

Winter 2018

# illinois SCHOOL COUNSELOR

THE OFFICIAL PUBLICATION OF THE ILLINOIS SCHOOL COUNSELOR ASSOCIATION



## MISSION

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

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# Contents

- 3 From the President**  
Vince Walsh-Rock, ISCA President
- 8 Executive Director Notes**  
Dan Stasi, MS
- 6 “Do students really know what they are supposed to do in school?”: A perspective on the importance of MTSS Tier 1 supports**  
Andrea Allen, Professional School Counselor  
Chicago Public Schools Master Counselor
- 8 ASCA School Counselor of the Year**
- 9 CICO Report**  
Dan Stasi, MS, Lobbyist
- 10 Transforming Our Thinking About National School Counseling Week: Overcoming a Common Misconception**  
Whitney Triplett, MA, LPC, NCC, ISCA Board Member
- 12 Lawndale Community Academy**  
Kirsten Perry
- 16 Homeschooling: Requirements, Research, and Who Does It**  
Arianna Prothero
- 18 Day in the Life**  
Danielle Jackson, Middle School Counselor,  
ISCA Board VP Middle School
- 20 Taking in the Magic of Recognition - The Point of View of the #SCOY18’s Intern**  
Samantha Nieto, Loyola University Chicago M.Ed.  
School Counseling Graduate Student
- 22 District 214 Early College Center**  
Matt Littlefield, ISCA Board President Elect
- 23 The IRS Provides Tax Benefits for Education**

# From the President

By: Vince Walsh-Rock, ISCA President

**At this point in the school year,** I always begin to reflect on what has occurred in my school and in my work as a supervisor. I am usually able to identify points of pride but also many areas I had hoped to focus on but was sidetracked by the never ending pulls on my time. But, that is the joy of school counseling! There are always so many opportunities to connect with students, impact a building goal, teach a classroom lesson, or sit with a student experiencing loss and pain. I have found in myself and the school counselors I have the opportunity to work with that the strength and fortitude to persevere in the face of adversity comes in the connections we have with each other. We know we can never go at it alone! Your Illinois School Counselor Association wants to do this for all of you as well. You have several ISCA members you can connect with to talk about an exciting idea or to share a professional challenge. Consider reaching out to your Region Representative or one of the Vice Presidents assigned to your professional role. They are great school counseling leaders and always willing to provide assistance.

We are extremely proud and excited that Kirsten Perry, school counselor from Lawndale Community Academy, our Illinois School Counselor of the Year in 2017 was selected to be ASCA's 2018 National School Counselor of the Year! Illinois extends its collective congratulations to Kirsten! She has set the bar high for all of us in how to be change agents in our school. She is the model for all school counselors in how to implement a comprehensive school program that is grounded in data, focused on student needs, and results in school-wide changes. Michelle Obama will speak about Kirsten and present the award to her in Washington DC on February 2nd. Those of you in the southern half of the state will get the opportunity to hear Kirsten deliver the keynote speech at the ISCA conference in April.

Following is list of current and upcoming activities for Illinois school counselors.

- The Developmental Counseling Model for Illinois Schools is now complete! It is being considered for adoption by the Illinois State Board of Education.

*continued on page 4...*



**Vince Walsh-Rock**  
*ISCA President*

AP for Counseling  
and Student Support

Downers Grove  
South High School

[vwalsh-rock@csd99.org](mailto:vwalsh-rock@csd99.org)

## From the President Cont'd...

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We are planning to share the Model with counseling graduate schools across the state. You will be able to access the Model on the ISCA website. Stay tuned! Thank you to all of the counselors from across the state that assisted in its development. Special thanks to Whitney Triplett who provided stalwart leadership in seeing this project through to the end. The resulting document is remarkable and a great resource for all Illinois school counselors.

- ISCA will host 2 professional conferences in February on Counselor Ethics. The presenter will be Carolyn Stone from ASCA. She was in Illinois 4 years ago and we sold out her professional development event. Don't miss this great opportunity to learn about the ethics that need to guide the decisions of school counselors.
- On February 6th, ISCA will host a workshop "How to get a school counseling position". The workshop will provide important information to put candidates in the best possible position to be a school counselor.
- For the first time, ISCA will award 2 student scholarships to support their post-secondary plans. We have received over 200 scholarship applications from 70 high school around the state of Illinois! Our scholarship award winners will hopefully attend one of the two conferences with their school counselor.
- The ISCA Board has decided to move forward on a RAMP Mentor Program. We have a dozen RAMP mentors come forward and now

need schools to request a RAMP mentor to help them through the application process. The application to use a RAMP mentor will be sent to ISCA membership soon. Watch your e-mail for the notice and application.

- Leslie Goines, President-Elect for ISCA and Conference Chair has two great conferences being planned for next April. The theme of "Be the Champion for All Students" will be quite inspiring for all in attendance. We are thrilled to have Terri Tchorzynski, 2017 ASCA National School Counselor of the year at the conference in Rosemont and Kirsten Perry, 2018 ASCA National Counselor of the Year at the Bloomington conference. You do not want to miss this! Be sure to visit the ISCA website for details or download the ISCA App.

Now is a great time to be an Illinois school counselor. If you are new to the profession, get involved in your professional organization. The connections you make in ISCA will fuel your passion for the work of school counseling and increase your skills beyond what you thought were possible! If you have been a school counselor for a few years and have drifted away from your professional organization, your voice matters! We need experienced and wise school counselors to support our developing profession and to propel our great organization to be one of the best in the United States. It has truly been an honor to work with an incredible Board of leaders this year, our Executive Director Dan Stasi, and our committed ISCA members from around the state. I hope we have the opportunity to connect in the future.

# Executive Director Notes

By: Dan Stasi, MS



Daniel Stasi, Executive Director  
and new grandson John

## 2018 is a great year for Illinois School Counselors.

We have a great conference upcoming in April with two of top opening general session presenters available. In Springfield Kirsten Perry the 2018 ASCA SCOY will open the conference on April 13. Kirsten is one of Illinois' own. You can see a copy of some of her materials in the newsletter and additional documents on our website. The following week Terri Tchorzynski the ASCA 2017 SCOY will open the Rosemont Conference on April 20.

Dr. Carolyn Stone will be a featured presenter in April. She will be presenting *Negotiating the Legal and Ethical Landscape of Schools* in Naperville and Bloomington. ISCA continues to recruit and provide nationally renowned presenters on topics that have been requested in our surveys.

National School Counseling week will be celebrated the first week of February. Celebrate your profession. ISCA is offering *Landing a School Counseling Job School Counselors Seeking Employment*. The goal is to prepare future school counselors and new school counselors for the employment process (i.e. how to create a professional portfolio, resume review, essential interviewing skills, etc.)

*The Developmental Counseling Model for Illinois Schools Guidelines for Program Development and Recommended Practices & Procedures for: Professional School Counselors* has been completed and is now available on our website.

On April 25 we will gather in Springfield for our Annual Counselor Advocacy Day. Please join us in advocating for your profession with Illinois legislators. You can register on our website.

# “Do students really know what they are supposed to do in school?”:

## A perspective on the importance of MTSS Tier 1 supports

**A familiar question I have heard is, “...Why should we reward kids for what they are supposed to do?” This comes up in regard to plans of implementing school-wide initiatives or recognition to increase or maintain student excellence in grades, attendance and behavior. Some believe that incentives or recognition is not needed to acknowledge students following school norms. However, the students who are not following the school norms or not doing “what they are supposed to do” are receiving recognition and acknowledgement. Even though it is negative reinforcement or punishment, the bottom line is that they are still getting recognition. Although it is necessary to address and redirect bad behavior, how do schools maintain positive morale, while reinforcing good grades, attendance, and behavior?**

My reply when that familiar question is asked: “Are we as staff explicitly clear with students on school-wide and classroom expectations?” In fairness, can we expect students to know norms and expectations if they have not been adequately explained?

