

CHARDON SHOOTING SHOCK SHARED

Special points of interest:

- Chardon Ohio Tragedy
- Rethink Learning and Assessment
- Budget Control Act
- ESEA vs. NCLB

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The shooting began at approximately 7:30 AM (EST) in the Chardon High School cafeteria. A student witness said that the shooting began in the cafeteria before first period while students were eating breakfast. According to reports, a boy "stood up and started shooting, and then it was chaos." A surveillance video showed the gunman shoot four male students in the cafeteria with a .22 caliber handgun. He shot at least three of them in the back of the head. As he fled, the suspect shot a female student in the buttocks. The suspect was chased out of the school by two teachers. He was arrested outside the school near his car on Woodin Road. Five students were seriously injured, three of whom later died. Two students, a male and a female, were taken to local Hillcrest Hospital, while three others were flown by helicopter to MetroHealth Medical Center Cleveland. A sixth student was superficially injured when a bullet grazed his right ear. Later in the

morning, Ohio Governor John Kasich issued a statement concerning the incident: "Please join me in praying for the students who've been injured in this horrible crime. Praise goes to the Chardon Police and Geauga County Sheriff's office for quickly getting this situation under control. I've pledged Ohio's full support to them, the school and the local community in this difficult time." In the wake of the tragedy, officials closed all Chardon schools on February 28, while a vigil was scheduled for that night. An education official noted that the suspected shooter was not a student at Chardon High School, but attended Lake Academy, an alternative school in nearby Willoughby. A non-specific but ominous warning had been posted on the suspect's Facebook Profile on December 31.

The school superintendent announced that a Chardon Healing Fund has been started and that all money donated will be used to help those that have been impacted.



April Siegel-Green, NAPSA Executive Board Secretary, is the Director of Exceptional Students for Chardon Local Schools. She will share her observations on the district's response to this tragic incident in a subsequent issue of this paper.



Is it Time to Rethink Student Learning and Assessment?

by Kim Stevens, M.Ed., NAPSA Executive Board Trustee

At a time when almost all of the fifty states have adopted the Core Content Standards, is it time to rethink educational practices regarding student learning and student assessment? It is a common educational belief that all students can learn. It is also a common belief that each student learns at his or her own pace. If educators hold true to these

beliefs, then perhaps it is time to rethink assessment practices regarding the use of formative and summative assessments in regard to student learning. Many school entities have within their mission statements for students to become life-long learners. Perhaps the time has come for educational systems to model and enhance that practice. Formative assessments are

used to provide feedback to guide instruction for student learning while summative assessments are used to make an overall judgment of student learning after a defined period of instruction. Formative assessments are frequently utilized in various forms, such as pre-tests and quizzes,

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Know Your NAPSA Safety



Wayne Fausnaught
Executive Director

The plans
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The recent increase in the number of natural disasters and the latest school shootings in Ohio and Florida are tragic reminders of the importance of school districts maintaining ACTIVE school safety plans. In 1999, the Columbine shootings caused school districts across the nation to develop school safety plans. Most states have mandated districts to write a plan in collaboration with local community emergency services and police agencies. However, the pressures to meet state student achievement levels and accountability levels have caused many school districts to put school safety on the "back burner." In many schools, those individuals responsible for writing and implementing safety plans have retired or moved to other locations. The plans are sitting on the shelves and

collecting dust. New staff members are not even aware of the existing plans. Fortunately, that was not the case in the Chardon Schools, Chardon, Ohio. The assistant football coach and teacher responsible for apprehending the shooter mention the importance of their safety training in preventing a greater tragedy. I urge you to insure the school safety plan for your district does not "collect dust" and remains an active document. New staff members need to be trained and safety plans should be constantly reviewed, updated and practiced. There are numerous resources available. For a copy of a model school safety plan, you can contact the NAPSA office. Other excellent resources include:
National School Safety Center
www.schoolsafety.us

Center for Safe Schools and Communities
www.centerforsafeschools.org

School Safety Plan - He Has Right to Feel Safe at School
www.crisisprevention.com/FreeResources

School Emergency Guide | SchoolEmergencyGuide.com
www.schoolemergencyguide.com/

Emergency Planning - Office of Safe and Drug-Free Schools
www2.ed.gov/emergencyplan

Creating a School Safety Plan | National Institute of Justice
www.nij.gov/topics/crime/school.../school-safety/safety-plan.htm

Project SAVE - A downloadable guide for School Safety Plans
troopers.ny.gov/publications/crime_prevention/projectsave.pdf

SOMETHING TO WATCH



Anita O'Neal
President

It is now the spring of 2012 and two ongoing issues remain unresolved. As the trial of a young Rutgers' student accused of a bias/hate crime in the death of Tyler Clementi and which the sweeping and broad based NJ Anti-Bullying Law comes to an end, the law has been ruled unconstitutional. The ongoing saga of the ESEA Reauthorization has not been resolved for the past three and a half years.

