

# ISCA *Insight*

The Newsletter of the Illinois School Counselor Association

July 2003

## PRESIDENT'S MESSAGE: "BEHIND THE SCENE"

I reflect on the past year with gratitude and appreciation for the exciting journey I have had as President of ISCA. I have had the privilege of working together with many highly dedicated counselors who are committed to making changes in our profession to better serve others and promote the role of the school counselor. Our Executive Board – Dale Septeowski (Past President), Scott Wickman (President –Elect), Anne Kuntz (Secretary) and Sheila Fritz (Treasurer) and I have met each month to discuss how to implement our strategic plan. One major challenge has been to determine how to maintain the integrity of the organization as we make the necessary changes to move toward policy governance, a new model of organizational leadership.

I see new leaders emerging in ISCA. These individuals have brought new energy and enthusiasm to our leadership meetings. We are interested in attracting more individuals from all regions of the state. We invite anyone interested, to attend our leadership meetings, which are held in July, November, February, and April. We have had representation by counselor educators, practitioners, and students completing their studies in school counseling programs. Individuals from each perspective combine to strengthen ISCA and keep it responsive to their various needs. This diversity is vital and important to the

health and growth of ISCA.

Unfortunately, ISCA has more representation from the northern sector of the state than from other areas. This is of major concern. We need leaders from other regions to step forward to assist in shaping the future of the counseling profession in the State of Illinois. Please consider contacting any one of us on the leadership team to voice your interest in actively participating in your professional organization. We would welcome you!

My involvement with ISCA has been like observing icebergs at Prince William Sound in Alaska where we vacationed in the summer of 1995. There is much more below the surface than a casual observer may think. My Presidency has been a life-altering event. I have come to understand the great depth of our profession. Do you realize that ISCA has partnerships with other counseling organizations or affiliates that enhance our influence and provide for our professional growth?

First, as President I have had the privilege of serving on the Governing Council of ICA. I also have had the privilege of attending CICO meetings and learning about the legislative process, especially rel-



Charlotte Kraus

ative to passage of H.B. 2900 and H. B. 514.

During the past two years, I have served as a delegate to the ASCA Governing Council. Articulating with counselors from all over the country has broadened my perspective to understand the differences from state to state and has empowered me to use my influence to advocate for changes in Illinois. Last fall, I attended a regional meeting where we identified counseling issues in the midwestern states. In March, I attended the ASCA Public Policy Institute in Washington, D.C. to lobby for the Elementary and Secondary School Counseling Program.

What else is happening behind the scene? Members of the ISCA Leadership Team represent the organization on various committees. For example, Maria McCabe, ISCA Past President, has been instrumental in helping the mental health task force understand the role of the school counselor. If H.B. 2900 is passed, we may see social-emotional learning concepts included in the state's learning standards. ISCA, along with the Office of the Attorney General and other counseling agencies, actively supports violence prevention in our schools and will support

future initiatives planned by Partners for Peace. Beginning in 2000-01, The Listening to Youth pilot study has been conducted with seventh grade students and has expanded in 2002-03 to include ninth-graders. It is an effort to keep schools safe. The Eating Disorders initiative trained counselors last fall and will continue to train additional counselors throughout the state. Many ISCA members will be trainers.

I hope that this general overview gives you some understanding of what goes on behind the scene in a professional organization. It takes the effort of many dedicated people to make things happen. I have been privileged to build new relationships while working together collaboratively to bring our profession into the 21st century. You are invited to work behind the scene to make a difference. Service to my profession has left me feeling gratified and inspired. Each person that I have met has expanded my understanding of the magnitude of what we represent as counselors. We have an awesome task, but have an awesome network in which to connect and find empowerment.

Not only is this my last message to you as President, but this is my last year as a school counselor as I will be retiring in June. Over the years, I have had the privilege of listening to adolescents share their innermost

# It's That Time of Year: Endings and Beginnings for School Counselors



Scott Wickman

It's a great time of year for people who work within the academic calendar. As students are getting ready to graduate, some people may be looking back wistfully while others are looking forward to the summer, or even next year. For school faculty, the summer has always reminded me of the archetypal snake eating its own tail: the beginning is contained within the end. Even the "commencement" ceremony represents the end of one thing but the beginning of another. Similar events are happening for us in ISCA. In this article, I'll highlight some of what ISCA has been doing for the past year and what, contained within that, we are working on for the new year.

