**Introduction**

The handful of laws and rules related to school counseling in Indiana fall into three broad categories:

- A state rule that describes the general responsibilities of school counselors as part of a school’s student services program,
- Several rules that outline the requirements and processes for becoming a licensed school counselor and for maintaining licensure, and
- A mixture of laws and rules that apply generally to the work school counselors do and one or two that specifically designate school counselors for a task.

A short summary of each of these three areas is included this document along with an analysis of the impact of the regulations on school counseling programs.

**I. Indiana’s School Counseling Rule**

In 1995, the State Board of Education updated the state’s Pupil Personnel Services rule (also called the Student Services rule) with language that provided new details about the roles of Student Services personnel, including School Counselors. Reception to the revision was somewhat controversial since it was the first time that the roles of school counselors were divided.

**Article 4-1.5**

Indiana Administrative Code 4-1.5 is the State Board of Education’s rule defining what a school counseling program in Indiana should include as part of a comprehensive “pupil personnel services” or student services program.

As defined by the rule, student services programs provide three types of assistance to students:

- *Educational and Career Services* are required only at the secondary school level and must be coordinated by a certified school counselor. These services include assisting students with:
  - Admission and Orientation
  - Study Skills and Tutoring
  - Achievement Testing
  - Advising and Scheduling
  - Specific career services – such as career education and career planning – aligned to Indiana’s career education law.

- *Student Assistance Services* for students in grades K-12 that must be coordinated by any of the following certified professionals:
  - School Counselors
  - School Social Workers (master’s degree level)
  - School Psychologists.

  Services in this category include prevention, assessment, intervention and referral.
• Health Services are to be offered in grades K-12 but a Registered Nurse is the only designated provider for this responsibility.

A student services program must also develop and manage a school’s Crisis Intervention Plan. Read the full text of Rule 4-1.5 in Appendix A.

ANALYSIS
For reasons not fully understood, it appears few schools and school counselors are aware of Article 4-1.5 or use it to organize their school counseling program. Nevertheless, the rule contains at least three important components:

1. A School Counselor in Every Corporation. Section 4 of the code states, “school corporations shall provide educational and career services” which, based on the definitions in Section 1 of the rule, can only be delivered by a certified school counselor. In effect, this portion of the rule – as interpreted by the Indiana Department of Education – requires every Indiana school corporation to employ a minimum of one school counselor. At the extreme, even a large school corporation with multiple schools would only be required to employ one school counselor.

2. Delivery versus Coordination. While Educational and Career Services must be coordinated by a school counselor and Student Assistance Services by either counselors, school social workers or school psychologists, the rule only stipulates that these services be “coordinated” by the designated personnel. That means other qualified personnel, even volunteers, could assist in providing the services under the coordination of a counselor.

3. School Counselor Ratios. Article 4 is often referenced when schools ask about recommended ratios of students to counselors. Though the rule mentions ratios of students to counselors, the ratios are recommended and not required. And determining a recommended ratio in a secondary school setting for school counselors who coordinate both student assistance services and academic and career services can be confusing.

The language used in Article 4-1.5 is prescient, providing broad outlines for school counseling programs while allowing schools flexibility in using other trained personnel to deliver student assistance or educational and career services under the coordination of a certified school counselor. The rule adroitly acknowledges the often polar roles of school counselors in addressing both the social, personal and emotional needs of students as well as the academic, college and career readiness requirements of students by allowing schools to deliver both services using a variety of personnel under the guidance of a qualified professional.

While the rule is not revolutionary in suggesting new responsibilities for school counselors, it is also not restrictive, affording school corporations the opportunity to use
innovative strategies for rethinking and retooling school counseling programs. In other words, the state rule governing school counselor actions provides elbow room for new ideas and allows for the utilization of others to support the work that school counselors do.

The terms “academic and career services” and “student assistance services” are rarely used in descriptions of Indiana school counselor responsibilities. However, the terminology is a nod to several initiatives familiar to counselors.

- **Academic and Career Services:** The comprehensive school counseling model, adopted twenty years ago by the American School Counselor Association (ASCA) as the “national model” for school counseling, categorizes the delivery of school counseling in three domains summarized below. The first two domains are encapsulated in Article 4’s Academic and Career Services terminology:
  - Academic Services – Lessons and assistance to help students succeed in their academic studies and, to a lesser degree, prepare for academic success at the next level
  - Career Services – Helping students become aware of, explore, plan and prepare for careers
  - Social/Emotional Services – Related more to the mental health aspects of school counseling, these services work to remove the obstacles to learning.

- **Student Assistance Services:** The term Student Assistance Services relates to the third aspect of the ASCA national model – Social/Emotional Services – but uses a more politically acceptable descriptor. The title is also a reference to a model used by many schools in the 1980’s and 1990’s to proactively address student behavior and social/personal needs through a “student assistance team” – or SAT – that typically included a counselor, an administrator, and at least one teacher. Student assistance teams would meet regularly – once a week or month – and collaborate on ways to address student misbehavior, poor academic performance or other issues. These teams still exist in some schools but the term is not in common use.

