IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, Superintendent of Public Instruction

Resource Guide for High School Counselors

Revised August, 2016

INDIANA SCA SCHOOL COUNSELOR ASSOCIATION

IACAC Indiana Association for College Admission Counseling

Resource Guide for High School Counselors

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Dear Colleagues:

The Indiana School Counselor Association is pleased to collaborate with the Indiana Department of Education to continue to provide this level guide for all professional school counselors. Each grade and developmental level brings its own challenges and unique responsibilities. It is our hope that this level guide and your ISCA relationships will aid you in your work with Indiana students and families. In addition, each year ISCA provides opportunities for professional development such as the Elementary Retreat, the Fall Conference, Day on the Hill, Graduate Student Workshop, webinars, and more. As we embrace our role as school counselors, ISCA will continue to work to support all Indiana school counselors.

Thank you to the ISCA members who renew each year and to those who choose to join as new ISCA members. Without your membership, ISCA cannot succeed in meeting the notable goals listed in our strategic plan. If you have questions or concerns, please contact me at m.friedmeyer@mchsi.com. Every member is important! ISCA needs your involvement and input to advocate for all students to help them succeed.

I hope you have a successful school year both personally and professionally as you embrace your role in the profession of school counseling! Don't forget to visit the ISCA website at indianaschoolcounselor.org for additional resources and information. Let's continue to work together to achieve success.

Best wishes!

Mark Friedmeyer
2016-2017 ISCA President

Comprehensive Guidance & Counseling

- Calendar of Events (Click on Calendar of Events for Indiana School Counselors)
- **Responsibilities**

  - Data Collection/MEASURE
    Mission – align your program mission to the school's mission
    Elements – identify important data elements
    Analyze –identify barriers and recognize patterns
    Stakeholders – collaborate with school and community partners
    Unite – develop an action plan with measurable goals
    Reanalyze – look at results and determine what worked and what didn't
    Educate – publicize your results
  - NOSCA's strategic planning process:
    Step 1. Analyze Data
    Utilize existing school data such as ISTEP scores and other assessment results, attendance, discipline; and community data to get a good picture of your student & community population.
    Step 2. Set Goals
    Step 3. Choose Solutions
    Step 4. Implement the Plan
    Step 5. Collect/Report Outcome Data
    Step 6. Institutionalize Equity Gains
  - Online Resources:
    - Redesigning School Counseling (RSC Lite or RSC Full), American Student Achievement Institute (ASAI) - Login
    - Center for School Counseling Outcome Research & Evaluation (CSCORE)
    - Center for Excellence in School Counseling & Leadership (CESCaL)
    - EZ Analyze
    - Learn More Annual Survey
    - The Education Trust
    - The National Consortium for School Counseling and Postsecondary Success (NCSCPS)

- Gold Star School Counseling
  Through participation in the American Student Achievement Institute's (ASAI's) Redesigning School Counseling process, school counseling and guidance departments may earn the Gold Star recognition. Recipients of the Indiana Gold Star School Counseling Award have demonstrated that their guidance and counseling program exhibits the highest level of school counseling professionalism by meeting or exceeding the Indiana School Counseling Program Standards and the American School Counselor Association's (ASCA's) National Model. Recipients of the Gold Star Award have also met the standards for the national Recognized ASCA Model Program (RAMP) award and would just have to submit an online application (including a fee) through ASCA's website following confirmation of meeting the RSC/Gold Star requirements.
- Guidance Lesson Plan Template
- Guidance Logs, **(Appendix A)**

- Recognized ASCA Model Program (RAMP)
  The American School Counselor Association (ASCA) established RAMP to promote exemplary, comprehensive school counseling programs. RAMP is based on the ASCA National Model.

- Role of the School Counselor
  - ASCA Career Roles
  - *Why School Counselors?*

- School Counselor Job Description *Sample*

- School Counselor Evaluations
  - Guidance for Assessing an Indiana School Counselor
  - School Counselor Evaluation *Sample*
  - School Counselor Evaluation RISE alignment Sample
  - School Counselor Evaluation TAP alignment

- Standards & Competencies
  - Indiana Content Standards for School Counseling
  - Indiana School Counseling Competencies for Students (formerly the Indiana Student Standards for Guidance), updated 2015
  - Indiana Program Standards for School Counselors
  - ASCA Mindsets and Behaviors for Student Success
  - ASCA School Counselor Competencies

- Sample Counseling Curriculum
  - Sample Gold Star Portfolios
  - School Counseling Toolkit

- Terminology, **(Appendix B)**

Academic Guidance & Resources

Academic Accommodations and Special Services

- English Learners (EL)
  - Individual Learning Plan (ILP)
    A record-keeping document developed for each English learner, outlining the student's level of English proficiency, instructional and assessment strategies, and accommodations.
  - It is recommended that the ILP be developed by the EL teacher in collaboration with the classroom teacher. The ILP must be updated annually based on WIDA ACCESS for ELLs proficiency assessment overall and domain scores.
  - A copy of the ILP should be in the teacher's file and student's cumulative file.
  - Accommodations used on ISTEP+ must be those already in place for regular classroom instruction and must be indicated in the ILP.
  - Learning Connection Community – 'IDOE Title III and NESP (English Learners)'

- Section 504
  At the request of a parent, teacher, etc., a student can be evaluated to determine if he/she qualifies for a 504 plan. To qualify, the 504 team must determine that the student has a physical or mental impairment that substantially limits a major life activity; a record of such an impairment; or being regarded as having an impairment. Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
  The Americans with Disabilities Amendments Act of 2008 (ADAAA of 2008) effectively amended the eligibility requirements under Section 504 and significantly expanded what is considered a major life activity, which now includes in that definition major bodily functions. As a result, some conditions, such as diabetes, automatically make a student eligible under Section 504 as the student has a physical impairment that substantially limits a major life activity (the endocrine system). While the Amendments Act does not alter these three elements of the definition of disability, it significantly changes how the term "disability" is to be interpreted. Specifically, Congress directed that the definition of disability shall be construed broadly and that the determination of whether an individual has a disability should not demand extensive analysis. For more information, see the questions and answers here.
  - If a student qualifies for a 504 plan, an evaluation or review is not required annually but the student's needs must be met and a review or evaluation must be done prior to any significant change in placement.
  - A 504 plan is not limited to only consisting of accommodations, although many people tend to think so. Under Sec. 504, the school must provide an appropriate education. The regulations indicate that the provision of an appropriate education is the provision of regular or special education and related services that are designed to meet individual needs of the individual with disabilities as adequately as the needs of nondisabled individuals are met.
  - 504 FAQs

- Special Education To be eligible for special education and related services, the case conference committee (CCC) must determine, based on the evaluation results and other information, that the child is a student with a disability and that the student's disability adversely affects the student's education performance and, by reason thereof, the student needs special education or related services. A student with a disability is a child who has been evaluated in accordance with Article 7 and has been determined to be eligible for special education and related services by a CCC.