Looking back over the twelve months, ISCA has seen a lot of changes and growth, both in the field and within the organization. We continued to work closely with the Illinois School Counselors Academy in meeting with school counselors and providing training throughout Illinois. We trained more than 100 school counselors for the Listening to Youth

project and look forward to meeting this summer with the facilitators who conducted those groups.

We also have been actively promoting the new state standards for Illinois school counselors. For too long school counselors were evaluated using the same format as teachers, or, even worse, on their ability to perform quasi-administrative activities, clerical tasks and "other duties as assigned."

The new state standards represent great forward movement for us as professional school counselors, as they are based on the Developmental Model for Illinois School Counselors and provide a means for the role of the school counselor as manager of a comprehensive school counseling program to be better understood by all school personnel. The standards also offer a job description of what a school counselor does on a daily basis that is consistent with the training of someone who has graduated from a CACREP-accredited Masters program in school counseling. For example, "data entry for the Master schedule" is not part of the standards, whereas "running groups," doing "classroom guidance" and "career counseling" are.

We also have developed a task force to revise the Illinois Developmental Model based on changing

trends in our profession and to consider the new National Model from the American School Counselor Association.

Our leadership meetings have been better attended than in any previous year that I've been involved with ISCA and we've been willing to talk about tough and controversial issues, such as took place at our annual membership meeting in November in Springfield. As a result of the discussion at that meeting, we voted to make changes to the organization and not just to be adding the position of "president-elect" to our executive committee. We also recently voted to have a paid Webmaster for our ever-outdated website and to create a paid position of "communications coordinator" to assist the executive board with staying in touch with school counselors throughout the state.

Our leadership meetings are not "for leaders only." We welcome all members to join us and have a say in the issues we discuss — plus the meetings are fun. Our next meeting will be toward the end of July as we make the transition to our new executive board and leadership team. If you would be interested in being a part of this meeting, please e-mail me at [swickman@niu.edu](mailto:swickman@niu.edu).

We are also in the process of moving from a traditional form

of hierarchical leadership toward a style called policy governance. Part of that change means having fewer "standing committees" that often aren't sure what to do, and instead, having more "task forces" that have specific purposes to accomplish and then dissolve.

My goal as president of ISCA during the next year is to focus on communication for all school counselors in Illinois. As previously mentioned, ISCA will have a paid Webmaster and a communications coordinator. As a result, I hope that we will be able to put on more workshops throughout the state, move toward having our area representatives become leaders of active chapters of ISCA, have representation at all coun-

ty-wide institute days and articulation meetings and continue the growth and development begun this year under the leadership of Charlotte Kraus.

In conclusion, as Charlotte retires both as ISCA president and from her position as a school counselor at Franklin Middle School, she has provided us with many opportunities to continue moving professional school counseling and our organization forward in the state if Illinois. Just as Charlotte is "graduating" and making a new beginning in her life, I invite anyone reading this to make a new beginning for yourself by becoming an active part of the ISCA leadership team. Our next meeting is at the end of July, and we hope to see you there!

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## President's Message

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thoughts and feelings with me during my tenure. What a responsibility you and I have to counsel others with sensitivity and compassion! We must never forget that we are influencing the formation of someone's character and identity as well as their future and ultimately the future of all humanity. Transcendent love is the kind of compassion that understands the psyche of the other person in such a way that we can help that person to grow and change in positive ways.

I have had the privilege to work with a noble purpose during 20 years as a counselor and approximately another 10 years as a teacher. I hope to transplant this same nurturing spirit in whatever endeavor I am called as I redirect my life in Gold Canyon, Arizona beginning next winter. I take my leave knowing that all of you will carry on with the same energy and passion characteristic of the typical, dedicated school counselor. I am proud to have shared the same profession with you. Continue to keep the spirit alive of all we represent!