In my practice as a school counselor, I have found it beneficial, especially at the beginning of the school year, to completely forget the notion that students come into school at the start of the year knowing the school norms and expectations. Consider new students, international students, and even students transitioning from one grade to the next. We cannot assume that they know what is expected of them unless (1) we tell them, and (2) that message is consistent throughout the school among all faculty and staff members. Think about your school’s staff - do some staff members refer students to the office, dean, and/or school counselor more frequently than others? Do some staff communicate and reinforce the expectations better than others? If the answers are yes, it is possible that students are receiving mixed messages about behavior expectations.

In this situation, my role as a school counselor is to provide leadership around school-wide expectations, collaborate with all school staff and stakeholders, and advocate for systemic change that results in a consistent, positive culture and climate. I look forward to the school team coming together as a unit to make time to explain and model school-wide expectations to get everyone on the same page. Hence, we are utilizing the magic of the MTSS (Multi-tiered systems of support) model at Tier One. According to the Illinois State Board of Education with the Illinois Statewide Technical Assistance Collaborative, the MTSS model serves as a “...framework that guides and integrates daily practices...” From my perspective, MTSS is a model, when used with full fidelity can be a powerfully positive tool in creating a calm, safe, inviting learning atmosphere.

I believe that implementing solid Tier One can promote student morale, minimize behavioral issues and maintain a safe and calm learning environment conducive to critical thinking and skill attainment. When Tier One is input into school wide norms, all students and staff are clear on expectations of each other. As a school community, everyone holds

each other accountable. Communication is encouraged and increased amongst all stakeholders.

An example of MTSS Tier One occurred a few years ago in which my previous school implemented PBIS' (Positive Behavior Interventions and Supports) Start on Time. Start on Time is an initiative with the purpose of creating, setting and maintaining attendance expectations. This came about after a core group of staff consisting of teachers, counselors, social worker, school psychologist, dean of students, attendance coordinator and administration gathered data on the number of tardies, absences and class cuts. The number, to say the least, was outrageous. In one class period, we observed students loitering in the hallways ten minutes after the tardy bell rang. In one instance, a teacher directed a student to come into the classroom, the student responded with expletives.

Now, most staff members who encountered any of these would feel like their blood is boiling. Why? These students were tardy to class, displaying disrespect to staff members, and not obeying school rules. Another thought that we may have is, "They know better than to do this. They have been in school many years and this is not new to them." I, for one, validate anyone who has that feeling. For some students, we are right, this is not new. However, let us think about the students who come in from other cities, states or countries where there may be some basic knowledge of school expectations and norms.

Start on Time was implemented by first, explaining the roles and expectations to staff members. An instructional sheet with specific roles for each staff member was distributed: 1. Be in your role and designated location at your assigned time 2. Engage in quick, positive interactions with students 3. Remind students of their expectations and 4. Maintain consistency. Secondly, the expectations and norms were explained to students which also included information on the staff's role in Start on Time. Expectations were named and briefly explained the rhyme and reason for the expectations. Students received instruction on 1. Norms on traveling from class to class 2. Hallway behavior 3. Ways to engage with staff 4. Procedures for tardiness. When students were tardy, they were escorted to class by an adult to minimize loitering. After four weeks, we observed a tremendous change in the first three expectations. Staff and

students displayed calmer and friendlier dispositions. Attendance increased nearly 5% overall, which is huge.

In my current school, I have observed that staff and administration collaborated on a school-wide incentives initiative based upon expectations and norms. Also, students have provided useful input on logistics and incentives. The purpose is to keep consistency of students practicing norms that are not only school-related but are essential in the working world. To reinforce these expectations, the school acknowledges and rewards students who demonstrate 95% or higher overall attendance, grades of B's or better, and arriving to classes on time every five weeks. All students have an opportunity to be rewarded should they meet all the criteria. The initiative is designed to be culturally responsive, ensuring students of all represented cultures, languages and grades are on the same page with schoolwide expectations of their everyday progress and behavior. We have observed that within two weeks of implementation, students are demonstrating more conscientiousness of school norms. I have overheard students in the hallway using statements of accountability to one another such as, "Hurry up to class", "I'm going to win those raffle prizes. Watch!"

*We as school counselors have the power and the passion to be incredible change agents. With data and efficient collaboration on a common cause, students will demonstrate new behaviors that are not only useful in the school setting, but also for life after school. From my observations these past five years, MTSS has brought lasting positive change in school climate and culture. Even though changes are not immediate, it does come, and the results can be amazing and replenishing to our work. Our talents as school counselors can shape, change and empower the various members of the school community.*

**Resources:**

[www.isbe.net/Documents/mtss-ppt-2015.pdf](http://www.isbe.net/Documents/mtss-ppt-2015.pdf)

[www.pbis.org/school/mtss](http://www.pbis.org/school/mtss)

**Article Written By:**

**Andrea Allen,**

*Professional School Counselor*

*Chicago Public Schools Master Counselor*

# ASCA School Counselor of the Year Kirsten Perry



Top Photo (L to R):

Whitney Triplett, Manuel French,  
Kirsten Perry, Barbara Karpouzian,  
Willard Willette (principal), Kelly  
Chaney, Vince Walsh-Rock



Right Photo (L to R):

Forest Claypool (CEO -CPS),  
Jill Cook (ASCA), Kirsten Perry,  
Willard Willette (principal)





## CICO REPORT

# School Counselor Title Protection Legislation Proposed

By: Dan Stasi, MS, Lobbyist

LRB100 17851 AXK 33032 b

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Section  
5 10-22.24a as follows:

6 (105 ILCS 5/10-22.24a) (from Ch. 122, par. 10-22.24a)

7 Sec. 10-22.24a. School counselor. To employ school  
8 counselors. A school counselor is a qualified specialist who  
9 holds a School Service Personnel certificate endorsed in school  
10 counseling issued pursuant to Section 21-25 of this Code and  
11 who either (i) holds or is qualified for an elementary,  
12 secondary, special K-12, or special preschool-age 21  
13 certificate issued pursuant to Section 21-2 or 21-4 of this  
14 Code or (ii) in lieu of holding or qualifying for a teaching  
15 certificate, has fulfilled such other requirements as the State  
16 Board of Education and the State Teacher Certification Board  
17 may by rule establish. An individual who has completed an  
18 approved program in another state may apply for a School  
19 Service Personnel certificate endorsed in school counseling  
20 and shall receive such a certificate if a review of his or her  
21 credentials indicates that he or she meets the additional  
22 requirements of this Section. Only persons so licensed and  
23 endorsed may use the title "school counselor".



Dan Stasi, MS, Lobbyist



# Transforming Our Thinking About National School Counseling Week:

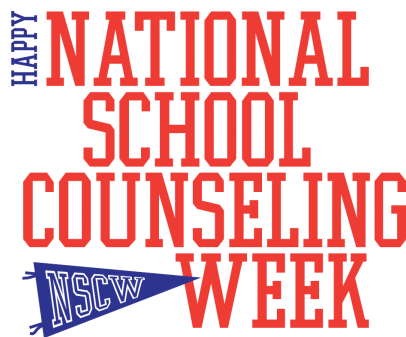
## OVERCOMING A COMMON MISCONCEPTION

*Whitney Triplett, MA, LPC, NCC, with assistance from the Chicago Public Schools Master Counselors, Lisa De Gregorio, and Michele Howard. Whitney is a School Counseling Specialist for Chicago Public Schools, Illinois School Counselor Association Board Member; Lead RAMP Reviewer for the American School Counselor Association, Adjunct Instructor with Loyola University - Chicago, and a Consultant with Hatching Results, LLC*

School counselors (and others) sometimes view National School Counseling Week (NSCW) similarly to Teacher Appreciation Week<sup>1</sup> – both as weeks designed to honor and celebrate educators. They see NSCW as simply a week to thank school counselors for the work that they do. It's even common to hear the phrase, "Happy School Counselor Week" although it has intentionally been named "National School Counseling Week" to place emphasis on the school counseling program instead of the person. These views are not necessarily wrong, but they do miss the intention and spirit that are central to NSCW.

