



NAPSA WELCOMES NEW TRUSTEES TO BOARD

Each year NAPSA adds two Trustees to our Executive Board for a two-year term. That gives us two new members, two who have served a year, and two who are completing their terms. This arrangement provides a constant input of new ideas guided by experience. This year we welcome Lynne Lang from St. Louis, MO and Kim Stevens, of East Stroudsburg, PA.



Lynne Lang

Lynne Lang comes to NAPSA from the Office of Catholic Education with experience in curriculum development, bullying prevention, dispute resolution, and as an accomplished author. Her writings include *Under the Dove, a collection of memories* (2002), a White Paper for *Missouri Summit for Online Child Exploitation* (2007, 2009) and co-author of *30 Activities for Getting Better at Getting Along* (2005, 2011). Her statement of philosophy includes "It is the responsibility of adults to create an environment where learning is not only possible, but holds the possibility for every person to recognize and reach his or her full potential. Children are our greatest resource as a nation, and when we commit to creating emotionally safe places to live, work, learn and play, we are providing them a future full of hope."

"I would like to share my skill and experience in school-community partnerships with NAPSA members as a way to further the mission of providing excellence within their schools and districts."



Kim Stevens

Kim Stevens is the Director of Pupil Services/Special Education for grades 6-8 at the East Stroudsburg Area School District. She has been Director for four years, a Supervisor of Special Education/Gifted for three years, and both a regular and special education teacher for eight years. She currently oversees various facets of Pupil Services for approximately 8200 students. Her philosophy and vision includes "... We need to prepare today's students for the future of tomorrow, not just in knowledge, but in the skills to seek information, share ideas, and work collaboratively with others. Pupil services are the hub of the school system, providing education, guidance and health services to students, as well as opportunities for connections between the school, family, and community

Special points of interest:

- Meet the new NAPSA Board Members
- Student Schedule Poll Results

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How Do Your Schedules Match Up

The PA School Board Association (PSBA) conducted a series of mini-polls among its members concerning student schedules. The poll was conducted to collect information on student schedules to help determine current practices. Information collected includes school start and dismissal time, length of day and how many minutes are allowed for the lunch period. A total of 53 responses were received. The secondary student day most often started at 7:30

am and ended at 2:40 pm. The amount of time most often allowed for the lunch period is 30 minutes as reported by 73% of respondents. When respondents were asked, "How long is the student day including the lunch period?" the most often reported response was 7 hours. The poll on elementary student schedules collected information on school start and dismissal time, length of day, how many minutes are allowed for recess and the lunch period. A total of 51

responses were received. The elementary student day most often started at 8:45 am and ended at 3:15 pm or 3:30 pm. The amount of time most often allowed for recess is 20 minutes as reported by 41% of respondents and the lunch period is most often 30 minutes as reported by 51% of respondents. When asked, "How long is the student day including the lunch period?" the most often reported response was 6 hours and 45 minutes

Know Your NAPSA



Wayne Fausnaught
Executive Director

The 2011 NAPSA Conference was a tremendous accomplishment. On behalf of the executive board, I want to express appreciation to Tom Lather, Interim Director of the Ohio Department of Education's Office for Exceptional Children, and the Ohio Association of Pupil Services Administrators (OAPSA) for their assistance and support in making this year's conference a success. In all, there were 115 people attending. This represents the largest number in over a decade. On January 1, 2012, two new trustees begin their term of office. It is a pleasure to welcome Lynne Lang (Missouri) and Kim Stevens (Pennsylvania) to the execu-

tive board. Although not new to the executive board, April Siegel-Green (Ohio) assumes her new role as secretary. Vernice Thomas (North Carolina) has been appointed by the board to complete April's tenure as trustee to December 31, 2012. Plans have begun for the 2012 NAPSA Conference to be held in Philadelphia, PA. Dr. Robert Cormany, executive Director of the Pennsylvania Association of Pupil Services Administrators, (PAPSA) is working with NAPSA in planning for the conference. It promises to be an outstanding event, so plan to attend. The dates are October 21-24, 2012. NAPSA website will soon begin to post specific informa-

tion about the conference. NAPSA is committed to assisting its membership meet the challenges of today and the future. I encourage you to get actively involved in NAPSA! I hope you all had a blessed Holiday Season!