# Vote NO to Change Bylaws

by Dale Septeowski

In the last Insight, a ballot was supplied for you to vote on some bylaw changes. One suggested bylaw change was that bylaws could be changed by a vote of the leadership at any time of the year rather than, as the bylaw originally read, changes could only occur annually at the leadership meeting at convention. Because this bylaw change passed, another bylaw change is being presented to you for another vote. One of the problems of doing bylaw changes elections by means of the newsletter rather than at our annual, open meeting, is we have now lost much of the ability to have open, face-face discussion of the issues. Because of this, I have been asked to write an opposing position to the bylaw change before you.

Our present bylaws state that the office of secretary and treasurer should be appointed positions. The positions are appointed by the president, with the approval of the Governing Board. The positions are two-year appointments. The fact that they are appointed positions, they are ex-officio on the Executive Board and Governing Board and therefore do not have a vote. The bylaw change proposed is to make these positions elected positions and therefore, since elected, would no longer be ex-officio but have a

vote. I believe there are philosophical, organizational, and practical reasons to keep these positions as appointed rather than elected.

The following is a brief summary of some of the reasons why the proposed bylaw changes should be opposed:

1) Presently, voting rights are given to all members at our annual leadership meetings. However, at Governing Board meetings, only certain officers have the right to vote. Presently voting rights are given to President, President-Elect, Past-President, Level Vice President's (elementary, middle, etc.), and Regional Area Representatives. Each of these positions has a constituency that they represent. Presidents represent the entire membership, vice-presidents represent counselors working at different levels, and area representatives represent counselors in their regional area. This makes sense. This is why the secretary and treasurer are not elected and do not vote. They have no constituency to represent.

2) ICA, ASCA, and ACA though organized a bit differently than ISCA, do not elect nor give the right to vote to secretary or treasurer. Therefore, ISCA presently is consistent with these organizations. I know of noth-

# My Recommendation: A Vote for ISCA Secretary and Treasurer

by Scott Wickman

The ISCA Secretary and Treasurer positions require strong commitments of time and dedication to the organization. In fact, these two positions currently comprise a third of our executive board and require, at minimum, attendance at biweekly executive board meetings. As a result, the ISCA Secretary and Treasurer, by default, require the people fulfilling those roles to be two of the most impassioned as well as knowledgeable members of the ISCA leadership team. Ironically, though, these people who are in perhaps the best positions for making informed decisions and who have devoted

ing so unique about ISCA that suggests it should be organized differently than these other counseling organizations.

3) Executive Board (the three presidents, secretary, and treasurer) in the last few years meets approximately once/month. It is nice when as many of these positions live in close proximity. Obviously, with the presidents being elected they can, and should, have as much regional representation as possible, which makes organizing Executive Board meetings more complicated and costly. So why make it more complicated and cost-

so much time to the organization are also two people who do not have a vote on the leadership team.

Contrast the above with what happens in practice at most of our leadership meetings. The majority of those who do have a right to vote generally do not attend, for whatever reason, leaving ISCA without a quorum and unable to make any decisions in accordance with our bylaws. Something is just not right here. People who are demonstrating the most dedication to ISCA and the most knowledge of issues pertinent to our organization are not able to vote, while those who

are demonstrating the least commitment to the organization are able to vote but not doing so.

Based on the information presented above, I am endorsing and recommending that the ISCA Secretary and Treasurer be given the right to vote at ISCA Leadership Team meetings and that these become elected positions. Doing so just makes sense. It gives a voice to people who are among the most knowledgeable about and committed to ISCA, it doesn't take a vote away from anyone, and it makes quorums at our Leadership meetings much more likely to happen.

ly by electing a treasurer and secretary? If these two positions remain appointed, the President can appoint people in close proximity, which improves the ability for everyone to attend meetings and holds down cost. This just makes good practical sense.

4) It is very important that the treasurer have at least a two-year. Again it makes practical sense to keep the banking issues close to home and since the treasurer has to have the power to sign checks, it is foolish to keep changing this year after year.