As Pupil Services Administrators both these issues have implications for all of us. Across the nation as more and more states struggle with bullying, harassment and intimations charges, schools have been the focus and often the target of numerous laws and rules and regulations. A review of many of the laws and regulations being enacted place significant responsibilities on the schools and school personnel during and beyond the building and school day confines. Pupil Services providers are often assigned to additional and conflicting responsibilities. Most school districts have School/Student behavior codes and disciplinary guidelines based on the codes. A great deal of research supports the link between School Climate, student and staff relationships and lower incidents of bullying, intimidation and harassment. For years NAPSA has advocated and supported

Pupil Services and Supports and continues to monitor changes and trends nationally that effect the development of the whole child. We will continue to watch the Anti-Bullying Laws and programs that successfully diminish inappropriate behavior. At our conference in October, there will be several workshops and presentations which support positive student services. The ongoing debate and lack of reauthorization regarding the flaws and strengths of NCLB hinders educators and students throughout the nation. Several key components of the debate affect Pupil Services Administrators in the following areas:

-Pros and cons of high state testing and the disaggregation of data -One size fits all testing model - Office of Civil Rights data indication that minority students across the country face harsher discipline than their peers - Unequal access to rigorous coursework in different communities often based on wealth, race and ethnicity - Race To The Top - Funding for Teach for America and the National Writing Project - Funding for nonprofit organizations to improve student results and provide student services. (See OCR story, page 3) During our October Conference in Philadelphia we will provide updated information and support in many of the areas of concern with the reauthorization of ESEA. We will be watching and we urge you to watch also.



PUPIL SERVICES PROVIDERS ARE OFTEN ASSIGNED TO ADDITIONAL AND CONFLICTING RESPONSIBILITIES

Legislative Lingo A Potpourri of Random Thoughts

I know many folks are not aware of what is happening with the Budget Control Act and their appropriations capacity; however, this is the first time I have seen over 900 organizations support anything of this magnitude. NAPSA, with 901 national and state groups, representing the full range of stakeholders in the Departments of Education, Health and Human Services and Labor, recently signed on to an urgent and most important letter urging our Congressional Appropriations Subcommittee to fund FY 2013-302(b) to the maximum extent possible within the discretionary cap allowable under the Budget Control Act of 2011 (BCA). What we fail to understand at times is that the programs and services rendered through the Departments of Education, Health and Human Services and Labor serves a broad range of constituencies such as social services, the health of our population, educational attainment and sustained forward progress as well as the earnings of a broad range of service providers and programs. If Congress does not address meaningful deficit reductions, the loss to our children, students, workers, programs and our economy could be staggering. It is extremely short sighted to ignore the value of social services, job training, health and most importantly, access to school and learning for all of our students. The profound impact of these impending cuts in funding to our most vulnerable populations is unconscionable. Most of us haven't an inkling of what the word, no less the impact, known as sequestration means for us and our children. In 1985, the Gramm-Rudman-Hollings Budget Act introduced to the federal budget the concept of sequestration. Simply put, sequestration is an automatic spending cut and its most recent application was with the Budget Control Act of 2011. It calls for even deeper

cuts to education, health, workforce and social service programs than those we witnessed in FY2011. If we do not act to address the discretionary budget cuts automatically triggered by sequestration and other additional discretionary funding cuts with the BCA 2011, the "hit" for our children, social services, global competitiveness, earnings potential, education programs, workforce programs and Head Start could be devastating. We urge your vigilance and proactive stance to protect our most vulnerable programs and services to promote the health, educational attainment and sustained forward progress of all our children.

“ If we do not act to address the discretionary budget cuts automatically triggered by sequestration, the “hit” for our children could be devastating.”



Dr. Ted Kozlik
Legislative Liaison

school than their peers. -Black students make up 18% of the students in the CRDC sample, but 35% of the students suspended once, and 39% of the students expelled. -Students learning English (ELL) were 6% of the CRDC high school enrollment, but made up 12% of students retained. -Only 29% of high-minority high schools offered Calculus, compared to 55% of schools with the lowest black and Hispanic enrollment. -Teachers in high-minority schools were paid \$2,251 less per year than their colleagues in teaching in low-minority schools in the same district. Assistant Secretary for Civil Rights Russlynn Ali said that for the first time, this survey includes detailed discipline data, including in-school suspensions, referrals to law enforcement, and school-related arrests. "These new data categories are a powerful tool to aid schools and districts in crafting policy, and can unleash the power of research to advance reform in schools," Ali said. Part II of the CRDC also provides a clear, comparative picture of college and career readiness, school finance, teacher absenteeism, student harassment and bullying, student restraint and seclusion, and grade-level student retention. The data from both phases of the 2009-10 CRDC are available on OCR's website for the CRDC, <http://ocrdata.ed.gov>.