Ethel Kozlik, Past NAPSA President, Exec. Dir. Wayne, and President Anita O'Neal at registration desk in Cincinnati.

“There is a growing number of “entrepreneurs” entering the arena of education focusing on failing schools”

SOMETHING TO WATCH

As the 2011 year moves quickly to a close, as Pupil Services Administrators there have been several significant concerns and trends in many of our fields that bare watching. Earlier this year we drew your attention to a new comprehensive and extremely stringent law coming out of New Jersey related to Anti-Bullying. Since the implementation of the new law, the state continues to refine and provide support and training for district staff. During our annual conference next year we will provide support and guidance for you in this ever evolving expansion of the definition of bullying, intimidation and harassment. Our legislative arm of organization continues to monitor and provide guidance to us in many areas. As we await the re-authorization of NCLB (soon to be ESEA) pay careful attention to the areas of assessments, accountability and teacher performance and monitoring. A new area to watch is the slow but growing movement to privatize public schools throughout this nation. There is a growing number of “entrepreneurs” entering the arena of education especially focusing at this

time on failing schools and students in financially strapped communities. Some states are quietly sponsoring relaxed laws that will allow private entities to provide not only academic support but also many of the areas that pupil services has been in the forefront of student wellness. During the New Year we will continue to watch and provide you with support, training and information in many of the areas identified. Thank you for your attendance at our annual conference and for all of you who were unable to attend please visit our Members Only Section to receive the synopsis of the conference.

From your NAPSA family, we wish you and your families a very positive and prosperous New Year.

From Top: Russ Sabella, Alan November, Richard Scott, Robert Cormany, Jason Ohler.

2011 NAPSA Conference



Anita O'Neal
President



Legislative Lingo A Potpourri of Random Thoughts

STANDARDS-BASED REPORT CARDS

The change to a Standards-Based report card stems from a belief that our previous report cards do not fully communicate what students are now expected to know and be able to do as designated in the Common Core State Standards (CCSS). The CCSS are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The state and federal vision for the common core initiative is to safeguard students in the United States so that they are better able to compete globally. The CCSS address what and when students are taught and how they will be assessed. These standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and careers. Over forty states have adopted the standards. As early as 2014, the Partnership for Assessment of Readiness for Colleges and Careers (PARCC) assessment will be administered nationwide to students, on line,

four times yearly to assess their performance in relation to the Common Core State Standards. PARCC believes computer administered assessments will enable quicker turnaround results, and will allow for innovations in test items as it incorporates new technologies. Rather than the customary multiple choice tests, the assessments will include a constructed response, extended performance tasks, and a selected response. A Standards-Based grade reporting system is designed to inform parents about their child’s progress towards achieving specific learning standards. The Common Core State Standards (CCSS) establish high and challenging performance expectations for all students. The CCSS describe what students should know and be able to do and serve as the basis for the Wyckoff School’s curriculum, instruction and assessment model. The movement towards Standards-Based education has been growing for many years and is based on sound research and practice. Several federal initiatives are making standards-based education and reporting a centerpiece for public schools. These

initiatives emphasize academic rigor and higher-order thinking skills for students across the nation so that pupils are better able to compete globally. Standards-Based report card reporting is different from traditional letter grade reporting. Letter grades are often calculated by combining how well the student met a teacher’s expectations, how the student performed on assignments and tests, how much effort the teacher believes the student put in and how the student is performing in comparison to classmates. Letter grades do not tell parents which skills their child mastered or whether he or she is working at grade level. The Standards-Based report card measures how well an individual student is performing in relation to the grade level standards, not the work of other students. This will give parents a better understanding of their child’s strengths and weaknesses. It is important that parents and teachers have honest conversations with students. Some concepts and skills are more difficult to grasp than others, but given time and motivation students can continually challenge themselves.



Dr. Ted Kozlik
Legislative Liaison

“Attitudes are contagious and it is important that adults involved convey to the child that learning is a process that needs to be respected.”

