



ISCA *Insight*

The Newsletter of the Illinois School Counselor Association
a state chapter of the American School Counselor Association

March 2009 Issue

• e-mail: ilschoolcounselor@yahoo.com • www.ilschoolcounselor.org

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The mission of the Illinois School Counselor Association (ISCA) is to provide leadership, advocacy, and collaboration for Illinois school counselors, which results in systemic change to enhance the success of all students in their academic, career, and social/emotional development.



a division of

ISCA Annual Conferences

Legislation

April 17, 2009

**Student Union
Northeastern Illinois University
Chicago, IL**

**Over 35 different workshops.
Great topics! A list is on our website.
Vendors
Networking with other
professional school counselors**

April 24, 2009

**Public Affairs Center
University of Illinois-Springfield
Springfield, IL**

**12 different workshop topics
Vendors
Networking with other
professional school counselors**

Register:

Online at www.ilschoolcounselor.org

Fax: 815-787-0505

**Mail - ISCA, P.O. Box 144
DeKalb, IL 60115**

**School/Agency Purchase orders accepted
we can invoice your school if requested.**

**Don't miss out on
THE school counselor
event of the year!**

**Please go to CAPWIZ. Contact your
legislators NOW! Let them know how you
feel. Add a personal note.**

www.cico-il.org

Senate Bill 1391

Urge them to vote NO!

ISCA is opposing this bill!

What the bill does:

Creates a new certification in public schools for Marriage and Family Therapists (MFTs.)

An MFT can be certified **now** under the **existing** laws and rules in the Illinois School Code. Depending upon their experience and training, they may need to take additional classes and training. LCSW/LSW, LCPC/LPC and Licensed Psychologists can currently do this.

Unless MFTs are proposing that they would meet lesser standards than **existing** school service personnel, there is no need for an additional certification law for MFTs. Allowing MFTs to meet a lesser standard for certification would be harmful to Illinois students, schools, and families.

School Social Workers and School Psychologists are also opposing this.

**HB 326 School Counselor Confidentiality
Passed House Committee waiting vote in
House**

This bill has been amended to match SB 1508.

(Continued on page 11)

Welcome to Another School Year

by Ray Piagentini, President-Elect



Dear Members,

I hope this note finds you well after dealing with our unique winter weather here in the Midwest. Hopefully, spring will be upon us soon and we can appreciate the green grass and much needed sunlight.

Preparations for the ISCA conference are complete. Speakers and presentations have been selected and we hope it meets the needs of all members. The committee has selected dynamic people who have a great deal of knowledge and wisdom, to share with our fellow colleagues.

Topics include but are not limited to: suicide, bullying, parent programs, counseling techniques, suicide prevention ideas, licensure, and recertification issues. These are just a few of the possibilities one can explore at our conferences in Chicago and Springfield.

ISCA would like to express our sincere thanks to Northeastern Illinois University and the University of Illinois- Springfield as they have offered their facilities for our conferences. We are looking forward to connecting with our Chicago partners and downstate representatives for an informative collaborative conference.

Personally, I am also looking to examine critical issues in the lives of current adolescents around our state, including the difficult subject of suicide. I recently attended a conference in Wisconsin, where their state department of education in conjunction with their legislature, has developed a model (and law) regarding a comprehensive suicide prevention program, mandated to be taught in schools targeting students grade 7-10.

I am interested to developing something of this nature in Illinois and I am in the preliminary planning stages. I would like to organize a task force to look at all the possibilities within our state and to examine current existing programs utilized in schools around the state. I want to develop a model and delivery system for middle school students in our state as well as addressing these needs with current freshman and sophomores in high school. We will have an open forum at some point during both conferences to meet with counselors, gain information, collect data, and begin

the long arduous process of legislation. Our children are the most precious resource in our state (and country) and we need to be informed, have an action plan and be educated to work to save lives.

“Preparations for the ISCA conference are complete.”

I am not interested in reinventing the wheel. I know that there are many solid programs available and utilized by school districts. Input from all areas of our state, major city, suburban, and rural schools is important as we work to draft a comprehensive plan of action in line with the social emotional learning standards of our state board of education. I urge all interested parties to get involved in this initiative and make a profound difference in the lives of our students.

Wishing you all the best during the final stretch run of the school year.

I am sincerely yours,
Ray Piagentini.

