



## NAPSA ELECTRIFIES PHILLY

### Special points of interest:

- **NAPSA Annual Conference Resounding Hit**
- **Rich slate of speakers earns kudos from attendees**

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SSA James Kyle, FBI

The 47th Annual NAPSA Conference certainly lived up to its theme of Pupil Services: Electrifying Education. From October 21 - 24 The high energy / high impact speakers and topics flowed like power from a high voltage line holding the attendees rapt in wonder, information and awe. FBI Supervisory Special Agent James Kyle kicked off the opening session with Cyber Technology, Use, Sex and Schools 2013, providing insight into how to identify pedophiles in a school environment.

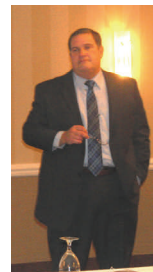


Jordan Burnham

The tone was quickly changed when young Jordan Burnham told his story of seeking help with depression, his attempted suicide and eventual recovery and emergence as a powerful motivational speaker. The room was stone silent until the eruption of emotion and applause when he reached the conclusion of his story.

Dr. Kathleen Conn, nationally known anti-bullying expert provided excellent information on bullying and cyber-bullying. Their complexity, the pitfalls of dealing with them, and what a responsible Pupil Services program should do to safeguard their students. Dr. Conn has au-

thored two books and numerous articles published in law and educational journals



Another form of safeguarding was addressed by Lt. Earl Saurman's topic, "Your Role

in School Emergencies. Recent events have shown that you can never be too prepared to deal with a crisis.

If it sounds like a legalistic theme persisted, the conference was wrapped up by School Law expert Michael Levin reviewing Act 504 legal issues. The legal minefields encountered in today's Pupil Services areas involving compliance with state and federal laws and recent court decisions are topics every administrator needs to keep in mind.



The Aavidum Program never fails to make people think outside the box, as demonstrated by the interactive exercise shown above.

Other presentations included Don Smith from the Center for Safe Schools on parent-child reunification, Attorney Linda Fusco on creating behavior support plans, Melanie Lynch on body image, and Beth Anne Bahn, Director of the PDH Division of School Health Services, as well as the presentation of the PAPS Awards of Excellence for Pupil Services best practices.

Of course, no conference is all work. Attendees had the opportunity to enjoy dinner and a night of Jazz at Philadelphia's famous Chris' Jazz Café.



If you weren't able to attend the 2012 Conference, start making plans now for the NAPSA 2013 Conference which will be held October 20 - 23, 2013 in Cleveland Ohio. More details will be available on our web site soon.

## Know Your NAPSA



Wayne Fausnaught  
Executive Director

*“NAPSA is committed to assisting its membership meet the challenges of today and the future”*

The 2012 NAPSA Conference was informative and received a very good evaluation by those in attendance. On behalf of the executive board, I want to express appreciation to Dr. Robert Cormany, Executive Director of PAPSA, and the Pennsylvania Association of Pupil Services Administrators (PAPSA) for their assistance and support in making this year’s conference a success. On January 1, 2013, two new trustees begin their term of office. It is a pleasure to welcome Cheri Meadows (Kentucky) and Dr. Diane Powell (Maryland) to the executive board. Although not new to the executive board, Vernice Thomas (North Caro-

lina) assumes his new role, as president-elect. Dr. Larissa Henderson has been re-elected to serve another term as treasurer. On December 31, 2012, Anita O’Neal’s two- year term as president will conclude. It has been a pleasure to work with Anita. Under her capable and dedicated leadership, NAPSA has become a stronger organization dedicated to meeting the needs of its membership. Fortunately, Anita will continue to be a member of the executive board as past-president. Our organization will continue to receive outstanding leadership from incoming president, Dr. Douglas Arnold. With his vision and

knowledge, NAPSA will continue to move forward. NAPSA has begun planning for the 2013 NAPSA Conference to be held in Cleveland, Ohio. I am looking forward to working with OAPSA President Donna Stelzer and the Ohio Association of Pupil Services (OAPSA) Board in planning for the conference. It promises to be an outstanding event, so plan to attend. NAPSA’s website will soon begin to post specific information 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 today!



