

COUNSELOR CONNECTIONS

May/June 2015 • NYC Department of Education — Office of Guidance and School Counseling



CULTIVATING YOUTH LEADERSHIP

Helping students pursue their fullest potential involves not only providing them with essential academic skills, but also an education in leadership. School administrators and guidance team members can ensure students receive the best education by continually designing new strategies to reach students' untapped potential. Calling individual members of a school community to utilize all of their talents and skills also enhances the school's culture and climate. Maintaining a school environment where students feel empowered will support both their academic achievement and long-term success. *Here are some resources and ideas to guide your work:*

Student Government

- ▶ Have a democratically elected student government, which meets regularly. Ensure that student government represents every grade, as well as the diversity of your student body.
- ▶ Provide a forum for student government campaign speeches as an exercise in public speaking.
- ▶ *For high schools:* Ensure your student government leaders attend the Borough Student Advisory Council meetings. Contact your [Borough Youth Leadership Liaison \(BYLL\)](#) for further information.

Youth Leadership Forums

- ▶ Help coordinate monthly consultative council meetings with school administration and student representatives

to determine practical solutions to student concerns. Design an action plan based on student recommendations, and report on results at future meetings.

- ▶ Host additional town hall meetings and assemblies as a forum for student voices to be heard.
- ▶ Help organize a youth leadership summit for your school or campus.

Additional Leadership Opportunities

- ▶ Provide students with a leadership role in all school events (e.g., public speaking at open house, orientations, parent association meetings).
- ▶ Offer students a leadership role in admissions outreach to feeder schools (e.g., the citywide and borough-wide high school fairs, articulation breakfasts, and high school nights). Match students to their former feeder schools in these efforts.
- ▶ Facilitate group counseling activities and guidance lessons which incorporate the theme of youth leadership.
- ▶ Ensure your school's at-risk students (e.g., students involved in disciplinary infractions) are also provided with lessons and activities on leadership.
- ▶ Encourage your school to offer a leadership elective, service learning opportunities, and student participation in community events.

Deputy Chancellor's Message

Dear Counselors,

As the newly appointed Deputy Chancellor of Operations, I am excited to have this opportunity to communicate directly with you. Some of the areas within the NYC DOE Division of Operations include: school food, pupil transportation, school facilities, guidance and school counseling. I am proud to have guidance and school counseling in my portfolio. Your work each day exemplifies the efforts of our division: to provide students, families, and school communities with vital support services to provide a safe and supportive learning environment.

I recently had the pleasure to meet with the NYC DOE [Office of Guidance and School Counseling \(OGSC\)](#) team. OGSC will be working closely with the new Borough Field Support Centers to ensure that both you and school administrators have the professional development and resources you need to have the greatest impact on student outcomes.

I know you are often involved in a whirlwind of activities until the last day of the year. Below are some strategies I recommend to provide a safe and supportive learning environment to ensure a successful close of the school year:

- ▶ Use systemic interventions including student and parent conferences to help inspire students to cross the finish line with success. Focus your efforts on a sub-group of students based on data (e.g., students failing a specified number of classes or who are chronically absent). Consider meeting with these students for group counseling sessions, which are aimed at goal setting.

- ▶ Reflect on your role of cultivating youth leadership, which is the theme of this edition of Counselor Connections. Help your school organize youth leadership councils. Your administration can then meet regularly with your school's youth leadership council for town hall meetings to help ensure student voices are heard. Youth leadership councils empower students and help prepare them for college and their future careers.
- ▶ As you organize celebrations and highlight accomplishments from this school year, please email guidance@schools.nyc.gov to share your success stories. We will continue strengthening systems of sharing best practices and innovation.

I am looking forward to the Annual Guidance Counselor Recognition Ceremony, a significant tradition celebrating the contributions of New York City school counselors. I would like to personally thank each of you for your efforts on behalf of New York City's students, families, and educators. I hope you and your family enjoy the summer months with a refreshing balance of fun and relaxation. The new school year will offer unprecedented collaboration for continued success.

Elizabeth Rose
Deputy Chancellor
Division of Operations



STAY INFORMED!

*For comprehensive school counseling resources,
please visit the Guidance Portal at: schools.nyc.gov/Teachers/guidance*





Message from the Chief Executive Officer

Dear Counselors,

I am always inspired by our monthly meetings with the Chancellor's Student Advisor Council (CSAC). CSAC members are high school student leaders who represent all five boroughs. CSAC members are so passionate about having an impact on our educational system. Their energy is definitely contagious. Interacting with our CSAC members, one can clearly see that their school communities have given them the opportunity to develop their leadership potential. I am glad this edition of Counselor Connections focuses on youth leadership programs, which help our students more fully realize their vast possibilities.

As educators, we can go beyond providing our students with essential academic skills; we can prepare our students to become our society's future leaders. Counselors can collaborate with school administration and with key school staff (e.g., the Coordinator of Student Activities in high schools) to help connect all students with youth leadership opportunities. We often think of student government officials as those students who also thrive in their academic performance, and in their interpersonal relations with school authority figures. However, leadership opportunities can benefit all students. These opportunities can be both formal and informal. They can include leadership classes, student governance, committees, peer tutoring, mentorship, etc. Leadership tasks can also encourage students who are often reluctant to participate to develop their interpersonal skills.

Schools are encouraged to work closely with their [Borough Youth Leadership Liaison \(BYLL\)](#), so that every high school is represented at all Borough Student

Advisory Council meetings (BSAC), and are engaged in all related initiatives. If your school is located in a campus, we highly recommend that you have your students serve on a campus youth leadership council. Campus councils build a sense of unity and teamwork across all campus schools. Campus councils can also collaborate to plan campus-wide events as well as to address student concerns across schools. Middle schools and elementary schools can also engage student voices in a way that helps develop leadership skills.

