

Guidelines
for
School Counseling
Programs

**in the Schools and Centers
of the Diocese of St. Petersburg**

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Office of Catholic Schools and Centers
Diocese of St. Petersburg

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INTRODUCTION

According to the Florida Catholic Conference, the Southern Association of Colleges and Schools, the National Association for the Education of the Young Child and the Standards of the American School Counselors' Association, the school guidance counseling program is based on the developmental needs of all students. School counselors are available to address intellectual, social, physical and emotional issues.

The school counselor working in a school or center in the Diocese of St. Petersburg requires a foundation based on the teachings of the Catholic Church. The counselor, who maintains a significant role at the school, also supports the academic, emotional and spiritual growth of the student.

The fundamental goals of the school counseling program are:

- Assist each student understand and accept him/herself
- Assist students to become aware of alternatives and problem solving and decision making skills
- Assist students to develop increased maturity, greater self-direction and to assume responsibility for their behavior
- Assist students to become independent learners thus effecting academic success
- Encourage a partnership of student, home and school
- Assist students in focusing on career, college and life choices
- Assist students in developing improved relationships

School counseling is a short term process. It requires voluntary participation and demands a level of confidentiality. A referral to school counseling may be initiated by the student, the parent, teachers, administrators or other appropriate school personnel.

CATHOLIC SOCIAL TEACHING

A Rationale for School Counseling Programs in Catholic Schools and Centers

The United States Catholic Conference of Bishops has identified seven tenants of Catholic Social Teaching which permeate through our Catholic schools and their mission and beliefs. These tenants provide a foundation for living, sharing and modeling lives of holiness, compassion and generosity in a world which exhibits and perpetuates selfishness, materialism and immorality. Catholic Social Teaching proposes a guideline rooted in faith, history and writings. All educators, including guidance counselors, are called to provide for a developmentally appropriate program which espouses these tenants. In addition, school counselors are required to provide a higher standard in articulating the teachings of Jesus Christ and offering consolation, support and dignity to our students and school communities.

The Seven Tenants of Catholic Social Teaching Foundational to the Guidance Program

Life and Dignity of the Human Person

The Catholic Church categorically identifies human life as sacred and defines as foundational the dignity of the human being in a moral society.

Guidance Programs serve to develop, enhance and heal, as appropriate, the self esteem of the child.

Call to Family, Community, and Participation

Individuals are not only sacred but social beings as well. As our society develops laws, politics and economics, these directly affect our ability to grow and prosper in communal living. All individuals have a right and responsibility to live in and support a society which sustains and cares for those who are poor and vulnerable. The Church recognizes the family as the center of society and fosters its support rather than its disintegration.

Guidance Programs serve to support the Christian family in the education of the child and assist those families who are unable to function in a healthy manner by providing interim support and outside resources as appropriate.

Rights and Responsibilities

Our Catholic tradition requires that each person has the responsibility to protect the human dignity and the human right. This mandate encompasses the security of the right to life and a right to human decency. This includes mutual respect and responsibility to each other, to families and to society at large.

Guidance Programs serve to assist the administration and staff in developing a safe

environment and by providing those programs which ensure that bullying, abuse and threat to harm are avoided.

Option for the Poor and Vulnerable

Care of the poor and vulnerable is a measurement of society's moral strength. The Church reminds us of the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

Guidance Programs support activities which provide students with an understanding of and an opportunity for service to the greater community and especially for those who are vulnerable and disadvantaged.

The guidance counselor supports the greater Diocesan school community by providing support and needed intervention in situations of crisis.

The Dignity of Work and the Rights of Workers

The premise of a strong society is the requirement of the economy to serve people. The right to productive work must be protected as a way for the individual to contribute to Our Lord's creation. The dignity of work must be protected as it in turn protects the right of the worker. This includes the right to a fair wage, private property and enterprise.

Guidance Counselors assist students in their understanding of and success in their "work"- that of being engaged and responsible students.

Solidarity

The Church teaches that we are one family – no matter the racial, ethnic, economic, and philosophical differences. "Loving our neighbor has implications of global proportions.

Guidance Programs support those activities which provide students with an understanding of and opportunity for service to the greater community and especially for those who are vulnerable and disadvantaged

Care for God's Creation

Care for the earth is not just an Earth Day slogan it is a requirement of our faith. We have a far reaching moral and ethical responsibility to protect people, the environment and all living things.

Guidance Programs support a curriculum which incorporates environmental awareness, responsibility and action.

THE SCHOOL-BASED COUNSELING PROGRAM

THE SCHOOL COUNSELING PROGRAM PLAN

The school based counseling program should provide:

1. classroom instruction in self-esteem, self- discipline and peer relationships
2. collaborative effort in Safe Environment curriculum
3. collaborative effort in Family Life instruction
4. collaborative effort in wellness and health instruction
5. small group sessions in areas of need
6. collaborative relationship with school administration
7. collaborative consultative relationship with teachers
8. collaboration with parents
9. collaboration/ triage with LEA/ outside agencies
10. involvement/ collaboration/ consultation with resource program / remediation program in psycho-educational assessment referral, review of assessment, development and oversight of Student Support Plan
11. interpretation of formal testing results
12. consultation with teachers and parents in implementing remedial strategies to offset test results/ deficiencies
13. formal support for transitioning from grade eight to high school via admissions programs, vocational guidance and transfer of required documents (transcripts, files, letters of recommendation, etc)
14. formal support for transitioning from high school to post high school experience including assistance with college admissions programs, vocational guidance, instructional programming for interview skills, resume and application, writing processes, transfer of required documents (transcripts, files, letters of recommendation, etc)

The school based counseling program should provide consultation and coordination

- with teachers and administration to discuss students at regular intervals
- with parents and teachers during parent conferences and Support Team Meetings.
- and offer referral sources for services offered in the community.
- with administration to implement Safe Environment curriculum for students
- with and support Resource and/or Remedial teacher in implementing the Student Support Team Model
- to enhance events surrounding *Safe Environments, Safe and Drug Free Schools, Respect Life*
- to recognize potential emergency situations and supporting the administration in emergency management plans
- to recognize potential situations of crisis and facilitate the Crisis Intervention Team Model.

THE POSITION OF SCHOOL COUNSELOR

The success of the school based counseling program is dependent on the direction and support of the administration, the collaboration of staff, the education and collaboration of parents, and, overall, the program coordinator, i.e. the counselor. Because of the unique demands of this position, the counselor should uphold the highest standard of competency, ethics, and practice, as required by state and diocesan educational agencies as well as professional organizations.

OFFICE OF CATHOLIC SCHOOLS AND CENTERS

DIOCESE OF ST. PETERSBURG

JOB DESCRIPTION

Position: School Counselor

The counselor's position is rooted in our faith in God and the missions of the Catholic Church, the Diocese of St. Petersburg, the school and licensing/certification boards. The counselor is a professional member of the school staff who assists the administrator in the integration of school-based counseling services for the school community.

This job description is intended to serve as a model. In instances of part-time employment, it is recommended that the Administrator and the Counselor adjust the scope of these responsibilities.

- **Directly Responsible to: School Principal**

- **The Counselor shall:**

be a Catholic in good standing

have a M.A. or M.S. degree in Counselor Education
and/or other counseling-related field

have a valid state-issued certificate and/or license

for the High School Counselor, AdvancED requirements must be met

- **Desirable experience:**

a minimum of three years teaching
and/or
school-based counseling

- **Responsibilities:**

A. Professionalism

1. Develops and maintains collaborative professional relationships with community service providers in order to enhance the students' learning in the school environment.

2. Is available for the duration of a crisis intervention within a school community.
3. Participates in activities that develop/strengthen the understanding of the Catholic Faith.
4. Maintains affiliation with professional counseling organizations.
5. Maintains continuing education credits in accordance with the respective certification/licensure boards.
6. Attends professional development opportunities (sponsored by counseling professional organizations, local educational agencies and the Office of Catholic Schools and/or Centers of the Diocese of St. Petersburg.)
7. Adheres to all Federal & State laws for reporting child abuse (verbal, emotional, sexual, and/or physical), neglect and/or endangerment.
8. Adheres to all school procedures for reporting child abuse (verbal, emotional, sexual, and/or physical), neglect and/or endangerment.
9. Adheres to the Safe Environment Policies of the Diocese of St. Petersburg.
10. Adheres to the Diocesan and State of Florida Code of Ethics.
11. Possesses ability to recognize, appreciate, and serve cultural differences and the special needs of children and families.
12. Possesses ability to develop, collect, analyze and interpret data.
13. Possesses ability to advocate and exhibit leadership in advancing the concerns of the student.

B. Communication & Consultation

1. Communicates with classroom teachers to assess the developmental needs of the students.
2. Adapts professional consultation to meet the needs of the parent(s)/guardian(s) teachers and /or administration.
3. Provides opportunities to parent(s)/guardian(s) to review standardized tests information in the context of the overall functioning of the student population.
4. Provides opportunities to administration/ faculty to review and analyze standardized test information in the context of the overall functioning of the student population
5. Provides information to the school community about the school-based school counseling services/activities in a variety of formats.
6. Participates actively in the early identification of atypical indicators of student's academic, social/emotional difficulties.
7. Maintains active / supportive communication with the administration.

8. Assists in development of Student Support Plans.
9. Facilitates student transitions from Pre-K thru grade 12 and to post secondary placement.
10. Coordinates professional consults, and facilitates collaboration with professional service providers in order to enhance the students' learning in the school environment.

C. Counseling & Advisement

1. Provides information to administration to facilitate the use of standardized test data and other appraisal information to enhance student academic achievement.
2. Provides information to parents/guardians to facilitate the use of standardized data and other appraisal information to enhance student academic achievement.
3. Provides resources to parents/guardians in a variety of situations to promote/enhance child's development.
4. Assists students with clarifying academic, social and spiritual development.
5. Provides a variety of intervention formats (individual, small and large group) to assist students in the development of skills such as decision-making, problem-solving, values clarification, self-awareness, tolerance, career planning and a positive mental attitude.
6. Coordinates placement procedures for effective/appropriate use of school resources/services.
7. Assists the student in becoming his or her own advocate.

D. Curriculum & Instruction

1. Enhances grade-level curriculum by providing guidance-related lesson materials compatible with the Catholic Faith and the tenets of Catholic Social Teaching.
2. Participates in the evaluation and revision of the school-based school counseling curriculum.

E. System Support

1. Provides support to classroom teachers by securing lesson materials to enhance guidance-related topics addressed in the academic curriculum.
2. Provides in-service training to the faculty regarding standardized testing, its interpretation and uses to enhance academic achievement.
3. Assists with the coordination of the administration of standardized achievement and placement testing.

4. Addresses issues which are potentially detrimental to student functioning in a timely manner with the administration.
5. Participates in the formulation of pre-referral/referral process for medical/psycho-educational assessment.
6. Assists in the implementation and monitoring of Student Support Plans.
7. Organizes and integrates the pre-college guidance and counseling component into the whole school guidance program
8. Remains available to the Crisis Intervention Team within the system of schools and centers of the Diocese of St. Petersburg to provide support to schools/centers at time of emergencies.
9. Participates in school-based training and in-service opportunities provided by the school and the Diocese of St. Petersburg.

F. Other duties as deemed necessary by school administrator.

1. _____
2. _____
3. _____

Revised/ Approved: May 2009

THE COMPETENCIES AND SKILLS REQUIRED FOR TEACHER CERTIFICATION IN FLORIDA, TENTH EDITION: FLORIDA DEPARTMENT OF EDUCATION

*Guidance and Counseling
PK-12
Section 18*

Guidance and Counseling PK-12

1. Knowledge of counseling

- 1. Identify the basic concepts of major counseling theories.*
- 2. Recognize the relationship of personality, learning, and human development theories to counseling theories.*
- 3. Apply counseling theories and techniques appropriate to specific situations and populations.*
- 4. Recognize the criteria for selection of individual and/or group counseling as an intervention.*
- 5. Demonstrate knowledge of small and large group dynamics.*
- 6. Demonstrate knowledge of small and large group counseling and leadership skills.*
- 7. Demonstrate knowledge of appropriate listening and responding skills.*
- 8. Identify major counseling approaches appropriate for specific developmental levels.*
- 9. Demonstrate knowledge of behavior change strategies.*

2. Knowledge of activities and programs for addressing current concerns

- 1. Demonstrate knowledge of activities that teach communication skills, decision-making skills, social skills, and study skills.*
- 2. Demonstrate knowledge of a crisis intervention plan.*
- 3. Demonstrate knowledge of conflict resolution and mediation training programs.*
- 4. Identify, evaluate, and select materials and resources for implementing counseling techniques and programs.*
- 5. Identify self-destructive and addictive behaviors and develop appropriate intervention strategies.*
- 6. Demonstrate knowledge of group guidance programs.*
- 7. Demonstrate knowledge of peer-helper programs.*

3. Knowledge of student assessment

- 1. Demonstrate knowledge of basic measurement concepts (validity, norming, reliability, error of measurement, standardization).*
- 2. Identify conditions that may affect test results.*

3. *Demonstrate knowledge of the major functions, strengths, and limitations of standardized and non-standardized assessment procedures.*
 4. *Interpret and apply the results of formal and informal assessment procedures.*
 5. *Demonstrate knowledge of synthesizing data from a variety of sources to develop a comprehensive assessment of an individual.*
4. *Knowledge of career development and postsecondary opportunities*
 1. *Demonstrate knowledge of major career development theories.*
 2. *Identify guidance activities related to career development.*
 3. *Apply decision-making models with students in various stages of career development.*
 4. *Identify and evaluate materials to be used in career development.*
 5. *Interpret student appraisal data relevant to career development.*
 6. *Identify appropriate procedures to assist students in developing employability skills.*
 7. *Demonstrate knowledge of resources available to provide specific information about educational and technical training opportunities.*
 8. *Identify ways to assist students in selecting postsecondary opportunities.*
 9. *Demonstrate knowledge of financial assistance sources for further educational opportunities.*
5. *Knowledge of consultation, collaboration, and coordination*
 1. *Identify components essential to a consultation model.*
 2. *Demonstrate knowledge of collaborating with school personnel and families to identify needs and develop strategies to facilitate student success.*
 3. *Demonstrate knowledge of using appropriate data and resources to assist individuals and groups in collaborative decision making.*
 4. *Identify appropriate procedures for student transition and follow-up.*
 5. *Select appropriate procedures to communicate information to students, staff, families, and the community.*
 6. *Specify appropriate referrals and referral procedures for in-school and out-of-school individuals and/or agencies.*
 7. *Identify effective communication techniques that inform the community about services rendered through the guidance program.*
 8. *Identify components and procedures necessary for the organization and administration of a student services program.*
6. *Knowledge of professional, ethical, and legal considerations*
 1. *Demonstrate knowledge of legal mandates and ethical standards concerning student advisement and assessment data.*
 2. *Demonstrate knowledge of American Counseling Association and American School Counselor Association professional and ethical standards.*
 3. *Demonstrate knowledge of legal rights of students and parents with regard to student records.*
 4. *Demonstrate knowledge of legislation concerning students with special needs.*