In closing, I believe it is important to ask

“why are our present bylaws written as they are”? What is the reason why secretary and treasurer are not elected positions? Why is this not only in ISCA but other counseling organizations? I think I have given the reasons in my three points above. Please understand, this is not a civil rights issue. Our bylaws do not “deny” the right to vote. The secretary and treasurer as members of ISCA can vote at all annual meetings and now, through insight elections. The issue is how to best organize that is both practical and philosophically or logically sound.

**Don't forget to vote! See the Bylaw Change ballot on page 10 of this issue!**

# Another Year Draws to a Close

There is something special about this time of year. We are all beginning to tie up loose ends. We are gearing up to say good-bye to our seniors and preparing for a nice summer break. Of course, for most of us, there are still some nasty tasks ahead. Perhaps your school still has a very traditional system so you are working on the annual "conflicts" pile. You probably still have to make those dreaded phone calls too: "Hi Mrs. Smith, this is Susie's counselor. I am calling because, unfortunately, Susie failed math this semester so we need to make some changes in her plans..." However, let us not forget to appreciate the many bittersweet moments ahead as the year draws to a close.

I get a little sentimental when I start to realize that a whole group of kids, whom I have come to know well, whom I have watched struggle through the post-high school planning process and somehow survive, and whom look with great anticipation, excitement, and anxiety about the future are leaving the daily grind of high school. No longer will I run into Paula in the hallway, see Sara in the school musical, laugh until I cry with Tyler, or have Jack drop by just to "chat". They will be off doing their "thing" - whatever that is: college, work, military, or some other training program. I will never see some of these kids again...ever! Most of them just don't need me anymore. How sad, and yet, how superb!

A number of years ago, one of my co-workers had a poster that said something like: "I will know I have succeeded when my students don't need me anymore." When I read that poster for the first time, it really struck a chord with me. It is GREAT to feel needed but there is something just so WONDERFUL about seeing my student walk off into the world ready to take it on. Of course, many will need other kinds of help - and they may even come back to me now and then. But, if we have truly done our job, we really might not ever see them again. I hope your students will take just one moment to tell you what you have meant to them. As I have told my seniors - the "Thank You's" are the greatest paycheck we receive.

Here is wishing you many pleasant transitions and a small pile of conflicts!

Best Wishes,

Amy Thompson, Secondary VP

It is very hard to believe that the end of the year is here already. I hope that the school year has been a wonderful experience, and you are still as excited about being a School Counselor as you were in the fall. Although we are facing difficult times in our country right now, this is also a time filled with many possibilities and opportunities just waiting for us. I have really enjoyed this year and celebrate every day that I am an Elementary School Counselor.

As you reflect on the past school year, don't forget to give yourself credit for all of your successes, and also for learning from your mistakes. Remember, we are not perfect. I know that all of you do many wonderful things during the school year that could be beneficial to all of us. Just think, if we all shared one idea, lesson, or tip, we'd all be rich in knowledge from all the new information we'd learn. I would like to strongly encourage you to email or mail me at least one thing that you'd like to share. I will compile all the responses I receive and print them in my next article. This is a great time to shine and you deserve it!

This fall, I will be implementing the third annual "Rockford Goes Back to School" initiative for the city of Rockford. The main purpose of this initiative is to make going back to school a community celebration. Schools, businesses and parents are all involved and send a clear message that we are all a team and education is valuable. Parents are invited to bring their children to school on the first day of school and meet the staff. This sends a message to their children that education is very important to their family. This also leaves parents with the impression that they are important and wanted in the building. As a result of this, parents are more likely to want to get involved during the school year. Community involvement is also very important for this initiative to be successful. Businesses are encouraged to participate in this initiative by allowing employees to take time off work (usually no more than an hour). The Rockford mayor has been very supportive and a big factor in the wonderful participation from the community over the past two years. Research shows that in order for children to be happy, healthy, productive members of society we must all work as a team. If you would like information or materials about how you can start a program in your school or district please feel free to email me or call me.

Roseanne Oppmann, Elementary School VP

## I'M SO ANGRY I COULD JUST BLOW!!

by Cheryl Curry

Sometimes I wish some of my angry middle school students would just say that to me. Then at least they would get it out of their systems. But instead so many of them stuff the anger down inside or express it consciously or subconsciously through their actions. Others tend to wear their anger on their sleeves, walking into school with storm clouds brewing over their heads.

