

NAPSA NEWS



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Informing Pupil Services

E-mail: napsa@comcast.net

NAPSA GOES TO DUBLIN



NAPSA is happy to announce that our National Conference will be held November 15–18, 2015 in **DUBLIN** (Ohio). The site is the Embassy Suites, located centrally at 5100 Upper Metro Place, in this picturesque suburb of Columbus. A special rate of \$129 for a two room suite will be available for attendees. This year's theme is "A Year of Advocacy." With the latest research findings, (See What's Happening On the Hill, page 3) this is a most timely theme. Topics to be presented include Managing Mental Health Issues, Intercultural Competency Skills for Educators, School Crisis and Intervention Training, Building Assets, Reducing Risks and Helping All Students Succeed, as well as updates on Recent Trends in Substance Abuse, Legal Issues and A Legislative and Judicial Analysis of IEP Related Service. This year's cadre of speakers includes captivating, dynamic, interactive presenters. Included are Dr. William J. DeMeo, a developmental psychologist who



serves as a consultant for the Mayerson Academy. In addition, he runs a private practice in the greater Cincinnati area that specializes in serving children and families that other agencies are not able to serve. William is a nationally certified Olweus Bullying Prevention Trainer, a National Association of School Psychologists-approved provider, and a national consultant for the Office of Juvenile Justice Delinquency Prevention. He continues to be one of the most sought-after trainers for childhood professionals in the area of mental health, using his extensive experience to present practical and entertaining workshops. Jackie Ricciardi, from Minding Your Mind, will share her personal Mental Health story. Jackie has been an active mental health and anti-bullying advocate since her early teenage years. She struggled with depression, anxiety and chronic self-injury from the time

she was six years old. She had a terrible fear of revealing these issues to her friends and family because of the stigma surrounding mental health disorders and her seemingly perfect external life. Jackie was Student Body President, an athlete and in the top 10% of her class. Internally, she was struggling with her depression, anxiety and self-harm. Her journey to healing began when she began attending Saint Joe's University on an academic scholarship. She also speaks for those who may be simply unaware of the importance of mental health and for those that believe that they can easily identify the face of mental illness. She feels passionately about educating adolescents that recovery may not be simple but that it is so unbelievably powerful when it is experienced.



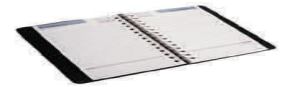
Dr. William DeMeo



Jackie Ricciardi

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Executive Director's Report – Wayne Fausnaught



Wayne Fausnaught

As the 2014-15 school year comes to a close, I sincerely hope it has been a professionally rewarding year for you. It has been an extremely busy year for NAPSA. In October, the annual conference was held at the Grand Atlantic Ocean Resort in Myrtle Beach South Carolina. It was a successful conference with informative and

relevant presentations. The conference evaluations were extremely positive. The 2015 conference will be held at the Embassy Suites in Dublin Ohio, a suburb of Columbus. The program is complete and will be available online the very near future. Professional growth is essential for improvement. NAPSA continues to focus on assisting its membership. "NAPSA NEWS", "NAPSA TIDBITS" and the annual conference are student services lifelines for progress. The NAPSA Board continues to be committed to keeping its membership current on relevant policies and issues effecting pupil/student 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 Richard Scott, 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 continues to encourage 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 continues to experience a myriad of challenges. Some states, Pennsylvania for one, have eliminated their pupil services division. NAPSA is an active member of the National Alliance of Specialized Instructional Support Personnel (NASISP) advocating pupil services needs with members of Congress. NAPSA is committed to assisting its membership meet the challenges. I encourage you to get actively involved in your national organization.

President's Message – Vernice Thomas

As we approach the end of another fast-paced but successful school year, we must continue to take care of ourselves as challenges within our school districts - and throughout society overall - continue to arise either unexpectedly or relentlessly. Reflecting on the role of Pupil/Student Services in the educational process for all children, we must never forget that we, too, are "instructional leaders" at the core of promoting the success of children. Having the ability to productively master core subject areas without the ability to show compassion and display character during any or all of our lifelong endeavors is not the real measure of success. My district's Superintendent (Maurice "Mo" Green) frequently reminds us of these words once proclaimed by Dr.

