



DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

*Working Together for Student Success*

# Resource Guide for High School Counselors

Revised August, 2018



INDIANA  
SCHOOL  
COUNSELOR  
ASSOCIATION



Indiana Association for College Admission Counseling

## Resource Guide for High School Counselors

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**Resource Guide for High School Counselors**  
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Dear Colleagues:

The Indiana School Counselor Association is pleased to collaborate with the Indiana Department of Education to continue to provide this level guide for all professional school counselors. Each grade and developmental level brings its own 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@cpssc.k12.in.us](mailto:skozuch@cpssc.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](http://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 Guidance & Counseling

- [Calendar of Events](#) (Click on Calendar of Events for Indiana School Counselors)
- **Responsibilities**
  - Data Collection/MEASURE
    - Mission – align your program mission to the school’s mission
    - Elements – identify important data elements
    - Analyze – identify barriers and recognize patterns
    - Stakeholders – collaborate with school and community partners
    - Unite – develop an action plan with measurable goals
    - Reanalyze – look at results and determine what worked and what didn’t
    - Educate – publicize your results
  - 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 Overview](#), 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](#)
- Guidance Logs, (**Appendix A**)
- [Recognized ASCA Model Program \(RAMP\)](#)

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

- Role of the School Counselor
  - [ASCA Career Roles](#)
- School Counselor [Job Description Sample](#)
- School Counselor Evaluations
  - [Guidance](#) for Assessing an Indiana School Counselor
  - School Counselor [Evaluation Sample](#)
  - School Counselor Evaluation [RISE alignment Sample](#)
  - School Counselor Evaluation [TAP alignment](#)
- [Standards & Competencies](#)
  - Indiana Content Standards for School Counseling
  - Indiana School Counseling Competencies for Students
  - Indiana Program Standards for School Counselors
  - ASCA Mindsets and Behaviors for Student Success
  - ASCA School Counselor Competencies
  - ASCA Ethical Standards
- Sample Counseling Curriculum
  - [Sample Gold Star Portfolios](#)
  - [School Counseling Toolkit](#)
- Terminology, **(Appendix B)**

## Academic Guidance & Resources

### Academic Accommodations and Special Services

- [English Learners \(EL\)](#)
  - Individual Learning Plan (ILP)  
A record-keeping document developed for each English learner, outlining the student's level of English proficiency, instructional and assessment strategies, and accommodations.
  - 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)'
  - [High School Credit and 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)
- [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](#)

### Graduation Requirements

- Diploma Types
 

Completion of Core 40 is a graduation requirement for all Indiana students and is also the minimum college admission requirement for the state’s public four-year universities. The legislation includes an opt-out provision for parents who determine that their student could benefit more from the General Diploma.

  - *Indiana Diploma with [General designation](#) (opt out process required)*
  - Indiana Diploma with [Core 40 designation](#)
  - Indiana Diploma Core 40 with [Academic Honors designation](#)
  - Indiana Diploma Core 40 with [Technical Honors designation](#)
  - Graduation Requirements Sample Checklist, (**Appendix C**)
- [Opt Out Process](#)
- Required Courses
  - Course descriptions provide brief statements of the content of high school curricular areas. These descriptions will assist in communicating, in a broad context, the content standards of courses.
  - Code numbers listed before each course description must be used when reporting courses on Indiana Department of Education documents.
  - The maximum number of credits that may be granted for each course is listed in the course description bullets.
  - Course description bullets identify those courses in which students may receive credit for successive semesters of instruction.
  - Minimum and recommended prerequisites are listed for some courses. Local schools and corporations may require additional prerequisites.
  - [State Approved Course Titles & Descriptions](#)  
*Course descriptions in this document are based upon State Board approved course titles.*