## A Word From The President



Dr. Douglas Arnold  
President

Over the past two years, NAPSA has enjoyed the sage, energetic and dedicated leadership of Anita O’Neal. Anita did a terrific job of moving our organization in the right direction, while displaying wisdom and vision. I have the honor of following Anita as NAPSA President. For the past several years, I have had the opportunity to view our organization from close range, having served as a trustee, treasurer and president-elect. Thus, I have a sense of history and an understanding of how we can build upon our current foundation in order to further our cause which, according to our mission statement, is to “... advocate for a superior system of education by influencing public policy, legislation and regulations through scholarly practice, exemplary professional development programs and support ser-

vices promoting ethical standards of practice for the profession.” There is one thing of which I am certain. At a time when decision-making is increasingly being assumed at the state and federal levels of governance, the need for a strong national voice for pupil services has never been greater. Over the past few years, our organization has greatly increased its voice through advocacy - signing on to support important bills and remaining in contact with legislators and decision-makers in order to ensure that our position, in support of our students, is known. It is of paramount importance that we continue in this regard. I am convinced that having a strong national organization is vitally important to both the organizational health and influence of our state affiliates. We

must take a united approach in advocating for public education on a national level and opposing those who would undermine it. To that end, it is also of paramount importance that we make great effort towards growing our membership. There is strength in numbers, and now is the time to be strong. A larger membership is also essential to the fiscal health of our organization. Therefore, as we move forward into 2013 and beyond, please do all that you can to help our organization to grow and prosper. Make your views known to us. Reach out to others in our field and strongly encourage them to join NAPSA. Such membership has far-reaching benefit to the individual, to the field of pupil services and - most importantly - to the students we serve. Best wishes for a happy, healthy and productive 2013!

### NAPSA’S VISION

All students will be provided appropriate supports, services and programs to overcome their barriers to learning.

## Legislative Lingo A Potpourri of Random Thoughts

Arne Duncan's thoughts on teacher evaluation based on student performance. At a speech to the National Council for Social Studies, Mr. Duncan stated, "Just to be 100 percent clear—evaluation should never be based only on test scores. That would be ridiculous. It should also include factors like principal observation or peer review, student work, parent feedback. It should be designed locally—and teachers should be at the table to

help design it." The Department's work on educator evaluations has thus been to promote multiple measures to elicit a well-rounded perspective on one's craft and to encourage districts and schools to primarily use these tools as a means for quality professional development. While the Department's policy has been that measures of student growth and gain should be a 'significant' factor in teacher evaluations, the Secretary has

said that, "we intentionally leave that undefined—because different states will have different approaches—and different confidence levels in their assessments." These evaluation systems use test scores as only one of multiple measures of effectiveness therefore allowing teachers to demonstrate quality teaching in ways that transcend test scores alone. *(Dr. Kozlik was not available at press time. His article will return in our next issue.)*



Dr. Ted Kozlik  
Legislative Liaison

## Something To Watch



Anita O'Neal  
Past President

Happy New Year to All!

As we have reached the close of the two years of this President's administration, we can take a few minutes to review the state of

your organization. During some of the most difficult financial years for school districts and national organizations we have been able to continue to provide quality nationally themed annual conferences, Keep your organization financially viable by utilizing teleconferences and many cost savings changes, co-sponsor and support vital legislation and nationally recognized issues related to Pupil Services, revise and go totally green with our informative newsletter, establish and increase a model of securing sponsors to assist with our conferences and the organization. During our conferences in the Greater Cincinnati Area and Philadelphia NAPSA provided the following topics with some of the leading experts in the field. Empowering Students With Technology - Alan Novem-

ber; Collaborative Digital Textbook - Michael Pennington and Garth Holman; Digital Community, Digital Citizen-Perspectives for Education - Dr. Jason Ohler; Why Cyber Education Matters - Lynne Lang; Leveraging Technology to Meet the Growing Demand for Autism Services - Jamie Pagliaro; Cyber Technology, Youth, Sex and Schools in 2012 - Supervisory Special Agent James Kyle; Gaining on the Gap - Changing Hearts, Minds, and Practice - Robinson, Smith and Swaim; The Invisible Minority: Dealing with Homophobia in Schools - Thomas Sechrist; Tools for Pupil Services Evaluation - Dr. Robert Cormany. This is just a glimpse of the caliber of the presentations at our conferences. As we move

forward with our mission and goals under the very capable and experienced direction of Dr. Douglas Arnold, I leave this position with gratitude for all of you have done by financially supporting your organization in numerous ways. To the outgoing Trustees and Officers, thank you for a job well done. To remaining Trustees and Officers thank you and continue to be the outstanding leaders you have been. To the new Trustees and Officers, welcome to the NAPSA Board. I thank you for the opportunity to serve and it has been said "leave everything a little better than you found it." I hope our administration has left the organization a little better.



Continued from back page)

## PREVENTING CHAOS IN TIMES OF CRISIS

The Team Leader will work with the Principal, local police, fire, EMT and school personnel in organizing the School Crisis Management Plan and will serve as the school liaison when incident command is transferred to the Police or Fire Department. The exact make-up of the Crisis Management Team will vary from school building to school building, however, it should include at a minimum individuals who will manage the following tasks: An Evacuation Pro-

cedure Supervisor and An Evacuation Area Supervisor, who together will pre-plan, coordinate and manage an orderly evacuation of the school building and/or campus, depending on the circumstances of the incident. A Media Officer, who will handle all Press Contact. This person may also manage all information to be disseminated to parents and the public in an

orderly and timely fashion. The School Nurse to handle and organize on or off campus triage and medical incidents resulting from the crisis. A School Facilities Officer who will have a thorough familiarity with all school facilities including utilities, shutoff/issues, alarms, the school intercom system. The Facilities Officer will maintain a current

set of keys for all lockers, doors, etc. at the school campus. An Incident Recorder who will monitor all communications, noting the time, actor, and all major decisions related to the incident. Security Personnel to help organize and manage the outer perimeter with the support of local authorities and staff.

