

THE OFFICIAL PUBLICATION OF THE ILLINOIS SCHOOL COUNSELOR ASSOCIATION

Fall 2016



# illinois

SCHOOL  
COUNSELOR



# President's Pen

By: Barbara Karpouzian, ISCA President

I recently met with a CPS student by the name of Chetan who was concerned about the insufficient number of school counselors currently serving the nearly 400,000 students in Chicago Public Schools. His concerns moved him to conduct research on the subject, which included interviewing practicing counselors and meeting with a state legislator. Chetan was keenly aware of the disproportionate ratio of counselors to students in our schools. We discussed how critical it is to have the school counselor skill set in every school to support the holistic needs of students. His passion on this topic led me to think about my own experience as a student in Chicago Public Schools.

I attended a parochial school in 1st through 8th grade. My family, due to a lack of resources, made a decision to send me to a public high school. I had always excelled as a student and was excited to be accepted into a selective enrollment school in Chicago. I loved my high school and all that it had to offer. I ran track, cheered on the pom-pom squad, participated in the Middle Eastern club, and was a member of the print shop that produced the school newspaper. My grades were good and I was on-track to graduate. However, in my senior year, my parents went through a divorce. As the eldest of four children, I was devastated. I felt like the oxygen was literally being sucked out of my life. Everything changed! Dad moved out. The house we grew up in was sold. Another man moved into our lives. Pain and confusion began to take residence in my heart and mind, and school became less of a priority. Academically, I began to slip, lose interest, and find it hard to study at home. Some of my teachers noticed, but I don't recall any real advocacy. I vaguely remember my journalism teacher meeting with my Dad, but that was the extent of my school's intervention. As a 1st generation Middle Easterner, I was not likely to approach anyone or talk about what was happening in my life. My failing grades spoke loudly enough, but

they seemed to have fallen on deaf ears. Without advocacy and support, I failed English and Chemistry my senior year. I'm not sure if credit recovery programs existed back then, but my parents were going through their own struggles and weren't focused on my schooling. No home support and no school support resulted in no summer school, no graduation, and eventually I became the proverbial dropout. No one saw me. I have often thought about how things might have been different if my school had a comprehensive counseling program staffed with culturally competent counselors and just one of them reached out to inquire about why my grades were slipping.

The American School Counselor Association (ASCA) defines School Counselors as master's level practitioners who help students by (1) removing barriers to academic achievement; (2) supporting social/emotional development; and (3) guiding college and career readiness. ASCA also recommends a student to counselor ratio of 250:1. As we look across our school districts in Illinois, we are far from meeting that recommendation. As a matter of fact, according to the most recent statistics put out by the U.S. Department of Education, National Center for Education Statistics, Illinois ranks fifth from the bottom.

According to 105 ILCS 5/10-22.24a of the Illinois School Code, although Illinois has no mandates for school counselors, comprehensive school counseling programs and low school counselor-to-students are recommended by the State Board of Education. However, local school districts have the authority to determine their needs related to school counseling services.

As part of President Barack Obama's proposal to



# President's Pen continued

reduce gun violence, the White House recommended that the Department of Justice direct funding towards installing additional police in schools, and that the 2014 federal budget include \$150 million for states and local school districts to use towards

Dec 10th, 2015, to leverage additional dollars to support comprehensive school counseling programs. ASCA worked hard to preserve many of the school counseling provisions and to support expanded language incorporated into ESSA.



The following is taken directly from the ASCA Website:

“What school counselors need to know: The bulk of school counseling provisions and opportunities for funding are found in Title IV, part A: ‘Student Support and Academic Enrichment Grants’ of ESSA. ASCA is pleased with the Senate and House negotiations and believes this section has many opportunities for districts to expand their school counseling programs.

The purpose of Title IV is to increase the capacity of states, school districts, schools and communities to:

- Provide all students with access to a well-rounded education (This section refers to STEM, the arts, PE, and other subject areas.)
- Improve school conditions for student learning (This section

school counselors, psychologists, armed police and guards, and equipment such as surveillance cameras and metal detectors. As a part of a demonstration organized by COFI/POWER-PAC, Illinois Safe Schools Alliance, and Voices of Youth in Chicago Education (VOYCE), students and parents in Chicago demanded that new federal funds go towards the evidence-based use of counselors, social workers, and mental health interventions alongside proven strategies to improve school climate, and not towards more police.

We now have a new opportunity with the Every Student Succeeds Act (ESSA), signed into law on

has several school counseling provisions, including the language ‘provide mentoring and school counseling to all students.’

- Improve the use of technology to improve the academic achievement and digital literacy of all students

In NCLB, this same section was composed of multiple competitive grant programs, allowing very few school districts an opportunity to implement new programs.

In ESSA, Title IV will now be formula funded much



## President's Pen continued

like Title I. Its expected authorization, which is based on law outlined in the Budget Control Act, should include a sizeable amount of money that would be formula funded to the states and in turn formula funded to school districts. At least 20 percent of these funds must be spent on the 'well-rounded' students programs, and at least 20 percent must be spent on the 'school conditions and student learning' programs. Additionally, any school district receiving at least \$30,000 will be required to complete a needs assessment to show where the funds are needed most and to outline the district's plans for these funds. ASCA is extremely pleased with the dedicated funding provision as well as the addition of a needs assessment.

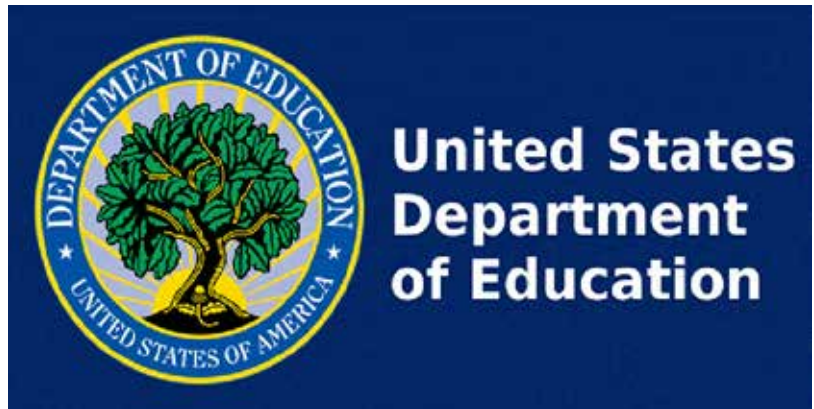
Additionally, school districts receiving Title I dollars will be required to fill out a state plan. That plan will now include explicit language around comprehensive school counseling services, professional development for school counselors and career counseling services. Furthermore, language was added to include input from school counselors and other school staff on the required School Wide Program Plan, which will replace the current School Improvement Plans.