- Non-Standard Courses (courses not included in the state approved course packet)
  - Schools may create and offer courses that are not included in the list of state approved courses. To do so, schools can apply for a [non-standard course waiver](#) (scroll to bottom of the page).
- [Advanced Placement](#) (AP) Courses
  - AP courses are courses and corresponding exams offered in the high school administered by the College Board. While AP courses are rigorous, they do not fit into the Indiana Commission for Higher Education’s definition of dual credit, since AP courses are not offered by a college and do not automatically result in college credit.  
\*Note that to fulfill the academic honors designation requirements using the AP course option, students must **take** the corresponding AP exam.
  - Students who earn a score of 3 or higher on AP exams **shall** receive college credit toward their degree at any Indiana public institution of higher education; this includes all two-year and four-year schools. Indiana public institutions of higher education may require a score higher than 3 to award credit for a course that is part of a students’ major, but the student must still receive credit that counts toward his/her overall degree requirements.
  - [Indiana law](#) requires each high school to offer College Board’s science and math advanced placement courses; [Indiana Code](#) also requires each high school to provide at least two AP courses (which may include the science and math AP courses).
  - [Learning Connection](#) Community – ‘IDOE AP Teachers and Coordinators’
- [Dual Credit](#) Courses
  - Dual credit courses allow students the opportunity to earn both high school and college credits. They are courses taught by high school faculty, adjunct college faculty, or college faculty either at the high school, the college or university, or through online courses.
  - [Indiana law](#) requires each high school to offer a minimum of two dual credit courses.
  - To meet the dual credit option for the AHD or THD, courses must come from the [approved dual credit list](#) (graduating class of 2016 and after). Note that for reporting A-F, dual credit must also come from the approved dual credit list.
  - [Learning Connection](#) Community – ‘IDOE Dual Credit Teachers and Coordinators’
- [Dual Credit Q & A](#)
- [International Baccalaureate](#) (IB)
 

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

\*Note that IB is not required in Indiana schools.
- Testing Requirements (see ISTEP+ section under Assessment, below)
  - [Waiver Options](#)
  - [Waiver Sample Form](#)

- Early Identification and Remediation Guidance, [IC 20-30-4-6](#)
  - If a student does not pass the graduation exam, the school counselor shall meet with the student, parent, & teacher assigned to the student for remediation in each subject area not passed to discuss remediation & plan to meet graduation requirements
- Transcript Requirements
  - [Requirements and Guidance](#)
  - [e-transcripts](#) (Tari Lambert [tlambert@che.in.gov](mailto:tlambert@che.in.gov) or Matt Sterenberg [msterenberg@parchment.com](mailto:msterenberg@parchment.com))
  - Effective July 1, 2015, all public schools shall use a common electronic transcript developed by the Department of Education, state educational institutions, and the Commission for Higher Education per [IC 21-18-12](#).
- [Non-Diplomas](#) (Certificates)
- Resources
  - [8<sup>th</sup> Grade Student/Parent presentation](#) (Graduating class of 2023).

## Assessment

- [ISTEP+ Guidance](#)
  - Because assessment information can change every year, it's important to first visit the Indiana Department of Education's [assessment website](#).
    - Many questions about ISTEP+ administration can be answered by downloading and reviewing information on the [ISTEP+ webpage](#).
    - Additional information about ISTEP+ can be found in Chapter 1 of the Indiana Assessment Program Manual located on the Office of Student Assessment's webpage (<http://www.doe.in.gov/assessment>). The manual is updated annually and provides detailed information about test preparation, security, testing students with disabilities, dealing with testing anomalies and much more.
    - All Indiana students in grades 3-8 & 10 must participate in the state ILEARN and ISTEP+ assessments respectively. For most students with special needs, federal and state law requires participation in ILEARN and ISTEP+ assessments with or without accommodations.
      - For students with significant cognitive disabilities, however, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that 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 1367 (also known as PL 109 in 2010), which requires the evaluation of reading skills for students at the end of grade 3. While both ISTEP+ ELA and IREAD-3 assessments measure grade 3 reading skills, Grade 3 ISTEP+ ELA measures both reading and writing standards; and IREAD-3 measures only foundational reading skills through grade 3. 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>.
- [ISTEP+ Guidelines](#)