I leave you with some individual thoughts and wisdom that I have gained from my students over the years gained in individual sessions on the next page.

Life is Sacred

Live on Purpose

Be intoxicated with the world &

Astonished with the world you imagine

Growth is a journey

Success does not require arrival

Want what you already hold and hold it closely

Give no place to public opinion

Delight in your friends though they may not always be near

Practice the art of doing nothing

Embrace moments and people of grace and joy

Never lose hope for hope is a good thing

Give the child in everyone a wide sky open to all possibilities

Understand that laughter is prayer & laughter massages the heart

Treat all people as if it were their last day on earth

Realize that great passions can elevate the soul to great heights

Acknowledge your origin, know your purpose, & pursue your destiny

Popularity is temporary, respect is timeless

Few can do great things, but all of us can do small things with great love

Try to make someone's load a little lighter each day

Appreciate the truly important things in life

Above all else, never take anything or anyone for granted

**Are You Really Implementing a Comprehensive Counseling Program?
How do you know?
Take the School Counseling Program Implementation Challenge.
Venisa Beasley-Green, President Elect-Elect**

Please rate each statement below in terms of the degree to which it is currently implemented in your School's School Counseling program, the survey helps identify key areas of comprehensive school counseling program implementation. Circle your response using the following Rating Scale:

1 = Not Present; 2 = Development in Progress; 3 = Partly Implemented; 4 = Fully Implemented

- | | | | | |
|---|---|---|---|---|
| 1. A written mission statement exists and is used as a foundation by all counselors. | 1 | 2 | 3 | 4 |
| 2. Services are organized so that all students are well served and have access to them. | 1 | 2 | 3 | 4 |
| 3. The program operates from a plan for closing the achievement gap for minority and lower income students. | 1 | 2 | 3 | 4 |
| 4. The program has a set of clear measurable student learning objectives and goals are established for academics, social/personal skills, and career development. | 1 | 2 | 3 | 4 |
| 5. Needs Assessments are completed regularly and guide program planning. | 1 | 2 | 3 | 4 |
| 6. All students receive classroom guidance lessons designed to promote academic, social/personal, and career development. | 1 | 2 | 3 | 4 |
| 7. The program ensures that all students have academic plans that include testing, individual advisement, long-term planning, and placement. | 1 | 2 | 3 | 4 |
| 8. The program has an effective referral and follow-up system for handling student crises. | 1 | 2 | 3 | 4 |
| 9. School counselors use student performance data to decide how to meet student needs. | 1 | 2 | 3 | 4 |
| 10. School counselors analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps. | 1 | 2 | 3 | 4 |
| 11. School counselor job descriptions match actual duties. | 1 | 2 | 3 | 4 |
| 12. School counselors spend at least 80% of their time in activities that directly benefit students. | 1 | 2 | 3 | 4 |
| 13. The school counseling program includes interventions designed to improve the school's ability to educate all students to high standards. | 1 | 2 | 3 | 4 |
| 14. An annual review is conducted to get information for improving next year's programs. | 1 | 2 | 3 | 4 |
| 15. School counselors use computer software to: | | | | |
| access student data | 1 | 2 | 3 | 4 |
| analyze student data | 1 | 2 | 3 | 4 |
| use data for school improvement | 1 | 2 | 3 | 4 |
| 16. The school counseling program has the resources to allow counselors to complete appropriate professional development activities. | 1 | 2 | 3 | 4 |
| 17. School counseling priorities are represented on curriculum and education committees. | 1 | 2 | 3 | 4 |
| 18. School counselors communicate with parents to coordinate student achievement and gain feedback for program improvement. | 1 | 2 | 3 | 4 |

Counseling Techniques

by Jack Royhl-Region 1 Representative

When talking with students there are various counseling techniques that can be used, but which ones are the most effective. It has been shown that the various therapy models work equally well, so what makes the difference between an effective counseling approach and one that is ineffective.

According to Scott Miller, Ph.D., Mark Hubble, Ph.D., and Barry Duncan, Ph.D., in their article "No More Bells and Whistles" (Networker, April, 1995) they describe a "set of core factors" that are common to all methods that bring about a positive result. The **first factor** is the therapeutic technique, such as "questions, listening and reflecting, dispensing reassurance, confronting, providing information, reframing, making suggestions, or assigning tasks." They estimate that these techniques provide only 15 percent of effective counseling.