ASCA is also pleased that Title II will now explicitly list school counselors as allowable recipients of federal professional development dollars.

Finally, the title 'pupil personnel service provider' has been replaced with 'Specialized Instructional Support Personnel,' which includes school counselors and other support professionals working in schools."

This past year, I finally decided to request my high school transcript. When I saw it after almost 38 years of being out of high school, I wept. I had over 40 days of absences my senior year, and moved 3 different times that same year. The words "Did not Return" jumped off the page at me as a reminder

that I failed and never had the opportunity to wear a cap and gown or march down the aisle to Pomp and Circumstance to receive my high school diploma. I did, however, get a GED and subsequently entered the workforce. I excelled at whatever job I performed, but couldn't attain promotions that required a college degree. At times, I would train someone else to fill the position I wanted, because they had the college degree I didn't have. By faith, I began to navigate my way back to school, and today I am blessed to say that I hold three master's degrees and have spent the last 23 years in education. I have made it a point to "see and hear" students, to advocate for them, and ultimately guide them down the road to success. And oh...by the



way...the school that I didn't graduate from, well, I taught there for five years and every year, I got to march down the aisle to Pomp and Circumstance, celebrating the success of my students.

A Message from Chetan:

*Hi, my name is Chetan Pavuluri, a senior at Walter Payton College Prep. I'd like to bridge the gap between students and counselors. If any counsellors could email me their thoughts on the issue at [ckpavuluri@cps.edu](mailto:ckpavuluri@cps.edu), I'd appreciate it. I'd like to write a story to promote awareness of the need before any real policy can be made.*

# The Amazing Influence of an Advisory Council

By: Vince Walsh-Rock – ISCA President-Elect



How do you or your counseling program solicit feedback from students, parents, teachers, administrators, or community members? To what degree do these group contribute to your counseling program goals? How are you checking

in with your caseload about their experience with you and the counseling program? Too often, school counselors rely on anecdotal feedback from stakeholders to gauge their effectiveness and program direction. Although there is value in anecdotal data, it can fall short in providing specific feedback on what areas are performing well and what areas need to be addressed in order to enhance student and parent experiences with your school counseling program. As many school counseling programs move to data-driven decision making in their implementation of student interventions, applying this same focus to program evaluation is an essential step in assessing how stakeholders are experiencing your school counseling program.

Section 6 of the RAMP model focuses on the implementation and use of an Advisory Council. In the ASCA Model, Advisory Councils meet at least twice a year, are focused on student data, have membership from all stakeholders, are entirely focused on the work of school counselors, and participate in data analysis and the creation of counseling goals. If your school counseling program already has an Advisory Council in place, how well are you aligning to these expectations? Do you keep agendas and minutes to document Advisory

Council work? If you do not have an Advisory Council, what are the barriers preventing the creation of an Advisory Council? I have heard the concern, “But, what if I invite parents and students in for a meeting and they are very critical of our work even though our counselors feel they do a good job?” as a rationale to not create an Advisory Council. Yes, it is true that if you ask for feedback, you are going to receive both negative and positive critiques. However, my experience with our Advisory Council has been an extremely positive experience for all involved stakeholders.

The Advisory Council at Downers Grove South High School is made up of a variety of stakeholders including counselors, students, parents, teachers, administration, and local business leaders. We meet for one hour twice each school year. Our Council is actively involved in reviewing the needs assessments of counseling program learning target areas. The Council reflects on data, contributes to goal creation, and provides suggestions for counseling program revisions. We have found the feedback we receive to be extremely valuable in identifying gap areas in our program, especially within the area of communication. As a result, we have made significant improvements in how and when we share information with parents and students. The Advisory Council has added a depth of understanding that we did not anticipate when we began.

Here are some suggested steps to get started on the implementation of an Advisory Council solely focused on the work of your school counseling program:

- Start with a conversation with your school counselors. What are the perceptions about creating and Advisory Council? Identify concerns early helps to overcome initial trepidation.
- Ask counselors for recommendations for parents and students who would be interested in participating in an Advisory Council.
- Discuss the idea with your administration. Ask them to be involved in the Advisory Council.
- Solicit teachers who are known for their collaboration with school counselors.
- Have your first meeting near the beginning of the school year. Have your Advisory Council review any data you have about student performance for your school. Structure the experience to identify gaps in student performance and then develop counseling goals for the year.
- Have your Advisory Council review your communications (website, newsletters, e-mails, Twitter feed, Facebook page, etc.). Solicit feedback on the frequency of communication, depth vs. breadth, and the experience of each stakeholder with communications. Find out what would be helpful to revise.
- Send out agendas and minutes to Advisory Council.



- Celebrate stakeholder participation and recognize members for their work. Thank them for making your counseling program better.

If you already have an Advisory Council, consider reviewing Section 6 of the ASCA model to see how well your Advisory Council aligns with national regulations. If you do not have a council, identify steps in moving forward with Advisory Council implementation. I hope you find your experience with your Advisory Council is helpful in evaluating your program, reviewing data, and creating goals. If you need assistance or would like to discuss your Advisory Council experience, I would welcome the opportunity to discuss your experience further.



# Transformer Parent:

## Helicopter to Submarine

By: Sherri McLaughlin, ISCA Past President

Dr. Haim Ginott first used the term “helicopter parent” in his 1969 book *Parents & Teenagers*, describing the way parents would hover over their children like helicopters. In 2011, the dictionary made the term an official entry, describing helicopter parents as people who are over focused on their children. They typically take too much responsibility for their children’s experiences, specifically their successes and failures. Dr. Ann Dunnewold, author of *Even June Cleaver Would Forget the Juice Box*, calls this behavior “over-parenting:” the point to which being involved in a child’s life becomes over-controlling, overprotecting, and over-perfecting in a way that is in excess of what would typically be considered responsible parenting.