In this edition of our newsletter, we also focus on supporting LGBTQ students. Counselors have the professional responsibility to help foster the social-emotional development of all students by being attuned to their unique needs. Please consider how you specifically offer support in terms of the social-emotional and academic success of LGBTQ students. Please review [Chancellor's Regulation A-832](#) on Student-to-Student Discrimination, Harassment, Intimidation, and/or Bullying. In the case of any intimidation or bullying, you should consult immediately with your school's administration and Respect for All (RFA) liaison to ensure the allegation is investigated and addressed promptly. A wealth of Respect for All resources is available at the [RFA public page](#), as well as the [RFA Resources page](#) on the Principals' Portal. These resources are available to help schools develop robust RFA programs, which include staff trainings, guidance lessons, school-wide activities, and culminating events. Please share your successes in cultivating youth leadership and promoting Respect for All with us at guidance@schools.nyc.gov.

Lois Herrera

Chief Executive Officer

Office of Safety and Youth Development

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education."

-Martin Luther King, Jr. (1929 — 1968)

ATTN: SAPIS COUNSELORS

Submitted by Michele Singer,

Queens Content Expert for Prevention and Intervention

Youth Empowerment Speaks (YES) is a group of Queens middle schools and high school students who meet to discuss concerns on alcohol, substance abuse, and bullying. YES members are drug-free youth who are offered a forum to talk about concerns in a non-judgmental atmosphere. YES is an outgrowth of the Queens Consortium on Alcohol and Substance Abuse (QCASA). Students are supported by Queens Substance Abuse Prevention and Intervention Specialists (SAPIS), Daytop/Samaritan House, Queens Outreach, the NYC Department of Probation, and the Beacon Program at M.S. 250.

On January 31, 2015, YES hosted their 3rd Annual Youth Conference, *"Say No, Stay in the Know,"* at Robert F. Kennedy High School. Nearly 200 Queens high school students and 30 middle school students participated in various workshops. Some workshops were facilitated by Thomas Edison High School students. Always a big hit is the middle school workshop, *"What to Expect in High School."* Other workshops were facilitated by SAPIS, Substance Abuse Treatment programs, and the Prevention Resource Center. Some of the most poignant workshops were facilitated by young people in recovery.

Everyone had the privilege of participating in *"The Names That Hurt,"* a powerful presentation on bullying by students from Frank Sinatra High School. Conference participants, youth and adults, were moved by the real life depiction of the bullying issues that young people deal with. Many schools have requested additional performances.

Participants left with a wealth of knowledge and resources. Students gained a better understanding of how to use coping strategies and enhance their network of support. A key takeaway was the awareness that students can talk about their concerns in a non-judgmental environment.



The previous edition of Counselor Connections ([March/April edition, page 3](#)) included a special feature highlighting NYC DOE Student Advisory Councils. This edition highlights the leadership experience of one of the Chancellor's Student Advisory Council members:

"I am a leader. I am young, and I am capable of making change. These are some of the thoughts that run through my head at every CSAC meeting. I am sure the other council members think the same. Young students may not always feel like they have a voice, or one that is on par with the decision-making adults, but CSAC is to the contrary. As council members, we have the opportunity to voice our opinions on policy that affect us! At the end of the day, if the policy directly affects us as students, shouldn't we have a say in it? The Chancellor's Student Advisory Council allows students to voice their opinions, understand the policies of the DOE that affect them and their peers, and lets students grow as leaders. Entering CSAC, I always knew deep down that I was a leader. Serving on the council and meeting the various deputy chancellors has brought out my own leadership characteristics to the highest potential. Being a member of CSAC, especially as its Vice Chairperson, has been a key experience in my life! Everything I have learned will definitely be taken with me after high school and beyond. I am truly grateful for this experience and proud to be serving on this wonderful council."

- Frantzy Luzincourt, Vice Chairperson

Frantzy Luzincourt is also a member of the Brooklyn South Student Advisory Council, and attends Leon M. Goldstein High School for the Sciences.

CSAC is coordinated by Cheryl Hall, Senior Administrator of Guidance and School Counseling;



For questions or comments, please email guidance@schools.nyc.gov

SPECIAL THANKS! 2014-15 Chancellor's Student Advisory Council

The New York City Department of Education would like to thank the following student leaders for their outstanding contributions as members of the 2014-15 Chancellor's Student Advisory Council.

Bronx	Phedias Aponte — Jonathan Levin High School for Media and Communications
	Niyah Belser — Archimedes Academy for Math, Science and Technology Applications
	Noel Cruz, <i>Member of the Panel for Educational Policy</i> — Bronx Design and Construction Academy
	Harley Davila — In-Tech Academy
	Delicia Dunkley — The Metropolitan High School
	Kyreek Milton — Harry S. Truman High School
	Jade Richards — Herbert H. Lehman High School
Brooklyn North	Kimberly Brown — School for Legal Studies
	Shenaika Eliassaint — William H. Maxwell Career and Technical Education High School
	Kayla King — William H. Maxwell Career and Technical Education High School
	Berline Laguerre — School for Legal Studies
	Asia Milan — William H. Maxwell Career and Technical Education High School
Brooklyn South	Helen Pierre — William H. Maxwell Career and Technical Education High School
	Brianna Bennett — Midwood High School
	Deneka Emanuel, <i>Correspondence Secretary</i> — Science, Technology and Research Early College High School
	Leandra Grullon — High School for Medical Professions
	Meagan Kiley, <i>Chairperson</i> — High School for Medical Professions
	Frantzy Luzincourt, <i>Vice Chairperson</i> — Leon M. Goldstein High School for the Sciences
Manhattan	Stephanie Ng, <i>Member of the Panel for Educational Policy</i> — Midwood High School
	Manysa Remy-Walcott — Science, Technology and Research Early College High School
	Isa Ayoung — The Urban Assembly Maker Academy
	Theodore Levine — NYC Lab School for Collaborative Studies
Queens	Abigail Thompson — NYC Lab School for Collaborative Studies
	Domonique Garnes — Business, Computer Applications & Entrepreneurship High School
	Christian Kelley — Forest Hills High School
	Sara Levine — Benjamin N. Cardozo High School
	Brendon Muniz — World Journalism Preparatory
	Hamza Rajraji, <i>Alternate</i> — William Cullen Bryant High School
Staten Island	Asim Rana — Forest Hills High School
	Chrystal Tellis, <i>Alternate</i> — John Bowne High School
	Nada Ahmed — Port Richmond High School
	Oshila Bopearachchi, <i>Recording Secretary</i> — Susan E. Wagner High School
	Joseph DePaolo — Tottenville High School
	Anthony Kim — Staten Island Technical High School
Joselyn Matamoros — Susan E. Wagner High School	
Samuel Sherman — Staten Island Technical High School	

