

# MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 56, No. 8

April 2020

## And the Winners are... the 2020 MASCA Award Recipients!

By Jeremie Bateman, Awards & Publicity Committee Chair

The Awards and Publicity Committee is pleased to announce this year's honorees. Each year, MASCA recognizes excellence in a number of categories, and this year is no exception. But before I turn to the winners themselves, I'd like to take a few words to speak about the committee process and the volunteers who were on the team. These volunteers, all practicing school counselors, read over countless nomination statements and carefully considered each applicant. In instances where a committee member directly worked with a nominee, that member recused themselves from that award's selection, in order to keep the process impartial. This process could not happen without those volunteers, and so my gratitude goes to them. If you have interest in serving on the award selection team, please reach out to me at [jbateman@lexingtonma.org](mailto:jbateman@lexingtonma.org) with your interest. Now, onto our winners!

### School Counselor of the Year



The MASCA School Counselor of the Year award goes to a counselor who has made outstanding contributions to their school and demonstrates excellence in their school counseling program. As has previously been announced, this year, our honoree is **Karen McCrillis** from Gardner High School. Karen's application highlighted her energy, passion, and enthusiasm, along

with her advocacy for the profession and her colleagues. She demonstrates a commitment to social-emotional learning and data-driven programming, consistently reviewing for impact and making adjustments where needed. Karen routinely reaches beyond the walls of her school and involves the larger community. In the words of a former student, Karen is "compassionate, inspirational, coordinated, attentive, helpful and mostly selfless." Karen will go on to represent Massachusetts for the 2021 ASCA School Counselor of the Year process.

### Rising Star Award



The Rising Star Award goes to a school counselor who has been in the field less than five years and can be considered a model for other new school counselors. Awardees demonstrate high professional standards, and have made excellent contributions to their school. This year's awardee is **Jessica Lowe** from Methuen High School. Jessica's nomination highlighted her rapport with students and her willingness to take on leadership roles both at her school and in other organizations. In addition to her work providing academic advising, social-emotional support, and post-secondary planning guidance, Jessica serves on the National Honor Society committee, the seal-of-biliteracy committee,

and the PBIS team, among others. In the words of her nominator: "Jessica's efforts have affected the lives of countless students who would otherwise not have received the support services they needed, and she manages every challenge with grace and a deep sense of what is best for students."

### Administrator of the Year



The Administrator of the Year award is given to someone "who has made an outstanding and significant contribution to the counseling movement, developed and/or implemented an innovative program, or initiated unusual improvements of school counseling services in his/her area of responsibility." This year's awardee is **Dr. Vito J. Perrone**, principal of West Springfield High School. Dr. Perrone was nominated by several counselors in his building, who cited his robust support for them and their work. He was instrumental in the implementation of the Mass Model at their schools, providing the time, support, and resources necessary to shift programming. He has prioritized the department's professional development and made time for PLCs. Describing him as "simply the best," the counselors who nominated Dr. Perrone expressed their gratitude for his support, not just of them, but of the school community as a whole.

(continued on page 3)

# President's Message: New Practices Support our Students

By BARBARA MEYER, MASCA President

*Happy April,  
Massachusetts School Counselors!*

As I write this, we are entering a time of great uncertainty due to Covid-19. Our schools are temporarily closed, and we are having to adapt to a different way of working. But as school counselors, we are up to the challenge. We are always learning new ways of doing things to help our profession and especially our students.

Since the beginning of my three year term on the MASCA Governing Board, I have learned a lot about current research and effective school counseling practices. At the same time, the counseling department at my school has been working towards implementation of the Mass Model. We are a long way from full implementation, but have been making plans and gathering information to fuel our efforts. By sharing our ideas



**Barbara Meyer**  
MASCA President, 2019-2020

with stakeholders, and gathering data on our practices, we hope to be able to have more dedicated classroom time with all of our students in the

next few years.

In addition, we are recognizing that helping all of our students make career plans requires some innovative practices. Last year, our district hired a College and Career Counselor. While she is running incredible workshops, speakers and field trips for our students, we would like for her to be able to offer internships and job shadowing opportunities. In order for students to participate in these opportunities, they would need to leave school for part of the day. How can we convince our administration, the school committee and the community that allowing students out of the building could be a valuable learning tool?

We decided to start with a practice that already exists: Dual Enrollment. In the past few years, as many as 8 of our seniors have attended college full time, instead of taking classes at the high school senior year. This winter, for a variety of reasons, the interest in dual enrollment for next year has doubled. So, we are pursuing a half-day dual enrollment option as an additional opportunity for our seniors. Instead of taking all of their courses on a college campus, our students would be able to take four classes at the high school, and two classes reach semester at a college.

By thinking of new practices that will support all of our students, or re-introducing practices that have been offered in the past, we hope to improve outcomes for all of our graduates. Send good luck our way as we pitch the idea to our superintendent and other stakeholders! And good luck in your efforts toward improving outcomes for all of your students, as well.