Originally, the term helicopter parent was most often applied to parents of high school and college-aged students, but increasingly we see the term applied to parents of children at any age. How did helicopter parenting come to be? According to Dr. Deborah Gilboa, founder of AskDoctorG.com, the four main triggers of helicopter parenting consist of: fear of dire consequences, feelings of anxiety, overcompensation, and peer pressure from other parents. Helicopter parents fear that if their child receives low grade or does not make a sports team, the consequences will prove to be disastrous for the child. These parents try to prevent unhappiness and struggles in their children’s lives by providing a safety-net that they believe will ensure that nothing negative will happen to their children. Worrisome parents often try to take control and keep their children from ever being hurt or disappointed. Adults that overcompensate provide excessive attention and attempt to remedy any deficit that he or she might have felt on their own upbringing. When parents see other over-involved parents, it can trigger a similar response in themselves to

behave in a similar manner. Guilt is a huge component in this dynamic. Parents frequently convince themselves that if he or she does not immerse oneself in their child’s lives, then they are bad parents.

What are the consequences of helicopter parenting? According to Dr. Dunnewold, the main problem is that it backfires on the parent. Over-involvement can lead to a child feeling as if they are not trustworthy to do things on their own, and this insecurity can result in a lack of confidence. Children of helicopter parents may have difficulty learning how to cope or have undeveloped appropriate coping skills. A study at the University of Mary Washington found that over-parenting resulted in an increased feeling of anxiety in those children. It was also discovered that children of helicopter parents tend to possess a sense of entitlement because they are used to getting things their way. Simply put, these children simply have under-developed life skills due to their parents doing everything for them.

In 2013, I attended the ICA Conference in Skokie, Illinois. I was browsing through the vendors and came across a book entitled, *I Just Want My Children to be Happy*. The vendor asked me if I thought that was a true statement. I replied, “yes, for the most part.” He suggested that I read the book. I thought to myself, I bet it is about the helicopter parent that did everything for their child and is now suffering the negative consequences of over-parenting. I was right. I myself have operated as a helicopter parent at varying times in my life. I thought I was being a loving, supportive, and providing parent. My parents divorced when I was 13 years old; we moved to a different community and I attended a new school. My oldest brother lived with my dad, while my sister, younger brother, and I lived with my mom and step-father. Life changed dramatically very quickly. I made the

decision that as a parent, I would do my best to protect my children from any negative situations that could be caused by adults. Looking back, I realize now that I should have let them stumble and fall a few more times, make more decisions, experience disappointment, learn how to handle and adjust to adversity, lose graciously and win humbly. Adult life hit them hard in the face and for me, that experience was more difficult than the process of raising them as children.



There are four basic styles of parenting that psychologists have studied over the years: 1) authoritarian parenting, 2) authoritative parenting, 3) permissive parenting, and 4) uninvolved parenting. Personally, I believe that over-parenting could and should be added to that list. Researchers have found convincing links between parenting styles and the effects these styles have on children. They discovered that authoritarian parenting styles often lead to children who are obedient and proficient, but rank lower in happiness, social competence, and self-esteem. Authoritative parenting styles tend to result in children who are happy, capable, and successful. Permissive parenting styles generally lead to children who rank low in happiness and self-regulation. The uninvolved parenting styles rank the lowest across all life domains. These children tend to lack self-control and have low self-esteem. The child of a helicopter parent tends to live in a state of learned helplessness.

Working as a school counselor for the past seventeen years, I have observed a new kind of parenting style that I have labeled as the

“submarine parent.” These parents have become totally submerged in the child’s life. They are no longer hovering over the child. They are living completely through the child. The saying, “it takes a village to raise a child” does not apply in the lives of submarine parents. They are oblivious to anything other than the “here and now moment” in the child’s life. The parent reacts to the emotions of the child and becomes emotional as well. Persons of authority do not have the right to speak, correct, or discipline their child. If a submarine parent feels, thinks, or believes that someone has wronged their child in any way, they get into the face of the wrongdoer and scream about the injustice. The submarine parent will threaten to go to higher officials, press charges, sue, or make sure the wrongdoer is removed from their position of authority. The submarine parent’s total support is on the side of the child. The submarine parent wants everything to be equal, just, and fair for their child. Rules and policies do not apply to

the child of a submarine parent, if the child does not want to follow or obey the rules or policies. The child is afforded the right to call all of the shots and make all of the decisions. Submarine parents would rather be a child’s friend than be their parent. They enjoy hanging out with the child and their friends. The submarine parent will get involved in the drama of social media and post comments supporting or defending their child. The submarine parent will get frustrated with the child when angry, but never really follow through with the threats of punishment. They may threaten to take away their child’s cell phone but never actually take it away. Instead, the submarine parent will justify their inaction or make up an excuse as to why they could not follow through with the threat of punishment. For example, “If I take the phone away,

I will not be able to get ahold of my child when I need to.” The submarine parent will always find a way to make sure the child is never really at fault. They will blame any misfortune on society, the system, someone else, or even themselves for what they consider to be poor parenting. These children should never have to face any consequences. They demand that they are given all schoolwork to make up or redo. Employers are supposed to be understanding if the child does not feel “up to” going to work and no penalty should apply. The submarine parent’s child should get to participate in any activity that he or she chooses to be involved in. Tryouts should not apply to this child



because they are deemed as unfair or discriminatory. These children are completely entitled because they will have an emotional/mental breakdown if everything does not go their way and that will fall on the person or system that is not supportive and cooperative to their needs. The negative consequences for submarine children are: 1) they lay down when things get tough; 2) they suffer from mental emotional issues (depression, suicidal thoughts and ideation, and anxiety, meltdowns); 3) they cannot cope with any adversity; 4) they are not resourceful nor can they advocate for themselves; 5) they want and believe they deserve break after break; 6) they make excuses for everything, and society is supposed to except their reasoning; 7) they throw fits and scream to get their way because the submarine parent has modeled this

behavior; 8) they want to start out at the top in all aspects of life; 9) they are draining all of the resources around them (parents, school, employers, health systems, legal systems, state and federal funding) by manipulation, making others feel guilty, fear that they might harm themselves or others, or simply no coping skills so others have to take care of them; 10) they have a total sense of learned helplessness and we should have complete empathy and tolerance of their behaviors; 11) lastly, they should be able to do whatever they want to do when they want to do it, if that is what will make them happy (I played video games all night because I was stressed out and it is my way to relax

and unwind, therefore, I should get to sleep all day and miss school or work). The submarine parent will support them 100% because they are worried constantly about their child’s well-being. In the end, submarine parents are raising unsatisfied, unhealthy, unhappy, and non-functioning individuals. You will often hear a submarine parent state, “He or she is a good kid. They just have some issues. I hope that they will be able to work through the issues and get better. Until then, all I can do is be there for him or her.”

