

# School Counselors Leaders in a Changing World



## Key Notes ...

*A new column featuring our 2009 conference keynote speakers. Written and reprinted with permission by Trevor Romain. Come see and hear Trevor at the Pre-Conference on April 15, 2009 at the Milton Hershey School.*

The 2008 Olympics have come and gone. The most memorable moment for me had nothing to do with winning. In fact it had nothing to do with losing. It had nothing to do with million dollar training facilities, chest-pounding, arm-pumping, bragging gold medalists, sore losers, awful judges and announcers with deep voices roaring the names of winners they call "heroes". No. My favorite Olympic moment, which brought goose bumps and tears, was a simple one. The image will remain with me for years to come.

I see it in slow motion when I think about it. A lone, skinny little girl running down the track wearing a white t-shirt and a headband. No spandex. No wrap around cool sunglasses. It was seventeen-year-old Samia Yusuf Omar from Somalia, running her heart out in the 200-meter woman's finals. She probably ran the slowest 200 meters in history coming stone last out of the 46 runners that competed. But that didn't matter. She had already won.

Won the opportunity to experience the Olympic games. To leave Mogadishu where she lives on grains and flat bread and very little protein. To get away from a war-torn country that has little if no Olympic training facilities. To get away from local militia who threaten to kill her on training runs because Muslim women shouldn't be disgracing the religion. Away from her bullet-riddled neighborhood where her father was killed by a stray artillery shell.

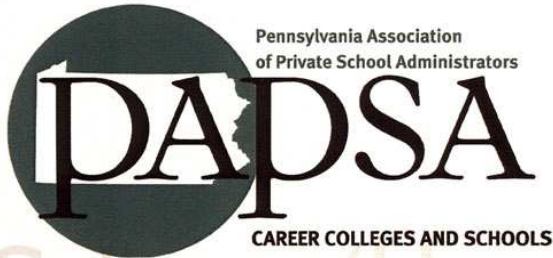
What an amazing sight to see the cameras showing the winners at the finish line huffing and puffing and trying to catch their breath, Then, suddenly, the camera turns toward the crowd who are now on their feet and roaring. Slight confusion as the camera seems to be looking for the cause of the crowd reaction.

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*the*  
*Pennsylvania*  
COUNSELOR

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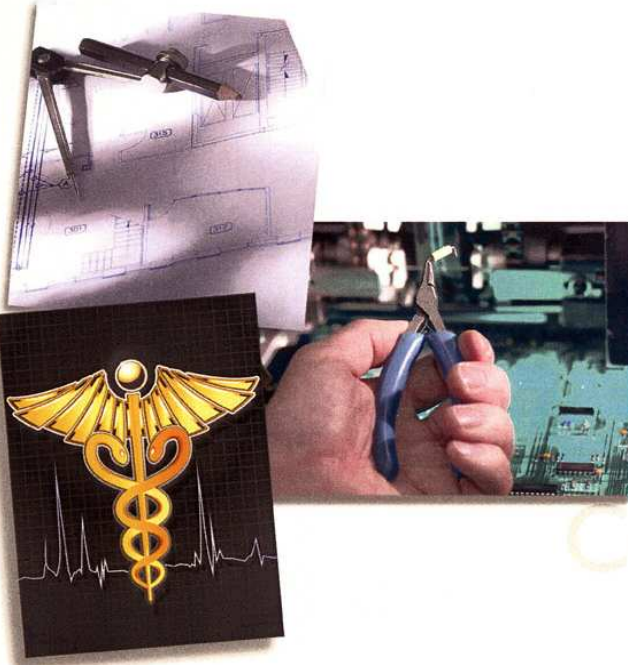
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# PRESIDENT'S

## message

**Judi Schmitz, 2008-2009 PSCA President**

Dear School Counselors,

The end of summer holds the promise of a new school year with time to implement new ideas, make changes, and give my all to the students, staff and families where I work. I have set personal and professional goals. I have set goals to apply for ASCA's RAMP, to collect more data, and to use the data to enhance my school counseling program. But what happens? Time flies by, the beginning of school feels so far away, and summer seems like a memory.

I am reminded of a conversation I had this summer with a few of my PSCA friends. We were in Atlanta and had just finished attending ASCA's Delegate Assembly. We were looking forward to the ASCA conference. After a quick visit to Atlanta's World of Coke, we were walking back to the hotel when I said "I don't know what it is about Coke. It just makes me happy!" My friends stopped, paused, and I think they stared for what seemed like a while before someone asked why it made me happy. I'd like to tell you why.

Coca-Cola takes me back to my childhood and helps me remember a simpler time. A time when I would hold a bottle of Coke in my hands and drink the sugary syrup (no diet Coke then) surrounded by my family, and when I was sick and my mom handed me Coke syrup to help me feel better. Ah, sweet memories. Perhaps you've heard the many slogans of Coke such as *It's the Real Thing*, *Things Go Better with Coke*, and *Can't Beat the Feeling*. What positive messages. Messages that encourage us to believe that things are good, that life is good. The taste, the green glass, the curve of the bottle, and the logo, all appeal to my senses and my emotions. I like to think that when something gives us a sense of comfort and happiness we need to embrace it. Sometimes the things that give us peace are the simple things in life like a walk on the beach, a smooth stone in our hand, a good book or a sip of Coke.

What are the simple things that make you smile? What are the things that enable you to feel calmness and contentedness? What can you do today to bring these feelings into your life when the world is spinning around us, the papers are piling up on our desks (and floors and shelves, and closets), and the students with their own insecurities and conflicts come knocking on our door? How can you capture feelings of comfort and happiness and bring them into your life and into the valuable work that you do as a professional school counselor?

I don't have the answer for you, but for me I'll just take a drink of Coke. It makes me smile. Simply, a sip of Coke.

Enjoy life,

Judi

# Executive DIRECTOR'S *Column*

**Dr. Judith Bookhamer, PSCA Executive Director**

*School Counselors: Leaders in a Changing World*, PSCA's 2009 Conference theme, addresses the focus and challenges of both the school counseling profession and the twenty-first century. Leadership and change go "hand-in-hand."

Leaders are often described as visionaries who engage others in the vision...who stress relationships, values and commitment...who are unsatisfied with the status quo and create visions of what could be. Some leaders are charismatic while most are humble, quiet, and persistent. The best leaders have an attitude of service. Does this sound like a school counselor to you?

Change is a constant of life and not unique to the twenty-first century. Indeed, Heraclitus, the ancient Greece philosopher, said 'Nothing is permanent but change.' Today, with the varied rapid means of communication, we are inundated with thoughts and comments about change. We hear about change on the news. We read about change in newspapers and periodicals. We are faced with change in our personal and professional lives.

