

COUNSELOR CONNECTIONS

September/October 2015 • NYC Department of Education — Office of Guidance and School Counseling

WELCOME BACK!

Message from Jaye Murray

Dear School Counselors, Social Workers, and SAPIS Counselors,

As the new Executive Director of the [Office of Guidance and School Counseling \(OGSC\)](#), I would like to welcome all of you as we begin an exciting new school year. While it is difficult to transition from the warm, relaxing summer months to the opening of the school doors in September, all of us at OGSC are doing so with a renewed sense of energy and excitement. Our office was created out of the vision of Chancellor Carmen Fariña, who recognizes the critical support you provide for our students and their families.

Under the leadership of Lois Herrera, founder of the OGSC, we had a productive inaugural year with over 40 professional development sessions to field support staff and counselors and three full-day citywide offerings. In each borough, we offered workshops on suicide prevention, prosocial behavior responses, and the effects of domestic violence. The collaborative efforts of our central OGSC team resulted in many accomplishments.

Our Senior Administrator of Special Projects, [Michael Battista](#), developed and oversees our *Counselor Connections* newsletter. Michael also revamped our Guidance Portal to enhance communication between counselors and our office in order to assist you in serving your students. [Zuri Jackson-Woods](#) developed community partnerships to combat domestic violence, and is developing guides on middle school transition and the Family Educational Rights and Privacy Act (FERPA). As our middle school point person, Zuri connected school

counselors with technology and character development trainings. [Margarita Suero-Duran](#) shared her expertise on post-secondary planning, conducting workshops and connecting you with valuable resources. Under [Marion Thomas'](#) leadership, over 50 new substance abuse prevention specialists will be hired for the upcoming school year; Marion will continue to develop strategies for substance abuse prevention and referral sources for our students.

[Cheryl Hall](#), with the assistance of [Robin Winstead](#), offered trainings on reporting child abuse while continuing to be our strong citywide advocate for children. [Elizabeth Johnson](#) provided workshops on special education issues, visiting many of your schools to assist you with concerns related to servicing our students with Individualized Education Programs.

(continued on page 2)



Office of Guidance and School Counseling staff. Front row: Marion Thomas, Danielle Ehsanipour, Zuri Jackson-Woods, Cheryl Hall. Back Row: Michael Battista, Jaye Murray, Margarita Suero-Duran.

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Special Assistant [Danielle Ehsanipour](#) has worked tirelessly on behalf of our LGBTQ students, serving on City advisory committees and accessing community resources.

I also want to recognize the DOE's Office of Safety and Youth Development staff, Deputy Chancellor Elizabeth Rose, and the late Deputy Chancellor Kathleen Grimm for their support. Finally, none of this could have been done without the vision and direction of Lois Herrera, now Chief Executive Officer of the Office of Safety and Youth Development. While I could never attempt to fill her shoes, it is my intention as the new Executive Director, to further the work that she began and continue to benefit from her expertise. Lois often says, "Once a counselor, always a counselor." I will lean on that promise as I look forward to the gift of her guidance and counsel as the year unfolds.

Welcome to the new school year and thank you in advance for all that you will do!

Best,

Jaye Murray, SBL, LSCW

CHILD ABUSE PREVENTION

Child Abuse Designated Liaisons

- ▶ Chancellor's Regulation [A750-Child Abuse Prevention](#) requires each principal to designate a staff member from the school's Child Abuse Prevention and Intervention Team to serve as a liaison. The *Child Abuse Designated Liaison* shall assist in facilitating interagency communication and the sharing of information between the school, local Child Protective Services, and foster care agencies.
- ▶ The designee must attend the annual *Designated Liaisons Training* facilitated by the DOE Citywide Coordinator for Child Abuse and Neglect Prevention Program to obtain the most current child abuse reporting protocols, updates, and best practices.
- ▶ The designee and the school's Child Abuse Prevention and Intervention Team should facilitate mandated reporting by providing training, materials, and guidance on child abuse prevention and intervention to all school staff.