Sincerely,

*Barbara*



## CURRY COLLEGE

**QUICK FACTS:**

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving about 2,000 traditional undergraduate students
- 85% of first-year students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
- 27 majors and 60+ minors/concentrations leading to bachelor's and master's degrees
- Student/faculty ratio is 12:1, with an average class size of 20 students
- Approximately 99% of first-time students receive some form of financial aid
- Offering a wide array of extracurricular activities, including 14 NCAA Division III athletic teams



**(800) 669-0686 or (617) 333-2210**  
1071 Blue Hill Ave., Milton, MA 02186 | [curry.edu](http://curry.edu) | [adm@curry.edu](mailto:adm@curry.edu)

## 2020 MASCA Award Recipients (continued)

### Counselor Educator of the Year



The Counselor Educator of the Year award goes to a current counselor educator and MASCA member who has made outstanding contributions in teaching, research, and/or service and is making significant contributions to the school counseling field. This year's awardee is **Dr. Megan Krell**, associate professor at Fitchburg State University. Dr. Krell was awarded for her work not just with her own students at Fitchburg State, but also with students across the Commonwealth through her state-level leadership. She is an advocate for the school counseling profession and, in the words of her nominator and colleague, a model for other counselors.

### MASCA Leadership Award



The MASCA Leadership Award is granted to a current MASCA member who has demonstrated excellence in leadership at the local, state, or national level. **Ruth Carrigan** is this year's awardee. Ruth's nominator detailed her extensive resume in

## *Congratulations!*

leadership, highlighting her participation and leadership in organizations with related missions (Reach Higher and the South Shore Guidance Association, among others). She has served as a MASCA Governing Board member and has chaired the conference planning team. She has partnered with DESE to create and deliver workshops on the use of data in counseling programs. At the local level she makes sure that her team has access to professional development. Ruth spreads her leadership by actively recruiting others into leadership roles. In the words of her nominator, "Ruth Carrigan cares deeply about students, and demonstrates deep commitment to improving the School Counseling profession so that we can all effectively serve these students. She has been a mentor and role model to many, including me."

### George Thompson Memorial Scholarship Award



The George Thompson Memorial Scholarship Award is given to a current graduate student who demonstrates exceptional promise for leadership in contribution to our profession. This year's winner, and recipient of a \$1000 scholarship, is **Francisco Hernandez Salgado**, a graduate student at Boston College. He was nominated by his internship supervisor at Lexington High School. Francisco was selected for his initiative, work ethic, and impact on students. His supervisor highlighted his contributions to the department and his ability to identify a need and immediately seek out solutions. He was also lauded for his ability to connect with students and his passion for this work.

### MASCA Special Award



This award is presented to someone who has made a significant contribution to the counseling field. This year, we honor both **Nyal Fuentes** and **Lisa Harney**, both of the Massachusetts Department of Elementary and Secondary Education. Nyal is the College and Career Readiness Coordinator and Lisa is the Dropout Prevention and Re Engagement Specialist.



They were jointly nominated by two MASCA members in recognition for their promotion and enhancement of the partnership between MASCA and DESE. They were especially praised for their work in identifying and addressing achievement gaps and providing related and relevant training for school counselors. Their involvement and leadership in projects such as MyCAP and designing and delivering the data trainings counselors use to better assess their programming are invaluable to our profession. Nyal and Lisa are trusted advisors whose passion and dedication are the core reason for their selection for this award.

# MASCA 2019/2020 DIRECTORY

## GOVERNING BOARD:

Barbara Meyer, President  
[b\\_meyer@stoughtonschools.org](mailto:b_meyer@stoughtonschools.org)  
School Counselor, Stoughton High School

Kerry Bartlett, President Elect  
[kabartlett@hudson.k12.ma.us](mailto:kabartlett@hudson.k12.ma.us)  
School / Career Counselor, Hudson High School

Jennifer McGuire, Past-President  
[jmcguire@uppercapetech.org](mailto:jmcguire@uppercapetech.org)  
School Counselor/  
Teacher Leader for Guidance,  
Upper Cape Cod Technical School

Ruth Carrigan, Board Member  
[Ruth.Carrigan@whrsd.k12.ma.us](mailto:Ruth.Carrigan@whrsd.k12.ma.us)  
Director of School Counseling,  
Whitman-Hanson Regional High School

Ed Connor, Board Member  
[econnor@dean.edu](mailto:econnor@dean.edu)  
Executive Director of Admissions,  
Dean College

Laurie Dickstein-Fischer, Board Member  
[ldicksteinfisc@saalemstate.edu](mailto:ldicksteinfisc@saalemstate.edu)  
Assistant Professor & Program Director  
for School Counseling,  
Salem State University

Megan Krell, Board Member  
[mkrell@fitchburgstate.edu](mailto:mkrell@fitchburgstate.edu)  
Associate Professor,  
Fitchburg State University

April Megginson, Board Member  
[amegginson@bridgew.edu](mailto:amegginson@bridgew.edu)  
Assistant Professor of Counselor Educa-  
tion, Bridgewater State University

Johanna Smith, Board Member  
[smithjoh@lynnschools.org](mailto:smithjoh@lynnschools.org)  
School Counselor,  
Lynn Vocational Technical Institute