We need to research our parenting styles once again. We need to educate society about the negative conse-

quences of helicopter and submarine parenting. We need to teach parents how to make changes and adjustments in parenting styles that will best serve the child as an adult. Mostly, we need to take away the feelings of guilt that we are bad parents and the need to over-indulge our children. Maybe the reasons for this over-indulgence is more about our own personal needs as parents and not the true needs of our children. Children need and want structure. They want boundaries, stability, guidance, and love. Creating this kind of environment will afford children the opportunity to learn from their mistakes, make healthy life-choices, develop decision making skills, overcome obstacles, handle adversity on their own, and establish balance in their life.



# ILLINOIS RAMP Award Winners

Please join us in congratulating ASCA's 2016 Illinois RAMP winners! Thank you Northwest Middle School in Chicago, Willam Howard Taft High School in Chicago, and Prairie Ridge High School in Crystal Lake for your counselors' amazing work and impact on your student's success!

Recognized ASCA Model Program (RAMP) is a highly intensive, national accreditation awarded by the American School Counselor Association (ASCA) that signifies a school counseling program as comprehensive, developmental, data-driven, and aligned with the ASCA National Model for School Counseling Programs. RAMP applications are reviewed once a year by a panel of school counseling

In a June Press Release, Jill Cook, ASCA assistant director and RAMP coordinator, said, "this year's RAMP honorees have shown their commitment to students and the school counseling profession. This designation distinguishes these schools and encourages school counselors nationwide to continue to strive for excellence."



In an interview with Allison Goodrich of the Northwest Herald, Prairie Ridge High School Principal Steve Koch said, "The [RAMP application] process gave us an opportunity to audit our services against a national model... We validated many things we already do well, and we created new programs and systems to better support our students' needs. We took a high-functioning system and made it even stronger, and the PR community can be proud of the level of support we offer our students."

Northwest Middle School rightfully brags about its counseling department's star, Angela Shanahan, who was awarded 2016 Illinois Middle School Counselor of the Year. Their website calls Shanahan a "champion for middle school students who are oftentimes the 'forgotten' middle group who need the attention and concern that [she] provides to them each and every day."



Taft High School is an authorized International Baccalaureate World School with a philosophy that revolves around the "commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering a challenging and high quality program of international education" (tafths.org). Taft's counseling department has much to brag about, as this is their third RAMP award.

RAMP research has yielded encouraging results about the potential impact of RAMP programs on student achievement, particularly at the elementary level. In CPS alone, RAMP schools are outperforming non-RAMP schools in key areas, including college enrollment, graduation rate, freshmen on-track, and attendance.



## Are YOU Interested in RAMPing this October?

If your school counseling program successfully answers the question, "How are students different because of what school counselors do?" then you're ready to show the world that your program is "RAMPed up."



- Visit <https://www.schoolcounselor.org/school-counselors-members/ramp> and ASCA will send you helpful tips and checklists throughout the year to help you stay on track.
- Review all online RAMP resources, templates and information
- Register in the Learning Hub to attend CPS RAMP workshops throughout the school year.
- The RAMP application portal is now open for the October 2016 submissions. You can save it and come back to it later.


## RAMP Rubric Changes


Effective for all schools wanting to RAMP in October 2016, the total number of points for each section has changed, as outlined below. What is required for the sections has not changed, but now the point value more accurately reflects what is required in these sections:

- Sections now worth 6 points: Goals; Core Curriculum Action Plan and Lessons; Core Curriculum Results Report; Small Group; Closing the Gap Results Report
- Sections now worth 3 points: Vision; Mission; Mindsets & Behaviors











Of the 41 RAMP schools in Illinois, 61% are CPS schools!

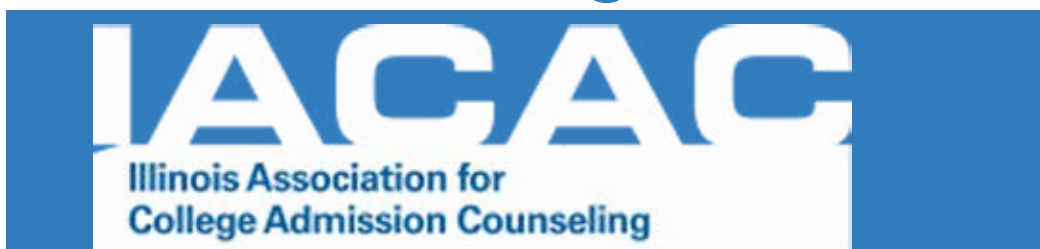
<b>Al Raby</b>	Small	2011	<b>Northside Learning</b>	Special Ed	2013
<b>Amundsen</b>	Neighborhood	2014	<b>Phillips</b>	Neighborhood	2009
<b>Chicago Academy</b>	Small	2009, 2014	<b>Phoenix</b>	Military	2008
<b>Foreman</b>	Neighborhood	2009	<b>Roosevelt</b>	Neighborhood	2013
<b>Harlan</b>	Neighborhood	2009	<b>Simeon</b>	Career Academy	2009
<b>Harvard Elementary</b>	Neighborhood	2015	<b>Southside Occupational</b>	Special Ed	2013
<b>Jones</b>	Selective	2009	<b>Steinmetz</b>	Neighborhood	2012
<b>Kenwood</b>	Neighborhood	2008	<b>Sullivan</b>	Neighborhood	2010
<b>Lane Tech</b>	Selective	2012	<b>Taft</b>	Neighborhood	2009, 2012, 2016
<b>Lindblom</b>	Selective	2009	<b>Uplift</b>	Small	2010
<b>Mather</b>	Neighborhood	2010	<b>Vaughn</b>	Special Ed	2010
<b>Michelle Clark</b>	Magnet	2010	<b>Von Steuben</b>	Magnet	2008, 2011, 2014
<b>Northwest Middle</b>	Neighborhood	2016			



# RAMP...

Is based on the ASCA National Model.  
 Gives you the confidence that your program aligns with a nationally accepted and recognized model.  
 Helps you evaluate your program and determine areas for improvement.  
 Enhances your program's efforts to contribute to student achievement.