New! The schedule of *Designated Liaison Trainings* is now available [here](#).

Did You Know?

- ▶ **"Guidance"** began in the United States at the turn of the 20th century with **classroom teachers** providing "vocational guidance."
- ▶ **Frank Parson's book, *Choosing a Vocation*** (published in 1909 after his death), prompted the superintendent of Boston schools to designate 117 elementary and secondary teachers as vocational counselors. By 1910, 35 other cities, including New York City, had followed the "Boston example." Read a review of the book, available through the National Career Development Association [here](#).
- ▶ Delivery of "guidance" continues to be highly interdisciplinary. **School counselors, social workers and SAPIS counselors** in New York City public schools collaborate closely with teachers and multiple educational stakeholders to deliver a comprehensive guidance and school counseling program supporting students' academic, social-emotional and career development.

BEHAVIORAL CRISIS DE-ESCALATION

A summary of Chancellor's Regulation A-411

By Michael Battista

*Senior Administrator for Special Projects, Office
of Guidance and School Counseling.*

When a student engages in behavior that poses a substantial risk of serious injury to the student or others, every effort must be made by responding school staff to safely de-escalate the behavior by using de-escalation strategies and interventions. However, where a student's behavior poses an imminent and substantial risk of serious injury to himself or others and the situation cannot be safely addressed by school staff, the principal/designee must call 911. Chancellor's Regulation A-411 specifies school responsibilities in behavioral crisis-de-escalation.

Crisis Intervention Teams

Your school's Crisis Intervention Team is required to develop a Crisis De-escalation Plan as part of its Consolidated Plan.

- ▶ The De-escalation Plan must: include specific de-escalation strategies; identify locations in the building where students in crisis may be taken; identify staff trained in de-escalation techniques; and list community resources available to your school.
- ▶ The Crisis Intervention Team must conduct an orientation for all school staff by October 31.
- ▶ If the classroom teacher or the responding staff member is unable to de-escalate a student's behavior, the teacher/staff member should also seek assistance from other appropriate staff members trained in de-escalation.

Parent Notification

- ▶ Parents must be called when a school calls 911.
- ▶ When the parent is reached or arrives at the school, the parent should be given the opportunity to speak with the on-scene 911 responders and the student, if it is feasible and it will not interfere with the ability of staff and the 911 responders to fulfill their duties and responsibilities.



- ▶ If the parent requests that the child not be transported to the hospital, 911 responders will determine if the request may be honored in accordance with FDNY procedures for refusal of medical assistance.
- ▶ If the student is transported to the hospital before the parent arrives, the student must be accompanied by a staff member from the school.
- ▶ School staff should meet with the parent following any behavioral crisis to discuss appropriate positive behavioral supports and interventions.

Reporting Procedures

- ▶ The principal/designee must notify the DOE's Emergency Information Center at 718-935-3210 whenever 911 is contacted.
- ▶ An Online Occurrence Report must be filed within 24 hours.

Training

- ▶ Contact your *new* [Borough Field Support Center](#) to inquire about de-escalation training.
- ▶ The De-escalation Plan must also be discussed at a School Safety Committee meeting by October 31.

Please see the *new* [Chancellor's Regulation A-411](#) for further details.

Elementary Schools: Self-Regulation

By Jaye Murray

Executive Director, Office of Guidance and School Counseling

Years ago (many, many years ago), I was a student of karate/Jiu-Jitsu. At the start of every class, the sensei would have us run around and around the dojo as fast as we could until he told us to stop. Afterward, standing in line formation, frustrated that we had spent fifteen minutes of class time running instead of learning fighting techniques, we did not question—and obediently complied week after week. Finally, one night after a particularly harsh sprint around the dojo, he spoke.

“You are here to learn karate, Jiu-Jitsu, self-defense,” he said. “The first and most effective line of self-defense is to avoid conflict at all costs. The best karate master never has to use the techniques learned. If you can run fast, you can be a master of self-defense.”

