

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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Spotlight on Board Members serving 2021-2024

By April Megginson, Board Chair

Happy Holidays! I hope things are going well for you. This month I am going to spotlight the Board Members who have just started their term: Ed Connor, Cynthia Esielionis, and Lori Ford. Enjoy learning more about these wonderful leaders!

Ed Connor is the Executive Director of Admissions at Dean College in Franklin. This is Ed's second term, and he is ineligible to run again in 2024. Ed is the chair of the Fiscal Oversight Committee. This chair position must be held by a current board member. The Fiscal Oversight Committee along with the accountant, serve as support for the Executive Director and as the 'watchdog' committee for the organization.

Cynthia Esielionis is a School Counselor at Ayer Shirley Middle School in Shirley. This is her first term, and she is eligible to run again in 2024. Cynthia shares that when she was little, she wanted to be a veterinarian but when she started college and found that she liked people far more than calculus and

organic chemistry. Now as a school counselor she is able to help children and families.

Lori Ford is a School Adjustment Counselor at MLK Jr. Charter School of Excellence in Springfield. This is her first term, and she is eligible to run again in 2024. Lori shares that the person that she looks up to and admires is her dad. She says that he has always guided her in life to be true to herself, be good to others, and enjoy life.

If you have more questions about getting involved feel free to check out our website <https://masca.wildapricot.org/How-to-Get-Involved>.

What does a Board Member Do?

As a Board Member it is your responsibility to: Act in a policy-making capacity for the organization; Meet at least three times per year or at the call of the Board Chair with approval of the Executive Council; Vote on all actions put forth by the Executive Council, Board Chair and/or other voting member; Approve the strategic plan and work plan of the organization; and Approve




the annual budget of the organization. You essentially become a voice of the organization and can assist in steering the events, activities, and focus of the organization on behalf of the school counselors you represent.

How do you become a Board Member?

There are three Board members elected every year from among eligible members of the association. Eligible members include Professional Members, Retired Members, or any category of Honorary Membership. That probably means you! The term is for three years, and you can't serve more than two consecutive terms (6 years in a row). If you are interested in becoming a Board Member, there is an application process that usually includes getting 10 signatures from other MASCA members. If you need a signature, I will be happy to support you. Look for this information in early spring. The voting typically takes place in Spring and new board members are announced at our conference in April.

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Fun Facts about Board Members serving 2021-2024			
	Ed	Cynthia	Lori
What is something that rejuvenates or reenergizes you?	Go for a nice walk/hike in our town forest	Spending time at the beach or pool	Walking, spending time at the beach, and baking
Favorite Quote	"It's not the years in your life that count. It's the life in your years."	"Do the best you can until you know better. Then when you know better, do better." Maya Angelou	"Never, ever be afraid to make some noise and get in good trouble, necessary trouble" Rep. John Lewis

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Evaluation anyone?

By Bob Bardwell, MASCA Executive Director

When most of us first hear the word evaluation we immediately go to a negative space – “I’ve done something wrong,” “I’m going to get written up,” or “Someone is out to get me.” Rarely do we think of evaluation in terms of a positive or beneficial experience.

Most school counselors (and other educators for that matter) have negative experiences with their own individual evaluation because they are either poorly executed or not done at all, are not very helpful and rarely are completed by a specialist in the appropriate content area (think of an administrator observing a small group and not understanding what an effective small group looks like).

Instead of thinking about one’s individual evaluation, let’s instead focus on program evaluation. Since every school counselor must have an individual evaluation completed every year (or two), it is difficult to even think about conducting a program evaluation. If done well, program evaluations are a lot of work, require time to gather information and analyze what you are doing and are often expensive.

What exactly is a program evaluation or review? A well-done program evaluation starts with the school counseling staff completing a self-evaluation, looking at what they do well, not so well or not at all. While not every school counseling program is, or should be the same, the self-evaluation phase allows for the staff to look closely at what they do and if it is effective and relevant. This phase should also include input from other constituencies, in this case students, staff, including administrators, and families/community members. Typically, the outcome of the self-evaluation phase is a list of things that are done well and that need to be improved upon, changed or added.

The next phase typically involved an outside evaluator or group of evaluators to visit and meet with the various constituent groups to see if the self-evaluation is indeed an accurate analysis of what is actually happening. The evaluator(s) would meet with representatives asking questions, observing and gathering feedback. The final piece of the process involves the evaluator(s) compiling a de-



Robert Bardwell
Executive Director, MASCA

tailed report with their findings, including a list of strengths and needs.

Why would you go through all of this work you ask? Conducting a program evaluation is the best way to find out if what you are doing in your school counseling program is done well or even at all. My experience with numerous school counseling programs is that they just do what they have done before. There is often little-to-no data which indicates what the students, families and school need or value from counselors. We just do what we do because we have always done it, we know how to do it and we feel we are good at it. A program evaluation will likely help find out what is working well, not so well and how you could provide more effective and relevant services but for far too many of us we are content just doing what we have done year after year. Yet in the meantime, the world around us has changed, students are different, a new generation of families have emerged and how we deliver services has vastly changed.

I am amazed at how education is typically not interested in any sort of evaluation efforts. Are we scared of the results, especially if we likely already know the results? Are we not willing to put in the pre-work required? Do we not want to change what we do? While all valid con-

cerns, our goal should be to ensure that we are delivering the most relevant, efficient and helpful services we can. If not, why are we satisfied being average or mediocre? Obviously no program will make everyone happy but we must at least make an attempt to find out. Every successful business has several formal and informal methods to evaluate how well they are doing and if not, then they typically close. Education (and specifically school counseling programs) should do the same. We can no longer just assume our services are necessary without having data and evidence that indicates we have value and are just as important as math teachers and athletics.