Karl Fisch, an administrator at Arapahoe High School in Littleton, Colorado, in his well-known power point "Shift Happens..." emphasizes that "we are preparing kids for careers that do not yet exist with technologies that have not yet been developed in order to solve problems that we don't even know are problems yet."

School counselors are well trained and well positioned to be leaders in preparing for the unknowns. The American School Counselor Association, the national organization that represents professional school counselors and of which PSCA is a division, has developed a vision for school counselors that positions them as leaders in the school setting. That vision is supported by the ASCA National Model: A Framework for School Counseling. The Model promotes school counselors as leaders who identify and address the needs of our students as they face a rapidly changing world and a future of unknowns. The Model provides the framework and strategies for developing programs that focus on actions that address information and skills needed to succeed in a changing world.

School counselors as leaders constantly monitor the environment. School counselors as leaders think globally and act locally to support their constituents. School

counselors as leaders are both flexible and adaptable. School counselors as leaders focus on the development of the youth that they serve, and address a larger picture. School counselors as leaders are cognizant of, among other issues, education reform; rapidly changing technology; economic and community development; preservation of the environment; health care; and social change. School counselors as leaders consider issues and changes as they impact the lives of the students they serve. School counselors as leaders consider how education must change as a direct result of the other changes.

Change brings about anxiety, and while we may understand the constancy of change, we cannot always avoid the stress that it causes in our lives. School counselors as leaders recognize the need for helping students and the school community cope with change. Alan Cohen, a contributing writer for the best-selling *Chicken Soup for the Soul* series notes that 'It takes a lot of courage to release the familiar and seemingly secure, to embrace the new.' School counselors face the challenge of helping their students develop the knowledge and skills to embrace and address change.

School counselors as leaders address the preparation of the leaders of tomorrow, the youth of today.

**Key Notes**  
**Continued from Page 1**

Then we see her. Teenager, Samia Yusuf Osman. Running her little heart out. Head tilted to the side, arms pumping, her spirit shining. The noise of the crowd surges with compassion and reaches out across the stadium to illuminate her soul like the Olympic torch itself.

That look of triumph and joy on her face is now a frozen snap-shot that I will cherish and keep in the album of amazing moments that live in my heart."

**Trevor Romain**

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Trevor Romain**

**Thursday April 16, 2009  
Richard Wong/ Jim Bierma**

**Friday April 17, 2009  
Peggy Moss/Dr. Daniel Gottlieb**

**Saturday April 18, 2009  
Dr. Homer**

**Pre-Conference April 15, 2009**

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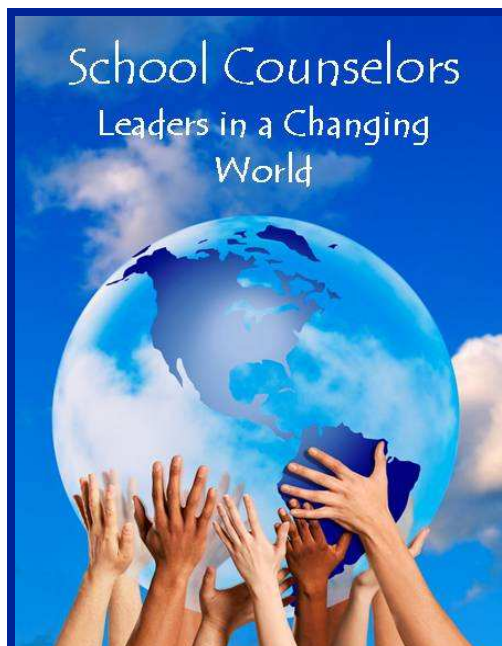
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**For information on the  
conference contact:**

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# COUNSELORS SPEAK OUT: MEMBERS ONLY!

## *Dear PSCA Leader:*

PSCA needs your help and leadership in developing and encouraging strong leaders to step-up and become candidates for office. Please consider running for an elected office or actively encourage a colleague whose leadership you recognize to do the same. To be eligible for an elected office a member must have held a professional membership in PSCA for five consecutive years. Any person who accepts a nomination for a state-wide office must be a professional member of ASCA as well. Candidates must submit nominating petitions containing the signatures of no less than 25 professional members of PSCA on or before November 30<sup>th</sup> to be added to the ballot. Candidate information will be published in the *PA Counselor* winter edition. The election will take place at the PSCA Annual Conference in April 2009.

The following Executive Committee positions are up for election this year:

- Vice-President
- Treasurer

Our new Strategic Plan has allowed us to make some changes in the governing structure of PSCA that we believe will make us a stronger and more vital professional association. We need leaders with the energy and vision to help PSCA aspire to new heights during the next phase of its maturing process as an organization. With the guidance of the Executive Committee and the Governing Board, PSCA will continue to promote the profession of school counseling while providing individual school counselors with the resources and professional development to help them be more effective everyday. Ultimately, PSCA's efforts will result in greater benefits to students.

Board officer terms begin on July 1 and end on June 30. Most of the duties of board members can be accomplished by telephone and e-mail. In addition to our Governing Board Meetings, the annual conference, and the LDA, PSCA officers attend two Executive Committee Meetings annually in December and May.

PSCA needs you. Please consider taking this courageous step in accepting the challenge of state leadership. You will gain as much (and more) as you give and

the profession will benefit from your efforts. The Governing Board is a team of hard working, committed individuals, and no one works in isolation. The help and support you receive from colleagues on the Governing Board will provide the guidance you need to be successful.

Please complete the attached Candidate Information Form by November 1, 2008 if you are interested in running for either of the elected offices previously listed. Descriptions of the positions are in the PSCA Member Directory and the PSCA Governing Board Organizational Handbook. The PSCA Member Petition Form is also attached to this email message and must be completed and submitted by November 30, 2008. Officers assume a multi year commitment, so it is important that you communicate your intent to run to your school district as it is crucial to have their support for this professional volunteer obligation. Thank you for your consideration.

Jaye Pedante  
PSCA Past President 2008-09

## *What's Happening to the Boys?*

If Doug Anglin, a member of the Class of 2006 at Milton High School, had his way, boys will no longer be discriminated against in school. Anglin filed a complaint in his senior year with the U.S. Department of Education's Office for Civil Rights claiming that the current American school structure inherently favors girls over boys – that school expectations for behavior favor girls, that teacher expectations for classroom performance favor girls and that boy brains are not wired to succeed in school. Can this be true?

Statistics show that girls do outnumber/outperform boys in many ways:

- The number of male undergraduates on college campuses today is 44%, compared to 58% in 1976.
- Elementary school boys are two times more likely to be diagnosed with a learning disability and two times as likely to be placed in special education classes.
- Boys aged five to twelve are 60% more likely than girls to repeat at least one grade.
- Females receive higher grades in virtually every subject and thus are more likely to be on the honor roll and receive more academic honors.
- The self esteem of boys is negatively affected when they are labeled as low-performing, poor learners or "problem" students.
- A University of Michigan study reported that the number of boys who didn't like school rose 71 percent between 1980 and 2001.