## COMMITTEE CHAIRS:

April Megginson, Advocacy Committee  
[amegginson@bridgew.edu](mailto:amegginson@bridgew.edu)  
Assistant Professor of Counselor Educa-  
tion, Bridgewater State University

Jeremie Bateman,  
Awards & Publicity Committee  
[jbateman@lexingtonma.org](mailto:jbateman@lexingtonma.org)  
School Counselor,  
Lexington High School

Ruth Carrigan, Conference Committee  
[Ruth.Carrigan@whrsd.k12.ma.us](mailto:Ruth.Carrigan@whrsd.k12.ma.us)  
Director of School Counseling,  
Whitman-Hansen Regional High School

Helen O'Donnell, MA Model Committee  
[helenod@att.net](mailto:helenod@att.net)  
Retired School Counselor,

Manjula Karamcheti, Member Services  
[karamcheti@wwgradschool.org](mailto:karamcheti@wwgradschool.org)  
Woodrow Wilson Graduate School of  
Teaching and Learning

Jennifer McGuire, Nomination and  
Bylaws Committee  
[jmcguire@uppercapetech.org](mailto:jmcguire@uppercapetech.org)  
School Counselor/Teacher Leader for  
Guidance,  
Upper Cape Cod Technical School

Sandra Collins, Professional Develop-  
ment Committee  
[sac1330@gmail.com](mailto:sac1330@gmail.com)  
School Counselor,  
Hartwick Elementary School

Christine Shaw, Research and Evalua-  
tion Committee  
[shawc@merrimack.edu](mailto:shawc@merrimack.edu)  
Associate Professor of Practice, Educa-  
tion & Community Studies,  
Merrimack College

Jennifer McGuire, Strategic Planning  
Committee  
[jmcguire@uppercapetech.org](mailto:jmcguire@uppercapetech.org)  
School Counselor/  
Teacher Leader for Guidance,  
Upper Cape Cod Technical School

## APPOINTED POSITIONS:

Bob Bardwell, Executive Director  
[bardwellr@monsonschools.com](mailto:bardwellr@monsonschools.com)  
Director of School Counseling, Monson  
Public Schools

Julia Cahill-O'Shea, Secretary  
[j.cahill-oshea@hwschools.net](mailto:j.cahill-oshea@hwschools.net)  
School Counselor, Hamilton- Wenham  
Regional High School

Catherine Kinyua,  
Membership Coordinator  
c/o Woodrow Wilson Graduate School of  
Teaching and Learning  
[kinyua@wwgradschool.org](mailto:kinyua@wwgradschool.org)

Jean Atwater Williams, *Counselors  
Notebook* Editor & Webmaster  
[cn@masca.org](mailto:cn@masca.org); [webmaster@masca.org](mailto:webmaster@masca.org)

## LIAISONS:

Laurie Dickstein-Fischer,  
Counselor Educator Liaison  
[ldicksteinfisc@saalemstate.edu](mailto:ldicksteinfisc@saalemstate.edu)  
Assistant Professor & Program Director  
for School Counseling,  
Salem State University

Megan Krell, Emerging Leaders Liaison  
[mkrell@fitchburgstate.edu](mailto:mkrell@fitchburgstate.edu)  
Associate Professor,  
Fitchburg State University

Helen O'Donnell, Retirees Liaison  
[helenod@att.net](mailto:helenod@att.net)  
Retired School Counselor

Jennifer McGuire, Social Media Liaison  
[jmcguire@uppercapetech.org](mailto:jmcguire@uppercapetech.org)  
School Counselor/  
Teacher Leader for Guidance,  
Upper Cape Cod Technical School

Lisa Weinstein, DESE Liaison  
[LWeinstein@doe.mass.edu](mailto:LWeinstein@doe.mass.edu)  
Education Specialist  
MA Department of Elementary  
and Secondary Education

## EMERGING LEADERS:

Molly Brewster, Emerging Leader  
[mhallbrewster@bostonpublicschools.org](mailto:mhallbrewster@bostonpublicschools.org)  
School Counselor, Brighton High School

Karen Stackow, Emerging Leader  
[kstackow@wrsdeaf.org](mailto:kstackow@wrsdeaf.org)  
School Counselor, Willie Ross School for  
the Deaf

Tyeshia Weir, Emerging Leader  
[weirt@springfieldpublicschools.com](mailto:weirt@springfieldpublicschools.com)  
School Counselor, RISE Academy

*Find out how you can become a  
MASCA leader. Go to:  
[https://masca.wildapricot.org/  
How-to-Get-Involved](https://masca.wildapricot.org/How-to-Get-Involved)*

# Introducing the MASCA Book Club

By Bob Bardwell, MASCA Executive Director

Spring is definitely in the air and with that comes thoughts about warmer weather, longer days and the upcoming summer vacation. Hopefully for some of you it also means looking forward to some self-care and down time or perhaps curling up with a good book?

If reading is one of the ways you relax and professionally develop yourself, then you are in luck. MASCA has created an opportunity to read a professionally rewarding book that you will read on your own and then come together as a group to discuss and reflect through an online environment.