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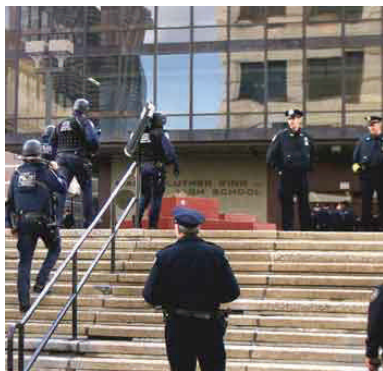
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# PREVENTING CHAOS IN TIMES OF CRISIS

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Crises occur whether or not we plan for them, and it is unlikely that any school will escape the necessity of responding to a significant crisis. However, because crises are usually unanticipated, crisis planning frequently gets "lost in the shuffle" of the numerous daily anticipated challenges of running a school. For the purpose of this article, "crisis" is defined as **A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.** Although experience has taught us we lack control over the onset of such events, we can prevent unnecessary turmoil. Planned school wide crisis management can significantly reduce disruption during times of high stress and can prevent catastrophic events from escalating into school wide chaos. In situations affecting a smaller number of students and staff, or those in which the school serves primarily as back-up to law enforcement, a structured response by a trained team or staff members can minimize damage and facilitate the return to a normal daily routine. Any death or significant trauma to a student or staff member affects members of the school community; however, most of these are essentially private griefs. In these cases, classroom attention, grief counseling, and other routine support services offered by the school will suffice. From the school administrator's

point of view, these events do not constitute a crisis. A Crisis Response Team is a practical method for schools to quickly and effectively respond to crisis situations on their campuses. The CRT concept was designed to streamline school procedures and provide a structural format for school administrators and staff during times of

extreme stress when important and often difficult decisions need to be made and acted upon quickly. It is a concept that enables school sites to be prepared and functional during crises. Development of a CRT consists of selecting and training school personnel to provide services and support to a school campus during crises. It should consist of full time regular staff and not rely on itinerant personnel. School officials must recognize that in an active shooter, explosives, or hostage incident on a school campus, the initial responding police are not able to take on the responsibility for Command and Control of the incident. Instead, they will address the most immediate threat of danger to lives, and leave issues of Command and Control of the campus for later responding officers to assume. In the first phase of a school based crisis, the School Principal will serve as Incident Commander. He or She will need the operational support of a Crisis Management Team. It should be understood that a **Crisis Management Team** is not the same as your school **Crisis Response Team**. The sole task of the Crisis Management Team is to manage the incident itself, in an orderly, pre-planned and practiced manner. The Crisis Management Team should not have the responsibility for dealing with prevention, intervention, or postvention efforts during a crisis. Once a crisis is declared at a school campus, the sole job of the Crisis Management Team is to manage the incident - To take command and control of the situation. All schools should have in place an existing Crisis Plan. This plan should have been developed in conjunction with their local police, fire and EMT

agencies. It is the responsibility of each principal to establish the Crisis Plan, and to designate staff members to serve on the Crisis Management Team. **DECIDE WHO IS IN CHARGE!** Deciding who will serve as your Team Leader and their alternate is one of the most crucial steps in successful incident management. This person is typically an Assistant Principal who has the respect of his peers, your school's teachers, and the students at your school. The School Principal should **not** be the Team leader. The principal serves on the command team. The Team Leader will organize all activities during a school based crisis. The Team Leader will review information to be given to parents, the press and the public. The Team Leader will have decision making authority to activate a school perimeter, activate the staging area, organize the location of parents, media, and to direct other responding persons to proper locations. The Team Leader will establish on site communications, direct others in various operations related to the incident, organize proper incident recording procedures, as well as organize intelligence gathering and distribution efforts. The Team Leader will be fully familiar with available school, community, and other resources, and possess a strong fund of knowledge concerning the physical attributes of the school campus, its utilities, school personnel and students at all levels. The Team Leader will organize proper triage, if required, evacuation, and other safety efforts, as well as managing off campus locations, if required for student debriefing, and release to parents. In addition, The Team Leader will make sure that all necessary records from the school will be available for Emergency use if required. The Team Leader should be an individual who is a take charge sort of person, who can respond properly to complex decision making while under stress. The Team Leader will direct the efforts of the Crisis Management Team.

*(Continued on page 3  
See Preventing Chaos)*