Lately the media and Hollywood have been promoting the phrase "Anger Management" in movies,

advertisements, and television, but we counselors have been dealing with angry kids our whole careers, and although it's sometimes used in jest (one of my sixth graders recently mumbled "Hello...anger management class needed here" to a fellow sixth grader who expressed anger at being teased), anger that is not dealt with in a healthy manner can lead to disaster.

Middle school is a veritable cesspool of misdirected adolescent anger. Parents lament and teachers lose patience with these kids. Both get into

power struggles with them and are ready to throw up their hands. When parents and staff come knocking on our doors wanting us to "do something with this kid before I pluck every hair out of her head", we need to have a basis for finding the root of the anger (and perhaps offer some tips to teachers and parents as well. Hmm...ya think?)

Grief and loss are the most prevalent reasons for anger (McFadden 2002 workshop handouts). Kids get stuck in  
See Anger Management/page 5

## Anger Management

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the anger phase when issues surrounding an incident or incidents remain unresolved. 90% of boys act out their anger through vandalism; 90% of girls act their anger out through eating disorders (Youthlight Inc. 2000).

Here are just some strategies from a recent workshop I attended (McFadden 2002) that have proven effective for helping angry students and the people who are close to them:

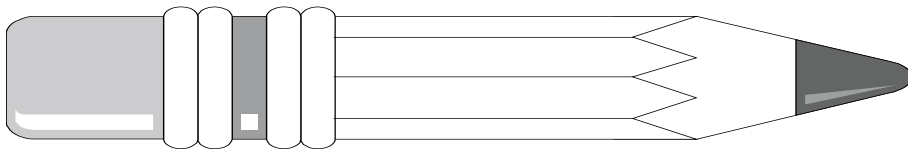
- Enhance awareness to take the student off "automatic pilot" and disconnect the "triggers" of an unhealthy angry behavior.
- Time-out strategies followed by Time-in: the responsibility after time-out to come back and deal with the issue.
- Biblio and video therapy.
- Relaxation and

centering techniques.

- Thinking vs. feeling: what do I do about this vs. how do I feel about this? Emotions are erratic and unreliable. Thoughts are often more stable and reliable.
- Use the "caught being good" method of positive reinforcement.
- Journaling: have them use the power of writing.
- The Yes Theory: teachers and parents need to find times they can say "yes" to children.
- Write a letter to the person with whom you are angry, or write a letter to a student who is angry and send it home via mail offering encouragement.
- Phone home. Offer positive comments when a student has had a good day.

- Alter the environment or physical stimulus.
- Cognitive restructuring: works well to combat paranoid behavior, inflammatory labeling, catastrophic thinking, and black and white thinking.
- Role play and practice a situation that makes you angry, then think of new ways to view it.

For us counselors, a sense of humor is a real attribute in dealing with angry students. After all, it's hard to laugh and be angry at the same time! It also helps us to avoid judging, have a gentle tenacity, a belief in our skills, an ability to recognize the source of the anger, an understanding that anger may be appropriate in the early stages of trauma issues, and the realization that anger management works best for those who own anger as a personal issue.



## ICA Conference in November

The annual ICA conference will be held November 14-16, 2003 at the Springfield Hilton. The theme for this year's conference is "Counseling with Collaboration."

This year there will be over fifty presenters who specialize in Art Therapy, Dance Therapy, Pastoral Counseling, School Psychology and

more, and of course, the counseling divisions of ICA. Watch your mail.

Registration materials will soon arrive. You all know how busy September and October can be. Take advantage of "Early Bird Specials" by completing your registration as soon as your materials arrive.

## School Counselor Wins Human Rights Award

Raymond Piagentini, a school counselor at Barrington High School, recently received an IEA-NEA Human and Civil Rights Award for his "compassion and concern for the impoverished in all communities and specifically for the plight of Native Americans."

In response to receiving the award, Raymond commented, "Counselors do make a difference in many ways unknown to others."

As a counselor in District #220 for the last 18 years, Raymond has done outstanding work as an advocate for children, the poor and homeless, and protecting their rights. He has found ways to feed and clothe the hungry and needy.

