Resource Guide for Elementary School Counselors

(Revised August 2015)

INDIANA SCA SCHOOL COUNSELOR ASSOCIATION

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Resource Guide for Elementary School Counselors

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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 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 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 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

- Weekly Counselor Time Use 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 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 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, Grade 6-12,
      - http://www.learnmoreindiana.org/college/preparing-for-college/graduation-plan/
    - Graduation Plan FAQ's
      - http://www.doe.in.gov/sites/default/files/student-assistance/grad-plan-q-2015-16-f.pdf

Assessments

- 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.

- Acuity is a series of standardized tests that helps teachers diagnose, predict, report, communicate, and provide individual instruction for students. Students in grades K-12 may participate in this optional on-line test.
- 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.

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- 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.

- 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

- Academic-based guidance lessons and small groups
    - Guidance lessons can be implemented to meet the Grades K-5 Academic Guidance Standards.
        - 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), eCampusTours, & Campus Tours).
   - Resources
     - Big Future
     - Indiana Career Explorer
     - Learn More Indiana
     - Paws In Jobland
     - Tiger Woods Foundation
     - Drive Of Your Life, no longer accessible after spring 2016
     - Mr. Breitsprecher's Career Exploration
     - Holland Code
     - EHow Family

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

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 Counseling & Guidance

- 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.).

- 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

- 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 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 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
  - 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 2015-2016 Calendar of Events for Indiana School Counselors).

State Contacts

Indiana Department of Education (IDOE)

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Peggy Wild, State Director of CTE, pwild@doe.in.gov

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

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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

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Indiana Youth Institute

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

Department of Child Services, DCS

Melaina Gant, State Contact for DCS Educational Liaisons, melaina.gant@dcs.in.gov;

Learn More Indiana

Miranda Scully, College Go!, Career Ready, Cash for College Campaigns, mscully@che.in.gov
Emily Sellers, esellers@che.in.gov, 21st Century Scholars

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	
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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 2001-02 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	Preliminary Scholastic Assessment Test/National Merit Scholarship
Qualifying Test	This test, given in October, duplicates the kinds of questions asked on the SAT but is shorter and takes less time. Usually taken in the sophomore or junior year, the test also acts as a qualifying instrument for the National Merit Scholarship Awards Program and is helpful for early college guidance and a predictor of AP exam grades. Indiana has typically covered the test a 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 Corps (ROTC):	Each branch of the military sponsors an ROTC Program. In exchange for a certain 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

Indiana Department of Education
Guidance Lesson Plan Template

School Corporation:			
School Name:			
Contact:			
Indiana Student Standards for Guidance Addressed			
Standard(s) 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 not 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

I. Overview
II. Effectiveness Rubric
    a. Domain 1: Academic Achievement
    b. Domain 2: Student Assistance Services
    c. Domain 3: Career Development
    d. Domain 4: Professional Leadership
III. Summary and Rating

Rubrics and more information can be found at:
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%2BPlQ%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;
  http://paws.bridges.com/cfnc1.htm – Paws in Jobland site

- Tiger Woods Foundation (career lessons) - http://web.tigerwoodsfoundation.org/programs/twlcLessons/index
- Drive of Your Life – career exploration for upper elementary and middle school students
- Youvisit.com—campus tours

SOCIAL/EMOTIONAL

Bubber - http://www.timberdoodle.com/Bubber_s/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.nncc.org/guidance/understand.death.html, http://www.counselingstlouis.net/bibliotherapy.html, http://www.compassionatefriends.org/home.aspx, http://www.thetrevorproject.org/,
- Schoolcounselor.com- School Counselor website with lesson plans by topic

TECHNOLOGY TOOLS

- http://scope4scs.org
- 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) Help with coping with family changes (divorce, military, adoption, death)	Social Skills (grades K-2) Help with understanding social cues	School Success (grades 3-4) Help with organization, homework planning, test anxiety	Girls' Friendship (grades 3-4) Help with self-esteem or friendship issues.	Boys' Social Skills (grades 3-4) Help with initiating friendships and understanding social cues	Higher Ability (grades 3-4) 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,

xxxxxxxxx
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 2015-2016

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					
9:45-10:15					
10:20-10:50					
10:50-11:20					
11:25-11:55					
12:00-12:40					
12:45-1:15					
1:20-1:50					
1:50-2:20					
2:25-2:55					
2:55-3:25					

Submit

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.