

COUNSELORS VIEW

A Publication of The East End Counselors Association

A Chapter of the New York State School Counselors Association / Long Island, New York

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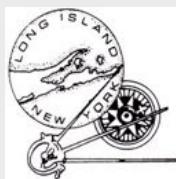
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University of Alabama Counselor, Dee McGraw-Hickey, speaks to a student at our spring fair.

EECA Host Successful College Fairs

The East End Counselors Association again sponsored two college fairs during the school year to assist students and parents in the college admissions process.

Riverhead High School hosted the Fall College Fair on Tuesday, October 17, 2018. Westhampton Beach High School hosted the recent Spring Fair on April 9, 2019.

Both fairs attracted over 150 colleges and universities, while over 400 students and parents from East End schools took advantage of the opportunity to speak directly with representatives from colleges, universities, and the military. The fairs are sponsored each year by the East End Counselors Association, in association with the school counseling departments of East End high schools.

For information about next year's fairs, contact your school counselor or email Caroline Stuke at CStuke@esboces.org. You can contact the Fall College Fair Chairperson Philip Antz at philip.antz@riverhead.net, and the Spring College Chairperson Joe Garvey at jgarvey@whbschools.org.



EECA Calendar 2018-2019

9/17/18

Fall General Membership Meeting 4pm
Atlantis Aquarium
 431 East Main Street,
 Riverhead NY Hosted by
 Lynn University

10/17/18

Fall College Fair
 Riverhead High School
 5:00pm - 7:00pm

10/25/18

Financial Aid & NCCA Night
 Riverhead High School
 5:30pm NCAA
 6:00pm Financial Aid

11/6/18

LICAC
 Huntington Hilton Hotel,
 Melville, NY
 7:30am - 2:00pm

12/6/18

Winter General Membership Meeting
 4PM – 7PM
 PeraBell
 65 East Main Street,
 Riverhead NY



East End Counselors visiting Haverford College during its Philadelphia college tour. Standing left to right, Joseph Crimi, Brandi Hopkins, Jane Hayden, Margaret Motto and Martha Tuthill. In front, Julia Peterson and Caroline Stuke

East End Counselors Tour Philadelphia Colleges & Universities

East End school counselors representing Southold, Greenport, Shelter Island, Pierson, East Hampton, Miller Place and H.B. Ward Technical Center toured the colleges and universities of Philadelphia in March.

Counselors met with undergraduate admissions officers at Drexel University, Haverford College, Temple University, the University of Pennsylvania, and Villanova University.

School counselors spent three days visiting each campus, meeting with students, faculty, and administrators and experiencing the unique opportunities these colleges and universities offer. In addition to seeing firsthand the distinctive strengths of each individual campus, counselors enjoyed an opportunity to get a first-hand view of these colleges to better advise their students about the educational and career opportunities at each school.

Danielle Doscher, Director of School Counseling at Bridgehampton Schools and chairperson for the event, was pleased with the tour. “Being able to visit colleges and universities that our students are applying to,” she said, “Is instrumental in our field. The first-hand knowledge we get from walking the campuses, experiencing each schools' unique culture and talking with students and admissions counselors is invaluable when trying to help our students find a good fit.” Please contact Danielle Doscher at ddoscher@bridgehampton.k12.ny.us if you are interested in information about next year’s college tour.

EECA Calendar 2018-2019

3/26/19

Spring Conference For
Professional Development
H.B. Ward Technical Center
Riverhead, NY

3/20/19 - 3/22/19

College Tour of Philadelphia
Area Colleges

5/1/19

Administrative Professionals
Luncheon 1-3 pm
Cooperage Inn, Baiting Hollow

4/9/19

Spring College Fair
Westhampton Beach
High School 5-7:30 pm

6/5/19

General Membership Meeting
and Awards Dinner
4PM – 7PM
John Scotts Surf Shack
540 Dune Road
Westhampton Beach, NY

Counselors View

Seeks articles from our members.

Please submit:

***Examples of Best Practice in
your school *Professional papers
you have written *Inspiring
stories about your students**

Please send articles to
trabbitt51@gmail.com

Email Reminder

Ensure that your email identifies
@eastendcounselors.org as a
trusted sender

Writing New Guidance Plans

Spring Conference Offered a Template For Meeting New State Regulations

Linda Karman,
former
Guidance
Director and
current School
Counseling
consultant, was
the featured
speaker at the
East End
Counselors
Spring
Professional
Development
meeting on
March 26,
2019.