### II. Indiana’s School Counselor Licensure Rules

The second most influential rule governing what school counselors do in Indiana pertains to licensure and license renewal.

**Licensure**

1. **Required Education**

   In order to apply to be a licensed school counselor in Indiana’s schools, an applicant must first earn a master’s degree from a school counselor program
approved by the Indiana Department of Education. Prior to 2010, Indiana rule stipulated the course content to be covered in approved counselor education programs, including requirements of a career counseling course and the completion of both a 100 hour practicum and a full-year, 600 hour internship in a school setting. Those requirements are no longer in place. A master’s degree in school counseling from an approved school counselor program qualifies an applicant to work in grades kindergarten through high school once they receive a license.

II. Initial License
When beginning school counselors are hired by a school, they receive – as do all beginning educators in Indiana – an Initial Practitioners License that is valid for two years. To earn a Proficient Practitioners License, new counselors must participate in a “beginner school services residency program” which requires the hiring school to assist the new school counselor in performing his/her duties and identifying skills and practices “necessary for excellence in school services.” The residency program is called IMAP for the Indiana Mentoring and Assessment Program (http://www.doe.in.gov/licensing/indiana-mentor-and-assessment-program-imap).

New counselors must also take and pass a state-created counseling assessment and have an initial conference with a supervisor to discuss the assessment schedule and minimum assessment criteria. If the supervisor believes the beginning counselor needs more guidance or support, the supervisor can create a growth plan to outline improvements.

Between April and May of the second year of the IMAP residency program the supervisor of the beginning school counselor determines if the counselor successfully completed IMAP or not and provides written notice to both the counselor and the superintendent. If for some reason a counselor does not successfully complete IMAP the Initial Practitioner License can be renewed for another two year period.

III. Proficient and Accomplished Licenses (515 IAC 4-2-1)
Beginning school counselors who 1) successfully complete the beginning school services personnel IMAP residency program, 2) are approved by their school, 3) pass the state counseling assessment and 4) pay the licensure fee can receive a Proficient Practitioner License that is renewable after five years.

License Renewal (515 IAC 1-7-14)
Like all educators, school counselors renew their license every five years by completing a Professional Growth Plan. The Growth Plan requires evidence that the counselor completed six semester hours of college or university coursework or has accumulated 90 professional growth experience points (PGPs). PGPs are earned on a 1 point = 1 hour
of participation in any combination of 13 state approved activities and experiences. School counselors may also apply for an Accomplished Practitioner License which is renewed every 10 years.

**Additional Licensure Information**
- In addition to the requirements to be a licensed school counselor, all educators must pass suicide prevention training and CPR-Heimlich Maneuver-AED training to be employed at a school.
- IC 20-20-18.5, passed by the Indiana General Assembly in 2015, provides grants for school counselors to return to school to earn a mental health counselor license.
- Other state rules pertaining to counselor licensure can be found in Appendix B.

**ANALYSIS**
School counselor licensure requirements are on par with the licensure requirements of other educators in the state of Indiana. Over the last 15 years, licensure rules have added a counselor assessment requirement but removed a more extensive mentoring program for beginning counselors and deleted specific course content requirements of school counselor education programs at colleges and universities. The changes provide more flexibility to both K-12 schools and university education programs but could alter the depth and quality of a school counselor’s training.

To put this in perspective, most college-level counselor education programs are based on the national Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards irrespective of state guidelines. CACREP standards provide some consistency in what is taught in colleges but have only recently added standards that specifically address college counseling. Mental health-related content continues to dominate counselor education programs with few college counselor education programs requiring one or more career-related courses.

The Indiana Department of Education has proposed adding a requirement that 30 of the 90 professional growth points that a counselor needs to renew a license be specifically related to college and career readiness information and that the state provides an option for counselors to earn a certification in college and career readiness. Both suggestions would be positive additions to the licensure requirements but would likely need approval by the State Board of Education.

**III. Other School Counseling Related Laws and Rules**
Fewer than ten Indiana laws and rules specifically mention school counselors in their language and even fewer detail exactly what a counselor must do. Counselors are one of several designated providers of bullying education to students (IC 20-30-5-5.5) and are specifically restricted from diagnosing a mental health condition of a student under certain conditions.
In two sets of laws, the involvement of school counselors is front and center; one set related to graduation plans and the other related to the Core 40 diploma waiver.

**Graduation Plans**
Indiana law stipulates that secondary counselors meet with their students to develop and annually review the student’s graduation plan that must be initiated in Grade 6. If students are not making progress in fulfilling the plan, the law requires the counselor to consult with the student’s parents and teachers to develop a remediation plan (see Appendix C).