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## Boys

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- Boys are 33% more likely than girls to drop out of school; thus more girls than boys graduate from high school.
- High school girls are 36% more likely to take Advanced Placement or honors biology than high school boys.
- Twelfth grade girls score an average of 16 points higher than boys on standardized reading tests and 24 points on standardized writing tests.
- High school boys are 30% more likely to use cocaine than high school girls.

But why does this happen? One theory that supports the changing trend towards improved achievement for girls is that the way that teachers teach these days favors the girls. Curriculum that is driven by standardized tests often dictates what, when and how a teacher delivers instruction. There is so much focus on “passing the test” that teachers have lost their individual freedom to do what is best for all students. Boys are also likely to be more competitive in their learning yet the learning environment is focused on a cooperative, more collegial approach which favors girls. The fact that student-teacher ratios have increased and that physical education, sports programs and recess time within the school have been either reduced or eliminated doesn’t help the boys.

Some scientists believe that the reason boys are not wired for school success has to do with the fact that boys’ brains develop slower than those of girls. Not only do girls develop sexual maturity about two years ahead of boys, but girls’ brains fully develop 18 months sooner than that of boys. Girls mature more quickly and process information much faster than boys, all of which favors them academically. Scientists do caution that the environment, family background and temperament all play a part in boys’ development, however, not enough to negate the differences.

As boys begin to experience failure, frustration and academic road blocks, they begin to shut down. Their self-esteem is negatively impacted; they begin to feel incompetent and fail to develop a sense of belonging. Gender stereotypes also contribute to this phenomenon as boys resist being labeled as smart, a brain or a nerd. The peer pressure for boys to resist demonstrating intelligence or academic success is immense. It’s just not the cool thing to do. Instead, boys are generally applauded by their peers for negative school behavior.

For many years it has been the girls who have received a great deal of necessary attention from all aspects of society to improve their status. Programs like women in engineering and medicine which encourage girls to go into these traditionally male dominated fields were wide

spread. Title IX, the 1972 federal law requiring schools to provide equal opportunities for girls both in the classroom and in the athletic arena has done much to improve options for girls. But what are we doing to promote success for our boys that are falling behind?

Obviously changing our society or educational structure is a Herculean task, but being aware of this trend and removing some of the barriers that hinder boys are critical. Here are some things that we can do to help boys reach their full potential:

- Make it a point to discuss your concerns regarding your son with his teacher(s), school counselor or administrators. Encourage the teacher(s) to provide extra help to your son that supports academic success.
- Model good school behavior. Sit down with your son and do “homework” together. This not only accomplishes the task, but also creates bonding time.
- Encourage your son to read. Have him read to you and you also read to him. Choose titles that will be of interest to him, ones that will help to instill the value of being able to read.
- Men (preferably fathers) have to advocate for their sons. They should go to PTSA meetings and be visible at other school/community functions and not just as coaches. If dad isn’t available, seek out other positive male role models – uncles, grandfathers, or trusted family friends – who can act in this capacity.
- Encourage boys to assume leadership positions outside of sports such as a class officer, yearbook editor or Boy Scout leader.
- Emphasize the importance of going to college and provide positive male role models, men who are successful because of going to college.

It is extremely important to note that many boys are very successful and manage to navigate through the educational system without any problems. Equally significant is that many girls experience the same types of barriers as do boys, but generally in smaller numbers. The bottom line is that we need to provide learning environments and a societal norm that provide appropriate educational instruction (and thus student success) for all students. If we can reach this goal, then all students will benefit.

*Robert Bardwell is a school counselor and director of student support services for the Monson Public Schools. He is the secondary level vice president-elect of the American School Counselor Association and president of the New England Association for College Admission Counseling. He also is an adjunct professor of school counseling for Springfield College, Westfield State College and the University of Massachusetts Amherst.*

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- A wide variety of student support services are available. Graduate-placement rates exceed 95 percent overall and reach 100 percent in many majors.
- The clean, modern campus provides apartment-style housing for approximately 1,500 students, and many more housing options are available off-campus. Campus security is provided 24 hours a day by armed college police officers.
- A full college experience is available for those who desire on-campus housing, athletics, student activities and Greek Life opportunities. The active campus life includes opportunities to join clubs and organizations – many affiliated with professional organizations in students' fields of study.
- The college's athletic teams, which offer open try-outs, have earned numerous state and conference championships. The college recently became a member of the United States Collegiate Athletic Association, allowing teams to compete for national championships.

For more information about Penn College, visit [www.pct.edu](http://www.pct.edu), e-mail [admissions@pct.edu](mailto:admissions@pct.edu) or call toll-free (800) 367-9222.



# ISSUES: COUNSELORS ON THE cutting edge

## *What Works in School Counseling*

*A publication of the Pennsylvania School Counselors Association*

The annual publication contains articles that relate to effective school counseling practice, relevant best practice/program information, and idea sharing from school counselors in the field. At a time when national and state-level accountability movements are having an impact on school counselors, it is important to have a resource that will help practicing school counselors do their job in the most effective manner.

### **Call for Papers**

*What are we looking for?*

**Perspective:** The current question about the field of school counseling that others ask is no longer, "What do school counselors do?" More and more administrators are asking, "How are students measurably different as a result of school counselor interventions?" In light of how the accountability movement is catching up to our profession, a major objective of this publication is to help school counselors gain practical insight into how they can use data to show program effectiveness, especially as it relates to student achievement.

- Articles that highlight how the implementation of a particular program has had an impact at your school.
- Articles that help to bridge the gap between research and practical application in the field.
- Articles that highlight how you have successfully used data to make the case that your school counseling program does have an effect on student achievement.
- Articles that show how you have used data to promote equity at your school.
- Research articles.
- Articles on how a particular approach that you may be taking in your program has worked well and how you use data to underscore that success.

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## What Works

Continued from Page 10

- Book reviews
- Program reviews

### INSTRUCTIONS TO AUTHORS:

Manuscripts should be no longer than 20 typewritten, double-spaced pages. An abstract of less than 125 words should be included.

Submissions should be sent as e-mail attachments using Microsoft Word format. Those using Macintosh computers are requested to save their file as a rich text file (.rtf) before attaching to the e-mail. Those who are unable to send their submission as an e-mail attachment are urged to contact Karl Liedtka at either klinedtka@lebanon.k12.pa.us or 717 273-9391. **The deadline for all submissions is May 31, 2009.**

All submissions should be sent to: Karl Liedtka Co-Editor, What Works in School Counseling, klinedtka@lebanon.k12.pa.us

## School Counseling Principles Ethics and Law

Carolyn Stone, Ed. D

Ethics and the Law is written for practicing school counselors to heighten sensitivity to legal and ethical issues. The book relies on more than 100 real life case studies presented in a very easy to read format. The chapters begin with Getting Started: What Would You Do, using an ethical dilemma that is answered by a practicing school counselor. Other sections include working through case studies, points to consider, making connections which provide opportunity to extend learning, key terms and references.

