

NAPSA NEWS

Informing Pupil Services

Volume 1, Issue 1

June 2011

Special points of interest:

- Technology Integration in Pupil Services
- Positive Behavior Supports
- Reauthorization of ESEA
- Re Think Autism
- Technology/Digital Citizenship
- Legal Issues Related to Pupil Services
- Cyber Technology, Youth, Sex, and Schools in 2012, "Let's Talk"
- Bullying Prevention

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CINCINNATI AREA TO HOST NAPSA CONFERENCE 2011

Northern Kentucky, AKA the Southern side of Cincinnati, has been selected as the site of NAPSA's 46th Annual Conference, to be held October 16-19, 2011. The theme of the conference is "It's Not Magic." This refers to the myriad of disciplines involved in delivering an effective, comprehensive pupil services program. Some of the conference speakers are Dr. Kathe Shelby, Director of the Office of Exceptional Children in Ohio; Steve Midgley, Deputy Director of Educational Technology, U.S. Dept. of Education; James Kyle, Supervisory Special Agent, FBI; Michael Sawyers, Assistant Superintendent of Ohio Department of Education; and Dr. Robert Cormany, Executive Director of PAPS. One highlighted sub-theme is the integration of technology. The 2011 NAPSA Conference will meet the needs of all Pupil Services Directors offering unmatched quality in a personal

environment. While attending, you will have many exciting entertainment and dining options to explore during your free time. Take a riverboat dinner cruise on BB Riverboats, or select a riverfront restaurant for fine or casual dining along the Ohio River. Relax and enjoy the sounds of the Northern Kentucky Symphony, performing in Devou Park. Do a little shopping at surrounding malls. Visit the Newport Aquarium, Cincinnati Zoo & Botanical Gardens. View the Dinsmore Homestead, Creation Museum and World Peace Bell. Feeling lucky? Check out Hollywood Casino, Grand Victoria Casino & Resort or Belterra Casino Resort and Spa.

Whatever your preferences, you will be more than satisfied with the professional and social/recreational activities available at the conference. See other attractions at www.Nkycyb.com



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\$119 per night plus tax,
available 3 days
before and after con-
ference, based on
room availability**

Schools Must Address Barriers to Learning

Schools must address barriers to learning and teaching in order to accomplish their instructional mission. The mission of education includes a fundamental commitment to and accountability for academic achievement. Children/youth must be healthy, safe, and supported if they are to achieve academically and succeed in school. Some students experience significant

barriers to learning. Efforts to address barriers to learning are enhanced when interveners are willing to coordinate and integrate their efforts to support academic achievement. Cohesive leadership and aligned policy are needed at every level. Systems of learning supports require quality leaders to utilize effective systems of communication and data management, effi-

cient and effective organization of resources, and well articulated planning. Cohesive, aligned policies and practices within a district and among its community partners are essential to effect system changes. NAPSA provides the Pupil Services leader with a network of professional resources to assist in keeping current with research and solutions that work.



Wayne Fausnaught
Executive Director

As the 2010-11 school year begins its last quarter, I sincerely hope it is a professionally rewarding year for you. It has been an extremely busy year for NAPSA. In October, the annual conference was held at the Marriott Baltimore Inner

Know Your NAPSA

Harbor in Baltimore, MD. It was a successful conference with informative and relevant presentations. Program summaries can be found on the website in the "Members Only" section. The conference evaluations were extremely positive. Professional growth is always an important avenue for improvement. NAPSA continues to focus on assisting its membership. "NAPSA NEWS", "NAPSA TIDBITS" and the annual conference are pupil services lifelines for progress. The NAPSA Board continues to be committed to keeping its membership current on relevant policies and issues affect-

ing pupil services. We encourage you to visit the "Members Only" section of the website on a regular basis. If you misplaced the password, do not hesitate to contact me. There are NAPSA Legal/Public Policy updates provided by Dr. Ted Kozlik, minutes from the latest Executive Board meetings and other relevant information on the site. NAPSA TIDBITS is emailed monthly to the membership. When your email address changes, it is important for you to inform me. NAPSA is encouraging more states to become affiliate members. The current affiliates are Ohio, Pennsylvania and the Tri-Area

