, and people of privilege, supporting and empowering youth to become leaders actually means working to remove the barriers that are preventing them from fully reaching their potentials - whatever that potential may be. This keynote will focus on the importance of shattering our perception of what a successful leader is, and shifting to creating pathways for youth to define that answer themselves.

Strands:

- Empowering Native American youth to develop leadership skills and healthy lifestyles
- Promoting understanding, building relationships, and generating ideas for engaging families and the community in education of the whole child

2:45-4:00 P.M. (75 minute sessions)

An Advocate's Perspective: A Native Student's Lifestyle

Kansas Middlelent

An Advocates Perspective: Helping educators, administrators, and school officials to understand the different values, circumstances, environments of native students.

Strands:

- Instructional, emotional or social needs of Native American students
- Cultural sensitivity for educators and other adults who impact Native American students
- Empowering Native American youth to develop leadership skills and healthy lifestyles

The Power Within You

Kiana Gilmore

This session has particular appeal to youth

I teach students how to raise their confidence and own their self worth and to realize that this power to do this lies WITHIN themselves. I talk to them about confidence -.because I believe that confidence is KEY to dealing with how we treat ourselves, how we treat others, and how we show up each and every day. And I show them, in a very interactive and clever way, the ways in which they have given away their power and worth to different "vices" over the years -- but more importantly, HOW to restore that self worth in 3 simple steps they can implement immediately.

Strands:

- Instructional, emotional or social needs of Native American students
- Empowering Native American youth to develop leadership skills and healthy lifestyles
- Suicide prevention skills

Indigenous Ally Projects for All Ages

Dr. Stephany Anderson

In this workshop, Stephany will share the Indigenous Ally project that she created along with educational specialists from the Plains Indian Museum at the Buffalo Bill Center of the West for her Native American Studies class.

Strand:

- Materials/resources addressing Wyoming "Indian Ed for All" social studies standards

4:15 P.M. - 4:30 P.M. Closing Ceremonies

Raffle drawings and closing announcements

-0-

BIOGRAPHIES

DR. MICHELLE ALDRICH

Dr. Michelle Aldrich is currently the Wyoming State Director of Career & Technical Education and Perkins Funding. She spent eight years teaching the family resource management strand at the University of Wyoming as adjunct faculty. She has been teaching nutrition at two Wyoming community colleges over the last 26 years in nutrition and education.

Dr. Aldrich most recently was a Family & Consumer Science Teacher at Triumph High School in Cheyenne for 15 years, which is the oldest and largest alternative high school in Wyoming with 250 students in grades 9-12. She has won national teaching awards in culinary arts and most recently was named the Wyoming Career and Technical Education Teacher of the Year. She is a past president of DKG Upsilon Chapter, past president of the National Association of Teachers of Family Consumer Science, which represents over 3,000 FACS teachers nationally, and the past president of the Wyoming Early Childhood Association.

Dr. Aldrich is the immediate past president of Rotary After Hours. She is currently serving as the State President of Delta Kappa Gamma Wyoming Alpha Xi State Chapter. Michelle is married to her high school sweetheart of over 40 years, Andy. They have two daughters, Abigayle and Adrielle, who are both elementary educators; an Art teacher in Cheyenne and a 2nd grade teacher in San Diego, respectively. She loves to read, travel with family and play with their Westie, Edison.

DR. STEPHANY ANDERSON

First and foremost, I am a teacher committed to the profession of teaching. In my work with teachers, it is my goal to move us forward as educational professionals. Working 10 years with a variety of at-risk youth programs in Minnesota, the Philippines, Colorado, and California before becoming a high school teacher, I have taught (and continue to teach) at Cody High School since 1999 where my years teaching have been peppered with coaching drama, speech and debate, and Model UN.

A National Board Certified Teacher, I received the Arch Coal Teaching Award in 2012 and was a Teachers for Global Classrooms Fulbright Fellow in the Philippines in summer 2014. I have also enjoyed working on state standards review committees which profoundly impacted my work with Indian Education for All proponents as we revised our standards so they address Indigenous issues in our state.