7. Knowledge of academic advisement

- 1. Identify approaches for enhancing student awareness of academic and other requirements for graduation and scholarships.*
- 2. Interpret student academic assessment data for appropriate educational placement and student progression.*
- 3. Identify approaches for assisting students with course selection to prepare for postsecondary educational or employment opportunities.*

8. Knowledge of research, program evaluation, and follow-up

- 1. Demonstrate knowledge of accepted accountability and research methodology.*
- 2. Analyze, interpret, and apply the results of research, evaluation, and follow-up.*
- 3. Demonstrate knowledge of needs assessment and program evaluation techniques.*
- 4. Identify program objectives and determine appropriate outcomes based on assessment data.*
- 5. Demonstrate knowledge of the purposes, types, and basic steps in program evaluation and follow-up.*

9. Knowledge of appropriate technology

- 1. Demonstrate knowledge of the use of technology in student record management.*
- 2. Demonstrate knowledge of the appropriate use of technology in student services.*

10. Knowledge of social and cultural diversity

- 1. Demonstrate knowledge of societal changes and trends.*
- 2. Demonstrate knowledge of characteristics and needs of diverse populations.*
- 3. Demonstrate knowledge of issues relevant to diverse family constellations and individual lifestyles.*
- 4. Demonstrate knowledge of counselor responsibility to address biases in self and in others relative to diversity within the school and surrounding community.*

DIOCESE OF ST. PETERSBURG

JOB DESCRIPTION

ASSIGNMENT SPECIFICS

According to the American School Counselors Association and the National Association for College Admissions Counseling, the school counselor must not be compromised by assignment to certain activities which are required for the smooth execution of the school day/year. The following table provides a sampling of appropriate assignments:

APPROPRIATE ACTIVITIES
1. planning individual student academic program
2. interpreting cognitive, aptitude and achievement tests
3. counseling students who are tardy or absent
4. counseling students who have disciplinary problems
5. counseling students as to appropriate school dress
6. collaborating with teachers to present guidance curriculum lessons
7. analyzing grade-point averages in relationship to achievement
8. interpreting student records
9. providing teachers with suggestions for better management of study halls
10. ensuring that student records are maintained as per state and federal regulations
11. assisting the school principal with identifying and resolving student issues, needs, problems
12. working with students to provide small and large-group counseling services
13. advocating for students at student support team meetings
14. formulating disaggregated data analysis
15. providing group and classroom instruction in study skills, family life components, safe environment curricula

ETHICAL STANDARDS

The American School Counselor Association has defined standards for the assurance of the ethical performance of guidance counselors. *Ethical behavior among professional school counselors... is expected at all times. Where there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situation or abide by policies which do not reflect the standards of ethical practice, the counselor is obligated to take appropriate action to rectify the condition.* (ASCA, Ethical Standards for School Counselors, G: Maintenance of Standards)

According to the American School Counselor Association, school counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived.

1. Each person has the right to respect and dignity as a unique human being and to counseling services without prejudice as to person, character, belief or practice
2. Each person has the right to self-direction and self-development
3. Each person has the right of choice and the responsibility for decisions reached
4. Each person has the right to privacy and thereby the right to expect the counselor-client relationship to comply with all laws, policies and ethical standards pertaining to confidentiality. (ASCA, Ethical Standards for School Counselors, Preamble)

Principles of Ethical behavior necessary to maintain the high standard of integrity and leadership of the guidance counselor include:

1. responsibilities to students
 - obligation and loyalty to the student
 - needs of the total child – social, emotional, vocational, personal, educational
 - informs the student of the parameters and procedures for counseling
 - refrains from imposing his/her personal values, beliefs, decisions on the child
 - stays abreast of the law relating to student rights and strives to ensure that the rights of students are adequately met
 - avoids dual relationships which might impair objectivity
 - makes appropriate referrals
 - protects the confidentiality of student records
 - protects the confidentiality of information received in the counseling relationship
 - informs the appropriate authorities in situation of clear and imminent danger to the child

- screens prospective group members and maintains an awareness of participants' compatibility
- provides an explanation of any assessments in a clear and understandable way
- adheres to standards in the selection of assessment techniques
- promotes the benefits of appropriate computer applications, provides support and instruction in applications
- has unique ethical responsibilities in working with peer programs

2. responsibilities to parents

- respects the inherent rights and responsibilities of parents
- endeavors to establish a cooperative relationship with parents
- informs parents of the counselor's role with emphasis on confidentiality in the counseling relationship
- provides parents with relevant, comprehensive and accurate information in an objective and caring manner
- treats information received from parents confidentially and appropriately
- shares information about a client with only those persons properly authorized to receive such information
- adheres to law and local guidelines when assisting parents
- is sensitive to changes in the family; custodial and non-custodial responsibilities and rights

3. responsibilities to colleagues and professional associates

- establishes and maintains a cooperative relationship with faculty, staff, and administrator
- promotes awareness and adherence to appropriate guidelines regarding confidentiality, public and private information and consultation
- treat colleagues with respect, courtesy and fairness
- provides professional personnel with accurate, objective and meaningful data
- is aware of and utilizes related professionals and organizations

4. responsibilities to the school community

- supports and protects the educational program
- informs appropriate officials of conditions that may disrupt or damage the school's mission
- delineates and promote the counselor's role and function in meeting the needs of those served
- assists in the development of curricular and environmental conditions, educational procedures, systemic evaluation process
- actively cooperates and collaborates with agencies, organizations and individuals in the school's best interest without regard to personal reward or remuneration

5. responsibilities to self

- functions within the boundaries of individual professional competencies
- is aware of the potential effects of his/her own personal characteristics on services to the client
- monitors personal functioning and effectiveness
- recognizes that differences in clients regarding gender, age, race, religion, sexual orientation, socioeconomic and ethnic backgrounds may require specific training
- strives through personal initiative to maintain professional competence

6. responsibilities to the profession

- conducts herself/ himself to bring credit to the profession
- conducts appropriate research
- actively participates in local, state, and national professional organizations
- adheres to ethical standards of the profession
- clearly distinguishes between statements and actions made as a private individuals and those as a representative of the school counseling profession
- contributes to the development of the profession

The entire document is available through American School Counselor Association - www.schoolcounselor.org Additional resources are provided in Appendix II of this document

QUALIFICATIONS FOR THE ADMINISTRATION OF STUDENT ASSESSMENT OR EVALUATION

A counselor or school staff member must provide documentation of credentials to a publisher as a pre-requisite to purchase, administer and interpret an assessment/ evaluation tool. The publisher will review the documentation and decide if, in fact, the guidance counselor is credentialed to purchase and administer the assessment/ evaluation tool or a portion of the assessment/tool.

For the purpose of this guideline, the school administrator must recognize that the credential of the counselor will determine the level to which he/ she is able to administer a specific assessment.

An example of a credential level from one publisher is:

TEST CLASS	EXAMPLE	CREDENTIALLED TO ADMINISTER ASSESSMENT	
Level A	BASIS, ITBS, SAT	Anyone may	Teacher guidance counselor
Level B	Select diagnostic tools	Requires a Masters' level in guidance or psychology	Guidance Counselor Psychologist
Level C	Psycho-educational evaluation/ e.g. WISC-R	Licensed psychologist	

**OFFICE OF CATHOLIC SCHOOLS AND CENTERS
DIOCESE OF ST. PETERSBURG**

Counselor Evaluation Tool

The administrator should review the competencies listed in the *current School Counselor Job Description* as a reference to facilitate the accurate completion of this evaluation tool. Rate the counselor's performance in each competency using the following scale:

- 1. = Consistently
- 2. = Frequently
- 3. = Sometimes
- 4. = Never
- 5. = Not Applicable

PROFESSIONALISM

Rating

Maintain professional relationships in the community
Available for the duration of a crisis intervention
Develop/strengthen understanding of Catholic Faith
Maintain affiliation with professional counseling organizations
Maintain certification/licensure requirements
Attend professional development opportunities
Adhere to Federal/State laws in reporting child abuse & neglect
Adhere to school policies in reporting child abuse & neglect
Adhere to the Safe Environment Policies of the DOSP
Adheres to the DOSP and State of Florida Code of Ethics
Appreciate stakeholders' cultural/special needs/differences
Possess ability to develop/collect/analyze and interpret data
Advocate/exhibit leadership in advancing pupil concerns

COMMUNICATION AND CONSULTATION

Communicate with teachers to assess pupils' needs
Adapt professional consultation to the needs of all stakeholders
Review standardized test data with stakeholders
Review standardized test data with teachers
Inform stakeholders about school counseling services
Identify pupils' atypical academic/social/emotional indicators
Maintain active/supportive communication with the administration
Assist in development of Student Support Plans (SSP)
Facilitate pupil transition from Pre K - 9th grade
Facilitate pupil transition grade 9-12/post-secondary placement
Coordinate/consult/collaborate with professional providers

COUNSELING AND ADVISEMENT

- Work with administration on use of appraisal data
- Educate parent/guardian on appraisal data
- Provide resources to stakeholders to promote child development
- Assist pupil with academic/social/spiritual development
- Assist pupil's personal /career awareness skill development
- Coordinate procedures for use of school and community resources
- Assist pupils in becoming his or her own advocate

CURRICULUM AND INSTRUCTION

- Enhance curriculum with guidance lessons aligned to Catholicism
- Participates in evaluation/revision of counseling curriculum

SYSTEM SUPPORT

- Support faculty by enhancing counseling topics in the curriculum
- Train faculty on standardized test/interpretation/utilization
- Coordinate and administrate standardized and placement tests
- Communicate to administration issues detrimental to pupil(s)
- Participate in referral process for medical/psycho-ed evaluation
- Assist in the implementation and monitoring of SSP
- Integrate pre-college counseling component into guidance program
- Available to OCSC CIT to provide to support at time of crisis
- Participate in DOSP/OCSC training/in-service opportunities

OTHER DUTIES AS ASSIGNED

Electronic completion of this evaluation tool may be accessed on the OCSC Administrator Resource website.

April 2009

RESPONSIBILITY TO PARENTS

A primary purpose of the Catholic school and center is to provide support to the family in the education of the child. A primary purpose of the School Counseling Program is to provide for safe and confidential academic, behavioral, spiritual and emotional support of the student. Each school should include a statement in its handbook stating that *a counseling program is in place at the school/ center and that the services of the counselor are available to all students, staff and families**. Furthermore, the stance and practice in the Diocese of St. Petersburg includes that no child will be refused access to counseling services. The parent will be notified of contact except in a situation of abuse where the parent may be alleged to be the perpetrator.

The access to students is incontestable especially in situations of crisis and abuse.

Should the parent provide a written request that no counselor contact will be permitted and the parent agrees to communicate this decision to the child, the request must be respected. Once again, however, the access to students is incontestable especially in situations of crisis and abuse. In addition, even with a standing no-access request, should the student initiate contact, the child will not be denied access, but the parent will be notified immediately of the request for contact by the child or the administrator, as appropriate. (School Administrators should be advised to include this information in their school handbook.)

Contact with students is always in a “listen and determine next steps” mode. If a child requests a meeting with the counselor, he/she should be seen. Routine concerns may be handled by the counselor and reported in a timely fashion as directed to the school administrator. Issues of concern should be shared at once with the school/ center administrator. Subsequent sessions may take place as soon as parental permission has been granted. However, if there is a question as to whether a subsequent meeting with the child should take place due to ethical, situational, or legal reasons, the school administrator should be consulted.

Students must always be instructed to tell the parent about contact/ meeting with the counselor, unless abuse is reported and the parent is alleged to be the perpetrator.

Counseling programs within the schools and centers in the Diocese of St. Petersburg are school based. Counseling is provided for academic issues and school based behaviors. Interventions with students are conducted on an interim basis especially with family situations which may impact success in the school. Referral to, or recommendations for referral to an outside agency(ies), should be made to the parent for additional counseling or in depth therapy.

If additional information is deemed necessary to support the student's success in the school environment, the parent will be asked to sign a *CONSENT TO EXCHANGE CONFIDENTIAL INFORMATION* (see pg.28- item D)

* As relates to the early childhood center, a statement should be provided in the parent handbook indicating the nature of counseling support or the formula for referral to outside counselors or appropriate agency

MAINTENANCE OF A CONFIDENTIAL GUIDANCE COUNSELOR-STUDENT /CLIENT RELATIONSHIP

DIOCESE OF ST. PETERSBURG

DEPARTMENT OF CATHOLIC FORMATION AND EDUCATION OFFICE OF CATHOLIC SCHOOLS AND CENTERS

STATEMENT OF CONFIDENTIALITY FOR COUNSELING SERVICES IN THE SCHOOLS AND CENTERS OF THE DIOCESE OF ST. PETERSBURG

Counseling services in the schools and centers of the Diocese of St. Petersburg incorporate a variety of functions that enhance the student's holistic development in the educational and spiritual environment. It is understood that any reference to counseling services excludes all clinical and/or psychotherapeutic services. It is the responsibility of the school counselor to generate, and have available, referral information for these specific services.

The foundation of the relationship between school counselor and each school's administration is consultation, cooperation, collaboration and counseling. It is the professional responsibility of the counselor and the administrator to respect the privacy of those students with whom they form a relationship. The relationship by its nature requires an atmosphere of trust and confidentiality. The main purpose of confidentiality in the school is to offer students a relationship in which they can share their concerns without fear of disclosure. Counselors and administration share responsibility in protecting the information received through confidential relationships with teachers and parents

This confidentiality must not be compromised except in the following situations:

Student is a danger to self or others **

Parent/ legal guardian (or student if no longer a minor) requests and signs a Release of Information to a particular third party including the sharing of information with any medical, mental health and or professional who is providing treatment (according to the stipulations outlined in the Release)

A court order's release of information

A third party is present in the room

Suspected child abuse, neglect or endangerment

Services delivered in small group and/or classroom format

*** The Guidance Steering Committee has asked that Counselors and Administrators take note that danger to self or others may include, but is not limited to: instances of self-mutilation, abortion, pregnancy suicide ideation, threat to harm.*

July 2006

In such cases, the counselor and administrator are responsible for informing the student of the disclosure, depending on the situation and/or the developmental level of the child. The counselor and administrator should work in confidence and collaboration to provide the child with a confidential setting when appropriate. It is recommended that should a counseling situation cause sufficient concern regarding possible legal complication, the administrator should contact the Office of Catholic Schools and, as appropriate, seek advice from the Diocesan Legal Counsel.

February 14, 2002
Updated: June 24, 2009

RECORDS RETENTION

As with any and all school records, the filing, storage and access of guidance files should meet the maximum security and protection of all confidential and legal school records. Every reasonable effort must be made to minimize unwarranted review by school personnel and outside access and intrusion (e.g., breaking and entering, robbery, vandalism, fire damage, storm and water damage, etc.).