I mention this experience, not to say we should run from students in the midst of a meltdown, but to say that if we master the art of not engaging, not instigating, not further agitating an already agitated moment, we might avoid the meltdown all together, or at the very least keep it from intensifying.

Albert Einstein once said, “We cannot solve a problem with the same mind that created it.” For the purposes of this message, let us shift that to: “We cannot lower escalated emotionality with the same level of emotionality.”

Self-Awareness

Sometimes we feel panic when we see a student melting down. Some staff yell, some threaten, some tell the student repeatedly to calm down. Others try to hug and hold the student in the hopes of calming and restraining him. First of all, unless we are trained in restraint training, no one should attempt to restrain a child. Secondly, when did someone yelling at you or threatening you ever calm you down? That would not help me to de-escalate. How about you?

Regulation Skills

The time to discuss what went wrong and how the child should have responded or behaved comes later—

after the crisis/upset period. Our main goal during a student meltdown is to assist in keeping the situation from getting further out of control. Most importantly, regardless of a behavioral challenge, we always want our students to know that we care about them and that we have their best interests in mind.

As school counselors and social workers, we are often the social-emotional “go-to” people on staff and many times feel pressured to “fix” a situation. You might feel you are expected to reach into a magical bag of tricks, and “tah-dah,” the child has been de-escalated. Try not to feel any pressure to “fix.” That energy, that sense of urgency, will be felt by the student and could have the opposite effect than the one you are trying to impart.

Safe Spaces

Think about your office space. When I was an elementary school social worker, I had several tools that I considered calming tools: teddy bears and a box of “fidgets” (Koosh Balls, Silly Putty, small items that could be twirled or spun, and even a couple of action figures and a small doll). If children know that you have a space and tools to help them to calm down, they may seek you out or ask for you before a situation reaches a high level. Also, if you have these types of tools, you are teaching children the importance of soothing, self-calming, and self-regulating their own emotional challenges.

Stress Reduction Strategies

We all need that sometime. What do you do when you need help calming down? Nothing helps me more than a rocking chair. Music has a calming effect on me and taking a walk and meditation help me to get centered as well. Maybe there are ways to incorporate our calming strategies to an age-appropriate coping option for your students.

That Jiu-Jitsu class I took way back when was probably something I did to assist me in de-stressing and channeling some energy. Ironically, today, like the start of those self-defense classes, I actually run/jog to help myself to de-stress.

Contact Jaye Murray at JMurray7@schools.nyc.gov.

29th Annual School Counselor Recognition Ceremony



The 29th Annual School Counselor Recognition Ceremony was held at the Tweed Courthouse on May 27. The ceremony is planned each year by the DOE's Office of Guidance and School Counseling in collaboration with the UFT Guidance Chapter.

Honoree Accomplishments

Counselor honorees have developed exemplary counseling programs that address the three domains of school counseling as per national (ASCA-American School Counseling Association) and state (NYSSCA-New York State School Counseling Association) models. These domains are Academic Planning, Personal-Social Development, and Post-Secondary Planning.

Some of the notes made by the principals who nominated their school counselors included: "person of tremendous integrity," "patient and compassionate," "open door policy for parents that improved overall communication for the school community," and "outstanding dedication to students and their families." Some of this year's honorees had as many as 44 years of service to the DOE.

About the Honorees

There are 28 honorees who represent schools in all five boroughs in grades K-12. There are also honorees from the Alternate Learning Centers (District 88), District 75, District 79, the Non-Public Schools (District 64), Truancy Centers, and Borough Welcome Centers. While it is impossible to identify and recognize all of the exemplary work of the counselors in our DOE schools, we are always excited to acknowledge some of those who stood out.