The American School Counselor Association (ASCA) states that NSCW, which is always the first full week of February annually, exists "to focus public attention on the unique contribution of school counselors within U.S. school systems."<sup>2</sup> Put another way, NSCW was designed to be a **systemized opportunity for us to educate key stakeholders about school counseling**. Quite simply, it is a vehicle for professional advocacy. While appreciation and celebration can certainly be a part of NSCW, they are not central to it.

The reality is that our profession still struggles with legitimacy.<sup>3</sup> Many people, including our own colleagues, just don't realize what it is we do on a daily basis, much less the impact that we are having on students. Many of our stakeholders still view us as "guidance counselors," when, in reality, we have made exceptional strides to adapt our practice to that of transformed "school counselors." For example, guidance counselors tend to provide reactive supports, whereas school counselors provide proactive, preventative supports. Guidance counselors tend to serve only a portion of their student population, whereas school counselors serve ALL



students within a multi-tiered, multi-domain model (learn more!). Historically, there has been little accountability for guidance counselors, whereas school counselors regularly and systematically demonstrate their impact on key school metrics. Other key differences can be seen in the chart **Fig. 1:**

In order for school counselors to effectively support students, it is

critical that stakeholders fully understand and buy into the breadth and depth of what it is that transformed school counselors do, including the impact that our actions have on our students. ASCA lists several ideas for promoting your school counseling program during NSCW. There are also tons of great ideas on school counseling blogs, websites, and even Pinterest. Here are a few to get your started:

- Share the above "guidance counselor vs. school counselor" graphic with your principal and staff and discuss why it's important that you operate as a "school counselor."
- Create a school counseling advisory council.
- Create a catchy 1-page flyer or brochure about the impact of your comprehensive school counseling program on student success and leave in each teacher's box with a piece of candy. You can also post it on the inside of the bathroom stall doors and hang above the water fountains.
- Write a handwritten thank you note to your district's superintendent and/or school board, thanking them for supporting the school counseling program. Print a copy of your flashlight presentation or data presentation to insert into the card (sample flashlight presentation | more samples - scroll down to Ch. 11).

GUIDANCE COUNSELOR	SCHOOL COUNSELOR
<ul style="list-style-type: none"> <li>• Reactive counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive, preventative counseling</li> </ul>
<ul style="list-style-type: none"> <li>• Serves some students</li> </ul>	<ul style="list-style-type: none"> <li>• Serves ALL students</li> </ul>
<ul style="list-style-type: none"> <li>• Focuses mostly on mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on providing supports within three domains (academic, social/emotional, postsecondary) to IMPACT STUDENT ACHIEVEMENT</li> </ul>
<ul style="list-style-type: none"> <li>• Utilizes a clinical model focused on student deficits</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes an educational model, focused on student strengths</li> </ul>
<ul style="list-style-type: none"> <li>• Ancillary support</li> </ul>	<ul style="list-style-type: none"> <li>• Integral member of the school leadership team</li> </ul>
<ul style="list-style-type: none"> <li>• Loosely defined role</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined role</li> </ul>
<ul style="list-style-type: none"> <li>• Focuses mostly on counseling services provided</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on outcomes from services provided</li> </ul>
<ul style="list-style-type: none"> <li>• Works in isolation or only with other counselors to serve students</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with all stakeholders, including students, families, administrators, staff, and community members</li> </ul>
<ul style="list-style-type: none"> <li>• Guards the status quo</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as a change agent, especially for educational equity for all students</li> </ul>
<ul style="list-style-type: none"> <li>• Gatekeeper of rigorous courses</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates for all students to have access to rigorous courses</li> </ul>
<ul style="list-style-type: none"> <li>• Little or no accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Full accountability for student success</li> </ul>
<ul style="list-style-type: none"> <li>• Helps mostly the college-track students plan for college</li> </ul>	<ul style="list-style-type: none"> <li>• Advises ALL students on multiple postsecondary pathways</li> </ul>
<ul style="list-style-type: none"> <li>• Depends on the current system's resources for helping students and families</li> </ul>	<ul style="list-style-type: none"> <li>• Brokers services from community agencies, as well as the school system's resources</li> </ul>
<ul style="list-style-type: none"> <li>• Spends most of their time in Tiers 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>• Spends most of their time in Tier 1</li> </ul>

THIS IS WHERE  
THE MAGIC  
HAPPENS!

Fig. 1 Table adapted from Stone, C. B. & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Houghton Mifflin Company.

Because we've chosen to be a part of a young, evolving profession, we also have a responsibility to contribute to the building of its legitimacy through advocacy for the betterment of our students. National School Counseling Week is a phenomenal opportunity for us to contribute to the legitimacy of our profession. It gives us a great excuse to pause, reflect on our own unique contribution, and then share it with our school community! In so doing, we build the capacity of our stakeholders to understand the role and function of a transformed school counselor that impacts student success. **Greater understanding of the school counselor role will result in better supports for our students and a larger impact on student success.**

Professional advocacy is not about school counselors—it's about students. While we should absolutely celebrate and thank school counselors (#schoolcounselorsrock!) during NSCW, our primary focus should be on educating administrators, staff, students, families, and community partners about the role of today's transformed school counselors in impacting student success. So let's roll up our sleeves, put on our "advocate hats," and utilize National School Counseling Week (February 5-9, 2018) to be change agents for our profession!

- 1 [www.pta.org/home/events/PTA-Teacher-Appreciation-Week](http://www.pta.org/home/events/PTA-Teacher-Appreciation-Week)
- 2 [www.schoolcounselor.org/school-counselors-members/about-asca-\(1\)/national-school-counseling-week](http://www.schoolcounselor.org/school-counselors-members/about-asca-(1)/national-school-counseling-week)
- 3 Hatch, T. (2008). Professional challenges in school counseling: Organizational, institutional and political. *Journal of School Counseling, 6*(22). Retrieved January 9, 2018, from <https://files.eric.ed.gov/fulltext/EJ1894793.pdf>

## CROWDSOURCED SCHOOL COUNSELING ADVOCACY!

Got a great sample?!? Have you already shared the results of your program through a flyer, brochure, presentation, or other method? **Share it!** Upload your sample to this shared Google folder so that other school counselors across the state can use and adapt your idea! Advocacy doesn't require reinventing the wheel and it doesn't require that your sample is "perfect." We're all in this together, so let's share our ideas in the spirit of helping each other become stronger advocates for this great profession!