Pupil Services Directors, which includes Virginia, District of Columbia and Maryland. If your state organization has any questions about becoming an affiliate, please contact me. If you do not have a state organization, we are ready to help you organize one. Nationally, public education is experiencing a myriad of challenges. Some states, Pennsylvania for one, have eliminated their pupil services division. NAPSA is committed to assisting its membership meet the challenges. I encourage you to get actively involved in your national organization.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

John Quincy Adams



Anita O'Neal
President

President's Update

Throughout this year, your organization has embraced and implemented our core beliefs and mission with providing each member the opportunity to enhance their knowledge base, network and consistently remain involved in the legislative arena on behalf of all students. Advocating for all students to receive appropriate supports, services and programs so that they may overcome barriers to learning is an all encompassing task. We began this school year with the usual expectations, excitement and for the first time in many years a significant degree of trepidation. Most districts throughout the country faced a funding crisis, reductions in services, concerns related to benefits, pensions and as well as significant scrutiny of "support and special services" for students. As pupil services administrators we experienced a shift in our roles and responsibilities and we have been asked to do more with less.

Despite these difficult situations, this year has re-affirmed and defined more clearly the need for all of us to continue to hold fast to our vision. The mission of NAPSA has never been as clear and vital as it is today: "to advocate for a **superior** system of education by **influencing** public policy, legislation and regulations through **scholarly practice, exemplary** professional development programs and support services **promoting ethical standards** of practice for the profession." Throughout this year, Dr. Ted Kozlik, our legislative liaison has kept you abreast of the numerous **bills** and support letters that we have endorsed throughout the year. He is also closely monitoring the re-authorization of NCLB (soon to be ESEA) and the outstanding work with the IDEA Partnership. If you attended our annual conference in Baltimore in October and if you plan to attend our upcoming one in Kentucky, you

have/will experience our **scholarly** practice and **exemplary** professional development at its best. I continue to implore you to regularly read the NAPSA Tidbits, Newsletters and especially attend our annual conference as the effective way enhancing your **practice** and maintain **ethical standards**. Each of us makes a difference in at least one student's life on a daily basis by upholding our mission and keeping our vision in the forefront of our profession. NAPSA matters, you matter and our ongoing commitment to our profession is essential for combating any funding crisis, reduction of staff and changes in the various laws that govern education nationwide. May you have a wonderful, restful yet reflective summer and I look forward to personally meeting you at the NAPSA Conference October 16-19 2011 at the lovely Marriott Cincinnati River Center, Covington Kentucky.

Legislative Lingo **A Potpourri of Random Thoughts**

Specialized Instructional Support Services

NAPSA is endorsing legislation to urge Congress, under the ESEA, to establish an Office of Specialized Instructional Supports in the USDOE. This office will hopefully have a director and staff to administer and coordinate activities to provide specialized instructional support services in schools. SISS or SISP (Specialized Instructional Support Programs) are designed to support all struggling learners and students at risk. The goal of SISS/SISP is to improve academic outcomes; address behavioral and functional needs; reduce barriers to learning; provide evidence based support services; improve cross-agency coordination of services and programs; and, establish a federal leadership position in the USDOE to emphasize the need for support services to improve the outcomes of all students in our schools.

IDEA for FY 2012

The President's fiscal 2012 budget request includes a 200 million dollar increase for Part B Grants to States for

2012. The 2012 budget request also includes a 50 million dollar increase of Part C for grants to states for early intervention services and providing the nexus for a seamless system of services for children from birth through age five.

Reauthorization of ESEA

Continues to be a long drawn out process fraught with political underpinnings. Draft legislation has yet to be formally introduced, especially noteworthy in view of the 100% proficiency standards in reading and math by 2014. Beyond the political realm, Congress seems to be tinkering with school improvement rather than focusing on systemic transformation for all students to have an equal opportunity to succeed at school. We support the Adelman and Taylor view that it is imperative for us to directly address barriers to learning and teaching. Other items we would like to have formally incorporated into the ESEA include Universal Design for Learning, SISP/SISS, technology systems to facilitate student learning and a system of professional development for all educators. Key issues of

debate include AYP and its implications; college and career-ready standards; creating a high bar yet mandating interventions for low performers; looking at the whole child rather than a sole look at academic performance; consolidating funds; and, increasing teacher and leader performance. Unfortunately, the "new normal" is imbedded in challenging fiscal times where most governments at all levels face a need to reduce spending in order to invest where we must (Arne Duncan, May, 2011). In all of this, let's not forget that the future of our children presently rests in our hands and also remember that these same children are our future.



