MASCA
Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION | Vol. 56, No. 1 | September 2019

President's Message: Weclome to the New School Year!

By BARBARA MEYER, MASCA President

Welcome to a new school year! My name is Barbara Ward Meyer, and I am the President of your state association this school year. Let me tell you a bit about myself. Raised in central Massachusetts, I attended college in Florida and earned a degree in Psychology. After working as a college admissions counselor for two years, and learning that my engagement with students was my favorite part of that job, I earned a Master's degree in "Counselor Education" at the University of Central Florida. My very first School Counseling job was as the Director of Guidance for a large public high school in Florida. After five years, my family and I moved to New Jersey, where I worked at a small Catholic girl's high school as the college counselor. We moved again in 2001, and I have been a public high school counselor in Massachusttes ever since. Last spring I watched my 28th graduating class walk across the stage. My husband, the Dean of University Admission at Bridgewater State University, and I have raised three children and live about 20 miles south of Boston.

As this new year begins, teachers, administrators, staff and students are all adjusting to new routines, classes and faces. The high school in which I work has just moved into a brand new building, so I am learning my way around and attending trainings to understand the new equipment and technology. As school counselors, we recognize the anxiety that change can cause, and are there to support all members of our school communities.

Barbara Meyer
MASCA President, 2019-2020

Undertaking the role of MASCA President, I am also adjusting to this new leadership role. What monthly message can I write to our members that will be meaningful? What goals should MASCA undertake this year that will help our organization progress? These have been the questions in my head this summer.

I am fortunate to work with a dedicated and diverse leadership team on the MASCA Governing Board. We spent time at our summer Leadership Development Institute considering the future of MASCA and our vision for the coming years. It is important for our organization to advocate for our profession, and in turn serve all students. We are working to insure our lawmakers understand the role of school counselors, and the impact our profession can have on student outcomes. In addition, our new Executive Director, Bob Bardwell, and I would like to increase our membership. In order to do so, we need to make membership valuable to School Counselors. Therefore, if you have colleagues in your district (or another) who are not MASCA members, please ask them why. Ask them what we could do to make membership valuable to them. And then let me know! You can reach me at president@MASCA.org. We want to be responsive to the needs of all school counselors in Massachusetts.

Mark your calendars - MASCA's Conference has a NEW LOCATION for 2020!

We hope you will join us on March 30 and 31, 2020 at the Boston Marriott/ Newton for our annual conference. We are excited about this great facility that is centrally located in Newton with easy access to the Mass Pike, Route 95, and the Riverside "T" Station. Conference details and our "Call for Programs" will be available soon.

Contact Ruth Carrigan, MASCA Conference Chair, if you have any questions (Ruth.Carrigan@whrsd.org).

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AWARENESS DATES SEPTEMBER 2019

Childhood Cancer Awareness Month
Children's Good Manners Month
Library Card Sign-up Month
National Childhood Obesity Awareness Month
Self-Improvement Month
Sexual Health Awareness Month
Suicide Prevention Awareness Month Sep 15 – Oct 15
Hispanic Heritage Month
8 International Literacy Day
8-14 National Suicide Prevention Week
10 World Suicide Prevention Day
15-21 Child Passenger Safety Week
17 Constitution Day/Citizenship Day
18 National School Backpack Awareness Day
19 International Talk Like a Pirate Day
21 International Day of Peace
21 World Clean-Up Day
25 National Women's Health & Fitness Day

Making MASCA Bigger and Better

by Bob Bardwell, MASCA Executive Director

Excited. Eager. Humbled. Honored. Nervous. These are just some of the words that describe how I feel after being selected to be the 11th Executive Director of MASCA in our 58 year history.

Since my appointment was announced in May and my official start date on July 1, I have been busy learning, listening and assisting your leaders in one common goal – to make MASCA better and to provide our members and supporters more resources and opportunities.

