

# MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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November 2021

## Spotlight on Board Members serving 2020-2023

*By April Megginson, Board Chair*

Hello! I hope things are going well for you. This month I am going to spotlight the Board Members who are in the middle of their term: Jeremie Bateman, Jennifer McGuire, and Barbara Meyer. Enjoy learning more about these wonderful leaders!

Jeremie Bateman is a School Counselor at Lexington High School. This is his first term, and he is eligible to run again in 2023. Jeremie is not only a board member, but he is also the chair of the Professional Recognition. The Professional Recognition Committee accepts responsibility to annually coordinate awards sponsored by MASCA which include the Counselor of the Year Leadership, Administrative, and Special Awards. The Committee will make the selections that are typically presented at the spring conference.

Jen McGuire is a school counselor and teacher leader for guidance at Upper Cape Cod Regional Technical School. She is in her 2nd consecutive term and will be ineligible to run for the board in 2023. Jen wears a lot of leadership hats in MASCA. She is currently the Assistant Board Chair and the Chair for the Technology Committee. The Technology Committee accepts responsibility for keeping MASCA on the cutting edge of technology and ensuring that the organization and its members are using technology to its fullest. This will be accomplished through programming opportunities, awareness activities, and information dissemination. Members will

also promote the proper ethical use of technology in the profession.

Barbara Meyer is the Director of Guidance at Milton Public Schools. She is in her 2nd consecutive term and will be ineligible to run for the board in 2023. Currently, she is also one of the Co-Coordinator for Member Services. The Member Services Committee accepts responsibility for promotion of membership, new and renewal. It seeks programs and ideas that will strengthen the membership base and provide incentive for membership. The Committee works closely with the Executive Director and Membership Coordinator to organize activities and outreach efforts.

If you are interested in joining the Professional Recognition Committee you can contact Jeremie Bateman at [jbateman@lexingtonma.org](mailto:jbateman@lexingtonma.org). If you are interested in joining the technology committee, contact Jen McGuire at [jmcguire@uppercapetech.org](mailto:jmcguire@uppercapetech.org). If you are interested in joining the Member Services Committee you can reach out via email to [membership@masca.org](mailto:membership@masca.org)

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 the Assistant Board Chair Do?*

It is the Assistant Board Chair's responsibility assume the role of the Chair with all its authority and responsibility in the absence of the Chair; serve as a member of the strategic planning and fiscal oversight committee; represent MASCA at ASCA Delegate Assembly and affiliate meetings; attend all meetings and the MASCA annual conference; write occasional columns for the Counselor's Notebook; mentor new members of the Governing Board; assist the Board Chair in the selection of new committee chairs and liaisons; periodically review and be familiar with the association's documents including bylaws, policies and procedures, Strategic Plan, minutes, financial reports, and other pertinent information; and assume other responsibilities as directed by the Governing Board.


### *How do you become the Assistant Board Chair?*

First, you will need to get elected by MASCA membership to the Governing Board, 3-year position, which typically happens during the Spring Conference. Then you must be elected by the other members of the Governing Board to serve in this one-year position.

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### **Fun Facts about Board Members serving 2020-2023**

			
	Jeremie	Jen	Barbara
What is something that rejuvenates or reenergizes you?	Being part of a ukulele circle and making music with others	Going to the beach	Walking in the beach and prioritizing 'down' time
Favorite Quote	"It is possible to commit no mistakes and still lose. That is not weakness. That is life." - Jean Luc Picard	"There is always light, if only we're brave enough to see it. If only we're brave enough to be it." - Amanda Gorman	"People don't care what you know until they know that you care." - Dale Carnegie
Why did you want to become a school counselor?	I was working in youth leadership development and realized that I wanted to be doing more direct service with more kids.	I genuinely believe that all young people deserve the opportunity to know about all of the options that are available to them.	My first job out of college was as an admissions counselor. My favorite part of the job was interviewing students.

# MASCA 2021-22 DIRECTORY

## **GOVERNING BOARD**

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# MASCA Continues Equity Work

By Bob Bardwell, MASCA Executive Director

Last May, I provided an update to the membership regarding our work with [inclusion, diversity, equity, and access \(IDEA\)](#). While that was only about six months ago, it is time for an update since many things have happened since then.

