



Announcing NAPSA's 2019 Annual Conference

October 20 – 23, 2019

**Hyatt Regency Baltimore Inner Harbor
Baltimore, MD**

“NAPSA: Collaboration, Coordination and Communication”



Conference Agenda

Sunday, October 20, 2019

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| 2:00 - 5:00 PM | Conference Registration/Exhibits
Maryland Suite Foyer |
| 2:30 - 2:45 PM | Welcome and Conference Overview
Frederick/Annapolis/Baltimore Rooms |
| 2:45 – 4:00 PM | “Critical Components of Pupil/Student Services in the 21st
Century”
Frederick/Annapolis/Baltimore Rooms
NAPSA Executive Board -
Interactive Roundtable Discussion |
| 4:10 – 5:00 PM | New Directors Workshop
Frederick/Annapolis/Baltimore Rooms
Dr. Larrissa Henderson, Facilitator |
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Monday, October 21

8:00 AM - 5:00 PM Registration

8:00 - 8:30 AM **Registration/Exhibits**
Coffee, Tea and Pastries
Maryland Suite Foyer

8:30 - 9:00 AM **Opening Presentation - “Collaboration, Coordination and Communication”**
Frederick/Annapolis/Baltimore Rooms
Dr. Karen B. Salmon, Maryland
State Superintendent of Schools

9:10 - 10:40 AM **Session One**
Frederick/Annapolis/Baltimore Rooms
Christopher Simpson and Brian Albert -
“Unified Sports (Basketball)”

Unified basketball teams are made up of both students with and without special needs. Three students with special needs (athletes) play together with two partners in regulation varsity basketball games against other school with the program. Players from the school’s winter season programs are not eligible to play (but many times help coach). The Unified program is run through Special Olympics and is one small part but has maybe the biggest effect on making schools inclusive of all.

10:40 - 10:50 AM **BREAK**

10:50 AM - 12:10 PM **Session Two**
Frederick/Annapolis/Baltimore Rooms
Tara Newton and Greg Baldwin -
“Truancy and Restorative Practices

This session will explore school responses to student absences using the lens of racial microaggressions. For many students and staff, racial disproportionality in student achievement is embedded in threads of racial microaggressions within school settings. Although such messages are transmitted in indirect ways, they are often evidenced and perpetuated at systemic levels of operation. Participants will learn the story of Alexandria City Public Schools' efforts to use restorative circles to increase student self-efficacy and address teacher-to-student racial microaggressions around student absenteeism. Participants will view a recent recording of our restorative process with high school students and discuss ways to use restorative practices to address student absenteeism in their own district.

PROFESSIONAL LEARNING OBJECTIVES:

- ▶ To inform participants of varying ways that racial microaggressions may influence the implementation of state and district attendance policies
- ▶ To engage participants via small group discussions regarding the racial microaggressions which impact their respective school district’s implementation of attendance policies
- ▶ To demonstrate the effectiveness of restorative practices in addressing racial microaggressions and chronic absenteeism

12:10 – 1:20 PM **Lunch on your Own**

1:00 - 2:30 PM

Session Three

Frederick/Annapolis/Baltimore Rooms

Walter J. Sallee and Dr. Lynne E. Muller - "Coordinated Student Support Services in Maryland "

The Maryland State Department of Education (MSDE) has long been committed to programs of coordinated student support services focusing on student health, safety, personal, interpersonal, academic, and career development. As required by State regulation, the MSDE conducts periodic reviews of these programs. This session will provide an overview of the coordinated student services regulation, and the processes implemented to review and learn from local school system programs of student services.

3:00 - 3:15 PM

BREAK

2:45 - 4:45 PM

Session Four

Frederick/Annapolis/Baltimore Rooms

Kimberly A. Buckheit - "Addressing Disproportionate Discipline in Maryland"

Maryland school systems have embraced the challenge of determining root causes for discipline disproportionality and acting steps to eliminate disproportionate removal rates of students. Maryland practitioners will share with participants how disproportionate discipline is defined, the methods used to complete a root cause analysis and what root causes were commonly identified during their analysis. The 2019-2020 school year will be year one for action plan implementation. Practitioners will share action steps that are currently underway and give their impressions of impact as the school year has begun.

5:00 – 7:00 PM

President's Reception

Pisces Room

Tuesday, October 22

8:30 - 10:00 AM

Session One

Frederick/Annapolis/Baltimore Rooms

Rochelle Eisenberg- "Legal Updates/Special Education related to Pupil/Student Services"

10:00 - 10:15 AM

BREAK

10:15 - 11:45 AM

Session One (Continued)

Frederick/Annapolis/Baltimore Rooms

The legal issues seminar will continue as the presenter provides real case law scenarios.