So what does all this mean to MASCA you ask? MASCA is exploring the possibility of offering evaluation services to school counseling programs and districts. School counseling directors or administrators would contract with MASCA to provide outside evaluators to conduct the program evaluation at a set price. MASCA would solicit interested members who are passionate about or want to learn more about the evaluation process to serve on an evaluation team. Ideally, we would have a cadre of participants, including counselors and counselor educators from various types of schools - elementary, middle, high, alternative, urban, rural, virtual, charter, large, small, etc. Selected evaluators would receive a stipend for their time and services.

If any of these ideas pique your interest or you want to learn more, we will have an informational meeting via zoom to learn more about the evaluation process and possibilities for MASCA on Monday, December 6 at 3:30 pm. The meeting can be accessed [here](#). If you are unable to attend this informational session or want to learn more about this process, please contact me at executivedirector@masca.org.

If MASCA does begin to conduct program evaluations, this promises to provide another exciting and beneficial member benefit. Stay tuned for future updates about this initiative, especially for those interested in conducting an evaluation of your program or you want to participate as a team member.

A Counselor's Reflection on Professional Transitions and Journey to Collaboration with Staff, Students and Families

By Lester R. Eggleston Jr., MASCA Emerging Leader & Pre-K-12 Director of Counseling, Bedford Public Schools, Bedford, MA

Being a school counselor new to a building can be an exciting, challenging, and stressful experience. Having gone through this process three times, I thought it might be good to share some of those experiences and offer a couple of suggestions on how to make the process more manageable.

I truly believe that students are students regardless of the school building. That is no longer my primary worry. When you walk into any school building, the overarching theme of [Collaborative Problem Solving](#) rings true. “Kids do well (in school) if they can”. The role of the counselor is to try to make meaningful connections with students and guide them in a developmentally appropriate way to achieve their potential. Sounds easy enough until you walk into the role. You are trained to do many tasks, but what about the tasks you have not mastered or been exposed to? For example, writing a meaningful college letter of recommendation, or chairing (not only contributing to) a 504 accommodation plan meeting, or presenting to colleagues about the results of the DESSA (Devereux Student Strengths Assessment).

The good news is that you never have to do this work alone. The time spent fostering strong partnerships will pay off in the long run. If you support a teacher struggling with a student exhibiting challenging behaviors, they will see the benefit of coming to you early and, over time, will value your perspective. You have the ability to assist them in identifying and referring students who are struggling to your school based support team. Now, there will be days where you may

feel like you are out on a deserted island without a life raft. However, those days will pass. Find your people, partner with community members and colleagues, and strive to be solution-focused, proactive and not reactive.

Be curious

- Enter each conversation, each introduction, each opportunity with curiosity and wonder.
- Use the skills you acquired for this role and actively listen to the stories and what is shared with you.
- Listen to understand, not to respond.
- Reserve judgement, reflect, and ask clarifying questions.

Managing your time

- This wonderful profession is a marathon and not a race. Planning out your weeks, months, and year will help you stay organized.
- Work smarter. Not harder. Before you spend your evenings creating something from scratch reach out to a mentor, colleague, or professional affiliate (i.e. MASCA [Lesson Plans](#)) to see what's available that might meet your needs.

Be kind to yourself personally and professionally

- You are going to make mis-

takes. The goal is to learn from them and grow.

- Strive for some form of work-life balance and identify ways to practice self-care. ([ASCA School Counselor - July/August 2018 - The Ethics Of Self-Care](#))

Build a strong connection and community with students and colleagues

Elyse Brogdon and Mindy Willard in their article [New Teachers: Tips and What I Wish I Knew](#) offer these questions to ask yourself to help identify your go-to people. “Who knows (the) information I need to know? Who has access to tools I need to use? Who radiates positive energy?” At any school district level, this includes your administrative assistants, custodial/facilities staff, food service team, and IT/data specialists. Consider:

- eating lunch in the teachers’ room. If there are more than one, rotate through them all on a monthly basis.
- hosting an event or program during [National School Counseling Week](#) or other awareness date.

Develop a relationship with parents/caregivers

Show them that you care about their child and their child’s success. You might:

- send regular communications about your programming and work with students

(continued next page)

A Counselor's Reflection...

(continued from previous page)

- attend a community-wide event
- introduce yourself and participate in a Parent Teacher Organization (PTO) Meeting
- host a caregiver coffee or newcomers event

In my new position I hop around between four buildings and the district office. My early connections have been with my team, and other administrators. This year there are many new staff members in the district. From time to time (amusingly) we find each other and commiserate in that way that new staff do. As of this writing we have closed term one, and I am still learning

new acronyms, about initiatives, and programming. However, I am not getting turned around as often within the district and am beginning to develop more long-term goals. Most Friday's I remind myself that it will take more than just this year to learn all the systems and cultivate the relationships vital to meeting the many needs of our students. I was hired for a reason and you were too. One of the best pieces of advice I was given thus far, "make the role your own." Wishing you all the best for the remainder of the school year.

Lester R. Eggleston Jr, can be reached on [LinkedIn](#).

December 2021 Awareness Dates

National Impaired Driving Prevention Month

Safe Toys and Gifts Month

1-7 National Handwashing Awareness Week

1 World AIDS Day

2 Special Education Day

3 International Day of Persons with Disabilities

5 International Volunteer Day

10 Human Rights Day

15 Bill of Rights Day

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, including the Arch Learning Community, to help meet your needs and goals.

LOCATION

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



Franklin, MA • dean.edu

GRAC Chat

By Juliette Coatsworth, MASCA Government Relations Advocacy Committee
and School Counselor, Foxborough Regional Charter School

Welcome to the GRAC Chat, information brought to you by the Government Relations Advocacy Committee. Around this time last year, the American School Counselor Association created a free, online, self-paced [specialist training](#) on diversity, equity, and inclusion. Module 3 of this training relates to systemic change through being an agent of change and promoting equity and access for all students.

