

News from the Counseling Office

International
Community School

4/21/2016

Edition 2, Volume 1

MISSION

The International Community School cultivates integrity, curiosity, complex reasoning, problem solving, and global awareness in every student with a rigorous, signature program of arts and sciences.

Classic Education,
Global Application.

CORE VALUES

We Believe...

Students are best prepared for the future when they engage in a shared intellectual experience that includes deep, integrated study in our six core subjects (Arts, Humanities, International Studies, Mathematics, Sciences and Spanish).

A rigorous interdisciplinary curriculum results in analytical thinkers who can consider both local and global issues from multiple perspectives.

Long term relationships within the school community nurture a safe and effective educational experience.

Student success requires a partnership of educators supported by families and community.

Cultivating an attitude of personal civic engagement and community service is essential to constructive local, national and global citizenship.

“Education is the most powerful
weapon which you can use to
change the world.”

Nelson Mandela

2016 AP Exam Schedule

	8:00AM	12 Noon
May 2	Chemistry Environmental Science	Psychology
May 3	Computer Science A Spanish Lang and Culture	Art History Physics 1: Algebra-Based
May 4	English Literature and Composition	Japanese Lang and Culture Seminar
May 5	Calculus AB Calculus BC	Chinese Lang and Culture Seminar
May 6	German Lang and Culture US History *Studio Art Submission Deadline	European History
May 9	Biology Music Theory	Physics C: Mechanics (Physics C: Electricity and Magnetism is at 2:00pm)
May 10	US Gov't and Politics	French Lang and Culture
May 11	English Language and Composition	Italian Lang and Culture Macroeconomics
May 12	Comparative Gov't and Politics World History	Statistics
May 13	Human Geography Microeconomics	Latin

Helpful Hints for a Successful and Stress Free AP Test Experience – 2016



1. NO CELL PHONES OR OTHER ELECTRONIC DEVICES – **You may not bring cell phones, net books, other lap tops, e-readers, ipods, or any other electronics** into the testing room. If you bring any of these items with you, it will be held in a box by the test proctors and *they are not responsible for the return of these items*. If you are caught with any electronic devices during a test, the test will be confiscated and the student dismissed from the test site. College Board is strict on this, and they usually send auditors to our district during testing, so no exceptions will be made. Water and any snacks will be held in a separate area from testing and can only be accessed during authorized breaks.
2. **AP Informational Packets will be distributed during lunch on Tuesday, April 26 at ICS. Students must bring their ID to pick up their packet. Check your AP Packet before leaving the area** – if you have any questions please see Ms. Christiansen or the district personnel.
3. Remember, your scores will not be mailed home. Starting in July your AP scores will be available online. To get your AP scores, you must sign up for a free College Board account at apscore.org. If you have ever registered for the SAT you may already have an account – you can try signing in apscore.org!
4. If you find you need to cancel an AP test for any reason, please email Ms. Christiansen or see the counseling center for details ASAP.
5. Show up at least 30 minutes prior to your test times – for any morning tests show up by **7am** and for afternoon tests show up by **11:30 am** to give yourself plenty of time to check in and get settled.
6. Students should make sure they bring **picture ID** (they cannot be admitted without it), **calculators** (if appropriate for the test and is the correct kind for that test), **#2 pencils, dark blue or black ink pen, a snack and drink** for breaks, and **NOTHING ELSE!** Proctors are not responsible for bringing extras of any of these items, so if you do not provide them you run the risk of not having the correct tools for your AP test.

Steps AP Students Must Take to Access Scores

* At exam time, fill in AP answer sheets carefully and consistently. Especially important are name, date of birth, sex, mailing address, and email address.

* As early as possible, sign up for a College Board account at apscore.org. Students must have an account to access their score. Some students may already have an account. You can confirm this by signing in. <http://noreply.collegeboard.org/1329f9f2blayfousuaoutbtiaaaaaaoyeqgqs3vyz4yaaaaa>

* Remember the following information, which will be required to see your scores in July:

- College Board account username and password

- 2016 AP number (or student ID number if you provided it on your AP answer sheet)

Score Release Schedule

The score release schedule will be available at apscore.org in early May, and students will receive an email in early July at the email address they put on their AP answer sheet reminding them when they can access their scores.