2015 School Counselor Honorees

Linda Egelfeld—P.S. 57X Crescent
Suzanne Mauro—M.S. 142X John Phillip Sousa School
Gloria Carrasquillo—I.S. 151X Lou Gehrig Academy
Sandra Haydak—Health Opportunities High School
Yolanda Holland—P.S. 146K The Brooklyn New School
D. Zahara Duncan—P.S. 627K Brighter Choice Community School
Sergio Zamora—M.S. 26K John Ericsson
Fredeswinda Valentin—Williamsburg High School for Architecture & Design
Jamie Goldstein—P.S. 63M The STAR Academy
Julie McCullough—P.S./I.S. 187M Hudson Cliffs
Rachel Goodman—Battery Park City School
Bonnie Phillips—Baruch College Campus High School
Alberys Walsh—P.S. 253Q
Christina Rodriguez—P.S. 220Q Edward Mandel School
Steven Adinolfi—Queens College School for Math, Science & Technology
Gail Schor—Benjamin N. Cardozo High School
Nancy Ludwig—P.S. 58R Space Shuttle Columbia School
Laura Hayes—I.S. 27R Anning S. Prall
Lisa Barnett—Staten Island Technical High School
Kimberly Russell—Concord High School
Kim Bosco—Non-Public Schools
Kim Verboys—75X721
Mary Ellen Barnes—75Q255
Sharon Shimonov—ReStart Academy
Jordhanys Pereyra—Royal Academy
Maria Lamaze—Queens Truancy Intake Center
Mesmin Charles—Brooklyn Borough Welcome Center
Robert McHale—Special Honoree

Special Feature: Quick Glance at SESIS

By Elizabeth Ann Johnson

Senior Program Manager, Related Services Counseling

The Special Education Student Information System (SEIS) is a secure-based communication platform and a reporting system, which provides an electronic record for students receiving special education services. All related service providers, including school counselors and school social workers, will need to familiarize themselves with the operating system. There are many tools on the SESIS website under the HELP tab. There you will find many different modules to help you navigate through the system.

Setting up a SESIS Caseload

School counselors or school social workers providing mandated counseling must set up a provider's caseload in SESIS. Students may only be added to a provider's SESIS caseload when that student's IEP requires the student to receive counseling services. The provider then has permission to provide services to the student. If a student fails to populate on your caseload, you may manually add the student to your SESIS caseload if the student is associated with your location (school, Committee on Special Education) in SESIS. Your school's related services point may also assist with adding students to your SESIS caseload. A best practice is to make sure that the student is not being seen for counseling by another school counselor or social worker in your building.

First Attend Date

School counselors or social workers providing mandated counseling services must enter a

certified student encounter in SESIS after their first session with a student. If the first service encounter does not fully match the IEP mandate on the Recommended Special Education Program Service page, including language of service on the IEP, then the service encounter will not be captured. To review mandated services for students at your school and their corresponding service status, view the most recent Mandated Services Report, which you may access by logging into SESIS and clicking on the message with the subject "Weekly Special Education Mandate Report."

A great best practice is to set aside time each week to make sure your attendance for your mandated students is completed. Thank you for all your efforts in ensuring that your students receive the services they need to meet their educational goals.

SEIS Resources

- ▶ [Recording a Guidance Counseling Session](#)
- ▶ [SEIS Training on Adding a Student to Your Caseload](#)
- ▶ [SEIS Quick Guide for School Counselors on Encounter Attendance](#)
- ▶ [Special Education Training Materials and Resources Intranet Page](#)
- ▶ [Guidance Portal Key DOE Links](#)

Contact Elizabeth Ann Johnson at EJohnson6@schools.nyc.gov.

SEIS WEBINARS

SEIS Webinars are available [here](#) to support school administrators, educators, and service providers in navigating the system.

#NoMoreSocialMediaDrama: The School Counselor's Role in Middle Schools

By Zuri Jackson-Woods

As our youngsters transition back to school, it is critical that school counselors and social workers collaborate with teachers to integrate push-in guidance lessons. These lessons are preventive by design and developmental in nature to help our youngsters with their decision-making in school. For example, a lesson about social media in a digital citizenship class could be paired with a project on laws about harassment.