- Request for Evaluation:
  - The evaluation process begins with a referral from a parent or school personnel. The referral from a parent must be made verbally or in writing to licensed personnel.
  - The school must respond within 10 school days of the request. If the school refuses to evaluate the student, the notice or response must inform the parents of what actions they can take if they disagree with the school's decision. The parent may ask the school to participate in mediation or request a due process hearing.
- Evaluation:
  - Once written parental consent for an evaluation is provided, a multidisciplinary team (M-Team) conducts a comprehensive educational evaluation.
  - The M-Team must complete its evaluation, and the CCC must convene within 50 school days from the date written parental consent is provided to licensed school personnel. There are a few exceptions to this timeline including, if the student has completed the RTI process and not made adequate progress within an appropriate period of time, in which case the school has 20 school days from the date licensed personnel receive written parental consent to conduct the evaluation and convene the CCC. *Note that the 20 day timeline referenced above, only applies if the school determines the student hasn't made adequate progress as a result of* RTI *and makes the referral for an evaluation. If the parent makes the referral for a student who has participated in* RTI, *the 50 day timeline still applies*.
- Results:
  - When the educational evaluation is completed, school personnel and the parent(s) meet (a process known as the Case Conference Committee meeting) to review the evaluation results and determine if the student is eligible for special education and related services.
  - If the student is determined to be eligible for services, an Individualized Education Program (IEP) will be written for the student. IEP: The written document, developed by the case conference committee (including parent(s) and school personnel), describing how the student will participate in the general education curriculum, if appropriate, and any special education or related services to be provided.
- Reevaluation:
  - The school must consider the potential need for reevaluation for each student receiving special services at least once every three years.
  - The CCC may decide that a reevaluation is needed or the parent(s) or teacher may request a reevaluation.
- Resources:
  - Article 7, Indiana's Special Education Rule
  - Navigating the Course*: Finding your through Indiana's Special Education Rules*
  - Individuals with Disabilities Education Improvement Act (IDEA)

Graduation Plan

All Indiana students are required to develop initial graduation plans with their parents/guardians by the end of 6th grade. The plans are then considered part of the student's permanent record. School counselors are required to further develop the graduation plans, with students and parents, by the end of 9th grade and then annually review them with the students until they graduate.

- Indiana Statute
- Online Graduation Plan (Indiana Career Explorer)
- Graduation Plan Sample, Grades 8-12 *(Printable sample can also be found within the student's profile in the Indiana Career Explorer)*
- Graduation Plan FAQ's

Graduation Requirements

- Diploma Types
  Completion of Core 40 is a graduation requirement for all Indiana students. The legislation includes an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The Core 40 diploma is also the minimum college admission requirement for the state's public four-year universities.
  - *General Diploma Class of 2016 and beyond (opt out process required)*
  - Core 40 *Class of 2016 and beyond*
  - Core 40 with Academic Honors *Class of 2016 and beyond*
  - Core 40 with Technical Honors *Class of 2016 and beyond*
  - Graduation Requirements Sample Checklist, **(Appendix C)**
- Opt Out Process
- Required Courses
  - Course descriptions provide brief statements of the content of high school curricular areas. These descriptions will assist in communicating, in a broad context, the content standards of courses.
  - Code numbers listed before each course description should be used when reporting courses on Indiana Department of Education documents.
  - The maximum number of credits that may be granted for each course is listed in the course description bullets.
  - Course description bullets identify those courses in which students may receive credit for successive semesters of instruction.
  - Minimum and recommended prerequisites are listed for some courses. Local schools and corporations may require additional prerequisites.
  - State Approved Course Titles & Descriptions
    Course descriptions in this document are based upon State Board approved course titles.
- Non-Standard Courses (courses not included in the state approved course packet)
  - Schools may create and offer courses that are not included in the list of state approved courses. To do so, schools can apply for a non-standard course waiver (scroll to bottom of the page).
- Advanced Placement (AP) Courses
  - AP courses are courses and corresponding exams offered in the high school administered by the College Board. While AP courses are rigorous, they do not fit into the Indiana Commission for Higher Education's definition of dual credit, since AP courses are not offered by a college and do not automatically result in college credit.

*Note that to fulfill the AHD requirements using the AP course option, students must **take** the corresponding AP exam.
    - Students who earn a score of 3 or higher on AP exams **shall** receive college credit toward their degree at any Indiana public institution of higher education; this includes all two-year and four-year schools. Indiana public institutions of higher education may require a score higher than 3 to award credit for a course that is part of a students' major, but the student must still receive credit that counts toward his/her overall degree requirements (effective 2011).
    - Indiana law requires each high school to offer College Board's science and math advanced placement courses; Indiana Code also requires each high school to provide at least two AP courses (which may include the science and math AP courses).
    - Learning Connection Community – 'IDOE AP Teachers and Coordinators'
- Dual Credit Courses
    - Dual credit courses allow students the opportunity to earn both high school and college credits. They are courses taught by high school faculty, adjunct college faculty, or college faculty either at the high school, the college or university, or through online courses.
    - Indiana law requires each high school to offer a minimum of two dual credit courses.
    - To meet the dual credit option for the AHD or THD, courses must come from the approved dual credit list (graduating class of 2016 and after). Note that for reporting A-F, dual credit must also come from the approved dual credit list.
    - Learning Connection Community – 'IDOE Dual Credit Teachers and Coordinators'
- Dual Credit Q & A

  *Note that new dual credit teaching credential requirements may be a part of future educator licensing.
- International Baccalaureate (IB)

  The IB offers high quality programs of international education to a worldwide community of schools. Indiana has schools authorized in all three programs offered: the Primary Years Programme (PYP) for students aged 3 to 12, the Middle Years Programme (MYP) for students aged 11 to 16, and the Diploma Program (DP) for students aged 16 to 19. All three programs strive to develop the intellectual, personal, emotional and social skills to live, learn, and work in a rapidly globalizing world. IB programs include a curriculum framework, age-appropriate student assessments, professional development for teachers, and support, authorization, and program evaluation for the schools. Detailed information about IB can be found on their public Web site at www.ibo.org.

  *Note that IB is not required in Indiana schools.
    - Learning Connection Community – 'International Baccalaureate'
- Testing Requirements (see ISTEP+ ECA section under Assessment, below)
    - Waiver Options
    - Waiver Sample Form
- Early Identification and Remediation Guidance, IC 20-30-4-6
    - If a student does not pass the graduation exam, the school counselor shall meet with the student, parent, & teacher assigned to the student for remediation in each subject area not passed to discuss remediation & plan to meet graduation requirements

- Transcript Requirements
    - Requirements and Guidance
    - e-transcripts (Tari Lambert tlambert@che.in.gov or Matt Sterenberg msterenberg@parchment.com)
    - Effective July 1, 2015, all public schools shall use a common electronic transcript developed by the Department of Education, state educational institutions, and the Commission for Higher Education per IC 21-18-12.
- Non-Diplomas (Certificates)
- Resources
    - 8th Grade Student/Parent presentation (note that this power point is updated annually in the fall/early winter).

Assessment

- ISTEP+ Guidance
    - Because assessment information can change every year, it's important to first visit the Indiana Department of Education's assessment website.
        - Many questions about ISTEP+ administration can be answered by downloading and reviewing information on the following ISTEP+ webpages: http://www.doe.in.gov/assessment/istep-grades-3-8 or http://www.doe.in.gov/assessment/istep-grade-10
        - Additional information about ISTEP+ can be found in Chapter 1 of the Indiana Assessment Program Manual located on the Office of Student Assessment's webpage (http://www.doe.in.gov/assessment). The manual is updated annually and provides detailed information about test preparation, security, testing students with disabilities, dealing with testing anomalies and much more.
        - All Indiana students in grades 3-8 & 10 must participate in the state ISTEP+ assessment. For most students with special needs, federal and state law requires participation in ISTEP+ assessments with or without accommodations.
            - For students with significant cognitive disabilities, however, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that the *Indiana Standards Tool for Alternate Reporting (ISTAR)* is the most appropriate assessment. The criteria can be found at: http://www.doe.in.gov/assessment/alternate-assessments.
- IREAD-3 was developed in accordance with HEA 1367 (also known as PL 109 in 2010), which requires the evaluation of reading skills for students at the end of grade 3. While both ISTEP+ ELA and IREAD-3 assessments measure grade 3 reading skills, Grade 3 ISTEP+ ELA measures both reading and writing standards; and IREAD-3 measures only foundational reading skills through grade 3. Students who do not pass the Grade 3 reading assessment (IREAD-3) will continue to receive instruction in Grade 3 Reading, be officially reported as a third grader, and fully participate in the IREAD-3 assessment unless the student is eligible for a Good Cause Exemption (www.doe.in.gov/assessment/iread-3 under Additional Resources).