Here are the basics about the #MASCAREads Book Club -

**What is the #MASCAREads Book Club?** The #MASCAREads Book Club is a fun way to stay on top of trends and network with other school counseling professionals. It will allow school counseling professionals and graduate students to learn new information, share common experiences and participate in a professional development activity outside of their school community.

**How does it work?** #MASCAREads will be an online club that discusses books related to school counseling. It would meet two or three times a year, most likely in the early evening. All book club discussions will be held on Twitter, an online social networking service. Participants must have a Twitter



**Robert Bardwell**  
Executive Director, MASCA

account to participate. Participants do NOT have to be MASCA members although members will find it easier to get notifications of the book selection and date and times of the Twitter chats.

**How does one participate?** Book club members are welcome to participate in any—or all—of the chats, held on Twitter. Titles will be announced at least six weeks in advance of each chat. Members can order online or visit their local library or bookstore to obtain a copy of the selection.

**Who will coordinate the Book Club?** MASCA is currently soliciting a volunteer member to serve as the coordinator. The coordinator will be responsible for maintaining informa-

tion on the book club section of the website and work with the Executive Director to notify members via email and the Counselor's Notebook about the upcoming meeting date and book to be read.

**How will book club titles be selected?** #MASCAREads participants are encouraged to submit titles for consideration to the Book Club coordinator. Titles will be selected with an eye for books that appeal to a broad cross-section of members and offer plenty of opportunity for discussion. Selected titles may relate to school counseling, self-care or general K-12 education. Selections do not imply endorsements. Whenever possible, we will try to get the book author to join us for the Twitter chat.

**When will it start?** Once a coordinator has been selected, s/he will determine a book and date hopefully to start in the spring of 2020 before the summer break.

If you are interested in serving as coordinator of the #MASCAREads Book Club, please contact me at [bardwellr@monson-schools.com](mailto:bardwellr@monson-schools.com) in order to express interest. It is my hope to have a coordinator on board and first book selected by April 15 with an anticipated early June completion date. Stay tuned to email, website and Counselor's Notebook updates regarding this exciting opportunity. I hope you find this activity to be fun, rewarding and a great way to connect with your fellow MASCA colleagues.

Dear School Counseling Community:

This issue of *Counselor's Notebook* came together during the emerging and rapidly changing Covid-19 pandemic. We apologize if some of the articles may be of only limited relevance under the current situation. Please be on the lookout for timely emails from MASCA and check out our facebook page for creative ideas, resources and information designed to assist you during this difficult time.

Please take care of yourselves so that you may, as you always do, take care of your students.

Be safe and stay well.



# Helping Our Students Explore HBCUs

By Molly Brewster, MASCA Emerging Leader; School Counselor, Brighton High School

As a high school counselor for students in grades 11 and 12, I spend a lot of time ensuring that every senior is receiving support and guidance through the college application process and determining their post-secondary plans. For students and families, navigating the college process is typically stressful, confusing and mind boggling. Having to conduct college searches on-line, keeping track of information and entrance requirements, finalizing a college list and applying to several colleges can be undaunting.

Like many school counselors, college students, alumni, family and friends, I emphasize the importance of visiting colleges and attending college fairs prior to making any decisions. I repeatedly tell my students, “Everything looks good on-line and in the brochures. You must walk a college campus, see the size of the dorm rooms, eat the food in the cafeteria, sit in on a class, in order to get a sense about the college and if it is a good fit.”

While most of the students that I work with attend colleges and universities in Massachusetts and the surrounding states, I am committed to increasing awareness and support as more and more black and brown students express their interest in attending Historically Black Colleges & Universities (HBCUs). It is my professional responsibility to inform students about HBCUs, the value of an HBCU education. There are 106 HBCUs that make up 3 percent of the United States’ colleges and universities, yet they produce almost 20 percent of all African American graduates and 25 percent of African American graduates in STEM career fields. On average, more than 300,000 students attend HBCUs each year, and 80 percent of them are African Americans.

Unfortunately, many students of color are not aware of the HBCUs due to limited knowledge and exposure. This needs to change.

Since only a few HBCUs recruit at the Boston Public School College & Career Fair and the NACAC College Fair in Boston annually, I had to go see for myself. On January 25th, 2020, I attended the 18<sup>th</sup> Annual HBCU Festival at the Gaylord National Resort & Convention Cen-

ter in Oxen Hill, Maryland. The Alfred Street Baptist Church (ASBC) Historically Black College and University (HBCU) Festival originated in 2003 with 150 attendees and matured to 11,000 attendees in 2019 making it the largest HBCU Festival in the nation! They offer seminars packed with impactful information to prepare students and parents with securing financial aid, scholarships and finding a career path. To date, the ASBC-HBCU Festival has awarded over 20 million in scholarships since its inception.