With this in consideration, we direct you towards the following bills for you to review. If you are interested in sharing your opinions regarding the bills, then please [contact your legislator\(s\)](#). You can see if they are already supporting the bill by clicking on the “Petitioners” tab on each bill’s webpage, next to “Bill History.”

General

- An act relative to anti-racism, equity and justice in education: [Bill S.365](#), presented by Sen. Jason Lewis, and [Bill H.584](#), presented by Rep. Erika Uytendaele and Rep. Nika C. Elugardo.
- An act to address inequities the Massachusetts public school system: [Bill H.606](#), presented by Rep. Kenneth I. Gordon.
- An act relative to equity and inclusion in education: [Bill H.644](#), presented by Rep. James M. Kelcourse and Rep. Meghan Kilcoyne.

Educators

- An act addressing racial and cultural bias training in educator professional development: [Bill S.285](#), presented by Sen. Harriette L. Chandler, and [Bill H.675](#) presented by Rep. Steven C. Owens.
- An act relative to educator diversity: [Bill S.366](#), presented by Sen. Jason M. Lewis, and [Bill H.682](#), presented by Rep. Alice Hanlon Peisch.
- An act establishing a special commission creating a more diversified teaching workforce in the commonwealth: [Bill H.573](#), presented by Rep. Carol A. Doherty.

- An act ensuring diversity in public education: [Bill S.338](#), presented by Sen Adam Gomez, and [Bill H.583](#), presented by Rep. Nika C. Elugardo.

Curriculum

- An act promoting racially and culturally inclusive K-12 curriculum: [Bill S. 304](#), presented by Sen. Brendan P. Crighton, and [Bill H.671](#), presented by Rep. Tram T. Nguyen.
- An act teaching anti-racism in Massachusetts schools: [Bill H.3718](#), presented by Rep. Dylan A. Fernandes and Rep. Chynah Tyler.
- An act relative to celebrating and teaching Native American culture and history: [Bill S.382](#), presented by Sen. Rebecca L. Rausch, and [Bill H.651](#), presented by Jack Patrick Lewis.
- An act relative to LGBTQ+ inclusive curriculum: [Bill S.310](#), presented by Sen. Julian Cyr, and [Bill H.618](#), presented by Rep. Natalie M. Higgins and Rep Jack Patrick Lewis.

Access

- An act promoting racially integrated schools: [Bill S. 305](#), presented by Sen. Brendan P. Crighton.
- An act establishing funds to provide for increases in English language learners in school districts: [Bill S.333](#), presented by Sen. Ryan C. Fattman.
- An Act to ensure equitable access to education, including special education services, for all students in Massachusetts: [Bill H.565](#), presented by Rep. Marjorie C. Decker.

Early Education

- An act providing affordable and accessible high quality early education and care to promote child development and well-being and support the economy in the commonwealth: [Bill S.362](#), present-

ed by Sen. Jason M. Lewis, and [Bill H.605](#), presented by Rep. Kenneth I Gordon and Rep. Adrian C. Madaro.

- An act relative to universal prekindergarten access: [Bill S.288](#), presented by Sen. Sonia Chang-Diaz.
- An act to achieve universal pre-kindergarten: [Bill H.550](#), presented by Antonio F. D. Cabral.
- An act relative to universal full-day kindergarten: [Bill H.569](#), presented by Rep. Marjorie C. Decker.
- An act providing for universal pre-k for 3- to 5-year-olds: [Bill H.701](#), presented by Rep. Danilo A. Sena.
- An act relative to tuition-free universal full-day kindergarten: [Bill H.698](#), presented by Rep. Adam J. Scanlon and Rep. Patrick Joseph Kearney.

Other

- An act promoting equity in school building assistance and ensuring best practice incentives are available for all school building projects: [Bill S.296](#), presented by Sen. Joanne M. Comerford
- An act to prevent discrimination in interscholastic athletic and extracurricular activities: [Bill S.334](#), presented by Sen. Ryan C. Fattman.

Don’t feel overwhelmed! Start by learning who your legislators are for your district of residency and employment by using the [malegislature.gov](#). Then, focus on one bill and share it with your peers. Even 20 people reaching out to a single representative or senator on an issue can make an impact!

If there is a new bill or policy that you would like MASCA to bring awareness to, please email Juliette Coatsworth, the Government Relations and Advocacy Committee Chair, at juliette.nori@gmail.com.

Making Connections as Self Care

by Jessica Whelen, MASCA Emerging Leader and Student Development Counselor, Excel High School



I have been incredibly grateful for the fact that self-care has been given all the attention that it has over the past year and half, especially with the return to school this year being

as challenging as it has been. However, I often think the focus of self-care is what we can do when we leave our school buildings or places of employment. And this is critical, don't get me wrong, we need to recharge our batteries but we also need to find joy in our day to day work and be reminded of why we entered this amazing profession in the first place. So I am going to share with you what keeps me moving forward and replenishes my spirit on a day to day and week to week basis as well as challenge you to find your own daily joy in your work space.

The goal of our work is to support the personal and academic success of our students and the way in which we do this is all based upon relationships. So I first challenge you, like I have challenged myself, to get back to the root of this. Get back to building relationships with your students. For myself, one of the large-scale ways I am able to do this is by getting into classrooms and spending some time with different groups or grade levels. Perhaps like me you love lunch duty because it is a time to casually check in with students. But perhaps the reality is you feel pulled from one duty or obligation to the next, checking all the boxes but finding no joy. If this final scenario is you, and I totally understand that, then I offer you the challenge of making it intentional to check in with 1 student a day. That's all. Grab a student and bring them to your office or a comfortable place where you can just touch base for 10-15 minutes. I promise you that these few minutes will remind you of why you chose this work and I can almost

guarantee you that it will also give that student pause and make them feel a little special even if only for a moment.

