



NAPSA

National Association of Pupil Services Administrators

NAPSA NEWS

Volume 2, Issue 3

Informing Pupil Services

July/August, 2012

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NAPSA'S Electrifying Education Conference To Spark City of Brotherly Love

Special points of interest:

- NAPSA Oct 21-24 Conference
- \$139 Room Rates
- Early Registration Discounts
- Meeting your needs personally and professionally

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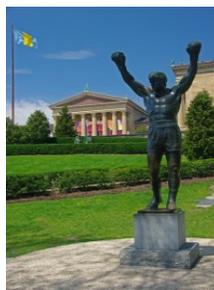
NAPSA's 2012 Annual Conference will be held October 21-24 in Philadelphia, PA at the Sonesta Hotel, formerly the Crowne Plaza Philadelphia Downtown. This year's theme is "Pupil Services: Electrifying Education." NAPSA 2012 will meet the professional needs of all Pupil Services Administrators, offering quality in a personal environment. Some of the conference speakers are Jordan Burnham, Minding Your Mind; Dr. Kathleen Conn, Neumann University; James Kyle, FBI Supervisory Special Agent, Lt. Earl Saurman, Tactical Unit Commander, Abington PD; Michael I. Levin, Esq., Levin Legal Group, P.C.; Tom Sechrist, Educational Consultant; Donald Smith, Center for Safe Schools and Dr. Robert Cormany, PAPS Executive Director. Program highlights include Cyber Education Alternatives, Suicide Prevention, Legal Issues & 504 Law, Autism, Mental Health Issues & Disorders, Crisis Management,



Registration Forms And Brochures Available On the NAPSA Website!



Evaluation of Pupil Services Programs & Staff, Cyber Technology, Youth, Sex, and Schools in 2012, and Bullying Prevention.



Yo - Rocky

The Sonesta Hotel is offering rooms at a special NAPSA rate of \$139 per night plus tax. If rooms are available, the conference rate is available three days prior to the conference and three days after. Make your reservations before October 1 to obtain the NAPSA discount. The Sonesta is located just one block away from historic Rittenhouse Square. It is in easy walking distance to all downtown Philadelphia cultural, entertainment and historic sites, which makes it a perfect place for your family to explore while you are attending the conference. See the Liberty Bell, and Independence Hall. Stroll through the Italian Market or enjoy a Philly Steak Sandwich, "wit or witout." Take in a concert at the Kimmel Center or see the works of the masters at the Art Museum. Don't miss the many restaurants of Philadelphia, owned and operated by renown celebrity chefs.



Know Your NAPSA – Professional Response



Wayne Fausnaught
Executive Director

“It is paramount to have trained Pupil Services professionals providing support...”

Pupil Services Administrators and their staffs are more essential in education than ever before. With the financial crisis in education across America, districts are searching for programs to eliminate or reduce. Since some areas of Pupil Services are support rather than direct instruction, they frequently are targets. However, more than ever, students, school personnel, families and community support services need the skills provided by professionals in Pupil Services to guide and support them when coping with the myriad of tragic events occurring in our schools, communities and institutions of higher learning. School shootings have become too frequent and, most recently, highly publicized sexual abuse scandals involving the Catholic Church and Jerry Sandusky at Penn State University, are at the forefront.

Reporting suspected abusers is critical. The Child Abuse and Prevention Act of 1974 enacted by the Federal Government is very clear. Furthermore, most states have enacted their own laws to prevent or stop abuse. As an example, the Commonwealth of Pennsylvania enacted the Child Protective Services law in 1975. At the college and university level, the Clery Act was signed into Federal law in 1990, after a 19-year-old Lehigh University freshman was raped and murdered. Although the Child Abuse and Prevention Act is 38 years old, people have occasionally chosen to ignore it. At times, administrators, counselors and other professionals have made their own judgments concerning the accused individual. As learned from the incidents with clergy and Jerry Sandusky, one individual or small group close to the accuser, should not pronounce judgment.

Protocol needs to be established and followed regardless of the circumstance. Covering up an incident or individual is wrong. Innocent individuals often are affected. Uncovering the truth, allowing professional law enforcement to investigate and protecting our students needs to take priority. It is paramount to have trained Pupil Services professionals providing support, guidance and prevention programs. The need for reliable and effective Pupil Services programs is more important today than ever, along with a continuous current staff development with current training and information. One source is the 2012 NAPSA Conference to be held in Philadelphia. Several programs address issues of child sexual abuse and identification of predators.



SOMETHING TO WATCH



Anita O'Neal
President

“Teacher effectiveness is closely aligned to continued high quality professional development which focuses on student outcomes.”

