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Advocate: School counselors advocate for students’ educational and personal needs and they work to ensure these needs are addressed at every level of the school experience. They believe in, support and promote all students’ right to flourish in the school setting and in their life endeavors.

I entered the school counseling profession many years ago motivated by my love for children and youth, a desire to be of service and a long-standing belief in the power of education to enrich and change lives. I envisioned my typical day would include providing empathy and guidance to individual students and their parents, and teaching and counseling colleagues. I later embraced the concepts and practice of universal guidance, and providing evidence-based programs in all three ASCA domains: academic, career and personal/social. I was energized by the idea of serving all students, not just those with intense emotional or personal needs. I didn’t think much at the time about advocacy, about getting out of my office and the safety of my school and into the realm of educational reform. My experience during the last few years has changed my thinking.

Special populations of students with unique needs should be advocated for first. What am I doing in my school or district to provide support or improved access? What about school climate and safety for students who are perceived by other students (and staff) as different, weird or not equipped to be here? More than 15 years ago, before the advent of Gay-Straight Alliances, I facilitated one of the first support groups for GLBTQ students in eastern Washington, against the wishes of my then high school principal. I experienced fear and backlash, but amazing amounts of support that I would not have encountered if I hadn’t taken the risk.

Later, as an elementary counselor, I developed a small group that brought deaf and hearing students together. The hearing students learned American Sign Language, we played games together, and social connections were formed among the kids that carried onto the playground and around the school, resulting in a larger social world for our deaf students and new understandings and friendships for all.

The last couple of years working in WSCA leadership has led me to a different form of advocacy. I now work for change in systems and policies on a larger scale. I have found myself advocating for roles that are more appropriate for school counselors within districts that have relied solely on school counselors to manage their testing programs, at the expense of school counseling and guidance activity.

I have found myself talking to other stakeholders such as administrators, school boards and legislators about the power of a fully implemented comprehensive guidance and counseling program, about suicide prevention and intervention, and about dropout prevention and intervention. Through my role representing WSCA, I have been able to influence the language in policies and legislation that refers to school counseling and many of the issues that confront our profession on a daily basis. This process has been both challenging and rewarding.

However, sometimes I still get frustrated. For example, I get discouraged when I see school districts balance their budgets by deciding that elementary school counseling programs and the school counselors that created and implement them are less than essential to the needs of the children and families in their schools.

Advocating for students is usually the easy part. A more challenging task is to gather data, articulate student needs, and document and publicize our program successes and the impact they have on students.

I offer a challenge for all of us to work harder at this advocacy portion of our role. We have to create the world we want to see – it will not just arrive at our doorstep.

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Recently, the release of two reports has attracted much attention from school counselors: a report from Public Agenda’s study on college completion and the President’s Blueprint for Education Reform. Public Agenda’s second installment of a three-part study provides a sobering picture of how high school students rate their school counselors and what happens when students receive “perfunctory counseling.” The study also presented findings specifically looking at the impact on students from marginalized populations (e.g., black students, Hispanic students, students from low-income homes, etc). Although an initial reading of the report can be quite disheartening for school counselors at any level, it is encouraging that in its introduction to the report, Public Agenda addresses the realities of school counseling. The introduction to the three-part story titled “A Counseling System Under Stress,” acknowledges some of the challenges school counselors can face such as high case loads, non-counseling duties and lack of professional development opportunities.

The second report, the President’s Blueprint for Education Reform is a call for the reauthorization of the Elementary and Secondary Education Act. In its response to the report, ASCA applauds the call for higher standards, more effective assessment systems, college and career readiness programs, equity and opportunity for all students, and success in school and beyond, but notes that the report only addresses teachers and administrators. In fact, a search of the 24-page document finds no mention of school counselors. As the ASCA response points out, “School counselors already work toward many of the goals set forth in the Blueprint, such as decreased dropout rates, increased graduation and promotion rates, and preparation for careers and post-secondary education.”

A joint report from First Focus and the Center for Responsible Lending projects that says that since 2009, roughly 1.95 million children have been directly affected by the mortgage crisis and are losing their homes. The report estimates the impact within Washington alone to be approximately 32,400 children. Some of these children might previously have been dealing with the daily challenge of homelessness, potentially receiving a higher level of intervention or support already from school counselors. What about students suddenly thrown into the situation of foreclosure or high transiency/mobility? Are these students needy enough to warrant school counselor attention? Does a building suddenly possess enough need to warrant hiring an additional school counselor to bring down caseloads?