With a plethora of reality shows that seemingly glamorize vulgarity, drama, and conflict, and celebrities publicly engaging in social media conflict, there is no wonder our very impressionable tweens may think drama is advantageous. Here are a few ways school counselors can help empower youngsters with digital citizenship.

Know apps middle school students are using.

These may include:

- ▶ Instagram
- ▶ Vine
- ▶ YouTube
- ▶ Snapchat
- ▶ Twitter
- ▶ Text replacements (e.g., Kik and many more)
- ▶ Yik Yak

A commonality of these applications is the use of *pseudo names*. The reality is, most of the apps that middle school students are using do not require users to provide their real names.

Understand how students use Facebook

Facebook is no longer a one-stop shop for all middle school students' social-networking needs. These days, tweens are expanding: allocating their attention among an array of apps and sites that let them write, share, chat, and meet new friends.

Understand Your Role

School counselors have an obligation to protect students from potential dangers and to promote healthy development. School counselors collaborate with families and school personnel to advance the responsible and appropriate use of technology to facilitate academic, career, and personal/social achievement. School counselors may take the following actions to promote the safe, responsible use of technology:

- ▶ Help develop school policies.
- ▶ Respond to online incidents affecting conditions for learning.
- ▶ Assist the community in detecting at-risk behavior.
- ▶ Address digital citizenship: technology literacy, privacy, reputation, and social awareness.

Professional development can be critical for school counselors to improve and maintain digital literacy. Digital literacy coupled with expertise in human development allows school counselors to provide educators and families with guidelines for the appropriate use of technology by students.

References

- ▶ [NYC DOE Social Media Guidelines](#)
- ▶ [NYC DOE Cyberbullying presentation](#)
- ▶ [Facebook for School Counselors](#). American School Counselor Association & iKeepSafe. (2012).



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

High School Guidance Activities to Promote Emotional Self-Regulation

By Margarita Suero-Duran

Administrator, High School Guidance and School Counseling

Welcome back to a re-energized school year! Guidance lessons are a key component of the delivery system in a comprehensive guidance and school counseling program. Classroom guidance activities help to support students' academic, career, and social-emotional development. A wealth of resources can be accessed through the Internet to support development of a scope and sequence for your classroom guidance curriculum. The following downloadable social-emotional development resources exemplify activities to enhance guidance lessons on the topic of emotional self-regulation:

- ▶ **[Assertiveness](#)**: This resource from the [Mountain State Center for Independent Living](#) includes a brief online "test," or student self-assessment survey, which may enhance delivery of assertiveness training. As a lesson follow-up, students can assert themselves regularly by referring to self-talk cards containing relevant affirmations.
 - ▶ **[Curriculum for Teaching Emotional Self-Regulation Skills](#)**: These activities from the [Massachusetts General Hospital](#) focus on teaching emotional regulation, self-calming methods, reframing feelings, and conflict resolution. The lesson, "How hot or cold does your emotional 'engine' run?" helps students learn to be aware of their feelings.
 - ▶ **[Emotional Intelligence Activities for Teens Ages 13-18](#)**: These resources are provided by the [University of Illinois Extension](#). Varied activities implemented by family members and school personnel can help students develop adaptability, stress management, and problem solving skills. In the activity, "Things are not always as they seem,"
- students work on taking responsibility for their behavior: Students are asked to think of a time when they jumped to conclusions and said or did something they regretted. Students describe the trigger event, their counterproductive responses, and reflect upon effective responses.
- ▶ **[How well do I communicate with others?](#)**: These lessons from [Advocates for Youth](#) focus on developing effective communication skills. In the introductory lesson, students learn the concepts of message, receiver, feedback, and sender.
 - ▶ **[Dealing with Stress](#)**: This lesson from [Yoo Magazine](#) helps students identify the effects of stress on everyday issues and develop effective stress-coping strategies. A brief Stress Q & A serves as a pre- and post-lesson survey to assess student learning.
 - ▶ **[Stress Reduction Activities for Students](#)**: Most of these lessons from the [San Francisco Unified School District](#) can be adapted for students in levels K-12. In the "Paper Mosaics" lesson, students of all ages learn to create paper mosaics as a stress reduction technique. These lessons help students learn a range of techniques including deep breathing, progressive relaxation, simple meditation, and visual imagery.