I am pleased to report that MASCA has engaged with ASCA to conduct an Equity Audit of our organization after the Governing Board unanimously approved the idea of an Equity Audit in February 2021. An Equity Audit is a comprehensive benchmarking tool that assesses diversity, equity, and inclusion for schools, nonprofit organizations, and companies. The audit would examine all aspects of governance, operations, program/pedagogy, member culture and communications. This would involve conducting either interviews or focus groups with representatives from specific stakeholder groups – professionals, students, counselor educators and retired members, community/agency partners, vendors/subcontractors, staff, leadership, and the Board. We would also assess IDEA in all our programs, grant opportunities, and board functions. Ultimately the audit would identify organizational progress, gaps, and weaknesses.

The work began at our August 2021 in-person Leadership Development Institute (LDI) when Leisl Moriarty, Director of Affiliate Relations at ASCA, worked with the Board to complete the first portion of the Audit by conducting a self-assessment of various aspects of the organization. This led to some interesting and informative in-depth conversations about MASCA and how we operate.

Since then, the IDEA Committee Tri-Chairs Andrea Encarnacao, Manjula Karamcheti & Tyeshia Weir, as well as April Megginson (Board Chair), Jen McGuire (Board Assistant Chair) and myself met with Leisl to discuss next steps. We are now working with ASCA to develop a survey to send to members and non-members and set up focus groups with various groups within



**Robert Bardwell**  
Executive Director, MASCA

MASCA. ASCA staff will then take a deep dive into our policies, procedures, publications, and vendors.

The ultimate goal of this work is to ensure that our policies, procedures, publications, vendors, collaborators, presenters and staff are open, welcoming, inclusive, equitable and accessible to all school counselors across the Commonwealth. This process has already led some of us to ask questions like Why? Why not? or Can we?

You will soon see a survey sent to all members and contacts in our database and we encourage you to engage in that opportunity. We will also be looking for small groups of stakeholders to be part of focus groups specifically designed to further examine the organization. We surely want representatives from all aspects of MASCA to be represented in these focus groups, so I encourage you to accept our invitation to participate when you receive it.

At the completion of the Audit, MASCA will receive a report detailing the findings from the surveys, meetings and survey of documents. We will share this information with the Board and membership in order to be fully transparent. We will also receive rec-

ommendations to plan specific solutions or improvements regarding IDEA shortcomings that are found. These will be likely broken down into short term and long range action items.

MASCA is a good organization with many dedicated, passionate and caring individuals but we cannot truly be better until we have done the work to ensure that all school counselors are represented and involved with all aspects of our organization. It is my goal that the Equity Audit will highlight areas of concern that need to be addressed and that we can work quickly to implement resolutions.

I am super excited that we are in a place to take on this self-analysis and assessment of our organization. It certainly does make us vulnerable to hearing things we might not want to, but this is how we grow and improve. If there are shortcomings that need addressing, then we owe it to all of our school counseling colleagues to make those changes to be more inclusive, diversified, equitable and accessible. To do anything less is unacceptable.

If you have questions about the audit or wish to be involved with this work moving forward, please contact one of us leading this effort ([Andrea Encarnacao](#), [Manjula Karamcheti](#), [Tyeshia Weir](#), [April Megginson](#), [Jen McGuire](#) or [Bob Bardwell](#)). We value all voices and want to hear from you.

*Find out how you can become  
more engaged in MASCA:*

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

[\*How-to-Get-Involved\*](#)



# Hey CIS!

by Ali Robidoux, Ethics Committee, Emerging Leader, Therapeutic Support Counselor Brockton High School

Hey, CIS- it's time to talk about LGBTQ rights in schools.

October 11 is National Coming Out Day. On this day, many people who identify as LGBTQ+ “come out” (a term stemming from the phrase “come out of the closet”) to friends or family about their sexuality, which is a very big moment! For many of us working with a wide population of students, the old ideals of “male or female” do not make the grade. While terminologies change, it's important to reflect on why addressing students with how they feel comfortable can help create a relationship that is not only ethically appropriate but morally as well.

In January, President Biden signed an Executive Order prohibiting discrimination based on gender identity and sexual orientation. There are many reasons for this. According to the National Alliance on Mental Illness, Lesbian, Gay, and Bisexual (LGB) youth experienced a greater risk for mental health conditions and suicidality. LGB youth are more than twice as likely to report experiencing persistent feelings of sadness or hopelessness than their heterosexual peers. Transgender youth face further disparities as they are twice as likely to experience depressive symptoms, seriously consider suicide, and attempt suicide compared to cisgender lesbian, gay, bisexual, queer, and questioning youth.