Comprehensive school counseling calls for a second-order change, a fundamental shift in thinking that provides equity and opportunity through delivering preventative, developmental and responsive services to all students, from all populations. A truly comprehensive school counseling program is the most effective way to serve marginalized student populations and their needs. It helps all students break down barriers and build bridges across the gaps that prevent their success.

Richard Cleveland is the WSCA president-elect and can be reached at rcleveland@everettsd.org
During the course of this school year, I have lost track of the number of times I’ve been in the position to address anti-LGBT (lesbian, gay, bisexual and transgender) name calling and teasing. Sometimes it has taken the form of a remark like, “don’t be so gay” or “that’s gay.” At times, it has been related to rumors about a student’s orientation. One day as I rounded the corner to my office, I found a third-grade boy in the hallway outside the boy’s bathroom near tears. I was stunned to learn that the cause of his tears was he desperately needed to use the bathroom, but only one stall was available and he couldn’t use it because it was the “gay” stall.

It has been disheartening to see this level of disrespect and bias creeping into these early grades despite a schoolwide respect and bully-prevention program. As I searched for some practical ways to address this growing issue, I came across a helpful article with suggestions about how to handle these situations. Special thanks to the Gay, Lesbian and Straight Education Network (GLSEN) for reprint permission.

Bullying is an endemic problem in American schools. Anti-LGBT bullying is one of the most pervasive forms of bullying, and often the weapon of choice for bullies regardless of the bullied student’s sexual orientation. Yet many schools have not effectively addressed anti-LGBT name-calling, bullying and harassment.

GLSEN recommends four approaches to address anti-LGBT bullying and make schools safer for all students.

1. **Adopt a comprehensive anti-bullying policy** that enumerates categories such as race, gender, ethnicity, religion, sexual orientation and gender expression/identity.

   Enumeration is crucial to ensure that anti-bullying policies are effective for all students. Policies without enumeration are about as effective as having no policy at all when it comes to anti-LGBT bullying and harassment, according to GLSEN’s 2007 National School Climate Survey.

2. **Require staff training** to enable school staff to identify and address anti-LGBT name-calling, bullying and harassment effectively and in a timely manner.

   - Successful School District Training Programs
   - The GLSEN Lunchbox

3. **Support student efforts** to address anti-LGBT bullying and harassment on campus, such as the formation of a Gay-Straight Alliance or participation in events such as the National Day of Silence and Ally Week.

   - Jump Start Guide
   - Day of Silence
   - Ally Week

4. **Institute age-appropriate, inclusive curricula** to help students understand and respect differences within the school community and society as a whole.

   - No Name-Calling Week
   - ThinkB4YouSpeak Educators Guide

**ADDITIONAL RESOURCES FOR PARENTS:**

- GLSEN Chapters - GLSEN’s 35 chapters provide anti-bullying support to schools on a local level.
- Stop Bullying Now - U.S. Department of Health and Human Services offers flash movies, games and information about bullying and how to prevent it.

**SUICIDE PREVENTION**

- American Foundation for Suicide Prevention - AFSP funds research, education and treatment programs aimed at the prevention of suicide.
- The Trevor Project - The Trevor Project 24/7 suicide and crisis prevention helpline for gay and questioning youth.

Juanita Hill is the WSCA elementary vice president and can be reached at jhill@bethelsd.org.
LEADERS EMERGE FROM CHALLENGING TIMES

OSPI reports that innovative programs lead the way through tough times.

BY MIKE HUBERT

“School counselors serve as leaders who are engaged in system-wide change to ensure student success. They help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement.” ASCA National Model, 2003

Our world continues to undergo substantial changes, occupationally, socially, culturally and economically. These changes are creating tremendous stress on our students, families and the systems designed to support them. A few of the unhealthy manifestations of this stress have been revealed in high rates of divorce, teen suicide, substance abuse and dropouts.

Nearly 25 years of research has demonstrated that comprehensive school counseling programs can effectively assist both those we serve as well as our school systems. These 21st-century challenges are not entirely new to school counselors, and our profession has a solid track record of proven practice and experience in helping students navigate these challenges. Good things happen when school counseling programs have the time, resources and structure of a comprehensive program to work within.

However, if my goal is to urge leadership development for school counselors, I don’t want to confuse strong school counselor leadership and advocacy with simple membership in professional organizations, committees or school improvement teams. Although these are excellent vehicles for leadership efforts, school counselors can use their leadership influence with or without membership on committees. In “The Transformed School Counselor” Stone and Dahir say, “The counselor who possesses a mindset for leadership is the school counselor who views his or her role as another person or additional set of eyes and ears looking for and identifying environmental and institutional barriers that stratify opportunities for student success.”