**Core 40 Waiver**
A meeting with an Indiana high school counselor, or “another staff member who assists students in course selection” is required if underperforming students wish to waive the Core 40 requirement and opt to earn a General Diploma. The meetings can be triggered from a parent’s request, if the student is failing three or more Core 40 courses, or if the student has scored in the twenty-fifth percentile or lower on the ISTEP graduation exam (see Appendix D).

**Additional Requirements**
School counselors must know and understand a myriad of other state laws and rules even when counselors are not explicitly mentioned in the requirement. These include rules and legislation related to diploma types, dual credits, ISTEP waivers, student transfers, homebound instruction, special education, Section 504 requirements and much more. The Indiana Department of Education compiles a list of these requirements at [http://www.doe.in.gov/sites/default/files/student-assistance/laws-rules-interest-school-counselors-2015-draft-10-08.pdf](http://www.doe.in.gov/sites/default/files/student-assistance/laws-rules-interest-school-counselors-2015-draft-10-08.pdf).

Local policies, unwritten expectations and tradition guide what school counselors do day to day as much or more than state rules and laws. For example, student scheduling, new student registration, test administration and test proctoring consume vast amounts of a secondary school counselor’s time in most schools but are not required by state regulations to be completed by a counselor.

Responsibilities such as crisis counseling and attending to the social/personal issues of students are clearly the role of a counselor or other licensed student assistance specialist but many additional responsibilities default to counselors because their time is more flexible or because “that’s the way it has always been done.” Volunteers or other staff could complete many of the current responsibilities of school counselors if issues of confidentiality, funding and time were addressed.

State laws requiring annual evaluations of teachers also include school counselors though the evaluation tools used vary widely. Some counselors report that their principals have not yet determined how to evaluate the school counseling office. No state or federal reporting process or data collection is required of schools related to what school counselors do although the Indiana Department of Education conducts an annual survey of how school counselors spend their time.
IV. Overall Impact Analysis

Indiana’s laws and rules provide broad guidelines for school counseling programs in the state, requiring, for example, at least one school counselor per school corporation, outlining responsibilities of school counselors at varying grade levels and specifying counselor involvement in a handful of mandated tasks such as graduation planning and bullying prevention lessons – but these regulations are broad enough that they provide significant discretion to local schools and school leaders.

Based on this review and anecdotal evidence over several years, the handful of laws and rules mandating specific school counselor actions do not – in and of themselves – add significantly to the workload of school counselors. It is the combination of state mandates along with the myriad of other tasks assumed by or assigned to school counselors that create an overwhelming situation. Paradoxically, it may be the lack of clear requirements, guidelines and prescribed responsibilities that poses the greatest challenge to a school counselor’s time and effectiveness.

But more regulation is not likely the answer. Consider the scenario of Indiana’s rule, now deleted, requiring Advisor-Advisee programs.

The Case of Advisor-Advisee Programs

Until 2010, state rule required each Indiana secondary school to offer an advisor-advisee program. In these programs, teachers and school staff act as “advisors” to a small set of students. Teacher advisors meet with their “advisee” students during homeroom time or a scheduled resource period on a regular basis determined by the school, typically once or twice a week or month, and are expected to provide information and resources to their advisee students in areas related to academic planning, career awareness, postsecondary preparation, etc. with lesson plans and materials often prepared and provided by the school counseling office. Advisor-advisee programs were designed to extend the reach of the counseling office through regular check-ins between teachers and students on topics not specifically academic in nature.

Though advisor-advisee programs survive in a handful of schools in Indiana and other states, Indiana’s advisor-advisee requirement was taken off the books in 2010 because there was no reporting requirement and therefore no data on the effectiveness of the program, no additional funding to schools to implement or incentives for doing well, and resistance from teachers who believed the responsibility was an added, unpaid teaching responsibility. Simply requiring these programs was not enough.

What may be needed instead of additional mandates are meaningful incentives, tied to student results, which can be directly attributable to the work of effective schools and school counseling programs. The incentives would need to be significant enough to overcome the inertia of “one more unfunded mandate.” The impact would also need to be large enough to impact school principal and superintendent decisions on how school counselors presently
spend their time, likely necessitating either new funding, recognition, accountability or some combination of these elements.

In the absence of any state-level accountability, data collection or incentives related to school counseling, there are no clear outcome expectations for school counseling programs. Creating a system to monitor schools’ compliance with state school counseling laws and rules would be cost prohibitive, requiring additional state manpower and funding. But in the absence of accountability, some schools employ unlicensed and other-trained personnel as “school counselors” or support school counseling programs that operate on the basis of tradition rather than purpose.

**A Much Larger Effort**

Looking at the bigger picture over time, improving student readiness for success at work or in postsecondary education will require more than incentives and more than a reshaping of school counseling programs. In the free enterprise system, colleges and employers would be the “customers” demanding better prepared applicants from secondary schools, and schools doing a better job of preparing students to succeed at work or in postsecondary education would be rewarded. But this is not how public education works. Meeting the needs of employers and colleges is not the primary focus of secondary schools.

