IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, Superintendent of Public Instruction

Resource Guide for Middle School Counselors

Revised September, 2015

INDIANA SCA SCHOOL COUNSELOR ASSOCIATION

IACAC Indiana Association for College Admission Counseling

Resource Guide for School Counselors

Contributing Members:

Amanda Culhan
Program Coordinator for School Counseling
Indiana Department of Education
ISCA DOE Liaison
aculhan@doe.in.gov

Nicole Detrick
High School Counselor,
ISCA High School Level VP

Danielle Etter
Middle School Counselor
ISCA Middle Level VP

Stephanie Kozuch
Elementary School Counselor
ISCA Elementary Level VP

Resource Guide for School Counselors

Contents

Comprehensive Guidance & Counseling……...…….…….. 4

Academic Guidance & Resources…….……...…… 6

College & Career Counseling & Guidance……..…..……...… 14

Social/Emotional Guidance & Counseling Resources……..….. 16

Legal Information…….. 17

Licensure…… 18

Professional Development & Advocacy……. 20

State Contacts……..... 22

Appendices……. 23

Resources……46

Indiana School Counselor Association

"Counselors Care"
9820 W. 450 South, South Whitley, IN 46787
Phone: 260-723-5413
linmetzger@centurylink.net
SEAltman@avon-schools.org

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, 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 sealtman@avon-schools.org. ISCA cannot communicate, advocate, relate, or educate without your involvement or input. Every member is important!

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!

Sarah Altman
2015-2016 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
    - National Office for School Counselor Advocacy (NOSCA)
    - The Education Trust, National Center for Transforming School Counseling
    - 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 (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
  - Indiana Content Standards for School Counseling
  - Indiana School Counseling Standards & 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 students' 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. 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 (*currently being revised)
  - 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*, or
  - Core 40 with Technical Honors *Class of 2016 and beyond.*
  - Graduation Requirements Sample Checklist, **(Appendix C)**

  ***Note that new graduation requirements may be in place for the graduating class of 2022 and beyond.**
- 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
- 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).

Assessment

- ISTEP+ Guidance
    - Because assessment information can change every year, it's important to first visit the Indiana Department of Education's assessment website.
        - Almost all questions about ISTEP+ administration can be answered by downloading and reading through the ISTEP+ Program Manual. 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 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.
            - In some cases, the CCC may determine based on eligibility criteria and the student's unique needs, that the Indiana Standards Tool for Alternative Reporting (ISTAR) is the most appropriate assessment instrument. Students who perform significantly below grade-level and are on non-diploma track may have personal learning goals that cannot be adequately measured with a grade-level standardized assessment. The decision to participate in this alternative assessment means that the goals describing grade-level proficiency typical of students who intend to

receive a high school diploma will not be included in the student's individual education program.

- IREAD-3 is a standardized test taken by students during the spring in grade 3. The purpose of the test is to measure foundation reading standards from grades K-3, and the results indicate whether or not the student's level is proficient for grade 4. Retention is required for students who do not meet proficiency standards on the spring or summer test unless the student meets one of the three good cause exemptions.
- ISTEP+ ECA Guidelines
  - All current 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, 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/achievement/assessment.
- Parent Resources
    - Substantial information about ISTEP+ testing is available for parents at http://www.doe.in.gov/achievement/assessment.
    - Parents can access ECA information after they've received their score reports with parent log-in information, at https://in-servicepoint.questarai.com/Login.aspx.

- 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'

- College Entrance Preparation Exams
  - PLAN PSAT/NMSQT
  - EXPLORE PSAT 8/9

    ENGAGE

- College Entrance
  - ACT
  - SAT

- 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.

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
     PLAN PSAT/NMSQT
     EXPLORE PSAT 8/9

6. College Affordability Planning
   - Save; Grants; Scholarships; Work-study; Institutional Aid; Student Loans

- Speaker's Bureau(middle school resource)
- 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
  College Goal Sunday
  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.).
    - 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* (currently being revised)
- 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 you will receive upon completion of your Master's in School Counseling. This two-year license can be renewed up to two times if you are not able to complete your 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, you need to have held a proficient license for the full 5 year term; a master's degree or higher 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 you have 10 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 your license 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 30th 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 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 and fall workshop, 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.
  - National Office for School Counselor Advocacy (NOSCA). Their goal is to promote the value of school counselors as leaders in school reform, student achievement, and college readiness.
  - 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 2015-2016 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 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
Miranda Scully, 21st Century Scholars, mscully@che.in.gov