School counselors can serve as key contributing factors in improving the conditions under which students learn and grow. The entry level at which we demonstrate leadership begins with students and schools we serve.

However, Michael Fullan, in his seminal work “Leading in a Culture of Change,” admonished us not to underestimate the complexity of leadership: “Leadership required in a culture of change, however, is not straightforward. We are living in chaotic conditions. Thus leaders must be able to operate under complex, uncertain circumstances.”

As another round of belt tightening is revealed in our schools and districts, as news begins to trickle into my office at the Office of Superintendent of Public Instruction (OSPI) about cuts to elementary school counselors, to career specialists and even our secondary programs, it may seem like it’s best to keep our heads low. However, that will only isolate us from those who are helping design and implement solutions for these challenging times.

These same challenges are creating opportunities for leadership. Leaders will create solutions to these challenges. Leaders will decide who is central to the mission of our schools and who is not.

I am confident there is a place at the leadership table for you. I am witnessing widespread state-level school counseling leadership from my unique perspective at OSPI including the implementation of diverse initiatives such as dropout-prevention planning and advocating for state support of digital solutions for all school counselors. I also see leadership from those who have shaped a framework for best practices.

I am grateful for WSCA’s commitment to leadership development. I am grateful to school counselor-educators in Washington state who also see the importance of leadership. Those who have completed the national boards while on the journey to becoming strong leaders humble me. I am also honored to serve with those of you who have
GET MOVING: EDUCATE OUR BOYS

We need curriculum relevant to a boy’s view of the world.

BY CYDNEY BACON

STEP 1

It is the end of the quarter and I have just gathered all the grades and GPA’s for my middle school students. I look to see how many students are passing and failing; 12 percent of my students are below a 2.0 GPA. Once again, the majority of these failing students are boys. I look through the cumulative folders of the boys who are failing and talk with their teachers and parents and discover there is no prevailing reason for their failure. They simply have a hard time in school.

With the push for earlier literacy and school success, boys are losing ground. Research looks at the growing trend of boys’ failure in school. Approximately 12 percent of boys drop out of high school as compared to only 9 percent of girls, and approximately 58 percent of college students are women. As many jobs become less and less industrial, our boys are losing ground in the job markets as well.

Years ago, students were expected to be reading by the end of first grade. Now, students are expected to leave kindergarten reading. The problem is that boys’ literacy development is about 1.5 years behind that of girls’. Boys begin learning through activity and using their gross-motor skills.

Boys learn best while taking part in physical activity. They may be tapping their pencil or foot, but they are really listening to the teacher or reading their books. Most boys like to roam and have space so it is no wonder boys are not succeeding in school if we ask them to sit in rows, be quiet and use motor skills that they have not yet mastered. We ask them to use words to explain themselves, and tell them they need to be neat, quiet and orderly when they do it.

Though we can’t make drastic changes in our classrooms with the current academic requirements and the expectations of the No Child Left Behind act, we can find small ways to help our boys.

Approximately 12 percent of boys drop out of high school as compared to only 9 percent of girls.

First, recognize their need to be more active and make noises; don’t expect them to sit quietly. Incorporate ways to allow them to expend some energy before you expect them to sit and work. Develop a tolerance for the noises boys make. It is important to help teachers recognize what is misbehavior and what behaviors are just boys being boys.

As school counselors, we can advocate for schedules and curriculum that speak to boys’ needs and interests. There should be curriculum relevant to a boy’s view of the world and his physical needs. We can provide staff with information on how the teenage brain works and how boys and girls learn differently. It is important to support our boys and their parents by helping all stakeholders look for ways to make our schools more boy friendly.

Cydney Bacon is the WSCA middle school/jr. high-level vice president and can be reached at cbacon@toppenish.wednet.edu.

Mike Hubert is the supervisor for Navigation 101 & Comprehensive Guidance and Counseling Program Development in the OSPI and can be reached at mike.hubert@k12.wa.us.
WSCA 2010 AWARD WINNERS

Four outstanding professionals were recently honored for their hard work and dedication to the profession of school counseling in Washington state.