As a teacher, he has shown students the needs that exist in their own community and how one person or small group of people can make a significant difference in the human condition.

Seventeen years ago he began a program in which he inspired students to think beyond their homes and make life a little better for those disenfranchised. He has utilized the concept of Servant-Leadership Model to assist those

in need, inspiring the students to realize that they need to live a life of significance and service. Through his counseling he assists students to find their "personal legend" and follow their hearts.

In 2002, Raymond's students worked for two months collecting clothes, school supplies, and toys for the students at Crow Creek Tribal School in Stephan, SD. After nearly filling a large bus with their collections, the students spent two days at the Tribal School. Raymond's goal is to develop partnerships between Illinois Schools and the Reservation Tribal Schools in South Dakota.

He has also worked diligently with abused students and victims of domestic violence. He has spoken regarding the effects of this in the classroom and has developed a model to assist in the healing process. He is currently working on developing legislation regarding the placement of abused children in school special service programs.

Awards like this are a tribute to all school counselors, who continue to make a difference in unknown ways on a daily basis.

# Mentoring for New Counselors

One of the Strategic Plans Goals for ISCA this year is to establish a mentoring program for new counselors across the state. ISCA has formed a committee to address this goal. There are a number of school districts in Illinois that have only one school counselor, so a new school counselor may not have other professional colleagues available to act as a mentor when he or she is first entering the profession.

Mentoring is a proven way to provide professional support to someone new to the field. A mentoring program can benefit both the new and experienced counselor. It will be a support system for the new person, but also an opportunity for the experienced counselor to learn new ideas. Mentoring programs for new teachers exist

in most school districts; however, because of staffing considerations, these programs are not always available for counselors.

One of the first tasks for the new committee will be to develop a method of recruiting experienced counselors willing to act as a mentor for new people. The second step will involve developing a networking system to facilitate the process of connecting appropriate people. A longer range goal is to develop a school counseling network across the state that would provide all school counselors the opportunity to share and learn from one another.

If you are interested in becoming part of this program, you may contact Dr. Susan West by e-mail at [skwest@sbcglobal.net](mailto:skwest@sbcglobal.net).

# HB 514 Passes Unanimously

After years in the making, HB 514, the school counselor law, passed both the Illinois House and Senate unanimously. This law change, if signed by the governor, will give the ISBE rules committee the power to change the rules for school counseling without having to have every change approved by the Illinois legislature.

In the recent past, the ISBE rules committee has said that it will change the school counselor certification rules to provide two alternative means for becoming certified as a school counselor, in addition to the current route of having a teaching certificate, masters degree in school counseling, and passing the certification test. The first alternate route would require a masters degree in school counseling, passing the certification test, and at least two years of experience as a school counselor in one of the 45 states that doesn't require a teaching certificate. The second alternative would require a masters degree in school counseling,

passing the certification test, and an additional course work in four content areas: culture of the school, special education law, child/adolescent development, and classroom management.

According to Dan Stasi, director of the Coalition of Illinois Counseling Organizations, the following chronology is underway for the changes to take place.

First, it takes about 30 days for the bill to get to the governor, followed by an average of 60 days until he signs it, making it a law. Next, rules would be developed by ISBE, taking about to 6 months. The new proposed rules are published for a 45-day comment period and then published a second time for a 30-45 comment period. Finally, the proposed rules are then voted by the Joint Committee on Administrative Rules (JCAR). At that point, anticipated to be around the Fall 2004 semester, the alternative routes to school counseling certification would be in effect.

Two other important points are of note.

First, once the changes above were in place, university school counseling education programs would still have to decide how they were going to meet the additional content-area requirements for those applicants without a teaching certificate. Second, this legislation does not remove the teaching certificate requirement, but adds other ways to fulfill the same benefit as having gone through a teacher education program.

This legislation was sponsored by many state organizations working together, including the Illinois School Counselor Association, Illinois Counseling Association, Illinois Mental Health Counselors Association, Coalition of Illinois Counseling Organizations, Illinois Education Association, Illinois Federation of Teachers, Chicago Teachers Union, Illinois Principals Association. ISCA expresses its gratitude to all of these organizations, as well as to Dan Stasi and Legislative Liaison John T. O'Connell for their effort on this important legislation.