#NCSW18 • #AdvocacyWorks



Whitney Triplett, MA, LPC, NCC,  
ISCA Board Member

# Student Attendance

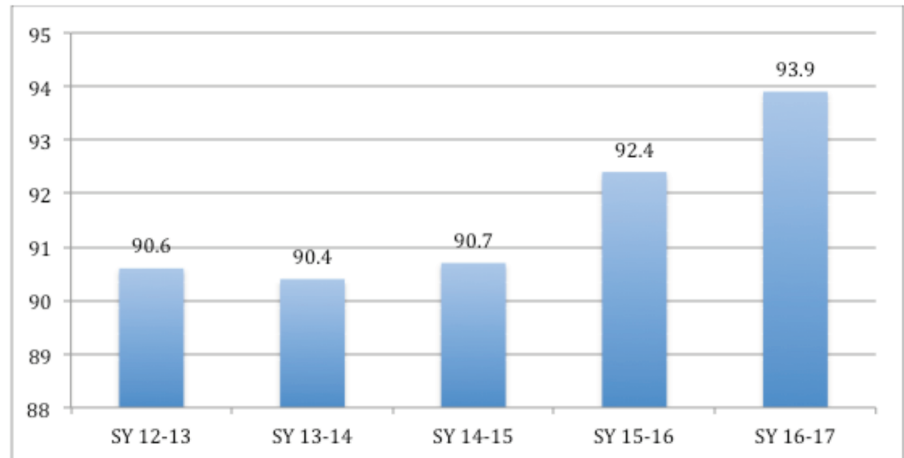
Lawndale Community Academy: Kirsten Perry

## Attendance Interventions:

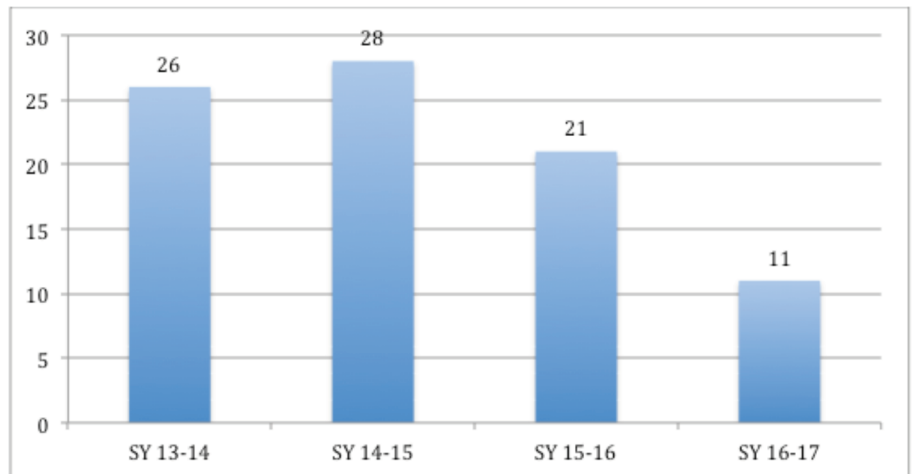


- Created Positive Behavior Interventions & Supports for Attendance (Incentives) Monthly Events, Field Trips and Weekly Raffles
- Fundraised for Incentives
- Developed a Check-In Program for Students that Are Chronically Absent
- Hosted Parent Workshops On Attendance
- Held Individual Parent Meetings with Chronically Absent Students
- Ensured Parent Contact Information Was Updated Regularly
- Sent Letters Home to All At-Risk or Chronically Absent Students

School-Wide Attendance Outcome Data



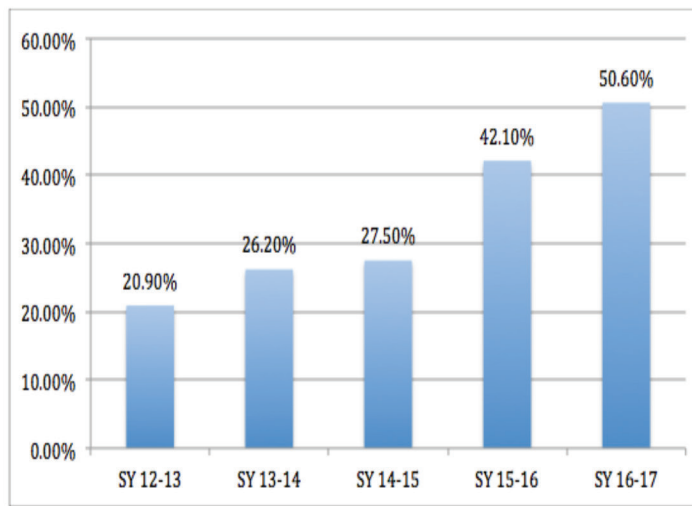
Chronic Absenteeism Outcome Data



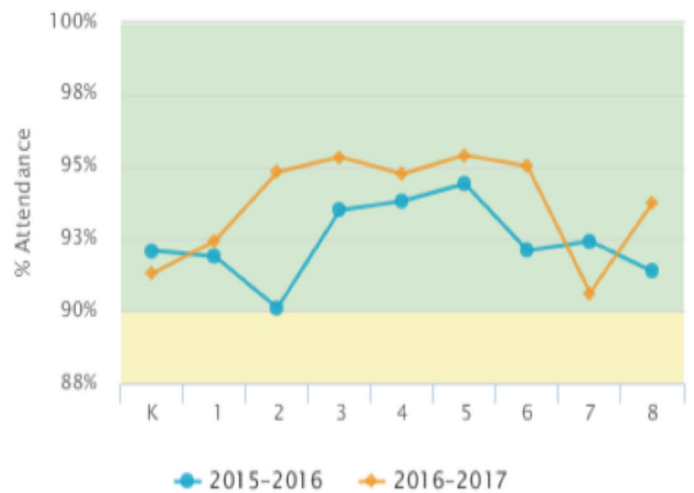
## SMART GOAL SY 16-17

Increase student attendance from 92.4 to 95% by the end of the 2016-2017 school year using multi-tiered interventions and supports that include student, staff and parent engagement.

### School-Wide On-Track (Attendance & Grades) Outcome Data:



### Attendance Trends by Grade:



In order to address specific grade levels with low attendance rates, we hosted a number of parent workshops. One hundred percent of parents that attended these workshops completed an attendance contract and were able to state at least one reason that school attendance matters.

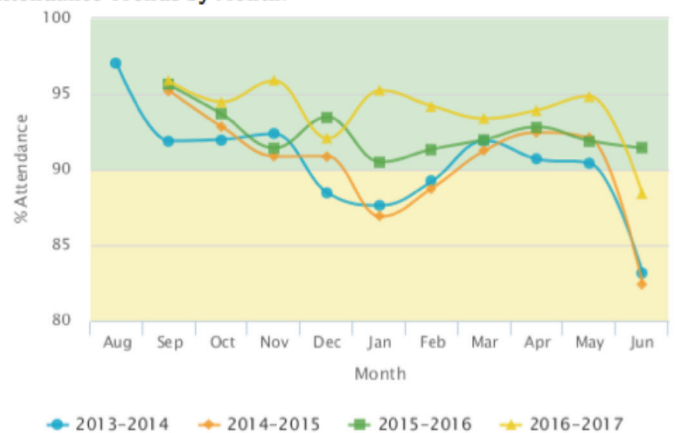
We also designed a check-in program in collaboration with paraprofessionals to address students with chronic and at-risk absenteeism. Students reported that they felt more connected to school as a result of the intervention. Students with chronic absenteeism also decreased from 21 students to 11 students by the end of the school year.

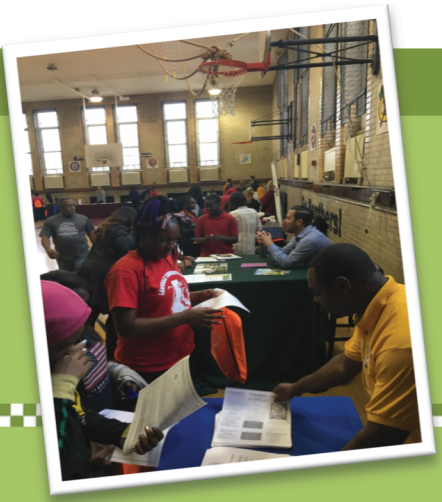
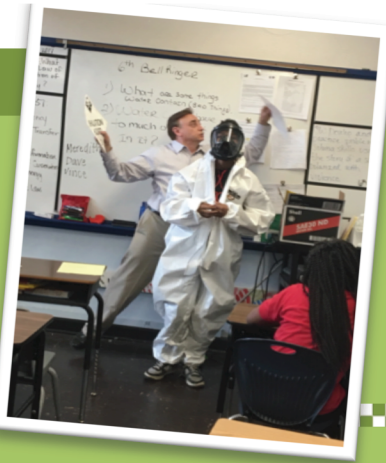
## Positive Behavior Interventions & Supports:

In order to improve student attendance, the school-counseling program worked to address months where student attendance tends to historically drop. In order to motivate students and families to attend school, I created a number of incentives.