11:55 AM - 1:15 PM

**NAPSA Luncheon & Business Meeting
(Included in conference fee)**

1:30 - 2:45 PM

Session Two
Frederick/Annapolis/Baltimore Rooms
Arnecia Moody and Dr. John Baker -
"ACEs-Adverse Childhood Experiences"

This training helps participants understand trauma-focused information about how student learning and behavior is impacted by trauma. Adverse childhood experiences (ACE) are traumatic experiences that occur in a young person's life before the age of 18 that the person remembers as an adult. Adverse childhood experiences, (ACEs) include household dysfunction such as witnessing domestic violence or growing up with a household member who has problems with drugs, alcohol, or incarceration. ACEs also include students who suffer sexual, emotional or physical abuse. They are stressful or traumatic events that can disrupt a child's brain-building process. ACEs are toxic to brain development. Left unaddressed, ACEs and their effects make it more difficult for a child to succeed in school, live a healthy life and contribute to the state's future prosperity. Participants will learn:

- The frightening consequences of Adverse Childhood Experiences (ACEs)
- The long-lasting health effect of ACEs
- How we can help students and families become more resilient

2:45 – 3:00 PM

BREAK

3:00 - 4:30 PM

Session Three
Frederick/Annapolis/Baltimore Rooms
Andrew Onimus – "Resilience in Action"

Andrew Onimus will share his story including his struggle with depression and anxiety and will feature the steps he took to get well.

6:00 - 10:00 PM

Award Winning Dinner and Theatre (Optional)



Wednesday, October 23

8:00 - 8:30 AM **Breakfast Buffet/Exhibits/Prizes**
Frederick/Annapolis/Baltimore Rooms

8:30 - 10:00 AM **Session One**
Frederick/Annapolis/Baltimore Rooms
Fredy Martinez - "Vaping"

The trend is increasing and alarming more students are being caught smoking electronic cigarettes (e-cigs) in schools across the country. The National Education Association (NEA) reported in November 2018 that Vaping in Schools is "reaching 3 Million Students and Counting". The flavors mixed with nicotine liquid or other substances in this product makes them more attractive. 7 out of 10 middle and high school students who currently use tobacco have used flavored products. More students are vaping in bathrooms and halls. Teachers and professionals need to know what the facts are behind these devices. For example, traditional cigarettes consist of inhaling smoke coming from combustion of solid particles, but electronic cigarettes or vaping devices are based on heating process not oxidation, also electronic devices that deliver nicotine are now being used to deliver THC and other chemicals. This presentation will help the audience to understand the factors involved in e-cigs use, and the causes and effects related to its use.

From this presentation, the audience will find responses to questions like : is e-cigarettes and smoking tobacco the same?, What's the difference between aerosol and vapor?, are 'vaping', 'smoking' and 'juuling' the same?, is vaping harmful?, how nicotine is addictive?, what are the substances involved?; what are the incoming challenges in relation to inhaling substances? and more.

10:00 - 10:15 AM **BREAK**

10:15 -11:45 AM **Session Two**
Frederick/Annapolis/Baltimore Rooms
**Dr. V. Keith Wilks – "Student Development:
If Your PD Isn't Working, Check Your SD"**

An interactive presentation exploring many elements, beyond pedagogy, that directly impact student academic success. Most of the academic improvement and success pivots on the PD, Professional Development, which is provided to improve the process of instruction. We will explore some direct approaches that can be employed to improve the raw material, our students, through SD, Student Development. The information presented is based on personal and theoretical research as well as 28 years of experience in education and 10 years of experience as corporate trainer. The guarantee for this presentation is very little will be brand new, but so much that will insightful and useful. Bring your smart phones to be an active participant, be prepared to tell me what you know, and to tell me what you think.

The presentation will provide ideas new and old to enlighten, inspire, personalize and encourage students to find success in life, socially, emotionally and academically.

11:45 AM **Closing Remarks**
Frederick/Annapolis/Baltimore Rooms
James Tatman, NAPSA President

Conference Speakers:

Brian Albert has been teaching special education since 2004. Prior to that, he worked as an assistant in a special ed. classroom. Currently, he teaches co-taught and 15:1 classes in ELA and Economics. Unified basketball is his first experience as a coach.

John Baker is a nationally certified school psychologist with 13 years' experience as a school-based practitioner in MD, DC, and VA. Former adjunct professor for the School Psychology graduate program at Bowie State University. Currently, serving as the Lead Psychologist for Alexandria City Public Schools (Alexandria, VA) supervising school psychological service delivery for the school division.