School accountability, especially that which is tied to school funding, is the primary driver of decision-making in K-12 schools. It is not surprising that Indiana schools direct the bulk of their energy on improving student academic performance related to graduation rates and state assessment scores (primarily ISTEP) because these two indicators – more than any others – are tied to school accountability and funding (this despite the fact that ISTEP scores have no researched correlation to college completion and graduation rates).

The disconnect between the demands of employers and postsecondary institutions and what secondary schools provide is a fundamental gap that could possibly be narrowed with a more realistic supply and demand approach.

**Conclusion**

What has remained true over time, in education and in business, is that what gets measured – and what is incentivized with funding or profit – gets done. Without a school counseling program accountability process there is little motivation for schools to improve. The “good schools” will continue to focus on finding innovative and effective ways of helping students while other schools will make sure all the required boxes are checked on the state’s compliance list and continue doing things as they always have.

This is understandable. In a time of tight budgets and a state and federal focus on student academic performance – almost exclusively in mathematics and English – schools concentrate their efforts on the requirements they must meet to continue receiving funding. Programs for
which there is no clear link to academic improvement, such as school counseling programs, often remain in place but are relegated as less important.

The solution is not easy, nor is it one of policy or legislation alone. School leaders need better information on the role of school counselors and school counselors must identify their relevance to student outcomes that matter. The challenge is a shared responsibility of the state, local communities, employers, secondary and postsecondary schools and school counselors.
**Appendix A**

**Article 4 – 1.5 Student Services Rule**

**ARTICLE 4. Rule 1.5. Student Services**

**511 IAC 4-1.5-1 Definitions**

Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-31-4

Sec. 1.

(a) The definitions in this section apply throughout this rule.
(b) "Credential" means a professional certificate or license issued to an individual by an agency of Indiana. For the purpose of this rule, the term does not include any of the various forms of credentials issued by professional associations.
(c) "Educational and career services" means services that assist students in identifying realistic and challenging futures and provide the support services to help in realizing those futures.
(d) "Elementary school" means grades 1 through 6.
(e) "Health services" means programs and services that promote and protect the health, safety, and well-being of students to assure a healthy environment that nurtures academic growth.
(f) "Secondary school" means grades 7 through 12.
(g) "Student assistance services" means services that prevent or alleviate problems that interfere with student learning.

(h) "Student services" means:
   (1) educational and career services;
   (2) student assistance services; and
   (3) health services.

(i) "Student services personnel" means persons who provide educational and career services, student assistance services, or health services and who hold credentials in the areas of:
   (1) school counseling for educational and career services;
   (2) school counseling, school psychology, or school social work (master's level) for student assistance services; or
   (3) registered nursing for health services.

(Indiana State Board of Education; 511 IAC 4-1.5-1; filed Jun 19, 2000, 10:37 a.m.: 23 IR 2715; readopted filed Aug 15, 2006, 8:44 a.m.: 20060830-IR-511060144RFA; readopted filed Nov 30, 2012, 3:16 p.m.: 20121226-IR-511120541RFA)

**511 IAC 4-1.5-2 Personnel**

Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-31-4

Sec. 2.

(a) Student services personnel shall hold appropriate credentials.

(b) The following ratios are recommended for providing student services:
   (1) For elementary educational and career services, one (1) school counselor for every six hundred (600) students enrolled in grades 1 through 6 in the corporation.
   (2) For secondary school educational and career services, one (1) school counselor for every three hundred (300) students enrolled in grades 7 through 12 in the corporation.
   (3) For student assistance services, one (1) school counselor, school psychologist, or master's level school social worker for every seven hundred (700) students enrolled in the corporation.
(4) For health services, one (1) registered nurse for every seven hundred fifty (750) students enrolled in the corporation.

511 IAC 4-1.5-3 Records
Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 5-14-3; IC 5-15-6; IC 20-31-4

Sec. 3. All records shall be maintained, released, and destroyed in accordance with: (1) the provisions of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g and the regulations at 34 CFR 99) and the Indiana Public Records Act (IC 5-14-3); and (2) records retention schedules and regulations of the county commission of public records under IC 5-15-6.

511 IAC 4-1.5-4 Educational and Career Services
Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-31-4

Sec. 4.
(a) School corporations shall provide educational and career services at the secondary school level. Secondary school educational and career services shall be coordinated by a certified school counselor.
(b) School corporations should provide educational and career services at the elementary school level.
(c) Educational services shall include, but are not limited to, the following:
   (1) Admission and orientation, which includes developing and implementing a systematic program for the:
       (A) orientation of prospective students; and
       (B) orderly transfer of students in and out of the school.
   (2) Study skills and tutoring, which includes:
       (A) assisting teachers in developing student study skills through a planned sequence of instruction; and
       (B) arranging tutoring services through the school or private tutors as needed.
   (3) Achievement testing, which includes:
       (A) assisting teachers with the administration of local, state, and national group achievement testing programs;
       (B) providing individual achievement testing to students when needed; and
       (C) assisting teachers and administrators in interpreting and reporting the results of achievement tests to students, parents, and the community.
   (4) Advising and scheduling, which includes:
       (A) assisting students in planning a meaningful program of studies leading to appropriate educational and career placements; and
       (B) ensuring that all staff who provide advisory services are knowledgeable of the school corporation's philosophy and procedures for course selection or placement.