The book covers the law regarding professionalism, FERPA, negligence, child abuse, individual and group counseling, gay/lesbian/bisexual and transgender students and other topics. Terms such as privileged communication versus confidentiality are explained.

For example, the chapter on Family Education Rights and Privacy Act, Dr. Stone quotes that "the court held, educators and school districts are charged with the duty to act in the best educational interests of children committed to their care and although it may cause some inconvenience, those interest dictate that educational information be made available to both parents of every school child fortunate to have two parents interested in his welfare". She goes on further to explain the legal limitations for step-parents and educational information.

The book is presented in a style that is very easy to read and understand. It explains the legal and

ethical obligations of our profession through application of case studies. While there is seldom a black or white answer, there is opportunity to apply ethical standards to legal issues. A professional development strand could be created around a book study group of school counselors.

## School Counselor Caseload Assignment - An Innovation

Jaye Pedante, PSCA Past President

In 2004 our school district made a rather untraditional change in the way school counselors are assigned. In an effort to address issues related to the transition from middle to high school it was decided to strengthen the relationships between the school counselors and the students that they serve by assigning students by grade level beginning in 7<sup>th</sup> grade at the middle school. Prior to this change, school counselors in the high school had alphabetic caseloads that spanned grades 9 through 12, and school counselors at the middle school shared students in grades 6, 7, and 8 in a similar manner. In the new system, school counselors are assigned to a class of students in 7<sup>th</sup> grade at the middle school, move with them to the high school in 9<sup>th</sup> grade, and stay with them until graduation. In our research we found other systems where counselors followed students by grade level from 7<sup>th</sup> to 12 grades, but those systems housed all of the students in the same building. We found no other district in which the counselors physically change buildings to follow their students.

Our students were faced with the same transition pitfalls as in any other school community. The academic failure rate among 9<sup>th</sup> grade students, specifically in math, was higher than at any other grade level. The high school assistant principal assigned to freshmen expressed alarm regarding the time spent in discipline issues as well as in resolving emotional crises. It was decided that involving the school counselor in the mitigation of these issues could ease the negative impact on the overall success rate of students in the transition process. Research studies supported our observation that 9<sup>th</sup> graders historically have a higher rate of academic failure, higher absenteeism, and higher discipline referral rates than upper class students. A change in counselor caseload assignment was proposed, from an alphabetic assignment to a grade level assignment beginning in 7<sup>th</sup> grade at the middle school and continuing through the high school transition and graduation. It was our hope and expectation that the counselor would establish relationships with students and families that would help to prevent academic, social, and emotional roadblocks for students.

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Caseload  
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After the first group of students transitioned from the middle to the high school with their counselor we looked at several sources of data to determine whether there was benefit for the students. We looked at the academic failure rate, attendance, discipline referral, and student assistance referral rates of the freshmen students and compared it to that of the class of students who transitioned the year prior. We also explored the perceptions of the adjustments of students to the transition from middle school to high school from the perspectives of students, parents, and teachers of the same two groups of students.

Overall, data from archival records in all areas revealed positive support for the new school counselor caseload assignment. Failure rates in math and science improved as did discipline referrals in the most serious offenses. Responses of the teachers significantly favored the experience of the current “loopers” with regard to the ease of transition. In general, teachers perceived that the students who looped with the school counselor from middle school had a better grasp of the academic skills necessary for success in high school. From the teachers’ perspective, looping the school counselor from middle school to high school had a beneficial effect on their academic success, work ethic, and overall adjustment to high school. Parents, both in questionnaire response and in anecdotal comments, expressed appreciation for the attention the district was giving to this significant milestone in their children’s school experience. The students also reported that they felt good about having someone who knows them making the move to the high school with them. Those of us who watch the new students as they come in each year can see the difference in their comfort level – they appear to acclimate more quickly based on the fact that they have that familiar face in the Guidance Office.

We are now in our fifth year of the new caseload assignment, and the benefits continue to be sustained. The 9<sup>th</sup> grade teachers are among our biggest cheerleaders and are very appreciative of the knowledge that the school counselor brings about each and every student as they enter high school. The answer to the question “What can you tell me about John?” is always answered with insight and detail, and interventions can be immediately applied. Although admittedly difficult for the counselors who have to change their offices and peer groups on a regular basis, they, too, agree that it is absolutely best for the students and they wouldn’t have it any other way.

(From Doctoral Dissertation: “The Effects of School Counselor Looping from Middle to High School on the Experience of Transition for Students”, 2006, Immaculata University.)

## The Grieving School

Joseph E. Haviland

*Reprinted with permission from the American School Counselor Association. May 1, 2008*

In January five juniors died in an automobile accident. In February a popular member of the previous year’s graduating class committed suicide. In March a faculty member died suddenly while shoveling snow, and a crazed gunman, in a rage of domestic violence, killed three current and one former students. The local chamber of commerce describes our community as “everybody’s hometown.”

That spring was a long, long season of sadness in “everybody’s hometown.”

We entered that season without adequate planning. We had a plan for handling an armed intruder, a fire, a bomb threat or an emergency evacuation, but no plan for dealing with widespread grief.

The Educational Resources Information Center (ERIC) lists 57 articles published between 1966 and 2007 advising school administrators on what to do at school when a student dies. I had read none of them before that January; in retrospect, I wish had. Following is a summary of the most common advice given by the authors of those articles, along with an occasional comment from my personal experience as the principal of a grieving school.

**Plan ahead:** I suppose it stands to reason that planning is best done ahead of time rather than “under the gun,” amidst the pressures spawned by a grieving school community. But I was so busy trying to get done what needed doing each day, I had little time to devote to fashioning plans I might never need. Or so I thought. In retrospect, I wish I’d had at least a simple outline of how to support a school suffused by grief. Apparently, grief visits schools more frequently than I had imagined. A high school of 2,000 students should expect an average of one suicide every four years. I now agree with those who argue that savvy school administrators should have at least a rudimentary crisis intervention plan at the ready. Experts recommend keeping the plan flexible. A plan that’s too prescriptive, they say, risks distracting implementers from sensing and responding to important matters. I think they’re right.

Because we had no plan or procedure to fall back on, we did our planning on the fly. A committee composed of the superintendent of schools, two high school assistant principals, the director of pupil personnel services and I met within an hour of learning of the automobile accident. We pieced together what we could, shared the terrible news with as many as we could and, before

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## **Grieving School** **Continued from Page 12**

the start of school the next day, presented the faculty and staff with a proposed plan of action.

That plan, for the ensuing week or so, was continually being altered as one good idea was substituted for by another. Likely, we would have made fewer missteps had we put together at least the rudiments of a plan beforehand.

