

NAPSA NEWS

Informing Pupil Services

Volume 1, Issue 11

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Special points of interest:

- Empowering Students with Technology
- Technology Tools for Pupil Services
- Collaborative Digital Textbook
- Re Think Autism
- Technology/Digital Citizenship
- Legal Issues Related to Pupil Services
- Teacher Variables: Personal Responsibility and Effective PBIS
- Bullying Prevention

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Speakers In Place For October Conference: "It's Not Magic"

Featured below are just three of the outstanding speakers who will be presenting topics at the 2011 NAPSA Conference, October 16-19 at the Marriott Cincinnati RiverCenter Hotel, located in Covington, Kentucky. Registration forms and brochure are available at <http://www.napsa.com> Don't miss it!



Alan November is an internationally known leader in educational technology. He has guided schools, government organizations and industry as they plan to improve quality with technology. He has been a classroom teacher, a director of an alternative high school, computer coordinator, technology consultant, and college lecturer. Alan is well known for applying his humor and wit to help people think about applying technology to improve learning for children and adults. He was named one of the nation's 15 most influential thinkers of the decade in K-12 technology.

Dr. Jason Ohler (below) is a professor emeritus, speaker, writer, teacher, researcher, and lifelong digital humanist. Three decades ago at the University of Alaska he helped create one of the first educational technology programs in the U.S. devoted to teacher and student empowerment, and has been involved in the world of digital learning ever since. He is a passionate promoter of combining innovation, creativity and digital

know-how to help reinvent teaching and learning. He is also an enthusiastic champion of the need for students to learn how to use technology wisely and safely to become informed and productive citizens in a global digital society.



Dr. Russell A. Sabella is Professor of counseling in the College of Education, Florida Gulf Coast University. Russ is author of various articles in journals, magazines, and newsletters. He is co-author of two books including *Counseling in the 21st Century: Using Technology to Improve Practice*. He is also author of the popular *SchoolCounselor.com: A Friendly and Practical Guide to the World Wide Web* and well-known for his Technology Boot Camp for Counselor workshops conducted throughout the country. He is past President of the American School Counselor Association.



PA Teens Win MySpace Speech Cases

MARYCLAIRE DALE, AP
Two Pennsylvania teens cannot be disciplined at school for MySpace parodies of their principals created from off-campus computers, a federal appeals court ruled on June 13. The

postings, however lewd or offensive, were not likely to cause significant disruptions at school and are therefore protected under previous Supreme Court case law on student speech, the 3rd U.S. Circuit Court of Appeals found. However, six

judges who dissented in one case said they feared salacious online attacks against school officials would go unpunished. "It allows a student to target a school official and his family with malicious and unfounded accusations in vulgar, obscene, and personal language,"



Wayne Fausnaught
Executive Director

This is an extremely busy time for NAPSA, as in your school district. Final preparations are being completed for October's annual conference to be held at the Marriott Cincinnati at RiverCenter. It is going to be an exciting conference

Know Your NAPSA

and one you do not want to miss! Visit our website at napsa.com for all the details. The annual conference is one of NAPSA's Pupil Services lifelines for progress. With difficult economic times which all school districts are experiencing, it is extremely important for Pupil Services Administrators to be proactive and to continuously educate school boards, school superintendents and the public about the important role of Pupil Services in the educational process. My advice is do not take anything for granted and assume pupil services will always be there. It may mean adding additional responsibilities to an already "full plate." Public relations are very important! Develop-

ing a Pupil Services website, utilizing Face-book and Twitter are good public relation services. In addition, local cable networks and radio stations usually are looking for public service announcements. Thirty or sixty second spots work well. Make the position so important to the district that it cannot be eliminated. The job of today's Pupil Services Administrator is unique, challenging and requires a broad knowledge in many fields including special education, psychology, social work and counseling. It requires the ability to effectively integrate these student support services within a school district's instructional program. With the rapid pace in which our world is

changing, it is essential to remain current with the technological advances and incorporate them. This is extremely difficult to accomplish while continuing to administer a myriad of pupil service responsibilities. The ability to multi-task and delegate responsibilities is vital. As a pupil Services Administrator, you normally are alone. Thus, the ability to communicate with your colleagues from other school districts across the nation, with similar responsibilities experiencing the same challenges you are experiencing can be a real asset. Belonging to NAPSA and your state organization can fulfill that role.

(Continued on next page)

President's Update



Anita O'Neal
President

During this administration, from time to time, a segment called: **Something to Watch** will be a feature of the Newsletter. One of the benefits of membership in NAPSA is the wealth of information and support that is provided to you based on our national membership. This issue presents **Something to Watch #1**: Recently the state of New Jersey, as a direct result of a nationally published alleged suicide of a promising Rutgers University freshman, Tyler Clementi, based on alleged cyber bullying, enacted a new far-reaching Harassment, Intimidation and Bullying Law that must be implemented by all schools on September 1, 2011.