Prevention is the best intervention

Counselors collaborate with school administrators, classroom teachers, and other internal and community partners to continually strengthen the guidance and school counseling curriculum. Through intentional guidance activities, all students will benefit from learning emotional self-regulation, an essential skill set for success in school and beyond.

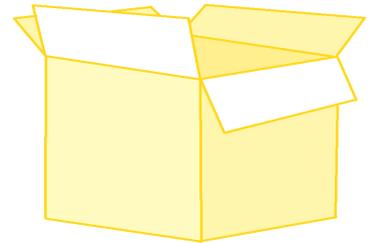
Contact Margarita Suero-Duran at msuerod@schools.nyc.gov.

SELF-REGULATION ACTIVITY

Student Name: _____

Please think of a time when you were either extremely angry or extremely overwhelmed/stressed out. Please describe what happened and how you were feeling.

- ▶ How did you respond? If you could do things over, would you act the same way or would you respond differently?
- ▶ How did you calm down after you had this experience?
- ▶ *The Comfort Box*: If you could keep a “comfort box” with things that comfort you in school, what would you keep in the box? You can write words or draw items in a box on a separate sheet of paper. In addition to physical items, please indicate some activities and behaviors which you find to be calming.



- ▶ What self-regulation strategies can you practice to calm down during the school day?
- ▶ Can feelings impact school performance? If so, how?
- ▶ Can feelings impact long-term goals? If so, how?

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

PS:A1 Acquire Self-knowledge (PS:A1.5 Identify and express feelings.)

PS:A1 Acquire Self-knowledge (PS:A1.8 Understand the need for self-control and how to practice it.)

*Developed by Jaye Murray, Executive Director, and Michael Battista, Senior Administrator for Special Projects,
NYC DOE Office of Guidance and School Counseling.*

HIGHLIGHTS FROM THE OFFICE OF STUDENT ENROLLMENT

High School Admissions Tips for Middle School Counselors

On behalf of the DOE's Office of Student Enrollment, we would like to thank all middle school counselors for the invaluable collaboration to advise students and families on high school admissions.

Guidance strategies for middle schools on the high school admissions process include:

- ▶ Review documents shared by the Office of Student Enrollment in the Resources section of the Student Enrollment Management System ([SEMS](#)).
- ▶ Develop a school committee to plan an articulation program and events, including a high school admissions night.
- ▶ Conduct classroom visits to inform students of the high school application process. [Presentations](#) from this summer's family workshops are also available to help students and their families.
- ▶ Meet with the families of all middle school students in September to plan their journey through high school admissions. [SEMS](#) provides an email template for families of all middle school students that can be used for initial outreach.
- ▶ Facilitate presentations for middle school families using the [2015 Summer Family Workshop – Introduction to High School Admissions Information Packet](#) and the [2015 Summer Family Workshop – Specialized High Schools Information Packet](#).
- ▶ For the families of 6th and 7th grade students, emphasize the importance of 7th grade report cards, test scores, and attendance in terms of the data, which will be reviewed for selective high school programs.
- ▶ Promote the [high school fairs](#) and the [online information session calendar](#). The Citywide High School Fair will be held on September 26 and 27 from 10 a.m. to 3 p.m. at Brooklyn Technical High School. The [Borough High School Fairs](#) will be held on October 17 and 18 from 11 a.m. to 3 p.m.