During the summer edition of our newsletter we continue to monitor several areas that continue to affect Pupil Services across the nation. The growing cry to tie teacher pay, incentives and their right to continue to teach to student performance on standardized testing results raises many questions for those who are responsible for the many areas that encompass Pupil Services. As the debate continues across the nation let's think about some of the possible implications of basing teacher effectiveness directly to student performance on standardized testing. Many studies indicate the close relationship of student achievement and school climate: Schools where clearly communicated goals and progress of students and the school as a whole have higher achievement rates / Standardized one shot assessment instruments are a moment in time snapshot of a student's performance / Ongoing and the use of multiple assessment instruments can be effective measures of individual student performance / Schools that encourage, recognize and monitor effective instructional

practices and instruction have higher achievement levels / Teacher effectiveness is closely aligned to continued high quality professional development which focuses on student outcomes. The list could continue but this small sampling of some of the factors that may be essential components of student achievement are at the core of the debate related to teacher pay linked to student performance on standardized testing. As Pupil Services Administrators the areas of: School climate / High quality professional development for staff / Relationship of student outcomes to student health and wellness / One size fits all model for testing, student achievement and school climate. Our role is to continue to follow the ongoing debate and ensure that all students are afforded the appropriate rich, rigorous, fair and challenging academic instruction and support services that enhance their development and allow them to soar. Something to Watch. See you in October at our Annual Conference and enjoy the remainder of your summer.



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.



Past President Ethel Kozlik, Executive Director Wayne Fausnaught, President Anita O'Neal

Legislative Lingo: A Potpourri of Random Thoughts Charter Schools and Special Education

I am neither an opponent nor supporter of Charter Schools and write this article to share with my colleagues a relatively good to excellent and informative document which will assist new directors and experienced directors to hone their skills and administrative practice. To my chagrin, we seem to be on a path for bifurcated education at the expense of appropriate public funding for all programs, not only special education, rather than pursuing a unified approach to meet the needs and improve the outcomes for all stu-

dents in the public sector. However, we must be open minded to good work for continual improvement in our practice. The National Association of State Directors of Special Education (NASDSE) recently subcontracted with the Educational Support Systems of the National Charter School Resource Center to produce a document entitled Special Education Start-Up and Implementation Tools for Charter School Leaders and Special Education Managers (2012). Purportedly, there were those who felt there was a dearth of FAPE

for students who attend that charter school". In essence, this arrangement results in a direct deduction from the district budget typically reducing the expenditure capacity for other students on roll. This document was initially developed to assist standalone charter LEAs because of the significant challenges posed for providing appropriate support services, funding sources, meeting legal requirements and improving student outcomes. Interesting,

Legislative Lingo Cont'd on p 4



Dr. Ted Kozlik
Legislative Liaison

A Retrospective Look At A Tragedy

April Siegel-Green is NAPSA's Executive Board Secretary and Director of Pupil Services for Chardon Local Schools



April Siegel-Green

The morning of February 27th started out like any other Monday for Chardon Local Schools. Students started to enter the middle and high school buildings at approximately 6:45 a.m. either to obtain breakfast from the cafeteria or to receive assistance from staff. Students awaiting transportation to our vocational and alternative programs gather in the high school cafeteria along with those who have first period study hall while middle school students await the ringing of the bells. Students at both buildings move to their first period classes. At the beginning of first period, 7:35 a.m. there were approximately 75 high school students in the cafeteria. Unknown to anyone, a 17 year old junior, the assailant, was in the cafeteria at this time seated at a table among his peers awaiting transportation to an alternative education program. At 7:38 am the student gunman stood up and opened fire on students in Chardon's cafeteria and

hallway. Ten shots were fired in all, injuring 6 students; four in the cafeteria and two in the main hallway. As the shots were being fired, a classroom teacher placed himself in harm's way and chased the assailant from the building, returning to his students to offer first aide. The principal immediately called for classes to go to lockdown, reducing the risk of further casualties. The middle school also went into immediate lockdown. First responders were on the scene within 8 minutes of the initial shot with SWAT teams securing the building and moving the entire student body to safety at the elementary school across the street. Parents were sent initial information by 9:06 a.m. and procedures were quickly implemented to permit students to be released to their families. Elementary students enroute to school were returned to their homes while middle/high school students were individually released to their families. Three students died as a result of their injuries, two were hospitalized, and one was treated at the scene. One student remains paralyzed as a result of his injuries. The student gunman was captured shortly after the incident and remains in custody awaiting his court proceedings. As the Director of Pupil Services, I was charged with procuring and initiating immediate and on-going support for staff, students and the community. The suffering caused

by this tragedy has been experienced at various levels: individual, school and community. Emotional first aide was provided to stricken students, staff and families immediately following the incident and for several days and weeks after by local mental health agencies and private providers within the Chardon community. Distraught, tearful and angry students, staff and families were counseled individually and in group settings. The emotional impact has been strongest for those who witnessed the shootings as well as for those first responding to the students' calls for help. Symptoms of post-traumatic stress syndrome are being observed in many students and staff. At present three families have withdrawn their students to provide home schooling, a number of high school students (more than 15) took up to two weeks to return to school, four have been hospitalized for emotional "breakdowns", two have been identified as suicidal and one high school student has not been able to re-enter the high school since February 27th. Finally, two students cannot enter the classroom of their fallen classmate and are taking an on-line course for this specific subject at a location off campus. Despite the staff making strong efforts to maintain familiar routines and focus on academics, the teaching-learning process has been seriously disrupted. We have begun the