Secondly, the client's expectation of a positive result is greatly influenced by the attitude of the counselor. When the counselor exhibits the belief that the situation can be

resolved or improved, the client develops a feeling of hope for a positive outcome.

Third, the therapeutic relationship contributes 30 percent to the outcome of counseling. It is more important than either therapeutic technique or expectancy. The positive connection between the client and counselor occurs when the counselor is "empathic, genuine, and respectful." This bond develops when the client sees the counselor as "warm, trustworthy and nonjudgmental."

Fourth, and the most important factor that influences change is the client's involvement. This accounts for 40 percent of counseling success. How well the client participates and what he/she thinks of the counselor and what the counselor is doing determines if the counseling session(s) will be successful.

The author's research shows that most clients see empathy for the counselor as a "discerning and thoughtful appreciation of their situation", not some "warm/fuzzy focus on their feelings." Speaking in the language of the client increases the effectiveness of counseling.

Secondary VP Article

by Chuck Koch



What an exciting time of year! Is that what you are thinking now? Maybe you're feeling exhausted rather than excited. I believe that the only real difference is the attitude in which we view things. We've chosen this profession because we enjoy helping students succeed. I know that it is important for me to keep that in mind as we move from course selection into our meetings with

juniors to discuss their plans for life after high school. For some of our students, course selection is our only chance to connect with them. It gives us that one opportunity to let them know that we care about more than just what classes they take.

This is only my second year at the secondary level and it's amazing the difference in the relationships that I have with this year's seniors. After the many applications and letters of recommendation, we're now beginning to get an idea of where our seniors are heading next year. It's exciting to celebrate with some and challenging to find alternatives for those who did not get their first (or second, or third...)

choice. For me, it is energizing to be part of the process. The more I learn from the students and the colleges to which they have applied, the more excited I am about working with next year's class.

With all of the energy around course selection and college applications, etc., I've found that it's really important for me to be reminded of the other reasons I do what I do. Those tasks certainly support the academic and the career domains, but it's those meetings with students that give me the opportunity to open the door to address the social emotional concerns as well. I never know how the connection might present itself, but during those meetings I get the chance to connect on that level as well. There are organizations that focus their professional development in the area of college planning, but few address the other domains like ISCA and ASCA do. ISCA's spring conference is an outstanding opportunity to hone those skills. This year, we have expanded the opportunities to include both the Chicago area and downstate. Whichever is more convenient; mark your calendars to attend either in Chicago on April 17th or in Springfield on April 24th.

The Internship Corner by Stephanie Andrews



As I am wrapping up the first month of internship at my site, I quickly learned that the day of a school counselor is NEVER a dull moment. Between the running around to IEP, staff and department meetings, running a group, meeting with students individually, completing college applications, writing recommendations, making schedule changes, and coordinating a national exam, you wonder how one would

maintain the energy throughout the day. However, by 3 p.m. when the kids are gone and I have had a second to sit and think, a smile runs across my face knowing I accomplished a lot.

As I make it home, I spend the rest of my night preparing for the upcoming educator fairs by revising my resume and compiling my portfolio. Here are some helpful hints that were passed down to me when preparing for life after graduation and internship.

Create a Stellar Resume! Your resume needs to highlight your accomplishments throughout your professional life. Be clear and concise. Begin each bullet point with an action verb. Visit your career center on campus and have a career counselor look over your resume and give suggestions. The more eyes that look at it the better! Last, but not least, as I tell my students, make sure your resume is printed on 24lb+ resume paper.

Keep your Memberships Up-To-Date! Employers look to see what professional memberships you belong to. Mention these memberships on your resume.

Compile Your Portfolio as a Work Sample! Included in your portfolio should be the following at the minimum: Resume, Table of Contents, Philosophy of Education,

Credentials, Official Transcript, Examples of Previous Work, Awards and Recognitions, Professional Development Efforts, Etc. Be prepared to answer why you included each of the above areas.

Attend Educator Fairs! Many universities and community colleges offer educator fairs. I also recommend looking in the ISBE Job Bank for ads. On the day of the fair, be sure to wear professional attire you would normally wear on the day of the interview, and bring plenty of resumes!