- ISTEP+ ECA Guidelines
  - All high school students graduating in 2016 – 2018 must take and meet the requirements of the Algebra I and English 10 end-of-course assessments (ECAs) in order to graduate with a diploma. Starting with the graduating class of 2019, students will have to meet the graduation examination requirement using the ISTEP+ Grade 10 assessment. Students enrolled in the Biology I course for the first time are also required to *take* the ISTEP+ Science assessment to meet federal (NCLB) requirements. The 'latest' results of all three assessments (ELA, Math, and Science) should be noted on the high school transcript per IC 20-33-2-13 (numerical scores or P/DNP).
  - Opportunity to Learn (OTL)
    - Students must complete the Algebra I class before taking the Algebra I ECA and the English 10 class (or 2nd year of English) before taking the English 10 ECA. Students must also complete Biology I before taking the Science assessment (see 'ECA Testing Requirements Guidance').
    - Before retesting in Algebra I or English 10, students should have sufficient "opportunity to learn" (OTL) in order to have a better chance of meeting the ECA requirement.
  - ECAs
    - The Algebra I and English 10 end-of-course assessments are often just referred to by educators as "ECAs."
    - Prior to the 2011-12 school year, all high school students were required to meet the requirements of the state's Graduation Qualifying Exam (GQE) in order to graduate. The last administration of the GQE was in the spring of 2011. Students who have left high school but have not met one or both of the ISTEP+ GQE requirements will be able to meet the requirements by passing the appropriate ECA through the 2017-18 school year.
    - Effective with the graduating class of 2019, ECAs will be replaced with the ISTEP+ grade 10 assessments in ELA and Math to meet the graduation examination requirement and for purposes of meeting accountability requirements.
  - Waivers
    - Students who are unsuccessful in passing the Algebra I and/or English 10 ECAs (classes of 2016-2018) or the ISTEP+ Grade 10 in ELA and Math (starting with the class of 2019) by the end of their senior year, may be eligible for one of two state waivers:
      1. Evidence-Based Waiver, or
      2. Work Readiness Waiver
    - A description of the requirements for these waivers is available here.
      *Note that if a student qualifies for a waiver, he/she can be issued the diploma type of which they meet all requirements.
  - Who to Contact
    - Every Indiana public school corporation identifies a Corporation Testing Coordinator (CTC) who can provide guidance and assistance with any ISTEP+ questions you might have.
    - Find general contact information for the IDOE Office of Student Assessment at http://www.doe.in.gov/assessment.
  - Parent Resources

- Substantial information about ISTEP+ testing is available for parents at http://www.doe.in.gov/assessment.
- Parents can find helpful information on the Office of Student Assessment's ISTEP+ webpages: http://www.doe.in.gov/assessment/istep-grades-3-8 or http://www.doe.in.gov/assessment/istep-grade-10

- WIDA
  - The WIDA ACCESS for ELLs is used to determine a student's level of English proficiency. ACCESS for ELLs consists of an initial placement screener (W-APT) and an annual assessment. An alternate form, Alternate ACCESS for ELLs, is available for English learners with significant cognitive disabilities. If a language other than English has been indicated on the Home Language Survey, a placement assessment must be administered to determine whether a student is limited English proficient (LEP) and should receive English language development services. Subsequently, if it is determined, based off of the placement test, that the student is LEP, the ACCESS for ELLs is administered each year during an assessment window (January-February) and is used to determine the student's current level of English proficiency and is used for accountability purposes.
  - The WIDA ACCESS for ELLs is structured to comprehensively assess LEP students in grades K-12 in the four language domains of Speaking, Listening, Reading, and Writing. The results are reported out using six proficiency levels that correspond to speaking, listening, reading, writing, oral language composite, literacy composite, and comprehension composite. A total score represents the overall English proficiency of the student. This assessment is administered in six grade level bands: K, 1, 2-3, 4-5, 6-8 and 9-12.
  - Levels 1.0 – 6.0 are assigned to each of the domains and an overall score is also given. Level 5.0 is proficient. A LEP student must score a level 5.0 once in order to be exited from services and begin the federally-required two year monitoring period.
    - Level 1 Entering
    - Level 2 Emerging
    - Level 3 Developing
    - Level 4 Expanding
    - Level 5 Reaching
  - Once a LEP student receives a level 5.0, there is a federal-requirement to monitor a LEP student for two years to ensure the following: a) a student is able to keep up with their non-LEP peers in the regular educational program; b) a student is able to participate successfully in essentially all aspects of the school's curriculum without the use of simplified English materials; and c) whether their retention in grade and dropout rates are similar to those of their non-LEP peers. A two-year monitoring form must be created by the school corporation and an individual should be assigned to monitor that student's progress over the two-year period as necessary.
  - Learning Connection Community – 'IDOE Title III and NESP (English Learners) and IDOE – WIDA-ACCESS

- Advanced Placement (AP) – *Every school corporation has a designated AP Coordinator*

  Students that earn a score of 3 or higher on an AP exam shall receive college credit towards their degree if they attend any Indiana public institution of higher education; this includes all two and four year schools and any accompanying satellites.

Indiana public institutions of higher education may require a score higher than 3 to award credit for a course that is part of a student's major but the student will still receive elective credit that counts toward their overall degree requirements to graduate from college.

- IC 20-30-10-4
  Each high school must provide at least two of the following course offerings to high school students who qualify to enroll in the courses: (1) Dual Credit. (2) Advanced Placement.
- IC 20-36-3 Advanced Placement Courses
- AP Courses & Exams
- Online AP Courses
  Indiana has an agreement with Pearson K-12 Virtual Learning Powered by Florida Virtual School (FLVS) to provide online College Board approved Advanced Placement (AP) courses throughout Indiana. The purpose of this agreement is to supplement current or help provide AP course offerings at various schools throughout the state.
- Payment/Cost
  Each winter/spring, the Indiana Department of Education releases information regarding what exams will be covered by the state. This is based on an amount set aside in the budget by the General Assembly so it is important to look for the annual memo with details sent by the IDOE.
- Learning Connection Community – 'IDOE – AP Teachers and Coordinators'

- Information regarding College Entrance Preparation and Entrance Exams can be found under the College and Career Counseling section (p. 14).

College & Career Counseling & Guidance

'The Eight Components of College & Career Readiness Counseling offer a roadmap for K-12 school counselors to inspire and prepare all students, especially underrepresented student populations, for college and career success and opportunity.'

College Board National Office for School Counselor Advocacy

1. College Aspirations
   - Create a college going culture in your school and community.

2. Academic Planning for College & Career Readiness Counseling
   - Educate students on all high school requirements and diploma types.
   - Encourage students to work towards the honors diplomas.
   - Encourage students to take rigorous courses such as AP, dual credit, and IB.
   - Encourage students to complete a college or career pathway.
   - Utilize resources such as College Board's AP Potential to determine course placement.