**Share the burden.** Just about every article I reviewed recommends tasking a team both to develop and to implement a crisis intervention plan. Most authors recommend providing some level of training to those who will be called on to help implement the plan. According to one article I read, a crisis intervention steering committee in Edina, Minn., claims to meet six times each year to “maintain continuity, review situations, make recommendations and plan an annual in-service...” for those charged with implementing the plan. Six committee meetings per year and an annual in-service program – in light of everything else a busy principal or school counselor must juggle – seems more than what’s warranted. But some measure of preparedness and some degree of shared responsibility are clearly necessary.

Our committee met for at least a short debriefing every day for a week or 10 days. Some days a psychologist or community counselor or the president of our teachers’ union joined us. Everyone with shoulders was welcome to help lift the load. It was a time to tailor our course of action, but it was also a time for caregivers to care for one another. Don’t underplay the importance of taking care of yourself.

**Harness resources:** Most of the articles suggest that a crisis intervention plan include the identification of resources (both persons and services) from both the school district and from the broader community that might be called upon if and when needed. One school district tasks a member of its crisis management team to serve as liaison to local law enforcement officials and another to collaborate with local religious organizations.

Early on we accepted just about every offer of help – and there were oodles of them. Superintendents from surrounding school districts, the director of the Intermediate Unit, private practitioners of every stripe and local clergy all offered helping hands. The realization that so many cared was uplifting. After a time, however, it became clear that we were under-utilizing many of the resources we’d accepted. A majority of our students seemed reluctant to share their feelings with strangers – however well meaning or competent. Students appreciated most opportunities to speak with those they already knew well, those who share their grief—their teachers.

**Share the word:** Students, faculty, staff, and parents should be notified as soon as credible information becomes available. “Prompt and open announcement of

a tragedy appears to add credibility to efforts by school officials to intervene,” according to one article. If you want the faculty to behave as team with shared purpose and a coordinated response, members must feel valued, involved and fully informed.

For the first three or four days following our tragedy, we opened and closed each school day with a brief faculty meeting. It was a time to give information and to receive it, to modify the plan of action, to affirm our common purpose and to check on one another.

**Manage the media:** It seems that just about everyone who has experienced tragedy at school recommends limiting the news media’s access to students and faculty. All agree that confusion and misinformation and distractions are minimized, but never fully eliminated, when one person, often the principal, serves as the school’s one and only public voice.

Almost immediately after word leaked out that several of our students had died in an auto accident, television news crews set up on the outskirts of our campus attempting to interview willing and a few not-so-willing students on their way to and from school. When a few of our students, offended by what they viewed as an unwarranted intrusion on their grief, pelted the news trucks with snowballs, the reporters called to complain. I confess, I wasn’t very sympathetic.

**Anticipate the toll:** Many warn that those who lead crisis intervention will, in time, be emotionally taxed. For some, the toll will be apparent from the start; for others their needs will be made manifest days, weeks or even months later. Continue to monitor and provide support whenever it is warranted.

One evening several days into the crisis management I sat down to supper with my wife and just wept. To be a part of a grieving community takes a toll. To feel in some way responsible for helping others – perhaps particularly young people – through such an experience can be overwhelming.

Planners are well advised not to forget the caregivers’ needs.

**Offer support:** Provide counseling to students and staff as needed. Most of the authors consulted recommend using adults familiar to the students and staff as a primary resource for grieving students and staff. For many, just being in the presence of and speaking with those they know is helpful; it may be harder to share grief with a stranger.

Training is another form of support. Too many crisis intervention plans fail to adequately prepare teachers and school administrators.

A school’s crisis plan ought to include strategies

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### **Grieving School** **Continued from Page 13**

for helping students to understand the etiquette of grieving, according to one article. Some brief discussion of what to say at the funeral or to the family or friends of the deceased would be helpful to many students new to the rituals of death. Consider employing a psychiatrist to meet with faculty both to help them process their own grieving and to learn to better assist others. A better prepared faculty better serves grieving students. Build capacity before, during and after the crisis. And provide continuing support in a variety of forms to those who need it for as long as they need it. Consider introducing grieving family members to both school and community resources as well.

**Return to normal:** Return to normal as soon as appropriate. In the wake of student suicide, four days seems to be the time it takes for students and staff to accept the event and return to a semblance of normalcy. But don't try to return to a business-as-usual approach too soon. Nothing would have been more devastating than a business as usual' approach in the days following the announcement that a popular student had been murdered.

Several authors advise that a school's best course of action in the wake of tragedy is to restore normalcy or a close approximation of it as soon as possible. Business as usual, so to speak, speeds healing. Although we were aware of this advice and agreed we wanted to return to normal as soon as possible, for about a week to 10 days, our school day was anything but normal. We were reeling.

**Revise the plan:** Invite students, faculty, staff and parents to discuss the intervention in retrospect. Find out what helped and what didn't. This ensures that next time things will be at least as smooth and as helpful as they were this time – better if at all possible.

The fall after that terrible semester we devoted several faculty meetings to reviewing what had occurred, how we had responded and what, if anything, we'd do differently were tragedy to visit us again. By spring 2000, approximately one year after that awful semester, we'd fashioned a list of suggestions for responding to tragedies of this sort – suggestions we prayed never again to have need for.

Doubtless there are elements of a tragedy that make each unique. How a school community responds to tragedy must be determined locally. The longer one works in schools the clearer it becomes that one-size-fits-all solutions rarely work. And so, the above set of common elements is offered not as solutions but as prompts to aid you in fashioning a plan that will work for you.

With an appropriate nip here and a tuck there, these generalizations should help you tailor a response

to your own school's needs – if and when the situation arises.

*Joseph E. Haviland is a retired high school principal now teaching at Temple University in Philadelphia, Pa. He can be reached at [jhavilan@temple.edu](mailto:jhavilan@temple.edu).*

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## **IU 27 Shout Out**

### **Nikki Rodgers, IU 27 Representative**

With the implementation of the new career standards, I am sure we are all researching new programs to see what will meet our students' needs. One that I have found to be very beneficial is Career Cruising. Career Cruising has multiple things to offer to the students. Career Cruising was also one of the vendors at the annual PA School Counseling Conference this past April.

Career Cruising has many things to offer the students including electronic career portfolios that the students can update at any time. It also has interest and skills assessments, multimedia interviews, college and financial aid information, and a resume builder.

This past school year I used Career Cruising with my 8<sup>th</sup> grade students. They found the information easy to understand and the pages simple to navigate. I began with the students doing an interest inventory and then saving their information to their portfolio. We then looked at their top three career matches and explored

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# EDUCATIONPLANNER.org

Your one-stop career & college planning site.

**EducationPlanner.org** has the information your students need to research careers, choose a postsecondary school, apply on-line and find ways to finance their education.