# IACAC Articulation Meetings



Register at: <https://www.iacac.org/articulation/>

**September 7, 2016**

**Southern Illinois University Edwardsville**

**Lori Anderson, [landers@siue.edu](mailto:landers@siue.edu), (618) 650-2937**

**September 8, 2016**

**Southern Illinois University Carbondale**

**Michelle Rust, [mrust@siu.edu](mailto:mrust@siu.edu), (618) 453-2184**

**September 9, 2016**

**Eastern Illinois University**

**Gail Bahney, [gmbahney@eiu.edu](mailto:gmbahney@eiu.edu), (217) 581-2224**

**September 12, 2016**

**Articulation Unplugged**

**Illinois State University**

**Rachel Caracci, [rccarac@ilstu.edu](mailto:rccarac@ilstu.edu), (309) 438-5745**

**The High School Counselor Fair is unique to Articulation Unplugged and will not be duplicated at the other Articulation locations.**

**September 13, 2016**

**Western Illinois University**

**Charlene Hammond, [C-Hammond@wiu.edu](mailto:C-Hammond@wiu.edu), (309) 298-3100**

**September 28, 2016**

**Northern Illinois University**

**Ted Campbell, [tcampbell9@niu.edu](mailto:tcampbell9@niu.edu), (815) 753-8304**

**September 29, 2016**

**Northeastern Illinois University**

**Zarrin Kerwell, [z-kerwell@neiu.edu](mailto:z-kerwell@neiu.edu), (773) 442-4026**

**September 30, 2016**

**Governor's State University**

**Yakeea Daniels, [ydaniels@govst.edu](mailto:ydaniels@govst.edu), (708) 534-4510**

*The State University Articulation Conferences are geared towards high school counselors and provide updates from the four-year public institutions. In addition, there is an opportunity to gather informational materials for students as well as visit with the university representatives.*



# ISCA AWARD NOMINATIONS ARE OPEN ON OUR WEBSITE

Do you know a counselor, advocate, legislator, or graduate student who goes above and beyond to make a difference in the profession of school counseling, the lives of students, or the school community at large? If your answer is yes, then we encourage you to celebrate their achievements by nominating them for an ISCA Professional Recognition Award!

All you need to do is submit an online nomination form (found on our website) along with your nominee's resume and two letters of support to our office by **February 13, 2017**.

Nominee's resume and letters of support can be faxed or emailed to ISCA at 815-787-0505 or [myisca@gmail.com](mailto:myisca@gmail.com).



## ISCA Awards

School Administrator of the Year

Elementary School  
Counselor of the Year

Middle School  
Counselor of the Year

Ray Piagentini High School  
Counselor of the Year

School Counselor  
Advocate of the Year

School Counselor  
Graduate Student of the Year

Legislator of the Year

Dr. Toni R. Tollerud  
School Counselor Educator of the Year

# ASCA 2017 Or Bust!

Have you ever thought about going to the ASCA conference? This year, more than a dozen Illinois school counselors stopped thinking about it and showed up in New Orleans ready to cook up a Recipe for Success...and maybe eat their way through NOLA!

There were so many well planned and informative sessions this year, including a session focused solely on sharing tips about migrating from “Guidance” to “School Counseling” where Illinois’ Erin Murphy shared tips on how she modernized her school counseling program. Dr. Erin Mason and I got the chance to share our session on Flipping School Counseling Lessons and more, while a Chicago team, including ISCA’s president, Barbara Karpozian, shared their Evidence-Based Implementation Tools.

The ASCA conference can be an overwhelming experience, but ISCA plans to make it less uncomfortable for you in 2017! We don’t have all of the plans finalized yet, but let’s just say you won’t want to miss this opportunity to Relate, Recharge, Realize, and Reflect July 8-11 in Denver with all of us!

The board has been discussing coordinating an Illinois school counselor meet and greet just prior to roll call at the conference, and we hope to see at least 50 Illinois School Counselors there! Mark your calendar, check flights, and plan to meet us in the Mile-High City!



I remember my first ASCA conference like it was yesterday; I went alone and soaked it all in. I made connections with people from all over the world and came back with a network of colleagues that I still collaborate with today, as well as a renewed spirit and a plethora of new ideas to improve my program. Don’t be afraid to go alone, we’ll be there to meet you and help you along the way, and you won’t regret the experience- I promise!

# ISCA at the 2016 ASCA Conference



*Pictured left to right: Krystin Baker, Brittany Adair, Erinn Murphy, Jamie Hogue, Leslie Goines, and Franciene Sabens*



*Dr. Erin Mason (Past ISCA President) and Franciene Sabens (ISCA Board Member)*





# Executive Director Update

**By: Daniel Stasi, ISCA Executive Director**

The new school year is here and underway. This is a busy time for ISCA as we prepare for the ICA Conference (November 3-5 in Springfield), Dr. Trish Hatch's workshop on the Use of Data in School Counseling (December 2 in Springfield), Dr. Richard Rutschman's Motivational Interviewing workshop (February 17 in Lisle at UTI), and finally, wrapping up with the ISCA Annual Conferences in April. Almost all of the details for these events are finalized many, many months in advance. I am very excited that for both the Dec 2 and Feb 17 workshops, we are able to include the presenters' book with every registration.

ISCA Professional Recognition Award nominations are now open! I have no doubt that all of you know someone deserving of an ISCA award. Please take a few minutes to submit a nomination and recognize their work. The application process can be found on our website.

Check out the CICO report in this newsletter for updates on new laws in Illinois.

ISCA is excited to highlight our new board members in this newsletter, and we appreciate the service of the leaders that recently left the board as their terms ended:

Dustin Seemann served as Secondary School Vice President, Elizabeth Bator-Jovanovic served for several years as Secretary, Shira Fisher as Elementary V-P, and Sarah Esslinger as Gradu-

ate Student V-P. Their contributions to the ISCA Board are held in high regard.

The state articulation meetings are coming up and we appreciate the support of the Illinois Association of College Admission Counseling in allowing ISCA to distribute materials at these events. A full schedule of those meeting can be found in this newsletter.

School is back in session! ASCA has some great Back to School Resources on their website: [Schoolcounselor.org](http://Schoolcounselor.org).