I completed an online Ed.D. in Curriculum and Instruction with a 7-12 graduate literacy certification through the University of Wyoming. My dissertation research involved observing teachers using a learning trunk on loan from a museum and the literacy curriculum I created to teach literacy skills to secondary students. My research interests

include visual and multimodal literacies in Social Studies, global education and Indian Education for All.

My husband Rick and I are living our dream on 6 acres with two horses, four dogs, four cats, four chickens, two geese and two ducks. I am a mother of three adult children.

LORRIE BARTOW:

I have worked for 21 years as a public school educator in the area of social studies education after receiving a Bachelor of Arts in Secondary Social Studies Education as well as a Master of Arts in Education from the University of Wyoming. I currently teach courses in sociology, AP U.S. history, U.S. history as well as an American Indian Studies.

In the last several years, I received my certification as a Teacher of American Indian Children and became a National Board Certified educator. I am currently a Ph.D. student in curriculum and instruction with an emphasis in curriculum studies. My research interest is in American Indian Studies.

JOHN BERNHISEL

I have taught in Wyoming for 31 years. I have taught science and computers and most recently worked as the librarian at Rocky Mountain High School. I have always loved Western History and especially been interested in the Lewis and Clark Expedition. I love the stories of the rivers, the hardships, and the strength and the people.

BRUCE BUSHNELL

Bruce Bushnell has centered his career around promoting youth success. He is an award winning school counselor. Bruce was named the counselor of the year for the state of Utah and was also honored at the White House, receiving national recognition for his counseling interventions. He has been a member of the Executive High School Relations Board, senior vice president of the Alpine Counseling Association, and vice president of the Utah School Counselor Association.

Bruce now helps youth succeed by presenting passionate WhyTry keynotes and trainings across the country. As an advocate of the program from its earliest days, he has also been a key contributor in developing many of the WhyTry learning activities, which are proven to help youth develop the social and emotional skills necessary to reach their goals.

CHERYL COLEMAN

I have lived and worked in Fremont County for the past 11 years. I am passionate about promoting educational practices that are effective at serving marginalized populations.

JOHN COOPER DIXON

- Founder and President of Dixon's Safety Consulting, LLC
- Veteran of Operation Iraqi Freedom- United States Marine Corps
- Over 15 years of local law enforcement experience
- Seven years as a School Resource Officer

- Over eight years as a School Safety Specialist
- Co-Author of the School Safety Manual, Mississippi Department of Education
- Active Shooter Instructor, State of Mississippi
- Conducted over 4,000 hours of public speaking
- Credited with having trained the majority of School Safety Personnel statewide to include School Resource Officers, School Safety Officers and School Safety Administrators
- Conducted extensive safety training for the Choctaw Indian Tribe
- Representative of Mississippi for the National Association of School Resource Officers (NASRO)

JACELYN DOWNEY

Jacelyn Downey initiated the education and outreach program for Audubon Rockies in 2005 emphasizing the rich cultural heritage of Wyoming and the sagebrush ecosystem. In 2011, she won the National Audubon society Tamar Chotzen Education award for her work. She continues to focus on getting youth and their families outdoors learning together and serves on the boards of the Wyoming Wildlife and Natural Resources Trust Fund, Wyoming Project Learning Tree, and UW's Barnyards and Backyards Team.

DR. NICHLAS EMMONS

Nichlas Emmons became Program/Development Officer at the Indian Land Tenure Foundation (ILTF) in summer 2014. In this role, Emmons works with the ILTF Education Programs, including the Lessons of Our Land curriculum. Prior to joining ILTF, Emmons served on faculty in the Department of Natural Resources and Environmental Management at Ball State, the Department of Native American and Indigenous Studies at Fort Lewis College, and the Department of Environment and Society at Utah State University. Emmons earned his doctorate from Ball State University in 2012.

KIANA GILMORE

Kiana Gilmore has been speaking to our young people since 2012 and has made it her life's mission to teach those, who will be the future of our society, the importance of positivity, raising their confidence and owning their self-worth. She travels the world spreading the message of empowerment and influencing young minds to see the power of confidence. Kiana has learned from her own experiences and developed her expertise over many years, allowing her to conclude that confidence is based on two foundations: HABIT and CHOICE. She engages her audiences with these foundations and does so with such conviction and passion that every young person is compelled to explore how they can access the tools and techniques that Kiana shares, becoming the very best version of themselves.