3. Enrichment and Extracurricular Engagement

4. College & Career Exploration and Selection Processes
   - Provide students & parents with information regarding all postsecondary options:
     College (2 & 4 year); Apprenticeship Programs; Military
   - College:
     College Admissions Requirements
     College Visits
     Online College Search
   - Provide students with essential tools for their college and career search:
     Career Interest Assessments (see Career Exploration under the Resources section, p. 39)
     College Search Tools
     College Visits – Different ways to visit colleges (college website browsing, onsite campus visits, college fairs, and virtual tours (College Week Live (virtual tours and college fairs), eCampusTours, & Campus Tours).
   - Resources (see more resources on p. 39)
     - Big Future
     - Indiana Career Explorer

5. College & Career Assessments
   - College Entrance Exams
     ACT SAT
   - College Entrance Preparation Exams
     ASPIRE PSAT 8/9 or PSAT/NMSQT & PSAT 10
   - College Placement Tests
     ACCUPLACER (College Board)
     - The purpose of ACCUPLACER tests is to provide students (and counselors) with useful information about the student's academic skills in math, English, and reading. The results of the assessment, in conjunction with the student's academic

background, goals, and interests, can be used by academic advisors and counselors to determine a student's course selection.

- Students cannot pass or fail the placement tests but it is important that they do their best to get an accurate measure of their academic skills.
  *Note that, the ACCUPLACER is also administered to meet the college and career readiness exam requirements outlined PL 268-2013.

COMPASS (ACT)

- The COMPASS computer-adaptive college placement test helps educators: quickly evaluate incoming students' skill levels in Reading, Writing Skills, Writing Essay, Math, and English as a Second Language; place students in appropriate courses; and connect them to the resources they need to achieve academic success.

6. College Affordability Planning
   - Save; Grants; Scholarships; Work-study; Institutional Aid; Student Loans
   - College Success Speakers Bureau
   - College Cost Estimator
   - Financial assistance applications and deadlines
     - Free Application for Federal Student Aid (FAFSA)
     - College Scholarship Service (CSS) PROFILE form (required by many private colleges and universities to determine eligibility for non-government financial aid)
     - Indiana Division of Student Financial Aid
       - Grants/Scholarships
     - 21st Century Scholars Program
       - ScholarTrack (Allows students to keep track of their Scholar Success Program requirements)
   - Helpful Websites:
     College Choice 529 Plan
     Indiana's Cash for College
     CareerReady
     Learn More Indiana

7. College & Career Admission Processes
   - Admission Requirements
   - Application guidance and deadlines
     - Senior Profile for Letters of Recommendation, (**Appendix D**)
     - Sample Letters of Recommendation (**Appendix E, F**)

8. Transition from High School Graduation to College Enrollment
   - Encourage students entering college to participate in a student access, transition, and success program. Examples of programs in Indiana include Purdue University's, Boiler Gold Rush University of Indianapolis's Bridge Scholars Program (program criteria and counselor recommendation), and Indiana University's First Year Experience. Most Indiana institutions have an orientation program to get students acquainted to campus, services, and the community and offer students an opportunity to meet other students and staff.

- College & Career Readiness Counseling Resources
    - Postsecondary Counseling Institute Information

Social/Emotional Guidance & Counseling Resources

- Collaborative for Academic, Social and Emotional Learning (CASEL)

- Bullying Prevention
    - Bullying prevention requirements for school corporations:
        - Report the number of bullying incidents under student safety reporting, by category.
        - Provide training to employees and volunteers who have direct, ongoing contact with students concerning the school's bullying prevention and reporting policy
        - Not later than October 15 of each year, provide age appropriate, research based instruction focusing on bullying prevention for all students in grades 1-12.
            - Instruction may be delivered by a school safety specialist, school counselor, or any other with training and expertise in the area of bullying prevention and intervention.

- Community resource mapping
    - Refer to 2-1-1 for services available in Indiana Counties
    - Community resource mapping promotes interagency collaboration by better aligning programs and services for youth and families. The major goal of community resource mapping is to ensure that all youth have access to a comprehensive and integrated system of services essential in achieving desired school and post-school outcomes.
    - Agencies to include: mental health, state and local Department of Child Services (DCS) offices; local police; shelters or services (food, clothing, etc.) for homeless families or those impacted by domestic violence; Division of Student Financial Aid ; Learn More Indiana; juvenile detention, probation, truancy court; after school programs (i.e. Boys and Girls Club, YMCA, in-school programs, etc.).
    - Community Resource Map sample, **(Appendix G)**

- Crisis Planning, Intervention and Response

- Relevant Laws:
    - Counselor Immunity from Liability
    - Duty to Report Child Abuse or Neglect
    - Duty to Warn
    - Child in Need of Services
    - Child Abuse & Neglect Laws
    - Child Abuse Response Policies and Reporting Procedures

- Counseling as a "Related Service" written into an IEP
    - Counseling services (sometimes referred to as a "related service") may be included in a student's individualized education program (IEP). When counseling is written into a student's IEP, it is important to write and regularly monitor counseling goals. Remember, an IEP is a legal document.

Legal Information

- Indiana Register *(Search for Indiana laws)*
- Article 4 (Indiana's Student Services Rule)
- Article 7 (Indiana's Special Education Rule)
    - *Navigating the Course: Finding Your Way Through the Indiana Special Education Rules*
- Ethical Standards for School Counselors (currently being revised)
- Family Educational Rights and Privacy Act (FERPA)
    - Forum Guide Protecting the Privacy of Student Information
- Bullying Prevention
- Laws & Rules of Interest to Indiana School Counselors
- Laws that Cite Parent Rights and Responsibilities
- Liability Insurance
- Mandatory Reporting
    - Child Abuse and Neglect IC 31-33-5
    - Duty to Warn IC 34-30-16-2
    - Privileged Communication IC 20-28-10-17
- Section 504 of the Rehabilitation Act (504 Plans)
- Indiana Choice Scholarships

Licensure

- Counselor Education Programs in Indiana
- License Requirements, 515 IAC 8-1-45
- License Types
    - Initial Practitioner, 515 IAC 8-1-1.1
      This is the first license received upon receipt of your Master's in School Counseling. This two-year license can be renewed up to two times if not able to complete IMAP or PGP requirements.
    - Proficient Practitioner (5 year)
      The proficient license is a 5 year license that can be renewed through completion of college courses and/or professional development opportunities.
    - Accomplished Practitioner (10 year)
      To qualify for an accomplished license, one must have held a proficient license for the full 5 year term; a master's degree in school counseling; and 2 years of experience as a school counselor.
      The accomplished license can be renewed in the same ways the proficient license can be renewed but within10 years to complete the requirements as opposed to 5.
- Original License (*Initial Practitioner)*
  The Initial Practitioner license is a two-year license. There are two options to convert from the Initial Practitioner to the Practitioner (5 year) license.
    - **Option 1**: Traditional IMAP Participation, which includes the completion of the School Service Personnel IMAP Assessment tool with your immediate supervisor in year 2. A completion letter will be given to you by your supervisor, which must be submitted with the application materials in order to obtain the Proficient Practitioner license.
      **Be sure to enroll in IMAP by October 31st of the 1st and 2nd year.*
    - **Option 2***:* Conversion with a 40 Point Professional Growth Plan (PGP)
      This option includes the completion of a Professional Growth Plan with 40 PGP points. Two years of counseling experience is also required to convert to a 5-year practitioner license.
- License Renewal
    - If IMAP or PGP requirements haven't been met, the Initial Practitioner license can be renewed up to two times. If after your two renewals you still have not met requirements, you would be required to submit a PGP using activities within the last six years.
    - Renewing a Proficient Practitioner (5 year) School Counselor License
        - Complete one of the following:
            - Six semester hours completed at an accredited Indiana institution or an accredited Out-of-State institution. Official transcripts will be required for renewal. The six semester hours must have been completed after the issue date of the license you are renewing.
            - Professional Growth Plan(PGP)
- National Board for Certified Counselors (NBCC)
    - To take the National Certified School Counselor Examination (NCSCE), counselors can submit a combination application for the National Certified Counselor (NCC) and NCSC (unless you already have the NCC certification). The NCC certification is a prerequisite for all specialty certifications with NBCC. In addition, to take the NCSCE, state licensed school

counselors must hold a master's degree or higher (completed at a regionally accredited college or university) with a major study in counseling or in a mental health field; and have accrued at least three academic years of postgraduate counseling supervision and work experience as a school counselor in a pre-K-12 school setting. Once your application is approved, counselors can register to take the exam(s).