- Students with 100% attendance in a given month could earn a ticket to a special event
- The classroom with the highest attendance could earn a special party
- Students with 100% attendance at the end of the year could win a trophy and recognition at the end of the year assembly
- Students with 100% attendance for the week could enter a raffle to win a tablet at the end of each month.
- Monthly events and field trips were created to motivate all students to come to school

### Attendance Trends by Month:





# College & Career Development

## Lawndale Community Academy

### Kirsten Perry School Year 16-17

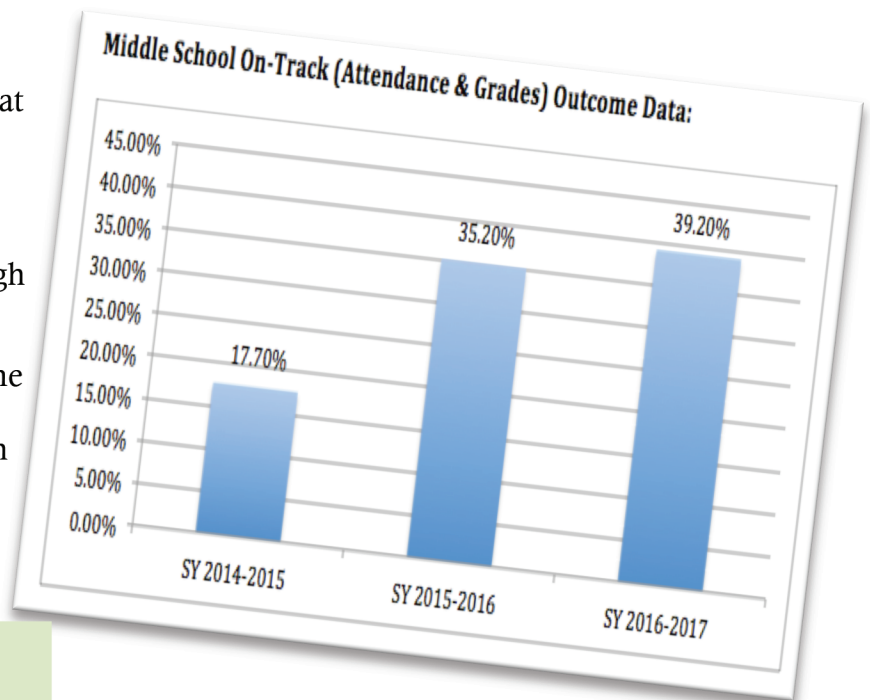
**SMART GOAL:** Increase middle school students on track by 10% by the end of the 2016-17 school year through the implementation of interventions that aim to increase motivation in school by developing awareness of high school, college and career options and admissions by providing direct classroom instruction, 1-1 or small group application assistance, goal setting sessions, fairs, field trips and workshops.

### Perception Data:

Eighty-three percent of students reported that their motivation in school increased as a result of the interventions.

Eighty-three percent of 8<sup>th</sup> grade students reported that they were happy with their high school placement.

Ninety percent of students were able to name at least three careers they were interested in and 88% of students were able to name high school programs related to their career interests.



### Interventions:

- Provided Classroom Guidance Lessons on High School, College & Career Awareness using *Naviance* for all 6-8<sup>th</sup> grade students
- Provided 1-1 assistance for high school applications and goal setting
- Hosted Parent Meetings & Workshops on Promotion, High School Eligibility and Scholarships
- Hosted High School Fairs, Career Fairs, College Panels and Scholarship Panels
- Hosted Field Trips to Local High Schools, Colleges & to Meet Career Professionals

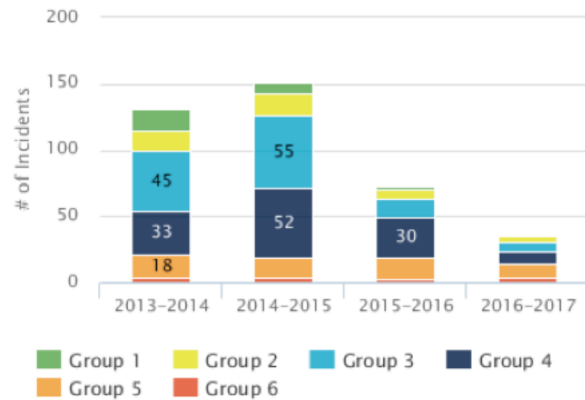
## SMART GOAL FOR SY 16-17

By the end of the 2016-2017 school year, group 3 & 4 student behavior incidents will decrease by 10% through the implementation of tiered restorative justice practices and positive behavior interventions (PBIS).

### Interventions:

- ❖ Development of School Partnerships that Support SEL: Small Group Counseling, Mentoring, Individual Therapy, Home Visits
- ❖ Classroom Guidance Lessons Targeting SEL: Second Step, Sex Education, Reparations Won
- ❖ Invited Guest Speakers & Organizations to Work with Students Based on Identified Needs
- ❖ School Counselor-Lead Small Groups: Anger Management, SS Grin, Peace Circles & Peer Tutoring/Mentoring
- ❖ Individualized Supports: Behavior Plans & Crisis Management
- ❖ Positive Behavior Interventions & Supports: Incentives for Positive Behavior & Positive School Culture (i.e. weekly prizes, school events and incentive field trips)
- ❖ Developed After School Programs to Support Student Interests

**Student Discipline Outcome Results Data:**



# SOCIAL & EMOTIONAL LEARNING

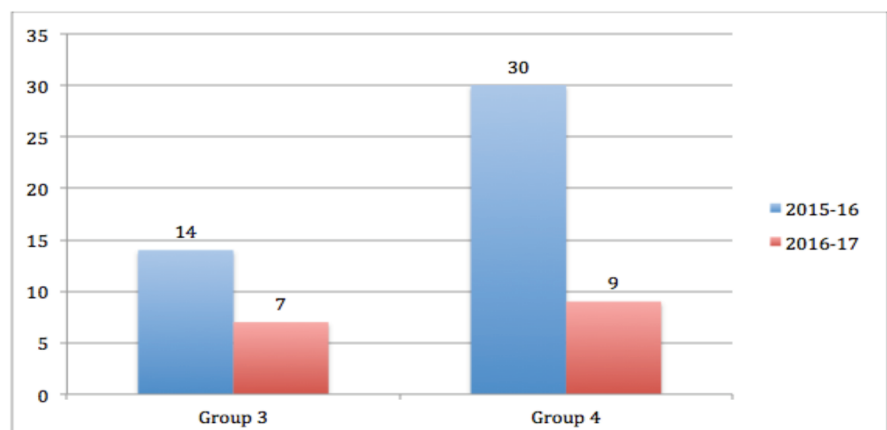
The School Counseling program for social and emotional learning worked within the multi-tiered systems and supports framework. Interventions that specifically addressed group 3 & 4 misconducts were small group interventions such as anger coping groups, peace circles and peer tutoring.

The **anger coping group** targeted 6

boys in 4-5<sup>th</sup> grade that had some of the highest suspension rates. Prior to intervention, 72% of students reported that they knew strategies to de-escalate behavior and following intervention 100% of the boys reported that they knew strategies to de-escalate their behavior. Group 3 and 4 behavior incidents decreased from 38 to 14 by the end of the year.

**Group 3 & 4 Misconduct Outcome Data:**

*Classified as Serious and Very Serious Disruptive Behaviors (i.e. physical fighting, offensive language)*



# HOMESCHOOLING:

## Requirements, Research, and Who Does It

Even as recently as 1980, home schooling was illegal in a majority of states—and didn't become lawful nationwide until 1993. But once seen as a fringe practice of families on the extreme right and left—religious conservatives and hippies—home schooling today is viewed as a small, but integral part of the education ecosystem in the United States and a pillar of the school choice movement.