Linda
presented a
template to
assist school

counselors as they update their “Guidance Plan” per New York
State Education Department Commissioner’s Regulation 100.2(j).

Ms. Karman focused on helping counselors create a plan to
update current “guidance” programs into “comprehensive school
counseling programs” that reflect and include national
professional school counseling program standards as described in
the ASCA National Model and impeded in new state regulations.

After her presentation, teams from over 12 area schools worked
together to revise their current school guidance plans.

For Information and Resources on the New Regulations Visit:

<http://www.p12.nysed.gov/sss/schoolcounseling.html>



Hampton Bays School Counselor Tom Little and Ass't Principal
Eric Ferraro work on the guidance plan for Hampton Bays



www.academyli.org

Thank you School Counselors
for all that you do
to help make our students
#CareerandCollegeReady!



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EECA Honors Administrative Assistants

Each year, school counselors and their administrative assistants gather for lunch to celebrate the outstanding work performed by school counseling assistants.

This year's event took place at *The Cooperage Inn* Restaurant in Baiting Hollow on May 1 and honored the work assistants do on behalf of the students they serve in districts across the East End.



Greenport Administrative Assistant Maureen Dacimio, and School Counselor Erin DaSilva enjoy this annual East End Counselors event.

First to greet students and parents who visit the counseling office, they create an atmosphere of welcome; their diligence and dedication help ensure the success of our programs. In praising their work, EECA President Laurie O'Halloran said, "No one, who achieves success, does so without acknowledging the help of others. We acknowledge your help with gratitude." Please contact Barbara Ackerman at back56@aol.com for more information about this annual event.

Counselor Awards To Be Announced in June

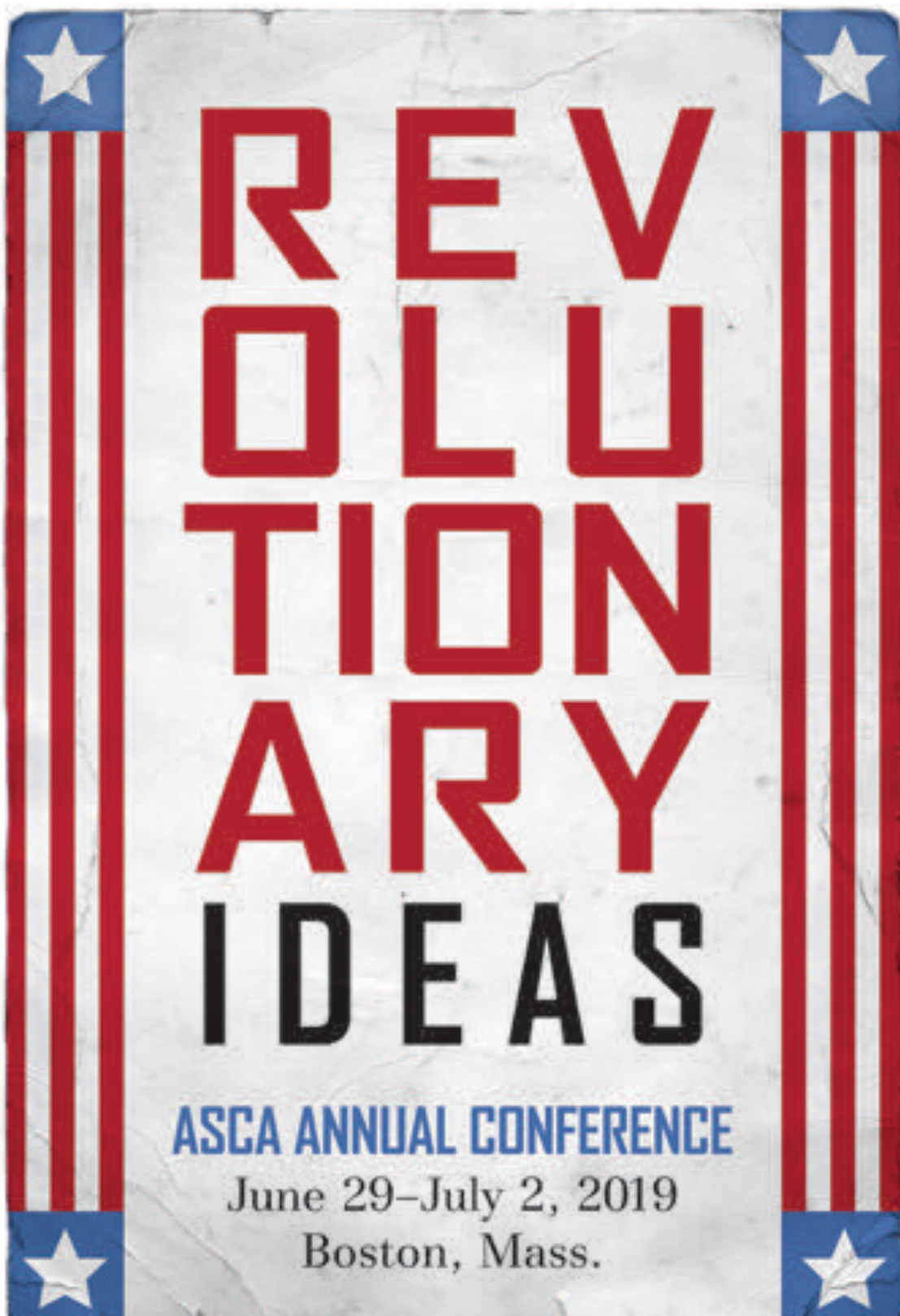
Our traditional end of the year meeting, hosted by Long Island University, will take place on Wednesday, June 5, at *John Scotts Surf Shack* located at 540 Dune Rd, Westhampton Beach. At this meeting, we will honor counselors whose dedication to our profession produced unique and innovative contributions to our school guidance programs.