The HBCU Festival was not just an opportunity for students and families to gather information and talk with Admissions Directors and Representatives, seniors were able to participate in interviews, and the opportunity to participate in instrumental and choral/music auditions were also present. Sign-up for any interview was done separately through the online registration site at the time of registration. For the on-site interviews, seniors were required to wear professional attire, complete the school application online before the HBCU Festival and bring several copies of their official high school transcript (sealed in an envelope), SAT/ACT scores (unofficial printed copies acceptable), letters of recommendation from at least two people (sealed in an envelope), copy of Common App Essay and resume. For the instrument and vocal auditions, students were required to bring their own instrument and music. In addition to the HBCUs, there were several organizations, federal agencies/military, sororities and fraternities, that had tables for patrons to gather information and make connections. In addition, there was an awe inspiring HBCU drumline performance with a fraternity/sorority Step show. It was a profound day!

Please keep your eyes open for this annual event. I encourage all school counselors to spread the word to interested students.

[hbcufestival.event.alfredstreet.org](http://hbcufestival.event.alfredstreet.org)

### Colleges/Universities in attendance:

Alabama A&M University  
Alabama State University  
Albany State University  
Alcorn State University

Allen University  
Arkansas Baptist College  
Benedict College  
Bennett College  
Bethune-Cookman College  
Bluefield State College  
Bowie State College  
Central State University  
Cheyney University of PA  
Claffin University  
Clark Atlanta University  
Clinton College  
Coppin State College  
Delaware State University  
Dillard University  
Edward Waters College  
Elizabeth City State University  
Fayetteville State University  
Fisk University  
Florida A&M University  
Florida Memorial University  
Fort Valley State University  
Grambling State University  
Hampton University  
Harris-Stowe University  
Howard University  
Jackson State University  
Johnson C. Smith University  
Kentucky State University  
Lane College  
Langston University  
Lincoln University (MO)  
Lincoln University (PA)  
Livingstone College  
Miles College  
Mississippi Valley State University  
Morehouse College  
Morgan State University  
Morris College  
Norfolk State university  
North Carolina A&T State University  
North Carolina Central University  
Paine College  
Paul Quinn College  
Philander Smith College  
Prairie view A&M University  
Saint Augustine’s University  
Savannah State University  
Shaw University  
South Carolina State University  
Southern University and A&M College  
Spelman College  
Stillman College  
Talladega College  
Tennessee State University  
Texas southern University  
Tougaloo College  
Tuskegee University  
University of Arkansa at Pine Bluff  
University of Maryland Eastern Shore  
University of the District of Columbia  
Virginia State University  
Virginia Union University  
Virginia university of Lynchburg  
Voorhees College  
West Virginia State University  
Wilberforce University  
Winston-Salem State University  
Xavier university of Louisiana

**Due to the COVID 19 Pandemic the 2020 MASCA conference has been canceled.**

MASCA Leadership and NCYI, our conference management team, are currently in negotiations with the Boston Marriott Newton to schedule next year's conference in early Spring 2021. Once details are settled, all those registered for the conference will be contacted with options to roll over your registration to 2021 or to request a full refund. Our conference team thanks you for your patience as we navigate these unprecedented times.

Our 2020 conference was on track for record attendance by registrants, exhibitors, and sponsors. We had exceptional programs, pre-conference and keynotes planned, and are disappointed that we were forced to cancel. Please know that we will work hard to bring you a wonderful 2021 MASCA Conference. If you have any questions, please contact the conference chairperson at [Ruth.Carrigan@whrsd.org](mailto:Ruth.Carrigan@whrsd.org). Stay safe, and we hope to see you at the MASCA Conference 2021!

## April 2020 Awareness Dates

- Alcohol Awareness Month
- Child Abuse Prevention Month
- Community Service Month
- Counseling Awareness Month
- D.E.A.R. Drop Everything and Read Month
- Keep America Beautiful Month
- Mathematics Awareness Month
- Month of the Military Child
- National Autism Awareness Month
- National STD Awareness Month
- National Youth Sports Safety Month
- School Library Month
- Sexual Assault Awareness and Prevention Month
- 2 National Alcohol Screening Day
- 2 World Autism Awareness Day
- 7 Sexual Assault Awareness Day of Action
- 7 World Health Day
- 13-17 Week of the Young Child
- 17-19 Global Youth Service Day
- 22 World Water Day
- 31 Transgender Day of Visibility

# Helping Homebound Children during the COVID-19 Outbreak

Source: CSTS | Department of Psychiatry | Uniformed Services University | Bethesda, MD

Emergency measures, such as requiring that children remain at home are critical methods to limit the spread of infection from the coronavirus (COVID-19) outbreak. Despite its positive public health benefits, for an individual child, being homebound can serve as an opportunity to spend time with family, but also can result in insufficient physical activity, irregular sleep patterns, weight gain, and decreased fitness. As many parents know, boredom and frustration are common during time required to be home and inside. The lifestyle changes may also contribute to social isolation from peers and teachers, anxiety, and tension among family members due to a lack of personal space at home.

Importantly, public fear about COVID-19 that stigmatizes and scapegoats specific populations can further increase a child's and family's sense of isolation. Clinicians and parents can consider the following approaches to better manage homebound periods for children and families.

## Support the Family Structure while Homebound

To prepare, families can develop plans of action together. When appropriate, include children in the family planning and preventive behaviors to help support their sense of agency and control.

