

Resource Guide for Elementary School Counselors

(Revised August 2018)



INDIANA
SCHOOL
COUNSELOR
ASSOCIATION

Resource Guide for Elementary School Counselors

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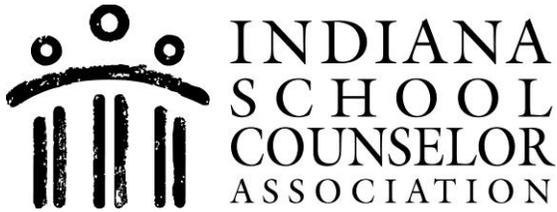
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Resource Guide for Elementary School Counselors

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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 triumphs and challenges. It is our hope that this level guide and your professional connections will support your work with Indiana students and families. In addition, each year ISCA provides opportunities for professional development such as the fall conference, regional workshops on various topics, advocacy opportunities, specialized events for graduate students, webinars, and more. ISCA is honored to support you in your professional development and connections, so that you can continue to thrive as a professional school counselor.

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 skozuch@cpsc.k12.in.us. 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!

Stephanie Kozuch
2018-2019 ISCA President

Comprehensive Counseling & Guidance

★ [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 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](#)
 - Indiana College and Career Readiness [Annual Survey](#)
 - [The Education Trust](#)

★ [Gold Star School Counseling](#)

Through participation in the American Student Achievement Institute’s (ASAI’s) Redesigning School Counseling process or the American School Counselor Association’s (ASCA) Recognized ASCA Model Program (RAMP) process, schools 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 ASCA National Model. Recipients of the Gold Star Award have also met the standards for the national RAMP award and would just have to submit an online

application (including a fee) through ASCA's [website](#) following confirmation of meeting the Gold Star requirements.

★ [Guidance Lesson Plan Template](#)

★ Weekly Counselor Time Use 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](#)

★ 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 Standards & Competencies for Students
- Indiana Program Standards for School Counselors
- ASCA Mindsets and Behaviors for Student Success
- ASCA School Counselor Competencies

★ Sample Counseling Curriculum

- [RAMP Application Examples](#)
- [Sample Gold Star Portfolios](#)
- [School Counseling Toolkit](#)

★ Terminology, **(Appendix B)**

Academic Counseling & Guidance

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.
- The ILP should 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 state and local standardized assessments 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](#)

Section 504 prohibits discrimination on the basis of disability by any program or activity receiving federal financial assistance. At the request of a parent, teacher, etc., a student can be evaluated to determine if he/she is a student with a disability. To qualify, the school must evaluate the student, and then the 504 team must determine whether the student has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having an impairment. 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. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. As a result, some conditions, such as diabetes, may 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). In enacting the Amendments Act, 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. If a student has a record of an impairment or is regarded as having an impairment, but doesn't actually have an impairment, the student is not entitled to special education and related services. 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 way 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 \(IC 20-30-4\)](#)
- [Online Graduation Plan](#) (Indiana Career Explorer) Indiana Statute (IC 20-30-4)
- [Graduation Plan Sample, Grades 6-12](#) (*Printable sample can also be found within the student’s profile in the [Indiana Career Explorer](#)*)
- [Graduation Plan FAQ’s](#)

Assessment

★ [ILEARN Guidance](#)

- Because assessment information can change every year, it’s important to first visit the Indiana Department of Education’s [assessment website](#).
 - Additional information about ILEARN can be found in the Indiana Assessment Program Manual located on the Office of Student Assessment’s webpage. 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 ILEARN and ISTEP+ assessments respectively. For most students with special needs,

federal and state law requires participation in ILEARN assessments with or without accommodations.

- For students with significant cognitive disabilities, however, the Case Conference Committee (CCC), utilizing the criteria for determining eligibility to participate, may determine that I AM is the most appropriate assessment. The criteria can be found at: <https://www.doe.in.gov/assessment/iam>.

★ [IREAD-3](#) was developed in accordance with HEA 1637 (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. Policy and guidance for students who do not pass IREAD-3, can be found at <https://www.doe.in.gov/assessment/iread-3-policy-and-guidance>

★ 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

- Parents can find helpful information on the Office of Student Assessment's ISTEP+ webpage: <https://www.doe.in.gov/assessment/istep>.