Home schooling has gained wider attention and more-mainstream acceptance as the numbers of students learning at home doubled in the past decade—a trend driven in some measure by the expansion of online schooling options.

The U.S. Department of Education estimates that about 3.3 percent of the country's school-aged children are homeschooled. That's nearly 2 million students.

That said, home schoolers are a notoriously difficult group to count and study. States define and track home-school enrollment differently, if at all. And researchers say survey data are difficult to collect on home schoolers because, as a group, they tend to be more wary of oversight and government infringement.

Furthermore, home schoolers who are enrolled part-time in district or private schools, or full-time in online charter schools, may get double-counted in some states.

But while firm data are hard to come by, experts are confident that home-schooling numbers have surged in the past decade.

However, by 2016, that growth appeared to have stalled, according to survey data from the U.S. Department of Education's National Center for Education Statistics. The NCES data on home schoolers is widely considered the most comprehensive available.

### Online Homeschool

With the advent of online-course taking and growing school choice options, the boundaries between home schooling and traditional public schooling are becoming more diffuse.

There are full-time virtual or online charter schools where students learn at home from teachers over their computers and parents act more as educational guides, flexible setups where students attend a traditional school part time and home school part time, and education savings account programs, in which some states allow families to use the per-pupil funding allocated to their children on approved home-schooling expenses.

According to the NCES, more than 30 percent of middle and high school home schoolers report taking online courses. Of those, 25 percent took courses through a district school, 22 percent through a charter school, and 21 percent through a private school.

And the number of home schoolers enrolling in virtual charter schools and other forms of online education is only growing, according to research by the Education Commission of the States.

### Homeschool Requirements

Requirements and regulations for home schoolers vary greatly from state-to-state, with most taking a decidedly hands-off approach to oversight.

A 2015 report by the Education Commission of the States analyzed state home-school laws. It found:

- Twenty states require some form of academic assessment;
- Twenty-nine states plus the District of Columbia mandate that home schoolers learn certain subjects;
- Twenty-three states plus D.C. have attendance requirements;



- Thirteen states plus D.C. require home-schooling parents or instructors to have certain qualifications—most require at minimum a high school diploma;
- Almost 40 states plus D.C. require parents to tell the state or their local school district if they plan to home school a child; and
- Twenty-six states allow home-schooled students to participate in extracurricular activities or attend their local district schools part-time.

Three states—Alaska, Idaho, and Michigan—put the fewest restrictions on home-schooling families, while three others—Washington, New York, and Pennsylvania—have the most regulations, according to the ECS report.

The lack of regulations in most states fuels much of the debate around home schooling.

School district officials and some homeschooling activists say that without testing requirements and other forms of oversight, it's impossible to ensure that home-schooled students are receiving a quality education and the skills necessary to transition successfully into the workforce or higher education. And in some extreme cases, home schooling has been used by parents and guardians to hide physical abuse of children.

But some home schoolers, most prominently the largest and most-organized group, the Home School Legal Defense Association, have pushed back vigorously against regulation efforts, arguing that what might appear to be a single, benign law will lead to government overreach.

### Home School vs. Public School

How home-schooled students compare academically to their counterparts in public and private schools is anyone's guess.

It's extremely difficult to pin down academic achievement data on home schoolers, leaving most people with little more than stereotypes of home schoolers dominating spelling bees to go on.

Of the research that does exist, almost all of it is qualitative and much of it is politically motivated, according to a review of more than 1,400 academic texts by researchers at Indiana University and Messiah College (a private Christian College in Pennsylvania). The same goes for high-school graduation and college matriculation rates for homeschoolers. But once in college, homeschoolers—or at least those who go on to pursue a post-secondary education—become much easier to study. That research has largely found there is no meaningful difference between homeschoolers and their more traditionally educated peers in academic achievement or the social and emotional transition into college.

In terms of the general public's attitudes toward home schooling, many Americans support it or have no opinion on it. A recent survey by Stanford University found that 45 percent of Americans support home schooling, while 34 percent expressly oppose it.

### Who Homeschools?

Home schoolers run the gamut from conservative Christians to secular "unschoolers," who believe in putting all children in charge of their own learning. The typical home-schooler profile, however, is a white, suburban student from a family that lives above the federal poverty line.

More specifically, 60 percent of home schoolers are white, 39 percent live in suburbs, 29 percent in cities, 22 percent in rural areas, and 10 percent in towns, according to the NCES.

Eight in 10 home schoolers live in households with incomes above the poverty line.

What unites home-schooling families is not so much their demographics, but their motivations.

A large majority of home schooling parents report that they chose to home school their children because of concerns over the environment in their original schools. Ninety-one percent told the NCES that factors such as safety, drugs, or negative peer pressure helped drive them to home school their children.

There's anecdotal evidence that concerns over bias and bullying in traditional schools are driving more black families, Muslim families, and families with LGBTQ children to home school, and that, in turn, is fueling a rise in diversity among the home schooling population.

Home schooling is also gaining popularity with military families who frequently move.

And there are also reports—although no firm data—that some families more recently are opting to home school to avoid vaccinating their children or exposing them to curricula tied to the Common Core State Standards.

However, the most vocal, visible, and organized home schoolers remain those who are religiously motivated, most often conservative Christians.

Prothero, Arianna. (2018, January 10). Issues A-Z: Homeschooling: Requirements, Research, and Who Does It. Education Week. Retrieved Month Day, Year from [www.edweek.org/ew/issues/home-schooling/](http://www.edweek.org/ew/issues/home-schooling/)

Article Written By:  
Arianna Prothero



# Day in the Life

## I was called to the principal's office on a regular work day.

I was the first one to arrive, so I had the pleasure of sitting there waiting with a million scenarios of why I was there. While I was deep in thought the superintendent of schools walked in. At that point my stomach started to do flips. Now, I am narrowing down my reasons; we are about to go on lockdown, a teacher is being fired because of something terrible, etc. The principal comes in, no one is giving me eye contact, just acknowledging my presence. I am thinking, ok it's bad news for me. What have I done? Maybe it's a family member? The other counselor and social worker arrive, and we get started. "We called you guys in to let you know that our 6th grade student \_\_\_\_\_ died this morning by suicide." Shock sets in, and things get hazy from there in my memory. I remember cycling through some of the stages of grief quickly, denial, anger, sadness. Luckily my co-workers, were able to shift into work mode. I remember thinking I need time to deal with this. I just need to get out of here and get myself together. I remember hearing someone say "we gotta tell the teacher," and "who's going to be in the classroom when we tell the students?" All thoughts of escape left at that point. I did what all caring and compassionate counselors do, I thought of everyone else in that moment and tried as much as I could to keep it together.

I'm sharing this because I felt completely unprepared for what happened in that moment. If I'm being totally honest, each year I've always had my top 3 students that I considered high risk for suicide or homicide. Like most people I've always felt like, it could never really happen in my building, it could never really happen to me. When

I make a goal to know each one of my grade level students. Even when they are driving me and everyone else crazy I make sure they know that they are "my" students. For this reason, I took this loss personally. I remember someone asking me if this experience was everything they imagined it would be. I described it as career defining moment. After

twelve years as a school counselor, I found myself questioning everything I did. I questioned whether I could/should continue in this field. I know there are counselors unfortunately that have gone through this or something similar. When people would ask "how are you doing?" "Are you ok?" I would smile and say "yes, I'm fine." I wasn't. I'm hoping that my transparency will help other counselors in this situation.