- Plan physical activities that can be done while homebound
- Maintain a healthy diet, good sleeping habits, and proper hygiene practices (e.g., regularly washing hands, covering mouths when coughing and sneezing, avoiding contact with face).
- Maintain routines related to bedtimes, meals, and exercise.
- Ensure basic supplies (e.g., food, water, soap, first aid provisions) and medications are readily available while homebound.
- Encourage children's participation in household chores to facilitate their sense of accomplishment.
- Plan enjoyable family activities, such as games, movies, and exercise.
- Maintain a positive mood.
- Practice patience and tolerance, which can be difficult during this

time and model healthy habits for the entire household.

- Engage in relaxation techniques to reduce stress.
- Avoid increased use of alcohol or tobacco.
- If a usual family activity, consider attending religious services online.

## Communicate Openly

During times of uncertainty, open communication is critical to helping children feel safe and secure.

- Stay informed.
- Explain COVID-19 and the purpose of being homebound in an age-appropriate and positive manner to children. Parents must gauge what their children can understand.
- Create an environment where children feel comfortable expressing their concerns and asking questions.
- Remind children that being homebound is temporary.
- Promote children's sense of goodness, or "altruism", by explaining that being homebound helps to keep other members of their community safe.
- Reassure children they will receive appropriate medical care if they become ill.
- Check in with children frequently to address newly emerging fears and misconceptions.
- Limit and closely monitor children's use of media to reduce potential confusion, worry, and fear.
- Address misconceptions regarding stigma. For example, avoid terms other than "coronavirus," such as "Chinese virus," as these increase stigma and perpetuate misconceptions about the disease.
- Clarify what is known and what is unknown to prevent the spread of misinformation.

## Connect to Helpful Support

During periods of physical isolation, connect to important sources of social support to help alleviate stress. Families may

also benefit from services provided by local community organizations and mental health professionals.

- Develop plans for maintaining children's connections to friends and other family members via phone and/or internet.
- Ensure your child's medical team is involved to help monitor any pre-existing conditions.
- Utilize available homeschool or distance learning opportunities that combine the educational needs of children with their physical and mental health needs.
- Contact a mental health professional if you notice signs of anxiety and depression in children including changes in appetite, sleep disruptions, aggression, irritability, and fears of being alone or withdrawn.

**Reliable sources of information** during an infectious disease outbreak help ensure family members are taking appropriate steps to stay healthy and address uncertainty about where to find accurate information. Up-to-date, accurate recommendations regarding disease prevention, self and family care, and travel guidance can be found at the following websites:

Centers for Disease Control and Prevention (CDC): [www.cdc.gov](http://www.cdc.gov)

American Red Cross: [www.redcross.org](http://www.redcross.org)

Local American Red Cross chapter: [www.redcross.org/where/chapters](http://www.redcross.org/where/chapters)

## Information about infectious diseases for children:

CDC: [www.cdc.gov/childrenanddisasters/index.html](http://www.cdc.gov/childrenanddisasters/index.html)

American Academy of Pediatrics: [www.aap.org/en-us/advocacy-and-policy/aap-healthinitiatives/Children-and-Disasters/Pages/default.aspx](http://www.aap.org/en-us/advocacy-and-policy/aap-healthinitiatives/Children-and-Disasters/Pages/default.aspx)

**Schools** are a reliable source of up-to-date health information about specific school recommendations and emergency plans.

# Six Award Letter Questions, Answered—Including When to Expect Yours

By Jen Ryan

So, you got accepted into some colleges—woo-hoo! Now it's time to figure out which college is the right one (and the right price) for you. This is where financial aid award letters come in.

## What are financial aid award letters?

If you filed the Free Application for Federal Student Aid (FAFSA) and qualified for financial aid, you'll receive a financial aid award letter from every school that accepts you and that you listed on your FAFSA.

Like the name suggests, financial aid award letters tell you how much financial aid you can receive and how much one year of college will cost.

Oh, and speaking of names, each college may call their financial aid award letter something different. But whether they're called financial aid packages, merit letters, or award letters, rest assured that they all serve the same purpose.

## When do I get my financial aid award letters?

There's no hard deadline for sending out financial aid award letters. Because the FAFSA is now available in October, instead of January, some schools have been sending out their award letters sooner—sometimes even right after you receive your acceptance letter. But, some still wait. The number of FAFSA applications a college receives and when you submitted your FAFSA can both affect when a college sends out their letters.

In the off-chance that you haven't received a financial aid award letter from a college that accepted you and was listed on your FAFSA, reach out to the college's financial aid office to find out when to expect it.

## Will my award letters all include the same information?

Yes! Although your financial aid award letters may all look different, every letter will include information on whether you qualified for gift aid like college scholarships and grants, financial aid like federal student loans, and/or a work-study position.

According to a 2018 report from uAspire and New America, 70% of award letters group all aid together, which means your scholarships, loans, work-study, and grants may not be clearly separated. Be sure to read your award letter carefully to identify what type of aid you qualified for.

## Scholarships? Grants? Loans? What's the difference?

The biggest difference is whether you need to pay back the money.

You may hear scholarships and grants called "gift aid" or "free money" because both are financial aid you won't need to pay back.

You will need to pay back any loans you take out—with interest.