★ [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 (WIDA Screener) 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 an English learner and should receive English language development services. Subsequently, if it is determined, based off of the placement test, that the student is an English learner, 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 English learners in grades K-12 in the four language domains of speaking, listening, reading, and writing. The results are reported by speaking, listening, reading, writing, oral language composite, literacy composite, and comprehension composite scores. An overall composite score represents the overall English proficiency level 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. An English learner 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 an English learner achieves a level 5.0, there is a federal-requirement to monitor the student for two years to ensure the following: a) a student is able to keep up with their non-EL 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-EL 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.
- ★ Academic-based guidance lessons and small groups
- Guidance lessons can be implemented to meet the Grades K-5 Academic-based plans.
 - [Scholastic online](#) provides a format for teaching kids about study skills.
 - <http://www.homeworkandstudyskills.com/studylinks.html>
 - <http://www.additudemag.com/adhd/article/2523.html> - Specific to students with ADD
 - <http://www.homeworkspot.com/elementary/> - Homework Help

College & Career 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.
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
 - Provide students with essential tools for their college and career search:
Career Interest Assessments 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), & [Campus Tours](#)).
 - Resources
 - [Big Future](#)
 - [Indiana Career Explorer](#)
 - [Learn More Indiana](#)
 - [Tiger Woods Foundation](#)
 - [Mr. Breitsprecher’s Career Exploration](#)
 - [Holland Code](#)
 - [EHow Family](#)
5. College & Career Assessments
 - College Entrance Exams
[ACT](#) [SAT](#)
 - College Entrance Preparation Exams
[ACT Aspire](#), [PSAT 8/9](#), or [PSAT/NMSQT & PSAT 10](#)
6. College Affordability Planning
 - Save; Grants; Scholarships; Work-study; Institutional Aid; Student Loans
 - [College Cost Estimator](#)
 - Financial assistance applications and deadlines
 - Free Application for Federal Student Aid ([FAFSA](#))

- Indiana [Division of Student Financial Aid](#)
- [21st Century Scholars Program](#)
 - [ScholarTrack](#) (Allows students to keep track of their Scholar Success Program requirements)
- Resources:
 - [College Choice 529 Plan](#)
 - [Indiana's Cash for College](#)
 - [CareerReady](#)
 - [Learn More Indiana](#)
 - [INvestEd Indiana: College Funding Experts for Hoosiers](#)
- 7. College & Career Admission Processes
 - Admission Requirements
 - Application guidance and deadlines
- 8. Transition from High School Graduation to College Enrollment
 - Encourage students entering college to participate in a student access, transition, and success program.

Social/Emotional Counseling & Guidance

- ★ Collaborative for Academic, Social and Emotional Learning ([CASEL](#))
- ★ 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.).

★ [Crisis Planning, Intervention and Response](#)

★ **Mandatory Curriculum, Training, and Reporting:**

A comprehensive list of required training and resources for school employees and coaches can be found [here](#).

- ★ [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.
- ★ [Child Abuse Prevention](#)
 - Not later than December 15, 2018, and each December 15 thereafter, each public school, including a charter school and accredited nonpublic school shall provide age appropriate and research and evidence-based instruction on child abuse and child sexual abuse to students in grades k-12. Instruction may be delivered by a school safety specialist, school counselor, or any other person with training and expertise in the area of child abuse and child sexual abuse'.
 - Each school corporation, charter school, and accredited nonpublic school shall require each school employee likely to have direct, ongoing contact with children within the scope of the employee's employment to attend or participate in training on child abuse and neglect, to include: the duty to

report suspected child abuse or neglect under IC 31-33-5; and recognizing possible signs of child abuse or neglect, at least every two years.

- It is important to know that any person who has a reason to believe a child is a victim of abuse or neglect has a [duty to make a report](#) to the Department of Child Services (DCS) or the police.

★ **Suicide Prevention**

- Beginning after June 30, 2018, evidence-based suicide awareness and prevention training is required for all teachers, including a Superintendent, principal, teacher, librarian, school counselor, school psychologist, school nurse, school social worker, and any other appropriate school employees employed at schools that provide instruction in any combination of grades 5-12.