The *Barbara Ackerman Counselor of the Year* award, named after an outstanding counselor who influenced the growth of the East End Counselors Association, is given to a counselor who best exemplifies the qualities of dedication and professionalism exhibited by Barbara. The winner of this award demonstrates outstanding service to the profession of school counseling. Pictured is last year's winner from Eastport-South Mannor, Kacy Kaiser.



Last year's recipient of the Rising Star award, Julia Petersen, is congratulated by School Counselor Lynne Brown on her left and on her right, School Counselor Bridget Skolowski, Bridgehampton Guidance Director, Danielle Doscher, East Hampton SchoolCounselor, Samone Ritz, and EECA Board members, Candace Stafford and Caroline Stuke.

The Rising Star award recognizes outstanding service to the profession of school counseling by those who are "new" to the career. EECA also recognizes outstanding service to the profession and the children of Suffolk County by presenting an *Administrator of the Year* award. To nominate someone for these awards or for more information about East End Counselors awards visit our website at <http://eastendcounselors.org/>



Get Information on ASCA's Annual Conference at <https://www.ascaconferences.org>

Can SEL Help With Annual Progress Reviews?

Regulations related to school counseling, adopted by the Board of Regents last July, go into effect beginning with the 2019-2020 school year.

One part of the regulation requires that students in grades six through twelve, have a certified school counselors provide an annual individual progress review which reflects each student’s educational progress and career plans.

In its guidance document pertaining to Guidance Programs and Comprehensive Developmental School Counseling/ Guidance Programs, the state suggests that counselors take into consideration their students self-awareness, self-management, social awareness, relationship skills, responsible decision-making, feeling safe at school and at home, and mental health and wellness. They refer counselors to The Collaborative for Academic, Social, and Emotional learning (CASEL) Core Competencies at <https://casel.org/core-competencies/> to inform their practice as they conduct an

annual progress review of each student.

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL),



social emotional learning “is the process through which children, youth and adults acquire and effectively apply the knowledge, attitudes and skills necessary to: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.”

Definition of SEL

Social and emotional learning (SEL) is the process through

which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are critical to being a good student, citizen, and worker, and many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student

engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging and meaningful. Effective SEL programming

Can SEL Help With Annual Progress Reviews?

begins in preschool and continues through high school.