- The examinations are offered two times a year (April or October).

Professional Development & Advocacy

- Professional Associations for School Counselors
  Indiana is fortunate to have multiple professional associations that support the work of school counselors. Contact information for many of these organizations is listed below.
  - American School Counselor Association (ASCA)
    ASCA supports K-12 school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to school counselors around the globe.
  - Indiana School Counselor Association (ISCA)
    ISCA serves Indiana K-12 school counselors with multiple conferences and workshops, a website, legislative advocacy and more.
  - Indiana Association for Career and Technical Education (Indiana ACTE)
    A professional association committed to teachers, administrators, and staff who believe in CTE for young people. Indiana ACTE is committed to promoting and strengthening career education for today's youth.
  - Indiana Association of College Admission Counseling (IACAC)
    IACAC membership includes high school counselors, administrators, college admission counselors, and other representatives from secondary and higher education. IACAC offers a spring conference, summer and fall workshops, a website with access to multiple resources (including the popular guidebook of secondary and postsecondary contacts), information on college fairs, and much more.
  - Indiana Counseling Association (ICA)
    ICA members include K-12 school counselors as well as counselors and mental health professionals from around the state. ICA hosts a spring conference, workshops, and has a website with more information.

- Important Organizations
  - ACT – Look for their annual fall workshops for high school counselors and dates for the Spring ACT Conference.
  - College Board – Look for their annual fall workshops for high school counselors.
  - Independent Colleges of Indiana (ICI)
  - Indiana Commission for Higher Education (CHE)
  - Indiana Department of Education (IDOE) - Amanda Culhan is Indiana's Program Coordinator for School Counseling – aculhan@doe.in.gov or 317-232-0510
  - Indiana Youth Institute (IYI) - IYI provides tools and information to youth organizations in Indiana including data, publications, grant tips, and consulting services. IYI awards professional development grants up to $750 for registration and travel to a conference, training, seminar or college course that helps you meet your mission. IYI also hosts the annual Postsecondary Counseling Institute in June.
  - Learn More Indiana – Indiana's college and career connection. Learn More provides schools with free publications for K-12 students each year and promote the College Go!, Cash for College, and Career Ready campaigns.
  - Division of Student Financial Aid (SFA) – Your Indiana source for financial aid for Hoosier students.

- Listservs & Communication
    - ASCA Scene – ASCA's online professional networking site.
    - CounselorTalk – To register, send an email to stocktor@indiana.edu
    - Learning Connection
      After registering for an account, you can join any of the three communities specifically for school counselors:
      IDOE - Elementary School Counselors
      IDOE – Middle School Counselors
      IDOE – High School Counselors
      Other communities of interest might include:
      IDOE – AP Teachers and Coordinators; IDOE – Dual Credit Teachers and Coordinators; IDOE – Title III & NESP (English Learners); IDOE – Curriculum and Instruction
    - SS INtouch is a monthly e-newsletter for school counselors and includes updates from the state. To access these updates you can join one of the learning connection counseling communities noted above or CounselorTalk.
    - Facebook – many of the professional associations also have a Facebook page where updates are posted.
    - IDOE Policy Updates via Facebook or Twitter

- School Counselor Calendar of Events (Click on 2016-2017 Calendar of Events for Indiana School Counselors).

State Contacts

Indiana Department of Education (IDOE)

Amanda Culhan, Program Coordinator for School Counseling, aculhan@doe.in.gov
Jennifer Berry, Director College & Career Readiness, jberry@doe.in.gov
Peggy Wild, State Director of CTE, pwild@doe.in.gov

Indiana Chamber of Commerce

Shelley Huffman, Director of College and Career Readiness, SHuffman@indianachamber.com

Indiana Commission for Higher Education, Division of Student Financial Aid:

CHIPS Reporting, ahdc40@che.in.gov
Eugene Johnson, Mitch Daniel's Scholarship, ejohnson@che.in.gov
Emily Sellers, 21st Century Scholars, esellers@che.in.gov
Barbie Martin, Assistant Director of Outreach and School Engagement; 21st Century Scholars, bmartin@che.in.gov

Indiana Department of Workforce Development

Chris Fitzgerald, Project Manager, cmfitzgerald@dwd.in.gov

Indiana Youth Institute

Tracy Butler, Program Director of College and Career Counseling, tbutler@iyi.org

Department of Child Services, DCS

Melaina Gant, Director, Education Services, melaina.gant@dcs.in.gov; Regional DCS Educational Liaisons

Learn More Indiana

Emily Sellers, esellers@che.in.gov or Barbie Martin, 21st Century Scholars, bmartin@che.in.gov

Counselor:
Week beginning:

Appendix A

Weekly Counselor Time-Use Log *Sample*

G = Guidance / C = Counseling / A = Advocacy / M = Management / N = Non-Program

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
7:00										
7:20										
7:40										
8:00										
8:20										
8:40										
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1:20										
1:40										
2:00										
2:20										
2:40										
3:00										
3:20										
3:40										
Additional										

TOTAL BOXES FOR THE WEEK				
GUIDANCE	**COUNSELING**	**ADVOCACY**	**MANAGEMENT**	**NON-PROGRAM**
ANNUAL TIME USE GOALS (percent of time use)				

TOTAL OUTSIDE-OF-CONTRACT BOXES

Appendix B
Terminology

ACT	A national college admissions examination that consists of subject area tests in English, mathematics, reading, and science. 36 is the highest possible ACT score. There is also a writing test.
AP	Advanced Placement
AHD	Academic Honors Diploma
ASCA	American School Counselor Association
AYP	Adequate Yearly Progress
Article 4	Often referred to as the Student Services Rule, this rule defines student services; student assistance, educational and career, and health services; and crisis intervention plans; and student services program management. It also prescribes who can deliver such services in schools.
Article 7	Indiana's special education rule
BIP	Behavior Intervention Plan
504 Plan	An individualized plan for students who qualify with a mental or physical impairment that substantially limits a major life activity.
CCC	Case Conference Committee
CTE	Career and Technical Education
Core 40	The minimum state diploma requirements to graduate (unless going through a formal out opt process to earn the general diploma).
ECA	End of Course Assessment (Students are required to *pass* the Algebra I and English 10 ECAs (or qualify for a waiver) for graduation; Students are required to *take* the Biology I ECA after completing the course.
ED	Emotional Disability
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free and Appropriate Education
FBA	Functional Behavior Assessment (a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help select interventions to directly address the problem behavior. A functional behavioral assessment looks beyond the behavior itself. The focus when conducting a functional behavioral assessment is on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviors. This broader perspective offers a better understanding of the function or purpose behind student behavior) and helps understand why a student is misbehaving.
GEI	General Education Intervention
GQE	Graduation Qualifying Exam
Gold Star	Award received in Indiana by a comprehensive school counseling program that demonstrates alignment with the national and state counseling program standards.
HA	High Ability
Homebound Instruction	Students who qualify due to a temporary injury or illness or under Article 7 may qualify to receive an education outside of school.
IB	International Baccalaureate
IACAC	Indiana Association for College Admission Counseling
ICA	Indiana Counseling Association

