Student Corner:
Getting to Know Your Counselor
Getting Ready For High School
Study Secrets of Great Students
Graduation Requirements for the Class of 2017

Parent Corner:
DASA – Frequently Asked Questions
How to Spot Anxiety and Stress in Children
Keeping Your Child Drug Free
Cyber-Bullying Dissected
Academy Of Finance

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Produced by:
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Floral Park Memorial High School Student Support Services
Getting to Know Your School Counselor

What is a school counselor?

Your school counselor is a person who is specially trained to help you realize your full potential as a unique human being. You may ask, “How is this possible?” Depending on your needs your counselor can help you:

- Assess your strengths and limitations
- Make suitable decisions about your life
- Develop positive attitudes
- Provide you with academic counseling and assist you in choosing courses that are right for you
- Solve personal problems with family and friends
- Discover your talents and abilities
- Plan your education
- Decide on a career or find a job

What is the goal of counseling?

The goal of counseling is to help you understand yourself. You may ask yourself the following questions so you can learn to make better decisions about your life:

- Who am I?
- How do I relate to others?
- What do I want out of life?
- What are my likes and dislikes?
- What are my favorite school subjects?
- How can I best use my talents and abilities?

What will you and your counselor accomplish together?

You and your counselor will make decisions about school, answer questions about your personal life, help you with family problems and provide information about colleges and careers. Together you will do the following:

- Sort out exactly what your problem is or what decision you need to make
- Discuss your needs and feelings
- Explore alternatives and discuss their effects on your life
- Make a decision that is flexible enough for change if necessary
- Provide information about jobs, careers, colleges and vocational schools

Above all, your counselor helps you understand yourself in relation to your environment!
8th Grade – Getting Ready for High School

As a general rule, the grades received in eighth grade are not used in computing a student’s GPA, nor do they appear on a student’s high school transcript. When an advanced course like Foreign Language, Earth Science 8A or Math 8A is taken in the eighth grade and credit is awarded, the grades are included in a student’s GPA. The eighth grade is, nevertheless, an important year for the reasons listed below:

1) Even though grades earned in the eighth grade usually do not officially “count”, these grades are often used to determine ninth grade course placement. A student may, for example, need an A or a B in eighth grade math or science to be eligible to take Algebra I or Earth Science as a freshman.

2) Students who develop good study skills in middle school/junior high are much better prepared for high school.

3) Eighth grade students generally select their freshman courses in January. Since all freshman courses and grades become part of the high school record, freshman courses need to be chosen very carefully.

4) Students who are involved in activities have greater academic success, and they usually enjoy high school more. College and scholarship committees also like to see that students are well-rounded and active. With these things in mind, help your son or daughter identify several specific high school activities that he/she might enjoy.

The Start of High School is an Exciting Time for Teens and Parents

High school offers many opportunities. Your teen will have:

- More courses to choose from
- The chance to take part in a variety of extracurricular activities
- More independence and more responsibility
- The chance to start planning for college and/or a career

Having a Healthy Lifestyle is Key to High School Success

Help your teen understand the importance of:

- Eating healthy foods – This helps your teen stay physically healthy and mentally focused. Talk about the importance of eating a variety of healthy foods each day and limit fats and sweets. Encourage your teen to eat a healthy breakfast every morning.

- Exercising regularly – It is a good idea for teens to get at least 60 minutes of physical activity on most (preferably all) days of the week. Your teen may enjoy walking, jogging or cycling. He or she may also want to join a sports team at school.

- Avoiding harmful activities – Talk about the dangers of using alcohol and drugs. Be specific. For example, talk about long-term effects, such as alcohol addiction. Also talk about short-term effects, such as yellow teeth and bad breath from smoking. Make it clear that any use is unacceptable. Let your child know the consequences of breaking the no-use rule.
• Building self esteem – As your teen begins high school, his or her self-confidence may waiver. Encourage your teen to focus on his or her talents and abilities. Challenge him or her to set – and plan how to reach – goals.

• Managing stress – Help your teen find ways to balance schoolwork and other activities. Discuss relaxation methods, such as deep breathing or meditation (check your local library for more information). Encourage your teen to do something fun every day.