Gregory Baldwin is the School Climate and Culture Specialist for Alexandria City Public Schools in Virginia. He is responsible for aligning social-emotional and behavioral intervention systems to create a positive school climate and is the district-wide coordinator for restorative practices. He has been an educator for 25 years (social studies teacher, special education teacher, dean of students, and central office coordinator). He is a licensed trainer with the International Institute for Restorative Practices and has received additional training from Dr. Fania Davis and Dr. Teiahsha Bankhead of Restorative Justice for Oakland Youth in restorative justice and its intersections with spirituality, indigeneity, racial justice, and peacebuilding at Harvard Divinity School. He has served as a presenter at the National Association of Community and Restorative Justice Conference, International Institute for Restorative Practices World Conference, Northwest Justice Forum, Minority Student Achievement Network Institute, and the Virginia School Counselor Association Conference. He holds a B.A. in Political Science (Virginia State University), M.Ed. in Special Education (George Mason University), M.Ed. in Educational Leadership (American College of Education) and is pursuing a Graduate Certificate in Restorative Practices from the International Institute for Restorative Practices. Lastly, he is a proud member of Kappa Alpha Psi Fraternity, Incorporated.

Rochelle Eisenberg is a Member of PK Law and practices in the firm's Education and Labor and Employment Groups. Ms. Eisenberg's experience includes: Representation of private and public sector clients on behalf of management with experience before federal and state courts, the Equal Employment Opportunity Commission, various state and city human relations commissions (employment and fair housing cases), National Labor Relations Board, Office of Federal Contract Compliance Programs, Maryland State Board of Education, Office of Administrative Hearings, and other administrative agencies; experience and training as a mediator (1977-Present).

Her school law experience includes representation of colleges and universities, Superintendents and/or local boards of education in Allegany, Baltimore City, Baltimore County, Caroline, Carroll, Cecil, Charles, Dorchester, Garrett, Howard, Kent, Queen Anne's, St. Mary's, Somerset, Talbot, Washington and Worcester Counties and others; involvement in all areas of special education and the education of students with disabilities (attendance at IEP and 504 meetings, mediations, hearings, federal and state court litigation); regular involvement with issues dealing with student rights and discipline, student services issues, abuse investigations, all facets of employment law, collective bargaining, impasse arbitration, First Amendment cases, wage and hour matters, contract interpretation, the handling of arbitrations and mediations, and drafting legislation(1977-Present).

Ms. Eisenberg was the first recipient of the Carl W. Smith Excellence in Education Award presented in 2014 by the Maryland Association of Boards of Education for her “exemplary leadership and service to public education in Maryland.”

Fredy Martinez is the K-12 Substance Abuse Prevention and Intervention Services coordinator at Alexandria City Public Schools in Virginia; He is also a Probation Counselor/Class Instructor at the Fairfax Alcohol Safety Action Program (ASAP) in the Fairfax Juvenile and Domestic Relations District Court, and he is a consultant to the Capital Youth Empowerment nonprofit in Virginia. With over two decades helping youth, families, and organizations in diverse locations, communities and countries, Mr. Martinez has a comprehensive perspective to address interconnected factors like gang involvement, substance abuse, mental health crisis, promote positive youth development, and program development. Mr. Martinez holds a BA in Psychology, an MS in Education and Human Development, and a Post-Masters Certification in Addiction and Counseling Studies at John Hopkins University. Mr. Martinez is a Certified Substance Abuse Counselor (CSAC), and a Qualified Mental Health Professionals (QMHP) by the Virginia Board of Counseling.

Mr. Martinez experience includes, teaching psychology and researching about gang involvement, substance abuse and settlement development (in communities displaced by war) at the Pontifical Bolivariana University in Colombia. Mr. Martinez has as provided case management and counseling for individuals who experience severe and persistent psychiatric disabilities including those with co-occurring substance abuse disorders at the Fellowship House Psychosocial Rehabilitation Center in Miami-Dade, Florida. He has provided counseling and case management services to youth involved in gangs and their families in the Crossroads Youth Opportunity Center CYOC at the YMCA in Tacoma Park and Langley Park in Maryland.

Mr. Martinez has experience performing mental health screenings, substance abuse assessments, individualized treatment plans, court advocacy and intensive care coordination to youth and families in crisis at the Crisis Stabilization Unit (CIU) in the Outpatient Program at the Department of Human Services in Arlington VA.