If you read my welcome email which was sent to members in mid-June, there are six major initiatives that I will focus on this year. They are:

- Increasing our membership and member engagement.
- Doing a better job advocating for our profession and making others know the tremendous impact we have on students every day.
- Working with your leaders to fill vacant leadership positions and support the 11 MASCA committees in completing the important work of the association.
- Meeting with leaders of like-minded associations (e.g. MASS, MSAA, MBAE, NEACAC, MASFAA, MEOA) to engage in discussions about collaboration and ways to mutually benefit our members.
- Increasing the number and variety of professional development opportunities.
- Improving relationships with our affiliates.

You will hear much more about these six goals and initiatives in the coming months.

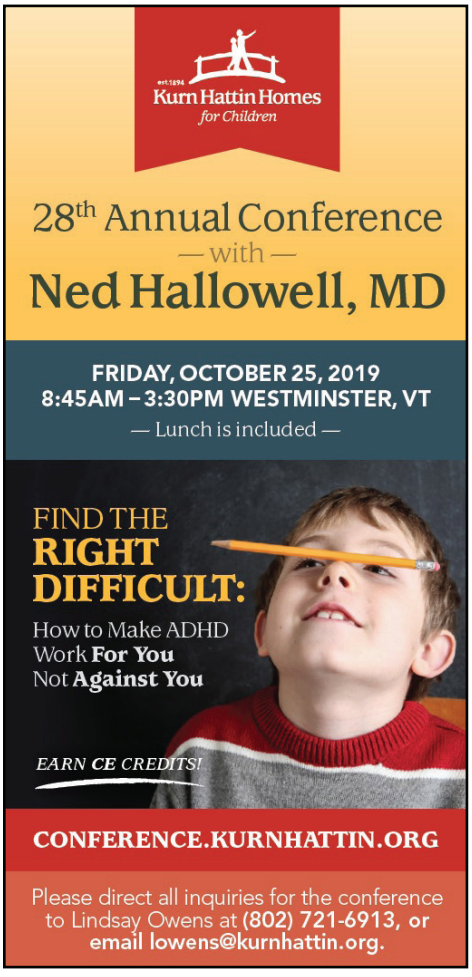
Robert Bardwell
Executive Director, MASCA

It's been 10 years since I completed my MASCA presidential cycle term and eight years since I left the Governing Board. A great deal has changed during that time but one thing still holds true – our mission – to advocate for school counselors in the Commonwealth of Massachusetts by providing leadership, collaboration, and professional development. I pledge to give you and the association my time, talent and energy towards advancing our mission and improving opportunities for school counselors to positively impact the students, families and communities with whom we work.

I want to make my submissions to the Counselor's Notebook more than just an update of what I am doing on behalf of the association, more than just information about a resource counselors should know about and more than just words on a page. I really want them to be interactive, informative, engaging and worth your time. If you have any suggestions for content or ideas for programs and services, please let me know at executivedirector@masca.org. You can also check out what I have been up to on the Executive Director page on the MASCA website - https://masca.wildapricot.org/Executive-Director.

In the meantime, I look forward to meeting you at a PD activity, affiliate meeting, advocacy event or membership initiative. I also look forward to engaging you in the important work of the association because without you, MASCA will be nothing more than another not-for-profit trade association.

Here's to an awesome 2019-20 school year.



MASCA
Massachusetts School Counselors Association

MSAA
MASSACHUSETTS SCHOOL ADMINISTRATORS' ASSOCIATION

NEW COUNSELOR BOOTCAMP

THE SPECIFICS

- Thursday, October 3, 2019
- Pine Manor College, Chestnut Hill
- 8:30 AM - 3:00 PM
- Cost= $45.00
- PDP's available
- Register @ www.masca.org by September 26

FOR MORE INFO

Sandra Collins
MASCA PD Chair
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AGENDA ITEMS

- 504'S & IEP's
- Working effectively with administrators
- Using data more effectively
- Implementing the MA Model
- Networking
- Professional development opportunities
- Legal and ethical issues
- Licensure/certification
- Working with staff
- Family and community engagement
- Annual evaluation
- Managing your time
- Calendars
- Communications
- Social Media

WHAT'S IN IT FOR YOU?