REVISED RULES ON SCHOOL SERVICE ANIMALS

The U.S. Department of Justice issued new regulations under the Americans with Disabilities Act that applies to school districts and other public entities. The revised regulations address the use of service animals in schools and other public buildings. A definition of service animal was added which defines that term as “any dog individually trained to do work or perform tasks for the benefit of an individual with a disability.” Additional provisions were made to allow use of

miniature horses within certain guidelines (no more service pigs, monkeys or snakes). The regulations include examples of “work or tasks” that would qualify a dog to be a service animal. The regulations specifically exclude the provision of emotional support, well-being, comfort or companionship from eligibility. Schools must allow a service animal to accompany an individual with a disability, with two exceptions: 1. If the animal is out of control and the

handler does not take effective action to control it. 2. If the animal is not housebroken. Schools may make two inquiries to determine if the animal qualifies as a service animal: 1. If the animal is required because of a disability. 2. What work or tasks the animal is trained to perform. The Department of Justice issued a correction to the final regulations to clarify that the handler of a service animal is not necessarily the individual with a disability. Policies should be reviewed and revised to

address the new definitions and requirements of the revised federal regulations.



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SAMHSA and Facebook Provide First-of-a-Kind Service to Help Prevent Suicide

As reported 12-13-11 by the SAMHSA Press Office



The Substance Abuse and Mental Health Services Administration and the National Suicide Prevention Lifeline collaborate with Facebook to help those in crisis. Facebook is announcing a new service that harnesses the power of social networking and crisis support to help prevent suicides across the nation and Canada. The new service enables Facebook users to report a suicidal comment they see posted by a friend to Facebook using either the [Report Suicidal Content](#) link or the report links found throughout the site. The person who posted the suicidal comment will then immediately receive an e-mail from Facebook encouraging them to call the National Suicide Prevention Lifeline 1-800-273-TALK (8255) or to click on a link to begin a confidential chat session with a crisis worker. The National Suicide Prevention Lifeline 1-800-273-TALK (8255) or <http://www.suicidepreventionlifeline.org/> is a toll-free suicide prevention hotline network comprised of 152 local crisis centers. The Lifeline is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) and administered by Link2Health Solutions, a wholly owned subsidiary of the Mental Health Associa-

tion of New York City (MHA-NYC). The Lifeline provides free and confidential crisis counseling to anyone in need 24/7 and has answered over 3 million calls since its launch in 2005 "We're proud to expand our partnership with Lifeline, and to provide those in crisis with even more options to seek help," said Facebook's Chief Security Officer, Joe Sullivan. "The Lifeline's commitment to suicide prevention has enabled people on Facebook to get fast, meaningful help when they need it most, and we look forward to continuing our work with them to help save lives." Facebook and the Lifeline are to be commended for addressing one of this nation's most tragic public health problems," said Surgeon General, Regina M. Benjamin, MD, MBA, who serves with Sullivan on the National Action Alliance for Suicide Prevention. "Nearly 100 Americans die by suicide every day - 36,035 lives every year. For every person who is murdered, two die by suicide. These deaths are even more tragic because they are preventable. We have effective treatments to help suicidal individuals regain hope and a desire to live and we know how powerful personal connections and support can be. Therefore we as a nation must do everything we can to

reach out to those at risk and provide them the help and hope needed to survive and return to productive lives with their family, friends, and communities." Crisis center workers from two centers in the Lifeline network, the Boys Town National Hotline and Goodwill of the Finger Lakes' 2-1-1/LIFE LINE, will be available 24 hours a day, seven days a week to respond to Facebook users opting to use the chat. The Lifeline currently responds to dozens of people each day who have expressed suicidal thoughts on Facebook. "We have been partnering with Facebook since 2006 to assist at-risk users and are thrilled to launch this new service," said John Draper, Ph.D., the Lifeline's project director and MHA-NYC' Vice President of Behavioral Health Technology. "Although the Lifeline on average handles 70,000 calls per month, we have heard from our Facebook fans and others that there are many people in crisis who don't feel comfortable picking up the phone. This new service provides a way for them to get the help they need in the way they want it." For more information on this topic please visit the SAMHSA Blog at <http://blog.samhsa.gov/2011/12/13/facebook-provides-first-of-a-kind-service-to-help-prevent-suicides>.