SPECIAL FEATURE: Supporting LGBTQ Students

One of our primary roles as school counselors and social workers is to help provide a positive and safe environment for our students to learn. Although the climate for LGBTQ youth has become more accepting as more students are feeling free to express who they are, many of the challenges for LGBTQ youth remain the same as they were years ago.

Social-Emotional Performance

For many LGBTQ youth, there can be a sense of isolation, fear of and experience of peer exclusion, family pressure and/or rejection, secrecy, and a lack of role models which makes them more vulnerable to predators and victimization. For others, there is a budding sense of pride as they experiment with the way they dress, talk, and reveal themselves to others in the context of their sexual orientation and/or gender identity.

And sadly, there are those students who, out of fear of judgment and rejection, do not tell us of their thoughts and feelings regarding their sexual orientation and/or gender identity. We can only support them around this issue by always being LGBTQ sensitive in our conversations and in our advocacy while doing our part as professionals to create a safe and positive school climate and culture. "School counselors are directed to provide services to all students in schools including gay, lesbian, and questioning students" (Rainey, 2007, pg. 1).

Welcoming Schools

The Human Rights Campaign, on their [Welcoming Schools website](#) list statements from their resolutions supporting welcoming schools from twelve school-related organizations.

- ◆ **American School Counselor Association (ASCA):** "Each person has the right to be respected, be treated with dignity, and have access to a comprehensive school counseling program that advocates for and affirms all students."
- ◆ **National Parent Teacher Association:** "PTAs at every level must: Foster programs and practices that eliminate bias, prejudice and misunderstanding within their communities; Educate its leaders and members to the needs, cultural beliefs, traditions and family structures of the population they serve."

- ◆ **School Social Work Association of America:** "Students should be able to attend school without fear of threat, harassment or denial of rights...SSWAA supports educating both students and staff regarding misconceptions about LGBTQ youth, appropriate ways to address discrimination and harassment and the importance of mutual respect."

Parent Associations

We can also assist our parent association in recognizing the various family structures which include students whom may have gay or lesbian parents. This acknowledgement of the diversity of families assists our young people in feeling embraced, accepted, and part of a safe and positive school culture. These efforts also support parent engagement which we know is critical to student achievement.

Respect for All

Any concerns related to bullying should be brought to the attention of your school's administration and Respect for All (RFA) liaison in order for the allegation to be addressed promptly. Resources are available at the [RFA public page](#) and the [Principals' Portal RFA Resources page](#) to help schools develop RFA staff trainings, guidance lessons, school-wide activities, and culminating events.

Get Involved through OGSC!

Counselors are essential in creating a non-judgmental and supportive counseling and school environment for all of our students. If there is anyone who might be interested in participating on a working committee of the NYC DOE Office of Guidance and School Counseling with the purpose of discussing issues related to LGBTQ students and enhancing ways to support both students and staff, please contact Jaye Murray at JMurray7@schools.nyc.gov or 212-374-2530.

Jaye Murray, SBL, LSCW, is Senior Administrator of Guidance and School Counseling for Elementary Schools; contact at: JMurray7@schools.nyc.gov.

RESOURCES:

- ◆ Rainey, Steve. (2007). [Affirmative School Counseling: Working with Gay, Lesbian, and Questioning Students](#). Kent State University.
- ◆ [Chancellor's Regulation A-831](#)
- ◆ [Chancellor's Regulation A-832](#)

Elementary Schools: Leaders as Advocates

In your role as a school counselor or social worker, do you view yourself as a leader? You may not be an “administrator” but you do have unique skills and perspectives valuable to your school’s climate and culture. To the extent that you infuse yourself into conversations which relate to the social-emotional needs and challenges of your students, your untapped knowledge and skills can be recognized and utilized.

Inspiring our elementary school students to take on leadership roles requires planning. Some ways include modeling leadership, defining leadership, recognizing and acknowledging when students show leadership, and tapping into the leadership skills of those students who are less inclined to assert themselves.

- ▶ **Modeling leadership:** Your empathy, open-mindedness, and versatility are all leadership qualities, which bring out the best in those around you.
- ▶ **Defining leadership:** Have conversations about leadership skills with your students. Focus on the perspective that leaders are not “bosses.” Leaders are individuals who can be trusted to guide and inspire. Help your students identify leaders who guide and inspire them.
- ▶ **Recognizing and acknowledging when students show leadership:** Encourage students who stand up for the wants and needs of the counseling group or express frustration or concern about an issue that affects their whole class. Interpersonal leadership can be cultivated in the childhood years.
- ▶ **Tapping into the leadership skills of those students less inclined to assert themselves:** Extroverted students can frequently steal the show. Focus on catching those students who are generally quiet when they attempt to exert their opinions and participate in problem solving for the group or class.

Effective leaders often demonstrate a high degree of both *intrapersonal* and *interpersonal* skills. Having an awareness of one’s surrounding emotional atmosphere fosters an ability to anticipate reactions and respond effectively. Many of the traits which you display in your counseling sessions are the very same skills you are trying to strengthen in your students. In your role as school counselor or social worker, your students are looking to you to see how a leader acts, handles stress, and responds to others.