Creating and strengthening the relationships with our students is critical but I find the relationships we build with our colleagues equally as important. It is in our relationships with colleagues, in particular if they hold a different role than we do, where we can experience a new perspective. It is in these relationships where we can find humor, comfort, camaraderie, share thoughts and frustrations and grow as professionals. Personally, these relationships in my building are often my sanity but also the first to be omitted when we are tasked with so many other things. A few ways that two colleagues and I make an intentional effort to support each other is by putting a standing lunch on our calendars once a month and having a running group text that is used only to share things that will make us smile or laugh, we need to find the good and share it. I am also lucky

enough to have connected with several colleagues in my district but whom I do not work with on a day to day basis. We also make it very intentional to touch base regularly and also have a group text. These relationships have been invaluable to professional growth and feeling connected to others who know exactly the challenges I face on a day to day basis

Our work can be very lonely particularly if we are the only one that holds our role in a building. Creating circles of support around us is critical for us personally and professionally. Just as we encourage our students to identify who their people are, I think it is just as important for us to find and take advantage of our people. Make time to connect with students in an unstructured way and create time to engage the adults you are with everyday and these little connections will pay off dividends in reminding us why we do what we do.



CURRY COLLEGE

QUICK FACTS:

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving about 1,700 traditional undergraduate students
- 85% of first-year students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
- 22 majors and more than 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 15 NCAA Division III athletic teams

(800) 669-0686 or (617) 333-2210

1071 Blue Hill Ave., Milton, MA 02186 | curry.edu | adm@curry.edu

MSCA/MASCA's Footsteps Through the Decades: A Proud History

The October and November article of this historical series are based on 2 archived resources: A Capsule History of MASCA by Louise Forsyth AND 5 discovered 1970's issues of the Counselors Notebook. All resources are available for reading in the MASCA History "About Us" section of the website. Articles compiled by Dr. Joe Fitzgerald and Dr. Helen O'Donnell.

Decade of the 1980's (part 2 1985 - 1989):

A Decade of Change, a Birthday Celebration, and Advocacy to Restore Prop 2 ½ Budget Cuts



Partnerships and advocacy to restore services slashed by Proposition 2 ½ staffing and programming cuts was a slow, continuous struggle as school staff works to meet escalating student needs causing disruptions in schools impacting student academic growth, classroom instruction, and student academic success. Every school department and district competed with other community departments for limited budget revenue. Concurrently, employers were clamoring for schools to realign instruction and return to teaching basic skills (reading, math, writing) claiming that students were not employment ready and prepared for entry level jobs. This social climate of the mid and late 1980's was reflected in the only five (5) remaining archived issues of the *Counselors Notebook*

1986: MASCA Celebrates 25th Birthday. Leadership Celebrated.

MASCA Awards

Outstanding Service Counselor Award of Recognition (O.S.C.A.R. Award): As of MASCA's 25th Anniversary, the MASCA Governing Board established the O.S.C.A.R. Award to recognize and honor school counselors who have dedicated a professional lifetime of volunteer service to MASCA, MASCA affiliates, and the school counseling profession in Massachusetts. Being recognized as a MASCA O.S.C.A.R recipient is the highest honor that can be bestowed upon a member

of the school counseling profession in the Commonwealth of Massachusetts.

1st Honoree: **Oscar Krichmar**, MSCA founder, leader, Counselors Notebook founder and editor.

MASCA Life Trustees recognized

1st Honoree: **Warren Benson**, Senior Supervisor of Guidance, MA Department of Education

2nd Honoree: **Al Williamson**, former MASCA Executive Director

National Award: American Personnel & Guidance Association's Gilbert and Kathleen Wrenn Award for Humanitarian and Caring Person: **Louise Forsyth**

December 1986 Counselor Notebook headline: *Recommendations for Improving School Guidance and Counseling, Calls for Equal Partnership with Instruction to Stem Waste of Talent in Schools.* (Read the full report found in the MASCA CN archive library)

Following a two-year study, a special commission of the College Board recommends that the nation's precollege guidance and counseling services be extensively revised recommending specific actions to correct deficiencies found in guidance and counseling services and to associate those services with programs of instruction. The commission's chairman, Harold Howe II, Senior Lecturer at the Harvard Graduate School of Education and former U.S. Commissioner of Education, presented the recommendations during a national College Board Forum in NYC.

Titled *Keeping the Options Open:*

Recommendations, the report presents the commission's eight (8) recommendations for improving the current system of precollege guidance and counseling with rational and suggestions for implementation. Four (4) designed to place guidance and counseling in the mainstream of school programs and four (4) intended to develop a broad base of support for school initiatives

Research began by examining the needs of children and youth. Howe states: *Some reform advocates suggested removing from schools any concern for a student's life outside of a school as interference with the institution's academic purpose arguing agencies other than the schools must deal with the matters. The trouble with that argument is that the school is where the students are and the place where their conflicting outside entanglements become evident. Schools must deal with these matters in the first instance and build bridges to the agencies that can correct them.*

Interim findings included *"Deficiencies in guidance and counseling waste human talent, perpetuate disadvantage and contribute to the development of a dual school system... adequate counseling and guidance services are essential for all students, particularly those suffering disadvantages of poverty, discrimination, and family stress or disruption; that counseling is a profession in trouble who's support is eroding at a time when additional services are needed to improve academic performance and reduce dropouts; and that provision of guidance and counseling follows an established pattern in the distribution of public services;*

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The 1980's (Part 2)

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those with the least at home often get the least often get the least help from public institutions and programs."

Recommendations:

1. Establish a broad-based process in each local school district to determine the particular guidance and counseling needs of students within each school and for planning how best to meet these needs. Planning must be systemic, not ad hoc, and involve teachers, parents, and all others who influence the life of the student.
2. Develop a program under the leadership of each school principal that emphasizes the importance of the guidance counselor as a monitor and promoter of student potential, as well as a coordinator of the school's guidance plan... There are "too few counselors trying to do too much for too many...the school counselor should be first and foremost be an educator, supporting students in their progress throughout the school and serving as a crucial resource for the academic program" and link their work to the classroom experience...
3. Mount programs to inform and involve parents and other members of the family who influence the choices, plans, decisions, and learning activities of the student. Many parents are not aware of how much they influence their children's motivation and aspirations, and are not prepared or able to use that influence effectively...disadvantaged families, in par-

ticular, need programs that encourage them to see college as realistic and achievable, help them transmit this perception to their children and share in information about the student's academic progress and potential.

