Overview of the 2013 GW/NASP Public Policy Institute

Wednesday, July 17, 2013
George Washington University

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Goals of the 2013 GW/NASP Public Policy Institute

• Explore the development of public policies and the changing federal role in education.
• Examine the relationship between behavior and learning, and healthy school environments.
• Explore the connections between IDEA, ESEA/NCLB, emerging national policies, and current federal legislation that promotes safe and successful schools.
• Present strategies for developing advocacy campaigns which can influence legislation, administrative policy, and professional practices.
• Engage with national leaders and experience firsthand how legislation is created and advanced on Capitol Hill.
• Examine how school administrators, teachers, counselors, school psychologists and other stakeholders can more effectively collaborate to provide comprehensive student learning supports.
2013 PPI Theme

Policies and Practices that Promote Student Behavior and Learning—Directions for the Nation
Impacting Learning and Behavior in Schools: Key Research Findings

• Positive behavioral interventions and supports significantly reduce student suspensions, office discipline referrals, tardiness, unexcused absences, bullying, and feelings of rejection among students, while improving academic performance.

• Social and emotional learning programs have significant preventive effects on rates of aggression, social competence, and academic engagement in the elementary school years.

Related Research & Resources:
http://www.nasponline.org/advocacy/updates/documents/Effective_School_Discipline_Handout_Cong_Briefing.pdf
Zero tolerance policies are not effective in reducing violence or promoting learning. In fact, they can inhibit academic achievement and increase problem behaviors and dropout among middle and secondary school students.

Children who bully are more likely to dislike and do poorly in school than other students, and are at higher risk for fighting, vandalism, substance abuse & antisocial behavior.

Chronic bullies seem to maintain their behaviors into adulthood. In one study, two-thirds of boys identified as bullies in grades 6-9 had at least one criminal conviction by age 24, and 40% had three or more arrests by age 30.
Guiding Questions for the Public Policy Institute

• What practices have a positive effect on learning and behavior and are we effectively utilizing these practices in schools?

• Are there sufficient learning supports accessible in school for struggling students?

• To what extent are schools focusing on the prevention of problems that interfere with learning vs. simply reacting to problems that have occurred?

• How can we help schools adopt policies and practices that support positive student learning and behavior?
Common Themes Promoting Policies & Practices that Promote Student Behavior and Learning

- Positive School Climate
- Effective Discipline Practice
- Bullying and Harassment Prevention
- Social Emotional Learning
- Promotion of Student Wellness Programs
- Drop Out Prevention
- School Safety
- Positive Behavioral Interventions and Supports
- Access to Specialized Instructional Support Personnel & School-employed and Community-employed Mental Health Services
- Learning Support Programs for Struggling Learners
Program Highlights: July 17-19

Day 1: Foundations of Educational Policy

• Introductions by GW & NASP Leaders and Participants
• Foundational and feature presentations by prominent leaders from the Institute for Educational Leadership, Center on Education Policy, First Focus, and the national IDEA Partnership
• Preparing for Capitol Hill Experience
• Facilitated Dialogue Session
• Regional networking
• Evening Networking Reception at TONIC (2 blocks down the street) for all PPI Participants (Free food & drink)
Program Highlights: July 11-13

Day 2 Programs & Policies to Promote Student Behavior and Learning

- US Department of Education:
  - David Esquith, Director, *Office of Safe and Healthy Students*
  - Renee Bradley, Deputy Director, *Office of Special Education Programs*
- Foundations: Annie E. Casey KIDS COUNT
- Featured Speaker: Howie Knoff & Matt Kamins, *Project ACHIEVE*
- Featured Speaker: George Sugai, *Co-Director of OSEP Technical Assistance Center on PBIS*
- Team planning for the Capitol Hill experience
- Evening Session for 3-day SP Participants Only: NASP GPR committee presents “NASP Advocacy: Program, Policies, and Practices”
Program Highlights: July 11-13