(d) Career services shall include, but are not limited to, the following:
   (1) Career education, which includes providing a planned sequence of instruction in career education based on written proficiencies for all students in grades 1 through 12 in coordination with other schools in the corporation.
(2) Career information, which includes disseminating current educational and occupational information to staff, parents, and community members, as well as to students.

(3) Career assessment, which includes:
   (A) administering interest inventories or other career assessment instruments to all students at least once during their school careers; and
   (B) interpreting and reporting the results of career interests inventories to students, parents, and teachers.

(4) Career planning, which includes providing assistance to students either through an advisory program or other small group presentations to help them develop educational and career plans.

(5) Placement and follow-up, which includes:
   (A) assisting students with:
      (i) making choices;
      (ii) learning about educational opportunities; and
      (iii) making referrals to placement agencies, including when students:
         (AA) are enrolled;
         (BB) leave school prematurely; and
         (CC) graduate; and
   (B) conducting periodic follow-up studies of graduates to learn their degree of success in postsecondary endeavors.

(Indiana State Board of Education; 511 IAC 4-1.5-4; filed Jun 19, 2000, 10:37 a.m.: 23 IR 2715; readopted filed Aug 15, 2006, 8:44 a.m.: 20060830-IR-511060144RFA; readopted filed Nov 30, 2012, 3:16 p.m.: 20121226-IR-511120541RFA)

511 IAC 4-1.5-5 Student Assistance Services
Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-31-4

Sec. 5.
(a) School corporations shall provide student assistance services at the elementary and secondary school levels.

(b) Student assistance services shall be coordinated by a:
   (1) certified school counselor;
   (2) certified school psychologist; or
   (3) certified school social worker (master's level).

(c) Student assistance services shall include, but are not limited to, the following:
   (1) Prevention, which includes:
      (A) assisting teachers and parents in delivering the health and social studies proficiencies of the school curricula;
      (B) collaborating with community resources to develop summer and extended school programs to meet the social and recreational needs of students; and
      (C) educating school staff and parents on the developmental needs and behavioral management of students.

   (2) Assessment, which includes:
      (A) educating school staff and parents to identify and refer students who are experiencing problems that interfere with student learning;
      (B) obtaining and interpreting data on student needs; and
      (C) implementing the school's policies and procedures with regard to identifying and referring students with their families who are in need of special services.

   (3) Intervention, which includes:
(A) providing brief individual and group counseling to students and families who need help with personal concerns or developmental problems; and 
(B) providing consultation services to school staff and parents regarding strategies for helping students cope with personal and social concerns.

(4) Referral, which includes:
(A) implementing policies and procedures for referring students and families to student assistance services and to community agencies for intensive counseling or other specialized services not available from the school;
(B) disseminating a directory of community services and resources; and
(C) creating a system to monitor referrals to ensure that students and families receive services in a timely and appropriate manner.

(Indiana State Board of Education; 511 IAC 4-1.5-5; filed Jun 19, 2000, 10:37 a.m.: 23 IR 2716; readopted filed Aug 15, 2006, 8:44 a.m.: 20060830-IR-511060144RFA; readopted filed Nov 30, 2012, 3:16 p.m.: 20121226-IR-511120541RFA)

511 IAC 4-1.5-6 Health Services
Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-31-4

Sec. 6.
(a) School corporations shall provide health services at the elementary and secondary school level. 
(b) Except as provided in subsection (c), a school corporation shall employ at least one (1) registered nurse who holds a bachelor of science in nursing and who shall coordinate health services. 
(c) A school corporation may employ a registered nurse who does not hold a bachelor of science in nursing to coordinate health services under the following circumstances:
(1) The registered nurse was employed by the school corporation on June 30, 2000, to coordinate health services. 
(2) The registered nurse has been continuously employed in the same position since June 30, 2000. 
(d) Health services include, but are not limited to, the following:
(1) Prevention, which includes:
(A) creating a safe and healthful school environment through a continuous health program for all students;
(B) employing principles of learning and appropriate teaching in the delivery of health education; and
(C) acting as a resource to students, families, staff, and the community regarding:
   (i) health services;
   (ii) health education; and
   (iii) a healthy environment.
(2) Assessment, which includes:
(A) maintaining a continuous health program for all students through implementing and monitoring health services in accordance with laws, regulations, and standards of practice; and
(B) using the nursing process to collect, interpret, and record information about the health, developmental, and educational status of students to determine a nursing diagnosis and develop health care plans.
(3) Intervention, which includes:
(A) implementing and monitoring a system for the provision of health services and emergency care;
(B) providing individual and group counseling to students and staff in health related matters; and
(C) communicating with parents and collaborating with others to facilitate the continuity of services and care.