Con't from Page 7

CASEL has identified five interrelated sets of cognitive, affective, and behavioral



competencies. The definitions of the five competency clusters for students are:

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

The five CASEL competencies reflect intrapersonal and interpersonal domains (National Research Council, 2012). *Self-awareness* and *self-management* are consistent with the intrapersonal domain whereas *social awareness* and *relationship skills* represent dimensions within the

interpersonal domain. *Responsible decision-making* is both an individual and social process and therefore overlaps both domains.

Research shows that students who received SEL instruction exhibited the following results:

- Achievement scores are 11-13 points higher;
- Improved attitudes and behaviors, including motivation to learn, commitment to school, and engagement in the classroom;
- Fewer negative behaviors, including disruptive classroom behaviors, non-compliance, aggression, and disciplinary referrals; and
- Reduced emotional stress, including student depression, anxiety, and social withdrawal.

Now available on [NYSED's website](#) are the *New York State Social Emotional Learning Benchmarks* for voluntary implementation and *Social Emotional Learning: Essential for Learning, Essential for Life*, a framework explaining SEL concepts, and the need for and benefit of SEL in NY.

SED Launches Interactive Online FAFSA Tracker



The State Education Department today launched a new online tool to track completion rates for Free Application for Federal Student Aid (FAFSA) submissions that will provide

schools and districts with information and valuable insight to encourage and assist students with completing and filing the FAFSA form. The [New York State FAFSA Tracker](#) allows users to view the overall number of completed applications for high schools across the state and compare them with their peers. Users are also able to view application progress trends year-to-year or review weekly, monthly and year-to-date rankings of schools.

“For many of New York’s students, particularly those that come from low-income backgrounds, FAFSA is the first step in making their college dream a reality,” Board of Regents Chancellor Betty A. Rosa said. “Collectively, we all need to ensure that every child in this state has access to a high-quality education. By raising awareness of options to help pay for college, we are opening a door to opportunity that many may not believe could be possible.”

According to the National Center for Education Statistics, FAFSA completion is a critical indicator of postsecondary enrollment. Data suggests that 90 percent of high school seniors who complete the FAFSA attend college directly from high school, compared to just 55 percent of FAFSA non-completers. Additionally, research shows that in 2018 alone, New York students lost out on more than \$152 million in college aid by not filling out the FAFSA.

Filing the FAFSA form is required for students to receive access to certain student aid programs such as the federal Pell Grant and federal student loans. The form is also used by New York State resident students to apply for the State’s Tuition Assistance Program (TAP), Excelsior Scholarship, and other state financial aid programs. FAFSA is also used by several colleges and universities for awarding institution-based aid.

The FAFSA Tracker website is a free service provided by Data Insight Partners in support of the advancement of students in New York.

This is a press release from NYS Education Department for more information contact: JP O’Hare or Jeanne Beattie at 518-474-1201 or visit <https://newyork.fafsatracker.com>

**The East End
Counselors
Association
Gratefully
Acknowledges**

Lynn University

ROAM * NYC

A regionally based group of admissions officers who live in the Metro NYC region and work for colleges and universities outside the region.

**Long Island
University**

**We Thank You For
Sponsoring Our
Meetings This Year**





Program: Summer Institute is a 4-day intensive mentor-based program that brings college admission professionals, high school and CBO counselors new to the college process together to work with energetic and seasoned mentors to grapple with a wide variety of admission counseling issues. As a participant, you will share expertise, develop creative approaches to new and not-so-new problems, establish networks and review ethical standards for our profession.

Dates: August 6th-August 9th. Plan to arrive by 11am on Tuesday, August 6th. Program will conclude by 12 pm on Friday, August 9th.

Location: [Skidmore College](#) in [Saratoga Springs, NY](#)

Cost: \$625 prior to July 1st (\$650 **after** July 1st)- Fee includes meals (except for 1 dinner which is on your own), an air-conditioned single room in a Skidmore residence hall, and program materials. Participants must reside in the residence hall throughout the stay at the Institute. Though this four-day experience promises to be filled with activity, allowances have been made for participants to enjoy the attractions of Saratoga Springs in the summer.

Grants

Each year, a number of professional grants are available to Summer Institute attendees. Please check back for 2019 grant information.

Registration

Registration opens Tuesday, May 21st, 2019.

Contact Information: <http://www.nysacac.org/details-and-registration>



East End Counselors Association
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Visit our new website!



<https://eastendcounselors.org>