★ 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 (updated in 2016)
- ★ [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](#)
- ★ [Required Trainings for School Employees](#)

Licensure

- ★ [Counselor Education Programs in Indiana](#)
- ★ [License Requirements](#), 511 IAC 15-6-34
 - [School Counselor Exam required for initial license.](#)
- ★ License Types
 - [Initial Practitioner](#), 511 IAC 14-1-1

This is the first license received upon receipt of a 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 within 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 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 ([NCSC](#)), 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 NCSC, 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

★ 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 postsecondary 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 an annual 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 in Indianapolis.
- [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 School Counseling Specialist – aculhan@doe.in.gov or 317-232-0510
- [Indiana Youth Group](#) - An organization supporting LGBTQ youth in Indiana.
- [Indiana Youth Institute](#) (IYI) - IYI provides tools and information to youth organizations in Indiana including data, publications, grant tips, conferences and workshops, 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 College and Career Counseling Conference 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
 - SS INtouch is a monthly e-newsletter for school counselors and includes updates from the state. To access these updates you can subscribe to Counselortalk or visit the Current Events page monthly.
 - Facebook – many of the professional associations also have a Facebook page where updates are posted.
 - DOE on Social Media [Facebook](#), [Twitter](#), and [Instagram](#)
 - Numerous Twitter chats occur on a regular monthly scheduled basis
 - Numerous school counseling blogs exist including:
 - [School Counseling Blog](#) (Danielle Schultz)
 - [Elementary School Counseling](#) (Marissa Rex)
 - [Savvy School Counselor](#)
 - [Scrapbook of a School Counselor](#) (Tabitha Panariso)
 - [JYJ Counselor Blog](#) (Andrea Burston)

- ★ School Counselor [Calendar](#) of Events (Click on 2018-19 Calendar of Events for Indiana School Counselors).

State Contacts

Indiana Department of Education (IDOE)

Amanda Culhan, School Counseling Specialist, aculhan@doe.in.gov
Christy Berger, Assistant Director Social Emotional & Behavior Wellness,
cberger@doe.in.gov

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

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Learn More Indiana

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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					
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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

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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).
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.
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
LEA	Local Educational Agency (local school corporation)
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MTSS	Multi-Tiered System of Supports
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 2001-02 test data (Fall 2002 ISTEP). Indiana’s starting points were: 58.8% passing in English. 57.1% passing in mathematics.
OHI	Other Health Impaired
OT	Occupational Therapy
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.
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
SAT	Scholastic Assessment Test - developed by the College Board. The SAT tests reading, writing, and math skills.
SEA	State Educational Agency (IDOE)
SEL	Social Emotional Learning
SIP	School Improvement Plan
SLP	Speech and Language Pathologist
SOC	Systems of Care
SRO	School Resource Officer
TBI	Traumatic Brain Injury
THD	Technical Honors Diploma
TOR	Teacher of Record
WIDA	English Language Proficiency assessments to determine a student’s level of English proficiency.

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):	The federal government's instrument for calculating need-based aid. It is available at www.fafsa.gov .
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.
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	Awards 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 Filing 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 registration:	Registration for classes through the internet
Work-study program:	A federal financial aid program that allows students to work on campus

Appendix C

Indiana Department of Education Guidance Lesson Plan Template

School Corporation:			
School Name:			
Contact:			
Indiana School Counseling Competencies for Students			
Competencies addressed:	•	Indicator(s) Addressed:	•
• Instructional Development			
Grade Level(s):			
Title:			
Summary:			
Time Frame:			
Procedure:	•		

How will mastery of the guidance indicator(s) be evaluated?	
Resources needed: e.g., technology resources, media resources, books, web sites	★
Citation(s): You may include copyrighted materials in “resources needed,” but do <u>not</u> reproduce copyrighted materials in your lesson plan. Non-copyrighted materials need to be reproduced and included with your lesson plan. Cite sources here.	
Collaborative Partners: e.g., advisory teachers, other teachers, community resource people	
Contact Information	
Telephone:	
E-Mail:	

Appendix D

School Counselor Job Description *Sample*

Community School Corporation Job Description

Title:	Elementary School Counselor
Reports to:	Principal, Assistant Principal
Employment Status:	Contract, 190 days
Fair Labor Standards Act Status:	Exempt

Qualifications:

1. Appropriate state of Indiana school counseling license.
2. A sincere desire to aid all students with social, emotional, and academic needs.
3. Strong human relation skills, including professional tact, diplomacy, and presentation.
4. Good health, high moral character, and a good attendance record.
5. Good communication skills.
6. Multi-tasking ability and strong organizational skills.
7. Valid Indiana driver's license.