As an ally to the LGBTQ community, it is the purpose of the school counselor to make sure that these students feel safe, secure, heard, and cared for; especially when these students are minors, and may not have the most supportive caregivers. One of the easiest ways to make this happen is to understand the lingo, use correct pronouns, and create a relationship that allows for students to live authentically.

There are, of course, “legal issues” when referring to minors. However, thanks to the American Civil Liberties Union (ACLU) and GLSEN, they have put together a [guide](#) on the rights students have in school. According to the guide, schools often claim that they can't honor the names or pronouns that correspond with a student's gender identity because they can only use students' legal names. This simply isn't true. There is no law that says schools can only use students' legal names. A student's legal name probably has to appear on a transcript, but a school can use the chosen name and pronouns on just about everything else: class attendance rosters,

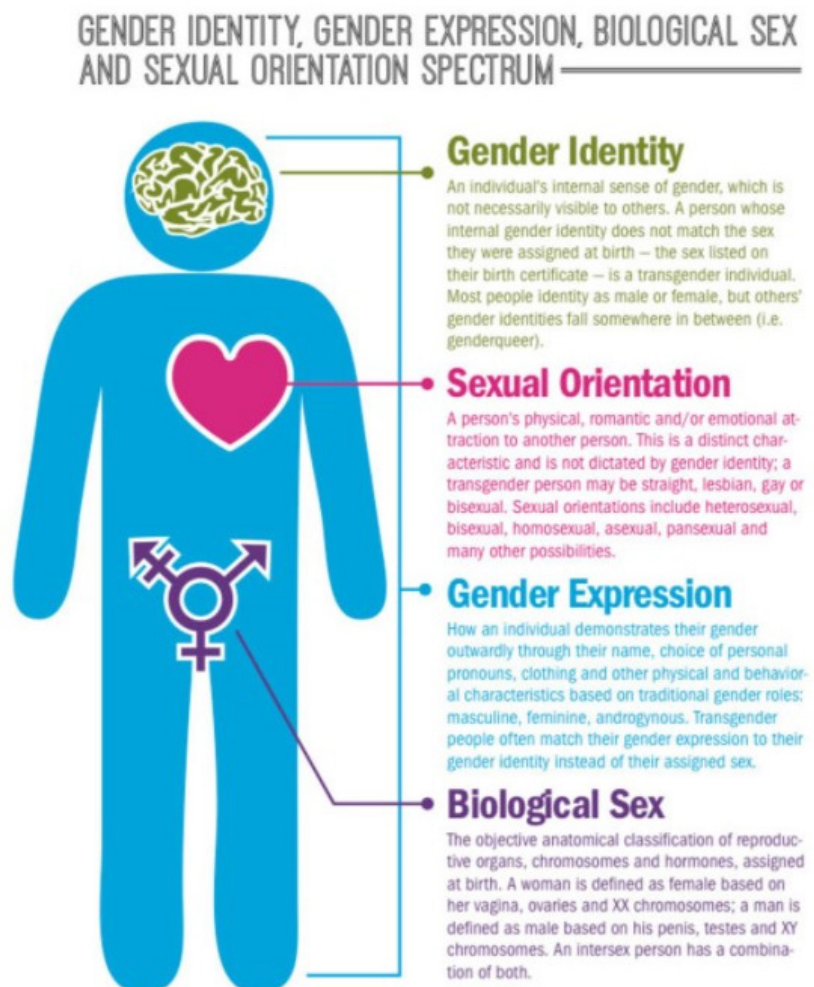
your student ID, yearbook, report cards, etc. If a student gets a legal name change, the school should also update all official records to match the new legal name. Schools must treat students consistent with their gender identity by addressing them according to their preferred names and gender pronouns.

More specific to our state, [Massachusetts' law](#) recognizes common-law name changes. When requested, schools should accurately record the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change. The Department of Education has a procedure in place to update name changes and gender markers in the Student Information Management System (SIMS) upon request. The document Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public School Students, which may be found [here](#) guides schools through changing names and gender markers on school records.

Below is a list of resources to help guide a conversation with parents, administration, and students who want to know legal rights on this topic.

- [National Coming Out Day](#)
- [National Alliance on Mental Illness](#)
- [A Guide for Transgender and Gender Nonconforming Students](#)
- [DESE Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment](#)

With the ever-changing terminology, here is a chart (right) to help in understanding a little more about the terminology associated with this population, as well as a visual of understanding sex vs. gender (below).