Use this checklist to assess whether your elementary school is creating opportunities to foster leadership:

- ▶ Elect class representatives to a student government.
- ▶ Rotate class leaders who are responsible for bringing concerns of the class to the teacher.
- ▶ Have an active Respect for All Club with representatives from each class.
- ▶ Encourage the assignment of classroom helpers to manage responsibilities (e.g., leading the class line, handing out and collecting papers, delivering messages).
- ▶ Help coordinate service projects. As an example, older students can help plan events or services for younger students including mentoring, tutoring, and literacy activities.
- ▶ Create opportunities for students to engage in public speaking (e.g., reading loud-speaker announcements, giving speeches, acting, and performing).
- ▶ Provide students who “get in trouble” with the opportunity to speak up for themselves and tell their side.

Take on a greater leadership role by advocating for more of these opportunities at your school. As Theodore Roosevelt said, “No one cares how much you know, until they know how much you care.”

Jaye Murray, SBL, LSCW, is Senior Administrator of Guidance and School Counseling for Elementary Schools; contact at: JMurray7@schools.nyc.gov.

"No one cares how much you know, until they know how much you care."

- Theodore Roosevelt (1858—1919)

I Love the Me I See and the Me I Can Be

How to Organize a Leadership Conference for Middle School Youngsters

Providing middle school youngsters with opportunities to hear about their value and leadership potential is imperative. Middle school students are creative and have a lot of great things to say and do. Educators can develop a range of opportunities for middle school youngsters to recognize and develop their leadership skills. Based on this premise, how about planning a leadership conference for 6th, 7th, and 8th graders? A leadership conference can create an environment where our youngsters feel empowered. At a school-based leadership conference, men and women who are well known in the community can help students realize their strength, value, and potential. Who will become the leaders of the future? The answer is our children, tweens, and teenagers of today.

- ▶ **Establish a planning committee:** Consult with your school administration. Meet with staff, parents, students and community members who would be interested in helping to organize a youth leadership conference. Brainstorm ideas with your committee and discover and employ their gifts and abilities.
- ▶ **Establish a budget:** Put together an estimate of costs including food, equipment, lodging (if applicable), transportation, and miscellaneous expenses. Let the guardians of your students know in advance an approximate per-person cost. Or, you might consider having the conference at your school if room allows. A sample worksheet is available [here](#). For fund-raising support, utilize social media resources like [Kickstarter](#), which is a global crowdfunding platform. The company's stated mission is to help bring creative projects to life. Refer to [Chancellor's Regulation A-610](#).
- ▶ **Identify a conference date and location:** Deciding when you want to have your event will go hand-in-hand with when your location preference is available. You will also need to decide how long the event will be. While a day conference will not have the added expense of overnight lodging, a longer event provides attendees more time to bond with

each other. Network to identify a potential complimentary large venue. Additional considerations are available [here](#).

- ▶ **Identify a theme:** Decide what your conference goals and objectives will be. Perhaps you would like your group to be inspired to be the best they can be. You could title your conference "I Love the Me I See and the Me I Can Be" or "I am Enough." Plan games, activities and speakers around your theme to tie it all together. Additional suggestions are available [here](#).
- ▶ **Plan the itinerary:** Include speakers, games, meals and activities. Make sure there is time for youngsters to bond with each other and have fun through team building activities, group challenges, and contests. Host an obstacle course and sports competitions as well.
- ▶ **Invite motivational speakers:** Brainstorm ideas with your committee. Maybe someone has a relative or friend that has accomplished something interesting and enjoys speaking to tweens. A sample invitation letter is available [here](#).
- ▶ **Create an invite:** Develop a flyer to invite staff members, students, parents, and community members. A sample invitation flyer is available [here](#).
- ▶ **Plan the menu:** Choose meals that are healthy and appealing to tweens. Remember that tweens can be picky eaters!
- ▶ **Compose a checklist:** Remember to make sure all is arranged for the conference, including transportation, a head-count of attendees and chaperons, lodging, speakers, food, etc. A sample checklist is available [here](#). Be sure to resolve any legal issues you deem necessary, such as permission slips.

Zuri Jackson-Woods is Senior Administrator of Guidance and School Counseling for Middle Schools; contact at: ZWoods@schools.nyc.gov.

Be an Advocate for Your High School's Gay-Straight Alliance

In over 4,000 high schools across the nation ([GLSEN, 2013-14](#)), student leaders cultivate their potential for individual and collective empowerment through the development of their school's **Gay-Straight Alliance (GSA)**.

As summarized in [GLSEN's GSA Research Brief](#), GSAs are non-curricular, student-initiated clubs in secondary schools that work to improve the school climate for all students, regardless of sexual orientation or gender identity/expression. Functioning most effectively when incorporated within a larger comprehensive safe schools initiative, GSAs often advocate for improved school climate, educate the larger school community about LGBTQ issues, and support LGBTQ students and their allies. An increasing body of research has demonstrated the positive impact that school-based resources, such as clubs that address LGBTQ student issues, may have on school climate.

Being an advocate involves continually learning about and promoting awareness of current **research, regulations and resources**:

Current Research

Findings from [GLSEN's 2013 National School Climate Survey](#) outline the extent of the challenges that LGBTQ youth encounter at school and the negative impact on individual students and the learning environment. Advocate educators can make a big difference! For many students, simply knowing that allies exist can be a source of support.