All school student and personnel files should be stored in a secure area. A double-locked fire proofed, storage is suggested.

According to the Florida Department of Education, the privacy, security and retention of electronic records *must be stringently controlled through technical security conventions and procedures*. *Appropriate computer passwords and Login IDs should be assigned* to only those who have access responsibility and authority

School counseling records, as all school records, should only be released after a signed consent has been received by a parent or guardian, or upon receipt of a valid subpoena or Court Order

The duration of storage for all school records including the School Counselor file is included in the *Administrators' Resource Manual*. In addition, a copy of the State of Florida Code on file's retention is included in the Appendix. For the purposes of this document and for the counselors working in the schools and centers in the Diocese of St Petersburg, an informational table for the access and storage of all records has been provided – Appendix I.

Transfer of student records (except for the school counseling record) takes place only with the specific written request of the parent/ guardian via the *CONSENT TO EXCHANGE CONFIDENTIAL INFORMATION* (p. 28) The only record which does not require special written release is the *State of Florida Health Record*. This file may not be retained by the school for any reason and especially when a child is transferring to another facility.

No school records should ever be given to or copied for a parent whether for transfer or other reasons.

COMPLIANCE WITH COURT ORDERS OR SUBPEONAS

Any employee in the Diocese of St. Petersburg Catholic schools and centers who is served with a valid subpoena must appear as directed, unless excused by the attorney issuing the subpoena or the court. An employee should not appear in court or for any deposition unless court ordered / subpoenaed to do so.

The person to whom the valid subpoena is directed will give testimony in a legal proceeding. If the diocese, church or school or other diocesan entity is a party to the legal proceeding, then the general counsel for the diocese should be notified immediately.

Guidelines for testimony are quite simple: the witness should tell the truth and nothing but the truth.

Often information including written documents may be considered confidential. Generally, all information must be disclosed or produced in response to a valid subpoena unless the information is privileged. Communication, given to a spiritual counselor, in confidence, generally falls under Florida Statute 90.505 (see Appendix II). Most medical information is not privileged, except for certain psychiatric records that may have been shared by a psychiatrist with direction that they be kept privileged. If any employee in the Diocese of St. Petersburg is uncertain as to the disclosure of any information, whether it falls under privilege, then diocesan legal counsel should be consulted.

School's Name
Consent to Exchange Confidential Information

I, _____, Parent/Legal Guardian of _____, (student's DOB) _____, student at (school's name) _____, hereby give permission to:

Name, Title:

Agency/Address:

Phone:

Fax:

To receive/exchange information from/with:

Name, Title:

Agency/Address:

Phone:

Fax:

For the purpose of exchanging information:

Other:

At:

Other:

Information to be disclosed includes:

☐

Teacher Questionnaires

☐

Current Academic Performance Data

☐

Social/Emotional/Behavioral Functioning

☐

Professional Evaluation Reports

☐

Records of Conferences/Interventions

☐

Other:

☐

Teacher Observations/Suggestions

☐

Professional Observations/Suggestions

☐

Academic Work Samples

☐

Standardized Test Results

☐

Student Support Plans, IEPs, 504 Plans

☐

Other:

This consent will remain in effect from _____ to June _____ unless otherwise stated by me.

I understand this information will be kept in strict professional confidence, and will only be released to those with immediate need, for the strict purpose of educational planning for my child. I also understand that I may revoke this consent at any time.

Parent/Guardian Signature

Date

Witness Signature

Date

I hereby request this consent is revoked effective:

Initials: _____

Authorized school personnel receiving the revocation:

Date: _____

**EXTRAORDINARY SITUATIONS
IMPACTING
THE GUIDANCE PROGRAM**

**DIOCESE OF ST. PETERSBURG
DEPARTMENT OF CATHOLIC FORMATION AND EDUCATION
OFFICE OF CATHOLIC SCHOOLS AND CENTERS**

ABUSE REPORTING GUIDELINES

Florida Statute, 415 states that “any person, including, but not limited to, physician, osteopath, medical examiner, chiropractor, nurse, or hospital personnel, other health or mental health professional, practitioner who relies on spiritual healing, school teacher, official or personnel, social worker, day care center worker, or other professional child care, foster care, residential or institutional worker, law enforcement officer who knows or has reasonable cause to suspect, that a child is abused or neglected shall report such knowledge or suspicion to the Florida Abuse Registry immediately.”

The following guidelines have been developed to address the professional responsibility for the safety and welfare of the children and families in the schools and centers of the Diocese of St. Petersburg with regard to child abuse. The professional staff in the Catholic school has a moral and ethical mandate to ensure the safety of each child by state of Florida certification standards, National Catholic Education Association guidelines, Florida Catholic Conference Accreditation standards, Southern Association of Schools and Colleges standards and Diocesan guidelines. The guidelines cited below are not exhaustive, but should be followed as closely as possible in consultation with the school administrator.

The State of Florida mandates that any professional working directly with children must report any suspicion of abuse, neglect, exploitation or endangerment of a child to the Department of Children and Families. (F.S., 415) According to this law, those professionals, acting in good faith, who report such allegations to proper authorities under the law are held harmless. Reporting by professionals as defined by the law is to be conducted using the following procedure:

- **Set the Stage:** Each year, as part of school opening or classroom orientation, and as is developmentally appropriate, inform students of the responsibility of school professionals to safeguard information shared in confidence. It should be made clear to students that (1) allegations of abuse or neglect are taken seriously, and (2) to insure the safety of each child, the professional staff is obliged to report any allegations of abuse to the Department of Children and Families and notify the school administrator of any allegations received.
- **Gather Basic Information:** Obtain basic information on allegations of neglect, abuse or endangerment. Provide only concrete information. Avoid being judgmental, critical, or in any way contaminate the information the child has provided. Refrain from delving into details about the allegations. Only obtain the necessary information to identify and report so that the Department of Children and Families can conduct the investigation.
- **Make the Report:** Once it has been determined that a report to the Department of Children and Families is warranted, it is the responsibility of the person who initially received the disclosure to call the Abuse Hotline *. It is suggested that the school administrator is notified and the call made in his/her presence. **DO NOT DELAY.** Time is of the essence. The purpose is not to obtain consent from administration, but to insure that procedures are followed and that a witness is present when making the report. Additionally, professional

feedback should be secured if any doubt exists about the process, the information received, and if sufficient suspicion exists to warrant the report. The obligation to report is according to State Law.

- Communicate information: Before information is shared, obtain the intake officer's name and ID number and note it on your file.
 - Always refer to the information obtained as allegations/ alleged victim/alleged perpetrator
 - Refrain from making any type of judgment statement
 - Provide factual information only, as directly presented to you
 - Explain to the Hotline representative that you are seeking advice, sharing information given by the child, and helping to make a determination of the appropriateness of the report
 - Rely on the Hotline representative's expertise! The representatives are very knowledgeable, have taken thousands of calls and are in the best position to determine if the report deems filing and investigation.
 - Ascertain if further investigation is warranted upon completion of the report
- Present the following information to the representative:
 - Full name, date of birth, age, complete address, Social Security number (if available) of the alleged victim
 - Nature of the allegations
 - Assessment of immediacy of danger
 - Name, relationship, address, Social Security number (if available) of the alleged perpetrator
 - Your name, title, position, employer, work phone number
- Document: Document all information as soon as possible utilizing the *REPORT OF ABUSE, NEGLECT, EXPLOITATION OR ENDANGERMENT* (form attached). Forward the original copy to the school administrator for review, signature and disposition of the document.
- Notify the School Pastor and the Office of Catholic Schools and Centers: The school administrator will inform the school pastor and the Office of Catholic Schools and Centers of the allegations and procedures followed. These are to be confidential communications to insure that those in authority will be aware that a report has been made. The administrator may then be advised to contact the Legal Counsel for the Diocese of St. Petersburg.

Administrators and Guidance Counselors are urged to cooperate with the Department of Children and Families' representative who may visit the school to seek additional information or to interview a student. Be mindful that the Catholic school is a private property and the Department Children and Families officials cannot "take charge" of an investigation on private property without the involvement of local law enforcement.

Maintain Confidentiality: Any discussion about the evidences of alleged abuse or the report of alleged abuse must be held in confidence and confined to the professional and the school administrator.

February 14, 2002

Resources: Reporting form
 Indicators of Child Abuse and Neglect

*** Florida Abuse Reporting Hotline telephone number
1 800 962.2873**

Revised: June 24, 2009

RESOURCES FOR ABUSE REPORTING

INDICATORS OF ABUSE AND NEGLECT

Source: Department of Children and Families, State of Florida (2001)

CATEGORY	CHILD'S APPEARANCE	CHILD'S BEHAVIOR	CARETAKER'S BEHAVIOR
PHYSICAL ABUSE	<p>Unexpected bruises and welts: on face, lips, mouth on torso, back, buttocks, thighs in various stages of healing reflecting shape of article used to inflict injury (extension cord, belt, buckle, etc.) on several different surface areas regularly appear after absence, weekend or vacation</p> <p>Unexpected burns: Cigar, cigarette burns, especially on soles, palms, back or Buttocks Immersion burns (sock-like, glove-like, doughnut shaped on buttocks, or genitalia) patterned like electric burner, iron, etc. Rope burns on arms, legs, neck or torso Unexplained lacerations or abrasions to mouth, lips, gums, eyes external genitalia Human bite marks</p>	<p>Wary of adult contacts</p> <p>Apprehensive When other children cry</p> <p>Behavioral extremes- aggressiveness or withdrawal</p> <p>Frightened of parents</p> <p>Afraid to of home</p> <p>Reports injury by parents</p>	<p>Has history of abuse as a child</p> <p>Uses harsh discipline inappropriate to child's age, transgression, and condition Offers illogical, unconvincing, contradictory, or no explanation of child's injury</p> <p>Seems unconcerned about child Significantly misperceives child (e.g., sees him as bad, evil, a monster, etc.)</p> <p>Psychotic or psychopathic Misuses alcohol or other drugs</p> <p>Attempts to conceal child's injury or protect identity of person Responsible</p>
NEGLECT	<p>Consistent hunger, poor hygiene, inappropriate dress</p> <p>Consistent lack of supervision especially in dangerous activities</p> <p>Unattended physical problems or medical problems</p> <p>Abandonment</p>	<p>Begging, stealing food</p> <p>Extended stays at school (early arrival and late departure) or truancy</p> <p>Constant fatigue, listlessness or falling asleep</p> <p>Alcohol or drug abuse</p> <p>Delinquency (e.g. thefts)</p> <p>State there is no caretaker</p>	<p>Misuses alcohol other drugs</p> <p>Maintains chaotic home life</p> <p>Shows evidence of apathy or futility</p> <p>Is mentally ill or of diminished intelligence</p> <p>Has long-term chronic illnesses</p> <p>Has history of neglect as a child</p>

SEXUAL ABUSE	<p>Has torn, stained, or bloody underclothing</p> <p>Experiences pain or itching in the genital area</p> <p>Has bruises or bleeding in external genitalia</p> <p>Has sexually transmitted disease or is pregnant</p>	<p>Appears withdrawn or engages in fantasy or infantile behavior</p> <p>Has poor peer relationships</p> <p>Is unwilling to participate in physical activities</p> <p>Is engaging in delinquent acts or runs away</p> <p>State he/she has been sexually assaulted</p>	<p>Extremely protective or jealous of child</p> <p>Encourages child to engage in prostitution or sexual acts in the presence of caretaker</p> <p>Has been sexually abused as a child</p> <p>Is experiencing marital difficulties</p> <p>Misuses alcohol or other drugs</p> <p>Is frequently absent from home</p>
EMOTIONAL MALTREATMENT	<p>Emotional maltreatment, often less tangible than other forms of child abuse and neglect, can be indicated by behaviors of the child and the caretaker</p> <p>Speech disorders</p> <p>Lags in physical development</p> <p>Failure to thrive</p>	<p>Appears overly compliant, passive, undemanding</p> <p>Is extremely aggressive, demanding or rageful</p> <p>Shows overly adaptive behaviors, either inappropriately adult or inappropriately infantile</p> <p>Lags in physical, emotional and intellectual development</p> <p>Attempts suicide</p>	<p>Blames or belittles child</p> <p>Is cold and rejecting</p> <p>Withholds love</p> <p>Treats siblings unequally</p> <p>Seems unconcerned about child's problems</p>

DIOCESE OF ST. PETERSBURG
CHILD ABUSE INFORMATION GATHERING/ REPORTING FORM

SCHOOL/CENTER _____
LOCATION _____

DATE OF REPORT _____
INTAKE OFFICER'S ID NUMBER _____
REPORT ID NUMBER _____

REPORTER INFORMATION

Last Name _____ First Name _____
Position _____ School Phone Number _____ School Fax Number _____
Address of School/Center _____ City _____ FL (zip code) _____

VICTIM INFORMATION

Last Name _____ First Name _____ Date of Birth _____ Grade _____ Gender _____
Race _____ Social Security Number _____
Is this person a victim? Yes _____ No _____
Address _____ City _____ State _____ (zip code) _____
Home Phone Number _____

PARENT/GUARDIAN INFORMATION

Last Name _____ First Name _____ Date of Birth _____ Gender _____
Race _____ Social Security Number _____
Is this person a victim? Yes _____ No _____
Address _____ City _____ State _____
(zip code) _____ Home Phone Number _____
Place of Employment _____ Work Phone Number _____

PERSON RESPONSIBLE FOR ALLEGED ABUSE, ABANDONMENT, NEGLECT OR EXPLOITATION

Last Name _____ First Name _____ Date of Birth _____ Gender _____
Race _____ Social Security Number _____
Relationship to child _____
Address _____ City _____ State _____ (zip code) _____
Phone Number _____

ABUSE INFORMATION GATHERING/ REPORTING FORM

DATE OF REPORT _____

OTHER CHILDREN IN THE HOME

Last Name	First Name	Date of Birth	Gender	Race	Social Security Number	Is this person a victim?
						Yes No
						Yes No
						Yes No

DESCRIPTION OF INCIDENT

1. WHAT HAPPENED?

2. DESCRIPTION OF INJURIES/THREAT OF HARM

IF THE VICTIM IS AN ADULT, DESCRIBE AN EXISTING DISABILITY OR THE VICTIM'S ABILITY TO CARE OR PROTECT SELF _____

IS THERE ANYONE ELSE WHO MIGHT BE AWARE OF THE ABUSE, ABANDONMENT, NEGLECT, OR EXPLOITATION OF THE VICTIM?