### Senate Bill 2440

I was pleased we were able to extend the deadline for school counselors wanting to get an administrative certificate. If you are at all thinking about this do not wait to get started. The deadline to use school counseling experience has been extended from 2019 to 2021. I am not sure if it will be extended further for school personnel service workers.

### Public Act 099-0623

Allows experience in student personnel services (school counselors) to count towards Principal endorsement. It extends the previous sunset date from 6/30/19 to 6/30/21

A committee of legislators continues to work in groups meeting regularly for the past several months on budget cuts and sustainable revenue solutions to balance the budget, and reforms that Illinois could implement that would bring down the cost of government in Illinois, reduce the regulatory burdens on business, as well as long-term systemic education funding and pension reform. The financial road we are currently on is not sustainable. Unfortunately, this has not resulted in a workable solution to be voted and approved.

### New Illinois Laws in 2016

The start of a new year brings a variety of new laws and amendments to existing laws that will impact professional counselors once they take effect in Illinois.

### Changes to the Confidentiality Act

Public Act 99-28, effective 1/1/2016, amends the Illinois Mental Health and Developmental

Disabilities Confidentiality Act in two significant ways:

1. Provides that unless otherwise expressly stated in the Act, records and communications made or created in the course of conducting mental health or developmental disabilities services shall be protected from disclosure regardless of whether the records and communications are created in the course of a therapeutic relationship.
2. Provides that "record" does not include a reference to the receipt of mental health or developmental disabilities services noted during a patient history and physical or other summary of care. Provides that "therapeutic relationship":
  - (i) means a recipient of mental health or developmental disabilities services from a therapist; and
  - (ii) does not include independent evaluations for a purpose other than the provision of mental health or developmental disabilities services.

HB 3599 Creates the Student Optional Disclosure of Private Mental Health Act which provides that all institutions of higher learning shall, at or near the time that an incoming student enrolls at the institution of higher learning, supply the student with the opportunity to pre-authorize in writing the disclosure of certain private mental health information to a designated person. All institutions of higher learning shall prepare a form for the purpose of such pre-authorization, and that all institutions of higher learning shall create a policy to ensure that every new student is given the opportunity to complete and submit the form if he or she so desires. Effective Jan 1, 2016

*Continued on page 22...*

# Motivational Interviewing in Schools

Conversations to Improve  
Behavior and Learning

**Stephen Rollnick, Sebastian G. Kaplan,  
and Richard Rutschman**

**Friday · February 17 · 2017**

EARN 5 PDs OR CEs

Presented by Dr. Richard Rutschman





# THE USE OF DATA IN School Counseling

DECEMBER 2, 2016

**Location:**

University of Illinois-Springfield  
One University Plaza  
Springfield, IL 62703

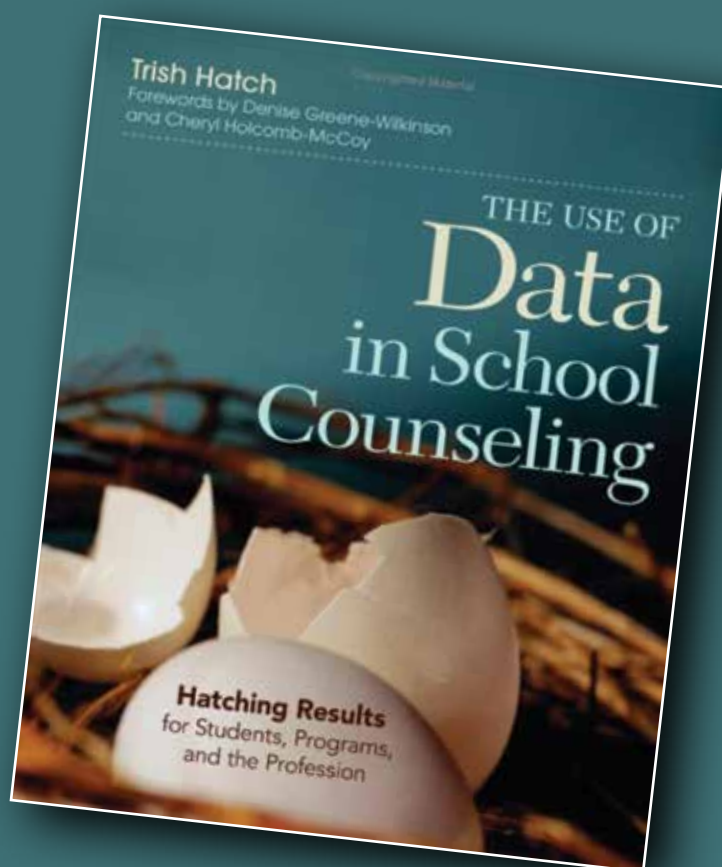
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**Earn 6 CEs or PDs**

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**Register at:**

[www.ILSchoolCounselor.org](http://www.ILSchoolCounselor.org)



## PRESENTER

Trish Hatch, Ph.D. is Associate Professor, Director of the School Counseling Program at San Diego State University. Dr. Hatch is the author of *The Use of Data in School Counseling: Hatching Results for Students, Programs and the Profession* (2014); and co-author of the *ASCA National Model: A Framework for School Counseling Programs* (ASCA, 2003; 2005) and *Evidence-Based Practice in School Counseling: Making a Difference with Data-Driven Practices* (Dimmit, Carey & Hatch, 2007).



# New Board Members

**The ISCA Board voted and approved to fill three board vacancies with the following individuals. We welcome them to the ISCA Board of Directors.**

## Meet the New Board Members

ISCA is very excited to welcome three new members to our board: Whitney Triplett (Secretary), Nicholas Olson (Treasurer), Kelly Chaney (V.P. Elementary). We would also like to congratulate Tracy Peed (Region II Representative) and Franceine Sabens (Region VI Representative) on their board reappointments. ISCA is thrilled to have these amazing leaders on our board and know they will serve our members and organization to the best of their ability.

Kelly Chaney is a practicing school counselor for Chicago Public Schools. She received her bachelor's degree in Psychology and her master's degree in School Counseling from Chicago State University. Kelly is currently working on her doctoral degree in Counselor Education and Supervision at Governors State University. Kelly is also Master Counselor for Chicago Public Schools in which she collaborates with other Master Counselors within the district to identify ways for counselors to become more student-centered and data driven. Kelly is passionate about evidence-based school counseling practices and learning how outcome data drives comprehensive developmental school counseling programs. Kelly believes that her work as a school counselor allows her to guide and structure students' educational and vocational directions as they pass through what can be an unstable and confusing time in their lives. The job of a school counselor is one that gives students strategies and the confidence that they can face tomorrow but knowing they don't have to



face it alone.