Work-study—which you also may see in your award letters—is a little funky. You won't need to pay back this money, but you will need to earn it by working at a designated work-study job either on- or off-campus. The money you can earn is also capped at what's listed in your award letter, so you can't pick up extra hours for more cash. Oh, and if you don't work, you won't get any money—just like at a real job.

## Is there an easy way to compare my award letters?

You'll need to do a little math here, so dust off your calculator or open a spreadsheet.

For each award letter, add up all the financial aid you qualified for, including all scholarships, grants, and loans, then subtract that amount from the college's cost of attendance. (Hint: If the cost of attendance isn't listed on your award letter, it's easy to find with a quick search of the college's website.)

If you have money left over that you still need to cover, you'll have to consider another financing option, like taking out a private student loan.

## Do I pick the college that gives me the most money?

The answer to this is probably the #1 thing you should take away about financial aid award letters. A school's cost is important, but it shouldn't be the only reason you choose a college. You still want to pick a school that matches what you're looking for. So, as you're reviewing your award letters, be sure to factor in each school's location, campus culture, quality of academic programs, and the other qualities that mean a lot to you.

College is a once-in-a-lifetime experience. Let your financial aid award letters be one of a few guides that help you make that exciting final decision and pick your future alma mater.

*Jen Ryan is a senior copywriter at Sallie Mae. When she's not helping make college happen, you can find her reading, running, or exploring Boston with her husband.*

## Help your students get ready for college

Free college planning tools and resources

 College Planning Calculator

 Financial literacy info

 Scholarship Search

 Plus, your students can enter a \$1,000 monthly sweepstakes.\*

sallie  
mae®

Get started at  
[salliemae.com/collegeplanning](https://salliemae.com/collegeplanning)

### Borrow responsibly

We encourage students and families to start with savings, grants, scholarships, and federal student loans to pay for college. Students and families should evaluate all anticipated monthly loan payments, and how much the student expects to earn in the future, before considering a private student loan.

\* No purchase necessary. Void where prohibited. Odds of winning depend on number of entries received. See official rules at [SallieMae.com/SweepstakesRules](https://SallieMae.com/SweepstakesRules).

SALLIE MAE RESERVES THE RIGHT TO MODIFY OR DISCONTINUE PRODUCTS, SERVICES, AND BENEFITS AT ANY TIME WITHOUT NOTICE. CHECK SALLIEMAE.COM FOR THE MOST UP-TO-DATE PRODUCT INFORMATION.

© 2019 Sallie Mae Bank. All rights reserved. Sallie Mae, the Sallie Mae logo, and other Sallie Mae names and logos are service marks or registered service marks of Sallie Mae Bank. All other names and logos used are the trademarks or service marks of their respective owners. SLM Corporation and its subsidiaries, including Sallie Mae Bank, are not sponsored by or agencies of the United States of America. SMSCH MKT14454 0819

## Career Activities Corner: K-12 College and Career Readiness in Massachusetts

Reach Higher MA Working Group #1: Careers and Citizenship for All hosts this Career Activity Corner to encourage infusion of a career development strand into your school counseling curriculum. You are invited to submit K-12 lessons with identified standards alignments, interdisciplinary curriculum links, measurable student learning objectives and implementation outcome data to Helen O'Donnell, Ed. D [helenod@att.net](mailto:helenod@att.net)

### Are students able to demonstrate workforce readiness competencies in high school?

This is a capstone HS lesson.

Focus Question: **Am I on track for graduation and employment?**

Grade 11-12

Delivery time flexible based on delivery format and student need

Tier 1, 2 and 3

Standards Alignment:

- MA Career Development Education (CDE) Benchmarks (all domains, multiple competencies)
- ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career Readiness Standards for Every Student. Mindsets #4, #6 Behaviors: Learning Strategies #1, #7, #9  
Self-Management: #1, #10 Social Skills: all
- CASEL Social Emotional Learning Competencies. all

Instructional goals: During students' junior and senior year, it is an important time for:

1. school counselors to stress to students the importance of demonstrating essential employment readiness competencies.
2. students to self-reflect on and assess their job performance as a "student" as evidence of their personal workforce readiness

Activator: (signage) Essential Employment Expectations

- ✓ Regular attendance
- ✓ Completing assigned tasks
- ✓ Entry-level employment credentials; HS diploma, 2-year or 4-year college degree, Industry Recognized Credentials (certificates)

Student Engagement Activity 1: Academic Achievement and Monitoring my 4-year graduation plan

1. Would I show a potential employer my current progress report or report card?
2. Complete your 4-year academic plan with your successfully completed academic coursework and check off graduation requirements achieved. (ex:passing MCAS)
3. On track to graduate in 4 years? Explain wh?y/why not? In writing or as "turn and talk" activity..
4. What is needed? (credit recovery, summer school, etc.) What change is needed? (study habit, etc.)
5. Write a SMART Goal, action plan steps, and timeline to guide achievement of the goal
6. Multi-tiered check-in and monitoring as needed (Outcome data collection about goal achievement)

Student Engagement Activity 2: Attendance

1. Review school attendance policy
2. Evaluate personal attendance
3. Complete steps #3- #6 above

Gather Perception Data: Ask juniors and seniors to self-reflect on their workforce readiness competencies and answer these questions

- Would I show my current report card to a potential employer or admissions representative?
- Based on my career as a STUDENT, does my academic transcript document my readiness to pursue my post high school goals?
- Have I demonstrated reliability with consistent, on-time school attendance?
- Does my academic record and report card reflect timely completion of assignments and achievement of expected course competencies?
- Will my teacher and counselor recommendations present me an engaged, respectful member of the school community?
- Do I demonstrate active listening and respectful person communication skills?
- Do I have a responsible social media footprint?