Keep Track of the Schools You Apply to! Compiling a list of when and to whom you submitted an application/resume will keep you organized as well as on the ball when a phone call comes through. There is nothing worse when you have to ask with what school they were with again because you didn't compile a list.

Practice Makes Perfect! Prepare for an interview by running through common interview questions and how you would answer them. Ask a friend or family member to listen to your responses and provide feedback. The last thing you want during an interview is to stumble on a question or need time to think about a response because you were not prepared. Practice, practice, practice!

www.SchoolCounselor.com has a list of 40+ situation based questions to think about.

As the education job season is quickly approaching, I wish all of you happy hunting and good luck! For those who have begun internship and practicum, enjoy it as it comes, it quickly passes you by. Last, for those who are anticipating the last year of your program, live it up, and make time for as much as you can with your site. There is so much to learn and very little time!

School Counselor Survey: A Partnership with ICMHP submitted by Maria McCabe, LCPC

Be a part of Illinois mental health history. Join your colleagues in the gathering of information about student support services. The School Age Committee of the Illinois Children's Mental Health Partnership has already accomplished the following tasks that involve school counselors and other student support personnel; and developed a framework for a three-tiered model of school based mental health that will be used to map current student support staff and programming across the state. Research is underway to create a best practices model for student support services: The Committee is gathering

information on current key student support programs and structures via presentations, focus groups and surveys leading to recommendations for approaches to funding, infrastructure development, training and technical assistance and development of a best practice.

YOU can be a part of the research. YOU must be a part of the research! A survey will arrive in your email soon that will gather important information to help ISCA and the Children's Mental Health Partnership. The survey has been designed by Illinois school-based mental health professionals and researchers to better understand the

Change by Erin Hatch, Middle School VP

Happy spring... almost! The seasons will change soon, and with change comes some bittersweet things. Change is inevitable, change is hard, and change is always around us. However, I truly love change. It keeps me sharp, keeps me interested, and keeps me growing. One of my favorite things about being a school counselor is that my job is never the same from day to day. I really enjoy doing all the different things our jobs require of us.

One thing that is changing a lot these days is our economy. It is affecting everyone, and I see it especially affecting my students at school. I am finding more and more families who are having their homes foreclosed, and with this comes huge change for my students. For some of these kids, this is the first time they have had to live with family members, in a hotel, or are considered homeless. The effects of this spill over into their school lives affecting grades, behavior, friendships, etc. As school counselors, we can be there for these students by listening to their stories, validating their feelings and frustrations, and providing resource contacts for the family. If you do not know who your homeless liaison is at school, you may want to find out and talk with that person. Students who are considered homeless are automatically entitled to free breakfast and lunch, and all school and activity fees should be waived. Students need to feel safe, and we can provide that safety and stability at school. You can also talk with the student's teachers in order to possibly lighten the homework load and explain why the student may be missing school days here and there. Change is difficult, but we know that kids

are resilient. If we believe in this notion and continue to help them as much as we can, I feel these students can still be successful despite the changes in their lives.

Helping our students deal with change in their lives is one of our greatest responsibilities as school counselors. Losing a loved one, going through physical changes, having parents separate or divorce, making new friends, changing schools, and losing a home are all examples of what our students are going through right now. Sometimes we are the only person in a student's life who can provide empathy, perspective, and coping skills to him or her. If their family is going through these changes with them, then they may not be able to help the student objectively. I try to talk to students about the positive side of change so they are not so afraid of it when it happens. They need to know that change will be happening to them for the rest of their lives. The less stressed and scared they are about it, the more successful they will be when it comes. We can teach them to embrace change and move forward with their lives.

That's my two cents on change! Here's to the weather changing into warmer days... summer is just around the corner! Don't forget to email me if you are not on my list-serve yet. I send out resources, ideas, questions, job openings, and fun stuff about once a month.

Erin Hatch
Middle School VP
Ehatch75@yahoo.com

Counselor Legislation

HB 1143 – Scholarships

Passed unanimously in House now in Senate

Establishes Mental Health Graduate Scholarships. Provide scholarships to individuals who are enrolled in a mental health graduate program at a university in Illinois and who agree to being employed in Illinois as a LPC/LCPC, LSW/LCSW, Lic. Psychologist in direct patient care in a human services capacity in a designated shortage area for at least one year for each year of scholarship assistance received. Funded by licensure funds collected by IDFP in excess of licensure costs.