Articulation/Admissions Tips for High Schools

Related guidance strategies for high school administrators and counselors include:

- ▶ Plan for over-the-counter students and their families by preparing admissions packets.
- ▶ Host an articulation breakfast for local intermediate school counselors and parent coordinators, and an open house for intermediate school students and their families.
- ▶ Designate faculty and student representatives to represent your school at the [high school fairs](#): The Citywide High School Fair will be held on September 26 and 27 from 10 a.m. to 3 p.m. at Brooklyn Technical High School. The Borough High School Fairs will be held on October 17 and 18 from 11 a.m. to 3 p.m. Further details including locations are available [here](#). Prepare student art, academic displays, videos, and slideshows conveying the mission statement of your school.
- ▶ Assist first year 9th graders and their families with the high school admissions application if the student and family are interested in transferring to another high school for tenth grade. Applications are due to counselors for entry into [SEMS](#) on December 1. Email HS_Enrollment@schools.nyc.gov to request an account.
- ▶ Advise 9th grade students and families interested in attending a specialized high school about the *Specialized High Schools Admissions Test (SHSAT)* and LaGuardia High School auditions. Information regarding testing/audition dates and locations, as well as The *Specialized High Schools Student Handbook*, is available [here](#).

For questions on high school admissions, please email HS_Enrollment@schools.nyc.gov.

HIGHLIGHTS FROM THE OFFICE OF ACADEMIC POLICY AND SYSTEMS

NYC Schools Account for Parents and Guardians

Beginning June 8, the DOE began offering parents and guardians a new way to access key information about their children. By registering for an online [NYC Schools](#) account, parents and guardians of students in grades K-12 are now able to review students' recent attendance, report card grades, and contact information in one of 10 languages from any Internet-ready device. Additional information, including students' test scores, will be added to NYC Schools accounts in subsequent releases. This important tool can support your work by affording families easy access to information about their child's progress through school.

Helping Families with Access

Counselors should encourage all families to sign up for an NYC Schools Account to facilitate more informed conversations about a student's progress through their education. Only a child's parent or legal guardian can create an account. This individual must also live at the same address as the student in order to create an account. If a parent or guardian has more than one child attending a NYC school, he or she can link them all to the same NYC Schools account. Families can register for a NYC Schools account in two ways:

- ▶ Use the Account Creation Code provided in the letter backpacked home from the school; OR
- ▶ Visit the school in person to receive a temporary password.

Your principal may designate access in [myGalaxy](#) for you to create accounts for parents when they come to visit your school. This would enable you to create NYC Schools accounts for parents via the [Family Access Management \(FAM\)](#) tool.



The screenshot shows the login interface for the NYC Schools Account. At the top left is the NYC Department of Education logo. Below it is the text "Welcome NYC Parent or Guardian!". There are two input fields for "Email" and "Password". Below the password field is a checkbox labeled "I have read and agree to the Terms of Use." and a green "SIGN IN" button. A link for "Forgot your password?" is located below the sign-in button. To the right of the login fields is a colorful illustration of four children standing in a field under a sun. Below the illustration is a small box containing the text "Kristen Morris, Grade: Kindergarten". At the bottom of the page, there are links for "Suggestions", "Terms of Use", and "Privacy Notice", and a copyright notice: "©2015 The New York City Department of Education".

Data Features

Currently, NYC Schools accounts display the following information:

- ◆ **Attendance**—Attendance for the current school year, including the number of days the student was late or absent.
- ◆ **Grades**—Report card grades and any teacher comments for each marking period in the current school year.
- ◆ **Student Profile**—Contact information on file at your school for both parent and student.

Please note that assessment scores and scheduling will be available later this year. The ability to highlight this information for parents in real time will enable you to have more effective conversations about attendance issues and locating areas of concern within the student's academic program. Additionally, the Student Profile section of the account will ensure that parents are aware if their contact information is not correct at their child's school. All of this can be used to improve communication between parents and counselors in the service of students.

Further Assistance

If parents need more assistance or have questions about navigating their account, direct them to call 311. For additional parent resources, visit the [NYC Schools website](#).