- The graduating classes of 2019 – 2022 can meet the graduation exam requirement through the passage of the ISTEP+ Grade 10 assessment in English/Language Arts and Math. Students enrolled in the Biology I course for the first time are also required to *take* the ILEARN Biology assessment to meet federal (NCLB) requirements. The ‘latest’ results of all three assessments (ELA, Math, and Science) should be noted on the high school transcript per IC [20-33-2-13](#) (numerical scores or P/DNP). Alternatively, students in the 2019-2022 cohorts may opt-in to the Graduation Pathways in lieu of the graduation exam. Graduation Pathways will be required for students in the 2023 cohort.
- Opportunity to Learn (OTL)
  - Students must have the opportunity to learn content prior to taking the state exams.
- Waivers
  - Students who are unsuccessful in passing the graduation exam by their senior year, may be eligible for one of two state waivers:
    1. Evidence-Based Waiver, or
    2. Work Readiness Waiver
  - An additional waiver for the postsecondary readiness competency component is available for students pursuing the graduation pathways option in lieu of the graduation exam.
  - A description of the requirements for these waivers is available [here](#).  
\*Note that if a student qualifies for a waiver, he/she can be issued the diploma type for which they meet all requirements.
- Who to Contact
  - Every Indiana public school corporation identifies a Corporation Testing Coordinator (CTC) who can provide guidance and assistance with any ISTEP+ questions you might have.
  - Find general contact information for the IDOE Office of Student Assessment at <http://www.doe.in.gov/assessment>.
- Parent Resources
  - 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.
- [Advanced Placement \(AP\)](#) – *Every school corporation has a designated AP Coordinator*

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

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

  - [IC 20-30-10-4](#)

*Each high school must provide at least two of the following course offerings to high school students who qualify to enroll in the courses: (1) Dual Credit. (2) Advanced Placement.*
  - [IC 20-36-3](#) Advanced Placement Courses
  - [AP Courses & Exams](#)
  - Payment/Cost

Each winter/spring, the Indiana Department of Education releases information regarding what exams will be covered by the state. This is based on an amount set aside in the budget by the General Assembly so it is important to look for the annual memo with details sent by the IDOE.
  - [Learning Connection](#) Community – ‘IDOE – AP Teachers and Coordinators’
- Information regarding College Entrance Preparation and Entrance Exams can be found under the College and Career Counseling section.

## College & Career Counseling & Guidance

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

*College Board National Office for School Counselor Advocacy*

1. [College Aspirations](#)
  - Create a college going culture in your school and community.
2. Academic Planning for College & Career Readiness Counseling
  - Educate students on all high school requirements and diploma types.
  - Encourage students to work towards the honors diplomas.
  - Encourage students to take rigorous courses such as AP, dual credit, and IB.
  - Encourage students to complete a college or career pathway.
  - Utilize resources such as College Board’s [AP Potential](#) to determine course placement.
3. Enrichment and Extracurricular Engagement
4. College & Career Exploration and Selection Processes
  - Provide students & parents with information regarding all postsecondary options:  
College (2 & 4 year); Apprenticeship Programs; Military
  - College:  
College Admissions Requirements  
College Visits  
Online College Search
  - Provide students with essential tools for their college and career search:  
Career Interest Assessments (see Career Exploration under the Resources section, p. 39)  
College Search Tools  
College Visits – Different ways to visit colleges (college website browsing, onsite campus visits, college fairs, and [virtual tours](#) ([College Week Live](#) (virtual tours and college fairs), & [Campus Tours](#)).
  - Resources (additional resources available in the resources section)
    - [Big Future](#)
    - [Indiana Career Explorer](#)
5. College & Career Assessments
  - College Entrance Exams  
[ACT](#)      [SAT](#)
  - College Entrance Preparation Exams  
[ACT Aspire](#), [PSAT 8/9](#), or [PSAT/NMSQT & PSAT 10](#)  
\*Note that effective fall, 2018, the PSAT will be used to meet the college and career readiness exam requirements required by Indiana statute.
  - College Placement Tests  
[ACCUPLACER](#)