Martin Luther King, Jr.: "Intelligence plus character--that is the goal of true education!" As a national organization committed to the development of the success of children, we must continue to seek ways of training staff in how to infuse our work into the curriculum as a seamless part of educating the whole child. Our work is not a separate part of the educational experience for our children and must not be treated as such. As an organization, we want you to share your knowledge and experience in building strong Pupil/Student services as a part of the educational experience. For too many years we have been considered to be school staff that provides "soft services" in the learning environment until issues arise. Think about the many circumstances that develop within these areas that require us to

demonstrate and/or reinforce how we make a difference: Counseling Services, School Social Work Services, Psychological Services, Exceptional Children's Services, School Safety Services, Alcohol/Drug Prevention and Intervention Services, Character Development Services, Mental Health Services, Dropout Prevention Services, Health Services and Parent Engagement Services to name a few. Take the time to



Vernice Thomas , President

Intelligence plus character--that is the goal of true education

share with school staff, parents, and the community at large how the work you do makes a difference in every child's education. We are not an array of programs; we are a dedicated group of service providers that stay abreast of modern trends and innovative strategies to assure student success. Tell others about our value! As we

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What's Happening On The Hill—Richard Scott

Everyone should check out "Safe, Healthy, and Ready to Learn," a report just released with policy recommendations to "ensure children thrive in supportive communities free from violence and trauma." <http://www.futureswithoutviolence.org/safe-healthy-and-ready-to-learn-executive-summary-full-report/>. The greatest barriers to school success for K-12 students have little to do with anything that goes on in the classroom, according to the nation's top teachers: It is family stress, followed by poverty, and learning and psychological problems. Those were the factors named in a survey of the 2015 state Teachers of the Year, top educators selected annually in every U.S. state and jurisdictions such as the District of Columbia and Guam. The survey, to be released Wednesday, May 27, by the Council of Chief State School Officers and Scholastic Inc., polled the 56 Teachers



of the Year, a small but elite group of educators considered among the country's best, on a range of issues affecting public education. The report was done by Lyndsey Layton. The teachers were asked to identify the greatest barriers to student academic success, the teachers ranked family stress highest, followed by poverty, and learning and psychological problems. Teachers believe non-academic reasons bar success. The 2015 state Teachers of the Year, an elite group of top K-12 educators from around the country, were

asked about barriers to student success as part of a broad survey of their views on public education. All but 10 of the 56 teachers responded to the survey, which was conducted by the Council of Chief State School Officers and Scholastic Inc. The survey comes at a time when studies show a large percentage of U.S. public school students come from low-income families. (For the first time in 50 years, most public school kids are in need)

"The greatest barriers to school success have little to do with anything that goes on in the classroom"



Richard Scott
Legislative Liaison

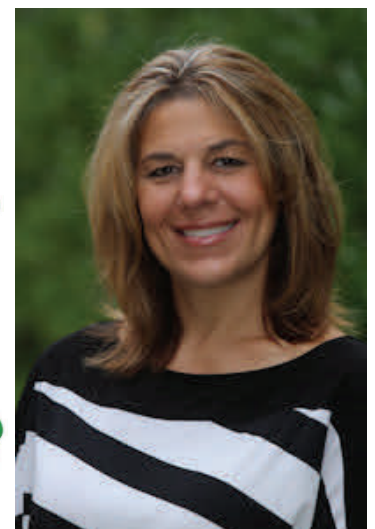
President's Message Cont'd

finalize the agenda for the upcoming Conference in Dublin, Ohio from November 15-18, we will continue to address some of our most current issues and how we can attain the goal of having stronger Pupil/Services presence in our schools and communities. Take advantage of the Early Bird specials for registering for a very worthwhile conference. We want you there!!! We brag about how we are successful at taking care of others; but, we must also learn to turn the table and brag about how we are taking care of ourselves – not selfishly, but with the concept of securing wellness of mind and body to best serve others in our homes, schools, and communities! Thanks for the integral role you play/share as a member of NAPSA, especially as we move forward in building even a stronger organization!

Conference Speakers Cont'd

Dr. Melissa Reeves is a nationally certified school psychologist, licensed special education teacher, licensed professional counselor, and former district coordinator of social/emotional/behavioral services. Reeves is a co-author of the National Association of School Psychologists (NASP) PREPaRE School Crisis Prevention and Intervention curriculum, the first nationally disseminated school crisis prevention and intervention curriculum. She also was a founding member of the Colorado Society of School Psychologists State-Wide Crisis Response Team, which trained school districts across Colorado in crisis response. In addition to responding to various local crises over the years, she travels both nationally and internationally training professionals in the areas

of crisis prevention and intervention, threat and suicide assessment, the impact of trauma and PTSD on academic achievement, and cognitive behavior therapy in the school setting.



Dr. Melissa Reeves

Don't Miss Out. The 2015 NAPSA Conference will meet the needs of all Pupil Services Directors, offering unmatched quality in a personal environment. Watch our website www.napsa.com for registration form and more information. Registration fees have not increased in 8 years.