Last Name	First Name	Relationship to the victim	Address	Home Phone	Work Phone	Other Information

NAME OF WITNESS TO REPORT _____

FOLLOW-UP INFORMATION _____

SCHOOL PASTOR'S NAME _____

DATE OF CONTACT WITH SCHOOL PASTOR _____

DATE OF CONTACT WITH OFFICE OF CATHOLIC SCHOOLS AND CENTERS _____

DISPOSITION OF REPORT _____

SCHOOL ADMINISTRATOR SIGNATURE _____

DATE _____

DCF FOLLOW-UP BY REPORTER: DATE _____ OF VERIFICATION OF STATUS OF CASE

___ ON-GOING

___ CLOSED (DATE CLOSED) _____

SIGNATURE OF REPORTER _____

Revised Nov. 2005

RECOMMENDED PROCEDURE REGARDING Department of Children and Families (DCF) School/ Center Site Visit / Meeting

WHEN A DCF REPRESENTATIVE VISITS A SCHOOL TO INTERVIEW A CHILD:

1. THE ADMINISTRATOR (OR THE SCHOOL COUNSELOR AT THE DISCRETION OF THE PRINCIPAL) MUST CHECK CREDENTIAL

- If there is any concern about the credential, call the DCF office
- If there is any concern regarding the visit, call the DCF office
- Always indicate that the school wishes to cooperate with DCF and Law Enforcement. However, as a private school, school policies and procedures must be followed.
- Keep in mind that a DCF Investigator is not a “law enforcement officer”. Reference is made to Chapter 39.301 of the Florida Statutes, and specifically, subsection 13. Unless accompanied by a sworn law enforcement officer, the DCF Investigator may not compel the school to release documents or allow students to be interviewed without parental consent or a Court Order.
 - i. As the schools and centers of the Diocese of St Petersburg are considered private property, the DCF case worker may only interview a child on school/center property if:
 - 1. permission is granted by the parent, or,
 - 2. a court order is provided, or,
 - 3. a law enforcement officer is present.

2. IF THERE IS NO LAW ENFORCEMENT OFFICER PRESENT:

- Explain to the DCF Investigator your understanding that he/she are not a sworn law enforcement officer (reference F.S. 39.301 above)
- Explain that as a private school, a duty exists to the parents that outside contact with students is prohibited unless the parents consent, or unless a sworn law enforcement officer takes control of the investigation, or unless a valid Court Order has been entered authorizing the DCF Investigator.
- The School acts *in loco parentis* and must otherwise obtain consent of the parents before allowing the release of information or the interview of students.
- If the DCF Investigator consents to contacting parents about the interview or release of information, then ask the DCF Investigator to wait while you contact the parent. If consent is given, allow the interview or release of information. If not given, explain the parent has declined authority and the DCF Investigator must obtain a Court Order or involve a sworn law enforcement officer.
- In some instances, the DCF Investigator may believe the school is “interfering” with the investigation. Again, reference should be given to the DCF Investigator as to F.S. 39.301 and Diocesan Legal Counsel should be contacted.

3. IF A **LAW ENFORCEMENT OFFICER ACCOMPANIES** A DCF INVESTIGATOR:

- Explain the general policy of the School and its duty to parents (see above)
- Ask the sworn law enforcement officer if they are assuming control of the investigation:
 - i. If No, then explain that the School would like to cooperate, but cannot allow the release of information or students to be interviewed unless parent consent is obtained.
 - ii. If Yes, then document that the sworn law enforcement officer has taken control of the investigation and cooperate with what is requested.
- Upon the conclusion of the interview, inform the sworn law enforcement officer that you are obligated to inform the parents that their student has been contacted as part of this investigation.
 - i. If the sworn law enforcement officer directs that you not give notice to the parents, further documentation should be made in the file and the parents should not be contacted. If a parent becomes upset that they were not notified, you should explain that you were directed by the sworn law enforcement officer and were precluded from interfering with the investigation (i.e., obstructing justice).
 - ii. If the sworn law enforcement officer does not object to contacting the parents, then notice should be given to the parents after the interview has been concluded, suggesting that any questions from the parent be directed to the sworn law enforcement officer.
- If the sworn law enforcement officer assumes control of the investigation, request permission to remain in the room with the student being interviewed, but be mindful that the sworn law enforcement office has control of the investigation and has every right to preclude you from participation.

4. **DOCUMENT VISIT**

5. **RETAIN DOCUMENTATION IN ADMINISTRATOR'S FILE OR GUIDANCE FILE**

6. **MAINTAIN STRICTEST LEVEL OF CONFIDENTIALITY**

Sept. 7, 2005
Updated, Jan. 2007
Updated, October 2011

CRISIS INTERVENTION TEAM MODEL



FOR THE SCHOOLS AND CENTERS
OF THE DIOCESE OF ST. PETERSBURG

Approved, February 8, 2006
Revised and Disseminated,
July 2006
Jan. 2007

CRISIS INTERVENTION MODEL

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Appendix

Overview/Power Point Presentation

Sincere appreciation is extended to the members of the Guidance Steering Committee who gave their time, talent and expertise in the development of the Crisis Intervention Team Model. They are especially valued for sharing their skill and compassion in the implementation of this model in the schools and centers as crises occurred throughout the year.

Mrs. Carmen Anderson	Notre Dame/ St. Anthony Catholic Schools
Mr. Dennis Barbeau	St. Cecelia Interparochial School
Mrs. Eileen Charette	Jesuit High School
Mr. John Mayer	Bishop McLaughlin Catholic High School
\Mrs. Julie Mc Kean	Christ the King / St. Joseph Catholic Schools
Mrs. Karen Moran	Clearwater Central Catholic High School
Mrs. Jackie St. Charles	Most Holy Redeemer Catholic School
Mr. Michael Shemroske	Tampa Catholic High School
Mrs. K. Rizzo, Facilitator	Associate Superintendent Schools/ Centers



June 2009

To: School Pastors and Administrators
From: John Cummings, Ed.D
Superintendent of Schools and Centers
RE: Crisis Intervention Team Model

In the event of a serious situation, severe injury, accident or death of a member of your school/ center community, the Office of Catholic Schools and Centers has established a Crisis Intervention Team Model (CIT). The goal of the model is to assist you in responding to the crisis, to support members of the school community and to assist, arrange and facilitate intervention activities with experienced, licensed and/ or certified school counselors.

The Crisis Intervention Team Model is included with this letter. I suggest that you carefully review this document before such a crisis occurs.

I trust that this service will be of great benefit to your school/center community in time of need.

Should you have any questions do not hesitate to contact me.

CRISIS TEAM INTERVENTION TEAM MODEL

I. Administrative responsibility:

A. *At the opening of the school year:*

1. Review the Crisis Intervention Plan (CIP)
 - Determine circumstances under which to activate Crisis Intervention Team (CIT)
 - explore possible scenarios for time line for the activation of a team
 - consider appropriate liturgical and para-liturgical celebrations
2. Understand the role of the Crisis Intervention Team

B. *In case of a crisis, designated school personnel should:*

1. Implement Crisis Intervention Plan
 - Call the Office of Catholic Schools and Centers
2. The Superintendent or Associate Superintendent will
 - Designate a CIT leader
 - Contact designated administrators and secure the appropriate number of guidance counselors for the team with consideration to size of school (i.e., number of students, staff, specifics of situation)
 - contact at least two team members/ over and above the team leader
 - seek a commitment from the team member and the member's administrator that he/ she will be available for the duration of the intervention.
 - all responsibilities and schedules have been cleared prior to assignment.
 - CIT members that have scheduling conflicts before or after school hours (i.e., 7:30 – 8:00 AM and after 3:30 PM should inform the DOSP-OCSC facilitator prior to accepting the assignment.
 - provide information to on-site administrator
 - Schedule a CIT visit
 - In the case of a serious illness or impending death, the pastor and/or administrator should contact the OCSC to enable the CIT to assess, in advance, the school community and assist them in preparing for the impending crisis.
3. Intervention protocol:

- provide the following:
 - Student roster by grade
 - Staff roster with contact information
 - Master schedule
 - Campus map
 - provide simple beverages, sustenance for team
4. Meet separately with the front office staff and address their needs/ questions as they may require all the *pertinent* (as needed) crisis information, answer related telephone calls/ emails, and assist as hosts to the CIT members.
- provide a short statement to answer questions from parents
 - schedule breaks
 - schedule time so they too may meet with CIT if needed
 - schedule time so they may be of assistance

II. Crisis Team Leader Responsibility:

- A. Be available for the duration of intervention
- B. Review DOSP Crisis Intervention Team Model
- C. Review the school site Crisis Intervention Plan
- D. Review media interaction descriptive
- E. Team leader/ team must respect and follow wishes of the pastor, administrator, religious order and school community
- F. Have access to administration
- G. Consult administration about school community needs
- H. Meet with pastor and administration to
 - 1. Discuss parameters and goals of team intervention
 - 2. Relate to pastor/administration that it is important to understand when tragedy strikes a family or community, helping children cope and regain a sense of safety is often the most important and most difficult responsibility for adults.
 - 3. Relate that the administration should be aware that there will be peaks and valleys of intensity as the institution moves through the various phases of the crisis period and there will be need to respond to those phases differently
 - D. Long range planning will be necessary to repair damage
 - E. It may be necessary to rebuild the image of the school/center
 - 4. Obtain information about the parish staff needs, as appropriate, and an indication of the Pastor's agenda for CIT members in regards to care needs for the parish staff.
 - 5. Schedule a school staff orientation upon arrival as feasible
 - 6. Determine with school personnel appropriate spaces for counseling sessions for students/ faculty/ staff and others
 - 7. Plan meetings with faculty, students and /or parents as appropriate
- 8. Have access to school counselor
- 9. Have access to lead teachers
- 10. Have access to children who are in need
- 11. Attempt to understand and assess administrative dynamic

12. Become familiar with religious community procedures, as appropriate
13. Coordinate team members' areas of responsibility
14. Receive on-going updates from team members and communicate relevant information to the administration
15. Schedule two team meetings per day in the agreed upon location
16. Brief team on all finalized administrative decisions/ arrangements
17. Collaborate on drafting timely communications to parents
18. Secure *Resource Materials/ Kit* from school administrator

II. Responsibility of Team:

- A. As CIT members arrive on site they should sign in, obtain appropriate ID, gather together for consultation and directives.
- B. Be available on campus for the duration of the intervention which could be as few as two days and as long as a week. At the completion of the day's debriefing, the team will determine and consult with the school administration whether CIT members work is complete for the day and may leave the campus.
- C. Review DOSP Crisis Intervention Team Model
- D. Review the school site Crisis Intervention Plan
- E. Review media interaction descriptive
- F. Be available to the entire school community
 1. Team must respect and follow wishes of the pastor, administrator, religious order and school community
 2. Be observant and notify team leader of staff members who cannot perform routine duties
 3. Provide supportive services in classrooms, small groups or to individuals as needed
 4. Visit classrooms and areas where students congregate
 5. Attend any support prayer services or funeral services as appropriate
- G. Attend team, administration and school staff debriefing sessions
- H. With school counselor (and/or administration and school staff) the team should
 1. identify those students, faculty or staff who may be at risk
 2. solicit information about recent cases of trauma or loss
 3. develop school counselor's schedule
- I. Share appropriate resources with team leader and team members

III. Second and Subsequent Days of CIT Involvement:

- A. Upon arrival, meet as a team to review any overnight developments and discuss particulars from the previous day
- B. Ask for any parent requests for individual student meetings
- C. Ask for requests for individual parent meetings
- D. Follow-up on students who were counseled the day before
- E. Follow – up on any faculty or staff
- F. Formulate plans for any meetings, contacts, and prayer or support services
- G. Meet with school staff to address needs

IV. Follow up:

- A. Meet with OCSC designee within five to seven days to debrief and process the recent intervention
 - 1. Assess the intervention process
 - 2. Assess and monitor the emotional disposition of the team members and provide appropriate support
- B. A representative of the OCSC (and as appropriate, team members) will meet with the pastor and the administration to assess the effectiveness of team intervention activities
 - 1. Determine need for future support at school/center
 - 2. Provide written summary of intervention activities/ recommendations for administrator and pastor

Approved, February 8, 2006
Edited January 2007

Resources and Materials

SCHOOLS/CENTERS CRISIS INTERVENTION KIT

In the event of a crisis situation at your school or center, a team of guidance counselors may be called in to provide assistance and support. The team may need to share appropriate materials, resources and titles with your students, staff and parents. In an effort to provide these materials in a timely fashion, the Guidance Steering Committee recommends that you assemble a kit with the following items and store them where they can be easily accessed by a Crisis Intervention Team.

As these materials will be given to the students, staff or parents, you are urged to maintain a current and complete kit. You may find some of these items may already be housed in your school library or other resource area, consider these items to be duplicates but not part of the kit.

POSSIBLE MATERIALS FOR CRISIS INTERVENTION KIT

- 1) Lifetimes, A Beautiful Way to Explain Death to Children. by Bryan Mellonie and Robert Ingpen – Published by Bantam Books. I purchased this book at Borders. It is my favorite! This is an excellent book.
- 2) Sad Isn't Bad, A Good –Grief Guidebook for Kids Dealing With Loss by Michaelene Mundy – published by Abbey Press. (Available at Borders.)
- 3) And God cried Too by Marc Gellman. Published by Harper Trophy
- 4) What on Earth Do You Do When Someone Dies by Trevor Romain. Published by Marco products 1-800-448-2197

For Elementary school-age:

- 5) Sarah's Grandma Goes To Heaven, Maribeth Boelts (Zonderkidz, c. 2004)
- 6) Charlie Anderson, Barbara Abercrombie (Aladdin paperbacks) c. 1990) – divorce/dual set of parents/blended families
- 7) I promise I'll Find You, Heather Patricia Ward (Firefly Books, c. 1994) – missing children/family member – poetry
- 8) Sometimes I'm Afraid, Maribeth Boelts (Zonderkidz, c.2004) – book about Fear
- 9) Grandad Bill's Song, Jane Yolen (Philomel Books, c.1994) – Loss of a grandparent

- 10) Saying Goodbye, Jim & Joan Boulden (Boulden Publishing, c. 1992 by author) – Bereavement activity book – Award Winner, National Hospice Organization.
- 11) Let's Talk, Jim & Joan Boulden (Boulden Publishing, c. 1993?) – Early Separation and Divorce activity book.
- 12) Mom Is Single, Lena Paris (Children's Press, Chicago, c. 1980) – grief re single parent homelife
- 13) Someone I Love Has Cancer, Catherine McCormick Donald (add'l copies: Catherine McCormick Donald Foundation, P.O. Box 51, Fredonia, WI 53021, or FAX: 414-692-9585)

For Adults:

Bridges. William. *Transitions: Making Sense of Life's Changes*. Reading, MA: Addison-Wesley. 1980

ADDITIONAL RESOURCES

Bibliography for Resources on Death and Dying:

For Children- Death and Dying:

- | | |
|---|-------------------------|
| 1) <u>How Do We Tell Children</u> – (Ages 2 – teen) | Shafer |
| 2) <u>The Saddest Time</u> – (Ages 6-12) | N. Simon |
| 3) <u>How It Feels When A Parent Dies</u> (Ages 7-15) | J. Kremetz |
| 4) <u>Learning to Say Goodbye When A Child's Parent Dies</u> | E. Le Shan |
| 5) <u>The Seasons of Grief</u> | D. Gaffrey |
| 6) <u>Why Did Daddy Die?</u> | M. Alderman |
| 7) <u>When a Friend Dies</u> (Teens) | M. Gootman |
| 8) <u>There's Something in my Attic</u> | Mercer Mayer |
| 9) <u>There's a Nightmare in my Closet</u> | Mercer Mayer |
| 10) <u>When Dinosaurs Die: A Guide to Understanding Death</u> | L. Brown & M. Brown |
| 11) <u>The Fall of Freddie the Leaf: A Story for All Ages</u> | L. Buscaglia |
| 12) <u>Sunshine: More Meditations for Children</u> | M. Garth |
| 13) <u>Sarah's Grandma Goes to Heaven</u> | M. Boelts |
| 14) <u>Granddad Bill's Song</u> | J. Yolen |
| 15) <u>Saying Goodbye</u> | J. Boulden & J. Boulden |
| 16) <u>Lifetime, A Beautiful Way to Explain Death to Children</u> | B. Mellonie & R. Ingpen |
| 17) <u>Sad Isn't Bad, A Good – Grief Guidebook for Kids Dealing With Loss</u> | M. Mundy |
| 18) <u>And God Cried Too</u> | M. Gellman |
| 19) <u>What on Earth Do You Do When Someone Dies?</u> | T. Romain |

For Children - Cancer:

Someone I Love Has Cancer

C. Donald

For Children - Sibling Death:

Losing Someone You Love (Ages 10 – 24)

E. Richter

For Children – AIDS:

Losing Uncle Tim

M. Jordan

For Children – Divorce:

Mom is Single

Let's Talk

(Activity Book)

L. Paris

J. Boulden & J. Boulden

For Children – Lost or Missing:

I Promise I'll Find You

Sometimes I'm Afraid

H. Ward

M. Boelts

For Adults – Coping with Illness:

- | | |
|---|------------|
| 1) <u>Healing Words</u> | L. Dorsey |
| 2) <u>Remarkable Recoveries</u> | Hirschberg |
| 3) <u>Peace Love & Healing</u> | H. Benson |
| 4) <u>Full Catastrophe Living</u> | B. Moyers |
| 5) <u>Timeless Healing</u> | H. Benson |
| 6) <u>Natural health & Healing</u> | A. Weil |
| 7) <u>Transitions: Making Sense of Life's Changes</u> | W. Bridges |

For Adults – Loss, Death and Dying:

- | | |
|--|---------------|
| 1) <u>The Dying Time</u> | J. Furman |
| 2) <u>Chicken Soup for the Grieving Soul</u> | Canfield |
| 3) <u>In Lieu of Flowers</u> | N. Cobb |
| 4) <u>Transcending Loss</u> | Prend |
| 5) <u>Life After Loss</u> | B. Deits |
| 6) <u>The Mourning Handbook</u> | H. Fitzgerald |
| 7) <u>Understanding Your Grief</u> | Wolfeilt |
| 8) <u>How Can I Help?</u> | J. Kolf |

- | | |
|--|------------------------|
| 9) <u>Facing Death- Care of Dying</u> | C. Longaker |
| 10) <u>Dying At Home (for caregivers)</u> | A. Sankar |
| 11) <u>I Don't Know What to Say (to the dying)</u> | R. Buckman |
| 12) <u>Life is Goodbye and Hello</u> | A. Bozath |
| 13) <u>Safe Passage</u> | M. Fumia |
| 14) <u>True work Dying</u> | Bernanrd and Schneider |
| 15) <u>Healing Into Life and Death</u> | S. Levine |
| 16) <u>One Year to Live</u> | S. Levine |
| 17) <u>How To Go On Living</u> | T. Rando |
| 18) <u>Grief Recovery Handbook</u> | James |
| 19) <u>On Death and Dying</u> | E. Kubler-Ross |
| 20) <u>Surviving Grief</u> | C. Saunders |
| 21) <u>Tibetan Book of Living and Dying</u> | S. Rinpoche |
| 22) <u>The Courage to Grieve</u> | J. Tatelbaum |
| 23) <u>You Can Helpo Someone Who's Grieving</u> | Frigo, Fischer & Cook |
| 24) <u>The Marathon Effect in Leading Transition: A New Model for Change</u> | W. Bridges |
| 25) <u>Meeting God in Our Transition Times</u> | J. Rupp |
| 26) <u>Growing Through Personal Transitions</u> | S. Spencer |

Also:

www.aamc.org
www.eoslifework.co.uk

For Adults – Loss of Parent:

- | | |
|--|-------------|
| 1) <u>Midlife Orphan</u> | J. Brooka |
| 2) <u>Death of a Mother (Daughter's Stories)</u> | R. Ainley |
| 3) <u>Motherless Daughters</u> | Edelman |
| 4) <u>Losing a Parent</u> | F. Marshall |
| 5) <u>Father Loss</u> | E. Wakeman |
| 6) <u>A Necessary End</u> | N. Taylor |
| 7) <u>How to Survive the Loss of a Parent</u> | L. Akner |
| 8) <u>Last Touch</u> | Becker |

For Adults – Pregnancy and Baby Loss:

- | | |
|------------------------------------|----------|
| 1) <u>Surviving Pregnancy Loss</u> | Friedman |
| 2) <u>Empty Cradle</u> | D. Davis |
| 3) <u>When a Baby Dies</u> | J. Lord |

For Adults – Child Death:

- | | |
|--|----------------|
| 1) <u>A Broken heart Still Beats</u> | A. Mc Cracken |
| 2) <u>After the Death of a Child</u> | A. Finkbeiner |
| 3) <u>On Children and Death</u> | E. Kubler-Ross |
| 4) <u>When Bad Things Happen</u> | H. Kushner |
| 5) <u>Finding Hope When a Child Dies</u> | S. Miller |
| 6) <u>How to Survive Loss of a Child</u> | C. Saunders |
| 7) <u>The Bereaved Parent</u> | H. Schiff |
| 8) <u>Living Through Mourning</u> | H. Schiff |
| 9) <u>The Worst Loss</u> | B. Rosof |

For Adults – Sudden Death and Suicide:

- | | |
|----------------------------------|--------------|
| 1) <u>No Time for Goodbyes</u> | J. Lord |
| 2) <u>Silent Grief</u> | Lukas-Seiden |
| 3) <u>Healing After Suicide</u> | Smolin |
| 4) <u>No Time to Say Goodbye</u> | C. Fine |

For Adults – Widowed Persons:

- | | |
|--|-------------|
| 1) <u>Companion Through the Darkness</u> | S. Ericsson |
| 2) <u>When Men Grieve</u> | E. Levang |
| 3) <u>When Your Spouse Dies</u> | C. Curry |
| 4) <u>Widow to Widow</u> | G. Ginsburg |
| 5) <u>I'm Grieving As Fast As I Can</u> | L. Feinberg |
| 6) <u>The Grieving Time</u> | A. Brooks |

HOSPICE Contacts:

Hillsborough County Lifepath	813 877.2000
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Pinellas County The Hospice of the Florida Suncoast	727 586.4432 www.thehospice.org
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Pasco/ Hernando County	800 486.8784 727 863.7971 www.hphospice.org
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Citrus County Hospice of Citrus County	352 527. 2020 www.hospiceofcitruscounty.org
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For Additional Resources refer to: *School Counseling Program Guidelines*

It is recommended that the school maintains a record of the items in the Resource Kit

Sample:

Title	Author	Publisher	Copyright	Focus / Notes	Number of Copies
Transitions: Making Sense of Life's Changes	Bridges, Wm	Addison - Wesley	1980	Adult	3
<u>Sarah's Grandma Goes To Heaven</u>	Boelts, Maribeth	Zonderkidz,	2004	Elementary	5

Team Support

The following items are provided as tools to support the Crisis Intervention Team and provide recommendations to the Administration and the on-site School Counselor.

Crisis Intervention Team **On –site School Counselor / Information Sheet/ Checklist**

The following information sheet has been prepared to assist the on –site school counselor of a school which is in crisis due to an expected death, tragedy or loss of a member of the school community. Please use and/or adapt this information to suit your unique situation.

A “ready to use” CRISIS TEAM FOLDER is helpful to assist the on –site school counselor(s) prepare for the Crisis Intervention Team (CIT) visit and to organize priorities in addressing the needs of the community.

- Provide a copy of the CRISIS INTERVENTION TEAM MODEL (available from the school/center administrator or the Diocesan Office of Catholic Schools)
- Provide a map of the school campus for each team member
- Provide a classroom / teacher course schedule for each grade level, as needed, for the team to organize and plan classroom visits, etc.
- Provide Emergency (Crisis) Management Plan
- Provide Resource Kit

The following checklist may be used in consultation with the principal, as needed, and the CIT to assist the counselor in organizing initial activities and care for the CIT.

1. ____ As the team will ordinarily arrive well before students and staff, arrange for early morning breakfast foods for the team members.
 2. ____ Consult with the CIT leader concerning lunch arrangements for team members.
 3. ____ Consult with CIT Leader concerning site counselor’s role.
 4. ____ Arrange for private meeting spaces for at least 3 team members.
 5. ____ Arrange for snacks, including bottled water, or other beverages.
 6. ____ Determine meeting location for initial CIT, administration, pastor and guidance counselor meeting.
 7. ____ Debrief CIT Leader and team members of known information concerning the crisis event and pertinent information/ history of families, students who may be impacted by the crisis.
 8. ____ Arrange for group meetings with faculty, staff and student groups, as appropriate.
 9. ____ Secure or arrange for communication devices as appropriate (e.g., walkie talkies, etc.)
 10. ____ Consult/ coordinate with administrator on who, as the school representative, should make initial contact with family
 11. ____ Consult with CIT leader concerning effective closure to the day’s activities.
 12. ____ Consult with CIT leader concerning next day’s needs/ arrangements
 13. ____ OTHER: _____
-
-

Crisis Intervention Team Leader Checklist

1. ____ Review Crisis Intervention model
2. ____ Review School site CIT/ Emergency Mgt model
 - a. ____ Review school MEDIA descriptive: share with administrator/ pastor as appropriate
3. ____ Consult with the school pastor
 - o invite pastor to be involved in process/ lead prayer service with students/ staff as appropriate
 - o sample prayer services attached***
 - o inquire how the victim's pastor and/ or affiliated school pastors should be contacted
4. ____ Consult with administrator(s) about "school needs."
 - a. ____ Discuss intervention goals
 - b. ____ Remind pastor/administrator that helping the children is the Most important and most difficult –
 - o Ascertain school protocol - understand if administrator requires adjustment to standard protocol
 - c. ____ Remind pastor/administrator of varying intensities of "healing timeline" through intervention phases
 - o Discuss need for any long range planning?
 - o Discuss need for rebuilding school/center image?
 - d. ____ Discuss role of Guidance Counselor during intervention
 - e. ____ Schedule staff orientation
 - f. ____ establish counseling stations(____ students; ____staff; ____parents)
 - g. ____ Plan meetings with: ____faculty; ____ students: ____ parents)
 - o Discuss coverage for classes/ break time/ lunch time
 - o Discuss role of office staff
 - h. ____ Secure communications equipment/ walkie talkies
5. ____ Consult with school pastor regarding the needs of parish staff
 - a. ____ Discuss intervention strategies
6. ____ Consult with school counselor
7. ____ Consult with lead teachers
8. ____ Request access to children in need
9. ____ Attempt to understand/discuss with team, and assess administrative dynamic
10. ____ Determine religious community procedures, as appropriate
11. ____ Coordinate team members' areas of responsibility
12. ____ Seek out updates from team members
13. ____ Convey team conversations/insights to administration
14. ____ Schedule team meetings
 - a. ____First Day: schedule 1st team meeting of the day
 - b. ____2nd team meeting of the day
 - c. ____Second day: schedule 1st mtg.
 - d. ____schedule 2nd mtg. (See Member's Checklist)
 - e. ____ Third day: schedule 1st mtg.;
 - f. ____schedule 2nd mtg. (See Member's Checklist)

15. ____ Brief team on all finalized administrative decisions / arrangements
16. ____ Collaborate on drafting timely communications to the parents
 - i. Sample letters attached***
17. ____ Discuss applicable materials from the school's Resource Kit
18. ____ Contact OCSC representative as situation develops or at least at close of each day
19. ____ Collaborate with OCSC representative and team members for date and time of debriefing
20. ____ Team Leader with team jointly makes initial "draft" report of important team's days' activities and submits to OCSC representative at debriefing

*** Additional sample letters and prayer services may be secured from the OCSC

CRISIS INTERVENTION TEAM MEMBER'S CHECKLIST

Upon receipt of assignment:

1. ____ Ascertain that notification / permission has been secured from your own school administrator for the duration of the intervention
 - In most cases the OCSC representative will secure
2. ____ Postpone/ cancel any and all commitments during the duration of the intervention

First Day:

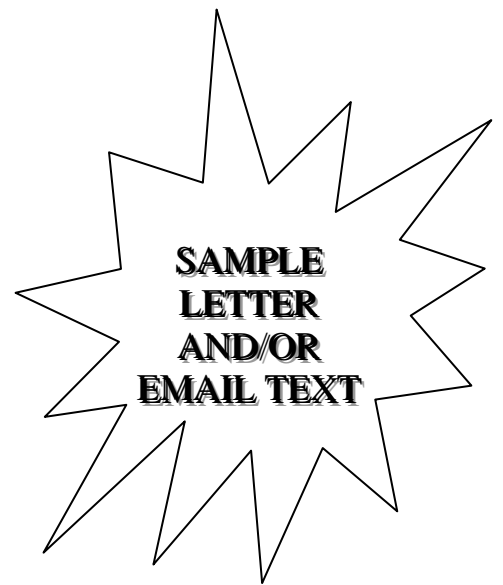
1. ____ Arrive at the targeted school as soon as possible with pertinent materials/
resource items
2. ____ Sign in, get I.D., gather with Team Leader
3. ____ Review intervention model
4. ____ Review School site CIT/ Emergency Mgt model
5. ____ Review school MEDIA descriptive
6. ____ Be available to entire school community
7. ____ Seek out Leader's information regarding wishes of the pastor,
administrator, religious order and school community
8. ____ Observe and inform team leader of school staff members who cannot perform routine duties
9. ____ Provide services as assigned (classrooms, small groups, individuals, etc.)
10. ____ Visit classrooms and other areas where students congregate as assigned
11. ____ Attend support prayer services or funeral services as available and as may be determined with
team consultation
12. ____ Attend team debriefings
13. ____ Attend administration/school staff debriefing sessions
14. ____ Meet with school counselor and:
 - a. ____ identify students, faculty or staff who may be at risk
 - b. ____ solicit information about recent cases of trauma or loss
 - c. ____ Meet with school counselor and discuss schedule
15. ____ Share any other resources with team leader
16. ____ Team jointly makes initial "draft" of day's team members' activities

Second/Add'l Day(s):

1. ____ Check for any overnight developments
2. ____ Inquire about any parent requests for individual student meetings
3. ____ Determine need and request individual parent meetings / phone calls
4. ____ Follow up on previous day students who were counseled
5. ____ Follow up on any faculty or staff who needs support
6. ____ Discuss and formulate plans for any meetings, contacts, and prayer or support services
7. ____ Meet together with school staff
8. ____ Team jointly makes initial "draft" of day's important team members' activities

Final Day

- ____ Check for any overnight developments
- ____ Inquire of any parent requests for individual student meetings
- ____ Determine need and request individual parent meetings / phone calls
- ____ Follow up on previous day students who were counseled
- ____ Follow up on any faculty or staff who needs support
- ____ Discuss and formulate plans for any meetings, contacts, and prayer or support services
- ____ Meet together with school staff
- ____ Team jointly makes initial “draft” of day’s important team members’ activities
- ____ Determine with team the need for future support at school/center
- ____ Plan with team leader a team debriefing session with OCSC Representative within 5 – 7 days, to process intervention
- ____ Plan with team a debriefing session for team (may be held at same meeting as above) to debrief personal team members’ involvement as a CIT member during this specific crisis.