This workshop is intended to give school counselors with two or less years of experience the opportunity to network with other new counselors, learn about important topics you may not have learned much about in graduate school and ask lots of questions about a variety of topics. Presented by experienced school counseling professionals.

To find out more or to register, go to https://masca.wildapricot.org/event-3487716

Goals for the New Year

By Ruth Carrigan, Ph.D.

Ruth Carrigan
MASCA Conference Committee Chair

Welcome Back! If you are like me, the start of a new school year is bittersweet. I am always a little sad that the summer has come to an end, but I am always excited for the possibilities of a new year. This is the perfect time to set professional goals and make resolutions for the coming school year. How can you improve your practice and the outcomes for your students? If you are not sure about your goals for the 2019/2020 school year, you may want to consider a few of these suggestions:

MyCAP - Have you ever thought about developing Career and Academic Plans for your students? If so, I encourage you to participate in free DESE Professional Development High Quality Career Advising series. This three-session program, offered in various locations around the commonwealth, gives you and a team from your school the tools you need to develop and implement personal career and academic plans for your students. For more information, contact Lisa Harney at the Department of Elementary and Secondary of Education (lharney@doe.mass.edu).

FAFSA Completion- Want to increase the percentage of your seniors who complete the Free Application for Federal Student Aid? Reports from Edwin Analytics, available through DESE, now provides a way for counselors (with appropriate access to Edwin), to track FAFSA completion. Many of us offer financial aid nights and even bring college access partners in to run FAFSA nights. Is that enough? With a goal of increasing FAFSA completion, you can actually track each of your seniors and identify those that need assistance with the process. If students have filed the FAFSA and are receiving aid, there is a much higher likelihood that they will actually enroll and persist in college. To access this report in Edwin Analytics, enter "FAFSA Completion" in the search area. The reports I have found helpful are CR607 FAFSA Completion Report and CR307 FAFSA Completion Summary.

Digging Deeper with Data - Do you want to learn how to identify at risk students and to develop an effective intervention plan? If so, you might want to consider earning the College and Career Data Usage Certificate for school counselors via a unique partnership between MASCA (Massachusetts School Counselors Association) and the MA Department of Elementary & Secondary Education. Participants learn how to uses EWIS (Early Warning Indicator System) to help identify students at risk of meeting benchmarks for success. Information on this professional development program will be available on the MASCA website.

I wish you a successful 2019/2020 school year! I hope that you will always remember that your work is important and impactful, and that you make a difference in the lives of your students every day!

Advocacy Corner

by April J. Megginson, Ph.D.

Did you know that ASCA has developed over 40 position statements on school counseling related topics?

Position statements range in topic from Academic Development to Transgender/Gender Non-Conforming Youth to Virtual School Counseling. Each position statement contains information on ASCA's position on this topic, the rationale, the school counselor's role, summary, and references.

These position statements can assist you, as a school counselor, in clarifying the important work of school counselors as well as advocating for your role in schools. This year seven of the position statements were revised: Corporal Punishment, Discipline, Gifted and Talented School Programs, Gun Violence, Safe Schools and Crisis Response, and Working with Students Experiencing Issues Surrounding Undocumented Status.

You can check out all of ASCA's position statements here: https://www.schoolcounselor.org/school-counselors-members/publications/position-statements.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

MASCA's 2019/2020 Emerging Leaders

By Megan Krell, Ph.D.

MASCA is thrilled to announce the 2019/2020 Emerging Leaders! Four individuals were selected from a talented group of applicants to participate in this year's MASCA Emerging Leader Program. The program is designed to identify potential school counseling leaders in Massachusetts, and provide them with an opportunity to become involved with MASCA. The Emerging Leaders attend Governing Board meetings, participate in the MASCA and ASCA Leadership Development Institutes, and participate in MASCA committees and/or special projects. In addition, the Emerging Leaders work with a Governing Board mentor to help provide context for the work being done. Thank you to Kerry Bartlett, Ruth Carrigan, Laurie Dickstein-Fischer, and Jennifer McGuire for volunteering to serve as this year's mentors.