## Career Exploration

Students are searching for clues about their future, and **EducationPlanner.org** can help them in their search.

- **A self assessment quiz** will help students discover careers that match their interests, abilities and values
- **The career database**, designed to help students explore and learn about different types of occupations, includes job descriptions, education requirements and salary information

## Practical Help

Practical advice for common challenges will help ease your students into the next stage of their lives.

- **Study Skills** help students maximize their time and potential
- **Learning Styles** help students understand how they best acquire and retain information
- **Resume Builder** helps students gain practical experience
- **Essay Writing Course** assists in the college application process and the SAT

## College Search

Selecting the right college is paramount to postsecondary success. There is an institution type that meets the individual needs of every student. Our website features information on:

- Traditional 2 and 4 year colleges
- Historically Black Colleges and Universities
- Vocational and Technical Schools
- Schools of Nursing

## Test Prep

Without the standardized test scores students may not be accepted into their desired school. This section will help your students practice and prepare for any of the major standardized tests they may need to take.

- **Free, comprehensive SAT, ACT, GED, GMAT, GRE, MCAT and PSAT practice tests**
  - Each test features two exams complete with answer key, exam questions and answer guide

**EducationPlanner.org** contains directed information which helps parents become more comfortable with the financial aid process. This includes guidance on both need and non-need based aid, saving for college and solutions to common mistakes families make in paying for higher education.

# CRITICAL EYE ON THE MEDIA

Drug Free Pennsylvania's Media Literacy Conference for  
Substance Abuse Prevention

Help your students build the skills they need to sift through  
media messages that glamorize drugs, alcohol and tobacco.

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This conference is presented in partnership with the Pennsylvania Department of Health, Bureau of Drug and Alcohol Programs.

## School Counselors Leaders in a Changing World





**V. Intended Audience:** (Circle one) Elementary Middle School Senior High All levels  
 Domain addressed (Circle one): Academic Career Personal/Social

**VI. Workshop Preferences:** Presenters **MUST** possess a minimum credential of a Master's Degree for Power and Skill Builder Workshops. Times and days to be announced at a future time. Circle your preference.

Power Workshop (2 Hours) AM PM

Skill Builders (1 Hr. 15 Min.) AM PM

Poster Session (1 Hour)

**VII. Seating Arrangements:** Meeting rooms can be arranged banquet style (tables with chairs) for approximately 50 people. Most rooms will be set up theater style (without tables) and can accommodate more people. **If banquet style seating is required for your presentation, please indicate here, and explain why tables are necessary.**

I will need Theater Seating \_\_\_\_\_ Yes (*without tables*)

I will need Banquet Seating \_\_\_\_\_ Yes (*with tables*)

**PLEASE NOTE THE FOLLOWING IMPORTANT INFORMATION:**

- Proposal form must be postmarked by November 1, 2008.
- PRESENTERS **MUST** POSSESS A MINIMUM CREDENTIAL OF A MASTER'S DEGREE FOR POWER AND SKILL BUILDER WORKSHOPS.
- Accepted Power and Skill Builder presenters will receive a \$50 discount on the Conference Saver Package (Thurs.-Sat. / Limit 2 per workshop) OR a \$25 discount on the one and two day conference registration package (Limit 2 per workshop).
- Conference Workshop Committee has the final decision on accepting and scheduling workshops sessions.
- WORKSHOPS ARE NOT INTENDED FOR PROMOTING OR SELLING MERCHANDISE.
- A COMPLETE VITA OR RESUME **MUST** ACCOMPANY ALL FORMS. THIS IS NECESSARY IN ORDER TO OFFER ACT 48 AND CEU CREDITS.

**Submit Proposal Forms To:**

Leigh South-Aaron  
 Workshop Chair  
 410 North St. Marys St.  
 St. Marys, PA 15857  
 (Work) 814-834-3021  
[counselor\\_south@yahoo.com](mailto:counselor_south@yahoo.com)



**IU 27****Continued from Page 14**

each of them further. We looked at education requirements, colleges, job employment outlook and salary. I explained to the students that they will utilize this site and its information in grades nine through twelve. Their high school counselors will log onto the site with them each year to update their portfolios and help them log their courses and accomplishments. The students were amazed at the vast amount of information Career Cruising has to offer. This school year we will be incorporating some of the classroom activities with the Language Arts classes. We will also begin exposure to our seventh graders and continue expanding to include grades five through eight.

IU 27 counselors meet on a monthly basis. I am hoping to be able to have a representative from Career Cruising come to speak to our association. Please do not hesitate to contact me with questions or comments [rodersn@hopewell.k12.pa.us](mailto:rodersn@hopewell.k12.pa.us)

With the beginning of the 2008-2009 school year beginning, remember, "Help others achieve their dreams and you will achieve yours." --Les Brown

## COMMITTEES REPORT: PSCA WORKING FOR YOU!

### Career and Educational Development Committee

Anne Sourbeer Morris, Chairperson

### Career Counseling Grantees Announced

The Pennsylvania Department of Education announced the recipients for the college and career counseling grants for 2008-09. This \$3 million investment will allow 33,000 students in 19 school districts to receive help with academic and career planning prior to post-secondary activities. In announcing the 2008-2009 grants PA Governor Edward Rendell emphasized "It is important that we continue transforming our high schools into gateways for college and career success... This program helps to ensure that our students have resources to develop the skills they need to succeed in our ever-changing global economy."

A primary goal of this \$3 million investment is to transform the role of the school counselor in order to ensure that all students receive the academic and ca-

reer planning assistance they need to be successful in school and beyond. The grants support changing and enhancing school districts' approach toward career exploration, career development, career-oriented mentoring, student support for career goal setting and student course selection.

The nineteen recipients include Allentown City School District, Altoona Area School District, Bedford Area School District, Central Cambria School District, Central Columbia School District, Colonial School District, Corry Area School District, Freedom Area School District, Greater Johnstown School District, Highlands School District, Lancaster School District, Laurel Highlands School District, Middletown Area School District, School District of Philadelphia, Sullivan County School District, Tyrone Area School District, William Penn School District, Williamsport Area School District, Woodland Hills School District,

More information about the respective programs is available from

Jay Cannon,  
State Administrator, Career Counseling Services  
Bureau of Career and Technical Education  
Commonwealth of Pennsylvania Department of Education  
333 Market Street, 11th Floor, Harrisburg, PA 17126-0333  
[jcannon@state.pa.us](mailto:jcannon@state.pa.us) , 717-772-4857, 717-783-8445  
(TTY)

### Pennsylvania Career Standards Toolkit Enhanced

Have you been looking for information about and strategies for implementing the PA Academic Standards for Career Education and Work? The PA Career Standards toolkit has undergone a "major renovation" and is filled with new and updated resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. Visit [www.pacareerstandards.com](http://www.pacareerstandards.com) to view the revised Toolkit.