- The purpose of ACCUPLACER tests is to provide students (and counselors) with useful information about the student's academic skills in math, English, and reading. The results of the assessment, in conjunction with the student's academic background, goals, and interests, can be used by academic advisors and counselors to determine a student's course selection.
  - Students cannot pass or fail the placement tests but it is important that they do their best to get an accurate measure of their academic skills.
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](#))
    - College Scholarship Service (CSS) [PROFILE form](#) (required by many private colleges and universities to determine eligibility for non-government financial aid)
    - Indiana's [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](#)
    - [INvested Indiana: College Funding Experts for Hoosiers](#)
7. College & Career Admission Processes
- Admission Requirements
  - Application guidance and deadlines
    - Senior Profile for Letters of Recommendation, (**Appendix D**)
    - Sample Letters of Recommendation (**Appendix E, F**)
8. Transition from High School Graduation to College Enrollment
- Encourage students entering college to participate in a student access, transition, and success program. Examples of programs in Indiana include Purdue University's, [Boiler Gold Rush](#) University of Indianapolis's [Bridge Scholars Program](#) (program criteria and counselor recommendation), and Indiana University's [First Year Experience](#). Most Indiana institutions have an orientation program to get students acquainted to campus, services, and the community and offer students an opportunity to meet other students and staff.

## Social/Emotional Guidance & Counseling Resources

- 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.).
  - Community Resource Map sample, ([Appendix G](#))
- [Crisis Planning, Intervention and Response](#)
- **Mandatory Curriculum, Training, and Reporting:**
  - A 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, suicide prevention training that is demonstrated to be an effective or promising program and recommended by the Indiana Suicide Prevention Network Advisory Council 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

- [Legal and Ethical Resources](#)
- [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 your Master's in School Counseling. This two-year license can be renewed up to two times if not able to complete IMAP or PGP requirements.
  - Proficient Practitioner (5 year)  
The proficient license is a 5 year license that can be renewed through completion of college courses and/or professional development opportunities.
  - [Accomplished Practitioner](#) (10 year), 511 IAC 14-4-1  
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 31<sup>st</sup> of the 1<sup>st</sup> and 2<sup>nd</sup> 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 NCSCE, state licensed school counselors must hold a master's degree or higher (completed at a regionally accredited college or university) with a major study in counseling or in a mental health field; and have accrued at least three academic years of postgraduate counseling supervision and work experience as a school counselor in a pre-K-12 school setting. Once your application is approved, counselors can register to take the exam(s).
- The examinations are offered two times a year (April or October).

## Professional Development & Advocacy

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

Stefany Deckard, Director of CTE, [stdeckard1@doe.in.gov](mailto:stdeckard1@doe.in.gov)

Ben Carter, Director of Workforce & Innovation, [bcarter1@doe.in.gov](mailto:bcarter1@doe.in.gov)

Christy Berger, Assistant Director Social Emotional & Behavior Wellness, [cberger@doe.in.gov](mailto:cberger@doe.in.gov)

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

Barbie Martin, Director of School and Community Outreach; 21<sup>st</sup> Century Scholars,

[bmartin@che.in.gov](mailto:bmartin@che.in.gov)

CHIPS Reporting, [highschools@che.in.gov](mailto:highschools@che.in.gov)

Graduation Details Reporting, Barbie Martin, [bmartin@che.in.gov](mailto:bmartin@che.in.gov)

Mitch Daniel's Scholarship, [collegefa@che.in.gov](mailto:collegefa@che.in.gov)

21<sup>st</sup> Century Scholars, [scholars@che.in.gov](mailto:scholars@che.in.gov)

### Indiana Department of Workforce Development

Carrie Lively, Senior Director of Work-Based Learning and Apprenticeships, [clively@dwd.in.gov](mailto:clively@dwd.in.gov)

Natalie (Wenzler) Heustis, Associate Director of Work Based Learning, [nwenzler@dwd.in.gov](mailto:nwenzler@dwd.in.gov)

### Indiana Youth Institute

Tracy Butler, Program Director of College and Career Counseling, [tbutler@iyi.org](mailto:tbutler@iyi.org)

### Department of Child Services, DCS

Melaina Gant, Director, Education Services, [melaina.gant@dcs.in.gov](mailto:melaina.gant@dcs.in.gov); [Regional DCS Educational Liaisons](#)

### Learn More Indiana

Greg Harrell, School & Community Outreach, [gharrell@che.in.gov](mailto:gharrell@che.in.gov)