Day 3  Capitol Hill Day Experience

• Continental Breakfast on Capitol Hill
• Legislative Hill Staff Panel Discussion
• Hill Visits to Elected Officials
• Touring the Capitol, Gallery viewing, and Observing the Legislative Process
• Final Debriefing (all participants)
• Dismissal of 3-day Participants
Program Highlights: July 22 & 23

Day 4--Policy into Practice, Part 1
Theme: Preventing the School to Prison Pipeline

» The School Discipline Consensus Project
» The Youth PROMISE Act (Sponsor: Rep. Bobby Scott)
» Critical Exposure Project
» Commercially Sexually Exploited Youth
» State and School Focus (Secondary Schools): Upper Darby PA
Program Highlights: July 22 & 23

Day 5  Policy into Practice, Part 2
Theme: Bully Proofing Our Schools

» Featured Film: “Bully”

» Panel Discussion: Connecting Policy & Practice
  • National Center on Learning Disabilities
  • GLSEN
  • Fairfax County Public Schools
  • Trevor Project

» Team Presentations
PPI Etiquette

• Turn off or mute all cell phones in class.
• Please be on time each morning and to all scheduled events, including Capitol Hill appointments.
• Use scheduled breaks wisely in order to minimize disruptions during speaker or panel presentations.
• Business casual for the week and business dress for fieldtrips. Comfortable shoes are recommended (but not flip-flops).
PPI Etiquette, continued

• Be respectful and considerate of differing opinions and points of view.
• *Introduce yourself* when speaking.
• Be respectful of the time -- get swiftly to your question or point.
• Pick up all trash and place in appropriate receptacles.
• Direct questions about course requirements and GW campus to Carol or Pam.
• Direct questions about NASP, logistics, and/or organizational issues to Stacy, Kelly, or Allison.
PPI Resources and Extras

• Training Notebook
  » Daily Agenda and Related Information
  » Syllabus (5-day participants only)
  » Session PowerPoints
  » Evaluations
  » Logistical Information (maps, instructions, etc.)
  » Some supplemental Information (flyers, brochures, etc.)

• Online Webpage with Supplemental Information & Handouts (access protected)
  » Includes readings, additional handouts, electronic PPTs, links to valuable websites, etc.

• Congressional Handbook
• Metro Pass ($10 pass for field trip to Capitol Hill)
• Daily meals
PPI & Social Media

Don’t miss out on what’s happening at PPI! Get the latest updates, including program changes, share news, and connect with friends and colleagues.

- **Become a Fan of NASP on Facebook** - ‘Like’ the NASP Facebook page and get fun updates, photos and information from PPI!

- **Do You Instagram?** Share what’s happening in your sessions and at PPI by tagging your photos with the hashtag #PPI2013 and you might see your photo on the NASP Facebook page!

Like the NASP [Facebook group](#) (“National Association of School Psychologists”), follow our [Twitter feed](#) (@nasponline, use the hashtag#PPI2013), or follow and share your convention photos with us through Instagram (@nasponline, use the hashtag #PPI2013).
Toast to your Successful PPI Experience!!

- Order your GW/NASP PPI Pint Glass today!
- $8 each.
- See Allison Miller.
Here to Help You During PPI

GW University
• Carol Kochhar-Bryant, Senior Associate Dean, GSEHD
• Pamela Leconte, Asst. Research Professor in Special Education
• Jacqueline Smith, Research Assistant

NASP Staff & Leaders
• Stacy Skalski, Director of Professional Policy and Practice
• Kelly Vaillancourt, Director of Government Relations
• Mary Beth Klotz, Director of IDEA Projects & Technical Assistance
• Allison Bollinger, Manager of Professional Relations
• GPR Committee & Regional Assignments for PPI
  » Katie Eklund (Green-NE)
  » Faith Zaback (Red-SE)
  » Nate Vonder Embse (Red-SE)
  » Trisha Pedley (Purple-West)
  » Candis Hogan (Orange-Central)
Questions? Comments?

Participant Introductions