Key Regulations

- ▶ [NYC DOE Chancellor's Regulation A-601 Activities, Clubs, and Organizations](#)
- ▶ [NYC DOE Transgender Student Guidelines](#)

Helpful Resources

- ▶ ASCA Position Statement: [The Professional School Counselor and LGBTQ Youth](#)
- ▶ [GLSEN Educator Resources](#)
- ▶ [How to register your GSA](#)
- ▶ [Connecting with GLSEN New York City](#)
- ▶ [GSA Resources for Students](#)

Guidance and school counseling team members are in a unique position to be proactive GSA advocates, whether or not students are already benefiting from the positive impact of an established GSA at their school. School counselors may provide a range of supports, including serving as GSA advisors or as a resource for faculty who are functioning as advisors. More importantly, as integral connecting forces within the school, guidance and school counseling professionals are looked upon to serve as role models for the **entire school community**.

Please share your suggestions or questions about GSAs by contacting Margarita Suero-Duran, Ed.D., Senior Administrator for High Schools, Office of Guidance and School Counseling at msuerod@schools.nyc.gov.

Thank you to [GLSEN](#), for the wealth of resources and ongoing support!

SAFE SPACE STICKERS AVAILABLE THROUGH GLSEN

A *Safe Space* is a welcoming, supportive and safe environment for lesbian, gay, bisexual, transgender and queer or questioning (LGBTQ) students. All schools are invited to avail themselves of Safe Space materials and stickers as a step towards ensuring that all students feel welcome and safe.

Research shows that LGBTQ students with many supportive educators feel safer at school, skip fewer classes, and earn higher grades than students without supportive educators. Stickers can be displayed on your office door to show support to LGBTQ students. Connect with your school administration to plan to post these stickers throughout your school. Let students know where their allies are. Check out [GLSEN's Safe Space Kit](#) while you wait for your stickers. Stickers are available on a first-come, first-serve basis. [Order your school's Safe Space Stickers here now!](#)



Student Name: _____

LEADERSHIP CHARACTERISTICS

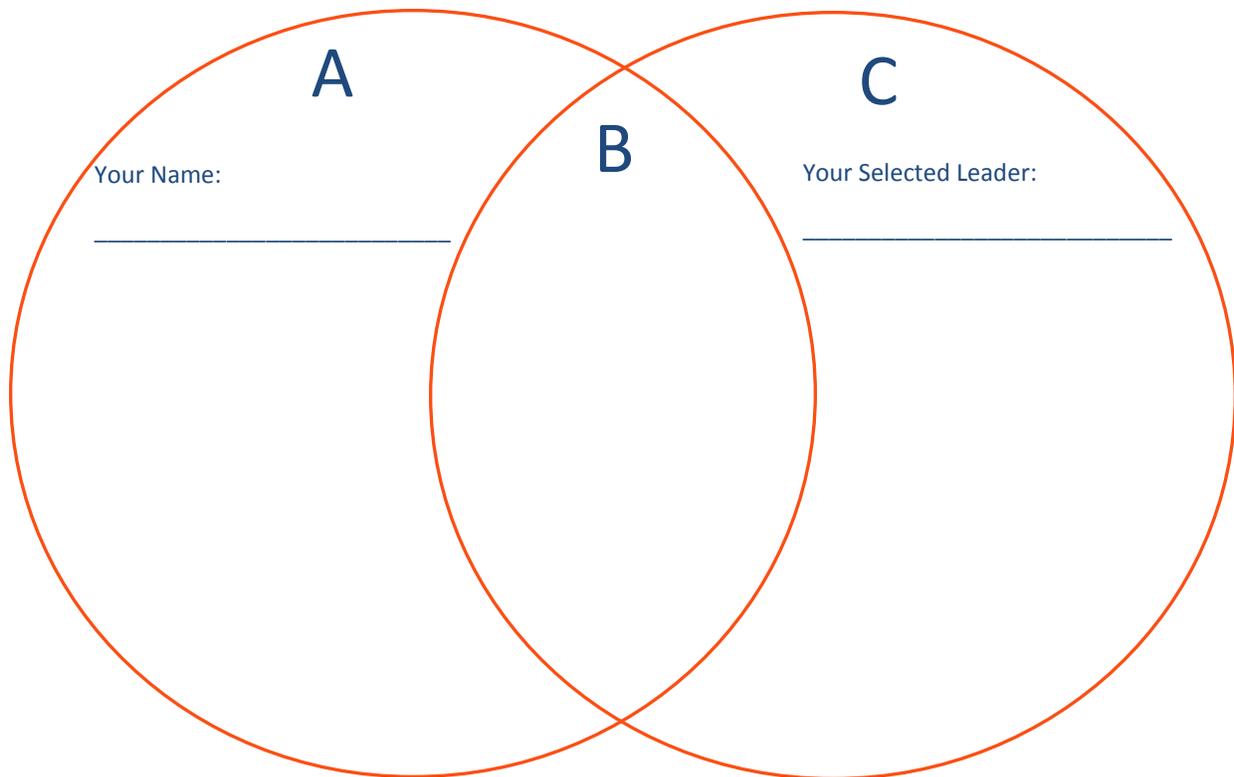
1. Identify a leader whom you admire. The leader could be a family member, a school faculty member, a historical figure, a current public figure, or even a peer.
2. Identify some of the personal characteristics of the leader whom you admire.
3. Using the following Venn diagram, compare and contrast some of your own personal qualities with the personal qualities of the leader whom you selected. Be prepared to speak briefly about your work with your group members.

In section A, list some of your own personal qualities that you do not share in common with the leader whom you selected.

In section B, list some of the personal qualities that you do share in common with the leader whom you selected.

In section C, list some of the leader's personal qualities that you do not share in common.

4. Discussion question: How can having characteristics of a leader impact school performance and future success?



This activity meets [American School Counselor Association \(ASCA\) National Standards for Students](#):

- ▶ **PS:A1 Acquire Self-knowledge** (PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.)
- ▶ **PS:A2 Acquire Interpersonal Skills** (PS:A2.4 Recognize, accept, and appreciate ethnic and cultural diversity.)