House Bill 3257-as amended

HB 3257 will make the licensure law consistent with the licensure rules. It will eliminate a section of the law referring to bachelor's level counselor licensure in Illinois. Although rules were changed 3 years ago to no longer allow licensure at the LPC level with only a bachelor's degree, a section of the law needs to be changed to make it consistent. Over 37 Illinois universities have master's and doctoral level programs leading to licensure. No other state allows counselor licensure with only a bachelor's degree.

**Please go to CAPWIZ. Contact your legislators NOW!
Let them know how you feel. Add a personal note.**

www.cico-il.org

Networking for School Counselors

Linda Delimata, Region 2 Representative

Our area has been working on providing opportunities on a regular basis for school counselors to network with each other, as well as receive training at least 5 times each school year. We have been working closely with the Regional Offices of Education to coordinate these events. Counselors suggest the topics, and experts in the field provide the professional development opportunities. Within Region 2 there are a number of ROEs supporting this concept. Now that we have the recertification requirements it is essential to connect with the providers of workshops and make our needs known. Here are some tips that have made these events well attended and supported by the school districts:

1. Present the idea of a counselor networking/training event to the school administration as a group. ROEs or ISCs have regular meetings with principals, and this would be a great topic for discussion at their meetings. Emphasize that this is where the ROEs are able to pass along pertinent information, news related to school counseling from ISBE or other groups, and to gain support and new ideas from other counselors on what is already in place in the various school districts within the region.
2. Have the meetings either first thing in the morning so counselors are away from their building for only a few hours (in our case 3 hours) and do not

miss an entire school day. This is also beneficial in that counselors are not attempting to get to the meeting after arriving at school and finding many demands on their time.

3. Have the ROE provide the needed CPDUs or CE hours for counselors for recertification or licensure renewal. Contacting IMHCA for the ability to provide CE hours is one possibility.
4. Develop a list serv of all school counselors in the ROE area, and continue to provide information to the group in this mode, as well as having a communication tool in place for the sharing of ideas, websites, events, etc.
5. Survey the counselors in the area to find out the topics they would choose for training.
6. Keep minutes and share them with the counselors and administration.
7. Provide an agenda for the meetings and send it out via the list serv developed in the Region so counselors and administrators know what is planned for that meeting.

These counselor events are usually well attended, and feedback is very positive from the school counselors. If you would like assistance connecting to a person in your ROE to start this concept I can help you get started. Just email me at ldelimata@leeogle.org.

School Counselor Survey: A Partnership with ICMHP

submitted by Maria McCabe, LCPC

(Continued from page 6)

important role school-based mental health professionals (school counselors, school nurses, school psychologists, and school social workers) play across our state in removing barriers to learning. The results of this survey will help ISCA get an idea of the issues counselors are facing across the state as well as the work they are doing. It will help the Partnership understand the work and the barriers to this work as well. Once the information is gathered, summarized and analyzed, a report will be written and shared with you. Based on the results of the report recommendations will be made to the Children's Mental Health Partnership who will share the

results with legislators and the Illinois State Board of Education.

This is an opportunity to tell your stories in a way that will impact the profession. We all know what we should be doing and what often interferes with that work. Now we have a forum in which to share that could result in significant changes. This is an opportunity to advocate for school counseling and, ultimately, to help children. Follow the work of the Illinois Children's Mental Health Partnership at www.icmhp.org. If you have questions, please email me at counselk5@aol.com. Thanks for taking an active part in improving our profession.

Nominations and Elections Process 2008-2009

by Kris Sandra Wheatley, ISCA Nominations and Elections Chair

Past President's Message



Kris Sandra Wheatley, LCPC,
NCC
ISCA Past President and Nominations Chair, Leadership and Organizational Consultant
Krislcpc@aol.com