L	G	B	T	T	Q	Q	I	A	A	P
<b>Lesbian</b> A woman who is primarily attracted to women.	<b>Gay</b> A man who is primarily attracted to men; sometimes a broad term for individuals primarily attracted to the same sex.	<b>Bisexual</b> An individual attracted to people of their own and opposite gender.	<b>Transgender</b> A person whose gender identity differs from their assigned sex at birth.	<b>Transexual</b> An out-dated term that originated in the medical and psychological communities for people who have permanently changed their gender identity through surgery and hormones.	<b>Queer</b> An umbrella term to be more inclusive of the many identities and variations that make up the LGBTQ+ community.	<b>Questioning</b> The process of exploring and discovering one's own sexual orientation, gender identity and/or gender expression.	<b>Intersex</b> An individual whose sexual anatomy or chromosomes do not fit with the traditional markers of "female" and "male."	<b>Ally</b> Typically a non-queer person who supports and advocates for the queer community; an individual within the LGBTQ+ community can be an ally for another member that identifies differently than them.	<b>Asexual</b> An individual who generally does not feel sexual desire or attraction to any group of people. It is not the same as celibacy and has many subgroups.	<b>Pansexual</b> A person who experiences sexual, romantic, physical and/or spiritual attraction to members of all gender identities/expressions, not just people who fit into the standard gender binary.

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# November 2021 Awareness Dates

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 National Career Development Month  
 National Family Caregivers Month  
 National Homeless Youth Awareness Month  
 National Runaway Prevention Month  
 National Scholarship Month  
 Native American Heritage Month  
 Picture Book Month  
 1-5 Solidarity Week  
 13 World Kindness Day  
 13-19 Transgender Awareness Week  
 13-21 American Education Week  
 13-21 National Hunger and Homelessness Awareness Week  
 16 International Day for Tolerance  
 18 Children's Grief Awareness Day  
 18 Great American Smokeout  
 18 National Parental Involvement Day  
 20 International Survivors of Suicide Loss Day  
 20 National Adoption Day  
 20 Transgender Day of Remembrance  
 26 Native American Heritage Day  
 26 Random Acts of Kindness Friday

## GRAC Chat

By Juliette Coatsworth, MASCA Government Relations Advocacy Committee

Welcome to the GRAC Chat, information brought to you by the Government Relations Advocacy Committee. In this issue, we will be highlighting bills that focus on supporting students with disabilities.

In Massachusetts, there are several bills focused on the education and opportunities available for students receiving special education.

- [An Act to ensure equitable access to education, including special education services, for all students in Massachusetts](#), Rep. Marjorie C. Decker
- [An Act relative to enhancing special education services delivery](#), Sen. Bruce E. Tarr

As highlighted in a [Forbes article](#) shared in a recent MASCA Matters issue, here are a few Federal bills sponsored by Rep. Ayanna Presley [D-MA-7] and Sen. Chris Murphy [D-CT] that target

protecting students with disabilities from harm, among other goals.

- [H.R.4011 - Counseling Not Criminalization in Schools Act](#)
- [H.R.2248 - Ending PUSHOUT Act of 2021](#)
- [S.1858 - Keeping All Students Safe Act](#)

Do you want to increase your advocacy efforts but are feeling overwhelmed with where to start? Start by learning who your legislators are for your district of residency and employment. If you are interested in seeing any of the bills move forward, please then [contact your legislator\(s\)](#) to share your support.

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](mailto:juliette.nori@gmail.com).



## QUICK FACTS:

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- 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
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- Offering a wide array of extracurricular activities, including 15 NCAA Division III athletic teams

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# IT'S MASCA Awards Season!

By Jeremie Bates, MASCA Professional Recognition Committee Chair

Each year, MASCA recognizes counselors, administrators, graduate students, and counselor educators making a difference for our students, every day. We need your help to do it.

Until December 1, the Professional Recognition Committee will be accepting nominations for several different awards. Nominating is simple. All you need to do is provide your contact info, your nominee's contact info, and a short statement as to why your nominee is deserving of the award. That's it! And yes, you can self-nominate.

You can read short descriptions of each of the awards on the MASCA website, which include School Counselor of the Year, Administrator of the Year, Rising Star, Counselor Educator of the Year, the Leadership Award, two new Graduate Student Awards, and the MASCA Special Award.

You can submit your nomination online: <http://bit.ly/MASCA2022> (capitals matter in this URL!)