General Description:

Promotes educational success for all students by developing and managing school counseling programming related to academic, career, social, and emotional growth. School counselors use facilitative, consultative, and collaborative leadership skills to provide a certainty of educational opportunities for all students.

Essential Functions:

1. Maintains respect at all times for confidential information.
2. Develops, manages, and evaluates the school counseling program in the context of the community culture and the total educational program.
3. Encourages students to evaluate alternatives, formulate realistic goals and become increasingly self-directed; help students understand themselves and enhance positive self-concepts.
4. Maintains non-punitive relationships with students and respects their confidences.
5. Promotes positive relationships among members of the school community.
6. Models and practices advocacy for all students.
7. Promotes teaching, learning, and behavioral strategies that reach all students.
8. Analyzes, interprets, and utilizes data for decision-making and program development.
9. Provides an orientation program for all students new to the building.
10. Provides preventative guidance materials and/or activities for the classroom.
11. Provides solution-based counseling with students.
12. Maintains liaison with community services and referral services.
13. Maintains a current referral list of community resources and assists individuals and families to access those resources.
14. Conducts, supervises, and interprets the standardized testing program with the school staff.

15. Teams and collaborates with other educators, community leaders, and parents for the good of students, i.e. attend a rotation of team meetings.
16. Provides school counseling services, which are appropriately balanced among leadership, student assistance services, and educational and career services.
17. Implements prevention programming to support healthy physical, social, emotional, and academic development for all students.
18. Identifies and intervenes with individuals exhibiting at-risk behaviors, including people affected by alcohol and/or drug use.
19. Assesses the physical, emotional, and social level of individuals and makes and follows up on referrals as appropriate.
20. Implements individual and group counseling strategies.
21. Implements the conflict resolution/peer mediation program. Assesses for effectiveness on an ongoing basis.
22. Develops, coordinates, and evaluates advisement and mentoring services.
23. Coordinates the placement and/or monitoring of students within the gifted and talented program.
24. Plans for the annual awards night.
25. Involves all educators and community members in the collaborative development and delivery of educational and career services.
26. Helps students and families understand a variety of educational opportunities and how to prepare for them.
27. Increase student awareness of the relationship among personal interests, values, and talents and their application to educational and career choices.
28. Assists teachers with developing student educational and career goals and specific plans for reaching those goals.
29. Serves as a consultant in the application of teaching/learning strategies to enhance educational achievement of all students.
30. Supervises and evaluates the counseling office secretary.
31. Uses current literature, research, and resources, such as laws, ethical standards, and position statements, to promote school counseling programming.

Other Duties and Responsibilities:

1. Conducts other duties as assigned by the administration on a temporary or emergency basis to facilitate the operation processes of the school and/or School Corporation.
2. Serves as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings.
3. Helps instill in students the belief and practice of ethical principles and democratic values.

Additional Working Conditions:

1. Occasional or possible interaction with unruly children or adolescents.
2. Occasional or possible interaction with hostile parents.
3. Possible exposure to blood, bodily fluids, and tissue.

Typical Physical Demands:

1. Requires corrected hearing and vision to normal range.
2. Requires occasional lifting of boxes or other items weighing up to 50 pounds.

Appendix E

Professional School Counselor Effectiveness Rubric (2012)

<http://www.doe.in.gov/sites/default/files/student-assistance/counselor-evaluation-tool-indiana-final.pdf>

Appendix F

Elementary Counselor Resources

(compiled at the 2011 Elementary School Counselor Retreat; revisions August 2015)