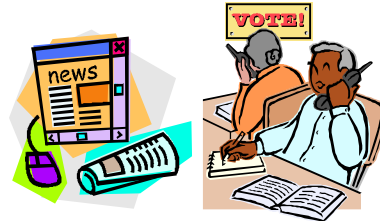


As spring moves forward, so does the need for increased leadership actions of the school counseling professional. The leadership message from Allan R. Cohen and David L. Bradford's book, "Influence Without Authority," said "leadership doesn't require a specific block of a line-and-block chart; instead, it can be exercised largely by example, at all levels of an organization." I believe when you take the time to step away from your job title and role description, you can create a leadership perspective that creates avenues that drive systemic change in the school system you serve, students you counsel, teachers and parents you consult with, agencies you collaborate with, administrators you support, district initiatives you embrace, and the board members who appreciate a visual product of your actions. As a school counselor, of fourteen years, I have experienced the effects of practicing school counseling leadership as evidenced in expanded time on individual, group counseling, classroom guidance, more school counseling programs, less time on administrative paperwork, greater awareness and time to collaborate with community agencies, a productive use of resource provider skills for teachers, parents, agencies, and greater community, and a stronger visibility in the school system. You must first acknowledge that obtaining total school system support is necessary work for the

school counseling leader. It is the work that requires a total commitment to purpose. If you have the willingness to stand for the principles of a leader by taking the necessary steps, unlocking the keys to reaching others, and determining the direction of the school counseling profession, then you may be interested in serving on the leadership team of the Illinois School Counselor Association. Our annual conferences on April 17th and April 24th are a must to attend for professional development, essential connections, and leadership opportunities for the 2009-2010 ISCA year.

"The miracle power that elevates the few is to be found in their industry, application and perseverance, under the promptings of a brave determined spirit." Mark Twain

IMPORTANT: Nominations and Elections



February 21st Governing Board approves extension deadline and changes for Nomination and election of officers process for the 2009-2010 election year.

ISCA wants you to help lead and serve our school counseling organization. You can nominate yourself or someone else as a candidate. All nominations can be submitted to Kris Wheatley via a phone call to 630.548.4086 or 630.299.8389 and followed up in writing to krislcpc@aol.com by May 1, 2009. Electronic Voting will be conducted through the ICA website from May 2, 2009 through May 15, 2009. Election results will be posted via website on May 18, 2009. Complete information on the nomination and elections process is reprinted in this issue of *Insight*.

Respectfully submitted,
Kris Wheatley, LCPC, NCC
ISCA Nominations Chair

(Continues on page 10)

Nominations and Elections Process 2008-2009

Nominations and Elections Process 2009

Kris Wheatley,
ISCA Nominations and Elections Chair

As the Nominations and Elections Chair, I will conduct the 2009 nominations and elections for ISCA. Our organization is seeking a slate of candidates who are invested in the organization by committing the necessary time and energy to the ISCA mission and work plan. The nomination process is open to all current ISCA members. The ISCA executive director will provide a list of up-to-date ISCA membership to Kris Wheatley by April 30th. Nominations and elections will close on May 1st.

All potential candidates are hereby notified of the duties and responsibilities for the nominated positions. They will have secured consent for their names to appear on the 2009 spring website ballot. A candidate's statement from every candidate seeking nomination will be published only on our website. Please contact Dan Stasi, Executive Director, if you have any concerns with accessing the website ballot. Electronic Ballot Voting will be conducted through our ISCA website from May 2, 2009 through May 15, 2009. Election results will be posted on May 18, 2009. Ballots will be mailed upon request.

All candidacy statements will be limited to approximately 100 words. The nominations and elections chair will notify the executive director on May 1st that all nominations are completed. Candidates names and statements will be forwarded as presented to the nominations chair, Kris Wheatley who will submit them to Dan Stasi. ICA will create the website ballot and forward a copy of the ballot to the nominations and elections chair, Kris Wheatley, for approval. A nominations and elections committee of ISCA members will be appointed to assist in counting/validating written ballots and the ISCA president will be notified of such appointments. Any questions regarding website ballot voting should be directed to the nominations and elections chair, Kris Wheatley. All candidates will be notified by Kris Wheatley regarding the election results. Results will be announced in the fall ISCA INSIGHT and via the ISCA list serv and website.

ISCA Offices Open for 2008-09 Nominations

Submitted by Kris Wheatley

New Nomination Deadline- May 1, 2009

The following offices are open for nominations: ISCA President Elect-Elect is a four year commitment beginning July 2009 as President Elect-Elect, July 2010 as President Elect, July 2011 as President and July 2012 as Past President. Three Vice President positions will be elected for two year terms beginning July 2009- July 2011. Middle/Junior High Vice President, Counseling Educator Vice President and Counseling Supervisor Vice President. Nominated persons must be employed as a counselor at the appropriate level for which they are representing and remain in that capacity during their entire term.