The WSCA School Counselor of the Year award was presented to Barbara Johnston for her strong commitment to a comprehensive school counseling program and more than 25 years of service to the profession. Her colleagues at Jackson Elementary School in Everett boast of her ability to work within a comprehensive school counseling program while helping every student in her school succeed. In addition, Johnston’s impact reaches beyond her building as she has served as an intern supervisor for numerous school counseling program students. Her encouragement, support and leadership have made her an inspiration to students, parents, staff members and the community. WSCA congratulates Johnston for her achievements.

The WSCA Career Counselor of the Year award was presented to Cathy Williams for her advocacy, collaboration and insight. Williams’ leadership and expertise are highly respected in the field of career and college readiness. Her colleagues at Olympia High School say she naturally uses the comprehensive guidance model to join career counseling with the personal and social development of students. Williams is a role model for other career counselors and is frequently called upon to “show and tell” other schools how to operate a successful career center. WSCA thanks Williams for upholding the highest standards of career counseling.

The Advocate of the Year award was presented to Dan Barrett for his tireless efforts in support of comprehensive counseling. Barrett has informed and inspired leaders throughout the state, making school counseling central to the mission of schools statewide. Whether in conversation with state superintendents, foundations, legislators or other stakeholders, Barrett informs, cajoles and inspires others who have helped school counseling become central to the mission of our schools. He is a tireless advocate for the profession. WSCA congratulates Barrett on this well-deserved award.

In special recognition this year, WSCA presented the WSCA Technology Pioneer Award to Dave Forrester for his ability to connect key stakeholder groups associated with school counseling thereby improving the school counseling profession and K-12 education. Forrester is responsible for bringing cutting-edge technology and school counselor needs to the forefront at Olympia High School, the Olympia district and the state level. Forrester’s tireless work to advance the profession has led the Washington School Information Processing Cooperative (WSIPC) Enhanced Skyward Point-and-Click System (WESPAC) to develop new and improved data mining and report-generating functions specifically for school counselors. His role in the development of these and other programs has made the job easier for school counselors across the state. To say Forrester is appreciated for his amazing accomplishments is an understatement. His ground-breaking contributions to WSCA will be long be appreciated by future school counselors in the state.

WSCA thanks all of the outstanding professionals who are recognized as this year’s best. It is important to recognize our professionals for their hard work and dedication to school counseling. Nominate an outstanding professional for next year’s program by downloading a nomination form in September from www.wa-schoolcounselor.org.

PRESIDENT’S MESSAGE
CONTINUED FROM PAGE 5

I offer a challenge for all of us to work harder at this advocacy portion of our role. We have to create the world we want to see - it will not just arrive at our doorstep. Let us gather some energy to give life to that effort. We can fervently support our children, youth and families, but we also need to support and advocate for our colleagues and for best practices in our profession.

I wish you all well in your current and future endeavors.

Norm Walker is the WSCA president and can be reached at normw@esd105.wednet.edu.
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DATA ANALYSIS TOOLS, WHERE TO BEGIN?

BY TOBY MARSTON

School counselors across the state are increasingly using data in their programs. Whether it is managing data (assessment scores, graduation requirements) or analyzing data (academic information, survey results), knowing what tools are available is an important step in effectively using data to ensure a comprehensive school counseling program.

While attending several sessions at the spring WSCA conference, I realized that school counselors want to use the available tools for managing data, but they might not be sure where to begin. Below is a brief outline of some of the common tools that school counselors can use to help them manage data.

This list is not comprehensive, nor am I endorsing any particular product, but it's a good place to begin learning how to use these important tools.

Toby Marston is the incoming WSCA technology chair.