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  - Construction Electrical\*
  - Electrical Technology
  - Electronic Technology
  - Graphic Communications & Printing Technology
  - HVAC-R
  - Machine Tool & CAM
  - Masonry Construction
  - Mechanical Engineering Technology
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Visit  
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for more information!



**Fall Open House - Saturday, November 8**

# News

**COUNSELORS Can Use**

**Upcoming Events: Stay In Touch With Your Profession Through Professional Development**

## SERVICE LEARNING INSTITUTE

**“Service Learning: A Strategy for Keeping Youth in School”**

Marriott Downtown Philadelphia  
Philadelphia, PA

December 3-5, 2008.

Registration Details and Additional Information can be found on the website: [www.igesl.org](http://www.igesl.org).

**HOLD THE DATES ... Plan NOW to ATTEND!!**

## PSCA CONFERENCE

**“School Counselors: Leaders in a Changing World”**

Milton Hershey School

Pre-Conference - April 15, 2009

Conference - April 16-18, 2009

All registration materials, awards applications, and information may be accessed at [www.pscaweb.org](http://www.pscaweb.org). We'll see you at the conference!

## Governor's Institute on the Career Education and Work Standards

Penn College of Technology, Williamsport, PA

June 15-19, 2009

Details will be forthcoming. Visit [www.pacareerstandards](http://www.pacareerstandards) for information on the PA Career Education and Work Standards...and Institute information.

## FERPA and School Safety

Carolyn Stone, Ed.D.

*Reprinted with permission from the American School Counselor Association, May 1, 2008*

*Consider this hypothetical scenario: Clifton is a quiet, brooding young man who won't make eye contact with others, seems sullen and withdrawn, and when he does speak it is negative and sarcastic, usually with the theme of others "incompetence." Clifton appears to have no positive contact with his peers at school but reports that he is heavily involved in martial arts. When pushed, Clifton explodes, and even though he is slight of build, Clifton is so ferocious that he scares people much larger and stronger. Students say, "Don't mess with Clifton because he is crazy." Clifton has been referred to you by his algebra teacher, and within just a few short meetings, you are also convinced this young man is seriously troubled, the kind of student who causes you sleepless nights.*

The long list random acts of student violence is all-too-familiar and painful. School counselors are continually balancing the need to support students like Clifton, who need our help in getting intensive mental health support and who have a right to privacy, with protecting the school community.

### Questioning Situations

In five informal polls of more than 1,000 school counselors at legal and ethical workshops, the attendees overwhelmingly responded they could name a student they feared could be a future school shooter. Although it may seem discriminatory to predict something so vile, the unfortunate truth is that, school counselors see signs and symptoms in certain students that cause them grave concern. However, they are often uncertain where to go with the information. Beyond shepherding students like Clifton through the referral process to secure the most intensive counseling services they can attain, there are still nagging questions: "Should I do more? Is there another step I should take? Should I notify my principal as to my fears?"

Clifton, and students like him, isn't threatening any particular person, but he is nonetheless a potential source of concern given his explosive, brooding behavior.

When deciding the best course of action, many believe educators' hands are tied due to federal statutes protecting students' privacy rights and antidiscrimination laws restricting how schools can deal with students who have mental health problems. Caught between privacy rights and school safety, educators look for support from the Family Policy Compliance Office, an arm of the U.S. Department of Education (USDOE). The Family Policy

Compliance Office (FPCO) administers the Family Education Rights and Privacy Act (FERPA), federal legislation governing how student information and education records must be handled for students' protection.

FERPA requires parental consent to release information to certain other parties; however, "the law empowers school officials to act decisively and quickly when issues arise." Using Clifton as our example, let's work through FERPA and see how it guides us to support him while balancing the safety of other students.

During one of the counseling sessions, Clifton discussed another student with you in frightening tones: "Talk, talk, talk. I intend to take her big mouth and shut it once and for all time. I am done with listening to her constant dribble!"

### Taking a Stand

If you think a child is dangerous based on observations and professional opinion what do you do? In an emergency, FERPA permits school officials to disclose without consent education records, including personally identifiable information from those records, to protect the health or safety of students or other individuals. At such times, records and information may be released to appropriate parties such as law enforcement officials, public health officials and trained medical personnel. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education records (FERPA 1974 34 CFR § 99.31(a)(10) and § 99.36.).

What is an emergency? The guidance offered by FERPA is reassuring when there is no question that the school is facing an emergency and danger is imminent. School counselors would agree that Clifton's angry words about Sarah constitute a threat to her welfare and require immediate action. Following FERPA guidance we would report this to the administration who in turn would contact authorities and hopefully the parents of both the threatened student and the potential perpetrator.

If Clifton makes a less-obvious threat, "One day someone is going to shut Sarah's big mouth once and for all, and I would love it if it were me," we would need to place this in context of all we have learned about Clifton. We are likely to determine that this is a threat and make the report to the administration who may choose to work through parents instead of law enforcement.

For school counselors, it is the subtleties that are the most troublesome, such as "I can't put my finger on it, but I believe Sarah is in danger." Suppose Clifton just refers to Sarah during each counseling session without

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**FERPA****Continued from Page 21**

threat but with venom in his voice when he talks about her. Are we now in an emergency situation? Is it time to breach confidentiality and approach administration? Do we call Clifton's parents? Clifton's case poses no clear-cut emergency in this third scenario, but FPCO expects us to exercise judgment when not any one particular comment of Clifton's is substantial enough in isolation to cause concern but is clearly enough to cause concern when considered with all his comments about Sarah.

The expected course of action would be to share your concerns about your gut reaction with Clifton's parents. Ellen Campbell of FPCO stresses that school counselors should involve parents whenever they see potentially dangerous behavior in a student. Additionally, school counselors have to consider the need to share selective information with the person ultimately responsible for the safety of all students under the school roof, the principal.

With Clifton, administration has the unenviable task of determining when to call law enforcement; our difficult task is just as troublesome. The school counseling profession is built on trust, and confidentiality is an ethical imperative the profession guards with great care. School counselors struggle to balance protecting the trusting relationship while making sure we err on the side of caution with regard to student safety.

The setting in which school counselors work, more than any other factor, defines our role differently than that of counselors of other stripes. We are in a setting in which we have the added benefit of a teacher(s) who may have Clifton any where from four to thirty-five hours a week. If Clifton's teachers and administrators are operating high on the personal social consciousness continuum we have a perfect storm to fight for Clifton's well being. Armed with need-to-know information, teachers and administrators who are skilled and trustworthy can help monitor Clifton's behavior through the appropriate lens and, more importantly, orchestrate opportunities for Clifton to have positive peer-to-peer and student-to-adult interactions. There is nothing quite as powerful as a school counselor/teacher team fighting to make change in a child's life. All school counselors can name the teachers and administrators they have worked with that have resulted in a significant positive change in the course of a child's life. Seeking intensive counseling for Clifton is of grave importance, but orchestrating an environment in the school that positively intervenes in his social isolation is also paramount.