It is one thing to change lives for an hour, but Kiana understands that true value comes in impacting lives both immediately, there in the room, as well as creating the opportunity for her audience to sustain their chosen mindset and behavior change as they progress into adulthood.

Kiana graduated with a Bachelor of Science degree in Digital Media from Utah Valley University and is a certified life coach and wellness expert. She has been featured in several confidence podcasts and headlined the #iambeautiful campaign event. As a Director of Global LifeVision, her nonprofit organization, she oversees the training and implementation of women's empowerment projects in the remote villages of Kenya and Uganda. Beyond her academic and professional accolades, Kiana loves young people. She has a heart for building them up and working alongside them in accordance to her vocation - empowering others!

Confidence is profound. It affects how we treat ourselves, how we treat others, and how we show up each and every day. All over the world, our young people face similar emotional and mental challenges and Kiana has made it her absolute mission to teach them how inner-confidence can make ALL the difference in their lives

MICHELLE HOFFMAN

Michelle Hoffman is Superintendent of Fremont County School District No. 14, Wyoming Indian Schools. Michelle is also working with Wyoming Public Broadcasting System as the Education Coordinator, collaborating with Reservation area teachers on the Wind River Educational Modules. She worked 30 years on the Wind River Indian Reservation as a teacher, Special Education Coordinator, Curriculum Coordinator, Middle School Principal and 11 years as the district's Superintendent before retiring. She recently returned to serve as Superintendent on an interim basis.

SHELBY KAPPLER

Shelby Kappler, BA, is an Assistive Technology Program Specialist at the Wyoming Institute for Disabilities, where she coordinates the Wyoming Accessible Educational Materials Clearinghouse (AEM) project. The AEM project works with school districts throughout Wyoming to provide alternate format classroom materials to students with print disabilities. Shelby also works closely with the Wyoming Assistive Technology Resources (WATR), Wyoming's Assistive Technology Act program. Shelby graduated from the University of Wyoming with her Bachelor of Arts degree in International Studies and Spanish, with minors in Disability Studies and Anthropology. During her undergraduate career, Shelby focused on disability rights, universal design for learning, and accessibility of public spaces.

While studying abroad, she conducted research on inclusive education in the Netherlands, and upon her return to Wyoming, completed her disability studies practicum in a middle school special education classroom. Shelby also participated in and led a student organization that advocated for the rights of students with disabilities on the University of Wyoming campus. Her work was instrumental in developing inclusive events and activities for all students at the university.

SUSAN KREAGER

I have been a Fremont County resident for 29 years, and have worked for more than 30 years as a registered dietitian/nutritionist, the past five on the Wind River Reservation with the Diabetes Awareness Program. I have been awarded two grants to address

childhood obesity and wish to speak about these projects, and how others could implement these interventions in their communities.

JORDANN LANKFORD-FORSTER

Jordann Lankford-Forster works in Great Falls' public schools as an Indian Education For All Instructional Coach and runs a dropout prevention program for Native youth called "intertribal Immersion." She also works as a private educational consultant for the state of Montana.

CHAD LEMLEY

Chad Lemley is a lifelong resident of Fremont County and graduate from the University of Wyoming. Teaching for nearly two decades in Fremont County, Chad's first five years in education were at St. Stephens Indian School and he has spent the latter half of his teaching career (where he is presently teaching 5th grade) at Wind River Elementary.

MARK LOMURRAY

Mark LoMurray has been working with youth and families for approximately 45 years. He has worked extensively internationally with Native American, 1st Nation, Alaska Native, Native Hawaiian, and some Mauri and Australian indigeneous populations. Mark has extensive experience in crisis intervention, adolescent and family counseling, and resiliency efforts or upstream prevention approaches. He has had numerous projects over the years receive national awards including the North Dakota Tribal Rural Mentoring Partnership (Promising Practice U.S. Department of Education) and Sources of Strength has been involved in numerous randomized trials funded by SAMHSA, NIMH, CDC, Native Hawaiian study, U of Manitoba - Swampy Cree partnership, Tanana Chiefs Conference evaluation of impact in village settings, Stanford contagion study, John Hopkins - White Mountain Apache trial,

TIM MCGOWAN

Tim McGowan was an educator for 32 years and is founder of "Networks of Support." He currently develops and conducts prevention workshops for students and staff that focus on increasing connectedness and social network health by using the positive influence of peers. He is a Certified Prevention Trainer and has spent hundreds of hours leading Experiential Education workshops for students and adults. Tim is also the trainer on a prevention research project with the University of Rochester, N.Y., that addresses civilian to military transitions and promotes the health and career success of enlisted Air Force personnel.