4. Provide a program of guidance and counseling during the early and middle years of schooling, especially for students who traditionally have not been well served by the schools. ... experiences prior to high school have a dominant influence on students' later academic performance ...

Non-school recommendations include:

- Revise the training of school counselors to include the specific skills and knowledge necessary to enable them to take a more central role in schools. that school counselors are overqualified for many of the duties now assigned to them, but not sufficiently trained to meet new requirements for coordinating a comprehensive, planned system of counseling ...

December 1987 CN Headline: The Need for Elementary Guidance

by Carol Karafortis, Assistant Principal, Potter School, Dartmouth, MA

Still experiencing the loss of elementary guidance counselors as a result of proposition 2 ½ cuts, this article clearly identifies eliminated services (resource and support person for staff/families, developmental guidance curriculum, and advocates for restoration of guidance staffing.

"Once you understand that it is discouragement and frustration that leads to misbehavior, you can no longer attempt to solve the problem in a simplistic fashion. IF there are issues blocking children from achieving their goals of being successful in their work and in their relationships with others, it then becomes the mutual task of all of us to do what we can to help each child reach his/her goal. Elementary counselors are needed to help us perform that task."

Subsections address: Resource and Support Personnel for Staff and Parents, Designing and Delivering the Developmental Guidance Program, Importance of Early Intervention, Specific Psychological/Social Needs, and Elementary Staff Priority. (Ed. Note: The above remarks made to the Dartmouth School committee June 15th, 1987. The 1988-89 budget was submitted for a 3rd elementary counselor to help alleviate the caseloads of 1060 and 900.)

Additional articles:

- *MA Computers for Counselor (MCC)s*, Helen O'Donnell chair, has an extensive article "What Is Form Me? The goal for MCC this year is to give counselors tools to evaluate and select software for their computers. "As we approach the *New Horizon* of computer-assisted and computer-enhanced guidance services we all must individualize our purchases based on the needs, budget and reality of our counseling environments. The 1987 MCC goal explained the SEP approach for purchases SEE – visual assessment of the product, EVALUATE the product's compatibility to your computer and its usefulness for your program, PLAN how the software could be in-

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The 1980's (Part 2)

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corporated and assist students and staff. Note: The MCC committee spearheaded the 1st Software festival in partnership with IBM hardware and support staff at the 1989 AAACD Conference in Boston. ERIC/CAPS provided a library of current software for hands-on counselor exploration..

- Affiliate Reports: *Berkshire County Guidance Association, NE Counselors Association, North Shore Guidance Directors*

June 1989 CN Headline: MASCA Awards

MASCA Awards:

Counseling Award:
Susan Hagberg,
Deerfield Schools

Leadership Award:
Helen O'Donnell,
Northampton Schools

Special Award:
Eleanor Lambert

Administrator:
Joan Hefner

Presidential Awards from Mary Wescott, MASCA President

Mary Mullin Burke and Attorney Charles Healey

ASCA Recognizes MA School Counseling Leader
Marilou Cashman

Additional Articles

- AACD's 1st COMPUTER SOFTWARE FESTIVAL March '89 Highlights by Helen O'Donnell, MCC Chair

-Affiliate News: Franklin Hampshire Guidance Association

September 1989 CN Headline: Counseling: Professional Pride

Counseling: Professional Pride is the theme of the year. This issue was a promotion of MASCA and affiliate leaders, meeting dates and programming, promotion of MASCA committees and outreach for committee members, announcement of professional development opportunities, and welcoming messages from our advertisers for a successful academic year. It has been a decade of active efforts to recover from the devastating budget cuts as a result of Proposition 2 ½. and restore guidance services.

December 1989 CN Headline: Elementary Counselor: Powers and Duties (Bill)

Note: MASCA advocates for Elementary School Counselors with "a bill submitted by Marilou Cashman for MSCA on Oct 31, 1989. It was sponsored by State Representative Joseph Connolly, Education Committee, MA House of Representatives.

1 Chapter 71 Section ____ Elementary school counselors, - powers and duties. To provide services for
2 all elementary school children which will assist in preventing and/or alleviating emotional
3 difficulties, to contribute to the establishment of a mentally-healthy school atmosphere, and to help
4 children develop positive feelings about themselves and their environment, any city, town, or
5 regional school district, acting by its school committee and out of funds appropriated for general

6 school purposes, may employ school counselors to provide counseling services to children in every
7 elementary school in the district. Each such school counselor shall be responsible for the
8 implementation of a total program of counseling services, including preventive developmental, and
9 remedial services, and such services shall be available to every child enrolled in said school. Specific
10 services shall include, but not be limited to activities to develop self-esteem, growth and development
11 issues, behavior issues, parent education, consultation with school personnel and outside referral
12 agencies, and short-term individual counseling for students. No person shall be employed under this 13 section unless appropriately certified by the Massachusetts Board of Education as a school counselor.

A 1-page Elementary Counselor Informational Flyer was included in the CN highlighting WHY elementary counselors are needed, WHO they help, and HOW they help. Counselors were encouraged to copy and disseminate the flyer.

This CN issue includes committee reports and promotion of both the spring MSCA conference and the bi-annual JH/MS-HS Counselors Conference.

Affiliate Program Praised: Fred Laire, MASCA President attended the meeting reports that "the Franklin Hampshire Guidance Association held a very successful program on grieving at Greenfield Community college. The programing included a presentation by Sandra Fox, Founder of the Good Grief Program, a grief video using puppetry, and a panel of experts in addressing specific areas of grief. Over 200 attendees in school teams attended the PD session.