HIGHLIGHTS FROM THE OFFICE OF STUDENT ENROLLMENT

Round 2 Results

Round 2 results will be available in May. Students that did not receive an offer to a program choice on their Round 1 OR Round 2 applications will receive a school placement near their home, with availability. Counselors with 8th graders who are new to the NYCDOE after Round 2 results have been distributed may contact HS_Enrollment@schools.nyc.gov for a high school placement. Please consider Schools for New Arrivals which are for students who are new to the country. Students also may visit a [Family Welcome Center](#) over the summer for a high school placement.

Opportunity to Appeal High School Admissions Result

Appeals forms are now available on SEMS. Families must sign and submit appeals forms by Wednesday, May 20. All appeals must be entered on the “Appeals” tab in SEMS by May 25. Please review the guidelines for submitting an appeal under SEMS Resources. **Ensure families:**

- ◆ Select a reason for filing an appeal from the options listed on the Appeals form;
- ◆ Submit appropriate documentation (when necessary);
- ◆ Indicate up to three program choices on their appeal form; and
- ◆ In cases when appeals are granted but there is **no seat availability** in the programs requested, indicate whether the family wants to keep their current offer or be placed in a different program with availability. When the family selects the option for a placement in a different program with availability, programs that were not listed on the student’s Round 1 or Round 2 applications will be considered.

2016 New York City Directory of Public High Schools & Specialized High Schools Student Handbook

Both publications will be distributed to all public middle schools before the end of the school year. Directories for your current 7th grade class will be delivered and addressed to your school principal. Please distribute directories to each of your 7th grade students.

High School Admissions Summer Family Workshops

Encourage all current 7th grade students and their families to attend this year’s Summer Family Workshop series! Separate workshops will take place for the High School Application and Specialized High School processes. The High School Admissions Overview will take place in every borough at 6:30 pm on the following dates: Tuesday, July 14, Wednesday, July 15, and Thursday, July 16. The Specialized High School Overview will take place at 6:30 pm on Tuesday July 21 and Thursday July 23. Please continue to check the [Office of Student Enrollment website](#) for event location addresses and updates.

HIGHLIGHTS FROM THE OFFICE OF ACADEMIC POLICY AND SYSTEMS

High School Diploma Seal of Recognition for Service

The NYCDOE currently provides schools with several State or City approved seals to recognize achievement in learning experiences beyond the minimum graduation requirements. This year, the NYCDOE has partnered with [NYC Service](#) to offer a new, locally-approved NYCDOE high school [seal of recognition for service](#) to support students' college and career readiness. This seal is affixed on the diploma for eligible students in addition to any other awards or recognition.

What are the Requirements for a Student to Earn a Service Seal?

Students must meet a **minimum of 100 hours** of independent service, related service-learning, and/or a school-led service program over the course of their secondary studies AND must complete the requirements for one of the following diplomas or commencement credentials:

- ◆ Local diploma;
- ◆ Regents diploma;
- ◆ Advanced Regents diploma;
- ◆ [Career Development and Occupational Studies \(CDOS\) Commencement Credential](#) (for eligible students with disabilities); or
- ◆ [Skills and Achievement Commencement Credential](#) (for eligible students with disabilities).

Can a Student Receive the Service Seal in Addition to Other Seals or Awards?

Yes. The service seal may accompany other awards or recognition. For example, students may earn both an arts diploma endorsement and a service seal. All seals should be placed on the diploma for eligible students.

Are Schools Required to Award this Seal?

No. The seals that schools award depend on the programs they offer. While schools are encouraged to incorporate service into their programs, they are not required to award this seal if they do not have eligible students.

Do the service hours need to be documented?

Yes. School principals or their designees are responsible for maintaining documentation demonstrating that students have completed the required service hours. Schools can use or adapt the [Service Hours worksheet](#) for documenting this information.

All documentation of service hours must be maintained in students' permanent records. The completion of the requirements for the service endorsement should also be documented in ATS and STARS. The appropriate codes will be provided in upcoming Principals' Weekly announcements when they become available.

When will schools receive the diploma seals?

Each school will receive diploma seals with the standard diploma shipment. The number of seals provided will be based on the size of the school's graduating class. The seals should be affixed to students' diplomas and distributed to students as part of their usual graduation procedures. For additional information regarding diploma distribution, refer to the [High School Academic Policy Guide](#).

For more information, see the [Service Seal FAQ](#). For guidance on credit-bearing service-learning policies, see the [Off-Site Courses FAQ](#). Please remember to visit the [NYC DOE academic policy resources Intranet page](#), maintained by the Office of Academic Policy and Systems (OAPS).



FEATURED PROFESSIONAL ARTICLE

Spotlighted by Margarita Suero-Duran, Ed.D., Senior Administrator, Office of Guidance and School Counseling

Hay, I., & Dempster, N. (2004). [Student leadership development through general classroom activities](#).

Educating: Weaving Research into Practice, 2, 141-150.

“Student leadership enhancement involves giving students opportunities to practice leadership skills in a supportive learning environment (p. 141).” In this brief article, the author outlines a range of student leadership skills which can be incorporated across content areas. Two classroom activity plans are also included to exemplify the process.

The range of essential leadership skills includes:

- ◆ **Reflection** — evaluating positive and negative outcomes following a task or experience
- ◆ **Problem solving** — involving problem identification, data collection, and strategizing
- ◆ **Decision making** — identifying pros and cons of making a choice, evaluating evidence, and choosing among realistic options
- ◆ **Goal setting** — involving optimal identification and selection of short-term and long term goals
- ◆ **Communication** — effectively using writing, speaking, listening, and non-verbal skills to inform others, listen to others, and value others opinions
- ◆ **Conflict resolution** — using a problem-solving approach to address difference of opinion and find common ground
- ◆ **Diversity awareness** — respecting and remaining open to different points of view
- ◆ **Self-confidence** — Believing in ones’ ability and effectively working with identified personal strengths and challenges

Having multiple educators incorporate leadership skill development in the school exponentially increases the opportunities to engage all students, not just those participating in a leadership class, a special club, or student government.