KANSAS MIDDLETENT

Kansas Middletent is a Gates Millennium Scholar who graduated from and lives in the Lower Brule Reservation in South Dakota. He uses the power of storytelling to build resilience in others. Using his formal education and life lessons, he shares his journey of strength. For over 10 years, Kansas has been an educator and advocate for 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.

Kansas 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 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.

SAM MIHARA

Sam Mihara was born and raised in San Francisco and was sent with his family to the Heart Mountain Internment Camp during World War II when he was only 9. After the war ended, he returned home to San Francisco. He attended Lick Wilmerding High School and earned engineering degrees at UC Berkeley and UCLA graduate school. He worked at Boeing as a rocket scientist for 40 years and later an executive in charge of bringing new business on space programs. Sam wrote a book about his imprisonment, “Blindsided.” After retirement from Boeing, Sam became a national speaker on the topic of Mass Imprisonment. His home is at UCLA as a visiting lecturer, but he speaks at many schools throughout the U.S. In 2018, Sam was awarded the national Paul A. Gagnon Prize as history teacher of the year.

MIRANDA MURRAY

Miranda Murray is an Indian Ed for All Instructional Coach in Great Falls and works as a private educational consultant for the state of Montana.

TOM REA

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 2017-18. He lives in Casper.

DR. TIMOTHY RUSH

Director of the National Endowment for the Humanities (NEH) Elk Culture Project, Dr. Tim Rush is, foremost, an educator committed to American Indian education. Since the beginning of his career in 1970, his students have ranged from preschool children to senior citizens and second language learners. He is co-developer of UW's Teachers of American Indian Children (TAIC) program which was adopted by the Trustees and State of Wyoming in 2008.

ELK SAGE

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.

LYNETTE ST. CLAIR

Preservation of the traditional values and language of the Eastern Shoshone has been the focus of Lynette's professional career. Her work includes assisting in the development of statewide standards initiatives that address how the contributions of American Indians are taught in Wyoming classrooms. Lynette received the Women of Influence Award in November 2019 for her work in education.

DR. TARISSA SPOONHUNTER

- Professor American Indian Studies, Central Wyoming College
- Adjunct Professor Wind River Tribal College
- UW EPSCoR EOD
- Wind River Indian Reservation Tribal Liaison
- UW Native American Summer Institute Senior Mentor
- Ph.D., American Indian Studies University of Arizona
- Diversity of Higher Education Emerging scholar 2018

DR. DARRYL TONEMAH

Dr. Darryl Tonemah is a health psychologist with three bachelor's degrees, in Psychology, Sociology, and Gerontology; a master's degree in Community Counseling; and a Ph.D. in Counseling Psychology and Cultural Studies.

Dr. Tonemah has been published numerous times for his work in diabetes and has been featured in textbooks, magazines, newspapers, TV and radio programs around the country for his efforts in health, education, wellness and entertainment. He has written a book on health behavior change to be released in the near future.

TIM TROUTMAN

Tim Troutman is the Warning Coordination Meteorologist for the National Weather Service office in Riverton, Wyo. He has worked for the Weather Service for 30 years, and at the Riverton office since November 2016. Tim has worked at National Weather Service offices in Evansville, Ind.; Nashville, Tenn.; Melbourne, Fla.; Fort Worth, Texas; Huntsville, Ala.; and Morristown, Tenn. Tim's primary duties as the Warning Coordination Meteorologist involves weather safety and preparedness training and weather education for schools, and the public.

CHRISTINE USRY

Christine Usry has been a Social Studies Teacher for 10 years in Natrona County and is also a Natrona County School District Subject Area committee member and presenter.