<http://noreply.collegeboard.org/1ccd2c596layfousuaoutbtqaaaaaoyeqgqs3vyz4yaaaaa>

Mental Health

Mental health is how we think, feel and act in order to face life's situations. It is how we view ourselves, our lives, and the people we know and care about. It helps us determine how we deal with stress, relate to others, evaluate our options and make choices. Like our physical health, our mental health changes. It's important to recognize changes and to know when our children need help. Depression is one of the mental disorders that can appear during childhood and adolescence. Today, 1 in 8 adolescents suffers from clinical depression. Clinical depression is more than just feeling "down" or "sad." You can tell when normal feelings have gone beyond "normal" when one or more of these are true:

- The feelings go on for an extended period of time
- The feelings continue to get worse
- Things that have worked in the past to help relieve the feelings aren't working
- The feelings interfere with day-to-day functioning

Frequently asked questions:

- *Will asking someone if they are considering suicide plant the idea in their mind?*
 - No - ask early and ask often, and ask if they have a plan.
- *What should I say to someone if they tell me they are considering suicide?*
 - Show concern and compassion and listen to them.
 - Help support them in finding help.
- *What do I do if I encourage someone to get help but they refuse?*
 - Continue to relay your concern and refer them to a counselor.
 - If you're concerned they will hurt themselves, call 911.
- *Is cutting/burning the same thing as a suicide attempt?*
 - Sometimes self-harm is a first indicator that they are at-risk for suicide but not always.
 - Follow the same procedure for suicidal threats.
- *Will I always see the warning signs or be able to predict a suicide attempt?*
 - No. Some people don't provide any warning signs or indicators that they are intending to kill/hurt themselves.
 - Don't blame yourself for missing even the smallest clues.

Crisis Resources

- National Suicide Prevention Lifeline - **1-800-273-TALK (8255)**
 - 24 Hour Crisis Line – 206-461-3222
 - Teen Link Crisis Line – 206-491-4922
 - Youth Eastside Services – 425-747-4937



All Students Are Invited To Next Student Suicide Awareness Group:

Wednesday May 11th, 12:30-1:30pm, ICS Student Services Hallway

Requesting a Letter of Recommendation or Reference Letter at ICS



Whether for an internship, job, college, scholarship, or volunteer position, students are often required to request and submit letters of recommendation from adults that can speak to their academic and personal strengths. Below is some important information to consider before asking for a letter.

Whom should I ask to write a letter of recommendation?

Start with school faculty (teachers, coaches, counselors, etc.). Find someone that knows you well and has **worked with you recently**. Perhaps you earned high grades in the class, went on a Focus week with him/her, or have built a solid relationship through clubs or school-wide projects. The best letters of recommendation—the ones that will really bolster your applications—come from school staff who know a lot about you and your abilities. For example, a letter from a teacher who writes about your unique skills, research abilities, and motivation is more influential than a letter that says that you received an “A” in his/her class and is pleasant to be around.

Keep in mind that you will likely need to **waive your rights** to view letters written on your behalf. It is quite standard to do this, but it means that you won’t have a chance to review the letter after it has been written. If you approach someone about writing a letter for you and they seem reluctant to do so, they are likely trying to politely tell you that they can’t write a strong letter for you. Accept this, and consider others you might ask. Having a poor or lukewarm letter of recommendation as part of an application can be potentially damaging to your chances of being accepted.

When do I start asking for letters?

Ask as far in advance of your application deadline as possible. At ICS we request that students ask at least **4 weeks** in advance so that teachers and other school staff have enough time to write meaningful letters on your behalf. **Do not wait until the last minute**. It’s never too early to begin developing relationships with faculty!

How do I go about asking for a reference?