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<thead>
<tr>
<th>DATA TOOLS/TERMS</th>
<th>DESCRIPTION</th>
<th>WEB SITE</th>
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<tbody>
<tr>
<td>Washington School Information Processing Cooperative (WSIPC)</td>
<td>WSIPC is a cooperative that provides information services to over 280 school districts in Washington. WSIPC products manage student, financial and human resource data.</td>
<td><a href="http://www.wsipc.org">www.wsipc.org</a></td>
</tr>
<tr>
<td>Skyward/WESPAC</td>
<td>Skyward is the name of the company that collaborated with WSIPC to create the WSIPC Enhanced Skyward Point-and-Click system. This is commonly known as WESPAC. The terms Skyward and WESPAC are often used interchangeably to describe the applications that many school counselors and other staff use to manage basic student data.</td>
<td><a href="http://www.skyward.com">www.skyward.com</a></td>
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<tr>
<td>Washington Education Decision Support System (WEDSS)</td>
<td>WEDSS is a data warehouse created for users of WESPaC. School counselors that have access to WEDSS are able view and analyze student data including state assessments, MAP testing and other district-specific data.</td>
<td><a href="http://www.wsipc.org">www.wsipc.org</a></td>
</tr>
<tr>
<td>Data Mining Reports</td>
<td>This is a process that allows school counselors to “mine,” or pull out, specific data from WESPAC to create reports.</td>
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<tr>
<td>Comprehensive Education Data and Research System (CEDARS)</td>
<td>According to OSPI's site, CEDARS is a “longitudinal data warehouse of educational data.” Districts report data on courses, students and teachers. Course data includes standardized state course codes. Student data includes demographics, enrollment information, schedules, grades and program participation. Teacher data includes demographics, certifications and schedules.</td>
<td><a href="http://www.k12.wa.us/CEDARS">www.k12.wa.us/CEDARS</a></td>
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<tr>
<td>Data Warehouse</td>
<td>A method of storing data that allows users to easily retrieve and analyze relevant data.</td>
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<tr>
<td>Student Information System</td>
<td>Software that allows school districts to manage student data.</td>
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<tr>
<td>EZAnalyze</td>
<td>EZAnalyze is a free product developed for counselors. Using Excel, EZAnalyze allows school counselors to quickly analyze data. School counselors can disaggregate chart and graph data.</td>
<td><a href="http://www.ezanalyze.com">www.ezanalyze.com</a></td>
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DAWN OF A NEW DAY

Professionals give advice for school counseling students in the midst of shrinking education budgets.

BY CHER EDWARDS

One of the largest school districts in Washington state recently cut all funding for elementary school counselors, giving indication that the forecast may be less than optimal for the profession. As a school counselor-educator, I am concerned for the trajectory of our profession but hopeful for the future. In my search for wisdom as to how to best prepare future school counselors in the current employment world, I consulted two professional school counselors currently working in the field. Lisa Dawson is a school counselor at McClure Middle School in Seattle and Lauren Divina is a school counselor at Madison Middle School in Seattle.

How would you describe the current outlook for the profession of school counseling?

Dawson: The outlook is a bit bleak, but I expect an improvement over time. States across the country are struggling to fund their entire state budgets and education is a major component of every state. The economy is slowly moving in a positive direction that will gradually increase tax dollars and financial support for education. Some economists say we are in the worst recession/depression in 80 years, so we cannot expect an instant recovery. On the other hand, we have a president who is pushing for major changes and improvements in education. Federal dollars will go to states that can demonstrate with data that their educational systems can prepare students for the employment demands of the future. As this unfolds, school counselors will need to speak up and be intimately involved in the development and delivery of educational services in their schools. School counselors who are currently employed have a duty and responsibility to be at the table; to collaborate and participate; to offer ideas; to advocate; and to push the conversation to always include meeting the social, emotional, career and academic needs of our students.

Divina: Given the many challenges that our students, families and colleagues are addressing, the outlook should be bright. However, there are real budgetary factors that come into play such as the recent cuts in the Seattle School District. We should continue to advocate for all of our students and for the many services that school counselors contribute to the total learning experience of each child.

How do you encourage interns that you supervise to remain optimistic?

Dawson: The current status is not permanent. The timeline for achieving employment as a professional school counselor is longer for many. School counseling remains one of the most challenging and exciting fields in education, but interns need to be realistic. They might not get a job immediately after graduation. I suggest they consider applying for other positions in education. When funding improves, and school counseling positions become available, their postgraduate experience in education will help them get an interview. During the interview, they will be able to speak about real experience in education.

Divina: We continue to discuss the real needs of students and how school counselors are playing a very important role in supporting each child; especially the ones who need the most attention in order to succeed. Day-to-day experiences at work make it very clear that if all educators continue to work together to make sure the message is heard, eventually people will listen.

Do you have any advice for counselor-educators training future school counselors regarding the current hiring trends?

Dawson: Stay optimistic but realistic. Almost every employment sector is suffering right now, and it would be naive to think that our profession would be untouched. Like many other professions, it may take our graduates a little longer to be fully employed in their field.

Divina: Actual classroom teaching experience is still very valuable. Perhaps the teaching background, which used to be required in the program, should be reviewed, especially in light of school counselors being in the classrooms for guidance curricula to be actively pursued.

What advice would you share with students graduating this year and entering the job market?

Dawson: Be persistent about pursuing available school counselor positions and be willing to consider initially working in education in a different capacity. Schools are always looking for volunteers, and if we volunteer a few hours a week, we build relationships and connections in the system. All work within our schools is valuable. When most of us made the decision to apply to graduate school, we applied with the hope that we would be employed upon graduation. Hope for full employment must be maintained, but an adjusted timeline could be necessary.