Indiana Department of Workforce Development

Amy Marsh, Director of Career Readiness, amarsh1@dwd.in.gov

Indiana Youth Institute

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 Miranda Scully, 21st Century Scholars, mscully@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										
9:00										
9:20										
9:40										
10:00										
10:20										
10:40										
11:00										
11:20										
11:40										
12:00										
12:20										
12:40										
1:00										
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.
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
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 Qualifying Test	Preliminary Scholastic Assessment Test/National Merit Scholarship 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

Letter of Recommendation Sample

Columbia City High School

600 North Whitley Street
Columbia City, IN 46725
260.244-6136
www.cchs.wccs.k12.in.us

Mrs. Suzi Swinehart Counselor
Ms. Sarah Maynard Counselor
Mrs. Kimberly Waugh Director
Mr. Derek Yoder Counselor

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,

Appendix D
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;
GLBT:
TASC (High school completion) Programs: Department of Workforce Development
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://medicaid-help.org/indiana-medicaid-insurance/#welcome
Medical Clinic:
Medication: www.namiindiana.org
Mentoring: Big Brothers Big Sisters; IYI state-wide mentoring resources
Military Recruiting:
Pre-School & Head Start:
Self-Defense:
State Representatives: www.in.gov/legislative
Suicide Prevention: http://www.in.gov/issp/2365.htm
Summer Camps:
Tax Preparation:
Tutoring:
Vision Insurance:
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
"Get Answers Here" (a book of community resources for Marion County)

Appendix E
Sample Calendar of Events

August:

- New student orientation
- Counselor introductions
- Consult with Teachers
- Organize Student Assistance /RtI team
- Student Ambassadors
- Mentorship Programs
- Orient teachers/Advocate
- Staff Morale
- Needs Assessment
- Update 504 plans – distribute to teachers

September

- LAS Links testing
- NWEA
- Student Assistance/RtI team
- Records Reviews
- Professional Goals
- Start groups, clubs
- Start Guidance Lessons Rotations

October

- Red Ribbon Week
- Parent Teacher Conferences
- Track data
- Academic Checks
- 21st Century Parent Night
- Regional Conferences

November

- High Ability testing
- ISCA Conference
- Mix It Up Day @ Lunch
- Community Resources for holiday needs/service learning

December

- Kids Count Conference
- Holiday Help
- Academic Checks

January

- NWEA
- New student orientation
- Gr. Level Transition discussions
- Parent meetings for 8th grade students

February

- LAS Links
- Black History/Cultural Awareness
- Diversity (Teaching Tolerance)
- Nat. School Counseling Week

March

- ISTEP
- National Disabilities Awareness Month
- High Ability evaluations
- Elementary student visits
- Academic Checks

April/May

- Transitions to High School
- ISTEP
- Summer School recommendations
- Retention recommendations
- Gold Star Student and Teacher Surveys
- Meet with High School Counselors (pass along information on transferring students)
- Meet with Elementary Counselors (receive information on incoming students)

Ongoing

- Individual Counseling
- Track Data
- 504 and Case Conferences

Appendix G
Sample Forms
(School Name) Middle School

Report of Suspected Child Abuse/Suspected Neglect

A. *To:* *Local Department of Social Services*
(Insert name address and phone number of local reporting agency)

State of Indiana Department of Child Services
To make a report call **1-800-800-5556**
Reports can be scanned and emailed to DCSHotlineReports@dcs.in.gov or faxed to
317-234-7595 or 317-234-7596

From: (Insert school name, address and phone number)

1. Indicate One :

B. ☐ *Suspicion of Neglect* ☐ *Suspicion of Abuse*

Name of Child :

Address of Child :

Address of School :

Date of Birth:

Name of Person(s) Responsible for Child's Care:

Person(s) Suspected of Abuse or Neglect :

Address:

Phone:

Relation to Child:

The nature and extent of the current injury, neglect, or sexual abuse to the child in question; circumstances leading to the suspicion that the child is a victim of abuse or neglect:

Information concerning previous injury, sexual abuse or neglect experienced by this child or other children in this family situation, including previous action taken, if any:

Signature and Title of Person Making Report:

_____ _____

Date

Signature of Administrator or Counselor Confirming that Report was made:

_____ _____

Date

Reports must be sent to both:

(Insert) County Division of Family and Children & State of Indiana Department of Child Services

Date that this report was made by telephone: _____

Date that this report was sent in writing: _____

Fax or Email

Form to for Recommendation for High Ability Classes

HA Recommendation Form

Date _____ Recommendation Requested by: Teacher or Parent

IF YOU ARE RECOMMENDING A STUDENT FOR HA PLACEMENT, PARENT CONTACT **MUST** BE MADE.