Congratulations to our 2019/2020 Emerging Leaders:

Molly Brewster

Molly is a 12th grade school counselor at Brighton High School in the Boston Public School system. She completed her Master of Social Work and post-graduate certificate from Boston University, and holds licenses in social work, school counseling, and school adjustment counseling. Molly serves as one of the Naviance site coordinators for the Boston Public School system. As such, Molly brings a special interest in college and career readiness curriculum development to the MASCA leadership team.

Averill Davis

Averill has been a school counselor at Cape Cod Regional Technical High School in Harwich since 2016. She completed her master's degree in school counseling at Fitchburg State University. Averill is actively involved in school committees, such as the Build the Community Committee, where she plans and implements activities to bolster school climate, and the Visioning Committee, a planning committee tasked to explore strategies for operating the new Cape Cod Tech building. Averill is committed to advocating for school counselors through data, accountability measures, and government relations.

Karen Stackow

Karen has been a counselor and transition specialist at the Willie Ross School for the Deaf in Longmeadow since 2003. She received her Master of Education from Springfield College. In 2017, Karen was named with MA Commission of the Deaf/Hard of Hearing Outstanding Advocate of the Year. Karen brings expertise in post-secondary transition for students with disabilities to MASCA.

Tyeshia Weir

Tyeshia has been a school counselor at Rise Academy in Springfield, MA since graduating with her master's in school counseling from Springfield College in 2018. Tyeshia also holds a master's degree in psychology. Prior to becoming a school counselor, Tyeshia was a graduation specialist for four years in the Hartford Public School District in Hartford, CT. She is invested in advocating for students of color and providing culturally relevant services to families in Springfield.

Congratulations again to this year's cohort! If you are interested in becoming a MASCA Emerging Leader, please consider applying for the 2020/2021 cohort. Questions about the program can be directed to Emerging Leader Coordinator, Dr. Megan Krell at mkrell@fitchburgstate.edu.

Suicide in America - FAQ's

Source: National Institue of Mental Health

September 15 - October 15 marks National Suicide Prevention Awareness Month. Suicide is a major public health problem and a leading cause of death in the United States. The effects of suicide go beyond the person who acts to take his or her life: it can have a lasting effect on family, friends, and communities. The information in this article from the National Institute of Mental Health (NIMH), can help counselors, teachers, parents and students learn more about the signs and symptoms, risk factors and warning signs of suicide and suicide prevention.

Who Is at Risk for Suicide?

Suicide does not discriminate. People of all genders, ages, and ethnicities can be at risk.

The main risk factors for suicide are:

- A prior suicide attempt
- Depression and other mental health disorders
- Substance abuse disorder
- Family history of a mental health or substance abuse disorder
- Family history of suicide
- Family violence, including physical or sexual abuse
- Having guns or other firearms in the home
- Being in prison or jail
- Being exposed to others' suicidal behavior, such as a family member, peer, or media figure
- Medical illness
- Being between the ages of 15 and 24 years or over age 60

Even among people who have risk factors for suicide, most do not attempt suicide. It remains difficultto predict who will act on suicidal thoughts.

Are certain groups of people at higher risk than others?

According to the Centers for Disease Control and Prevention (CDC), men are more likely to die bysuicide than women, but women are more likely to attempt suicide.

Also per the CDC, certain demographic subgroups are at higher risk. For example, American Indian and Alaska Native youth and middle-aged persons have the highest rate of suicide, followed by non-Hispanic White middle-aged and older adult males. African Americans have the lowest suicide rate, while Hispanics have the second lowest rate. The exception to this is younger children. African American children under the age of 12 have a higher rate of suicide than White children. While younger preteens and teens have a lower rate of suicide than older adolescents, there has been a significant rise in the suicide rate among youth ages 10 to 14. Suicide ranks as the second leading cause of death for this age group, accounting for 425 deaths per year and surpassing the death rate for traffic accidents, which is the most common cause of death for young people.