Counselor:  
 Week beginning:

## Appendix A

### Weekly Counselor Time-Use Log *Sample*

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00					
7:20					
7:40					
8:00					
8:20					
8:40					
9:00					
9:20					
9:40					
10:00					
10:20					
10:40					
11:00					
11:20					
11:40					
12:00					
12:20					
12:40					
1:00					
1:20					
1:40					
2:00					
2:20					
2:40					
3:00					
3:20					
3:40					
Additional					

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

<b>TOTAL OUTSIDE-OF- CONTRACT BOXES</b>

## 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.
IB	International Baccalaureate
IACAC	Indiana Association for College Admission Counseling
ICA	Indiana Counseling Association
IDEIA	Individuals with Disabilities Education Improvement Act (reauthorized 2004) - Federal special education rule.
IEP	Individualized Education Plan
ILP	Individualized Language Plan

IP License	Initial Practitioner License
ISCA	Indiana School Counselor Association
LD	Learning Disability
LEA	Local Educational Agency (local school corporation)
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MTSS	Multi-Tiered Systems of Support
NACAC	National Association for College Admission Counseling
NCLB	No Child Left Behind, 2001: states, school districts, and schools must demonstrate AYP. All students are expected to be at the state-defined “proficient” level by 2013-2014. States calculated starting point based on 2001-2002 test data (Fall 2002 ISTEP). Indiana’s starting points were: 58.8% passing in English. 57.1% passing in mathematics.
OHI	Other Health Impaired
OT	Occupational Therapy
PBIS	Positive Behavioral Interventions and Supports
PL 221	Public Law 221 - Indiana's comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999 – prior to the federal No Child Left Behind Act of 2001, the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana schools into one of five categories based upon student pass rates on state ISTEP+ tests: Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation
PSC	Professional School Counselor
PSAT/NMSQT	Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test This test, given in October, duplicates the kinds of questions asked on the SAT but is shorter and takes less time. Usually taken in the sophomore or junior year, the test also acts as a qualifying instrument for the National Merit Scholarship Awards Program and is helpful for early college guidance and a predictor of AP exam grades.
PT	Physical Therapy
RAMP	Recognized ASCA Model Program
RSC	Redesigning School Counseling (process to become a Gold Star school)
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 <a href="http://www.fafsa.gov">www.fafsa.gov</a> .
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:	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 ( <a href="#">FAFSA</a> ) 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.
Work-study program:	A federal financial aid program that allows students to work on campus

## Appendix C Graduation Requirements Check Sheet

Student Name \_\_\_\_\_ Student ID \_\_\_\_\_

\_\_\_\_\_ General \_\_\_\_\_ Opt Out  
 \_\_\_\_\_ Core 40  
 \_\_\_\_\_ Academic Honors  
 \_\_\_\_\_ Technical Honors

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

**40 Total Credits**

English: I \_\_\_\_\_ I \_\_\_\_\_ II \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_ III \_\_\_\_\_ IV \_\_\_\_\_ IV \_\_\_\_\_  
 Math: Alg. I \_\_\_\_\_ Alg. I \_\_\_\_\_ Geo. \_\_\_\_\_ Geo. \_\_\_\_\_ Alg. II \_\_\_\_\_ Alg. II \_\_\_\_\_  
 Science: Bio. \_\_\_\_\_ Bio. \_\_\_\_\_ Chem. \_\_\_\_\_ Chem. \_\_\_\_\_ Physics \_\_\_\_\_ Physics \_\_\_\_\_ ICP \_\_\_\_\_ ICP \_\_\_\_\_  
           Other \_\_\_\_\_ Other \_\_\_\_\_  
 Social Studies: US History \_\_\_\_\_ US His. \_\_\_\_\_ US Govt. \_\_\_\_\_ Econ \_\_\_\_\_ World History/Civil \_\_\_\_\_  
                   World History/Civil \_\_\_\_\_ Geo/History of the World \_\_\_\_\_ Geo/History of the World \_\_\_\_\_  
 Physical Education: I \_\_\_\_\_ II \_\_\_\_\_  
 Health and Wellness: I \_\_\_\_\_