Recommendation completed by _____

Student Name _____ Date of Birth _____

Male ___ Female ___ Grade _____ School _____ Teacher/Team _____

Parent/Guardian _____

HA Math Recommendation:

To be completed by math and science teachers and counselor

HA Language Recommendation:

To be completed by language and social studies teachers and counselor

Criteria For HA Placement:

SAI of 125 or above
Upper 90th percentile for standardized testing
Pass+ for ISTEP
Grades of A's in areas of recommendation
Academic Rating Scales

Area of Recommendation: Math Science Language Arts Social Studies

List of Counselor Generated Reports:

- NWEA RIT Score and Percentile for math, language, and reading (Fall and Spring)
- SAI Score from Otis Lennon (Total Score; Verbal Score; Non-Verbal Score
- ISTEP+ Scores (Math, Language, and Science)
- Grades

Mathematics and Science Rating Scale

Rate the student according to the scale:

1 – Rarely, seldom, or never
2 - Occasionally, sometimes
3 - Quite often or frequently
4 - Always or almost always
DK – Don't know or have never observed

In Mathematics**, the student….**

____1. Learns math concepts and processes faster than others; relates concepts in various applications.

____2. Enjoys trying to solve difficult problems, likes puzzles and logic problems.

____3. Is persistent in learning skills to a new skill.

____4. Applies previously learned skills to a new skill.

____5. Analyzes problems carefully; resourceful in seeking ways to solve a problem.

____6. Organizes data to discover patterns or relationships.

____7. Recalls relevant information or concepts in solving problems, recognizes the critical elements.

____8. Uses mental math to make accurate estimations; solves problems intuitively.

____9. Is able to judge a solution as being logical.

____10. Is good at verbalizing math concepts, processes, and solutions.

____TOTAL

In **Science**, the student:

____ 1. Is good at verbalizing science concepts in a sequential manner.

____ 2. Is good at planning, designing, and decision making.

____ 3. Sees connections and relationships of science to the real world.

____ 4. Comes up with good questions or ideas for experiments and science topics: asks "what if" questions.

____ 5. Is good at exploring, investigating studying things in detail.

____ 6. Understands scientific method, able to formulate hypotheses and conduct experiments carefully.

____ 7. Is persistent, sticks with investigations in spite of difficulties or problems.

____ 8. Knows a lot of science information; prefers science-related topics in and out of the classroom.

_____ TOTAL

Language Arts and Social Studies Rating Scales

Read each item and rate the student according to the scale:

1 – Rarely, seldom, or never
2 – Occasionally, sometimes
3 – Quite often or frequently
4 – Always or almost always
DK – Don't know or have never observed

In **Language Arts**, the student…

____**1. Has an extensive vocabulary; interested in words, definitions, and derivations.**
____**2. Reads for pleasure; loves to read.**
____3. Organizes ideas and sequences well.
____4. Understands and uses humor; uses and understands satire, puns, and second meanings.
____5. Is original and creative; develops his/her unique ideas.
____6. Reads for facts and information; willing to explore in greater depth than other students.
____7. Sees relationships among story elements (e.g. compares and contrasts, summarizes, draws conclusions, etc.)
____8. Recognizes author's point of view, mood or intentions.
____9. Uses expressions in reading and/or speaking; uses vivid expressions which make words "come alive."
____10. Elaborates well when speaking and/or writing.
____11. Is motivated to write in and out of the classroom; writes stories, poems, or plays.
____12. Is able to transfer language arts skills to other content areas.

____TOTAL

In **Social Studies**, the student…..

