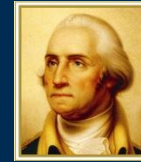




Overview of the 2014 GW/NASP Public Policy Institute



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WASHINGTON, D.C.



Wednesday, July 16, 2014
George Washington University

Stacy Kalamaros Skalski
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Practice, NASP*

Kelly Vaillancourt
*Director of Government
Relations, NASP*

Carol Kochhar-Bryant
*Senior Associate Dean
George Washington University*

Pamela Leconte
*Research Professor
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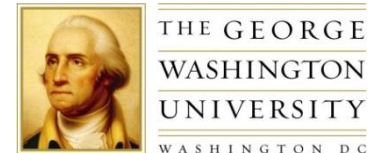
Goals of the 2014 GW/NASP Public Policy Institute

- Learn about how public policies are made and the changing federal role in education.
- Examine how student resilience can be supported in policy and practice.
- Understand how IDEA, ESEA/NCLB, emerging national policies, and current federal legislation promote student success.
- Learn how to develop grassroots advocacy campaigns to effectively 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.



2014 PPI Theme

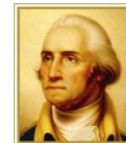
**Supporting Student Resilience in
the Family, School, and
Community: Policy and Practice
Directions for the Nation**

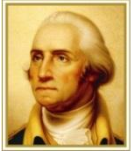


Building Student Resilience:

The Fundamental Concepts

- Strength-based approaches to child and adolescent development are well recognized.
- Resilience assets enable positive student outcomes in the face of serious threats. These protective factors include positive social relationships, positive attitudes and emotions, the ability to control one's own behavior, and feelings of competence.
- Research shows that resilience skills and protective factors can be enhanced through skills-based training.
- Programs like social emotional learning, mindfulness training, and other positive psychology approaches can contribute to positive student outcomes.





Guiding Questions for the Public Policy Institute

- What practices have a positive effect on learning, behavior, and student resilience 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 as they occur?
- How can we help schools adopt policies and practices that support positive student learning and behavior and build student resilience?

Common Themes Promoting Student Resilience

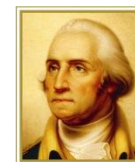
- Social Emotional Learning
- Positive, Supportive, and Respectful School Climate
- Positive Discipline Practices
- Academic, Physical, and Psychological School Safety Practices
- Positive Behavioral Interventions and Supports
- Access to School-based and Community-based Mental Health Services
- Learning Support Programs for Struggling Learners
- Practices that promote family engagement and support



Program Overview: July 16-18

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 *Kids Count*
- Preparing for Capitol Hill Experience
- Exploring Communities of Practice Activity
- Regional networking
- Evening Networking Reception at *TONIC* (2 blocks down the street) for all PPI Participants and presenters (Free food & drink)

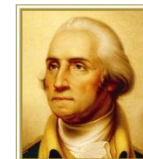


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Program Overview: July 16-18

Day 2 Federal Programs & Policies and Practices to Promote Student Resilience

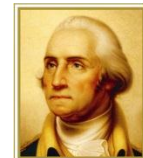
- US Department of Education:
 - » David Esquith, Director, *Office of Safe and Healthy Students*
 - » Renee Bradley, Deputy Director, *Office of Special Education Programs*
- OSEP Funded Technical Assistance: National IDEA Partnership
- Featured Speaker: Beth Doll, Co-Author of Transforming School MH Services
- Featured Speaker: Travis Wright, Founder of the Resilience Project
- 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 Overview: July 16-18

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
- Teamwork Session: 5-day participants



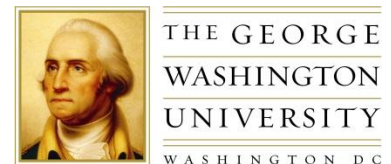
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Program Overview: July 21 & 22

Day 4 Policy into Practice, Part 1

Theme: Building Student Resilience

- » The Ohio Skills for Life Program
- » TED Talk on Mindfulness Education
- » Life Pieces to Masterpieces
- » PENN Resiliency Project
- » Applying the right policy at the right level



Program Overview: July 21 & 22

Day 5 Policy into Practice, Part 2

Theme: At Risk Prevention

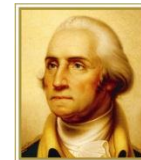
- » Whole School, Whole Community, Whole Child
- » Reaching out to Commercially Sexually Exploited Children
- » Panel Discussion: Connecting Policy and Practice
 - Linkages to Learning
 - Alternative Education
 - School-Community Partnerships
- » Team Presentations



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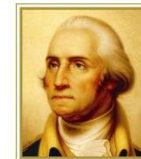
PPI Etiquette

- 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).



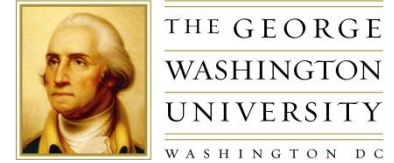
PPI Etiquette, continued

- 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 or Kelly.



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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.



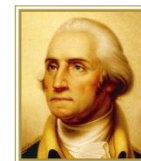
- **Become a Fan of NASP on Facebook** - 'Like' the NASP Facebook page and get fun updates, photos and information from PPI!



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



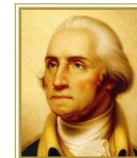
- **Do you tweet?** Follow our [Twitter feed!](#) Twitter is @nasponline, use #NASPonTheHill



Toast to your Successful PPI Experience!!



- Purchase your GW/NASP PPI Pint Glass or Tumbler today!
- \$6.00 Pint Glass; \$9.00 Tumbler Glass
- See Sam Harrison to purchase.



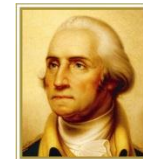
Here to Help You During PPI

GW University

- Carol Kochhar-Bryant, Senior Associate Dean, GSEHD
- Pamela Leconte, Asst. Research Professor in Special Education
- Bonnie Sheehan, Administrative Assistant

NASP Staff & Leaders

- Stacy Skalski, Director of Professional Policy and Practice
- Kelly Vaillancourt, Director of Government Relations
- Sam Harrison, Manager of Communications and Professional Relations
- Aly Trotman, Temporary Staff
- GPR Committee & Regional Assignments for PPI
 - » Barry Barbarasch (Green-NE)
 - » Laurie Klose (Red-SE)
 - » Faith Zabek (Red-SE)
 - » Trisha Pedley (Purple-West)
 - » Charlotte Smith (Orange-Central)



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Questions? Comments?

Participant Introductions