Kelly aspires to mentor and teach other counseling professionals best practices that will help motivate students as well as expand student's skills to pursue their dreams and desires. She has supervised several school counseling interns; who have gone on to work as school counselors in district 299 and in other states.

Kelly has also presented internationally at the Family Mental Health Workshop "Application of Individual Psychology in Clinical Practice" in Bangkok, Thailand where she spoke on the topic of suicide. Kelly presented at the 2015 Illinois Counseling Association annual conference on "Working with Military Families: Advancing the Counseling Profession". Kelly also received the 2015 Illinois Counseling Association "Site Supervisor of the Year" award and Kelly is a member of the Chicago Public School Master Counselor Advisory Council. Kelly's research interests include use of outcome data related to implementation of comprehensive school counseling programs recognized by the American School Counselor Association National.

Nicholas Olson is a school counselor at Prospect High

School. He is excited about his position as the Treasurer of ISCA. Nicholas has his Master's Degree in Counseling Psychology and Bachelor's Degree in Psychology from the University of Wisconsin-Madison. He has presented at the APA National Conference on the Career Aspirations and Expectations of Youth from Diverse Backgrounds. He is currently pursuing a second Master's Degree in Education Leadership through North Park University.



Nicholas has an extensive background working with students and families in many communities and abroad. His roles have included schools in three different countries, high schools, a middle school, a military school, and a private catholic school. In his current role, he is a representative on the Counseling District Leadership Team, Coach Chess, and focuses on helping students at-risk. At Verona Area High School, Nicholas served on the District Equity Team, performed Equity Action Research, and was a Behavioral Specialist for Culturally Responsive Teaching Practices on the School Improvement Team.

As a leadership member, Nicholas hopes to help ISCA grow and meet the needs of the students and families we serve.

Whitney Triplett is a school counselor, educator, social justice advocate, listener, brainstormer, and doer. She has been a professional school counselor since 2008 and has worked for multiple school districts across both Illinois and North Carolina. Whitney currently serves Chicago Public Schools as a School Counseling Specialist, where she provides support and professional development to over 750 school counselors and college/career coaches. A regular presenter at conferences, Whitney enjoys coaching school counselors on using data, writing SMART goals, and creating Evidence-Based Implementation Plans. Having received the RAMP Award in 2011, Whitney will serve as a Lead RAMP Reviewer for the American School Counselor Association, as well as teach the ASCA National Model to school counseling



master's students at Loyola University Chicago this fall. An Ed Pioneer Visiting Fellow and Oppenheimer Recognition Award recipient, Whitney is passionate about using school counseling to close the achievement gap. A "Tarheel" to the core, Whitney loves UNC basketball, visiting the Appalachian Mountains (home), and chasing after her two preschoolers.

*To learn more about the ISCA board, visit:  
<http://www.ilschoolcounselor.org/Board>*





## New laws for 2016

*Continued from page 17...*

### **SB 0226 Training program and database of developmentally disabled students**

Requires DHS (IL Dept of Human Services) and ISBE to develop a training program for case workers in every public school to register students who are developmentally disabled and qualify for services (under the PUNS list).

An online, computer-based training program for at least one designated employee in every public school to educate him or her about the Prioritization of Urgency of Need for Services database and steps to be taken to ensure children and adolescents are enrolled. The database shall be discussed during annual individualized education program (IEP) meetings for all children and adolescents believed to have a developmental disability.

### **SB 100 Public Act 99-0456 Takes effect 9/16/2016. Changes to Discipline Policies**

Eliminates zero tolerance policies and many other changes in student discipline.



*Supporting Professional Counseling in Illinois Since 1948*

# 68th Annual Conference

**November 3-5, 2016**

**Wyndham Springfield City Centre - Springfield, IL**

**Up to 18 CEs  
for  
Counselors, Social Workers, Psychologists & MFTs**



**Illinois Counseling Association**





## Update

### ISBE OFFICE CLOSINGS FOR REMAINDER OF 2016

**Labor Day:**

Monday, September 5th

**Columbus Day:**

Monday, October 10th

**General Election Day:**

Tuesday, November 8th

**Veteran's Day:**

Friday, November 11th

**Thanksgiving Holiday:**

Thursday, November 24th & 25th

**Christmas Holiday:**

Monday, December 26th

### SOCIAL MEDIA (FACEBOOK, TWITTER) UPDATES

Make sure to follow ISBE on Facebook and Twitter for updates and helpful links. Contact your Regional Office of education for any information or licensure procedures you would like to see on social media.



## Renewal

Have you entered your Professional Development (PD) into the Educator Licensure Information System (ELIS)? If your renewal cycle expires June 30, 2016, you must enter your PD no later than August 31, 2016 and pay the applicable registration fee. If your PD is not entered, your Professional Education License will lapse September 1, 2016 and be invalid for employment. A \$500 penalty fee or completion of 9 semester hours of specific coursework will be required to reinstate your license. To prevent your license from lapsing, visit <http://www.isbe.net/ELIS/instructions/record-prof-dev.pdf> for a step by step guide to recording your PD.

Link to How-To Videos: <http://isbe.net/licensure/default.htm?col3=open#CollapsiblePanel3>

Link to Reinstatement: <https://vim-co.com/172960972>

## Licensure

ISBE has not issued certificates since June 30, 2013. Professional educator credentials in Illinois are issued in the form of a license. Additionally, there are no "Type" designations with current licensure.

There are three types of licenses in Illinois:

- Professional Educator License
- Educator License with Stipulations (Provisional Licensure for Out of State candidates seeking IL Licensure)
- Substitute Teaching License

Please note that after issuance, all licenses must be registered in your ELIS account to be valid for teaching.

### HIGHLY QUALIFIED

With the passage of the Every Student Succeeds Act (ESSA), some provisions are being phased-in or phased-out with full implementation in 2017-18. One provision that is no longer required for the 2016-17 school year is the Highly Qualified requirements for teachers and paraprofessionals as outlined in Section 1119 of the Elementary and Secondary Education Act (ESEA). Effective July 1, 2016, teachers and paraprofessionals must meet state licensure requirements. For more information, please see the ISBE Licensure Division at <http://www.isbe.net/licensure/default.htm>.