:Although the existing HIB law was being revised with the active support of several university and social-skills based organizations with a focus on prevention, the local outrage surrounding the suicide of the Rutgers' student became the impetus for P.L. 2010 and chapter 3B Of Title 18A of the New Jersey Statutes. The rationale of this law stated: *It is the intent of the Legislature in enacting this legislation to strengthen the standards and procedures for preventing, reporting investigating, and responding to incidents of harassment, intimidation, and bullying of students that occur in school and off school premises.* Clearly, the premise is commendable and one which those of us in the field of Pupil Services do and should support. First examine some of the elements of this law: a) Definition of HIB expanded to include that a single incident and not just a series of incidents needs to be addressed and can be defined as HIB. b) Included in the definition, a reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or student's property. c) Mandates the following staff in every school utilizing its' existing staff: Anti-Bullying Coordinator

(district level), Anti-Bullying Specialist (school), School Safety Team (school). d) Anti-Bullying Specialist: when a school guidance counselor, school psychologist or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school Anti-Bullying Specialist. e) The School Anti-Bullying Specialist shall: chair the school safety team, lead the investigation of incidents of harassment, intimidation and bullying in the school, act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school. f) Individual schools and districts will receive yearly grades that must be published on the district website as it relates to their HIB records and prevention efforts, g) Expands the school's scope of responsibilities including the following language: "that takes place on school property, at any school-sponsored function or on a school bus or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students." The law is extensive and extremely prescriptive with a positive aspect that puts into law for the first time

mandatory prevention and professional staff development. It mandates yearly training for all staff, in the area of HIB. Although this New Jersey law provides professional development, parental and community input and support, areas to watch are: Pupil Support Services providers are mandated to be the investigative arm of this new law. Counselors, psychologists, and social workers are reacting to the law which appears to create a conflict of interest and perhaps a violation of their understanding of confidentiality for the persons entrusted to working with all students to ensure a safe learning environment. The focus on reporting and the extremely aggressive reporting time-line may limit pupil services providers time to do their primary jobs. The training of the counselors, psychologists, social workers and related professionals is often rooted in the conflict resolution model which is prohibited in the new law. As we vigilantly monitor this new law, some of the concerns raised about the law are germane to you as a member of NAPSA. I encourage you to review your state's HIB policy and to continue to watch PL2010 out of NJ. **Something to Watch.....**

Executive Director's Message (continued)

Anytime you need someone, do not hesitate to contact our office and we will assist you. 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 is experiencing great 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.

State Performance Plan and Indicators: What it May Mean

for Us—Ted Kozlik, Ed.D.

A policy forum was recently held in Alexandria, Va. (May 11-13, 2011) to address state performance indicators with input from key stakeholders to the Office of Special Education Programs (OSEP) with a primary focus on the IDEA accountability reporting systems commonly known as the State Performance Plan/Annual Performance Report (SPP/APR) process. The purported goal was to review

Legislative Lingo **A Potpourri of Random Thoughts**

current SPP/APR requirements and advance recommendations to improve both the process and content of the indicators. If you have been through your state district monitoring process, you quickly realize the magnitude of the process, the plethora of meaningless/picayune indicators and the subsequent dunning from the state. The district must develop a corrective action plan to address any area(s) of non-compliance without the additional financial support necessary to provide much needed equity for all students, not only IDEA protected students. In my personal experience as well as many of my colleagues, we welcome meaningful change for "what matters most". There are far too many indicators, over emphasis on compliance, marked confusion over definitions and expectations, lack of data to drive appropriate decision making and most importantly, the separation of general and special education. We must protect the equity interests of all our students. Would it not be interesting to expend the same amount of funds and provide similar support services to students in the top 15% of our schools! What seems to matter most to our politicians includes graduation rates, achieving academic success as



Dr. Ted Kozlik
Legislative Liaison

measured by an assessment instrument with unknown validity and reliability and some sort of successful transition to post secondary experiences. We take the hit for not preparing our students as chemists, engineers, technology experts and mathematics practitioners. What has happened to our schools is that we primarily address academic readiness with little or no focus on careers. We are no longer comprehensive schools and we must learn to value all those transitions from early intervention through post

secondary experiences. We need to do this for the sake of our children and students, economic stability, and provide the infrastructure to assure meaningful opportunities and careers for future generations. Yet, this informed body of stakeholders suggests aligning the SPP/APR process with the ESEA reporting requirements. We, as practitioners, realize the good, bad and ugly with the ESEA/NCLB requirements. In our most lucid moments, we do recognize some of the overall benefits of the ESEA over the past years. At present, the ESEA/NCLB requirements are virtually impossible to attain as witnessed by many state request for waivers. We are in desperate need of revisions to the ESEA that represent meaningful expectations, standards and accountability. Instead of looking solely and separately at IDEA driven performance indicators, let's merge standards and compliance indicators to address the performance of all students within our school districts in the context of the reauthorization of ESEA. Equalizing standards across states will ensure more accurate measurement and accountability on a nationwide basis. Our primary goal should be the improvement of outcomes for all students, not only IDEA protected students.