**Dates to Remember...**

- ISCA Annual Transition Meeting, Glen Ellyn, IL July 26th 2003 (contact Anne Kuntz [anne\\_kuntz@msn.com](mailto:anne_kuntz@msn.com) for directions)
- ICA Fall Conference, Springfield, IL November 13-15, 2003; [www.ilcounseling.org](http://www.ilcounseling.org)
- ACA National Conference, Kansas City, MO April 1-4, 2004; [www.counseling.org](http://www.counseling.org)
- ASCA National Conference, Reno, NV June 27-30, 2004; [www.schoolcounselor.org](http://www.schoolcounselor.org)

# Counselor of the Year Awards

The purpose of the awards is to recognize elementary, middle/junior high and secondary counselors for outstanding service achievement. In addition to the recognition given to the recipient of the award, positive attention is focused on school counseling and thus provides public opportunity to educate others about school counseling programs.

## I. Eligibility for consideration:

- A. The nominee must be currently employed as a full-time counselor and have completed three consecutive years of counseling service at the level of nomination.
- B. The nominee must be an ISCA member.
- C. The nominee must hold a Master's Degree in guidance and counseling and be certified as a counselor by the state.

## II. Criteria for recognition:

- A. The nominee should possess the personal qualities thought desirable in a counselor.
- B. The nominee must have been responsible for innovations in guidance and counseling programs, for providing leadership in the further development of existing guidance services, for demonstrating leadership in professional counseling associations and for performing an outstanding service to the school and/or community.
- C. The activities or accomplishments recognized must have taken place within the five years prior to the date of presentation.
- D. The nominee for the categories of Counselor of the Year must have been an ISCA member by December 1st of the year prior to the presentation of the award.

## III. ISCA Conference Presentation

The counselors recognized by this award will be encouraged to give an interest session at the ISCA conference.

## IV. The Process:

Please submit a packet of nomination material for each nominee. Each nomination packet needs to contain the following, and be organized in the following order:

- A. Completed ISCA nomination form and checklist. Staple the packet in the upper left-hand corner. Do not use a cover.
- B. Two-page vita of the nominee.
- C. Typed statement, not to exceed three pages, describing the program, activity or contribution that has occurred within the last five years that demonstrates the individual's worthiness to receive the award. All programs and activities should include a summary of the total program.
- D. Supplementary evidence limited to no more than a total of ten pages:
  - 1. Letters of recommendation or support for the nominee. Letters may be from administrators, colleagues, parents, students, community leaders, etc. (One letter should be from administrator/supervisor, one from a colleague and there should be only two letters of support.)
  - 2. Other supplementary evidence of the program, activity or accomplishment with documentation of occurrence (of program, activity, etc.) within the last five years.

ILLINOIS SCHOOL COUNSELOR ASSOCIATION  
PROFESSIONAL RECOGNITION AWARD  
NOMINATION FORM

**Nominee:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Work Address:** \_\_\_\_\_  
\_\_\_\_\_

**Home Phone:** (\_\_\_\_) \_\_\_\_\_

**Work Phone:** (\_\_\_\_) \_\_\_\_\_

**AWARD:** (Please check one) \_\_\_\_\_ Elementary Counselor of the Year  
\_\_\_\_\_ Middle/Junior High Counselor of the Year  
\_\_\_\_\_ Secondary Counselor of the Year  
\_\_\_\_\_ Advocate Award

**NOMINATED BY:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Work Address:** \_\_\_\_\_  
\_\_\_\_\_

**Home Phone:** (\_\_\_\_) \_\_\_\_\_

**Work Phone:** (\_\_\_\_) \_\_\_\_\_

**NOMINEE'S EDUCATIONAL DEGREE INFORMATION:**

**Degree:** \_\_\_\_\_ **Date Earned:** \_\_\_\_\_

**Institution:** \_\_\_\_\_

**Certification Area:** \_\_\_\_\_

**REQUIRED DOCUMENTATION FOR PACKET:**

- \_\_\_\_\_ Nominee's Resume (Max 2 pages)
- \_\_\_\_\_ Rationale for Nomination (Max 3 pages)
- \_\_\_\_\_ Supplementary Information (Max 10 pages)