CRISTA VALENTINO

Crista Valentino is an eco-entrepreneur, strategist, speaker and storyteller. At age 26 she founded CoalitionWILD – a youth-developed and youth-led initiative equipping emerging leaders to tackle Earth's greatest environmental challenges. Today, CoalitionWILD has equipped over 1,100 young people in 107 countries and has collectively impacted the lives of over 20,000 people. Crista continues to lobby for a stronger and genuine integration and support of youth in leadership and decision making about the planet, and she has shared this vision on stages including the World Leaders Conservation Forum, the Global Youth Dialogue, the World Conservation Congress with former U.S. Secretary of the Interior Sally Jewell, the UN General Assembly, and others.

She is the North American Focal Point for the International Union for the Conservation of Nature (IUCN) World Commission on Protected Areas (WCPA) Young Professionals, an active member of the Global Youth Biodiversity Network, a Womomentum, Leadership Jackson Hole, and Earth Charter Institute Alumni, and has had her writing featured in international publications including the International Journal of Wilderness. Crista was named one of Wyoming's Top 40 Under 40 and was named the 2017 Rising Star by the Jackson Hole Chamber of Commerce. Crista is an accomplished athlete and mountaineer, and finds respite from her work by clinging to the sides of mountains somewhere in the Tetons.

GERMAINE WAGNER

Germaine Wagner is the Education Outreach Director for the Wyoming Geographic Alliance. She taught middle school in Casper for over 30 years and continues to inspire educators to teach with interactive activities and connect geography to other content areas. She has presented at conferences locally, statewide, and at national conferences.

Germaine received the 2018 National Council for Geographic Education "Outstanding Support for Geography Education." She holds a Bachelor's degree from Montana State University and a Master's in Curriculum and Instruction.

DON WETZEL JR.

Don Wetzel Jr. is a member of the Blackfeet (Amskapi Pikuni) Tribe. He was the American Indian Youth Development Coordinator for the Montana Office of Public Instruction, developing youth leadership practices centered in self-identity through Indigenous knowledge and strength braided with modern educational methodologies and holistic supports. He emphasizes the importance of youth voice, keeping the heart in decisions, and building relationships to bridge resources and efforts.

In his current role as Tribal, Family and Community Liaison, Don directs and leads collaboration and communication efforts between OPI and Montana tribes through consultation and inclusion of tribal voice. He also emphasizes and assists in linking opportunities of Indigenous perspectives into OPI interagency communication efforts, policies, and trainings for the benefit of Montana school districts and youth.

DR. JOSEPH WILSON

A former high school STEM teacher, National Science Foundation Graduate Research Fellow, and National Science Foundation Principal Investigator, Dr. Joseph Wilson is a Senior Education Consultant at the American Institutes for Research, where he is focused on ensuring all students have equitable access to rigorous STEM and computer science education.

He has extensive experience with strategic partnerships, community building, broadening participation, and day-to-day operations by leading both Teach For America's STEM Initiative (reaching more than 3,500 STEM teachers across 53 placement sites in 37 states and D.C.) and Tata Consultancy Service's goIT Computer Science education outreach program (reaching 4,400 students and engaging 1,000 corporate volunteers across 45 cities in the U.S. and Canada). Dr. Wilson is an expert in developing, coordinating, and executing implementation across multi-site locations with numerous stakeholders.

TERRI WOFFORD

Terri Wofford is a Speech Language Pathologist with the Wyoming Institute for Disabilities (WIND) and the Wyoming Assistive Technology Resources (WATR). Terri obtained a Master of Science in Communication Disorders from East Tennessee State University and has more than 20 years of experience working with individuals with complex communication needs. Terri provides professional development in the areas of Augmentative Alternative Communication (AAC) and Assistive Technology (AT) for community and K-12 educators and assists with the development/delivery/case consultations within the UW Project ECHO AT and ECHO Autism didactic trainings.

Within the Wyoming Assistive Technology Resources (WATR), Terri provides training, technical assistance, device loans, reuse, and demonstrations related to AAC to community partners and families across the state. Terri believes that everyone has the ability and the right to communicate and she is passionate about

developing a functional communication system using a multi-disciplinary team approach. She is a member of the American Speech and Hearing Association (ASHA), Special Interest Group 12 for AAC, the American Hippotherapy Association (AHA), and a Language Acquisition through Motor Planning (LAMP) partner with the Center for AAC and Autism.