Help your teen look and feel his or her best. Remind your teen of the importance of good hygiene and grooming habits.

Making Friends and Handling Peer Pressure are Important Issues for Teens

With your guidance and support your teen can learn to:

• Develop new relationships – In high school, your teen will be surrounded by lots of new faces, including other teens just starting high school and older students. Encourage your teen to stay confident and be patient. Making new friends may take a little time.

• Take part in healthy activities – Encourage your teen to meet new people by taking part in extracurricular activities, clubs, or by attending school sponsored events. Examples include: athletic teams, school band or orchestra, school paper or yearbook, debate team and other academic clubs.

• Resist peer pressure – Talk about the consequences that could result from giving in to pressure. Use role-playing to help your teen practice responding to pressure. Remind your teen to be clear – or simply walk away, if necessary. Encourage your teen to find friends who share his or her values.

• Resolve conflicts peacefully – At one time or another, your teen is likely to have a disagreement with a classmate, family member or teacher. Help him or her learn ways to control anger. Explain the importance of: staying calm, listening to the other person, avoiding name-calling, and finding a solution that works for both parties. Tell your teen to leave and tell an adult if he or she ever feels unsafe in a conflict.

Find out if the high school offers peer support resources, such as peer mediation groups and mentoring programs.

Know Who is Available to Help

You and your teen can always talk with:

• Administrators (Principal, Assistant Principal, or Dean)
• Teachers and coaches
• Counselors and academic advisors
• School nurses and social workers

Be involved with school. For example:

• Attend transition or orientation programs with your teen.
• Introduce yourself to staff and provide contact information if necessary to keep lines of communication open.
• Attend PTA meetings, parent programs, and school sponsored events and performances.
• Ask questions and express any concern you have.
STUDY SECRETS OF GREAT STUDENTS

There are many ways for students to become more successful in school. They are not difficult and anyone can learn them. Here are ten study secrets students can start using today:

- **Set goals** – “Goals are dreams with a deadline” that helps you focus on the future. Begin to make your dreams come true today by setting goals.
- **Plan your time** – “If you fail to plan, you plan to fail.”
- **Study every day** – Athletes work out, musicians practice, good students study EVERY DAY.
- **Take notes in class** – If you take notes, you will know what to study.
- **Review your notes shortly after class** – quick review stores information in your brain’s long term memory.
- **Have the tools you need** – Pencils, pens, paper, books are your tools. Bring your “tools” to class every period, every day.
- **Check the details** – Little things make the difference between an average assignment and a great assignment.
- **Get ready the night before** – Plan your clothes and prepare your backpack so you are ready to walk out the door on time.

GET ORGANIZED FOR HOMEWORK AND SCHOOLWORK

1. Find a place at home for school supplies to be stored safely.
2. Create your “study spot.” (kitchen table, desk, etc.)
3. Write down assignments in every class.
4. Keep your supplies readily available at school and home.
5. Have a regular study time.
6. Follow a schedule for homework and study time.
## GRADUATION REQUIREMENTS FOR THE CLASS OF 2017

### REGENTS DIPLOMA | ADVANCED REGENTS DIPLOMA

<table>
<thead>
<tr>
<th>Required Course</th>
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### Required Exams

- **Passing Score of 65**

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<tr>
<td>English Language Arts Regents</td>
<td>English Language Arts Regents</td>
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<tr>
<td>Integrated Algebra Regents</td>
<td>Geometry, and Algebra 2/Trigonometry</td>
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<tr>
<td>Global Studies Regents</td>
<td>Global Studies Regents</td>
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<td>U.S. History Regents</td>
<td>U.S. History Regents</td>
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<tr>
<td>Science Regents</td>
<td>2 Science Regents Exams – Living Environment and 1 of the following: Earth Science, Chemistry or Physics</td>
</tr>
<tr>
<td></td>
<td>World Language Exam *</td>
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* Students acquiring 5 units of credit in Art, Music, Technology or Vocational Education may be exempt.
FACT SHEET
The Dignity for All Students Act

FREQUENTLY ASKED QUESTIONS

What is the Dignity Act?
The Dignity for All Students Act (The Dignity Act) was established with the broad legislative intent to provide a school environment free of discrimination and harassment.