SCHOOL LETTER HEAD

School
School Address
City, FL zip

Phone: (727/813/352) ###-####
www. (school email address)

Date, ____

Dear Parents,

It is with great sadness that we learned today that (deceased), (father/mother, etc.) of in (grade), died (when, day, etc.). The Diocese has created a Crisis Team consisting of counselors from various diocesan schools. (Other school-specific or family-specific information can be inserted here, as desired.) I have invited the Diocesan Crisis Intervention Team to meet with our staff today and with students and any parents (when....). We have not yet spoken with the children. I know that as parents you will be best suited to share this information with your child. Tomorrow (or today) at school, counselors will meet with the children in groups to help them. As in any crisis, our students tend to think of others. They want to know how they can help. Counselors will be available with ways to not only alleviate their fears but how to help the White children heal when they return to school.

Meetings today have been held (where) with the faculty. Tomorrow we will also use the (chapel/church/ pastoral center, etc.) as our centering point. Our school pastor, Father XXX XXXX was with the faculty when they met in groups today. We will continue to use our support team tomorrow and possibly the next day if needed.

Please keep the (Family name) and all our community in your prayers during this difficult time.

Sincerely,

(Name of principal)
Principal

Fax: (727/813) ###-#### Email: xxxxxxxxx@school.org

A PRAYER SERVICE FOR HEALING



Prayer To Calm our Fears:

Hear our prayer, O Lord. In time of trouble we call upon You, for You will answer us. When pain and illness are our companions, let there be room in our heart for strength. When the days and nights are filled with darkness, let the light of courage find its place. Help us endure the suffering we are now going through, and calm our fears. Renew within us the calm spirit of trust and peace. We praise you, O God, Healer of the Sick .



PSALM 23: The Good Shepherd

The LORD is my shepherd, I shall not want.

He makes me lie down in green pastures; he leads me beside still waters; he restores my soul. He leads me in right paths for his name's sake.

Even though I walk through the darkest valley, I fear no evil; for you are with me; your rod and your staff— they comfort me.

You prepare a table before me in the presence of my enemies; you anoint my head with oil; my cup overflows.

Surely goodness and mercy shall follow me all the days of my life, and I shall dwell in the house of the LORD my whole life long.

Hymn: Lord, You Raise Me Up

When I am down and, oh my soul, so weary;
When troubles come and my heart burdened be;
Then, I am still and wait here in the silence,
Until You come and sit awhile with me.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on Your shoulders;
You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on Your shoulders;
You raise me up... To more than I can be.

There is no life – no life without its hunger;
Each restless heart beats so imperfectly;
But when you come and I am filled with wonder,
Sometimes, I think I glimpse eternity.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on Your shoulders;
You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on Your shoulders;
You raise me up... To more than I can be.



HEALING PRAYER:

May the God who gives us life, bless Eli, Lauren, Steven and Katie who were injured last night. Grant wisdom and strength to the doctors and nurses who bring healing. Bring courage and faith to our friends who are injured. Grant love and strength to us and to all who love them. God, let your spirit rest upon all who are suffering and comfort them. May they and we soon know a time of complete healing, a healing of the body and a healing of the spirit. Amen.

Prayer Of Acceptance:

Dear Jesus, Divine Physician and Healer of the Sick, we turn to You in this time of trouble. Calm our worry and sorrow with Your gentle love, and grant us the grace and strength to accept this burden. Dear God, we place our fears and anxieties in Your hands. We place our injured friends under Your care, especially our brother, Eli, and humbly ask that You restore Your servants to health again. Aabove all, grant us the grace to acknowledge Your holy will and know that whatever You do, You do for the love of us. May Your holy will be done. Amen.



The Prayer For Serenity:

God, grant us the serenity to accept the things we cannot change,
Courage to change the things we can, and the wisdom to know the difference.

Living one day at a time; Enjoying one moment at a time;
Accepting hardship as the pathway to peace. Taking, as He did, this
sinful world as it is, not as we would have it.

Trusting that He will make all things right if we surrender to His Will;
That we may be reasonably happy in this life, and supremely
happy with Him forever in the next. Amen

The Lord's Prayer:

Our Father, who art in heaven, hallowed be thy Name.

Thy kingdom come. Thy will be done, On earth as it is in heaven.

Give us this day our daily bread. And forgive us our trespasses,

As we forgive those who trespass against us. And lead us not into temptation, But deliver us from evil. Amen

Kindness of Tampa Catholic High School

MEMORIAL PRAYER SERVICE



***“If, then, we have died with Christ,
we believe that we shall also live with him.”***

Opening Prayer:

Let us pray: May the good Lord bless and keep you, _____,
May He show His face to you and have mercy.
May He turn His countenance to you and give you peace.
The Lord bless you all days and hold you in the palm of His hand.
When day is done, and gone the sun, from the hills, from the sky.
All is well, safely rest, _____, safely rest, all is well.
Fading light dims the sight, and a star gems the sky,
Gleaming bright from afar, drawing nigh, fills the night.
Dear _____, may you safely rest in the company of the angels.

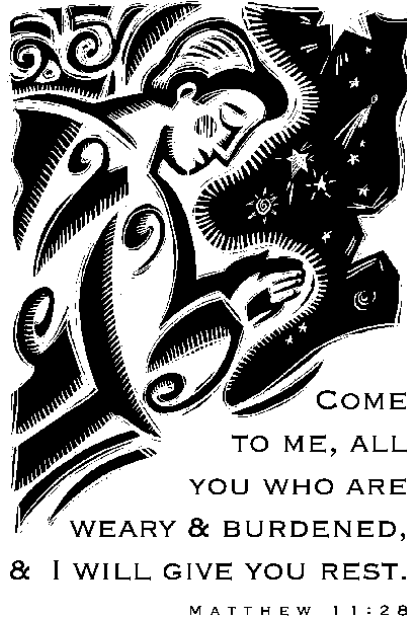
Amen

First Reading:

A reading from the letter of Paul to the Romans

Are you unaware that we who were baptized into Christ Jesus were baptized into his death? We were indeed buried with him through baptism into death, so that, just as Christ was raised from the dead by the glory of the Father, we too might live in newness of life. For if we have grown into union with him through a death like his, we shall also be united with him in the resurrection. We know that our old self was crucified with him, so that our sinful body might be done away with, that we might no longer be in slavery to sin. For a dead person has been absolved from sin. If, then, we have died with Christ, we believe that we shall also live with him. We know that Christ, raised from the dead, dies no more; death no longer has power over him.

The Word of the Lord.
Thanks be to God.



RESPONSORIAL PSALM (Psalm 23)

The Lord is my shepherd

Response: *The Lord is my shepherd, there is nothing I shall want.*

The Lord is my shepherd; I shall not want.
In verdant pastures he gives me repose.
Beside restful waters he leads me; he refreshes my soul.
(Response)

He guides me in right paths for his name's sake.
Even though I walk in the dark valley I fear no evil;
for you are at my side.
With your rod and your staff that give me courage.
(Response)

You spread the table before me in the sight of my foes;
You anoint my head with oil; my cup overflows.
Only goodness and kindness follow me all the days of my life;
And I shall dwell in the house of the Lord for years to come.
(Response)

Prayer of the Faithful:

Brothers and sisters, Jesus Christ is risen from the dead and sits at the right hand of the Father, where he intercedes for his Church. Confident that God hears the voices of those who trust in the Lord Jesus, we join our prayers to his: (Our Response will be "Hear our Prayer")

In baptism, _____ received the light of Christ. Scatter the darkness now and lead him over the waters of death. Lord, in your mercy:

Response: Hear our prayer.

Our brother / sister _____ was nourished at the table of the Savior.

Welcome him/her into the halls of the heavenly banquet.

Lord, in your mercy:

Response: Hear our prayer.

Those who trusted in the Lord now sleep in the Lord.

Give refreshment, rest, and peace to all whose faith is known to you alone. Lord, in your mercy :

Response: Hear our prayer.

The family and friends of _____ seek comfort and consolation.

Heal their pain and dispel the darkness and doubt that come from grief.

Lord, in your mercy:

Response: Hear our prayer.

We are assembled here in faith and confidence to pray for our brother / sister, _____.

Strengthen our hope so that we may live in the expectation of your Son's coming. Lord, in your mercy:

Response: Hear our prayer.

Lord God, giver of peace and healer of souls, hear the prayers of the Redeemer, Jesus Christ. Also hear the voices of your people, whose

lives were purchased by the blood of the Lamb. Forgive the sins of all who sleep in Christ, and grant them a place in Your kingdom.

We ask this through Christ our Lord.

Response: Amen.

PRAYER OF COMMENDATION:

Into your hands, Father of mercies, we commend our brother /sister, _____ in the sure and certain hope that, together with all who have died in Christ, s/he will rise with him on the last day.

We give you thanks for the blessings which you bestowed upon _____ in this life. They are signs to us of your goodness and of our fellowship with the saints in Christ. Merciful Lord, turn toward us and listen to our prayers: open the gates of paradise to your servant, _____.
Help us who remain to comfort one another with assurances of faith, until we all meet in Christ, and are with you and with our brother/ sister _____ for ever. We ask this through Christ our Lord.

(Our Response) *Amen!*

Go in peace, with the knowledge and strength that _____ will live with Jesus, and in our hearts forever.

(Our Response) *Thanks be to God.*



Kindness of Tampa Catholic High School

CRISIS INTERVENTION TEAM STUDENT INTERVIEW LOG

SCHOOL _____

DATE _____

COUNSELOR _____

Student's Name	Grade	Parental Contact/ Date			Comments
		Written	Phone	Conference	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9					
10.					
11.					
12					
13.					

* A copy of this completed form must be submitted to the Office of Catholic Schools and Centers Crisis Intervention Representative. It will be included in the Summary Report which will be provided to the school administrator at the conclusion of the intervention.

SCHOOL COUNSELOR TEAM DEBRIEFING

*** PERSONAL GUIDE ***

(The following is an amalgamation of material taken from “Compassion Fatigue: The Professional Liability of Caring Too Much,” R. Thompson, Ed.D., and Dennis W. Barbeau, M.Div., M.A., NCC.)

The following General Guide is intended to be used only as a framework for group debriefing and personal self-maintenance

The Review Phase for Debriefing Counselors

- What is your general impression of the overall counseling experience?
- How satisfied are you with what you did?
- With what group were you most effective/least effective, and speculate “why?”
- Would you do anything differently, and if so, what or with what group(s)?
- Would you prefer to work with a different group next time, and why?
- What themes emerged (counseling focus)?
- Are you aware of experiencing any transference/counter-transference issues while counseling?
- If so, were you satisfied with how you handled the transference issues?

The Response Phase

- What would you say differently next time?
- What did you say that you wish you hadn’t?
- What do you wish you had said, and to whom?
- Was there any particularly “difficult” time for you before you started “counseling”?
- Was there any particularly “difficult” time for you when you were counseling?
- Was there any particularly “difficult” time after you finished counseling?
- Has your counseling experience in this crisis affected you in a negative way, and if so, how?
- Has your counseling experience in this crisis affected you in a positive way, and if so, how?

The Remind Phase

- Do you have any professional follow up that needs to be done?
- What specifically will you do to take care of yourself after today’s debriefing as a “wind down” and de-escalating of your emotions, and nurturing of your mental health?
- Are you having a difficult time “letting go” of the issues addressed and/or attachments made from your crisis counseling experience?
- What will it take for you to let go?
- Would you like your fellow team members or another counselor to help you, and if so, in what way?
- How can the team members make your counseling experience better next time?
- Do you have anything you wish to say to the team to “sum up” your feelings about your crisis counseling experience?

Crisis Intervention Administrator Debrief:

School _____

Administrator _____

Dates of intervention _____

On site Counselors _____

Intervention Team: _____

Date of Debrief _____

Questions for Administrator	Responses
1. How is the Admin doing? Any personal concerns? Has he/she had some rest?	
<ul style="list-style-type: none"> Are there any personal issues which need attending 	
<ul style="list-style-type: none"> Who can help? 	
2. Were you satisfied with the intervention in general?	
3. What was good?	
4. What could have been better?	
5. Were you satisfied with the work of your on site counselor?	
6. Were you satisfied with the team?	
7. Did they assist you in planning and executing the intervention?	
8. Did they keep you well informed	
9. What were their strengths	
11. What were the issues	
12. Would you have these same team members again?	

13. Were you satisfied with the work of your on site counselor?	
14. Did they support your counselor?	
15. Was there a priest presence?	
16. If not what could have been done to assure that a priest was apart of planning and execution of the intervention?	
17. Is there an alternate to “fill in”	
18. Was there enough of a spiritual dimension to the intervention? What could have been better?	
19. Did you have difficulty deciding that a team was needed?	
20. What were the blocks to making a call?	
21. What were the blocks to making a call?	
22. Was the media involved?	
22. How can the OCSC help you in the future?	
Is there anything you would want to add to this debrief?	

OVERVIEW

A power point presentation, which provides an overview of the **CRISIS INTERVENTION TEAM MODEL**, is available to administrators and school counselors for in-service to staff and parents by contacting the Office of Catholic Schools and Centers.

APPENDIX 1

Records Storage, Access and Content

STATE OF FLORIDA SCHOOL CODE

Content of Category A records. The information on these records shall be kept current.