Directed Electives (5 credits in World Languages, Fine Arts, & Career-Technical):

1 _____	4 _____
2 _____	5 _____
3 _____	

Electives (6 credits: College & Career Pathway Recommended):

1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

### Additional Requirements (Local)

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

### Core 40 with Academic Honors Requirements

**47 Total Credits**

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

- \_\_\_\_\_ A. Earn 4 credits in 2 or more AP courses and take corresponding AP Exams  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list.  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ C. Earn two of the following:

1. A minimum of 3 verifiable transcribed college credits from the approved dual credit course list.

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

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

\_\_\_\_ D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on the math section and 590 on evidence based reading and writing section.

Total \_\_\_\_\_ Evidence based Reading and Writing \_\_\_\_\_ Math \_\_\_\_\_

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

Composite \_\_\_\_\_ Completion of Written Section \_\_\_\_\_

\_\_\_\_ F. Earn 4 credits in IB courses and take corresponding IB exams.

\_\_\_\_\_  
\_\_\_\_\_

**Earned a grade of C or higher in all required courses:** \_\_\_\_\_

**GPA of B or higher:** \_\_\_\_\_

**47 Total Credits**

**Core 40 with Technical Honors**

\_\_\_\_ Earn 6 credits in the college & career preparation courses in a state approved college & career Pathway:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ Complete one of the following:

1. Pathway designated industry-based certification or credential \_\_\_\_\_ or

2. Pathway dual credits from the lists of approved dual credit courses resulting in 6 transcribed college credits.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ Complete one of the following:

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

\_\_\_\_ B. Score at or above the following levels on WorkKeys: Workplace Documents – Level 6, Applied Math - Level 6; Graphic Literacy – Level 5

Workplace Documents: \_\_\_\_\_ Applied Math: \_\_\_\_\_ Graphic Literacy: \_\_\_\_\_

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

Writing \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_

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

Algebra \_\_\_\_\_ Writing \_\_\_\_\_ Reading \_\_\_\_\_

**Earned a grade of C or higher in all required courses:** \_\_\_\_\_

**GPA of B or higher:** \_\_\_\_\_



Avg. Grade \_\_\_\_\_ (must be C avg. or above)

- \*\*AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:

Course/Exam: \_\_\_\_\_ Grade \_\_\_\_\_

Course/Exam: \_\_\_\_\_ Grade \_\_\_\_\_

Course/Exam: \_\_\_\_\_ Grade \_\_\_\_\_

Avg. Grade \_\_\_\_\_ (must be C avg. or above)

- Locally Created Pathway \_\_\_\_\_

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### Waiver

\_\_\_\_\_ Evidence-Based:

\_\_\_\_\_ Completed remediation opportunities

\_\_\_\_\_ 95% attendance

\_\_\_\_\_ Took graduation exam not passed at least once each school year

\_\_\_\_\_ "C" or higher in required courses (34 credits)

\_\_\_\_\_ written teacher recommendation agreed upon by the principal

\_\_\_\_\_ Work Readiness:

\_\_\_\_\_ Completed remediation opportunities

\_\_\_\_\_ 95% attendance

\_\_\_\_\_ Took graduation exam not passed at least once each school year

\_\_\_\_\_ "C" or higher in required courses (34 credits)

\_\_\_\_\_ Meet the course and credit requirements for the General Diploma

\_\_\_\_\_ Complete a workforce readiness assessment

\_\_\_\_\_ complete at least one industry certification from the state board's approved industry certification list

\_\_\_\_\_ Waiver for Postsecondary Readiness Competency component for the Graduation Pathways:

Student attempted at least 3 separate postsecondary readiness competencies; or

transferred to a school during the senior year from a nonaccredited nonpublic school or out-of-state school and attempted at least 1 postsecondary readiness competency.

\_\_\_\_\_ "C" or higher in required courses (34 credits)

\_\_\_\_\_ 95% attendance

\_\_\_\_\_ Met state and local requirements

\_\_\_\_\_ Postsecondary planning:

\_\_\_\_\_ College Acceptance;

\_\_\_\_\_ Occupational Training Program Acceptance;

\_\_\_\_\_ Workforce Entry; OR

\_\_\_\_\_ Military Enlistment

\_\_\_\_\_ Principal Approval

\_\_\_\_\_ Eligible for Diploma

\_\_\_\_\_ Date of Graduation

Sample waiver form [here](#) for 2018-19 school year.