Candidacy statements will be required for the nomination process. Candidacy statements must include the following nomination information 1.) The name, address, phone, and email of the nominee and 2.) A short statement (approximately 100 words indicating why you are seeking nomination for the ISCA leadership position. I will contact all nominated candidates to confirm the receipt of your request for their nomination. Candidacy Statements will be due May 1st. We look forward to your nominations for future ISCA leadership!

ISCA members may nominate his/herself or an ISCA member that you believe would:

- 1.) Facilitate the five goals of ISCA's Strategic Plan 2008-2011: Goal 1- Promote the Identity of the Professional School Counselor. Goal 2- Support a Comprehensive, Developmental Model: IL Social Emotional Learning Standards, in Conjunction with the ASCA National Model). Goal 3- Demonstrate Efficacy of School Counseling Programs & Practices. Goal 4- Facilitate Networking, Professional Development & Resources which Support & Encourage Professional School Counselors. Goal 5- Target & Respond to Changing Needs & Trends in the Communities Served. 2.) Work with all leadership team members. 3.) Fulfill the elected position's duties and responsibilities. 4.) Serve the organization.

Nominations and Elections Process 2008-2009

President Elect-Elect Purpose, Duties, and Responsibilities

Purpose: To serve as a voting member of the Leadership Team and provide support to the President so as to further the mission of ISCA and to begin developing plans for future leadership responsibilities and maintain membership in ICA, ISCA, and ASCA. Eleven duties include to: serve as a voting member of Leadership Team, possess an awareness and knowledge of the By-Laws, maintain accurate records of expenditures and follow all financial policies and procedures, serve as member of the ISCA Spring Conference Task Force, observe and support President to prepare for Presidential term, develop and submit Goals/Action Plan/Report at the ISCA Summer transition meeting (Goals/Action Plan – incoming, Report – outgoing), attend the ICA Fall Counselor Conference and help staff the ISCA table, attend the ISCA Spring Conference, attend ISCA Leadership, Membership, and Executive Board meetings, submit articles to the ISCA INSIGHT, maintain Leadership Notebook and pass relevant information to position successor.

Vice President's Purpose, Duties, and Responsibilities

Purpose: To provide leadership and address educational and professional issues related to their respective levels and maintain membership in ICA, ISCA, and ASCA. The duties include to: serve as voting members of the ISCA Leadership Team, possess an awareness and knowledge of

the By-Laws, maintain accurate records of expenditures and follow all financial policies and procedures, connect with ISCA Area Reps to learn about issues and support efforts across the state at the level each represents, develop and submit Goals/Action Plan/Report at the ISCA Summer transition meeting (Goals/Action Plan – incoming, Report – outgoing), attend the ICA Fall Conference and help staff the ISCA table, if needed, attend the Spring ISCA Conference and help staff the ISCA table, if needed, attend the ISCA Leadership Team and Membership meetings, submit articles to the ISCA Newsletter, and maintain a Leadership Notebook and pass on relevant information to their position successor.

Are you a future leader? 2009 Nominations Deadline is May 1st

If you are interested and need more information about pursuing one of these nominations for yourself or a colleague please contact Kris Wheatley at: Krislpcp@aol.com or at 630.548.4086. The time is now!



CICO Report on Legislation

(Continued from page 1)

Communications otherwise protected by law as privileged or confidential, including but not limited to, information communicated in confidence to a physician, psychologist, or other psychotherapist, school social worker, school counselor, school psychologist, or intern who works under the direct supervision of a school intern who works under the direct supervision of a school social

worker, school counselor, or school psychologist; or (2) Information which is communicated by a student or parent in confidence to school personnel; or (3) Information which is communicated by a student, parent, or guardian to a law enforcement professional working in the school, except as provided by court order. (g) No school employee shall be subjected to adverse employment action, the threat of adverse employment action, or any manner of discrimination.



**Illinois School
Counselor Association**

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Time Sensitive Materials

Calendar of Events

- | | |
|-----------------------------|--|
| April 17, 2009 | ISCA Annual Conference- Chicago |
| April 24, 2009 | ISCA Annual Conference- Springfield |
| June 28-July 1, 2009 | ASCA Annual Conference -Dallas, TX |

ISCA Conference

Online registration is still available at www.ilschoolcounselor.org