In early December, all nominees will be notified of their nomination. School Counselor of the Year applicants will be asked for some additional materials (letters of recommendation and an essay) and other nominees will be asked to accept their nomination and given the opportunity to provide us with optional additional context.

## New awards for graduate students?

We are pleased to roll out two awards for graduate students this year. The first is Graduate Student of the Year, for a masters *or* doctoral level graduate student in school counseling or counselor education. This awardee will be someone who

consistently demonstrates excellence in the classroom. This awardee enhances the learning of their peers, demonstrates a robust understanding of the role of the school counselor, including as it relates to equity, and demonstrates academic excellence. We will gladly accept nominations from both instructors and classmates.

The second is for School Counseling Intern of the Year. This awardee will be completing their practicum during the current academic year. This awardee has taken leadership in their placement, connected with students and families, and is a contributing member of the counseling team. We will accept nominations by anyone at their internship site, though we particularly welcome nominations from their internship site supervisor.

## Why do we offer these awards?

I wanted to spare some space in this article to talk about why we offer this array of awards each year. Year after year, our winners represent the very best of what School Counseling in the Commonwealth looks like. From innovative programs to robust advocacy, all our nominees provide a glimpse into what is possible. Not only can they be an inspiration to others, but they are also wonderful examples to those *outside* our profession who may not understand what counselors or counselor educators do, or how to best support those that they supervise.

Share those awesome colleagues, professors, and supervisors with us. We want to recognize them and share their stories!

## Join the Professional Recognition Committee!

We are looking to expand the membership of our committee and we want you to join us! Members of the professional recognition committee fill one of two roles (or can choose to do both if they would like). This is a low-commitment way to be more involved in MASCA and we would love to have you!

**Awards Selection:** These members review all applications and take part in the selection process for each award. They are also asked to provide feedback on the application/nomination process. The commitment is minimal and predominantly limited to the December/January timespan. We are particularly interested in diversifying our selection team with regard to race and gender, but also geographic location and level (including graduate students).

**Policies and Procedures:** These members take on the drafting of policies and procedures for awards, including the application process as well as the selection criteria. In the coming year, our hope is to draft robust guidelines for the committee moving forward. Again, we are particularly interested in diversifying our selection team with regard to race and gender, but also geographic location and level (including graduate students).

If you are interested in joining, or learning more, please contact our Professional Recognition Committee Chair, Jeremie Bateman, at [jbateman@lexingtonma.org](mailto:jbateman@lexingtonma.org)



# The Case for Move-Up Day

*By Juliette Coatsworth, MASCA Government Relations and Advocacy Committee Chair*

When it comes to being a middle school counselor, either you love it or don't want to touch the idea of it with a ten-foot pole. I fall firmly within the former, though there has always been one area of my responsibilities that has added more consternation out of my days than normal: moving up.

As a K-12 charter school district, our three schools are all within a short walk of each other if not directly connected, so it can be difficult for students to transition to new expectations, responsibilities, and opportunities. For the last three years at my school, I have been directly involved with supporting students transitioning from elementary school and/or to high school, and it is clear to me that we have yet to find our stride. Needless to say, COVID has thrown out all "typical" expectations and routines when it comes to supporting transitions, so the need for a more formalized, concrete, experiential transition is greater than ever. So, this year, I will be working to develop "Move-Up Day."

We have had "move-up" events in the past, though they have primarily been stand-alone events that target either setting expectations for students, informing families about coming changes, or brief introductions to key teachers and staff members. My goal is to organize and implement a "Move Up" Day, a day at the end of the year when seniors no longer attend classes. For that day (or half-day), all grades would "move up" to learn who the next grade level teachers are, develop and understand expectations, build community, and gain a sense of excitement around the future. If this moves beyond simply middle school and includes the entire district, each grade would follow a

schedule of events by homeroom, ensuring the day is less class structured and more activity and event structured.

Having a specific day to focus on transitioning to the next year provides countless benefits: excitement for the future is strengthened, expectations are shared and discussed, connections begin developing, school culture and climate solidifies, and communication is clear and consistent with all stakeholders. This is also a time that can be used to identify students and families who may need further support in the transition as opposed to finding out week two of a new school year. Why not include a family informational or Q&A event in the program?