Mr. Martinez led the creation of the Court Liaison program in a collaborative effort between the Arlington County Department of Human Services and the Juvenile and Domestic Relations District Court JDRC in Arlington County. Mr. Martinez developed the program and contributed to define the position. He became the Court Liaison and actively contributed and supported the Arlington Gang Task Force committee representing DHS services.

Mr. Martinez is currently leading the design, development, and implementation of the K-12 substance abuse prevention and intervention services at Alexandria City Public Schools (ACPS) in Virginia. He is designing the program and delivering the services to include substance abuse screenings, assessments, and consultations, leading prevention campaigns, as well as helping to update the policy about drug use in the school system and how to address disciplinary incidents. He is implementing the substance abuse early intervention program, and networking partnerships with agencies to deliver evidence-based services.

Arnecia Moody, LCSW-C, LCSW, LICSW, is the Lead School Social Worker for Alexandria City Public Schools, where she provides direct supervision and oversight to the 29 school social workers. She has worked in the school division in various positions for 12 years. She also works as a Clinical Psychotherapist for Kaiser Permanente, Mid-Atlantic Permanente Medical Group P.C. for several years. Prior to working in this position, Ms. Moody worked at Alexandria Community and Human Services as a Child Protective Services Investigator for more than 10 years. In addition, she worked as a Child Protective Services Investigator in Prince William County, Virginia and as a Foster Care Caseworker in New York City. She has extensive experience working with children and families and in child sexual trauma. Ms. Moody attended Virginia Commonwealth University, School of Social Work, where she received a Master of Social Work degree.

Lynne Muller, Ph.D. NCC (Nationally Certified Professional Counselor), LCPC (Licensed Clinical Professional Counselor-state license), is the Section Chief for Student Services and School Counseling at the Maryland State Department of Education.

Lynne served as the Coordinator of School Counseling in the Baltimore County Public Schools and is a former associate Instructor at Johns Hopkins and Loyola Universities and former adjunct at instructor at McDaniel College and Stevenson College, where she taught in the master's School Counseling program. Her areas of specialization include school counseling and counselor education and supervision. Experiences as a trainer/teacher include elementary school teaching, college teaching, supervision, and in-service training of professional school counselors, teaching and training for the United States Postal Service and training child-care providers in the state of Maryland.

Tera Newton is a Licensed Clinical Social Worker. She currently serves as the Truancy Outreach Specialist with Alexandria City Public Schools in Virginia. Her research and practice specialties include school social work, school attendance policies and practices, adolescent development, and racial microaggressions and stereotype threat within secondary schools. Tara conscientiously works to improve systemic barriers to academic achievement, particularly for students of color. For example, she has also co-authored an article entitled "Heightened Stereotype Threat: Impact of Microaggressions On Standardized Tests & Testing Environments for African American & Hispanic Students." Ms. Newton also served as a co-presenter at various conferences to discuss school responses to student absenteeism using the theoretical lens of racial microaggressions. For example, she has presented at the 2018 International Institute for Restorative Practices World Conference in Detroit Michigan, and the 2019 Minority Student Achievement Network Institute in Madison, Wisconsin. Tara is scheduled to present at the National Association of Community and Restorative Justice Conference in Colorado, and the Northwest Justice Forum in Portland, Oregon in July 2019.

Tara holds a B.A. in Sociology from Spelman College and a MSW from Howard University School of Social Work. She is currently pursuing a PhD from Howard University's School of Social Work. Her dissertation explores micro aggressive experiences among African-American social workers. Ms. Newton's professional affiliations include the National Association of Social Workers as well as the Council for Social Work Education.

Andrew Onimus had it all entering his senior year at Muhlenberg College. He was a starting defensive back for the football team, named captain of the track and field team, and already had a full-time position upon graduation with a large accounting firm in Philadelphia. However, an injury in the first game of the season and increasing pressure to perform caused drastic changes for him. Andrew lost his identity and began deeply struggling. His issues started with insomnia with trouble concentrating in class and on the field. This led him to spiral into a deep, lonely hole. Andrew hid his struggles from family and friends as he pretended that everything was fine, until he experienced suicidal ideations and reached a point where he desperately needed help. After a visit to the ER, he was diagnosed with major clinical depression and severe anxiety, which was extremely difficult for him to accept.