Based on the gathered data, what are school counselors' next steps?

## IMPLEMENTING MA MODEL FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS:

### MA MODEL 3.0 IS HOT OFF THE PRESS!!!

By Helen C. O'Donnell, Ed. D, MA Model Trainer, and MASCA MA Model Chair

The DELIVER section of the ASCA Model 4.0© and soon to be released MA Model 3.0 state that the school counselor should be spending 80% of their time with direct and indirect service delivery. Both documents also promote K-12 Tier 1 delivery of standards-based, outcomes-focused school counseling curriculum instruction in the academic/technical, workplace readiness, and personal/social (SEL) domains guided in Massachusetts by the MA Career Development Educational (CDE) Benchmarks. Hyperlinks in the MA Model3.0 narrative and an expanded appendix provides quick access to curriculum development and instruction resources. You will be informed when the MA Model 3.0 document is posted on the MASCA website.

With the final quarter of Senior year quickly approaching, it is a time for school counseling departments to seriously reflect on each senior's preparation and readiness for their post high school plans. The CN Career Corner Activity this month has a lesson that leads juniors and senior on a self-reflection and personal assessment about their performance in their first job, STUDENT. How effectively has the culture of the school community and the school counseling department curriculum and services provided relevant and current College Career Advising (CCA) for each student and supported the development of their personal career academic plan (MyCAP)

#### My Career and Academic Plan (MyCAP) /College and Career Advising (CCA)

**MyCAP** is a student-directed process of self-discovery, secondary college and career planning that leads to a unique personalized plan. MyCAP is also an electronic platform that captures the learning and documents the achievements of the learning objectives at each grade level. The platform may also act as an ePortfolio capturing artifacts and reflections on learning as a result of authentic experiences and achievement of identified competencies. MyCAP encourages students to make the connection between what they do now in school and life and their future success.

**The College and Career Advising Program** is the systematic implementation of lessons and activities designed to meet grade level learning objectives focused on the personal social growth, academic planning and achievement, and career development education needed for student success. CCA is a school-wide effort led by school counselors but empowering all staff to support the college and career readiness of all students.

The CCA scope and sequence of MyCAP activities is organized around three domains **identified in the Massachusetts definition of college, career and life readiness:**

- Personal/Social identifies activities that address CASEL's five social emotional learning area;
- Career Development Education is focused on career awareness, career exploration and career immersion activities.
- Academic, Career, and Postsecondary Planning focuses on aligning course selections with personal interests while meeting state and local graduation requirements, identifying career interests and setting goals to achieve success.

Together, CCA and MyCAP ensures students will be prepared for college, career and active and informed citizenship. Together, CCA and MyCAP actively engage students in college, career, and life readiness. (Dre544)

As school counselors, we need to measure HOW effectively we have prepared our seniors for their 21st century post high school pathways? Gather and assess the results data from questions similar to those listed below. Make a plan. **There is 1 term left to make an impact!**

- Have all seniors been informed about Labor Market Trends and introduced to Labor Market Information (LMI) resources.
- Has each senior met graduation requirements? Completed MA Common Core requirements, and/or acquired an Industry Recognized Credential?
- Do all seniors have a postsecondary plan and prepared/submitted next step applications?
- Do students understand the application and hiring process?
- Have students practiced presenting their "best self" in job interviews (face to face, on-line, phone)
- Do students report they are passionate about their post high school plans and their identified pathway? (Ask the question and offer assistance.)
- Are all seniors graduating in 4 years? Why not?

**IN CASE OF NON-DELIVERY, RETURN TO:**

MASCA  
PO Box 351  
Hampden, MA 01036



**The Mission of  
MASCA**



The mission of MASCA is to advocate for school counselors in the Commonwealth of Massachusetts  
By providing leadership, collaboration, and professional development.  
Stay informed by visiting MASCA's website regularly.

<https://masca.wildapricot.org/>

**100%**

**OF BACHELOR'S  
DEGREE STUDENTS**  
participate in at least one  
internship before graduation



**16**

**ATHLETIC TEAMS**  
NCAA Division III



**SMALL SCHOOL – BIG FAMILY**  
**DISCOVER THE DEAN DIFFERENCE**

**WHY DEAN?**

**EXPERIENTIAL LEARNING**

We are uniquely poised to give our students one-of-a-kind opportunities to get ahead in a variety of competitive fields.

**ACADEMIC SUPPORT**

At Dean we provide unmatched learning support to help meet your needs and goals.

**LOCATION**

Located in a safe, suburban community just outside of Boston, MA.