Unfortunately, it seems that

**"Two years ago, my colleagues and I started putting together a Sudden Death/Crisis plan. We knew that it was an area of need that our district did not have in place."**

I finally got home from work that day I allowed myself to grieve. I ended up in a place where anger and remorse set in. I thought about my last interaction with the student. I wondered if I missed any signs. I wondered if I advocated enough on the student's behalf. I struggled with this for a while. We always know exactly what to say when it comes to helping others. We can always give great advice when it comes to our students, our coworkers, and sometimes even family members and friends. Why is it so hard to help ourselves? Each day I woke up thinking, "did this really happen?" "Did I really lose one of my students?" I struggled emotionally and professionally. Every year

the students who are taking their own lives seem to be getting younger and younger. That was probably the hardest thing for me to process, that this student was so young. The second hardest was the reaction from the classmates when we shared what happened. Imagine trying to help students process their grief when you're still processing yourself. Imagine the faces of 11 and 12-year old's realizing that the empty seat in the room will never be filled with that student's presence again. And then imagine trying to answer the questions about why suicide is ever an option. I was not prepared for that day, emotionally. Luckily, I was prepared professionally.

Two years ago, my colleagues and I started putting together a Sudden Death/ Crisis plan. We knew that it was an area of need that our district did not have in place. We researched other schools and started the process of creating what would work for our district. On the day of this tragedy my colleagues and I were able to use this document as a guide. Although incomplete, it was a checklist, and provided examples and steps that got us through that day as well as that week. I cannot stress enough the importance of having a plan in place. If you are currently in a district that only has a crisis manual that consists of lock-down procedures, earthquake drills, and severe weather procedures, it's not enough. We started working on our manual by asking ourselves this question, "Do you remember ever losing a classmate while you were in school? And what was that like?" My answer was this: I remember chaos. I remember my classmates and I supporting ourselves and pretty much spending the day crying without an adult around to talk to or answer questions. As counselors we must focus on being proactive not reactive. In our building we provided suicide prevention and awareness to one grade level of students. The idea was that each student would receive the information at some point before they went to high school. This school year each grade level will receive some version of that program.

Make sure you collaborate with your local mental health agency. I am guilty of complaining about the lack of resources in the community and the amount of time it takes for a student to receive services. It took this tragedy for us to truly collaborate and share resources that were necessary. The support from the district and the community was invaluable. Make sure you include them in your plan. The feedback we received from the family, parents, and others that were involved was good be-

cause we followed every step in the process. It's so hard to think clearly when you're in the moment, so don't make the mistake of waiting for something to happen.

There are several sudden death/ crisis manuals and I'm excited to share that the next developmental counseling model will also include a manual. I want to cover some of the key points that you will need to include and consider:

1. Make sure that you identify a point person to take the lead. If this was your student, you may not be the right person for this position. It needs to be someone who can communicate with the family that day and can keep everyone focused on the steps that need to be done.
2. Verify as much information as possible and try to control the gossip. Contact law enforcement, if they don't reach out to you to get as much information as possible. Work with the family or representative to know exactly what information they want shared and when. In the age of social media this can be difficult but the more you know, the more you can accurately communicate.
3. Make sure you differentiate between suicide versus accidental death. Students should not glamorize a suicidal death in anyway. And make sure you are prepared to steer those conversations in an appropriate way.
4. Develop a triage system. Some students will be at a low level of grief, sad because others are sad, not sure how to handle it. For some it will trigger a recent loss, or they may already be emotionally fragile. Students who were close to the student such as friends or classmates may take it the hardest. It's a good idea to have different locations set up depending on which level students present.
5. Make sure you communicate with parents so that they can help their

students as well as provide them with resources.

6. Let your students take the lead. They will let you know what they need and for how long. And remember that everyone grieves differently.

It's so important to continue to learn and grow professionally. There are excellent resources that are available to help support you as well as your students. Most counselors would agree that it's hard to miss even one day of work because of the amount of responsibilities we have. It's imperative in our profession to make time for professional learning opportunities. I recently attended the suicide prevention workshop and it was a source of validation and helped me to consider different approaches when working with students who are suicidal. It is important to collaborate with colleagues as well as being a part of an organization. Take the time to research or read the latest articles about school counseling. You owe it to yourself as well as your students.

**National Suicide Prevention Lifeline:**  
**1.800.273.TALK**

**Suicide Prevention Resource Center:**  
**[www.sprc.org](http://www.sprc.org)**

**American Foundation for Suicide Prevention: A Model School Policy on Suicide Prevention**

**[youth@MentalHealthScreening.org](mailto:youth@MentalHealthScreening.org)**



**Danielle Jackson,**  
Middle School Counselor,  
ISCA Board VP Middle School

# Taking in the Magic of Recognition - THE POINT OF VIEW OF THE #SCOY18'S INTERN

**A WISE PROFESSOR ONCE TOLD OUR CLASS, “in your internship, you will be experiencing many opportunities and being present and cognizant of those key moments will be a key point of reflection, and the key to your overall success.”**

I heard these words as a first-year graduate student at Loyola University Chicago, in the School and Community Counseling program. The words he spoke have been ringing in my ears since the day I started my internship search in early February 2017. Unfamiliar with Chicago Public Schools, and unsure of where I wanted to be in the city, I utilized the general list of CPS schools looking for an intern given to me by Loyola, and I emailed around 25 different school counselors, set up interviews for my internship supervision, and met with ten or so different school counselors from all over Chicago.

Finally I was at the position of choosing between two schools—two very different schools; one was a Level 1 selective enrollment high school with over 1,100 students, and the other was a Level 2 academically struggling elementary school with only 250 students. However, after my final interviews, the decision was very clear, I chose the latter school, Lawndale Community Academy, as the site for my internship. I made this decision regardless of knowing LCA is in one of the most dangerous neighborhoods in Chicago, regardless of knowing LCA is still in the growth stage, and regardless of knowing many people said I would have to work very hard and push myself constantly. I chose LCA because of the initial support I felt from the school counselor and my would-be site supervisor, Ms. Kirsten Perry.

The moment I met Kirsten Perry in my February interview, I immediately felt heard, included, and genuinely supported in my role as a prospective intern. Within a couple weeks, we secured my placement, and I started the journey of being Ms. Perry's fourth-ever intern. At the time, I didn't know Ms. Perry was going to win the Illinois School Counselor Association (ISCA) Elementary School Counselor of the Year (SCOY) award. All I knew was I was amazed by the work she was already imple-

menting at LCA, such as her tireless work on improving the school's attendance, and her advocacy for the role of the school counselor. Fast-forward a few months, we found out she was ISCA's School Counselor of the Year - our state's representative and contender for the national SCOY award - and I was ecstatic. I was thrilled to be working under, and with, Illinois' best, and having the experience and knowledge from the best in the state. After I officially started my internship, I found she had become one of just six finalists for the 2018 ASCA National School Counselor of the Year award and more joy spilled from my heart.

However, I never expected to be as excited and thrilled as I was when I found out Ms. Perry had actually won the title and award. I will never forget, on Tuesday November 28th, walking down the hall to go meet with some students, and I hear my name being called from the gym. I turned to see Mr. Willette, LCA's Principal, ushering me into the gym. He then revealed the news to me in a hushed voice, even though we both wanted to jump for joy. I immediately felt a sense of relief and joy, all the suspense and waiting for the results was over. We could all breathe and be reassured LCA has the best school counselor in the country, as we know to be true.

Working with her for only three months, proved to me the reason why she won. I can confirm it, she is the best school counselor I have ever seen at work, as well as the best advocate for students and the role of a school counselor. Ms. Perry works hard every single day, and I can attest to her commitment to addressing the school's smallest issues. As an example, at LCA, because of the low socio-economic status of most families, many families do not have a home phone and rely solely on a single cell phone, which often is a prepaid monthly phone or gets disconnected frequently. Because of this, there is a

large gap in our ability, as a school, to contact families. Ms. Perry's solution? She developed a plan to send the entire school on a field trip, where she created a field trip permission slip, requiring a phone number and address from the families. This is one example of the creative ideas Ms. Perry develops, and ones that are extremely effective.