President Barack Obama delivers remarks on teachers jobs joined by Education Secretary Arne Duncan in the Rose Garden. UPI/Kevin Detsch



Dr. Ted Kozlik
Legislative Liaison

"It is imperative for us to directly address barriers to learning and teaching."

Service Animals in Schools

Many among us are receiving requests from parents to provide service animals for students in schools to address physical, sensory, medical and/or other disabling conditions. A service animal is a dog or miniature horse trained to perform tasks for the benefit of an individual with a disability. These tasks typically include provisions for physical support, assisting students with seizures; assisting blind or visually impaired students for appropriate

navigation; and, helping persons with neurological interferences. Parents of students along the autism spectrum line are requesting animals to prevent impulse running; reduce self-harming and self-stimulating behaviors; interrupt PICA disorders; calming panic attacks; and, conducting safety checks for students with PTSD. Official commentary is provided in the ADA Regulations, 28 C.F.R. Part 35, CRT Docket No. 105; AG Order No.RIN 1190-AA46.

Melinda Jacobs, Esq. at www.melindajacobslaw.com has developed a power point presentation with official commentary to address development of creating a school district policy on Service Animals in the Schools. Another source is www.psychdog.org which offers guidelines for using service dogs for persons with psychological and/or psychiatric interferences.



Students with service dogs are becoming a common sight in many schools today. Pupil Services Administrators need to guide their districts in policy development.

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OUR VISION

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

OUR MISSION

The National Association of Pupil Services Administrators (NAPSA) will advocate for a superior system of education by influencing public policy, legislation and regulations through scholarly practice, exemplary professional development programs and support services promoting ethical standards of practice for the profession.

MULTIPLE RESPONSES, PROMISING RESULTS: EVIDENCE-BASED, NONPUNITIVE ALTERNATIVES TO ZERO TOLERANCE

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Two important responsibilities of any school administrator are providing the safest possible school environment and reducing the frequency of negative student behaviors. To meet these goals, many schools have adopted zero tolerance policies towards infractions ranging from weapons violations to bullying to not following instructions. Although these policies are popular among staff members and parents if they fear for students' safety, surprisingly little research exists that examines the effectiveness of this approach. In some instances, such as incidents of bullying, some observers have suggested that zero tolerance policies may actually deter other students from coming forward and identifying the offending student. However, it is far too early to come to any definitive conclusions about the impacts of zero tolerance policies in the school setting. Results have been shown using several effective, non-punitive alternatives to zero tolerance. Non-punitive approaches towards negative behavior—such as targeted behavioral supports for at-risk students—have been



A Zero Tolerance anti-bullying policy is a Bully policy attempting to end bullying.

shown to reduce violent behavior in school. Other alternatives to zero tolerance that take a largely preventive approach to violence and misbehavior—such as character education or social-emotional learning programs and School-Wide Positive Behavior Interventions and Supports—have also been shown through rigorous, experimental evaluations to have significant, positive impacts on student behaviors, as well as on academic achievement in some cases. Zero tolerance policies evolved from a belief among some educators and parents that a failure to

strongly punish misbehavior sends a message that their school is not serious about the safety of students and staff. Some stakeholders use these policies out of concern that non-punitive interventions may allow disruptive students to remain in the classroom and prevent other students from learning. While some of the alternatives to zero tolerance may require additional human and financial resources, many non-punitive and preventive approaches to school violence and student misbehavior hold great promise. These approaches not only help to prevent or minimize negative behaviors, but also promote positive youth development and skills that will help students in the classroom and beyond. To view the complete report copy and paste the link below into your browser:

http://www.childtrends.org/Files/Child_Trends-2011_03_01_RB_AltToZeroTolerance.pdf