(4) Referral, which includes:
   (A) utilizing appropriate health care personnel and health care resources to meet individual student needs;
   (B) evaluating student and family responses to nursing actions and referrals; and
   (C) coordinating health services with:
       (i) families;
       (ii) other school programs;
       (iii) in-school professionals;
       (iv) school-based resources; and
       (v) community-based resources.

511 IAC 4-1.5-7 Crisis Intervention Plans
Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-31-4

Sec. 7. Each school corporation shall, in concert with the emergency preparedness plan developed under 511 IAC 6.1-2-2.5, develop a crisis intervention plan for the school corporation and for each school in the school corporation. The plan, which should be developed by student services personnel in conjunction with school corporation administrators and community crisis intervention personnel, shall include crisis management and intervention provisions.

511 IAC 4-1.5-8 Student Services Program Management
Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-31-4

Sec. 8.
(a) Program management activities, which are necessary to ensure that the student services program is relevant, efficient, and accountable, may be performed at the school or corporation level and should be the responsibility of a person who holds a credential in a student services area or an administrator.
(b) Program management activities shall include, but are not limited to, the following:
   (1) Conducting needs assessments to serve as a basis for program development.
   (2) Creating and using an advisory board, consisting of staff, parents, students, and community representatives, to advise and support the student services program.
   (3) Developing, in conjunction with school corporation administrators, policies and procedures for each service area for approval by the governing body of the school corporation.
   (4) Coordinating services:
       (A) within the school;
       (B) among the schools in the corporation; and
       (C) between the schools and the community.
(5) Creating an evaluation system for personnel and services that is based in part on student outcomes.

(Indiana State Board of Education; 511 IAC 4-1.5-8; filed Jun 19, 2000, 10:37 a.m.: 23 IR 2717; readopted filed Aug 15, 2006, 8:44 a.m.: 20060830-IR-511060144RFA; readopted filed Nov 30, 2012, 3:16 p.m.: 20121226-IR-511120541RFA)
Appendix B
Article 8 et al - Indiana Licensure Rules

515 IAC 8-1-1.1 Initial practitioner license
Authority:  IC 20-28-2-6
Affected: IC 20-18-2-22; IC 20-28-5-12; IC 20-28-6

Sec. 1.1. (a) An initial practitioner license is:
(1) valid for two (2) years from the date the application is received by the department; and
(2) equivalent to an initial standard license under IC 20-28-5-12.
(b) An applicant is eligible for an initial practitioner license if the applicant has met one (1) of the following requirements:
(1) Has completed the school setting requirements set forth in one (1) of the following:
   (A) Section 1.3 of this rule.
   (B) Section 1.5 of this rule.
   (C) Section 1.7 of this rule.
   (D) Section 4 of this rule.
   (E) Section 6 of this rule.
(2) Is an out-of-state applicant and completed the requirements set forth in 515 IAC 9.

(Advisory Board of the Division of Professional Standards: 515 IAC 8-1-1.1; filed Mar 31, 2010, 3:43 p.m.: 20100414-IR;
subsequently renew the license for a third two (2) year period if the license holder participates in the beginning residency program
but is determined to have failed to successfully complete the residency program as described in subsection (a)(3).
(d) A license holder who renews an initial practitioner license under subsection (a)(2) may subsequently renew the license
for a second two (2) year period if the license holder is determined to have failed to successfully complete the beginning residency
program as described in subsection (a)(3).
(e) If any application for renewal is made more than six (6) years after the date the original initial practitioner license was
issued, the renewal applicant must obtain a passing score on the content proficiency examination under 515 IAC 8-2-1(a) within
the twelve (12) months prior to the date of the renewal application to be eligible for renewal or complete a professional growth plan.
(Advisory Board of the Division of Professional Standards: 515 IAC 8-1-1.2; filed Mar 31, 2010, 3:43 p.m.: 20100414-IR-
515090481FRA; errata filed Apr 14, 2010, 4:00 p.m.: 20100428-IR-515090481AC)
515 IAC 1-5-3.2 Beginning school services residency program

Authority: IC 20-28-2-6; IC 20-28-6
Affected: IC 20-28-6-1; IC 20-29-6; IC 20-31-4

Sec. 3.2. (a) To be eligible for a proficient practitioner license under 515 IAC 4, the holder of an initial practitioner license that includes any content area established under 515 IAC 8-1-45, 515 IAC 8-1-46, 515 IAC 8-1-47, or 515 IAC 8-1-48 shall participate in a two (2) year beginning school services residency program.

(b) The beginning school services residency program shall:
(1) assist beginning school services personnel in the performance of their duties;
(2) identify skills and practices necessary for excellence in school services; and
(3) require the supervisor to complete an assessment of the performance of the beginning school services personnel.