ACADEMIC

- ★ <https://www.counselingtechnology.net> - it provides free surveys that can be put into EZ Analyze
- ★ PowerPoint slides for FBA's:
<http://www.madsec.org/LinkClick.aspx?fileticket=5DdGJDU%2BPIQ%3D&tabid=102>
- ★ [National Center for College Costs](#)
- ★ http://www.studentsuccessskills.com/ReadyForSuccess_overview.htm
- ★ First Grade Takes a Test - <http://www.amazon.com/First-Grade-Takes-Miriam-Cohen/dp/1595720553>
- ★ [Intervention Central](#) – website with a variety of behavioral interventions
- ★ The [PATINS Project](#) provides a range of support services for impacting both the organizational capacity and the professional capabilities of Indiana's local educational agencies in serving students with unique learning needs. These services include:
 - Operation of the Indiana Center for Accessible Instructional Materials
www.icam.k12.in.us
 - Regional Lending Libraries
 - Technical Assistance and Training
 - Vendor Offered Discounts
 - PATINS Rapid Fire Blog
 - Universal Design for Learning (UDL) Blog
 - PATINS Refurbished Computer Program
 - Family Resources
- ★ Teaching across the curriculum: <http://patins-training.wikispaces.com/Free+Online+Resources+for+Teaching+Across+the+Curriculum>--This has a very comprehensive listing of web links to educational sites are categorized by subject (Math, Science, Lang Arts, Special Ed, ELL, etc.). All sites have been fully screened for content and safety to viewers.
- ★ <http://studentsuccessskills.com--academic> based guidance lessons

CAREER

- ★ Paws in Jobland lesson plans and worksheets – Grades K-2:
http://www.xap.com/images/uploaded_content/documents_library/product_specific_docs/PAWS/PawsUS2011_GrK-2.pdf;
- Grades 3-5:
★ http://www.xap.com/images/uploaded_content/documents_library/product_specific_docs/PAWS/PawsUS2011_Gr3-5.pdf;
- ★ Tiger Woods Foundation (career lessons) -
<http://web.tigerwoodsfoundation.org/programs/twlcLessons/index>
- ★ [Youvisit.com](http://www.youvisit.com)—campus tours

SOCIAL/EMOTIONAL

- Bubber - <http://www.timberdoodle.com/Bubbers/408.htm>
- ★ [Biodots](#)
- ★ [Big Brothers-Big Sisters](#)
- ★ [Book- "Why Am I Here?"](#)
- ★ [Six pillars of character education](#)
- ★ Coping Cat – Cognitive behavioral therapy for kids -
http://www.workbookpublishing.com/information.php?info_id=8
- ★ www.simpletruths.com
- ★ Warm Fuzzy book – in conjunction with Bucket Filling
www.bucketfillers101.com – books, resources, materials
- ★ [Indigo Dreams- relaxation CD for kids](#)
- ★ [Chrissa Stands Strong- American Girl movie](#)
- ★ G.I.R.L.S. curriculum - <http://www.amazon.com/Girls-Real-Life-Situations-Development/dp/0878225439>
- ★ [Project Peace](#)
- ★ [Pinterest](#)
- ★ Mix It Up Day at lunch and other Teaching Tolerance resources -
<http://www.tolerance.org/activities>
- ★ Bullying videos - www.stopbullying.org/kids/webisodes/index.html
- ★ Staff Building [activities](#) can help enhance the issue of [community](#) within your school – these can be done at beginning-of-the-year meetings or monthly staff meetings
- ★ [Second Step Curriculum](#) – the Committee for Children organization has developed research-based curriculum

- ★ Helping students understand death/suicide is an important topic -
http://www.nasponline.org/resources/crisis_safety/griefwar.pdf,
<http://www.nccc.org/guidance/understand.death.html>,
<http://www.counselingstlouis.net/bibliotherapy.html>,
<http://www.compassionatefriends.org/home.aspx>,
<http://www.thetrevorproject.org/>,
- ★ [Schoolcounselor.com](http://www.schoolcounselor.com)- School Counselor website with lesson plans by topic

TECHNOLOGY TOOLS

- ★ <http://asainstitute.org/rsc/>
- ★ Google Drive
- ★ Twitter--#scchat, #esschat, #sccrowd

Appendix G

Small Group Counseling Teacher Referral Form

School Counseling Program Information

*Please return this completed form to Counselor’s mailbox by xxx!