What Are the Warning Signs of Suicide?

The behaviors listed below may be signs that someone is thinking about suicide.

- Talking about wanting to die or wanting to kill themselves
- Talking about feeling empty, hopeless, or having no reason to live
- Planning or looking for a way to kill themselves, such as searching online, stockpiling pills, or newly acquiring potentially lethal items (e.g., firearms, ropes)
- Talking about great guilt or shame
- Talking about feeling trapped or feeling thatthere are no solutions
- Feeling unbearable pain, both physical or emotional
- Talking about being a burden to others
- Using alcohol or drugs more often
- Acting anxious or agitated
- Withdrawing from family and friends
- Changing eating and/or sleeping habits
- Showing rage or talking about seeking revenge
- Taking risks that could lead to death, such as reckless driving
- Talking or thinking about death often
- Displaying extreme mood swings, suddenly changing from very sad to very calm or happy
- Giving away important possessions
- Saying goodbye to friends and family
- Putting affairs in order, making a will

What if Someone Is Posting Suicidal Messages on Social Media?

Knowing how to get help for a someone posting suicidal messages on social media can save a life. Many social media sites have a process to report suicidal content and get help for the person posting the message. In addition, many of the social media sites use their analytic capabilities to identify and help report suicidal posts. Each offers different options on how to respond if you see concerning posts about suicide. For example:

- Facebook Suicide Prevention webpage can be found at www.facebook.com/help/ [use the search term "suicide" or "suicide prevention"].
- Instagram uses automated tools in the app to provide resources, which can also be found online at https://help.instagram.com [use the search term, "suicide," self-injury," or "suicide prevention"]
- Snapchat's Support provides guidance at https://support.snapchat.com [use the search term,"suicide" or "suicide prevention"]
- Tumblr Counseling and Prevention Resources webpage can be found at https://tumblr.zendesk.com [use the search term "counseling" or "prevention," then click on "Counseling and prevention resources"].
- Twitter's Best Practices in Dealing With Self-Harm and Suicide at https://support.twitter.com [use the search term "suicide," "self-harm," or "suicide prevention"].
- YouTube's Safety Center webpage can be found at https://support.google.com/youtube [use the search term "suicide and self injury"].

If you see messages or live streaming suicidal behavior on social media, call 911 or contact the toll-free National Suicide Prevention Lifeline at 1–800–273–TALK (8255), or text the Crisis Text Line (text HOME to 741741) available 24 hours a day, 7 days a week. Deaf and hard-of-hearing individuals can contact the Lifeline via TTY at 1–800–799–4889. All calls are confidential. This service is available to everyone. People—even strangers—have saved lives by being vigilant.

For information on Suicide Prevention or other mental health topics, visit the National Institute of Mental Health at www.nimh.nih.gov. To download a pdf document with these and other suicide FAQs, go to https://www.nimh.nih.gov/health/publications/suicide-faq/suicideinamericafaq-508_149986.pdf

MASCA SCHOLARSHIP AWARD OPPORTUNITIES: 2019-20

Honoring the legacy of two MASCA colleagues, current and emerging school counselors are invited to apply for PD scholarships. The *Forsyth Fund* has $150 specifically for MASCA conference registration. The *Fredrickson Fund* has $1000 specifically for PD registration for MASCA Conference or MA Model Institutes/workshops (Introductory, MA Model 2: Next Steps, or Counselors in K-12 Classrooms). Applications are accepted on an on-going basis. The committee will review requests and select recipients who will be expected share their PD experience by presenting to colleagues or writing an article for the *Counselor's Notebook*.

Include the following information in your scholarship request. Incomplete applications will not be accepted

Name: _____ **Contact email and phone #:**_____

☐ **school counselor** ☐ **graduate student** **PD Registration Fee Requested: $**_____

School name and address:_____

BRIEF 200 words or less statement of how you will strengthen your school counseling practice and apply your professional development to enhance the career/workforce readiness outcomes for your students.