(c) A beginning school services residency program is a two (2) year program that includes, but is not limited to, the following:

(1) An initial conference between the supervisor and the beginning school services personnel to discuss the following:
   (A) The assessment schedule under subdivision (2).
   (B) The minimum assessment criteria developed by the department under subsection (e)(1).

(2) An assessment of the beginning school services personnel before November 15 and April 15 during each of the first two (2) years of the beginning school services personnel's employment. The supervisor shall assess the beginning school services personnel by using the minimum assessment criteria provided by the department under subsection (e)(1).

(3) A growth plan for the beginning school services personnel if the supervisor determines after any assessment described in subdivision (2) that a beginning school services personnel is deficient in any area being assessed. The growth plan must be in writing and include the following:
   (A) Specific expectations of the supervisor.
   (B) Actions to be taken by the beginning school services personnel to meet the expectations.
   (C) A date for the actions to be completed.
   (D) The next assessment date.

(4) If the supervisor creates a growth plan in accordance with subdivision (3), a reassessment of the beginning school services personnel shall occur prior to the next assessment required by subdivision (2).

(5) After April 15 of the second year of the program but before May 1 of that same year, the supervisor shall make a determination and provide a written explanation to the beginning school services personnel and superintendent that one (1) of the following determinations:

   (A) The beginning school services personnel successfully completed the residency program.
   (B) The beginning school services personnel failed to successfully complete the residency program.
   (d) The beginning school services residency program may include a school corporation sponsored mentoring program.
   (e) The department shall:
   (1) develop minimum assessment criteria to be used by a supervisor when assessing a beginning school services personnel,
   (2) develop forms for use by a supervisor in the assessment of the beginning school services personnel; and
   (3) provide assistance in the development and implementation of a beginning school services residency program at the request of an entity under section 1(a) of this rule.

(Advisory Board of the Division of Professional Standards: 515 IAC 1-5-3.2: filed Mar 31, 2010, 3:43 p.m.: 20100414-IR-515090481FRA)
515 IAC 1-7-14 Professional growth plan; renewal
Authority:  IC 20-28-2-8
Affected:  IC 20-20-31

Sec. 14. (a) This section applies to the holder of the following:
(1) A proficient practitioner license under 515 IAC 4,
(2) An accomplished practitioner license under 515 IAC 12.
(b) The holder of a license under subsection (a) is an applicant for purposes of this rule and shall renew his or her license for an additional term by one (1) of the following:
(1) Completion of the process for certification by the National Board of Professional Teaching Standards (NBPTS) in a content area for which the NBPTS offers certification and submission to the board of written verification from the NBPTS that the certification process has been completed, regardless of whether the licensee succeeded in earning NBPTS certification.
(2) Submission of a license renewal report that demonstrates that the requirements of the professional growth plan have been met in accordance with subsections (c) through (h).
(3) Submission of official transcripts listing completion of six (6) semester hours of college or university coursework.
(c) A professional growth plan is documentation of professional growth experiences. The professional growth plan must include a minimum of ninety (90) professional growth experience points. The professional growth experience points shall be calculated with one (1) clock hour qualifying for one (1) professional growth experience point based on, but not limited to, the following activities:
(1) In-service workshops.
(2) Professional workshops and conferences.
(3) Mentoring of beginning teacher.
(4) Cooperating teacher for any college field experience including student teaching.
(5) Workshop presentation.
(6) Curriculum development.
(7) Educational committee membership.
(8) School accreditation activities.
(9) College credit: 1 semester hour = 15 professional growth points.
(10) Educational publication.
(11) Educational research.
(12) Participation in the school improvement planning process.
(13) Professional growth experiences that improve curriculum knowledge, instructional skill, classroom management skills, or any other professional growth experiences.
(d) To qualify for renewal, completed professional growth experience points must be verified by at least one (1) of the following:
(1) A building level administrator where the applicant is employed at the time of renewal.
(2) An immediate supervisor of the applicant if the applicant is applying for the renewal of an administrative license or school services license.
(e) The building level administrator or immediate supervisor shall provide written notice to the license holder of the verification or the refusal to verify made in subsection (d).
(f) If an applicant is not employed by an entity listed under 515 IAC 1-5-1(a) at the time of renewal, the department shall verify or refuse to verify the applicant’s professional growth experience points.
(g) The department shall provide written notice to the license holder if the department denies a request under subsection (f).
(h) Professional growth points or certification renewal units earned prior to July 1, 2010 apply to an applicant’s first renewal after July 1, 2010. (Advisory Board of the Division of Professional Standards; 515 IAC 1-7-14; filed Sep 30, 2003, 9:45 a.m.; 27 IR 503; readopted filed Nov 23, 2009, 3:55 p.m.; 20091223-IR-515090804RFA; filed Mar 31, 2010, 3:43 p.m.; 20100414-IR-515090481RFA; errata filed Apr 14, 2010, 4:00 p.m.; 20100428-IR-515090481ACA)
Sec. 45. (a) The content area "school services: school counselor" shall appear on the license if the department determines the applicant successfully completes a master's degree from an approved school counselor program or, if already degreed, has completed additional course work from an approved school counselor program.