(a) The following information shall be maintained for each pupil or adult student on Form ESE-386, Grades 9-12 and Adult Permanent Record Card, Category A - Education Records, and Form ESE-392, Grades Pre-K - 5 Permanent Record Card Category A - Education Records and Grades 6-8 Permanent Record Card Category A - Education Records, effective June, 1987 which are hereby incorporated by reference and made a part of this rule.

1. Pupil's or student's full legal name.
2. Authenticated birth date, place of birth, race and sex.
3. Last known address of the pupil or student.
4. Names of the pupils or student's parent or guardian.
5. Name and location of last school attended.
6. Number of days present and absent, date enrolled, date withdrawn.
7. Courses taken and record of achievement, such as grades, units, or certification of competence.
8. Date of graduation or date of program completion.

(b) Category A information listed on Form ESE-386. Grades 9-12 and Adult Permanent Record Card Category A - Education Records, shall be maintained only for students who are enrolled in grades 9-12 and students enrolled in adult education programs which lead to a high school diploma.

(c) A district desiring to maintain the content for Category A records on a form other than Forms ESE-386 and ESE-392 may do so when approved by the Deputy Commissioner for Educational Programs. To receive approval, a district must submit a copy of the proposed alternate form which shall include all data items classified as Category A information in Rule 6A-1.0955(3)(a), FAC., to the Deputy Commissioner for Educational Programs, explaining the reasons for requesting the use of an alternate form. The Deputy Commissioner for Educational Programs shall approve or disapprove the request in writing.

(d) One copy of Forms ESE-386 and ESE 392 may be obtained without cost from the Deputy Commissioner for Educational Programs, Department of Education, The Florida Education Center, Tallahassee, Florida 32399. Each district school board shall provide the copies required for use in the public schools of the district.

(e) School districts shall maintain sufficient information, to include social security number, on adult students enrolled in a postsecondary program so that they can be located after they have either withdrawn or completed a program of study.

Content of Category B records. Each school board shall adopt policies which will assure accuracy of information maintained and provide for periodic review and elimination of information, no longer useful, in the manner prescribed by Section 230.331(3), Florida Statutes. These records may include but are not limited to the following information:

- (a) Health information.
- (b) Family background data.
- (c) Standardized test scores.
- (d) Educational and career plans.
- (e) Honors and activities.
- (f) Work experience reports.
- (g) Teacher comments.
- (h) Reports of student services, or exceptional student staffing committees, including all information required by Section 230.23(4) (m) 7., Florida Statutes.
- (i) Correspondence from community agencies or private professionals.
- (j) Driver education certificate.
- (k) A list of schools attended.
- (l) Written agreements of corrections, deletions or expunctions as a result of meetings or hearings to amend educational records.

**Diocese of St. Petersburg
Office of Catholic Schools and Centers
Records Retention Guide**

ONE YEAR AFTER CASE IS CLOSED

- Abuse/Neglect Records

FIVE YEARS

- Access log: Student Educational Records
- Attendance Records
- Grade Books
- Release of Information

PERMANENT STORAGE

- Student Permanent Record Card
- Employee - Dates of Employment Record

Source:
*Office of Catholic Schools and Centers
Administrators' Resource Manual*

Table 1: Student Records: Guidelines for Storage, Access and Contents

TYPE OF RECORD	STORAGE	ACCESS	CONTENT EXAMPLES
<i>Automated Records¹</i>	TBD as Schools/ Centers transition To electronic storage	Restricted according to School/Center's Policy	To be determined by the School/Center's Administration. Schedule frequent back-ups and secure off-site placement for such.
<i>Cumulative Record</i>	Administrative Office	Administrator Assistant Administrator Guidance Counselor Teacher(s) (grade specific) Paid clerical employees as appropriate.	Registration/admissions documents; permanent academic record; attendance; standardized testing reports (ACT, PSAT, SAT, PLAN, ITBS, ACRE) ² ; report cards; true copy of birth and/or baptismal certificate; true copy of Social Security card; official academic records received from other schools, excluding special needs documentation (refer to <i>Guidance Records</i> below).
<i>Administrator's Records</i>	Administrator's Office	Administrator Assistant Administrator OCSC	Official correspondence; court documents; "Release to Exchange Confidential Information"; academic contracts, behavioral contracts; discipline records.
<i>Custodial / Legal Records</i>	Administrator's or Director's Office	Administrator Assistant Administrator OCSC ³ Superintendent or Designee DOSP ⁴ Legal Counsel	True copies of Divorce decrees; custodial decrees; orders of injunction for protection; adoption documentation; copy of reports to the FLA Abuse Hotline.

¹ The DOSP-OCSC will be convening a Committee to evaluate best practices and formulate guidelines for distribution at a later time. Until these guidelines are established, Administrators are encouraged to dialogue often with the OCSC, legal counsel, and vendors of the technology currently available. Consideration should be provided to the State and Federal laws governing these practices.

² Various reports of standardized tests results maintained at different grade levels

³ Office of Catholic Schools and Centers

⁴ Diocese of St. Petersburg

TYPE OF RECORD	STORAGE	ACCESS	CONTENT EXAMPLES
<i>Guidance Records</i>	Administrator's or Guidance Office	Guidance Counselor Administrator Assistant Administrator	Standardized testing reports (ACT, PSAT, SAT, PLAN, ITBS, ACRE); log/case notes; conference summaries; progress report; letters of recommendation for admissions; academic contracts; behavioral contracts; official correspondence; <i>Release to Exchange Confidential Information</i> (always copy to Administrator except for college financial aid and/or college admissions); sealed original report of abuse allegation; psycho-educational evaluation report/ assessment results; mental health/substance abuse treatment documentation; confidential information received from other schools.
<i>Health Records</i> ⁵	Administrative Office or Clinic	Administrator Assistant Administrator Guidance Counselor Teachers (<i>need- to-know basis</i>) School Nurse Paid Clinic Assistant.	State of Florida immunizations record ("blue card"); health screens; documentation of medical conditions/allergies; authorization for on-campus medication dispensation; other supporting medical documentation, such as Medical Student Support Plan.
<i>Emergency Cards</i>	Administrative Office or Clinic AND Go-Box	Administrator Assistant Administrator Guidance Counselor Teachers (<i>need- to-know basis</i>) School Nurse Paid Clinic Assistant Emergency Management Team.	Demographic information; parent contact information; allergies; quick reference to medical needs (specifics are confidential and are kept in the Health file); quick reference to custodial exclusions; emergency contact information; quick reference to special needs (specifics are confidential and kept in the SST folder); physician name and phone number; authorization for emergency medical care.
<i>Student Support Team Documentation</i>	Originals in a Sub-Folder of the Guidance File	Administrator Assistant Administrator Student Support Team's Chairperson Resource Teacher Guidance Counselor ⁶	Student Support Team (SST) notes; Student Support Plan (SSP); copy of the IEP, 504 Plan and/or "academic improvement plan"; pre-referral information; conference summaries; additional assessments; psycho-educational evaluation and outside staffing documentation; authorizations to release information; correspondence related to SST

⁵ Medical Information is protected by Federal Law and its storage and access must be carefully monitored.

⁶ The SST's Chairperson or Designee may allow review of information by teachers in need to know under supervision, following procedures established by the OCSC's Guidelines for the Education of Children with Special Needs.

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APPENDIX II

REFERENCES

I. STANDARDS FOR PROFESSIONAL PRACTICE

American School Counselors Association

WWW.ASCA.ORG

National Association for College Admissions Counseling

WWW.NACAC.COM

American Association for Counseling and Development. (1988). Ethical standards. Alexandria, VA: Author.

American School Counselor Association. (1984). Ethical standards for school counselors. Alexandria, VA: Author.

Association for Specialists in Group Work. (1989). Ethical guidelines for group counselors. Alexandria, VA: Author.

Huey, W. C. (1987). Ethical standards for school counselors: Test your knowledge. *The School Counselor*, 34, 331-335.

Huey, W. C., & Remley, Jr., T. P. (1988). Ethical and legal issues in school counseling. Alexandria, VA: American School Counselor Association.

Larrabee, M. J., & Terres, C. K. (Eds.). (1985). Ethical and legal issues [Special issue]. *Elementary School Guidance and Counseling*, 19(3), 181-189.

Talbutt, L. C. (1983). Current legal trends regarding abortions for minors: A dilemma for counselors. *The School Counselor*, 31, 120-124

II. DRUG AWARENESS PROGRAM/ RESOURCES

Drug Watch International, Inc.™
"International NGO in Special Consultative Status with the Economic and Social Council of the United Nations"
PO Box 45218 ● Omaha, NE 68145-0218 ● Phone: (402) 384-9212 ● Fax: (402) 397-3309
e-mail: DrugWatch6@aol.com ● <http://www.DrugWatch.org>

www.usprobation.com

<http://www.k12coordinator.org/>

<http://www.theantidrug.com/teachersguide/index.asp>

<http://www.whitehousedrugpolicy.gov/index.html>

<http://www.checkyourself.org/>

<http://www.thecoolspot.gov/>

<http://www.ed.gov/about/offices/list/osdfs/programs.html#health>

<http://www.dare.com/home/default.asp>

<http://www.dfaf.org/stand.php>

<http://cmdfyit.pictco.org/>

<http://www.freevibe.com/>

<http://www.justthinktwice.com/>

<http://teens.drugabuse.gov/>

i.

ii.

iii. **Supporting Teachers and Students**

Title	Contact Information/Websites	Phone
Adapting Curriculum and Instruction: Teacher's Reference Gr. K-12	Indiana Institute on Disability and Community Info Website: http://www.iidc.indiana.edu/wel49.htm	1-812-855-6508
Inclusion: A Fresh Look Gr. K-12	Covington Cove Publications Website: http://www.lindatilton.com/store.php	1-888-LEARN-11
The Teacher's Toolbox for Differentiated Instruction	Covington Cove Publications Website: http://www.lindatilton.com/store.php	1-888-LEARN-11
The Differentiated Classroom	Assoc. for Supervision and Curriculum Development.	1-800-933-2723
On Our Best Behavior: Positive Behavior Management Strategies	LRP Publications Website: http://www.shoplrp.com/product/p-300112.html	1-800-341-7874
Differentiated Instructional Strategies Gr. K-12	Corwin Press, Inc. Sage Publications Co. Website: http://www.corwinpress.com/book.aspx?pid=7436	1-800-818-7243

Title	Contact Information/Websites	Phone
Differentiated Instructional Strategies in Practice Gr. K-12	Corwin Press, Inc. Sage Publications Co. Website: http://www.corwinpress.com/book.aspx?pid=9286	1-800-818-7243
Differentiated Instructional Strategies For Reading in Content Areas	Corwin Press, Inc. Sage Publications Co. Website: http://www.corwinpress.com/book.aspx?pid=8999	1-800-818-7243
Differentiated Instructional Strategies for Writing in Content Areas	Corwin Press, Inc. Sage Publications Co. Website: http://www.corwinpress.com/book.aspx?pid=8998	1-800-818-7243
Pre-Referral Intervention Manual Gr. K-12	Hawthorne Education Services Website: http://www.hes-inc.com/hes.cgi/00670.html	1-573-874-1710
Tough Kid Toolbox	Website: http://208.236.132.113/ERP2Web/ProductPage.aspx?parentId=019001256&functionID=009000008	1-303-651-2829
How to Reach and Teach ADD/ADHD Children	Website: http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787972959.html Jay's # 1-800-225-5945 ex. 23328	1-800-956-7739
Teacher's Guide to Behavioral Intervention Strategies for Behavior Problems in the Educational Environment Grades K-12	Kathy Cummins Wunderlich Hawthorne Educational Services, Inc. Copyright 1988 by Hawthorne Ed. 800 Gray Oak Drive Columbia, MO 65201 Website: www.hes-inc.com	1-573-874-1710 FAX 1-800-442-9509

Books and publications by Mel Levine, MD:

Educational Care

A System for Understanding and Helping Children with Learning Problems
at Home and in School
Educators Publishing Service, Inc.
31 Smith Place
Cambridge, MS 02138-1000

A MIND at a TIME

(This book is a wide-ranging exploration of the myriad way in which young minds differ, coupled with vivid and useful recommendations about developing those minds to the fullest.)

Simon and Schuster
Rockefeller Center
1230 Avenue of the Americas
New York, New York 10020

All Kinds of Minds (A young student's book about learning abilities and learning disorders)
Educators Publishing Service, Inc.
31 Smith Place
Cambridge, MA 021-1000

Keeping A Head in School

A student's book about learning abilities and learning disorders (designed
for intermediate to older students)

Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, MA 02138-1104

The Mind That's Mine (A program to help young children learn about learning (4 - 5 grade reading
level) This has a student text and teacher's manual and videos.)

Published by:
All Kinds of Minds
P. O. Box 3580
Chapel Hill, NC 27515

The Misunderstood Child by Larry B. Silver, M. D.
Understanding and coping with your child's learning disabilities

Inclusion - A Fresh Look
Practical Strategies to help all students succeed
by Linda Tilton

Covington Cove Publications
5620 Covington Road
Shorewood, Minnesota 55331
1 888 LEARN -11

Teaching Gifted Kids in the Regular Classroom

Strategies and techniques every teacher can use to meet the academic needs
of the gifted and talented

by Susan Winebrenner

Free Spirit Publishing, Inc.
217 Fifth Avenue N, Suite 200
Minneapolis, MN 55401-1299
help4kids@freespirit.com
www.freespirit.com
(program and training materials to train teachers also available)

Supporting Students with Special

Learning Needs

Diocese of St. Petersburg, Florida; *Policy for Diocesan Schools*, “Mission Statement for Catholic Schools, 1981.

American Academy for Child and Adolescent Psychiatry; *Journal of the American Academy of 'child and Adolescent Psychiatry - DSM IV SCALE*, 1991.

Painting, Donald H.; *Helping Children with Specific Learning Disabilities*; Prentice-Hall, Inc., Englewood Cliffs, NJ, 1983.

Rosenberg, Michael S. and Edmond-Rosenberg, Irene; *The Special Education Sourcebook: A Teacher's Guide to Programs, Materials and Information Sources*; Woodbine House, 1994.

Painting, Donald H.; *Helping Children with Specific Learning Disabilities*; Prentice-Hall, Inc., Englewood Cliffs, NJ, 1983.

Rosenberg, Michael S. and Edmond-Rosenberg, Irene; *The Special Education Sourcebook: A Teacher's Guide to Programs, Materials and Information Sources*; Woodbine House, 1994.

Harwell, Joan M.; *Complete Learning Disabilities Handbook*; West Nyack, NY, Center for Applied Research; 1989.

Myers, Patricia; Hammill, Donald D.; *Methods for Learning Disorders*; Wiley and Sons, New York; 1969.

Shore, Kenneth, Ph.D.; *The Special Education Handbook: How to Get the Best Possible Education for Your Learning Disabled Child*; Teachers' College Press, New York, 1986.