process of healing and restoring the learning environment, but the needs continue to mount up as various additional traumas surface. As a first step of our action plan, student support groups were established at the high school, middle school and several elementaries. A security guard was placed at the middle and high school buildings to assist in re-establishing a feeling of psychological safety for students, staff and parents. Four Mental Health Counselors (Social Workers) were hired to screen students and staff for additional support within the school environment as well as making recommendations for outside referrals. Additionally establishing and implementing trauma related support groups utilizing a school centered intervention model were identified and are being implemented. Outreach training opportunities for staff and the community were created and implemented with the help of various agencies including but not limited to The American Red Cross, Hospice of the Western Reserve, BeechBrook Mental Health Agency, and Ravenwood Mental Health Agency and most importantly United Way. Certificated substitute teachers were hired to allow for staff to participate in counseling services as well as providing opportunities for staff to leave their classrooms should the need arise. The same support was provided to the classified staff. Our greatest accomplish-

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See Tragedy*

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Dr. Robert Cormany is the Executive Director of PAPS, our PA state affiliate and past President of NAPSA. For 13 years, he edited the NAPSA legal issues Subscription Service. His most recent publication is *Legal Issues: A Pupil Services perspective*, which was written specifically to address court cases in his home state of Pennsylvania. He has spoken at state and national conferences as well as many local school districts on this topic.

PA PLANS STATE EVALUATION SYSTEM FOR PUPIL SERVICES STAFF

For years the counselors, nurses, psychologists, social workers, dental hygienists and the various categories of special education teachers in Pennsylvania have been evaluated on the

same system as regular classroom teachers. Advocates for pupil services/special education have argued that this is inappropriate. PAPS began in 2006 to design a set of rubrics for this purpose, which have been shared with its members as a model. Now the Pennsylvania Department of Education is in the process of developing sets of rubrics specific to the evaluation of these specialist positions. PAPS Executive Director Bob Cormany has been asked to serve on the design task force, which has met twice for two-day sessions so far, along with representatives of the specialists organizations. A draft of the rubrics should be approved by January 2013, at which time districts will be asked to volunteer to try them as part of their staff evaluation system. The Charlotte Danielson model, currently being used to evaluate classroom teachers and principals, serves as the framework for the rubrics. Dr. Cormany will present this model at the 2012 NAPSA Conference in Philadelphia. At the moment the Department of Education has no plans to develop separate rubrics for evaluating supervisors of pupil services or special education, suggesting that the rubrics for principals will suffice for supervisors as well.

Tragedy - Cont'd from page 3

ment was identifying a group of Virginia Tech students who wanted to connect with our students. This group of young men and women provided unwavering support to our students and staff. Through the help of Dr. E. Scott Gellar, the students of Virginia Tech have established a program called *Actively Caring for People*, or AC4P, which will continue next year. Other districts who suffered tragedies like Columbine and Paducah have also reached out in support. Without the help and support of the many local professionals and agencies, the tasks presented to a Pupil Services Director are daunting. It is with sincere gratitude that Chardon has made the strides toward healing and will continue. Learn more about *Actively Caring for People* on their website: www.AC4P.org We are One Heartbeat.

Guest Columnists



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*. Russ has been a past speaker at NAPSA conferences.

In addition to the NAPSA website (<http://napsa.com/>), *Pupil Services Administrators* should find the *Florida School Counselor Association* website helpful. The *Florida School Counselor Association (FSCA)* expands the image and influence of professional school

counselors through advocacy, leadership, collaboration and systemic change at the state level. FSCA empowers professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The mission of FSCA is to represent professional school counselors and to promote professionalism and ethical practices. <http://www.fla-schoolcounselor.org/>

Periodicals

The Florida School Counselor Magazine is a comprehensive periodical published three times per year (Back to School Issue, Winter, and Spring). View it online or download to your computer as a PDF file.

The FSCA eNewsletter is published six times per year and is designed to provide school counselors with relevant, useful, and practical information.

The FSCA News You Can Use Blog helps school counselors to stay on top of the latest headlines, resources, tools, and information.

The FSCA Legislation/Advocacy News Blog is a great place to learn about the latest information about legislative matters and tips for advocating. You can also follow FSCA on Twitter at <https://twitter.com/myFSCA>

Legislative Lingo Continued from page 3

especially in light that this is what we, in the public sector, experience on a daily basis. The document is rich with information on need to know items such as IDEA, Section 504 of the Rehabilitation Act and ADA. There are modules related to the Basics of Special Education; conducting cost estimates for developing programs; research; disability categories; Positive Behavior Supports; RTI; bullying; partnering with parents; setting up administrative functions; IEP components; keeping progress notes; incorporating the common core standards; discipline and suspension; organizing the hiring process; hiring outside providers; and a series of job descriptions

that can be aligned to individual district needs. Well worth the read and highly applicable to our practice as pupil services administrators. Available on the NASDSE website: www.nasdse.org



Enjoy the remainder of your Summer. See you in Philly in Oct.