## Simple Outline of Action Steps

- Gain buy-in from principal(s)
- Develop an event team of key players (e.g., school counselors, teacher team leads/heads, etc.)
- Identify the specific goals of "Move-Up Day"
- Draft a schedule and plan of events
- Share draft with principal(s).
- Share with and collect feedback from teachers and other related staff (e.g., director of operations), preferably at and after a staff meeting
- Identify responsibilities by department/grade/team/teacher for the event (e.g., team-building activities, school culture and climate presentation)
- Communicate with families and students across multi-

ple medium, highlighting goals and opportunities.

- Develop/purchase take-aways for students, such as individual planning "passports" for students to complete in order to "move up" and school-branded SWAG to be won at challenges/raffles/etc.

## Related ASCA School Counselor Professional Standards & Competencies

- B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings
- B-SS 5. Consult to support student achievement and success
- B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

As school counselors, we can help our school to model and encourage celebration, build community, and develop resolve all in the goal of supporting our students' grade and school transitions. Instead of having the last few days of the school year be a wash, why not take advantage of the natural motivation and energy to take the next steps into the future?

At the end of the school year, I will formally share an update with feedback on the event. For now, I am happy to share more periodically with any school counselors interested in implementing a similar event; simply email me at [jcoatsworth@foxboroughres.org](mailto:jcoatsworth@foxboroughres.org). I wish you success in all of your new school counseling efforts this year!

# The Impact of COVID-19 on Student Mental Health and Stress: An Intern's Perspective

*by Katelyn Leboeuf, Graduate Student Liaison and School Counseling Intern at Amesbury High School*

Transitioning from a full year of remote graduate school classes to a full-time, in-person internship at a high school has been an exciting but major adjustment. Although students and staff still need to wear masks and monitor symptoms daily, it feels good to return to some sense of normalcy and I could not be more excited to come to school every day. However, it is important to acknowledge that for many students, adjusting to in-class participation and social interaction has been challenging. In order to have realistic expectations of students, staff, and families, school counselors must recognize that COVID-19 has impacted and will continue to impact students and their families' financial situations, mental health, and postsecondary plans.

While the COVID-19 pandemic has demonstrated how incredibly resilient and flexible children can be, many students across all grade levels are struggling to thrive in the traditional school setting. Across the state and nation, student attendance has declined and tardies have increased. It has been nearly two years since students have had to get up early and factor in time to catch the bus; they have been used to starting their day by rolling over in bed and powering on their Chromebooks. When students are in school, they struggle to participate. Popcorn reading or using popsicle sticks has left many students feeling panicky, as they can no longer mute themselves or turn their cameras off. The



**Katelyn Leboeuf**

M.Ed School Counseling Student  
Merrimack College  
MASCA Graduate Student Liaison

increased workload of Honors and Advanced Placement classes has left otherwise capable students with intense anxiety and decreased confidence. Social interactions may be awkward or forced, as many friendships between students have faded due to remote learning and lockdown keeping students at home. On top of all of this, many students still fear that themselves or a family member will contract COVID-19. For students of color, LGBTQIA+ students, and students living in poverty, these struggles are amplified.

Increased stress levels and mental health problems in students have left teachers, school counselors, and staff at a crossroads. While teachers want to lessen student anxiety and accommodate their needs, they still

want students to develop the public speaking and social skills necessary to be successful in college, at work, and beyond. Adjustment counselors have seen an increase in referrals from students who are not on IEPs with counseling goals. While many of last year's high school seniors needed to put college and career plans on hold due to the pandemic, this year's seniors may still be overwhelmed by the college application process because COVID-19 may have significantly impacted their family's finances.

The burning question remains: what can school counselors do to alleviate student stress during this strange time? Validate students' feelings and let them know they are not alone. Be present in classrooms and extracurricular activities to show your support. Check in with students regularly to see how they are adjusting to fully in-person school. Consult with teachers, administration, the school nurse, paraprofessionals, and families to ensure everyone is on the same page regarding student needs. Connect with community agencies that can provide families in your district with financial, housing, and food resources. Let students know that it is okay for them to put their plans on pause or change their mind. While the state of the world makes it easy to focus on the negative, recognize the strengths in your guidance team and district. Schools have remained intact throughout world wars, natural disasters, and other catastrophic events; we have encountered another challenge, but it is no match for the expertise, talents, and support from educators.