How has your school infused leadership training across content areas? What strategies have enhanced the delivery of your guidance activities around leadership development? We welcome your feedback at guidance@schools.nyc.gov.

HIGHLIGHTS FROM THE OFFICE OF POSTSECONDARY READINESS

June is almost here, and high school seniors are looking ahead to graduation with pride and anticipation. We applaud our students for their accomplishment, and we applaud you, as educators, for your invaluable role in helping them succeed. As we celebrate our college bound seniors, it is important to continue to provide them with transition supports to college. A recent [report](#) by the National Association for College Admission Counseling ([NACAC](#)) confirms that college counselors are critical to helping students transition from high school to postsecondary education. The report underscores the value of counseling services but points to challenges that make it difficult for counselors to fulfill that role.

Our students are particularly vulnerable to “[summer melt](#),” a phenomenon that involves low-income students who have been admitted to college and even offered financial aid, yet do not enroll by the time classes begin. Among the hurdles students face over the summer are a lack of mentors and resources, problems in completing necessary [steps and process](#), and factors that relate to the financing of higher education. Many of our schools are supporting our students to face these challenges to college enrollment head on. For tools, resources, and practices, click [here](#).

For additional college and career planning resources, you may [subscribe](#) to Office of Postsecondary Readiness’ monthly e-newsletter. You may also direct your questions to Sugeni Pérez-Sadler, Associate Director, College and Career Planning, Office of Postsecondary Readiness at sperezsadler@schools.nyc.gov.

Guidance Success Stories

DISTRICTS 1 — 6, MANHATTAN

Thematic Counseling Group for Transgender Students

Submitted by Jenny Vongerichten, School Counselor

The comprehensive guidance program at **High School of Fashion Industries (02M600)** includes thematic group counseling based on student needs. Several students approached the counselor to discuss their gender identity. The school counselor recognized the need to facilitate a counseling group for transgender students as a forum to discuss their social-emotional concerns and academic progress. When the group was formed, the members were freshmen and had expressed that they identified with being transgender. The students spoke to the counselor about feelings that their bodies are not who they are meant to be, and that they are in the process of change. Other themes discussed were family dynamics and the importance of feeling accepted.

Group members are now in 10th grade, and have matured a lot. The students are focused on attending school every day, and are passing all their classes. The students have also reported improved relations with their families.

Social-Emotional Learning Through Animal Care

Submitted by Patricia Foley, School Social Worker

The school social worker at **P.S. 102 Jacques Cartier (04M102)** in East Harlem is highly dedicated to helping children succeed academically, socially, and emotionally. Having often observed how well children respond to animals and how therapeutic animals can be, she researched ways to incorporate animals into the educational process. The school social worker reached out and developed two new partnerships with the Reading Education Assistance Program (READ) and

Mutt-i-grees. The programs have been in place for three years now, and have been a huge success.

The [Reading Education Assistance Program \(READ\)](#) program is a reading program where children meet weekly and read to a therapy dog. The children practice reading between sessions to prepare to read to the dog. The program is very motivational, and has a strong positive effect in helping children with anger issues, ADHD, and emotional regulation issues. Children who have difficulties focusing, may sit calmly and read to a dog. Children who are afraid of dogs overcome their fear.

The second program is [Mutt-i-grees](#), a Pre-K-grade 12 curriculum which bridges humane education and social-emotional learning. Mutt-i-grees was developed by the Yale School of the 21st Century and the North Shore Animal League. The Mutt-i-grees curriculum features special visits from shelter pets, "Learning By Doing" activities, recommended books, and highlighted vocabulary. The curriculum is aligned with the Common Core Standards, and meets Humane Education Standards and the CDC National Health Standards. The curriculum helps children and adults develop coping and decision-making skills, positive thinking, empathy, and cooperation. The classroom instruction engages students and enhances their social-emotional and academic skills. The Mutt-i-grees program has proven to be an important tool for teachers who face classroom management issues. In particular, ESL students and students with disabilities, including autism, often benefit from participating. Designed as a universal program for all children, the Mutt-i-grees program has many applications. P.S. 102 looks forward to continued success with these two unique partnerships and to afford many more students the opportunity to benefit!

"The only place that success comes before work is in the dictionary."

- Vince Lombardi (1913—1970)

Skill-Building and Enhanced Reflection through Guidance Luncheons

Submitted by: Joyce Bowens, School Counselor

“Can we sit and talk?” asked a promising 10th grade male student at **George Westinghouse Career and Technical Education High School (13K605)**. This statement was the beginning of regular “guidance luncheon” sessions focusing on much more than credit accumulation review. For instance, the school counselor helped the student reflect upon what really matters in life. When the student was selected for an interview for an outside internship program, the student practiced the interview protocol with the counselor and role-played to decide what to do, what to say, and what to wear.

During the guidance luncheon sessions, the counselor uses inspirational quotes to enhance the reflective process. A quote that has really helped this student reminds us that “Life is a journey but the ride is on a sailboat, because you have no control which way the winds will take you and you may have to redirect your sails to get back on course.” Guidance luncheon sessions have helped this student reflect upon the impact that personal choices may have on academic progress, personal safety, relationships, and the future.

The supervisor at the internship program recently shared with the school how wonderfully this young man is doing. Witnessing students’ growth gives the counselor purpose and reason to always give her best!

It Takes a Village

Submitted by: Lourdes Docteur-Bailey, School Counselor

A second grade student at **P.S. 308 Clara Cardwell (16K308)** frequently walked out of the classroom without his teacher's permission, had outbursts, and used profanity when he was frustrated as a result of not being able to complete his assignments. He used to fight on a monthly basis and often wandered

throughout the floors without permission. One day, the student’s mother stopped by the guidance office to ask for help. The parent received a mental health referral for the child. As a result, the student is receiving comprehensive supports to self-regulate his behavior. He receives counseling services and medication provided by the nurse at the school. Two years later, the student’s Functional Behavior Assessment and Behavior Intervention Plan FBA/BIP is no longer in place and everyone is amazed to see the positive turn around.