OCR DATA COLLECTION

Secretary of Education Arne Duncan (US Dept of Ed Web Site)



Minority students across America face harsher discipline, have less access to rigorous high school curricula, and are more often taught by lower-paid and less experienced teachers, according to the U.S. Department of Education's Office for Civil Rights (OCR). In an event at Howard University attended by civil rights and education reform groups, federal education officials today released new data from a national survey of more than 72,000 schools serving 85% of the nation's students. The self-reported data, Part II of the 2009-10 Civil Rights Data Collection (CRDC), covers a range of issues including college and career readiness, discipline, school finance, and student retention. Education Secretary Arne Duncan said the CRDC findings are a wake-up call to

educators at every level and issued a broad challenge to work together to address educational inequities. "The power of the data is not only in the numbers themselves, but in the impact it can have when married with the courage and the will to change. The undeniable truth is that the everyday educational experience for many students of color violates the principle of equity at the heart of the American promise. It is our collective duty to change that," Duncan said. Among the key findings are: -African-American students, particularly males, are far more likely to be suspended or expelled from

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Legal Issues for School Districts Related to the Education of Undocumented Children

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The idea to publish a guide on the legal issues surrounding undocumented students in public schools had its genesis with a request for resources from one of the National School Board Association's (NSBA) state school boards associations. Ironically, the lack of statutes, case law, and other legal authority discussing the legal rights of undocumented students in public schools emphasized the need for writing such a publication, and the difficulty in doing so. This guide was published jointly by NSBA and NEA to answer the question "Are public elementary and secondary schools required to educate undocumented children?" Yes. The U.S. Supreme Court held that undocumented children have a constitutional right to receive a free public K-12 education. In 1982, the Supreme Court held in *Plyler v. Doe* that Texas violated the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution by denying undocumented school-age children a free public education. Reasoning that such children are in this country through no fault of their own, the Court concluded that they are entitled to the same K-12 education that the state provides to children who are citizens or legal residents. The Court in *Plyler* noted that education is a child's only path to becoming a "self-reliant and self-sufficient participant in society." A public school education, the Court reasoned, "inculcates fundamental values necessary to the maintenance of a democratic political system" and "provides the basic tools by which individuals might lead economically productive lives." According to the Court, denying children access to a public school education could doom them to live within "a permanent caste of undocumented resident aliens." The Court in *Plyler* concluded that for the state to deny undocumented children access to a free public education, the state must demonstrate that doing so serves a "substantial goal." The Court rejected the following goals the state offered: (1) protecting the state from an influx of illegal immigrants; (2) relieving the state of the added, unique costs of educating undocumented



children, thus retaining resources for legal resident children; and (3) the claim that undocumented children are "less likely than other children . . . to put their education to productive social or political use within the State." In summary, undocumented children's right of access to public education is grounded in *Plyler*. When applying *Plyler* to unanswered questions about the rights of undocumented students in school, lower courts will likely address two factors: (1) how

central the activity in question is to the child's education; and (2) whether the state can demonstrate that any substantial goal is served by denying the child the experience or access. Several organizations also interpret *Plyler* to require that the state's actions do not "chill" or hinder undocumented children's right of access to an education. (*Download complete guide at <http://www.nsba.org/SchoolLaw/Issues>*)

Rethinking Learning

(from Page 1)

in order to gain information on student knowledge prior to instruction, as well as, the progress that students are making during the instructional process. Typically, the summative assessment, whether it is a project, assignment, or a post-test, becomes the final grade for that particular topic, with both the student and the teacher moving on to the next topic of instruction within the curriculum. Does student learning regarding that topic need to end with the culmination activity, even if the student did not demonstrate adequate understanding or mastery of the topic? If the educational beliefs that all students can learn, but at his or her own pace is not just an ideal, but something to be practiced, then perhaps this is a learning opportunity for both educators and students. To enhance student learning, provide on-going opportunities for academic competence, and

model the practice of being a life-long learner, it may benefit students to continue to engage with a topic even after the summative assessment has been conducted, especially if the student did not demonstrate competence on the culminating activity. Perhaps the summative assessment should be considered a formative assessment for those students who did not demonstrate competence, with additional remedial opportunities provided by the teacher. While all students would continue to progress within the curriculum, those students that did not demonstrate competence on a topic would have additional opportunities to demonstrate competence instead of just accepting the summative assessment as the final result of their learning. Perhaps it is time to rethink student learning and assessment, with the goal being student competence in the core content of the curriculum.