With a strong support group behind him, Andrew and his family began taking the needed steps toward recovery. He took medication for his depression and anxiety and began both psychotherapy and cognitive behavioral therapy. It was difficult at first, but over time Andrew began to see a light at the end of the tunnel. He turned to exercise and positive coping skills to work through his inner anger and pain. As his life started to gradually improve, Andrew shared his story in spring of 2014 with many of his teammates, classmates, and friends in the hopes that it would help someone else. The overwhelmingly positive feedback he received inspired him to continue talking about mental health. Andrew's goal in working with Minding Your Mind is to help reduce the stigma surrounding mental health issue and help others who may be suffering to know that they are not alone and that it gets better.

Walter J. Sallee, MPA is the Director of the Student Services and Strategic planning Branch of the Division of Student Support, Academic Enrichment, and Educational Policy at the Maryland State Department of Education. The Student Services and Strategic Planning Branch is responsible for providing leadership and technical assistance to local school systems for the implementation of programs and initiatives to facilitate the emotional, mental, social, and physical health and safety of all students.

Prior to his work with the Maryland State Department of Education, Walter was an educator in the Baltimore City Public School System and Program Director at Bridges, a non-profit enrichment program committed to the success of motivated Baltimore City youth and to providing life-changing volunteer opportunities for independent school students.

Dr. Karen B. Salmon, State Superintendent of Schools became Secretary-Treasurer of the State Board on June 1, 2016 and became State Superintendent of Schools on July 1. She joined the State Department of Education last year, first as Assistant State Superintendent for College and Career Readiness and soon thereafter as Interim State Superintendent for School Effectiveness.

Immediately prior to joining MSDE, Dr. Salmon served as Superintendent of Schools on the Bay Shore Union Free School District in Bay Shore, New York.

Dr. Salmon spent more than 30 years as an educator on Maryland's Eastern Shore, beginning her career as a special education teacher in the Caroline County Public Schools. She later became a vocational coordinator and an assistant principal in the Caroline schools before moving to Talbot County as Coordinator of Services for Exceptional Children. Dr. Salmon then became Assistant Superintendent of the Talbot County schools in 1997 and the Superintendent of Schools in 2003.

Named the Maryland Superintendent of the Year in 2012, Dr. Salmon is the recipient of numerous awards and honors throughout her educational career. Dr. Salmon holds a Ph.D. in Special Education/Administration from the University of Maryland College Park, as well as a master's in special education from the same institution. Dr. Salmon also holds a Bachelor of Arts in Speech Communication from the University of Delaware.

A native of Harford County and the daughter of an educator, Dr. Salmon and her husband John reside in Bozman, MD. They are the parents of two grown daughters: Lauren, an oncologist living in Virginia, and Rachael, a student at the University of Maryland College Park. Both children graduated from Talbot County public schools.

Christopher Simpson has been a Business teacher, Coach and Advisor since 1998 and a Teaching Assistant with students with special needs from 1996-1998. He has been the Grand Island Yearbook advisor or co-advisor for each of his 20 years at Grand Island High School as well as a JV and Varsity basketball coach, track and field coach, advisor of intramurals, event supervisor for many GI events and contests, DECA co-advisor, and now Unified basketball coach.



Join your Colleagues at the Hyatt Regency Inner Harbor

**NAPSA 2019 will meet your needs offering unmatched quality
in a personal environment.**

Register Now!

- President's Reception on Monday
- Business Luncheon on Tuesday
- Breakfast on Wednesday

Above are included in your registration.

*Registration fee for members have not increased since 2008
Take advantage of early registration rates and utilize FY19 funds!*



Offering Reasonable Room Rates



Baltimore Regency Inner Harbor

****Hotel Reservations****

The Hyatt Regency Baltimore Inner Harbor is offering a **special rate of \$179**. To ensure the NAPSA room rate, place your reservations ***by Tuesday October 1, 2019***. The Hyatt Regency has created a personalized NAPSA website to make your reservations at

<https://www.hyatt.com/en-US/group-booking/BWIRB/G-NAPS>

The other option is to call 888-421-1442 and identify yourself as a part of the NAPSA group. To ensure the special rate, make your reservations **by Tuesday, October 1, 2019**. A limited number of rooms are reserved so, make your reservations as early as possible.



Transportation

From Baltimore Washington International Airport (BWI)

- ▶ **Taxi** - Approximate cost from Baltimore-Washington International Airport to Hyatt Regency Baltimore Inner Harbor is \$35.00.
- ▶ **Uber** - The cost of is approximately \$21.00
- ▶ **Shuttle Service** - Take advantage of the Supreme Shuttle service to drive you to Hyatt Regency. While reservations are not required, reservations for trips from the airport may be placed via their website or 24-hour customer service line. Reservations benefit both you and Supreme in scheduling shuttles to meet demand.

Call 800-590-0000 or [click here](#) for pricing information or to reserve in advance.