Involving parents as a minimum response when we believe their children are at risk, whether the risk is immediate or a potential future risk, is critical. Although, FPCO is currently developing additional material to shed light on what constitutes an emergency, judgment continues to be a key component in determining the right

course of action.

Family Policy Compliance Office interprets FERPA to mean that when there is a safety issue, educators should err on the side of caution and reveal student information needed to ensure safety. Only information pertinent and critical to the situation can be breached. Local discretion is not only allowed, it is encouraged. Consult, consult, consult; seek supervision to help you weigh the options.

**Considering School Safety**

If we record some of our observations and professional opinions about Clifton as well as some of our counseling sessions, are these confidential? Not all of the information collected and maintained by schools and school employees about students is subject to the access and disclosure requirements under Family Education Rights and Privacy Act (FERPA, 1974). One of the five categories exempt from the definition of "education records" under FERPA is records made by teachers, supervisors, school counselors, administrators and other school personnel that "are kept in the sole possession of the maker of the record and are not accessibly or revealed to any other person except a temporary substitute for the maker of the record."

School counselors' case notes are "sole-possession records" and not educational records (which parents are entitled to see) if the records meet specific criteria: 1) a memory aid, 2) not accessible or shared in either verbal or written form, 3) a private note created solely by the individual possessing it and 4) include only observations and professional opinions.

Parents have rights to educational records; therefore, if our case notes do not meet the above criteria we are legally required to respect the spirit and intent of FERPA and provide these case notes/educational records to parents upon request. The general belief that unless shared and accessible your case notes remain sole-possession records applies to our mental health colleagues, but application is more complex for case notes for school counselors because schools are governed by FERPA. Therefore, school counselors must write case notes through a different lens, only recording observations and professional opinions if we desire to meet the spirit of sole possession records. Writing a case note that does not record details but rather just your professional opinion and observations is tough to do.

Writing complicated, detailed case notes is not our reality; however, when we do write case notes, we write with the understanding that parents can read what we write unless we have somehow managed to meet the criteria of sole-possession records and that our notes can be subpoenaed (in most states). Therefore, take

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**FERPA****Continued from Page 22**

great care to write professionally, and once subpoenaed, be careful not to purge or rewrite notes. You can correct misspellings or other errors by crossing out the error so it can still be read, correcting it and initialing the correction. With Clifton, we would want to take more care and time in recording our observations and professional opinions, interventions tried, referrals made to outside agencies, conversations with teachers, reports given to administrators and parents and anything else that would be important to remember. These notes could be subpoenaed in all but a few states. Some states, such as California, give students partial privilege, rendering school counselor/student conversations confidential, but if Clifton harms someone there are caveats in state laws denying privilege to perpetrators. If you're subpoenaed, the legal counsel for your school district can tell you if you must testify or if your student has privilege. Also the school district attorney can help you seek a motion to quash, a procedure that voids your obligation to respond to a subpoena; (Remley & Herlihy, 2005).

**Qualified Privilege**

Even though Clifton didn't issue an outright threat to Sarah, if our uneasiness with his venomous references to Sarah causes us to reveal his conversations with administration, who in turn report to law enforcement, can we be sued? If sued, the courts would likely find in favor of the educators who had a substantial interest in making this information known (N.C. vs. Bedford Central School District NY, 20074). Even if the court rules that the suspicions were unfounded, the courts would weigh Clifton's right to privacy against the school district's substantial need to keep students safe from harm. The court would find that the school district was engaged in professional communication, for the greater benefit and safety of all students, which would likely outweigh Clifton's rights to confidentiality N.C. v. Bedford Central School District, NY, 4.

Qualified privilege gives educators the right to make comments about a student that may be unflattering if the purpose is to fulfill a professional responsibility. Gossiping about a student's behavior in a social gathering is defamation of character and not qualified privilege. But sharing information through the proper channels to help your students and enhance their educational opportunities isn't gossip. The list of tragedies involving the untimely deaths of secondary school students underscores the need to do everything we can to protect the innocent who often just wander into harm's way when a student is bent on violence. Yet, we cannot step all over our ethical imperative to safeguard our students' confidences. FPCO is clear: students and families' right to privacy ends when others are in harm's way. Our unique position makes us privy to sensitive information and requires us to work fervently to provide a safe and secure environment for students in which trust can be estab-

lished and maintained. Without the assurance of confidentiality, many students would not seek our help. Breaching student confidentiality with teachers, parents and administrators requires continuously balancing the rights of students and parents against the criteria of substantial interest and the need to know.

**For More Information:** The most up-to-date information on records, student information and school safety can be found at: [www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html) Read FERPA sections (99.31 and 99.36) at [www.ed.gov/policy/gen/reg/ferpa/index.html](http://www.ed.gov/policy/gen/reg/ferpa/index.html)

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# Editor's Note



Anne Sourbeer Morris, Editor

My resume indicates that I have served the counseling profession as a member of the PSCA Board since 1979 in myriad positions. This year marks 30 years of service. I am honored. During those years, I, as has the school counseling profession, have changed. We all must evolve, we all must change, if we are to maintain relevance and effectiveness as **Leaders in a Changing World**.

I am currently pursuing a doctorate in Educational Leadership via the University of Phoenix. The curriculum is rigorous and relevant. The natural connections and between my work and school counseling are endless. I continue to grow and learn. As school counselors, we are ethically obligated to grow and to perennially learn to maintain relevancy and to support our students. As knowledge expands exponentially in our technology-driven society, critical questions are raised surrounding the knowledge and skills necessary for success in the 21st Century. Critical questions include: which knowledge and skills should be taught, how knowledge and skills are taught; and how the acquisition of student knowledge and skill is determined. What academic, career, and social/personal competencies are necessary? As the ASCA model queries "How have students benefited from what we offer?" How will our own competencies facilitate or impede student success?

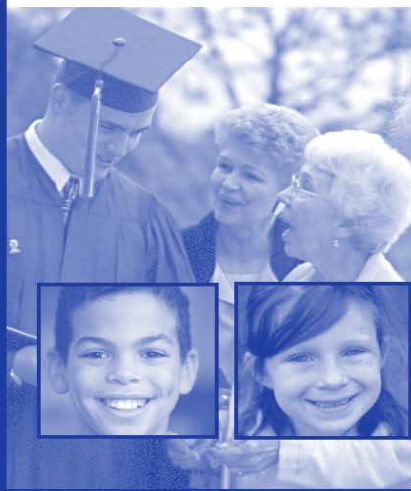
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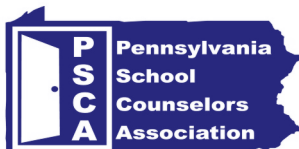
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