**Send nominations no later than October 15, 2003 to:**

**Sue Coman, 13011 Sioux Lane, Palos Heights, IL 60443**

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# Illinois Counseling Association/ Illinois School Counselor Association Membership Application

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Place of Employment: \_\_\_\_\_

Position: \_\_\_\_\_

Business Phone: ( ) \_\_\_\_\_ Home Phone: ( ) \_\_\_\_\_

Current ISCA member sponsor: \_\_\_\_\_

Your primary work setting:

I am interested in these committees:

- Elementary School
- Middle school
- Secondary School
- College/University
- Other

- Accountability/Research
- Advocacy
- Career Development
- Ethics
- Human Rights
- ICA Publications

- Membership
- Mentorship
- Professional Dev.
- Public Policy & Leg.
- Public Relations
- Publications

Illinois State Senate District \_\_\_\_\_ County \_\_\_\_\_

Illinois State House of Representative District \_\_\_\_\_

Federal House Of Representative District \_\_\_\_\_

**ICA membership is a prerequisite for divisional membership Dues (regular) 50.00**

**Please circle the divisions & dues that apply**

Illinois College Counseling Association	ICCA	5.00
Illinois Career Development Association	ICDA	20.00
Illinois Counselor Educators & Supervisors	ICES	8.00
Illinois School Counselor Association	ISCA	25.00
Illinois Association for Multicultural Counseling	IAMC	5.00
Illinois Mental Health Counselors Association	IMHCA	50.00
Illinois Association for Assessment in Counseling	IAAC	12.00
Illinois Association for Adult & Development & Aging	IAADA	6.00
Illinois Association for Couples & Family Counseling	IAACFC	12.00
Illinois Association for Specialist in Group Counseling	IASGW	12.00

Total Divisional Dues \_\_\_\_\_  
Total Dues Paid \_\_\_\_\_

\* Students, retired, significant other dues are 1/2 of the professional counselor dues rate.

**Mail this application and check to:**

Illinois Counseling Association  
P.O. Box 903  
Dixon, IL 61021-0903

Phone (877) 284-1521

**Give this application to a friend!**

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# Bylaw Change Ballot

To change bylaws where presently the secretary and treasurer are two-year appointments by the president, with the approval of the Governing Council. The secretary and treasurer therefore are ex officio to the Executive Board and Governing Council rather than voting members. The change is to make both the secretary and treasurer elected positions yearly and to be voting members of the Executive Board and Governing Council.

Please read the Pro and Con articles in this newsletter relative to this bylaw change before making your vote.

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Cut along dashed line

Bylaw change:

\_\_\_\_\_ **Yes**, I vote to change the positions of secretary and treasurer from appointed to elected positions and to be voting members of the Executive Board and Governing Council.

\_\_\_\_\_ **No**, I do not want to change the present status of secretary and treasurer. They should remain appointed positions and be ex officio on the Executive Board and Governing Council.

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Please return your ballot by August 4 to:

Dale J. Septeowski  
Concordia University  
7400 Augusta  
River Forest, Illinois 60305

Or email your vote to [crfsepteodj@curf.edu](mailto:crfsepteodj@curf.edu)

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# ISCA Leadership Election Ballot

## President Elect:

\_\_\_ Anne Kuntz

\_\_\_ Write-in: \_\_\_\_\_

## President Elect-Elect:

\_\_\_ Amy Thompson

\_\_\_ White-in: \_\_\_\_\_

## Middle School Vice President (Two-year term)

\_\_\_ Cheryl Curry

\_\_\_ Write-in: \_\_\_\_\_

## Post-Secondary Vice President (Two-year term)

\_\_\_ Hugh Crethar

\_\_\_ Write-in: \_\_\_\_\_

Please return your ballot by August 8 to:

Dale J. Septeowski  
Concordia University  
7400 Augusta  
River Forest, Illinois 60305