"Pupil Services: A Year of Advocacy" is calling for you to become an advocate for Mental Health and Sane Education.

ADVERSE CHILDHOOD EXPERIENCES STUDY

THE EFFECTS OF TRAUMA ON OUR YOUTH

Excerpt from Aces Too High Blog

ACES 101—ACEs are adverse childhood experiences that harm children's developing brains so profoundly that the effects show up decades later; they cause much of chronic disease, most mental illness, and are at the root of most violence. "ACEs" comes from the CDC-Kaiser Adverse Childhood Experiences Study, a groundbreaking public health study that discovered that childhood trauma leads to the adult onset of chronic diseases, depression and other mental illness, violence and being a victim of violence. The ACE Study has published about 70 research papers since 1998. Hundreds of additional research papers based on the ACE Study have also been published. The 10 ACEs the researchers measured: — Physical, sexual and verbal abuse. — Physical and emotional neglect. — A family member who is: depressed or diagnosed with other mental illness; addicted to alcohol or another substance; in prison.— Witnessing a mother being abused. — Losing a parent to separation, divorce or other reason. Of course, there are many other types of childhood trauma — such as witnessing a sibling being abused, witnessing violence outside the home, witnessing a father being abused by a mother, being bullied by a classmate or teacher — but only 10 types were measured. They provide a useful marker for the severity of trauma experienced. Other types of trauma may have a similar impact. A landmark first step was taken recently to insure that all public schools in the United States be legally required to address the unique learning needs of children affected by adverse childhood experiences. A class action suit on behalf of five students and three teachers in the Compton Unified School District in Compton, CA, was filed

by Public Counsel, the nation's largest pro bono law firm, and Irell & Manella LLP. The civic law suit demands that Compton schools incorporate proven practices that address trauma, in the same way public schools have adapted and evolved in past decades to help students who experience physical or other barriers to learning. The plaintiffs' legal team is relying on research demonstrating clearly that adverse childhood experiences (ACEs) are a barrier to academic success for millions of children, especially those in underserved communities, such as Compton, which has a poverty rate twice the California average and a murder rate five times the national average. According to research from the Washington State University Area Health Education Center, children who have an ACE score of 3 are more than twice as likely to be suspended from school, six times more likely to experience behavioral problems, five times more likely to have severe attendance issues. They also have reduced reading ability and lower grade point averages. "Childhood trauma is the number one public health problem in the U.S. today," said Mark Rosenbaum, directing attorney for Public Counsel's Opportunity Under Law project. "Unaddressed trauma is the greatest enemy to the brain. We need to address childhood trauma in our public schools if we are genuinely serious about eliminating the gap between haves and have-nots." (For more info click link below)

<http://acestoohigh.com/2012/10/03/the-adverse-childhood-experiences-study-the-largest-most-important-public-health-study-you-never-heard-of-began-in-an-obesity-clinic/>

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Director School Support Services
Guilford County Schools
Greensboro, NC 27405
thomasv@gcsnc.com

EXECUTIVE DIRECTOR

Mr. Wayne Fausnaught
P.O. Box 113
Williamsport, PA 17701
napsa@comcast.net

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Director of Pupil Services
William Penn School District
Lansdowne, PA 19050
fmbruno@wpsd.k12.pa.us

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Broadheadsville, PA 18322
doramae@ptd.net

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Director of Pupil Services
East Stroudsburg Area School District
East Stroudsburg, PA 18301
Kim-stevens@esasd.net

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Chardon Local Schools
Chardon, OH 44024
April.Siegel-Green@chardonschools.org

TRUSTEES

Ms. Cheri Meadows **2013-2015**
Manager, Kentucky Dept. of Education
Frankfort, KY 40601
Cheri.meadows@education.ky.gov

Dr. Diane Powell
Director Dept. of Student Engagement
Prince George County Schools
Oxon Hill, MD 20745
Diane.powell@pgcps.org

Ms. Debora Dennis **2014-2016**
Avon Local Schools
Avon, OH 44011
Dennisd@avonlocalschools.org

Mr. V. Keith Wilks
Executive Director of Student Services
Rock Hill Schools of York District #3
Rock Hill, SC 29731
vwilks@rhmail.org

Dr. Larissa Henderson **2015-2017**
Director of Pupil Services
Oak Ridge Schools
Oak Ridge, TN 37830
lhenderson@ortn.edu

Mr. James Tatman
Olmsted Falls City Schools
Olmsted Falls, OH 44138
jtatman@g.ofcs.net