- Email inquiries or scholarship application with "PD Scholarship" in the subject line to helenod@att.net IF you do not receive a confirmation receipt within 48 hours, please resubmit or call 413-549-1914.
- Mail your scholarship request to: Helen O'Donnell, MASCA, 10 Maplewood Terr., Hadley, MA 01035. You will receive an email confirmation when your application is received.
- Award notifications will be issued between Feb. 1 and March 30th
- After receiving documentation of your PD registration, the Scholarship Chair will notify the MASCA Treasurer to disburse the funds to the successful awardees.

MASCA Louise B. Forsyth Award

Louise B. Forsyth was one of the founders of MASCA in 1961 and served the organization in a variety of positions over the next forty years. She was President of MASCA, ASCA, and APGA (now ACA). In addition, she was also active in the Canadian School Counselors Association. Her work in the field of Public Relations was recognized by ASCA through the Louise B. Forsyth Award, which was annually given to a state association that developed and implemented an exemplary public relations program.

The MASCA Governing Board voted to establish the Louise B. Forsyth award to attend a MASCA conference. The award covers only conference registration expenses. Recipients must be MASCA members.

Dr. Ronald H. Fredrickson

PD Scholarships for School Counselors*

An Advocate for Career Education for ALL students.

Counselor Educator – Visionary - Mentor - Colleague
Author - Gentleman – Friend

***This PD endowment was established by family in 2019, in partnership with MASCA, to honor his legacy and encourage and support the PD of MA school counselors.**

Co-founder of FHCA and MASCA, namesake of the Center for School Counseling Outcome Research, Dr. Fredrickson, UMass Amherst professor emeritus, modeled and expected highest quality standards as an educator and in life. He was professionally dedicated to students, the school counseling profession, and school counseling practitioners.

ASCA: Boston 2019

By Karen McCrillis, District School Counseling Coordinator, Gardner, MA
Ronald Fredrickson Professional Development Scholarship Recipient

Wow! That is how I would summarize my first ASCA experience. Once I signed in, I had some time before the first workshop, so I decided to check out the exhibition hall. When I walked through the doorway to the exhibition hall, I was immediately overwhelmed. I couldn't believe the sheer volume of exhibitors. I decided to jump right in and make my way through. I went down a hallway lined with representatives from vocational education and what did I find but another entire exhibition hall! I would have to check that out later...it was time for my first workshop (but not before I've tasted the chocolate croissants)!

MASCA Reception Booth at the ASCA Conference

School Counselors and the Unified Mental Health Team-This session was designed to assist schools in creating a multitiered system of support for students' mental health needs. The idea is to coordinate all mental health staff (school psychologists, school counselors and adjustmentt counselors) along with administrators and the nurse to work together to appropriately screen for and assist students with different issues such as suicide, anxiety and depression. Evidence based practices were discussed. The group shared forms and a process to follow to implement this at any school. They also discussed a Mental Health and Wellness Fair that was created for staff and students that looked incredible!

Implement with Intent-The very dynamic Matthew Berry presented about practical strategies to run an efficient school counseling program that includes creating school counselor schedules (weekly, montly, annually) that are based on the needs of our students as determined by data. His point was essentially "plan it, or someone will plan it for you". Several tools were shared to add technology to the school counseling process. He also reframed the profession in stating "the school counslelor is not the intervention, the intervention is the intervention". That is a very important distinction to make. Mr. Berry also stressed the importance of advocating for school counselors because, in turn, we advocate for our students. It was a very powerful and motivating session!

Express Learning: Understand Latino Students-This 20- minute session discussed the use of Narrative Therapy to encourage students to tell their past cultural story and then be able to embrace their new culture. This will allow them to weave a new story for their future.