What does New York State Education Department (NYSED) have to do?
- The Commissioner shall promulgate regulations to assist schools in implementing this legislation.
- The Commissioner shall create procedure under which material incidents of discrimination and harassment on school grounds or at a school function are reported to the department on an annual basis.
- The Commissioner shall provide direction which may include development of model policies related to preventing discrimination and harassment.

What does my Board of Education have to do?
- Develop policies intended to create a school environment that is free from discrimination or harassment.
- Develop guidelines for school training programs to discourage discrimination or harassment that are designed to:
  - Raise awareness and sensitivity of school employees to potential discrimination or harassment and;
  - To enable employees to prevent and respond to discrimination or harassment.
- Develop guidelines relating to the development of non-discriminatory instructional and counseling methods and require that at least one staff member be trained to handle human relations issues.

Who is protected under this legislation?
Identified in the legislations are those who are subjected to intimidation or abuse based on actual or perceived race, color, weight, national origin, ethnic group, religion practice, disability, sexual orientation, gender or sex.

Do schools need to provide this information to the public?
A plain language copy of the board approved Code of Conduct must be made available to the public.

How does The Dignity Act define “Harassment?”
Harassment is defined as “creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional, or physical well-being;…”

What training will schools have to provide?
School districts will need to develop policies intended to create an environment that is free of discriminations or harassment and to establish guidelines for school training programs.

Why is The Dignity Act necessary?
The Act provides a response to the large number of harassed and stigmatized students skipping school and engaging in high risk behaviors by prohibiting discrimination in public schools and establishing the basis for protective measures such as training and model policies. The Dignity Act takes a major step in creating more nurturing environments in all our schools.

How does The Dignity Act related to SAVE?
NYSED with the New York State Center for School Safety (NYSCSS) is developing guidance to correlate components of SAVE as they related to The Dignity Act.

When is The Dignity Act effective?
The Dignity Act becomes effective on July 1, 2012.
How to Spot Anxiety and Stress in Children

Know how to recognize the causes and signs of this common problem in kids

Anxiety is an all-too common problem faced by children today. As with adults, children respond differently to stress depending on their age, individual personalities and coping skills. When it comes to anxiety in children, younger grade-schoolers may not be able to fully explain their feelings whereas older kids may be able to say exactly what’s bothering them and why (though that’s no guarantee that they’ll share that information with mom or dad).

In most cases, fear and anxiety and stress in children change or disappear with age. Once parents determine whether what their child is experiencing is something temporary or a more deeply-rooted anxiety disorder, they can then find ways to help their child manage stress and anxiety.

Signs of Anxiety in Children

Changes in behavior or temperament are common flags that may indicate that your child may be experiencing stress and anxious feelings. Some common signs include:

- Complaints of stomach aches or headaches
- Sleep problems or difficulty concentrating
- Behavioral changes such as moodiness, a short temper or clinginess
- Development of a nervous habit, such as nail biting
- Refusal to go to school or getting into trouble at school

How to Handle Anxiety in Children

Effective ways parents can help kids cope with stress and anxiety

It is an unfortunate but very real fact that stress and anxiety in children is a common problem in today’s fast-paced, high-tech, activity-packed society. If your child is experiencing stress and anxiety, try these simple but effective ways to help him/her manage his/her feelings.

Don’t dismiss their feelings. Telling your child not to worry about his/her fears may only make him/her feel like she’s doing something wrong by feeling anxious. Let him/her know it’s okay to feel bad about something, and encourage him/her to share his/her emotions and thoughts.

Listen. You know how comforting it can be just to have someone listen when something’s bothering you. Do the same thing for your child. If he doesn’t feel like talking, let him know you are there for him. Just be by his/her side and remind him/her that you love him/her and support him/her.

Offer comfort and distraction. Try to do something he/she enjoys, like playing a favorite game. When the chips are down, even a 15-year-old will appreciate a good dose of parent TLC.
Get him/her outside. Exercise can boost mood, so get them moving. Even if it’s just for a walk around the block, fresh air and physical activity may be just what they need to lift his/her spirits and give him/her a new perspective on things.

Stick to routines. Balance out any changes by trying to maintain as much of his/her regular routine as possible. Try to stick to his/her regular bedtime and mealtimes, if possible.