Teacher: _____

- Group Counseling: If you have a student who you believe would benefit from participating in group, please place their name in appropriate space. I will be in contact with parents for permission once I get referrals from. Groups will, once again, be done during the lunch time, and, therefore, class time won’t be missed. Here are the groups that I will be leading, so please list student names where appropriate.

Seasons (grades K-4)	Social Skills (grades K-2)	School Success (grades 3-4)	Girls’ Friendship (grades 3-4)	Boys’ Social Skills (grades 3-4)	Higher Ability (grades 3-4)
Help with coping with family changes (divorce, military, adoption, death)	Help with understanding social cues	Help with organization, homework planning, test anxiety	Help with self-esteem or friendship issues.	Help with initiating friendships and understanding social cues	Help with social/emotional aspects of HA students

Appendix H

Sample Small Group Counseling Parent Permission Form

Dear Parent(s)/Guardian(s),

The xxxxx Elementary counseling program offers students the chance to meet with their peers to discuss feelings, behaviors, and situations. Groups will last for 2-week increments during your child's lunch time; therefore, your child will eat lunch with me for two straight weeks. The next group will start when the previous one finishes. During the group meetings, students will participate in discussions, hands-on activities, role-plays, etc. that enhance their academic or personal and social development.

There will be four different groups offered this school year. Either your child's teacher or I would like your child to participate based on our observations of the child's behavior, or based on discussions we have had. Also, some students have previously been in groups, and either I or the child would like to continue involvement in the group. (*Your child has been referred to the group(s) highlighted.)

1. Family Changes Group (grades K-4 boys and girls): This group is for students whose families are experiencing changes within the home, such as divorce, death, adoption, or military leave.
2. Social Skills Group (grades K-4 boys and girls): This group is for students who could benefit from additional support in enhancing their interpersonal relationships. A research-based curriculum is used to facilitate the learning of these skills.
3. Girls' Friendship Group (grades 3-4 girls): This group is for girls who could benefit from extra time to discuss developmental issues related to growing up (e.g., friendship changes, self-esteem).
4. School Success Group (grades 3-4 boys and girls): This group is for students who could benefit from additional strategies to overcome slight challenges at school related to organization, test anxiety, or study skills.

All of the students are encouraged to talk about meetings at home, but to only share what they themselves have learned and not what others have discussed. I lead the groups, and you will be notified of any serious unresolved issues with your child. A key component of students participating in groups is parent permission. I believe that parents have the right to know what their children are doing during school hours, and the students like to know that their parents are concerned with their well-being. If you agree that your child would benefit from attending group sessions, please complete the form below and return to school. If you have any questions, please contact me at school either by phone or email.

Sincerely,

xxxxxxxxxx
School Counselor

PARENT PERMISSION FOR COUNSELING GROUP PARTICIPATION

If you are interested in having your child participate in a counseling group during 2011-2012 school year, please complete this form and return to the school counselor's office.

Student's Name _____ Parent/Guardian's Signature _____

Appendix I

Sample Beginning-of-the-Year Guidance Lesson Scheduling Form (created in Google Form)

I. Guidance Lesson Scheduling Form 2018-19

Please click in the circle to schedule your guidance time for this school year. Please do not select Monday from 11:20-1:20 due to I CAN, Tuesday or Friday from 12:40-1:20 due to groups, or Wednesday from 12:00-12:40 for groups. Thank you!

* Required

Please put in your class code. *

I will send you a confirmation email with your guidance time.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15-9:45	<input type="radio"/>				
9:45-10:15	<input type="radio"/>				
10:20-10:50	<input type="radio"/>				
10:50-11:20	<input type="radio"/>				
11:25-11:55	<input type="radio"/>				
12:00-12:40	<input type="radio"/>				
12:45-1:15	<input type="radio"/>				
1:20-1:50	<input type="radio"/>				
1:50-2:20	<input type="radio"/>				
2:25-2:55	<input type="radio"/>				
2:55-3:25	<input type="radio"/>				

Never submit passwords through Google Forms.

Appendix J

Student Individual Counseling Referral

I want to talk to the Counselor



Name _____ Teacher _____

I want to talk about: (check one)

friends family school and class other

I am feeling: (check one)

sad confused mad scared worried happy

This situation is: (check one)

EMERGENCY: I must see you today.

VERY IMPORTANT: I want to see you soon.