On Thursday, November 30th, at 9 o'clock in the morning, the entire school celebrated and presented the award to Ms. Perry. Lawndale Community Academy's principal, Mr. Willette worked tirelessly to create a large surprise assembly for Ms. Perry, and asked me to help him with small logistics of the operation. I remember sitting on the stage, eagerly awaiting Ms. Perry's arrival and had a mix of anxiousness and excitement as I sat with a group of esteemed members of the School Counseling community. In front of me sat the Illinois School Counselor Association's President, Vince Walsh-Rock. Across from me sat an Assistant Director of the American School Counseling Association, Jill Cook, and next to her, the CEO of Chicago Public Schools, Forrest Claypool. I thought I would only get a chance to meet all of these people in my furthest dreams. But here they sat alongside me and two news stations, waiting eagerly for my internship supervisor to arrive. We sat and waited, with the curtain of the stage drawn shut, and the students and teachers seated in the auditorium chairs. Then we all saw the curtains slowly opening. Ms. Perry came walking down the auditorium aisle to see all of us on stage, including her family and other community supporters. Flashes from cameras started pouring in like a lightning storm, and cheers and claps erupted. It was a moment of pure joy for every single person in the auditorium.

With a tear or two in her eyes, Ms. Perry joined us on stage, received flowers and stood next to Jill Cook as the official announcement was made; Kirsten Perry is the 2018 National School Counselor of the Year. Many of the guests gave their acknowledgements, and then Ms. Perry spoke. She moved us all by not only thanking the highly regarded guests and her family, but also giving a large acknowledgement to the students and staff of LCA. She was emotional, and this is when I began crying also.

Working in a school like Lawndale Community Academy is hard - everyone who warned me was right. Every day presents a new challenge; whether it be the gun violence in the area, or the decline in school attendance,

or having emotionally-aggressive students. You have to be prepared to give all of yourself, every day. LCA students cannot afford for the school counselor to not work hard for them, and this is why Ms. Perry winning is so critically important. She has shown the power of hard work; she believed the students could do better than they had been doing, and she guided them to see it themselves. She believed and encouraged the students, and led them to improve in ways others would not believe to be possible. For me, to witness all of her hard work, and to see it come full-circle to such grand recognition, has completely motivated me and exposed me to my 'why.' My 'why' is working with students in a difficult neighborhood, because they deserve it, despite being told they cannot excel. My 'why' stems from watching Ms. Perry constantly come up with solutions for students who otherwise may get

neglected. I am pursuing school counseling because of the guidance I have gotten from Ms. Perry and watching how one small action, such as having a running club, can change a student's whole life completely. I have questioned why I am working so hard, for free, for a career which seems overwhelming at times. Ms. Perry gave me my answer. Ms. Perry may not know the full extent of what this award means for everyone, but for me, it means knowing the work we do as school counselors is important, it does matter, and it can change lives. Regardless of whether she won this award or not, I know in my heart, she is the best role model for my career and being there to witness the magic of recognition, was a whirlwind full of excitement and bursting with feelings of pride. She has personally impacted the school counselor I will be in the future, by giving me a guiding light into how to implement an effective school counseling program. Working with Ms. Perry for only three months, has given me more experiences than a textbook ever could. She has shown me what it means to be an effective leader and an advocate. She has created clubs, developed programs, inspired students, listened to concerns, created solutions, and genuinely served as an exemplary site-supervisor, school counselor, and individual. I am forever thankful for my work with Ms. Perry and will never forget

where I was on November 30th, 2017.

**Article Written By:**  
**Samantha Nieto,**  
Loyola University Chicago M.Ed.  
School Counseling Graduate Student



# District 214

## Early College Center

**Over the last five years**, post-secondary credit options in high school have become increasingly popular. As school counselors, the fear is always, “How is my student going to perform”?, “Will post-secondary credit impact their opportunities beyond high school if they do not perform well”?, and “What if they fail”? At the same time, research has shown an overwhelmingly strong correlation with post-secondary success and recidivism. How do we support the research while still doing our due diligence as school counselors?

In my school district, High School District 214 in Chicago’s northwest suburbs, we’re providing early college credit opportunities to students with additional support and resources through our Early College Center. The Early College Center, which opened this fall, is a partnership established with Arizona State University to offer early college credit in a dually enrolled structure that is housed within the walls of District 214.

Interested students apply to the program during the end of their junior year. If accepted, they spend the first part of their day in their home school and then travel to our District office in the afternoon to take college-level courses independently and in small groups while receiving assistance from certified staff. As part of the program, students complete 8 week online courses in human origins, introduction to solar systems, macro economics, college algebra, and English 101. Students have the opportunity to earn 16 transferrable credit hours from Arizona State University.

The biggest benefit to counselors and the students is the “decision to transcript”. Students decide at the end of their course if they want to transcript the grade or just take high school credit. For example, a student can get 2 ‘C’s and 3 ‘A’s and chose to only transcript the “A”s for ASU credit. This flexibility gives counselors increased confidence when working with students and providing guidance on post-secondary options.

Students pay for the college credit when and if they decide to transcript their grade. The fee for each of the three-hour classes at the Early College Center is \$350, while a normal class at ASU costs between \$1,500 and \$1,800, This is helping students and their families save money for college.

Students are able to have a personalized learning experience that builds confidence and real world success in a post-secondary course.



**Matt Littlefield,**  
*ISCA Board President  
Elect Elect*

# The IRS Provides Tax Benefits *for Education*

## 1098-E Tax Form

### 1098-E, Student Loan Interest Statement

If you made federal student loan payments in 2017, you may be eligible to deduct a portion of the interest you paid on your 2017 federal tax return.

- 1098-E, Student Loan Interest Statement

### 1098-T, Tuition Statement

The 1098-T, Tuition Statement form reports tuition expenses you paid for college tuition that might entitle you to an adjustment to income or a tax credit.

- Form 1098-T, Tuition Statement

### Student Loan Servicer

Your student loan servicer (who you make payments to) will provide a copy of your 1098-E if the interest you paid in 2017 met or exceeded \$600.

- Your servicer may send you your 1098-E electronically or via U.S. Postal Service.
- Check with your servicer if you haven't yet received your 1098-E for 2017. Your servicer has 1098-E information on the home page of its website. Look there for quick answers to your questions.

- If you are unsure who your loan servicer is, visit [www.nsls.ed.gov](http://www.nsls.ed.gov) or call the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243; TTY 1-800-730-8913).
- Note: If you had multiple loan servicers in 2017, you will receive a separate 1098-E from each servicer.

### Additional Information

- The IRS provides tax benefits for education. They can be used on tuition or loan interest or to maximize your college savings.
- A list of Federal Student Aid servicers for the Direct Loan Program and for FFEL Program Loans purchased by the U.S. Department of Education is available on our Loan Servicer page.
- For more information about student loan interest deduction, visit the IRS's Tax Benefits for Education: Information Center.
- The 1098-T, Tuition Statement form reports tuition expenses you paid for college tuition that might entitle you to an adjustment to income or a tax credit. Information on the 1098-T is available from the IRS at Form 1098-T, Tuition Statement.



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# 2018 ISCA Annual Conferences

“Be the Champion for ALL Students”



ISCA Annual  
Conference  
**-Springfield**

FRIDAY,  
APRIL 13, 2018  
Crowne Plaza Springfield  
3000 S Dirksen Pkwy  
Springfield, IL 62703



ISCA Annual  
Conference  
**-Rosemont**

FRIDAY,  
APRIL 20, 2018  
Rosemont Conference Center  
5555 N. River Road  
Rosemont, IL 60018