The next CN moves into the decade of the 1990's. Follow the progress of the Elementary Counseling bill.

MASCA's Diamond Jubilee - 60th Birthday Celebration and Retiree SIG News

Join the 60th Birthday Celebration: Our one-year celebration of MASCA's Diamond Jubilee continues. Stay informed with CN articles and emails. Offers of ideas and assistance to helenod@att.net. Ongoing Initiatives include:

Feb. National School Counseling Week Virtual Diamond Jubilee Celebration - We are planning a virtual event. Plans and ideas include birthday congratulations from past MSCA presidents, mini speeches from ASCA and state leaders, possibly an legislative Proclamation recognizing MASCA, and a peak at MASCA's past ppt.

MSCA/MASCA's Proud History Articles - Historical summaries by the decades is in process guided by archived historical summaries and some remaining, archived CN issues through 1989. May highlighted MSCA's founding. June's focus was first decade of MSCA in the 1960's. Sept. thru Dec. articles featured growth and achievements of the 1970's and 1980's. The series will continue through May 2022

Share your MASCA Affiliate Cameo - Showcase your proud affiliate history! Whether your affiliate is robust and active, quietly working, inactive, or no longer an affiliate, please develop a story of your past history and current status for the CN. Thank you to So. Coast SCA, Berkshire County SCA, and Franklin County Counselors (FHGA/FHCA) Association for your articles. Send your affiliate cameos to helenod@att.net for submission to the CN.

MASCA Tributes - (see separate article next page with Tribute details) This is an opportunity to tribute a colleague for their support of the profession, YOU, or for a special reason. \$50 for 50 words and a pic-

ture uploaded to the MASCA website, listing in the CN, and virtual recognition at a 60th birthday event.

Developing MSCA/MASCA's Website Archive Library: This initiative is in process. Use the "search" bar if materials are not readily found. Currently, lists of past presidents and executive secretaries/directors, Oscar Krichmar's founding article, Louise Forsyth's historical summary 1961-82, and some 1970's and 1980's CN's. are posted. More updates to follow including MSCA's Award History prior to 2000. If you have pre-2000 materials to share, contact helenod@att.net

Searching for MASCA Counselor Notebooks prior to 1995. Dig into your files. We are trying to build a MSCA/MASCA archive of CN's. We have none from the 1960's and only 5 from 1970's. Currently 8 issues from the 1980's have been located and are being scanned. We have several from 1990-95, but many are missing. Please dig into your files and help us locate missing issues. Please notify Joe Fitzgerald jdfitz02188@comcast.net if you find any issues. He will let you know if he has that issue or would like to add that CN to the MASCA archive.

MSCA/MASCA Past Presidents: We invite you to participation in the birthday events. Join us virtually Feb. 10th at 7 pm for MASCA's Annual Awards Announcement and 60th Birthday Celebration. Be part of the decade past president's salutes! We welcome articles or interviews highlighting your tenure years and Happy Birthday messages. Consider joining the 60th birthday luncheon April 5th at MASCA's Spring Conference. Retired past presidents will have the opportunity to purchase luncheon tickets. Keep informed with CN articles or the MASCA

website about virtual and possible face-to-face 60th birthday Diamond Jubilee celebration events. Please email helenod@att.net with your current email, share ideas, or offer to help with planning.

MASCA Diamond Jubilee Celebration PPT - Ideas are being generated. This will be archived on the website.

Spring Conference Celebration April April 4- 5th The committee is working on ideas for Diamond Jubilee Celebrations at the spring conference. Join the celebration on April 4th at the evening reception, hospitality table and April 5th luncheon. Updates to be shared soon.

Retiree SIG News

The MASCA RETIREE Special Interest Group invites all retirees and "wanna be" retirees to join the Retiree SIG to virtually reconnect, reengage and network together. Our meetings are free. You are invited to BYO favorite beverages and snacks to our meetings. Check out the Retirees SIG website page Contact Co-Chairs: Anne Thidemann French and Helen O'Donnell, MASCA Retiree Liaison with questions.

Save the date: Thursday, Feb. 3, 2022 "*Planning for Retirement- Part 2*". Speaker: Ward Johnson, MTA Representative. This a follow-up to Ward's November Retiree SIG presentation to continue to inform counselors about retirement planning and decisions. When you register, send in questions you would like Ward to include in the presentation. Register on the retiree webpage for a Zoom link

Save the date: Thursday, March 3, 2022. Topic of interest to retirees TBA

MASCA 60th BIRTHDAY TRIBUTES

Honor School Counselors, affiliate and MASCA leaders, colleagues and/or counselor educators for only \$50. Includes a website posting of a 50 word tribute and photo.

- Did you have a school counselor, past MASCA leader, colleague and/or counselor educator you admired and who encouraged you to achieve your goals and follow your dreams?
- Do you know a school counselor, past MASCA leader, colleague and/or counselor educator that made a positive difference in their students' lives?
- Do you want to express your appreciation to that special person?

- Submissions welcome from all counselors, residents, school systems, MASCA affiliates, students, past graduates, families, administrators, etc.

Here is your chance to pay tribute to their work.

NOMINATION PROCEDURE

- Write a 50 word or less tribute about the person's impact on your life or their students' lives.
- Complete this [Google Form](#) including the 50 words

and attach a photo of the nominee.

- [Pay \\$50 online](#) or send check made out to MASCA to PO Box 351, Hampden, MA 01036.
- A sample of the tribute will be emailed to the nominator for final approval before the Tribute Certificate is printed and the tribute is posted on the MASCA website
- Submission deadline is ongoing. All tributes will be posted on the MASCA website later this year.

For more information contact [Helen O'Donnell](#).