Keep your child healthy. Make sure they are eating right and getting enough sleep. Not getting enough rest or eating nutritious meals at regular intervals can contribute to your child’s stress.

Avoid overscheduling. Soccer, karate, baseball, music lessons, the list of extracurricular activities kids can take on is endless. But too many activities can easily lead to stress and anxiety in children. Just as grownups need some downtime after work and on weekends, children also need some quiet time alone to decompress.

Limit your child’s exposure to upsetting news or stories. If your child sees or hears upsetting images or accounts of natural disasters such as earthquakes or sees disturbing accounts of violence or terrorism on the news, talk to your child about what’s going on. Reassure him/her that he/she and the people he/she loves are not in danger. Talk about the aide that people who are victims of disasters or violence from humanitarian groups, and discuss ways that he/she may help, such as by working with his/her school to raise money for the victims.

Consult a counselor or your pediatrician. If you suspect that a change in the family such as a new sibling, a move, divorce, or a death of a family member is behind your child’s stress and anxiety, seek advice from an expert such as your child’s school counselor, your pediatrician, or a child therapist. They can suggest ways to help a child talk about death, for instance, or help him/her through any other shift in the family.

Set a calm example. You can set the tone for how stress and anxiety in children and adults is handled in your house. It’s virtually impossible to block out stress from our lives in today’s high-tech, 24-hour-news-cycle world, but you can do something about how you handle your own stress. And the more you are able to keep things calm and peaceful at home, the less likely it is that anxiety in children will be a problem in your household.

By Katherine Lee, About.com Guide
KEEPING YOUR CHILD DRUG FREE...
“DO TODAY AND EVERYDAY AFTER” LIST

- **Look for opportunities** to speak to and teach your child about drugs.

- **Model** what you say and do all the time. When **you** make a mistake, as we all do, acknowledge it for your child.

- **Maintain your values** even when it is hard to stand **your** ground. Hold firmly onto what is important to you. Your children are counting on it.

- **Make rules and enforce consequences.** Do not be afraid to say “No.” This simple word can save your child’s life. Every child needs to have limitations and understand expectations.

- **Reinforce** the healthy and positive choices. Find out what your children do well, as everyone has strengths, and nurture them every day.

- **Keep educating yourself.** Learn the signs and symptoms of drug use. Know the things that may put your child at risk for drug use:
  - A child who begins to smoke and drink in their pre-teen years is more likely to develop an addiction as they grow up.
  - A child who lives in a home where parents drink and use drugs is at a greater risk than others.
  - More permissive attitudes about substance use may also result in greater risks for addiction.
  - The child who feels lost, alone, isolated, bullied, or unsuccessful is at greater risk for turning to alcohol or drugs to make the pain go away. Drugs are a powerful anesthetic, especially if your child knows no other way to make him/herself feel better.

- **Be aware.** Maintain contact with the parents of your children’s friends. Know who they are. Your children will find friends who share their values and perceptions. If you have concerns about your child’s friends, do something. If you do not know who your child’s friends are, invite them into your home!

- **Follow your instincts.** If you think something is wrong, talk to **your** child. If your child will not talk or you cannot get the conversation started, ask for help. There is help all around (school personnel, community counseling centers, internet resources, houses of worship, etc.)

- If your child is uncomfortable talking about feelings or certain topics, it’s probably because you have given the impression that you are also uncomfortable.
• **It can happen to anyone.** Do not put your head in the sand. Pay attention, especially during stressful and/or transitional times in your family. It can be your child! Status, education, wealth and other factors do not protect your children.

• **Stay connected.** Speak with other parents; join in activities with your child. Find the commonalities that can bring you together. Have a dialogue with the parents of your children’s friends about their expectations. Agree to share information with one another and use one another for support. A united front from parents and other adults in your child’s life that presents consistency, expectations and consequences can save lives.

• **Get them involved.** Research tells us that children who are more involved with outside clubs and organizations are less likely to become drug and alcohol involved. Encourage and support your child to connect outside of your home whenever possible. The more healthy resources they have, the safer they will be.

• **You can’t wish this issue away.** Alcohol and drug use is usually a symptom of something more. Very often, it is only the trained and objective eye that can help to improve the situation. Resources are available within every school and every community.