(b) The holder of a license with a content area of school services: school counselor is eligible to serve as a school counselor in prekindergarten through grade 12, and the setting "P-12" shall appear on the physical license.

(c) The holder of a school services: school counselor license may obtain an accomplished practitioner license if the applicant has:

(1) completed five (5) years experience as a school counselor in an entity listed in 515 IAC 1-5-1(a) subsequent to the issuance of the proficient practitioner license;
(2) completed an educational specialist or higher degree in a counseling related field at an institution of higher learning regionally accredited to offer the appropriate course work;
(3) been recommended for the accomplished practitioner license by the licensing advisor at the approved program; and
(4) successfully completed certification in school counseling in a program approved by the board.

Appendix C
IC 20-30-4 Indiana Career Plan Law

IC 20-30-4-2 Consultation with school counselor and parents; graduation plan; student duties
Sec. 2. In consultation with the student's school counselor, after seeking consultation with each student's parents, and not later than the date on which the student completes grade 9, each student shall further develop the graduation plan developed in grade 6 under section 1.5 of this chapter to also include the following:
(1) The subject and skill areas of interest to the student.
(2) A program of study under the college/technology preparation curriculum adopted by the state board under IC 20-30-10-2 for grades 10, 11, and 12 that meets the interests and aptitude of the student.
(3) Assurances that, upon satisfactory fulfillment of the plan, the student:
   (A) is entitled to graduate; and
   (B) will have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution.
(4) An indication of assessments (other than ISTEP and the graduation examination) that the student plans to take voluntarily during grade 10 through grade 12, and which may include any of the following:
   (A) The SAT Reasoning Test.
   (B) The ACT test.
   (C) Advanced placement exams.
   (D) College readiness exams approved by the department.
   (E) Workforce readiness exams approved by the department of workforce development established under IC 22-4.1-2.

IC 20-30-4-6 Review of plan
Sec. 6. (a) A student's school counselor shall, in consultation with the student and the student's parent, review annually a student's graduation plan that was developed in grade 9 under section 2 of this chapter to determine if the student is progressing toward fulfillment of the graduation plan.
(b) If a student is not progressing toward fulfillment of the graduation plan, the school counselor shall provide counseling services for the purpose of advising the student of credit recovery options and services available to help the student progress toward graduation.
(c) If a student is not progressing toward fulfillment of the graduation plan due to not achieving a passing score on the graduation examination, the school counselor shall meet with the:
   (1) teacher assigned to the student for remediation in each subject area in which the student has not achieved a passing score on the graduation examination;
   (2) parents of the student; and
   (3) student;
to discuss available remediation and to plan to meet the requirements under IC 20-32-4.
Appendix D

IC 20-32-4 Indiana Core 40 Waiver

IC 20-32-4-7
Parent's request to exempt student from Core 40 requirement
Sec. 7. Upon the request of a student's parent, the student may be exempted from the Core 40 curriculum requirement set forth in section 1 of this chapter and be required to complete the general curriculum to be eligible to graduate. Except as provided in section 10 of this chapter, the student's parent and the student's counselor (or student's parent shall determine whether the student will achieve greater educational benefits by:

(1) continuing the general curriculum; or
(2) completing the Core 40 curriculum.


IC 20-32-4-8
Student not passing at least three Core 40 courses
Sec. 8. This section applies to a student who does not pass at least three (3) courses required under the Core 40 curriculum. Except as provided in section 10 of this chapter, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by:

(1) continuing in the Core 40 curriculum; or
(2) completing the general curriculum.

As added by P.L.105-2005, SEC.7.

IC 20-32-4-9
Students scoring within twenty-fifth percentile or lower on graduation examination
Sec. 9. This section applies to a student who receives a score on the graduation examination that is in the twenty-fifth percentile or lower when the student takes the graduation examination for the first time. Except as provided in section 10 of this chapter, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by:

(1) continuing in the Core 40 curriculum; or
(2) completing the general curriculum.

As added by P.L.105-2005, SEC.8.

IC 20-32-4-10
Student whose parent does not attend meeting with student and counselor
Sec. 10. This section applies if the parent of a student to whom section 8 or 9 of this chapter applies does not attend a meeting with the student and the student's counselor after receiving two (2) written requests to attend a meeting. If the student's parent does not attend a meeting described in section 8 or 9 of this chapter, the student and the student's counselor shall meet and:

(1) the student's counselor shall make a recommendation to the student as to whether the student will achieve greater educational benefits by:
(A) continuing in the Core 40 curriculum; or
(B) completing the general curriculum; and
(2) the student shall determine which curriculum the student will complete.