Implementing the MA Model 3.0: A Framework for Comprehensive School Counseling Programs

by Helen C. O'Donnell, Ed.D MASCA MA Model Chair, 3.0 Writing Team Co-Chair, PD Institute Trainer

This ongoing Counselor's Notebook (CN) series continues to inform school counselors about steps and strategies for implementing the MA Model 3.0 and ASCA Model 4.0® for Comprehensive School Counseling Programs. A library of updated MA Model resources and CN implementation articles can be accessed from the MA Model page of the MASCA website.

Ongoing Formative Assessments Monitors Student Progress Achieving Curriculum End Goals (Part 2)

End goal learning target achievement data can be objective compiled completion data, observations, and written assessments like report cards, progress reports, teacher summaries, activity completion, student perception data, exit ticket responses, etc. Educators want all students to achieve end goals targets, but how do we reach 100% goal attainment? Is it possible?

Once you compile initial end goal formative data in the aggregate, cycle of inquiry assessment includes disaggregating data to target WHO has not achieved the identified end goal. Next, research what barriers are interfering with each student's goal attainment to determine interventions that might be helpful. After planning and delivering strategic Tier 2 and 3 closing the gap interventions for each student not achieving goal attainment, continue to frequently monitor progress and evaluate formative data to guide continued to personalize program modifications and interventions to improved goal attainment.

Relevant end goals linked to authentic educational objectives can promote student engagement and motivate students to achieve end goals with SMART goal setting, action planning, self-monitoring, and self-reflection. Are your end goals relevant, aligned with the district's school improvement plan, and achievable?

In one vocational high school, the

principal was so supportive of the school counseling department's workplace readiness/MyCAP end goals linked to activity completion on the counseling departments online college and career platform for each grade level, he supported it as a promotion requirement. Have you consider aligning your end goals to DESE's grade 6-12 CCR/MyCAP initiatives and to future employment as a motivator for end goal attainment? *School is a student's first job. Teachers are students first job supervisors. School reports are an indicator to employers that a job applicant is ready for employment.*

Academic Assessment: *All students passing all subjects.*

Would a student proudly share a current report card or progress in an employment interview?

Tier 2 and Tier 3 Interventions to support end goal achievement

- Do students recognize the importance of academic subjects to prepare and qualify them for entry level employment or post high school education opportunities?

- Do multi-tiered school counseling interventions teach goal-setting, action planning and assist student development of executive functioning competencies to support academic and career success?

-Are students able to identify and begin applying strategies to improve their academic success?

Attendance: *All student present and on-time every day.*

Would a student proudly share their attendance records with a potential employer?

Tier 2 and Tier 3 Interventions

-Are students with attendance issues able to identify two barriers to their regular, on-time attendance?

-Are identified students informed about M.G.L Chapter 76 mandatory attendance legislation?

-Can students list 2 possible strategies for improved regular, on-time attendance?

-What evidence do you have that your interventions are effective and improve daily, weekly or monthly attendance

Behavior: *All student demonstrating respectful behavior.*

Would a school letter of recommendation for employment or post high school education indicate the student was a responsible, respectful, contributing member of the school community?

Tier 2 and Tier 3 Interventions

- Do multi-tiered school counseling interventions teach CASEL's 6 social/emotional competencies, problem solving, and win-win conflict resolution?

-Are students learning about feelings management and practicing how to self-regulate their behavior?

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

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

Using Community Resources to Strengthen Career Development, Education & Civic Engagement Project and Resources

Project and Resources submitted by Judith Josephs, Ed.D. and Pedro Diaz

School counselors need to search their community for partnerships and resources needed to help their students with career exploration, career counseling, and post high school exploration. I am fortunate to host a TV show, History of Success, utilizing Lynn Community Television as a resource to promote Career Development Education (CDE) and inform students about career, civic involvement, updated college information, engagement opportunities, Study Abroad Programs, opportunities in Mental Health Counseling, and the importance of community college information in their community. With a focus on mentoring and engagement opportunities in their community, civic leaders and guests are invited to explain career opportunities in the City of Lynn and the North Shore of Boston by highlighting labor market information about local workforce assets. Shows involved interviewing guests who share their career backgrounds, job responsibilities and entry level academic requirements which could inspire students to explore promoted career fields. By sharing the stories of successful alumni and community leaders, you can help encourage today's students to achieve their goals.

Following are ten History of Success video descriptions and their respective links (underlined and in blue), should you wish to view them. Additional videos are available at <https://lynntv.org/watch-online/>



[Video #1 Dr. William Heineman, President North Shore Community College](#)

NSCC College President shares his views regarding the present outlook and interest in Community Colleges.

Themes: Equitable Outcomes, Competency-Based Education, Affordable High-Quality Pathways, Career Development, Partnerships, Mentorship, Early College Programs, Career Training, Importance of Hard and Soft Skills, Cultural Competence, Emotional Intelligence, Bertolon Health Center, Internships with Community Based Organization, North Shore Promise Scholarships, Career Service Credit for Prior Learning, Biotechnology with Cutting Edge Equipment, Explore Options, Upgrade of all Science Labs Grant,

[Video #2 Jared Nicholson Professor Northeastern University School Committee Member City of Lynn and College Professor Northeastern University and Frances Martinez, CEO, Founder, President North Shore Latino Business Association \(Mr. Nicholson is also currently the Mayor-Elect for the City of Lynn\)](#)

City Political, Academic, and Business leaders promote the importance of Civic Engagement, community leadership, partnerships, and mentorship. Business leadership

promotes bilingual language acquisition, equity, diversity and business relationships, Career Development.

Themes: Diversity, Community Development, Role Models, Law School Careers, Outstanding Community Leaders, Mentoring, Experiential Education, Business Leadership, Partnerships, Pandemic Impact on Students, Importance of Building Relationships, Northeastern University, Social Emotional Development, Backlog of Mental Health Issues, Integrate Technology, Social Emotional Development, Lost Learning Impact, Public Health Issues, Create Inclusive Vision, and Reliance on Essential Workers

[Video #3 James Cowdell, Director of Economic Development, and Michelle Mulford Owner of Uncommon Feasts.](#)

Two Role Models in Business promote Culinary Career and Economic Development as they provide stories of developing a career and business.