See the recommender in person. Only send an e-mail request if you are writing from out of town. NEVER send them your materials before getting confirmation that they will write you a letter. When asking, be formal, clear, polite, respectful of their time, and genuinely appreciative. You are making a request, not a demand.

What do I give the staff member when I ask for a reference?

Offer as much information as you can and/or whatever they may request. The best way to know what to provide is to talk with the recommender directly about what they may need or want, so they can write the best letter for you.

After the letter has been written, what should I do?

Let the teacher/counselor/employer, etc. who wrote your letter know when you hear about your application. They will appreciate knowing the outcome, and knowing how it all turned out will help them with future letters that they may write for you or other students. Also, show your appreciation, and write them a **thank you** card for all of the hard work they have done to help support you.

If you follow all of these simple steps to asking for a letter of recommendation, you should have no problem with this important process to support the next steps in your life!

Remember: Teachers/bosses/authority figures look for individuals that stand out somehow. A strong sense of character, study habits, and attitude are all important characteristics we will notice.



If your student qualifies for a Free and/or Reduced Lunch, he/she may be eligible for other assistance for the following items:

- ✓ Class Fees/PE Shirt
- ✓ Focus Week Fees
- ✓ Camp/Summit Fees
- ✓ Field Trips
- ✓ Yearbook Purchase For Seniors Only
- ✓ Cap and Gown
- ✓ SAT/ACT Fee Assistance
- ✓ AP Test Fee Assistance

Please direct your student to a school counselor to inquire about these funds and potential support.



Ethical Standards for School Counselors

**Did you know that the American School Counselor Association (ASCA)
has a set of professional Ethical Standards?**

Here are a few of the standards that are focused around parents/guardians:

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

- a.** Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.
- b.** Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.

- c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d. Inform parents of the nature of counseling services provided in the school setting.
- e. Adhere to the FERPA act regarding disclosure of student information.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

- a. Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
- b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.
- c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

Here are a few of the standards that are focused around students:

A.1. Responsibilities to Students

Professional school counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c. Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.

A.2. Confidentiality

Professional school counselors:

- a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.
- b. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- c. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/ guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.
- d. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.
- e. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA).



Career Cruising

Our 8th and 9th grade students have done an amazing job this year in completing their Career Cruising profiles! Our last Career Cruising homeroom will be on **Wednesday, April 27th**. Each student will need to complete and submit all of their lessons on their Career Cruising profile. Students who are unable to complete any last pieces on April 27th will need to attend one of the **Career Cruising makeup days** that are soon to be scheduled. Please feel free to contact Ms. Cummings for more information.



Summer Fun



Please remind your students to check out our **summer programs bulletin board** in the hallway to the lyceum! Internships, jobs, classes, pre-college programs, volunteering, and study abroad opportunities are just a few of the great programs that have been and will continue to be posted. Please see Ms. Cummings if you are interested in getting help finding the right one for you.

Financial Aid Night Junior Parents and Students

Thursday May 5th at 7 pm in the ICS lyceum, we will be offering a Financial Aid night to help parents and students learn more about college financial aid and what to be thinking about as your student heads into senior year. We'll also review the admission process. If you and/or your student is interested in joining us for this information night, please email Ms. Cummings at kelcumplings@lwsd.org to RSVP.

2016 Senior College Acceptances (So Far)

University of California Berkeley
Bates College
University of Washington
Purdue University
Eastern Washington University
Southern Oregon State University
Chapman University
Harvey Mudd
MIT
Seattle University
Washington State University
Evergreen College

Colorado State University
University of Washington-Bothell
Western Washington University
Gonzaga University
Northeastern University
Allegheny College
University of the Redlands
University of the Pacific
Boston University
University of British Columbia
Occidental College
Brandeis University

Savannah College of Art and Design
Suffolk University
University of Illinois-Urbana
Champagne
Georgetown University
Emerson College
University of Michigan-Ann Arbor
Brigham Young University
Lehigh University
University of North Carolina at Chapel Hill
Rensselaer Polytechnic Institute