## 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 1 1980-1985): Optimism of the late 1970's Crushed by Prop 2 ½ Budget Cuts



#### **Capsule history of MSCA (1961-1982)**

by Louise Forsyth states:

*-Proposition 2½ devastating to schools. MSCA works to promote understanding of the valuable role of school counselors. MSCA set up a statewide public relations committee (lead by Kathy Buresh and Carol Van Cleve). All affiliates invited to send at least 1 member to the meeting*

*-Begin efforts to computerize mailing and membership information*

*-Lillie Davis heads active Human Rights Committee*

*-MSCA goes on record opposing lack of full time MA Dept. of Education professional to represent the concerns of the Guidance and Counseling Profession.*

#### **Decade of 1980's Counselor's Notebooks:**

Note: We have no primary source materials that document the significant cuts to guidance counseling departments as a result of slashed school budgets.

#### **October 1983 Counselor's Notebook.**

#### ***Hearings on Guidance and Counseling*** **by Dr. Edwin L. Herr,**

Professor/Chairman Department of Counselor Education, the Pennsylvania State University Park, Pennsylvania

*Ed. Note: The featured CN article was printed in its entirety on behalf of the American Personnel and Guidance Association. It "provides details of the Oversight Hearings on Guidance and Counseling for the U.S. Senate Labor & Human Resources Committee's Subcommittee on Education, Arts and Humanities. Senator Robert T. Stafford, Chairman (April 28, 1982). We feel it is "a must reading" and strongly urge counselors to share it with*

their Principal, Superintendent, and School Committee Members. [https://masca.wildapricot.org/resources/Documents/Miscellaneous/1983.CN\\_10.1983\\_fin.pdf](https://masca.wildapricot.org/resources/Documents/Miscellaneous/1983.CN_10.1983_fin.pdf)

The Oversight Hearings took place 25 years after guidance and counseling gained a major place in U.S. schools with the passage of the National Defense Education Act of 1958. The depth and details presented in this comprehensive 1982 document provides a historical overview of the status, growth and impact of the guidance and counseling profession as well as discussing current practices and cost effectiveness. Excerpts follow.

Dr. Herr's article begins with "a global perspective of... the importance of guidance and counseling in meeting objectives achieving (inter)national goals for educational access and achievement, transition from school to work, effective citizenship, and work productivity. These governments have become increasingly aware that the major questions related to industrial development, economic change, technological complexity, are not technical questions, but human questions ... the major premise... that each individual has an obligation to develop his or her potentiality, to become the person their strengths and resources permit.

*As school counselors employ testing, individual and group counseling, information about educational and occupational opportunities, skill building workshops and related activities. Their goals are not to classify and channel individuals into rigidly defined occupational or training quotas. Rather, the intent is to help these individuals gain intelligence about their personal characteristics and possibilities, understand their multipotentiality, become educated to choose, and to take constructive and planful action. Before the school counselor can get to such goals, however, it is often necessary to help the student cope with their changing and perhaps neglecting family situations, discontinuities and crisis in their lives, loss of a parent, substance abuse, or the lack of adequate psychological or economic resources to sustain the student through the secondary school and into the next life stage.*

The extensive article provides detailed and timely research on many subheadings:

*What is the present quality of guidance counselors? Characteristics of Effective Counselors; Long term gains from Exposure to Guidance; Decision Making; Career Planning; Career Development and Career Education; School Achievement; Racial Integration in Education; Transition to Work and Work Adjustment; Mentally Retarded Youth; Disadvantaged Youth; Cost Benefit Perspective on Guidance and Counseling (Private, External, Social); The Training of Guidance Counselors; and The Need for the School Counselor.*

Reported data ...15,111,000 secondary school students in 21,875 secondary school buildings and 31,819,000 elementary school students in 72,475 buildings ... counselor to student ratio at the secondary school level across the nation is probably about 1 to 425 and at the elementary school level, one counselor for every six buildings.

The report concludes .... How does one answer the question of need effectively? Part of the answer lies with available studies which suggest that the demands by students for guidance services exceed their availability. Part of the answer lies in the recognition that in the face of severe economic cuts, many school districts are refusing to cut counselors. Part of the answer lies in the recognition that in a time of rapid social change, single parent families, dual career families, substance abuse, intensified threats of nuclear destruction, economic exigencies requiring both parents to be out of the home to maintain economic survival, shifting achievement images, and greater occupational diversity, etc. School counselors represent points of stability, confidentiality, and information, to an otherwise a frequently confused, sometimes abusive and uncaring society.

The best science available suggests that school counselors functioning at all educational levels and making a significant contribution to the resolution of many national, educational, social and occupational priorities. Is there a need for effective highly trained school counselors? Dr. Herr states: "I find it very difficult to believe otherwise."