Themes: Civic Engagement, Business Relationships, Career Development, Community Resource, Culinary Arts Careers, Creativity, Counseling, Mentoring, Technical Assistance, Licensing, Community Resource, Economic Development, Waterfront Vision, Infrastructure, Career Development, Events and Catering Careers, Opportunity & Challenges, Diversity Community Boards, Community Support, Business Plans.

[Video #4 DR. John Braga, Principal Lynn English High School](#)

Dr. John Braga is a new Principal at Lynn English High School. He shares his views on the importance of developing partnerships and seeking

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Community Resources

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resources to help a diverse student body of more than 2,000 students. He speaks Spanish and Portuguese.

Themes: Instructional Leadership, Bilingual Education, Collaboration, Career Development, Bilingual Language Acquisition Importance, English Language Learning, Bringing Community Together, Team Effort, Technology in Forefront of Education, Blended Learning, Model Using Learning Management System, Learning as Mastery, Inclusion, Additional Social Workers Needed, Movement Helps with Brain, Brain Breaks, Cultural Connections, Culturally Relevant Curriculum, Tier Base System, Art & TV Media Programs, Strong Connection to the Community, Say Yes to Education, Empathy, Importance of Teams, Double Loop Learning, Mothers for Justice & Equality

[Video #5 Julio Bare Musician/ Educator](#)

Julio Bare, a singer and guitar player shows his ability to teach through music from many cultures. He believes that Music Study helps with the study of Mathematics.

Themes: Immigration, Music, Music Correlation with Mathematics, Career Development, Diversity, Equity, Pandemic Hero, Role Model, Challenges for Educators, Problems with Misinformation regarding Health Crises, Community Involvement, Diversity in Music, Mentoring, Connection to Community, Technology Needed to Achieve Goals, Change – A Way of Life, Bilingual Education, World In One Place, Empathy, Focus on Education.

[Video #6 Selvin Chambers Executive Director Family & Children's Service, with high school students Natalia Silva Costa and Devin Burgess](#)

Students and Director Family & Children's Service paint a positive picture of the resources that this non-profit provides to children, adolescents, and families in this Pandemic period.

Themes: Community Resource, Community Leadership, Collaboration, Partnerships, Mentorship, Career Development, Social Advocacy, Workforce Training Programs, Youth Engagement Specialists, Job Search Workshop, Entrepreneurship, Community Involvement, Student Volunteer Activities, Life Preparation, Holiday Season Support

[Video #7 History of Success | Mayor Tom McGee](#)

Mayor of Lynn Thomas M. McGee discusses his legacy as well as that of his father, Speaker of the House Thomas W. McGee, in promoting student engagement.

Themes: Civic Engagement, Partnerships, Legacy, Career Education, Community Resources, Importance of Community Involvement, Public Service, Role Models, Community Commitment, Pride Serving Country, Foster Care Issues, Teen Parenting Challenges, Importance of Family Balance, Smart Health Choices, Lynn Community College Campus, Embracing Diversity, Arts & Crafts, and Black Lives Matter



[Video #8 State Representative Dan Cahill](#)

Representative Daniel Cahill presents a positive picture of the Massachusetts State House and its ability to work together in a friendly and agreeable manner to accomplish important legislation for the state. He is a strong proponent of Civic Engagement and Student Government Day.

Themes: Civic Engagement, Partnerships, Career Education, Internships, Informed Electorate, Disagree in an

Agreeable Way, Civic Engagement, Mentorship, Student Government Day, Speaker Series, Employee Enhancement & Training, Internship Environment, Student Opportunity Act, Community Organizing

[Video #9 Darren Cyr, President of the Lynn City Council and Rick Starbard, Ward 2 Councilor](#)

Two political Role Models tell their story of community leadership from their vocational background at Lynn Tech High School to community leadership in government to opening their own businesses.

Themes: Theme: Civic Engagement, Career Development, Role Models, Partnerships, Community Leadership, Self-Made Leaders, Vocational Education, Break Cycle of Poverty, Work Ethic, Mentoring, Connections, Motivation, Business Experience, Job Training, Pandemic Hero Leadership, Gang Affiliated Youth, Developing Industry, Housing Planning

[Video #10 Dr. Mark Libon, Assistant Professor & Clinical Training Director SSU License Mental Health Program & Dr. Melissa Kaplowitch, Professor Licensed Mental Health Program Salem State University](#)

Two Professors from the Licensed Mental Health Program at Salem State University explain the hands-on practical curriculum leading to the licensing of a Mental Health Counselor.

Themes: Career Development and Exploration, Academic Role Models, LMHC Curriculum, Board of Allied Health Professionals, Internship, LMHC Licensing, Licensing of Marriage & Family Therapy, College Counseling, Community Partnerships, Career Pathways, Diagnosing and Assessing Individuals, Counseling Skills, Social Justice, Working with Diverse Families, High Demand Field, Depression, Stress, Most Common Mental Health Disorders, Post Traumatic Stress Disorders, Experiential Class Work, Expansion of Mental Health Program, Resources in Mental Health Counseling

Registration Now Open!

2022 MASCA Conference, April 4 and 5, 2022 at the Boston Marriott, Newton.



The 2022 MASCA Conference will offer both an in-person experience and a virtual option! [Register Now!](#)

If you have any questions or are interested in working on the MASCA Conference Committee, please reach out to Ruth Carrigan at Ruth.Carrigan@whrsd.org.



The mission of MASCA is to promote excellence in the school counseling profession by advocating for, connecting, supporting, and empowering school counselors in the Commonwealth of Massachusetts through leadership, collaboration, and professional development.

Visit us on the web at www.MASCA.org