• **Somehow, someway, find time each day to connect to your child.** Every child needs to connect, to feel loved, and to feel special. Life is busy and stressful, but making the time for what is important is essential.

If you have any questions or concerns about someone in your life who you believe is struggling with issues related to drug use, please call. **Help is available!**

*Contact your School Counselor for a list of local resources.*
Cyber-Bullying Dissected

How does cyber-bullying differ from traditional bullying?
Cyber-bullying differs from traditional bullying in that it is anonymous. Perpetrators can hide behind screen names and victims do not know who is responsible for the bullying. Also, the information is out in the public domain and therefore permanent.

Are children the only victims of cyber-bullying?
Children and adults alike can be the victims of cyber-bullying, either one against one or a group against one. In many instances, kids will post pictures, videos, or make demeaning comments about authority figures. Since they consider themselves to be in a private conversation between themselves, they see nothing wrong with this and even complain that their rights to free expression are impinged when the victims try to take action.

How do the media play into this?
The media tends to sensationalize stories about cyber-bullying. They imply that the Internet allows kids to get out of control. The response by schools is to try and ban social networking sites or the technology, but kids can get access in other ways.

Is cyber-bullying growing?
It is certainly becoming easier to recognize and is being recorded more. The Internet provides a place where kids can be free and unsupervised. Adults need to help them find ways to be accountable and responsible in addressing bullying and stand up against this kind of behavior by their peers.

How can educators and adults best help students deal with cyber-bullying?
Librarians are an overlooked resource in dealing with this problem. They are trained in on-line resources and can work with parents, teachers and kids to help identify problems. Librarians can also provide workshops for parents and educators.

When should we begin talking to our students about this issue?
Parents should be speaking with their children about this problem from the time they are able to go on-line. It is a matter of good parenting, not technology. Families need to discuss with their kids about the dangers and harm associated with on-line communication. Creating open dialogue with your children will improve the chance that they will come to you with questions.

These are highlights taken from an article that appeared in the School Library Journal, 10/1/2008. Shaheen Shariff tackles the subject of cyber-bullying in her book, Cyber-bullying: Issues and Solutions for the School, the Classroom and the Home (Routledge, 2008).
Since 1988, New Hyde Park Memorial High School has offered a highly successful program of excellence known as the Academy of Finance. The Academy of Finance is a program that gives high school students an opportunity to learn about and prepare for careers in financial services. It is one of several model programs established to promote educational excellence by the National Academy Foundation. The Academy of Finance is a partnership that links the resources of education, business, and the community. It provides an enriched, elective four-year comprehensive academic program for high school freshmen, sophomores, juniors, and seniors.

All eighth grade Regents-level* students in the Sewanhaka Central High School District with a combined first and second marking period academic average of 75 are eligible to apply by completing an Academy of Finance Application and submitting it to their guidance counselor. (Please note: an academic average includes only math, science, social studies and English.)

*The Academy of Finance cannot accommodate students who require Academic Intervention Services (AIS). In addition, students who are enrolled in advanced classes or pursuing Advanced Placement courses do not qualify for the program.

For an Academy of Finance Recruitment Booklet and Application, please call Mrs. Christine Teetz, Academy of Finance Program Manager at (516) 488-9522, email cteetz@sewanhaka.k12.ny.us or mail the form below to the Academy of Finance, New Hyde Park Memorial High School, 500 Leonard Boulevard, New Hyde Park, NY 11040.

Student's Name: ____________________________________________

Address: __________________________________________________________________________

City: ____________________________ State: _______ Zip: ___________________

Phone Number: ______________________ (Home) ______________________ (Cell)

Email Address: ______________________

School Currently Attending: ___________________________ Guidance Counselor: ______________________

★ Are you interested in business?
★ Do you want to complete a work-based learning experience?
★ Do you want to learn life-long career skills?
TIME MANAGEMENT, PROBLEM SOLVING, COMMUNICATION & INTERPERSONAL SKILLS
★ Do you want to earn 24 College Credits before graduating from high school?
★ Do you want to network with prominent business leaders in the community?

THEN ...

The ACADEMY OF FINANCE is for YOU!