## Appendix D Senior Profile

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

Name: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Siblings (name, age, school)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Parent Name(s): \_\_\_\_\_

List of Colleges in which you are interested:

Name of College	Visited?	
	Yes	No

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

**Academics:**

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

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

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

**Activities:**

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

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

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

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

Sport(s) played in high school:

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

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

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

**Personal Attributes:**

Describe what you feel to be your greatest strength:

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

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

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

Describe any summer activities or work:

The person you most admire is \_\_\_\_\_ because:

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

Additional Comments:



Appendix E  
Letter of Recommendation Sample - college

\_\_\_\_\_ High School

School Address

School website address



.....  
To Whom It May Concern:

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

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

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

Respectfully submitted,

Counselor



Appendix F  
Letter of Recommendation Sample -  
Scholarship  
\_\_\_\_\_ High School  
School Address  
School website



.....  
To Whom It May Concern:

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

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

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

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

Sincerely,  
Counselor

## Appendix G

### Community Resource Map Sample

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

**Volunteer Opportunities**

**Voting Registration:** <http://www.dmv.org/in-indiana/voter-registration.php>

**Women's Shelter:**

**Work Permits:** (School contact) [www.in.gov/dol/2644.htm](http://www.in.gov/dol/2644.htm)

## Resources

### Websites of Interest

#### Career Exploration

[ADVANCE CTE](#)  
[Big Future](#)  
[Career One Stop](#)  
[IndianaCareerReady/INDemand Jobs](#)  
[IN Reality](#)  
[Indiana Career Explorer](#)  
[Indiana College and Career Pathways](#)  
[Learn More Indiana](#)  
[My Future](#)  
[O\\*NET Online](#)  
[Occupational Outlook Handbook](#)

#### College Exploration

[Big Future](#)  
[Independent Colleges of Indiana](#) (Indiana's private, non-profit college and universities)  
[Indiana Career Explorer](#) (College Search within the online student profile)  
[Learn More Indiana](#)  
[Peterson's Online](#)

#### College Costs

#### Financial Aid & Scholarship sites

[Big Future](#)  
[Learn More Indiana - Cash for College](#)  
[College Choice 529 Plan](#)  
[College Cost Estimator](#)  
[College Goal Sunday](#)  
[FAFSA information](#) and on-line completion-FREE  
[Know How 2 Go](#)  
Division of Student Financial Aid ([SFA](#))  
Indiana Student Financial Aid Association ([ISFAA](#))  
[Trip to College Text Alerts](#)  
College Board – [Pay for college](#)  
[Financial Aid](#)  
[Financial Aid and Scholarship Search](#) (Fastweb)  
[Invested Guidance for Parents and Students](#)  
[National Association of Student Financial Aid Administrators](#)  
National Collegiate Athletic Association ([NCAA](#))  
[American Indian College Fund](#)  
[Gates Millenium Scholars Fund](#)  
[Hispanic Scholarship Fund](#)  
[Scholarship Scams](#) & how to avoid them  
[US Department of Education Net Price Calculator](#)

## General

[Counselor1Stop](#)

## Test Preparation

[ACT Test Preparation](#)

[SAT Practice & Preparation](#)  
[PSAT](#)

## Student Athletes

[NCAA](#)

[NAIA](#)

## Study Skills

[College study strategies](#)

## Postsecondary Accommodations

Office for Civil Rights: *Students with Disabilities* [Preparing for Postsecondary Education: Know Your Rights and Responsibilities](#)

## Online Communities

Twitter: [ASCA](#) (American School Counselor Association)  
[ISCA](#) (Indiana School Counselor Association)

*Please note: Website addresses change frequently but as of August 2018 all of the listed websites were accurate and fully functional. If you see any errors in links, please email [aculhan@doe.in.gov](mailto:aculhan@doe.in.gov).*