IDEIA	Individuals with Disabilities Education Improvement Act (reauthorized 2004) - Federal special education rule.
IEP	Individualized Education Plan
ILP	Individualized Language Plan
IP License	Initial Practitioner License
ISCA	Indiana School Counselor Association
LD	Learning Disability
LAS Links	LAS Links is a summative assessment that measures a student's English language proficiency.
LEA	Local Educational Agency (local school corporation)
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
NACAC	National Association for College Admission Counseling
NCLB	No Child Left Behind, 2001: states, school districts, and schools must demonstrate AYP. All students are expected to be at the state-defined "proficient" level by 2013-2014. States calculated starting point based on 2001-2002 test data (Fall 2002 ISTEP). Indiana's starting points were: 58.8% passing in English. 57.1% passing in mathematics.
NOSCA	National Office for School Counselor Advocacy
OHI	Other Health Impaired
OT	Occupational Therapy
PBIS	Positive Behavioral Interventions and Supports
PL 221	Public Law 221 - Indiana's comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999 – prior to the federal No Child Left Behind Act of 2001, the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana schools into one of five categories based upon student pass rates on state ISTEP+ tests: Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation
PSC	Professional School Counselor
PSAT/NMSQT	Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test This test, given in October, duplicates the kinds of questions asked on the SAT but is shorter and takes less time. Usually taken in the sophomore or junior year, the test also acts as a qualifying instrument for the National Merit Scholarship Awards Program and is helpful for early college guidance and a predictor of AP exam grades. Indiana has typically covered the test administration cost of one grade level for the Wednesday exam.
PT	Physical Therapy
RAMP	Recognized ASCA Model Program
RSC	Redesigning School Counseling (process to become a Gold Star school)
RSC Lite	Condensed version of Gold Star – used for accountability purposes (includes data, goals, activities, and summary).
RTI	Response to Intervention or Response to *Instruction* in Indiana
SAT	Scholastic Assessment Test - developed by the College Board. The SAT tests reading, writing, and math skills. The maximum combined score for critical reading, mathematics, and writing is 2400.
SEA	State Educational Agency (IDOE)
SIP	School Improvement Plan
SLP	Speech and Language Pathologist
SRO	School Resource Officer
TBI	Traumatic Brain Injury

THD	Technical Honors Diploma
TOR	Teacher of Record

College Terminology

Many colleges use the following terms but their definitions may vary slightly.

Academic Year:	A period of time from the start of the fall semester or quarter (usually in August or September) and continuing through the completion of the spring semester or quarter, usually in May or June
Accreditation:	An endorsement given to educational institutions or academic degree programs by an organization that reviews qualifications.
Application Filing Periods:	The periods during which applications may be submitted
Associate's Degree:	A two-year degree from a community or junior college.
Audit:	To attend a class without receiving credit for the class.
Bachelor's Degree:	A four-year degree from a college, university or professional school.
Concentration:	A certain number of credits/courses in a major program of study that is more specialized than the general degree program. An option or special emphasis within a degree program. Concentrations are noted on the diploma.
Course Equivalency:	A course at a community college that equates to a course offered at a four-year college or university.
Course Numbers:	Numbers assigned to specific classes.
Credit hour:	Credit given for attending one lecture hour of class each week for 15 weeks or equivalent. Most college classes are three credit hours, meaning their total meeting time for a week is three hours.
Degree:	A certificate of completion of a course of study.
Degree Plan:	A specific list of required courses and electives to be completed for a degree.
Doctoral Degree:	The most advanced degree that can be earned.
Electives:	Courses that are not used to meet specific major, general education, or graduation requirements, but can be used to complete the total units required for a degree.
Expected Family Contribution (EFC):	The amount of financial support a family is expected to contribute toward a child's college education. This amount is part of the formula used by the federal government to determine financial aid eligibility using the FAFSA form.
Extension:	Instruction offered at various off-campus community sites during the regular school year
Federal Pell Grant Program:	This is a federally run sponsored and administered program that provides grants based on need to undergraduate students. Congress annually sets the appropriation; award amounts vary based on need. This is "free" money because it does not need to be repaid.
Federal Perkins Loan Program:	This is a federally run program based on need and administered by a college's financial aid office. This program offers low-interest loans for undergraduate study.
Federal Stafford Loan:	This federal program provides low-interest loans for undergraduate and graduate students. The maximum annual loan amount depends on the student's grade level.
Federal Work-Study Program (FSW):	A federally financed program that arranges for students to combine employment and college study; the employment may be an integral part of the academic program (as in cooperative education or internships) or simply a means of paying for college.
Fees:	Course-related costs to attend college.
Fine Arts:	Generally courses in dance, music, theater, and visual arts.
Flat-rate Tuition:	Policy instituted by some institutions in which students are charged a single rate beyond a certain number of credit hours taken.
Free Application for Federal Student Aid (FAFSA):	This is the federal government's instrument for calculating need-based aid. It is available at www.fafsa.gov. Indiana's state deadline is in March.

Freshman:	A student who has completed less than 30 hours of college credit.
Full time:	Twelve or more credit hours per semester for undergraduate students.
General Education:	A program of courses in the arts and sciences that provides students with a broad educational experience. Courses typically are introductory in nature and provide students with fundamental skills and knowledge in mathematics, English, arts, humanities, and physical, biological, and social sciences.
GPA:	Grade point average: the average of your class grades, oftentimes based on a 4.0 scale.
Graduate:	Courses offered beyond the bachelor's degree level. Also, students who have received a bachelor's degree and who are enrolled in post-baccalaureate instruction
Grants:	Financial assistance that does not require repayment.
Greek Life:	This refers to sororities and fraternities.
Half time:	Six credit hours per semester for undergraduate students.
Humanities:	Generally courses in the classics, foreign languages, linguistics, literature, philosophy, public speaking, and religion
Independent Study:	This option allows students to complete some of their credit requirements by studying on their own. A student and his or her faculty advisor agree in advance on the topic and approach of the study program and meet periodically to discuss the student's progress.
Internship:	A job in a student's field of study; may be required in some academic programs and may include salary and college credit.
Junior:	A student who has completed 60 to 89 college credit hours.
Liberal Arts:	Program/courses in the humanities, natural sciences and social sciences
Loans:	Financial assistance that must be repaid.
Long session:	Regular fall or spring semester.
Major:	A student's concentrated field of study.
Master's degree:	A graduate degree that usually requires two or more years of study beyond the bachelor's degree.
Merit awards, merit-based scholarships:	These awards are based on excellence in academics, leadership, volunteerism, athletic ability, and other areas determined by the granting organization, which can be a college or university, an organization, or an individual. They are not based on financial need and don't need to be repaid.
Minor:	A student's secondary field of study.
Need-based Financial Aid:	Need-based financial aid is awarded on the basis of the financial need of the student. The Free Application for Federal Student Aid application (FAFSA) is generally used for determining federal, state, and institutional need-based aid eligibility. At private institutions, a supplemental application may be necessary for institutional need-based aid.
Nonresident:	Any student who lives out of state or does not meet specific state residency requirements.
Online courses:	Classes held on the internet instead of in a traditional classroom.
Prerequisite:	A course that must be taken prior to enrollment in another course.
Priority Filling Dates:	One month period of time when applications are first accepted for a specific term
Private university:	A non-state assisted college or university that relies on private funding, tuition and fees.
Public University:	A state-assisted college or university.
Quarter:	One type of term within an academic year, marking the beginning and end of classes. Each quarter is 10 weeks typically 10 weeks in length, and there are three quarters (fall, winter, spring) per academic year
Registration:	Enrollment in classes.
Reserve Officers' Training	Each branch of the military sponsors an ROTC Program. In exchange for a certain