S.M.A.R.T-Stress Management and Resiliency Training- The idea behind this session is to create a learning/ training lab to assist students who need extra help with increasing resilience, decreasing anxiety and practicing emotional regulation. The school counseling staff teaches the students these skills in classes as a tier 1 interventions. If students need more practice, they can go to the lab to work on these skills. Pre and post assessments take place when students access the SMART lab. A heartmath program to track heart rate is used as a physical/visual way to see changes in their anxiety and disregulation. The SMART lab includes heart monitoring equipment, exercise equipment, mindfulness activities, comfortable chairs and tables and computers.

Breakout Boxes and Escape Games-Kind of like an escape room, counselor Kelly O'Brien Weaver showed how a breakout boxes (a series of educational puzzles aligned with learning targets that guide students in collaboration and problem solving). She discussed many ways to turn a lesson or assessment into a breakout box activity. Materials and tools were shared. It was so much fun!

Our MASCA conferences are fantastic, well organized, hugely informative and most importantly, moderately priced and locally accessible. However, I need to stress the importance of all school counselors to attend an ASCA conference at some point to see what our national organization has to offer. The sheer scale of what the ASCA conference can offer as well as learning from counselors working across the country is an inspiring experience.

Thank you so much to the Ronald H Frederickson Professional Development Scholarship Fund for assisting me to be able to attend the ASCA Conference 2019!

REACH HIGHER MASSACHUSETTS

2019 Reach Higher Convening

Urging Access, Equity and Excellence for All

Aug 19, 2019, Bridgewater State College

Top left: Frederick Clark, President of Bridgewater State University welcomes participants

Top right: Keynote speaker Angel Perez from Trinity College

Bottom left: Counseling Department Whitman-Hanson Regional HS

Bottom right: Barbara Meyer, Stoughton HS and Bet Regan, Fenway HS

Career Activities Corner: K-12 College and Career Readiness Activities

Reach Higher MA Working Group #1: Viable 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, and to Helen O'Donnell, Ed.D helenod@att.net

Did you Know the Advanced Manufacturing field includes Engineering?

September is the ideal time to assess your school counseling curriculum's Career/ Workplace Readiness strand to explore Labor Market Information and identify "hot employment fields". What are you doing to inform your students that employment opportunities in Advanced Manufacturing and Engineering continues to grow and be a viable career field for our students?

Annually in mid-February Engineer Week begins and the spotlights this career field. Since engineering is also a part of advanced manufacturing, it is appropriate to highlight both careers for our students.

- www.nspe.org
- https://www.nam.org/
- Manufacturing Occupations List (NAICS) (www.naics.com)
- CareerWise (https://careerwise.minnstate.edu/careers/manufacturing.html)

To inspire, inform and be inclusive to underrepresented groups in these STEM fields, these links highlight women in engineering and manufacturing

- Introduce a Girl to Engineering Day (http://www.discovere.org/our-programs/girl-day)
- Women in Manufacturing (https://www.womeninmanufacturing.org/massachusetts/)

In the Republican/MASSLIVE, Superintendent William Sapelli (2/11/19, D13) reports Agawam High School is making classroom infrastructure adjustments and planning an advanced manufacturing program to promote opportunities for practical applications of academics – for example: Additive Manufacturing (3-D printing, blueprint reading and other industry-related skills), Welding, Engineering in the Future, Structural Engineering, Woodworking Graphic Arts and Agricultural Engineering. These classes are intended to stimulate interest and develop workforce competencies that will increase job shadowing and internship opportunities. This is win-win for the business community, students, and schools. Christopher Huestis, manufacturing teacher, states that "this initiative is about giving students space and time to make and explore how technology is changing our world and use it to create new and interesting things. Allowing students to creative while learning skills makes the process more engaging and easier to connect to our rapidly changing world."

Thank you, Shannon Doran, School-to-Career Coordinator from the MassHire Franklin Hampshire Workforce Board for providing resources and support for this article.

IMPLEMENTING MA MODEL 2.0 FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

ARE YOU READY TO EXPLORE THE NEW ASCA 4.0 MODEL?