Opinion - What is Being Assessed

- F.M. Bruno

The opinions expressed in this article are those of the author and do not represent the views of NAPSA.

As cited in his book, "Decision Points", former President George W. Bush initiated NCLB with the intent of improving public education, especially in low performing poverty stricken districts. States were to define proficiency and use diagnostic tests to improve achievement. In Pennsylvania, the primary assessment instrument is the Pennsylvania System of School Assessment (PSSA) exam. Implemented in typical bureaucratic fashion, this tool took on a life of its own, generating departments and contracted agencies solely dedicated to the organization, distribution, collection, scoring and interpretation of tests. Schools which did

not measure up to expectations were labeled "Failing," instilling fear in parents, teachers and school systems. Corrective measures were prescribed and funds were made available for implementation. Curricula were infused with PSSA prep, at the cost of traditional electives. Teachers were put on notice with the threat of "merit pay" as measured by test results. Those hardest hit, of course, were the very populations the legislation intended to assist. Now, in the latest over-extension of purpose, a report was generated listing "inconsistencies" in expected results. Incidents of excessive erasures or statistical changes were deemed suspi-

cious. Schools and districts were identified and cheating was implied. My William Penn School District was among those named. The statistical inconsistencies which red flagged us were an increase in the number of Special Education students and an increase in Math and Reading scores. No excessive erasures or test tampering were accused. Our first year using a new Student Information System accounted for an under-identification of Special Education students, although all were tested and documented. Accurate reporting the following year generated the first red flag. After implementing the America's Choice program in our high

school, providing in-school and after school tutoring programs, Saturday School, and hiring academic coaches with the school improvement grant money, accusations would have been in order had we NOT shown improvement in Math and Reading scores. Instead, we were put in a position of defending our progress. The damage done to our students and district reputation by the agencies created to strengthen us have added yet another barrier to education. Perhaps it is the current concept of how we identify progress which needs to be assessed.

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NAPSA gratefully thanks the Ohio Department of Education and OAPSA, Ohio Association of Pupil Services Administrators, for their support in the planning and financing of the 2011 Conference.

Cut-Backs Make it Essential to Unify and Rework Student and Learning Supports at Schools

In *practice*, there are three primary and overlapping components for improving schools in ways that enhance equal opportunity for student success at school:

- *the instructional component* -- includes all direct efforts to facilitate learning and development
- *the enabling or learning supports component* -- embraces direct efforts to address factors interfering with learning and teaching
- *the management component* -- encompasses managerial and governance functions.

In *policy*, however, the enabling/learning supports component is not given the same priority and attention as the other two. Efforts to address interfering factors are enacted in a piecemeal and ad hoc fashion and implemented in fragmented ways. And, as budgets tighten, the trend always is for such supports to be among the first cut. Given the current slow economic recovery, the consensus is that cut-backs will worsen in the next few years. This makes it essential for policy makers to understand new and cost-effective ways to address factors that interfere with learning and teaching.

What's Needed? It is time to go beyond thinking in terms of providing traditional services, linking with and collocating agency resources, and enhancing coordination. These all have a place, but they do not address how to unify and re-conceive ways to better meet the needs of the many rather than just providing traditional services to a relatively few students. It is time to fundamentally rethink student and learning supports. The intent is to develop a comprehensive and cohesive system. Such a system encompasses a full continuum of interventions and covers a well-defined and delimited set of classroom and school wide supports (<http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>) Developing the system entails (1) unifying all direct efforts to address factors interfering with learning and teaching at a school (2) connecting families of schools (such as feeder patterns) with each other and with a wider range of community resources (3) weaving together school, home, and community resources in ways that enhance effectiveness and achieve economies of scale.

Starting points include ensuring that the work is fully integrated into school improvement policy and practice, reworking operational infrastructure, setting priorities for system development, and (re)deploying whatever resources are available to pursue priorities (see <http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>).

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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.

In Memoriam



Dr. Kathe Shelby, Director of the Office of Exceptional Children for the Ohio Department of Education passed away August 4, 2011. She spent many years as Director of the Cuyahoga Special Education Service Center and most of her life advocating for students with special needs. Kathe was instrumental in content planning and financial support of our upcoming October Conference. NAPSA owes her a great debt of gratitude and she will certainly be missed by the educational community and special needs children whose issues she so strongly embraced.