Another result of this success story is that at the end of each counseling session, students now receive a snack. This practice all started with the same student: two years ago he had asked for a snack to take his pill when his favorite lunch was not served. Today, in addition to the school’s lunch club, a free healthy snack adds to the supportive atmosphere in the guidance office. Students from kindergarten through 8th grade look forward to this daily snack.

As the saying goes: “It takes a village to raise a child.” In this case, it takes a school community, proactive parenting, and a team effort to make a positive impact. Everything starts with trusting relationships. The counselor gives credit to Network 112 for facilitating training and tools to optimize supports to families, teachers, and students.

Community Building Through Social-Emotional Learning

Submitted by Isabella Sperduto, Dean of Teaching and Learning

New Bridges Elementary School (17K532) was founded in 2013 with one mission in mind – to empower the development of each child’s best self and to prepare them for success in college and in life. To help bring this mission and vision to life, the school partnered with [Move This World](#), a leader in social-emotional learning that utilizes movement to teach the values of empathy.

(continued on next page.)

Over the last two years, Move This World has helped students at New Bridges Elementary School facilitate conflict resolution and the integration of arts into the classroom. The program has given the faculty the common language and strategies to support students as they navigate interpersonal conflicts or challenges.

The partnership with Move This World began with a professional development session for school staff. The staff was challenged by the behaviors students were presenting in classrooms and were reflecting on the toll this took on their own emotional well-being. The facilitators challenged the faculty to reflect on their interactions amongst each other as adults and to consider their own emotions and their impact on our work. These conversations were raw and emotional and led to a deeper sense of trust and team building throughout the community.

The session helped faculty realize the importance of checking in with one another to express their feelings and to show support for one another. Today, the school takes Move This World's practices even further and checks in with one another before each meeting to acknowledge the difficult work they are doing day in and day out. Move This World has provided the staff and students at New Bridges Elementary School with space to learn, share and support one another as a team.

Helping Students "C" their Future

Submitted by: Joan Hallett, School Counselor

During the summer, the school counselor **J.H.S. 383 Philippa Schuyler (32K383)** facilitated discussions using the "C"ing Our Future curriculum. In September, the counselor and an individual student continued to discuss the importance of maintaining good grades. During a counseling session where the student burst into tears, the counselor realized much more needed to be done. The student was upset because he really wanted to excel, and was feeling defeated.

The counselor discussed the case during the pupil personnel team meeting and the team strategized to

help the student. Upon a thorough review, it appeared that the student may have needed to be assessed for possible learning disabilities. With parental consent, the student received the assessments and was referred to ICT classes, an AIS Math class, and after-school support. He was placed on a Progress Report and was scheduled to receive targeted counseling. By the 3rd marking period, the student had passed every core subject! The counselor believes that the "C"ing Our Future curriculum she implemented during the summer had great impact by helping students feel comfortable to seek help. The counselor is very proud of the student's efforts to improve. *It is about the children we serve!*

DISTRICT 31, STATEN ISLAND

Success in Scholarships \$\$ for Seniors

Submitted by Linda Bunnicelli, Assistant Principal of Pupil Personnel Services

Susan E. Wagner High School (31R460) has had a banner year for seniors receiving scholarship awards. For the first time in its history, Wagner High School has produced *two* winners of [Posse Foundation](#) scholarship, a competitive four-year, full scholarship to some of the nation's most prestigious schools. Posse is a college access and youth leadership development program that identifies, recruits and selects student leaders from public high schools and sends them in groups called Posses to some of the top colleges and universities in the country. A Posse is a multicultural team made up of ten students, who acts as a support system to ensure that each member succeeds and graduates from college.

Another 12th grader from Wagner High School was one of only 13 winners of the coveted [New York Times Scholarship](#), which provides \$30,000, mentoring, and internships for each recipient. In addition, one of Wagner High School's competitive swimmers won the [Ford Lincoln of Queens NY1 News Scholar Athlete of the Week](#) award, which includes a \$1,000 scholarship and a televised interview on NY1. Congratulations to the Class of 2015!

DID YOU KNOW ? ...

May is National Mental Health Awareness Month.

Additional resources are available at the [Guidance Portal](#).

May 6 —12 is National Nurses Week.

Encourage students to learn about the nursing field. A sample lesson plan for careers in health is available [here](#).

May is National Foster Care Month.

Learn about resources for supporting youth in foster care. Review admissions guidelines for students in foster care, as outlined in [Chancellor's Regulation A-101](#).

June is LGBTQ Pride Month.

Access resources from [GLSEN](#) (Gay, Lesbian & Straight Education Network).

June is National Teen Pregnancy Prevention Month.

Access [NYC Teen](#) resources. Review the NYC DOE [Student Parent Toolkit](#).

June is National Safety Month.

Sample lesson plans from the National Crime Prevention Council are available [here](#). Review [NYC DOE Office of Safety and Youth Development](#) resources.

“Share Your Guidance Success Story”

Do you have a Guidance Success Story that you would like to share with your colleagues?

Please email submissions to guidance@schools.nyc.gov.

A success story could feature:

- ▶ An individual student who made a significant turnaround or achieved his or her fullest potential through the efforts of a school-based counselor
- ▶ A school-wide guidance intervention that was noteworthy in its effectiveness on impacting student attendance, behavior, and/or course marks (the A, B, Cs)
- ▶ An impactful group counseling activity or guidance lesson that students enjoyed

School-based counselors, social workers, and SAPIS counselors whose submissions are published will be invited to a special lunch with Chief Executive Officer Lois Herrera, Office of Safety and Youth Development, at the end of the 2015-16 school year!