_____ 1. Displays intellectual curiosity, becomes interested in a variety of topics not required or assigned.
_____ 2. Is skilled in analyzing topics, finding the underlying problem, questioning, investigating.
_____ 3. Is attracted toward cognitive complexity; enjoys puzzles, paradoxes, mysteries.
_____ 4.Asks questions that are open-ended or philosophical.
_____ 5. Has a wide vocabulary which is used precisely and appropriately.
_____ 6. Enjoys language, reading, conversation, listening, and verbal communication.
_____ 7. Is sensitive to social issues, sees ethical and moral questions.
_____ 8. Entertains alternative explanations or points of view while exploring a question.
_____ 9. Engages in intellectual play; enjoys puns, play on words, language games.
_____ 10. Pursues the processes of research and investigation.
_____ 11. Recalls details about social science topics, makes unusual connections.
_____ 12. Interested in social themes, complex public issues, explanations, and theories of causation.
TOTAL _____

Adapted from Feldhusen, Hoover & Saylor, Identification of Gifted Secondary Students

Please attach:

1. **If there are social/behavioral concerns, any documentation that may help demonstrate how this may impact the student's academic placement.**
2. **Any previous test data and other pertinent information that demonstrates examples of student's strengths.**

I recommend/do not recommend this student for:

_____ HA Math, Course Title: _____

_____ HAScience

_____ HALanguage Arts

_____ HASocial Studies

Teacher's signatures: _____ _____

Counselor's signature: _____

Proof of Residency Request

(Letterhead)

(Date)

Dear Parent of _____,

Based upon information submitted regarding your student, your family has a new address. In order to keep our files current and meet state record requirements, please provide us with new proof of residency.

As determined by the (insert school corporation) proof of residency must be established with the following:

1) **A closing statement on your home in the school district**
2) **A lease agreement in your name in the school district**
3) **A current utility bill showing service in your name at your address in the school district**

The proof of residency should be submitted to:

(School Name)
Attn: Counselor's Office/ Proof of Residency
(School Address)

If more convenient, the information can be faxed to the attention of the Counselor's Office at (Phone Number of School) . Information should be provided as soon as possible. Your attention to this matter will be greatly appreciated.

Best Regards,

(Name)
Counseling Office Secretary

Release of Information
(School Corporation)

CONSENT FOR MUTUAL EXCHANGE/RELEASE OF INFORMATION

For the purpose of providing the most appropriate instruction and assistance in school, I do hereby give permission for a mutual exchange/release of psychoeducational or medical evaluations concerning:

Student:_____ DOB: _____

School Where Enrolled: (Insert School Name) Grade Level:

Between (Insert School Corporation) and the following:

_____
(Hospital, clinic, physician, institution, association or school)

_____
(Address of the Above)

Name of Contact Person: _____

Telephone #: _____ Fax #: _____

ANY SPECIAL COMMENTS OR INSTRUCTIONS:

_____
_____
_____
_____

_____ _____
Name of Person Giving Consent (Please Print) Relationship to Student

_____/_____
Address Telephone #

_____ _____
Signature Date Signed

Please mail or fax requested information to:
(Insert School Name, Address, Phone and Fax)

Log in Sheet in Counselors' Office

Student Services Sign In Sheet

Date	Student Name	Who are you seeing?	Time In	Time Out

Counselor Request Form

First Name_____
Last
Name_____

Grade _____ Date _____

Request to see:

____ Principal
____Assistant Principal
____ Counselor
____ Nurse

Concerning _____
_____
_____
_____

First
Name_____
Last
Name_____

Grade _____ Date _____

Request to see:

____ Principal
____ Assistant Principal
____ Counselor
____ Nurse

Concerning _____
_____
_____
_____

First
Name_____
Last
Name_____

Grade _____ Date _____

Request to see:

____ Principal
____ Assistant Principal
____ Counselor
____ Nurse

Concerning _____
_____
_____
_____

First
Name_____
Last
Name_____

Grade _____ Date _____

Request to see:

____ Principal
____ Assistant Principal
____ Counselor
____ Nurse

Concerning _____
_____
_____
_____

Card to take information on new students entering school

Name - Last, First		Date Entered	Previous School
Special Programs		Lives with:	
Speech	Asp	Academics: GT Reg Ed Sp Ed	
LD	MI	Strengths:	
ED	MO		
Other			
Medical			
		Weaknesses:	
Attendance			
Extra Curricular			
Special Concerns			

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
PLAN
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 September, 2015 all of the listed websites were accurate and fully functional. If you see any errors in links, please email aculhan@doe.in.gov.