Corps (ROTC):	number of years on active duty, students can have their college education paid for up to a certain amount by the armed forces.
Resident:	A student who meets state residency requirements.
Resident/Non-resident status:	Student status based on place of legal residence. Non-residence (out-of-state) often has to pay higher fees than do residents.
Rolling admission:	Policy in which a school sends out acceptance letters to students as they are accepted.
Sciences:	Usually courses in biology, chemistry, geology, and physics
Scholarships:	Financial assistance based on merit; do not require repayment.
Semester:	One type of term within an academic year marking the beginning and end of classes. Each semester is typically 15 weeks in length, and there are two semesters (fall and spring) in an academic year
Semester hours:	See credit hour.
Social Sciences:	Usually courses in anthropology, geography, history, political science, psychology, and sociology
Summer session:	A summer term of approximately 6 weeks
Transcript:	The cumulative official record containing the courses, semester hours, and grades earned by a student at a college or university
Tuition:	Costs for courses, not including certain fees
Transfer student:	A student who, after attending a college or university, seeks admission to another college or university.
Transferable courses:	Courses offered by one college that will transfer to another college.
Undergraduate:	An enrolled student who has not completed a baccalaureate degree; a freshman, sophomore, junior, or senior
Unit:	A measure of credit earned for course completion. A unit is based on the number of hours of instruction per week required in the classroom and/or lab or in independent study.
Web-based classes:	See online courses
Web registration:	Registration for classes through the internet
Work-study program:	A federal financial aid program that allows students to work on campus

Appendix C

Graduation Requirements Check Sheet

(Class of 2016 & Beyond)

_____ General _____ Opt Out
_____ Core 40 Student Name _____ Student ID_____
_____ Core 40 AHD
_____ Core 40 THD

Circle each credit in which you are enrolled. Fill in your grade once the credit has been earned.

40 Total Credits

English: I ____ I ____ II ____ II ____ III____ III ____ IV ____ IV ____
Math: Alg. I ____ Alg. I ____ Geo. ____ Geo. ____ Alg. II ____ Alg. II ____
Science: Bio. ___ Bio. ___ Chem. ___ Chem. ___ Physics ___ Physics ___ ICP ___ ICP ___
Other ____ Other ____
Social Studies: US History ____ US His. ____ US Govt. ____ Econ ____ World History/Civil ____
World History/Civil ____ Geo/History of the World ____ Geo/History of the World ____
Physical Education: I ___ II ___
Health and Wellness: I____
Directed Electives (5 credits in World Languages, Fine Arts, & Career-Technical):
1 _____ 4_____
2_____ 5_____
3_____

Electives (6 credits: College & Career Pathway Recommended):
1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

Additional Requirements (Local)

Add any local requirements here. Students with IEPs are not required to complete requirements beyond those of state requirements (effective 2016).

Core 40 with Academic Honors Diploma Requirements

47 Total Credits

Math: _____ Math: _____
World Language: I _____ IV _____
II _____ V _____
III _____ VI _____
Fine Arts: _____ Fine Arts: _____

_____ A. Earn 4 credits in 2 or more AP courses and take corresponding AP Exams
_____ _____
_____ _____

_____ B. Earn 6 verifiable transcripted college credits in dual credit courses from priority course list.
_____ _____
_____ _____

_____ _____

_____ C. Earn two of the following:

1. A minimum of 3 verifiable transcripted college credits from the priority course list.

   _____ _____ _____

2. 2 credits in AP courses and corresponding AP exams.

   _____ _____

3. 2 credits in IB standard level courses and corresponding IB exams.

   _____ _____

_____D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics, and writing sections and a minimum score of 530 on each.

Total _____ Critical Reading _____ Math _____ Writing _____

(New SAT score criteria for the AHD have not been determined as of 8/23/16)

_____ E. Score a 26 or higher composite on the ACT and complete written section.

Composite _____ Completion of Written Section _____

_____F. Earn 4 credits in IB courses and take corresponding IB exams.

_____ _____

_____ _____

Earned a grade of C or higher in all required courses: _____

GPA of B or higher: _____

---

47 Total Credits

Core 40 with Technical Honors Diploma

_____Earn 6 credits in the college & career preparation courses in a state approved college & career Pathway:

_____ _____

_____ _____

_____ _____

_____ Complete one of the following:

1. Pathway designated industry-based certification or credential _____ or
2. Pathway dual credits from the lists of priority courses resulting in 6 transcripted college credits.

   _____ _____

   _____ _____

   _____ _____

_____Complete one of the following:

_____A. Any of the options (A-F) of the Core 40 with AHD.

_____ B. Score at or above the following levels on WorkKeys: Reading for Information – Level 6, Applied Mathematics, Level 6; Locating Information – Level 5

Reading for Information: _____ Applied Math: _____

Locating Information: _____

_____ C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.

Writing _____ Reading _____ Math _____

_____ D. Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

Algebra _____ Writing _____ Reading _____

Earned a grade of C or higher in all required courses: _____

GPA of B or higher: _____

End of Course Assessments (remaining classes of 2017-18); ISTEP+ Grade 10 (starting with class of 2019)

	Date Taken:	Score	Pass/DNP:
Algebra I ECA/ ISTEP+ Gr 10 Math	_____	_____	_____
Algebra I ECA/ISTEP+ Gr 10 Math Retake	_____	_____	_____
Algebra I ECA/ISTEP+ Gr 10 Math Retake	_____	_____	_____
Algebra I ECA/ISTEP+ Gr 10 Math Retake	_____	_____	_____
English 10 ECA/ISTEP+ Gr 10 ELA	_____	_____	_____
English 10 ECA/ISTEP+ Gr 10 ELA Retake	_____	_____	_____
English 10 ECA/ISTEP+ Gr 10 ELA Retake	_____	_____	_____

Waiver

_____ Evidence-Based

- _____ Completed remediation opportunities
- _____ 95% attendance
- _____ Took ECA(s) not passed at least once each school year
- _____ "C" or higher in required courses (34 credits)
- _____ written teacher recommendation agreed upon by the principal

_____ Work Readiness

- _____ Completed remediation opportunities
- _____ 95% attendance
- _____ Took ECA(s) not passed at least once each school year
- _____ "C" or higher in required courses (34 credits)
- _____ Meet the course and credit requirements for the General Diploma
- _____ Complete a workforce readiness assessment
- _____ complete at least one industry certification from the state board's approved industry certification list (new effective with class of 2017)

_____ Eligible for Diploma _____ Date of Graduation

Sample waiver form here.

Appendix D
Senior Profile

This information will be used by your counselor and teachers to write your letter of recommendation. Please make this as detailed as possible. Feel free to add additional pages.

Name: _____
Phone: _____ Email: _____

Siblings (name, age, school)
_____
_____
_____

Parent Name(s): _____

List of Colleges in which you are interested:

	Visited?	
Name of College	**Yes**	**No**

What are your career goals? What is your anticipated college major? (It's okay to say you're unsure)

Academics:
Please list all dual credit, AP, or Honors courses you have completed or in which you are currently enrolled, if applicable (list which college):

What classes do you feel have been the best to prepare you for college, a job, or life? How?

Describe one academic challenge you have faced and how you overcame it:

Activities:

List any school clubs you've participated in during high school:

The school activity that was most meaningful to you was: (explain why)

List any musical involvement you've had while in high school (choir, band, or orchestra):
What instrument(s) do you play (if any)?

Do you anticipate being involved in a musical organization in college? If so, what organization?

Sport(s) played in high school:

Do you anticipate playing any sports in college? If so, what sport(s)?

Awards, accomplishments or special recognitions you are proud of include:

Out-of-school activities not listed above, which have helped me prepare for work or further education (travel, church activities, 4-H, workshops, etc.)

Personal Attributes:
Describe what you feel to be your greatest strength:

Which activity in high school has been the most important to you? Why?

In what ways have you made an impact either in school or in the community?