Rosenberg, Michael S. and Edmond-Rosenberg, Irene; *The Special Education Sourcebook: A Teacher's Guide to Programs, Materials and Information Sources*; Woodbine House, 1994., pps., 56-57.

Shore, Kenneth, Ph.D.; *The Special Education Handbook: How to Get the Best Possible Education for Your Learning Disabled Child*; Teachers' College Press, New York, 1986.

Rosenberg, Michael S. and Edmond-Rosenberg, Irene; *The Special Education Sourcebook: A Teacher's Guide to Programs, Materials and Information Sources*; Woodbine House, 1994., pps., 65-66.

Shore, Kenneth, Ph.D.; *The Special Education Handbook: How to Get the Best Possible Education for Your Learning Disabled Child*; Teachers' College Press, New York, 1986.

Council for Exceptional Children, *CEC Newsletter*, Vol. 4, No. 1; Arlington, VA; July 1997.

LaVoie, Richard; *How Difficult Can This Be, F.A.T. City*, 1990.

Council for Exceptional Children, *CEC Newsletter*, Vol. 4, No. 2, Arlington, VA; August 1997.

Rief, Sandra F.; *How to Reach and Teach ADD/ADHD Children*; Center for Applied Research, West Nyack, NY, 1993.

v. Crisis Intervention

- 14) Lifetimes, A Beautiful Way to Explain Death to Children. by Bryan Mellonie and Robert Ingpen – Published by Bantam Books. I purchased this book at Borders. It is my favorite! This is an excellent book.
- 15) Sad Isn't Bad, A Good –Grief Guidebook for Kids Dealing With Loss by Michaelene Mundy – published by Abbey Press. (Available at Borders.)
- 16) And God cried Too by Marc Gellman. Published by Harper Trophy
- 17) What on Earth Do You Do When Someone Dies by Trevor Romain. Published by Marco products 1-800-448-2197

For Elementary school-age:

- 18) Sarah's Grandma Goes To Heaven, Maribeth Boelts (Zonderkidz, c. 2004)
- 19) Charlie Anderson, Barbara Abercrombie (Aladdin paperbacks) c. 1990) – divorce/dual set of parents/blended families
- 20) I promise I'll Find You, Heather Patricia Ward (Firefly Books, c. 1994) – missing children/family member – poetry
- 21) Sometimes I'm Afraid, Maribeth Boelts (Zonderkidz, c.2004) – book about Fear
- 22) Grandad Bill's Song, Jane Yolen (Philomel Books, c.1994) – Loss of a grandparent
- 23) Saying Goodbye, Jim & Joan Boulden (Boulden Publishing, c. 1992 by author) – Bereavement activity book – Award Winner, National Hospice Organization.
- 24) Let's Talk, Jim & Joan Boulden (Boulden Publishing, c. 1993?) – Early Separation and Divorce activity book.
- 25) Mom Is Single, Lena Paris (Children's Press, Chicago, c. 1980) – grief re single parent homelife
- 26) Someone I Love Has Cancer, Catherine McCormick Donald (add'l copies: Catherine McCormick Donald Foundation, P.O. Box 51, Fredonia, WI 53021, or FAX: 414-692-9585)

For Adults:

Bridges. William. Transitions: Making Sense of Life's Changes. Reading, MA: Addison –Wesley. 1980

Resources on Death and Dying:

For Children- Death and Dying:

- | | |
|---|-------------|
| 1) <u>How Do We Tell Children</u> – (Ages 2 – teen) | Shafer |
| 11) <u>The Saddest Time</u> – (Ages 6-12) | N. Simon |
| 12) <u>How It Feels When A Parent Dies</u> (Ages 7-15) | J. Krentenz |
| 13) <u>Learning to Say Goodbye When A Child's Parent Dies</u> | E. Le Shan |
| 14) <u>The Seasons of Grief</u> | D. Gaffrey |
| 15) <u>Why Did Daddy Die?</u> | M. Alderman |
| 16) <u>When a Friend Dies</u> (Teens) | M. Gootman |

- | | |
|---|-------------------------|
| 17) <u>There's Something in my Attic</u> | Mercer Mayer |
| 18) <u>There's a Nightmare in my Closet</u> | Mercer Mayer |
| 19) <u>When Dinosaurs Die: A Guide to Understanding Death</u> | L. Brown & M. Brown |
| 11) <u>The Fall of Freddie the Leaf: A Story for All Ages</u> | L. Buscaglia |
| 12) <u>Sunshine: More Meditations for Children</u> | M. Garth |
| 13) <u>Sarah's Grandma Goes to Heaven</u> | M. Boelts |
| 14) <u>Granddad Bill's Song</u> | J. Yolen |
| 15) <u>Saying Goodbye</u> | J. Boulden & J. Boulden |
| 16) <u>Lifetime, A Beautiful Way to Explain Death to Children</u> | B. Mellonie & R. Ingpen |
| 17) <u>Sad Isn't Bad, A Good – Grief Guidebook for Kids Dealing With Loss</u> | M. Mundy |
| 18) <u>And God Cried Too</u> | M. Gellman |
| 19) <u>What on Earth Do You Do When Someone Dies?</u> | T. Romain |

For Children - Cancer:

<u>Someone I Love Has Cancer</u>	C. Donald
----------------------------------	-----------

For Children - Sibling Death:

<u>Losing Someone You Love</u> (Ages 10 – 24)	E. Richter
---	------------

For Children – AIDS:

<u>Losing Uncle Tim</u>	M. Jordan
-------------------------	-----------

For Children – Divorce:

<u>Mom is Single</u>	L. Paris
<u>Let's Talk</u>	J. Boulden & J. Boulden
(Activity Book)	

For Children – Lost or Missing:

<u>I Promise I'll Find You</u>	H. Ward
<u>Sometimes I'm Afraid</u>	M. Boelts

For Adults – Coping with Illness:

- | | |
|--|------------|
| 1) <u>Healing Words</u> | L. Dorsey |
| 8) <u>Remarkable Recoveries</u> | Hirschberg |
| 9) <u>Peace Love & Healing</u> | H. Benson |
| 10) <u>Full Catastrophe Living</u> | B. Moyers |
| 11) <u>Timeless Healing</u> | H. Benson |
| 12) <u>Natural health & Healing</u> | A. Weil |
| 13) <u>Transitions: Making Sense of Life's Changes</u> | W. Bridges |

For Adults – Loss, Death and Dying:

- | | |
|--|------------------------|
| 1) <u>The Dying Time</u> | J. Furman |
| 25) <u>Chicken Soup for the Grieving Soul</u> | Canfield |
| 26) <u>In Lieu of Flowers</u> | N. Cobb |
| 27) <u>Transcending Loss</u> | Prend |
| 28) <u>Life After Loss</u> | B. Deits |
| 29) <u>The Mourning Handbook</u> | H. Fitzgerald |
| 30) <u>Understanding Your Grief</u> | Wolfeilt |
| 31) <u>How Can I Help?</u> | J. Kolf |
| 32) <u>Facing Death- Care of Dying</u> | C. Longaker |
| 33) <u>Dying At Home (for caregivers)</u> | A. Sankar |
| 34) <u>I Don't Know What to Say (to the dying)</u> | R. Buckman |
| 35) <u>Life is Goodbye and Hello</u> | A. Bozath |
| 36) <u>Safe Passage</u> | M. Fumia |
| 37) <u>True work Dying</u> | Bernanrd and Schneider |
| 38) <u>Healing Into Life and Death</u> | S. Levine |
| 39) <u>One Year to Live</u> | S. Levine |
| 40) <u>How To Go On Living</u> | T. Rando |
| 41) <u>Grief Recovery Handbook</u> | James |
| 42) <u>On Death and Dying</u> | E. Kubler-Ross |
| 43) <u>Surviving Grief</u> | C. Saunders |
| 44) <u>Tibetan Book of Living and Dying</u> | S. Rinpoche |
| 45) <u>The Courage to Grieve</u> | J. Tatelbaum |
| 46) <u>You Can Helpo Someone Who's Grieving</u> | Frigo, Fischer & Cook |
| 47) <u>The Marathon Effect in Leading Transition: A New Model for Change</u> | W. Bridges |
| 25) <u>Meeting God in Our Transition Times</u> | J. Rupp |
| 26) <u>Growing Through Personal Transitions</u> | S. Spencer |

Also:

www.aamc.org

www.eoslifework.co.uk

For Adults – Loss of Parent:

- | | |
|--|-------------|
| 1) <u>Midlife Orphan</u> | J. Brooka |
| 9) <u>Death of a Mother (Daughter's Stories)</u> | R. Ainley |
| 10) <u>Motherless Daughters</u> | Edelman |
| 11) <u>Losing a Parent</u> | F. Marshall |
| 12) <u>Father Loss</u> | E. Wakeman |
| 13) <u>A Necessary End</u> | N. Taylor |
| 14) <u>How to Survive the Loss of a Parent</u> | L. Akner |
| 15) <u>Last Touch</u> | Becker |

For Adults – Pregnancy and Baby Loss:

- | | |
|------------------------------------|----------|
| 1) <u>Surviving Pregnancy Loss</u> | Friedman |
| 4) <u>Empty Cradle</u> | D. Davis |
| 5) <u>When a Baby Dies</u> | J. Lord |

For Adults – Child Death:

- | | |
|---|----------------|
| 1) <u>A Broken heart Still Beats</u> | A. Mc Cracken |
| 10) <u>After the Death of a Child</u> | A. Finkbeiner |
| 11) <u>On Children and Death</u> | E. Kubler-Ross |
| 12) <u>When Bad Things Happen</u> | H. Kushner |
| 13) <u>Finding Hope When a Child Dies</u> | S. Miller |
| 14) <u>How to Survive Loss of a Child</u> | C. Saunders |
| 15) <u>The Bereaved Parent</u> | H. Schiff |
| 16) <u>Living Through Mourning</u> | H. Schiff |
| 17) <u>The Worst Loss</u> | B. Rosof |

For Adults – Sudden Death and Suicide:

- | | |
|----------------------------------|--------------|
| 1) <u>No Time for Goodbyes</u> | J. Lord |
| 2) <u>Silent Grief</u> | Lukas-Seiden |
| 3) <u>Healing After Suicide</u> | Smolin |
| 4) <u>No Time to Say Goodbye</u> | C. Fine |

For Adults – Widowed Persons:

- | | |
|--|-------------|
| 1) <u>Companion Through the Darkness</u> | S. Ericsson |
| 7) <u>When Men Grieve</u> | E. Levang |
| 8) <u>When Your Spouse Dies</u> | C. Curry |
| 9) <u>Widow to Widow</u> | G. Ginsburg |
| 10) <u>I'm Grieving As Fast As I Can</u> | L. Feinberg |
| 11) <u>The Grieving Time</u> | A. Brooks |

HOSPICE Contacts:

Hillsborough County/ Lifepath	813 877.2000
Pinellas County/The Hospice of the Florida Suncoast	727 586.4432 www.thehospice.org
Pasco/ Hernando County	800 486.8784 727 863.7971 www.hphospice.org
Citrus County/ Hospice of Citrus County	352 527. 2020 www.hospiceofcitruscounty.org

Abuse and Domestic Violence

Neurobehavioral disorders:

<http://www.schoolbehavior.com/conditions.htm>

Behavioral disorders:

www.chokinggame.net

Child Abuse

Child Abuse Council, Inc.
3108 Azeele Street
Tampa, FL
813-673-4646

Bullying

<http://www.stopbullyingnow.hrsa.gov/index.asp>

<http://www.operationrespectct.org/song.htm>

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<http://www.pacerkidsagainstbullying.org/>

[http://www.tolerance.org/images/teach/activities/bully\\_upper\\_handout1.pdf](http://www.tolerance.org/images/teach/activities/bully_upper_handout1.pdf)

[http://www.tolerance.org/images/teach/activities/bully\\_upper\\_handout2.pdf](http://www.tolerance.org/images/teach/activities/bully_upper_handout2.pdf)

[http://www.dmoz.org/Kids\\_and\\_Teens/Health/Emotional\\_Health\\_and\\_Wellbeing/Bullying/](http://www.dmoz.org/Kids_and_Teens/Health/Emotional_Health_and_Wellbeing/Bullying/)

<http://www.ryanpatrickhalligan.org/>

<http://www.kamaron.org/index.php/p/99/t/Cyber-Bullying>

Internet Safety: [http://xblock.isafe.org/docs/Student\\_Toolkit.pdf](http://xblock.isafe.org/docs/Student_Toolkit.pdf)

<http://www.sapaofga.org/Bully2/handouts/Agatston%20Limber%20Cyberbullying%20a.pdf>

<http://www.jaredstory.com/>

## **Anti bias**

Marcie Shaughnessy  
Education Project Director  
Anti-Defamation League - Florida Region  
One Park Place  
621 NW 53rd Street, Suite 450  
Boca Raton, FL 33487-8236  
Phone: (561) 988-2900, ext. 2930  
Fax: (561) 989-0712

**APPENDIX III**

***TEMPLATE FOR  
SCHOOL/ CENTER  
COUNSELING PROGRAM PLAN***

# SCHOOL NAME

## SCHOOL COUNSELING PROGRAM PLAN FOR 200\_\_ -\_\_

### I. Brief Descriptive of the school, students and staff

### II. Descriptive of the School Counseling Program:

- Name,/ Credential of Counselor
- Overview of responsibility
- On site schedule descriptive
- Focus/ Goals of Guidance Program
- General descriptive
- In class instruction
- Small group sessions
- Collaboration with school administration
- Collaboration with teachers/ parents
- Collaboration/ triage with LEA/ outside agencies
- Involvement/ collaboration/ consultation with resource program / remediation program
- Other responsibilities
- Strengths/weaknesses of program

### III. Consultation and Coordination

(note the following suggestions)

- Meet with teachers and administration weekly to discuss students.
- Consult with parents and teachers during parent conferences and Support Team Meetings.
- Offer referral sources for services offered in the community.
- Coordinate Safe Environment curriculum for students with Administration.
- Consult with and support Resource Teacher
- Coordinate guest speakers to enhance events such as *Red Ribbon Week* and *Safe and Drug Free Schools*.
- Teach *Family Life* lessons to classes.

### IV. Resource Program and /or Remediation Program

- Descriptive of the Resource and/ or Remediation Program
- Persons responsible for program
- Specific responsibilities of Guidance Counselor in the resource and /or remediation program
- Primary goals of the resource and /or remediation program
- Secondary goals of the resource and /or remediation program

## **APPENDIX IV**

### ***ADDITIONAL RESOURCES***



**The following resources are available through the  
Office of Catholic Schools and Centers**

Abduction  
Behavioral Disorders  
Character Development  
Children in Crisis  
Aftermath of Hurricane  
College /Career Planning  
Parental Support  
Families of Gays and Lesbians  
Organizational Skills

**Outside Support Services to families with extreme medical issues**  
**Outside Support Services to families dealing with death and dying**