Divina: There is no substitute for dedication and commitment. The heart shows in everything you do, so make...
Encouraging leadership and knowledge about how to best advocate for our profession and the students we serve. Support student involvement in professional organizations that can lobby for policy change and promote participation in unions to make certain a voice in support of the profession exists when contract negotiations, bargaining and budget decisions are made.

Preventing graduates for a slower hiring process as well as the possibility of the need to be creative with employment considerations to include other K-12 positions and community positions working with school-age youth. Help graduates consider how to market these rich experiences as they continue to apply for school counseling positions as they become more readily available.

Dawson and Divina acknowledge the challenges that training programs, school counseling students and certified school counselors are experiencing, however, optimism is evident. I believe that we are in the dawn of a new day and that we should proceed with optimism and enthusiasm to advocate for our great profession. It is time to be savvy, well prepared and committed to activism. We no longer have the option to sit quietly while lawmakers make decisions regarding the future of our profession and the impact of these decisions on future generations.

Cher Edwards is the WSCA vice president of postsecondary education and can be reached at edwards@spu.edu.
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HELP FOR ETHICAL DILEMMAS

You are less susceptible to ethical challenges when you link to strong professional organizations like WSCA.

BY TERRY RAINWATER

The Washington School Counselors Association (WSCA) Ethics Committee hosted an Ethics Roundtable at the February conference in Seattle. Roundtable participants agreed that the most pressing ethical dilemma faced by professional school counselors is the challenging issue of confidentiality when working with minors in a school setting. School counselors have the intimidating task of working with diverse student populations, parents and administrators while at the same time meeting the requirements of ethical codes, obeying state laws and following the guidelines of their local school board. Professional school counselors must often find a balance between respecting the privacy and confidentiality of students and responding to the rights and concerns of others.

The lack of a clear definition of confidentiality, the rights of minors by law, ethical codes or social standards, as well as the often conflicting messages included in the ethical codes, emphasizes the fact that when faced with ethical dilemmas, professional judgment on the part of school counselors is required in the end.

School counselors make ethical decisions daily, and the most ambiguous or difficult may be the ones school counselors navigate the majority of the time. School counselors make ethical decisions daily, and the most ambiguous or difficult may be the ones school counselors navigate the majority of the time.

What can school counselors do to prepare to deal with unavoidable ethical dilemmas? The Code of Ethics and Standards of the American Counseling Association (ACA) and the Ethical Standards for School Counselors of the American School Counselor Association (ASCA) are two resources available to help professional school counselors manage ethical dilemmas. In its ethical code, ASCA guides school counselors to keep information confidential (Section A.2.b.) while at the same time respecting the rights of parents/guardians to care for their children (Section B.1.a.). In addition, ACA and ASCA ethical standards also recognize that school counselors may have limits to their ability to protect counselee confidences. The Ethical Standards for School Counselors specify that “the professional school counselor respects the inherent rights and responsibilities of parents for their children ...” (ASCA, 2004, B.1.a.).

Continuing education and active participation in professional organizations provide sources of information including ongoing updates of laws, procedures and current policies, the latest professional literature and professional development activities. In an article in 2001 Remley and Herlihy recommended school counselors seek out consultation with colleagues or supervisors because listening to how others respond to similar situations may help in evaluating decision-making strategies. In 2003, Cottone clarified that school counselors are less susceptible to ethical challenges when they are linked to strong professional organizations. These professional organizations provide important resources such as publications, position statements and opportunities to consult with peers.

The WSCA provides an ethics committee to “serve as a support to the Board and Membership in the interpretation of the ASCA Ethical Standards for School Counselors and serve in the role as both leader and consultant regarding the application of standards and ethical practice for professional school counselors.”

The Ethics Committee is available to assist members in understanding ethical practices. Ethics chair, Terry Rainwater is an assistant professor at Eastern Washington University in the counselor-education program. Committee members include other school counselor-educators as well as practicing school counselors at various levels and districts in Washington state. If you have an ethical concern that you would like considered for publication, please contact the chair of the Ethics Committee. We invite WSCA members to submit ethical questions or dilemmas related to the practice of professional school counselors. Submission of a question should be double spaced, one page or less, under 300 words and sent to the chair of the Ethics Committee.

Contact the author for references to this article.

Terry Rainwater is the WSCA Ethics Committee chair and can be reached at trainwater@ewu.edu.
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