FEATURED PROFESSIONAL ARTICLE



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

Rossen, E. & Cowan, K. (2013). [The role of schools in supporting traumatized students.](#)
Principals Research Review 8(6).

Students exhibiting a range of challenging behaviors, including emotional outbursts and aggression, may have a history of personal trauma. With approximately 35 million children having had at least one adverse experience that could lead to childhood trauma, it is expected that “virtually every classroom will have at least one student who has or is experiencing adversities that can lead to trauma” (p.4).

Trauma during childhood may impact hormonal development and may cause lasting changes in the brain structure. The complex and diverse effects of trauma in youth have also been linked to:

- ▶ Higher school dropout rates
- ▶ Lower academic achievement
- ▶ Higher suspension rates
- ▶ Higher rates of referral for special education
- ▶ Increased risk for various health problems during adulthood (e.g., heart disease, diabetes, liver disease, and obesity) and mental health problems (e.g., substance abuse, depression, and suicide).

Key points to consider:

- ▶ A “traumatic reaction is not an attitude or a ‘choice,’ but rather a physiological and psychological reaction to stress” (p.2).

- ▶ Some students may not necessarily display “symptoms,” making identification of needed supports even more challenging.

Schools are ideal settings to provide a continuum of services and support for all students:

- ▶ Tier I—School-wide approaches, including bullying and violence prevention efforts, physical activity programs, and positive behavior supports.
- ▶ Tier II & III—Intensive and individualized interventions, such as individual or small group counseling and community organization referrals.

As your school continues to strengthen capacity for behavioral crisis interventions, we encourage you to review the full article. We also encourage you to participate in ongoing professional development opportunities offered by your school’s Borough Field Support Center.

Please email guidance@schools.nyc.gov to share your guidance success story and your school’s unique practices contributing to making all students feel safe, connected, and supported.

Fall 2015 Parent-Teacher Conference Schedule

Grade Level	Evening Dates	Afternoon Dates
<i>Elementary Schools</i>	Thurs., Sept. 17 Wed., Nov. 4	Thurs., Nov. 5
<i>Intermediate Schools</i>	Wed., Sept. 16 Wed., Nov. 18	Tues., Nov. 17
<i>High Schools</i>	Wed., Sept. 30 Thurs., Nov. 19	Fri., Nov. 20
<i>District 75</i>	Mon., Nov. 9	Tues., Nov. 10

HIGHLIGHTS FROM THE OFFICE OF POSTSECONDARY READINESS

College Application Week (October 26-30)

On behalf of the DOE's Office of Postsecondary Readiness, welcome back to a new school year! Across the country, the fall season is an exciting time for communities supporting students in college and career planning. There are a number of national and state efforts on expanding access to postsecondary education:

- ▶ At the federal level, President Barack Obama has repeatedly affirmed throughout his presidency an ambitious goal of restoring the U.S. as the world's leader in producing college graduates by 2020. [Learn more here.](#)
- ▶ At the state level, the New York State Higher Education Services Corporation is sponsoring [College Application Week, October 26-30, 2015](#), to support low-income, and first generation college-bound students to complete applications.
- ▶ Here in New York City, you can look forward to our participation in College Application Week as a citywide celebration of college-going cultures in our schools and an opportunity to bring extra supports into schools. We know that you implement college application activities year-round, but we would like you to join our citywide efforts on October 26-30 to highlight college and career planning activities that showcase your school's work. **Please register [here](#) to have your school participate in the New York State College Application Week.** Our goal is to have 100% of all our high schools participate!

For questions and more information about this initiative, contact Sugeni Pérez-Sadler at sperezsadler@schools.nyc.gov.



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 school year.

STAY INFORMED!

For comprehensive school counseling resources,

please visit the

Guidance Portal at:

schools.nyc.gov/Teachers/guidance



For questions or comments, please email:

guidance@schools.nyc.gov