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

The June 2019 CN MA Model Implementation article asked, "**Are ALL Your Students READY for Success After High School?"** The question for this academic year is: "**Are YOU ready for the new ASCA 4.0: A Framework for School Counseling Programs?**

In Norman Gysbers book, ***Remembering the Past; Shaping the Future: A History of School Counseling,*** "he refers to the profession as evolving from a position, to a service, to a program. As a result, "… the practice of school counseling needed some uniformity to help the profession become as integral, understood, and valued as other disciplines in a school building." (ASCA Model 4.0, Introduction, p.ix). To promote a consistent understanding of the 21st century role of the professional school counselor, the American School Counseling Association has been our national leader with their goal "One Vision. One Voice". Since 2003, ASCA has published their 4th edition of the ASCA National Model: A Framework for School Counseling Programs as a comprehensive, informative guide for program development and implementation which exhibits 4 common components, but can be personalized in each school districts and schools to meet identified student needs. (Introduction to ASCA Model 4.0). ASCA presented the ASCA Model 4.0 to membership at the 2019 ASCA National Conference in Boston.

In addition to professional development about ASCA/MA Model Implementation, the purpose of the MASCA MA Model Committee is to keep the MA Model aligned with the ASCA Model and current with MA DESE language, standards, and initiatives. With the release of ASCA Model 4.0, this Sept.2019 MA Model article asks MA School Counselors a new question and explains HOW the MASCA MA Model Committee is working to help you answer this question.

After a review of the new ASCA 4.0 and in consult with the co-chair of MA Model 2.0 Writing Team, a MA Model 3.0 writing team, consisting of past writing team members and professional school counselors trained in MA Model Implementation, was convened to update our Model. The team began work this past summer and subcommittees have been editing and writing. We have agreed on a rigorous timeline to allow public comment on the DRAFT MA Model 3.0 in January and February with the goal of presenting the MA Model 3.0 to school counselors at the MASCA spring conference.

How can you become familiar with the new ASCA model?

R – Read and Review materials on the ASCA website www.schoolcounselor.org

E - Educate yourself by viewing the new ASCA 4.0 webinars and reading the monthly MA Model Implementation Articles in the Counselors Notebook.

A – Assess your program by completing the Self-Study in the appendix of MA Model 2.0, plan Tier 1 and Tier 2 interventions, and download/compile ASCA Model 4.0 results reports.

D – Define, Deliver, Manage and Assess are the new names of ASCA's Model 4.0 components.

Y - Yesterday MA Model 2.0. ---- Spring 2020 MA Model 3.0!

American School Counselors Association (2019), The ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandra, VA:Author

Gysbers, N.C (2010), Remembering the Past, Shaping the Future: A History of School Counseling, Alexandria, VA: American School Counselor Association.

Wong, Kwok-Sze, (2019) Introduction to the ASCA National Model, Fourth Edition, Alexandria, VA: American School Counselor Association.

School Counselor Professional Development Institutes

The following Institutes have been vetted and approved for 3 graduate credits or 45 PDP's for the 2019-20 academic year. Training cohorts will be offered regionally based on registration needs.
Springfield area cohort starting soon.
Cohort registrants identify meeting dates/times.
Institute registration fee $450.
Fitchburg State University graduate credit is an additonal $295.
Inquiries: helenod@att.net 413-549-1914

- MA Model Implementation Introductory Institute
- MA Model Institute 2: Next Steps
- Counselors in K-12 Classrooms: Delivering Curriculum that Support Academic Achievemment and CCR.

Congratulations on your retirement!

We welcome retirees to network with other retired MASCA colleagues. Join with us to share post retirement plans!

How can MASCA assist you? Would you like to participate in MASCA? Early discussions are in progress about celebrating MASCA's 60th birthday in 2020.

We are also looking to expand MASCA's archive of pre 1999 Counselor Notebooks and memorabilia. Donations welcomed! Email Helen O'Donnell, MASCA Retiree Liaison at helenod@att.net to donate CN's or to join our retiree list.

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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/