### HOW TO VIDEOS AVAILABLE FOR LICENSURE REQUIREMENTS

Link to How-To Videos: <http://isbe.net/licensure/default.htm?col3=open#CollapsiblePanel3>



All videos provided to assist educators that are featured on the ISBE website are compatible with PCs and Mac devices and are mobile friendly.

Link to How to Apply for a PEL:  
<https://vimeo.com/171007788>

Link to How to Apply for a Paraprofessional License:  
<https://vimeo.com/172960970>

Link to How to Apply for a Substitute License:  
<https://vimeo.com/172960974>

**REMINDER:** As always, be sure all of your contact information is up to date in your Educator Licensure Information System (ELIS) account so you will not miss any important ISBE reminders or updates regarding your license.

## Testing

### SAT CODE FOR SCORE REPORTING

If you are taking the SAT to fulfill professional educator licensure requirements, please use 6773 for the Illinois State Board of Education to receive your scores.

### GEN ADMIN/PRIN (ADDENDUM TO LAST MONTH)

As of July 1, 2016, per Administrative Rule, the general administrative endorsement is no longer being issued. Please be aware that a general administrative program can be used toward a principal endorsement. Educators who have completed a general administrative program should apply for the principal endorsement in their ELIS accounts. Any educator

wanting to pursue this endorsement will need to meet all additional requirements specific to the endorsement including the ILTS Principal 195 and 196 tests, 4 years of teaching experience, etc.

Educators interested in completing a principal program should contact an institution of higher education that has an approved Illinois Principal Preparation program. Click here for a link to the Directory of Approved Programs: <http://isbe.net/profprep/PDFs/directory.pdf>

## Staff Spotlight



### MEET ANDREA SCHAFER, EDUCATOR LICENSURE DIVISION

Andrea is originally from Springfield, IL, where she attended high school at Sacred Heart Academy, now known as Sacred Heart Griffin High School. She attended college at Sangamon State University, which is now known as University of Illinois – Springfield. Andrea began working while in high school at Famous Barr. Andrea's career with Illinois State Board of Education began as a temporary employee in August of 1996. In 1997, she was hired as a full time employee with the Information Center. Andrea left temporarily in 2001 when her youngest child, Emma, was born. She was fortunate enough to get re-hired as the receptionist for Certification in December of 2007. Andrea has been married for almost 25 years and has three children. Adam, 23, recently graduated from Missouri Science and Technology with a degree in Electrical

Engineering. He recently just started a job in Portage, Indiana with ArcelorMittal in August. Next is Abby, 21, who is a senior at Southern Illinois University-Edwardsville, where she is pursuing a double major in Psychology and Art. Last is Emma, 15, who is a sophomore at Sacred Heart Griffin High School, where she is about to start behind-the-wheel training, which terrifies and delights Andrea all at the same time. She has a Caryl Terrier named Waffle, who is nine. Waffle is referred to as her baby and her kids think she is her favorite child. Andrea enjoys spending free time with her family going on vacations, reading and most recently, trying to figure out the *Pokeman Go* craze.

Andrea is a great asset to the Educator Licensure staff!



# UpNext Program Leads College Prep Efforts



UpNext is a text based service that sends personalized messages prompting users to take steps towards furthering their education (like applying for college and financial aid). The program is based upon the research of Ben Castleman, a Professor at the University of Virginia. Professor Castleman is on loan to Better Make Room, First Lady Michelle Obama's public awareness campaign to celebrate education and provide students with a space to create content and navigate the college going process, to help lead the program's implementation of UpNext. The program is evidenced-based and available to schools and at no cost, as Better Make Room is handling all of the necessary fundraising. UpNext has the potential to make an enormous difference in the lives of thousands of low-income students if we can encourage them to text-in to UpNext.

The call to action is simple -- students only have to text the word COLLEGE to 44044 -- it takes less than ten seconds to do this. Please feel free to test it yourself.

We'd love your help encouraging the school counselors in Illinois to encourage their students to text in and spread the word about UpNext in-person and through social media.

Stay tuned for a "Day of Action" hosted by The White House and Better Make Room regarding FAFSA awareness and UpNext on September 1st and coordinate with our national level efforts.





# ISCA Member Networking Event

By: Daniel Stasi, ISCA Executive Director

We held a very successful member networking event at the Ravinia Music Festival in Highland Park, IL on August 18. Over 100 members and guests attended the event. Our staff and a few volunteers arrived 3 1/2 hours before the concert put on by Judy Collins to prepare. We staked out a great space and set up the chairs, tables, balloons, and food for all to enjoy.

and “Both Sides Now.” At the age of 77, she still possesses a wonderful voice and performs effortlessly. The feedback from our attendees was wonderful. We made new friends and had a chance to reconnect with old friends.

One lucky attendee won a bottle of Apple Crisp Wine from the local vineyards of Genoa as part of a

dations on getting involved in ISCA. I was surprised to learn that at one time they had both been school counselors in CPS. The full video interview is available on our website.

In person networking events were listed as a recommendation on a recent ISCA member survey, and we were happy to offer this opportunity for our members.



*Past ISCA Presidents Laurie Siegel and Maria McCabe with Dan Stasi, ISCA Executive Director*

The rain stayed away and the temperature was perfect.

We were serenaded by the cicadas in the trees. (maybe more like a loud rumble! Don't believe those stories that they stop at sunset, they just got a little quieter.) Judy “Blue Eyes” Collins sang all of the favorites, including “Send in the Clowns”

“thank you” member raffle. Our cookies vanished quickly; we will definitely need more cookies next year!

I had a chance to interview two of ISCA's past Presidents: Laurie Siegel (2012) and Maria McCabe (2001). They shared highlights from their presidency and offered recommen-

We will be holding two more free networking events in April. On the Thursday evenings prior to the ISCA 2017 Conferences, there will be a social networking event for all interested members and potential members.





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2017 ISCA Annual Conferences –

**Mark Your Calendars!!!**

April 7, 2017

Bloomington, IL – DoubleTree Hotel

April 21, 2017

Rosemont, IL – Donald E. Stephens Convention Center

Workshop proposals are now being accepted on our website.

Deadline October 10, 2016



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