If there is something unique about you or your family situation that you would like to have mentioned in the letter, please explain:

Describe any summer activities or work:

The person you most admire is _____because:

The qualities you possess that you would like highlighted in your letter of recommendation include:

Additional Comments:

Appendix E

Letter of Recommendation Sample - college

_____ High School

School Address

School website address

To Whom It May Concern:

It is with great pleasure that I write this letter on behalf of ____ a young man I have had the pleasure of getting to know for the past four years as his high school counselor. Throughout my time with ____ and working with him I have found him to be full of many great qualities, but the top three that stand out to me are his vision, character, and commitment. Academically ____ is currently ranked ___ out of 284 in our senior class with a G.P.A. of a 4.024 on a scale of a 4.33 (weighted). He is successfully completing a rigorous college preparatory academic program at Columbia City High School. Upon completion, he will achieve both an Academic Honors Diploma and meet Indiana Core 40 graduation requirements. He has a very strong work ethic and determination. He is a very well rounded individual with many aspects to his life to keep him focused and on track to attain his goals. Our current senior class is very competitive academically. We are proud of our senior class for their determination and dedication to academics. ____ is one of these resilient and conscientious seniors. Being ranked __rd in our senior class is an achievement and it speaks volumes for ____'s academic ability.

Character can mean so many things, but most importantly it is what defines who we are. ____ has a character unlike most of his peers; he has an inner strength that allows him to be himself and not worry about the perceptions of others. ____ leads by example and often works with individuals in his own unique way. One example that comes to mind is ____'s commitment to being a strong leader for our community. As a sophomore ____ was recognized for his leadership potential and served as a *Youth Leader* representing Columbia City High School and Whitley County. For the past two years he completed this Youth Leadership program and trained other students to become strong leaders in our community and school. ____ loves watching sports and being a student athlete. ____ has the ability to balance the passion for competition on the field as well as in the classroom. These attributes will assist him when he attends a post-secondary institution.

____'s superior effort and determination in academics has served him well as a high school student. I fully expect that level of motivation to carry over to his college level studies. His enthusiasm for learning and the work he does toward achieving high goals is observable in the accomplishments he has attained as a high school student. I highly recommend of _____ as an excellent candidate for consideration of admissions to your university.

Respectfully submitted,

Counselor

Appendix F

Letter of Recommendation Sample - Scholarship

_____ High School

School Address
School website

To Whom It May Concern:

It is with great pleasure that I write this letter on behalf of _____. She is a high energy, uniquely talented individual who displays a very strong sense of responsibility. ____ is without question a young lady of impeccable character and citizenship. She is well liked and highly respected by students and adults of the Columbia City High School community.

I have known ____ for the past three years, as time has passed I have come to the realization that she is a wonderful young lady. When we first met she already had a vision in mind about her dreams and aspirations in life. She shared with me that she is interested in a double major in biology and psychology. She has prepared herself academically for all of the highest classes we offer at CCHS. She is currently ranked ___th in our senior class with a G.P.A. of a 3.843 on a scale of a 4.33 (weighted). ____ has a very strong work ethic and determination. Our current senior class is very competitive academically. We are proud of our senior class for their determination and dedication to academics. ____ is one of these resilient and conscientious seniors. Being ranked __th in our senior class is an achievement and it speaks volumes for ____'s academic ability.

____ extracurricular involvement at school spans a wide array of activities over the past four years. She has been involved in Eagles Renaissance, Future Educators of America (F.E.A.), a member of Student Lead Advisory Council (S.L.A.C.), Students Against Destructive Decisions (S.A.D.D.), National Honors Society, Volleyball team (captain), Diving team, and Campus Life. As you can see ____ has been involved in numerous clubs and has held leadership roles in many of them. All these activities have shown what a great leader, determined, and well rounded individual ____ has become. In thinking back to her ____'s freshmen year she has grown-up to become a remarkable young lady. She is competitive, hard-working, and understanding of others feelings. I fully expect that level of motivation to carry over to her college level studies. ____ has the ability to multitask, organize her academic and extracurricular schedule and articulate herself to her peers and teachers in order to gain experience, learn, and become a strong leader.

When you have an opportunity to meet ____ you will find that she holds so much potential for the future. For her the world is hers to discover and with her abilities, such as determination, respectfulness, and work ethic her future is bright. Her enthusiasm for learning and the work she does toward achieving high goals is observable in the accomplishments she has attained while in high school. I wholeheartedly recommend _____ for this scholarship opportunity.
Sincerely,
Counselor

Appendix G
Community Resource Map Sample

After School Organizations: Boys & Girls Club, etc.
Alcohol & Drug Use:
Anger/Conflict Management:
Colleges & Universities:
Community Mental Health Agencies:
Computer Classes:
Counseling:
Daycare:
Dental Clinics:
Dental Insurance:
Department of Child Services: 1-800-800-5556 (state); local
Domestic Violence:
Driving Schools:
Eating Disorders:
Financial Aid and Scholarships:
ENL Classes:
Food Stamps:
Foster Youth: Connected by 25;
High School Equivalency Exam
LGBTQ: Indiana Youth Group
Grief Counseling:
Health Insurance: Hoosier Healthwise http://member.indianamedicaid.com/programs--benefits/medicaid-programs/hoosier-healthwise.aspx
Homeless Resources: McKinney-Vento, Indiana Resources
Homeless Shelter:
Hospital:
Job Training: WorkOne
Legal Services:
Libraries:
Medicaid: http://www.in.gov/fssa/2408.htm
Medical Clinic:
Medication:
Mentoring: Big Brothers Big Sisters; IYI state-wide mentoring resources
Military Recruiting:
Pre-School & Head Start:
Self-Defense:
State Representatives: http://iga.in.gov/legislative/find-legislators/
Suicide Prevention: http://www.in.gov/issp/2328.htm
Summer Camps:
Tax Preparation:
Transition Services:
Tutoring:
Vision Insurance:
Vocational Rehabilitation:

Volunteer Opportunities
Voting Registration: http://www.dmv.org/in-indiana/voter-registration.php
Women's Shelter:
Work Permits: (School contact) www.in.gov/dol/2644.htm

Resources
Websites of Interest

Career Exploration

Big Future
Career One Stop
Hoosier Hot 50 Jobs
IN Reality
Indiana Career Explorer
Indiana College and Career Pathways
Learn More Indiana
My College QuickStart (personality assessment within the online account)
My Future
O-NET Online
Occupational Outlook Handbook

College Exploration

Index of American Universities (Alphabetical Listing)
Association of Jesuit Colleges & Universities
Big Future
College Board
Hillel: Jewish Campus Life
Hispanic Association of Colleges & Universities
Independent Colleges of Indiana
Indiana Career Explorer (College Search within the online student profile)
Learn More Indiana
Peterson's Online

College Costs
Financial Aid & Scholarship sites

Big Future
Learn More Indiana - Cash
College Choice 529 Plan
College Cost Estimator
College Goal Sunday
FAFSA information and on-line completion-FREE
Know How 2 Go
Division of Student Financial Aid (SFA)
Indiana Student Financial Aid Association (ISFAA)
Trip to College Text Alerts
College Board – Pay for college
Financial Aid
Financial Aid and Scholarship Search (Fastweb)
ISM College Planning
National Association of Student Financial Aid Administrators
National Collegiate Athletic Association (NCAA)
American Indian College Fund

College Data
Gates Millenium Scholars Fund
Go College
Hispanic Scholarship Fund
Sallie Mae
Scholarship Scams & how to avoid them
US Department of Education Net Price Calculator

Test Preparation

ACT Test Preparation

SAT Practice & Preparation
PSAT

Student Athletes

NCAA information
NAIA information

Study Skills

College study strategies

Postsecondary Accommodations

Office for Civil Rights: *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*

Please note: Website addresses change frequently but as of July 2016 all of the listed websites were accurate and fully functional. If you see any errors in links, please email aculhan@doe.in.gov.