(continued next page)



## The 1980's

(continued from previous page)

### February 1984 Counselor's Notebook

**Proclamation of School Counseling Week, February 6-10, 1984** by Gov. Michael J. Dukakis (pg. 12 + 13)

**Counselor Licensure and MSCA** – article pg. 24

Elementary Advisory Committee discusses the MA Licensure Bill for counselors and other mental health professionals. The bill has moved through the House of Representatives into the Senate Ways and Means Committee. Support from counselors has been excellent, but renewed efforts will be required before the bill is passed into law.

Nationally, the Elementary School Guidance and Counseling Incentive Act ((H.R. 1815 and S. 1597)

has been introduced into the Legislature. The legislation would provide comprehensive elementary school guidance and counseling programs. School districts would receive Federal support for elementary guidance program activities and personnel. Supplemental grants would be awarded to state Departments of Education for leadership, professional development and program management activities. Research and o grants would be available

### Other articles

Media Therapy: What is it?

Siblings of Handicapped Students: A Study

Ethical Dilemmas: "What would you do if ..." Human Rights/Ethics Committee begins a monthly series.

Al Williamson, MSCA Exec. Director, "A Friend Retires" tribute to Dr. Thomas Whalen, Superintendent of Brockton Schools.

Ed Bryant writes: "1984: Much is being discussed about the quality of schools. We hear "return to the basics. We must also continue to stress guidance and counseling and career development.

Ed's Affiliate News: *One of the oldest guidance groups in the U.S.A. has changed its name from Greater Boston*

*Personnel and Guidance Association to Greater Boston Association for Counseling and Development. M P G A is now MA Association for Counseling and Development. M V G A and N E P G C have made no name changes at this time.*

### Affiliate Reports:

-Greater Boston Guidance Association announces Bob Healey, Dean of Somerville's Counselors, has been named Counselor of the Month.

-South Central Guidance Association takes pride in presenting Jim McCarthy, Guidance Counselor at Medfield JHS, as its Counselor of the Month.

-WMPGA reports on its fall meetings and announces WMPGA officers.

-Catholic School Counselors Association reports on meetings.

### March 1984 Counselor's Notebook: School Counselors and Military Recruitment (MSCA Position Paper)

*School Counselor & Military Recruitment*, a report by Elaine Sands and her committee, was adopted by the MSCA Governing Board at its meeting on January 12, 1984, is included as the feature article in the CN. This position statement of MSCA, which is based on the ASCA military recruitment statement is designed to be a guideline. It is left to the discretion of the individual schools to determine how it should be implemented.

*MA Regents Standards* for admission to state postsecondary schools are explained and detailed.

*ALONE OR TOGETHER* by Albert C. Williamson Executive Secretary - "A 1982 Gallup Poll of the general public found that counselors were viewed second only to administrators as the most expendable group in school systems." The above quotation is from an article, *Reduction in Force: Proactive Suggestions*, February 1984 - Elementary School Guidance and Counseling. The article points out that school counseling, as a profession, has "flourished and foundered" over the years. Dependent upon public awareness for support, it traditionally has been a "reactive profession." The article points out further that elementary counseling, almost nonexistent in 1965, expanded to employ 10,000 counselors in 1973. At

the present time, elementary counseling seems to be at the point of extinction in some states, and all phases of counseling are in trouble in many states. What about the future? Do we have any influence on our future? What can we do about it? Individually? Collectively? ... We can do a good job and let people know about it. We can evaluate our services and make adjustments as indicated. We can attempt to improve our relationships with clients, parents, teachers, administrators and with the community in general. We can do a great deal more collectively. We can do all of the above better while working cooperatively with our colleagues at the local, area, state regional and national levels. We can influence school committees, finance committees, state legislatures and even federal legislation by working in concert with our colleagues through our professional associations. The professional associations available to us and our colleagues are organized for concerted action to enhance the implementation of our professional aims and objectives, to improve and expand the delivery of service to our clients, to assure the continuation of services which we believe to be an important, essential segment of any educational program." (See CN for full article)

### Affiliate News:

-Bristol County School Counselors Association announces its Counselor of the Month: Jim McNamee, Bishop Stang High School in North Dartmouth

-NEACAC admissions counselors Association announces their programs.

### Spring Conference News:

-PR committee announces student winner of Conference Booklet cover design and Lottery for 2 registrations

-Workshops announced (Note: Helen O'Donnell's first MSCA workshop "School . . . An Educational Experience and a Job")



## MASCA 60<sup>th</sup> 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.

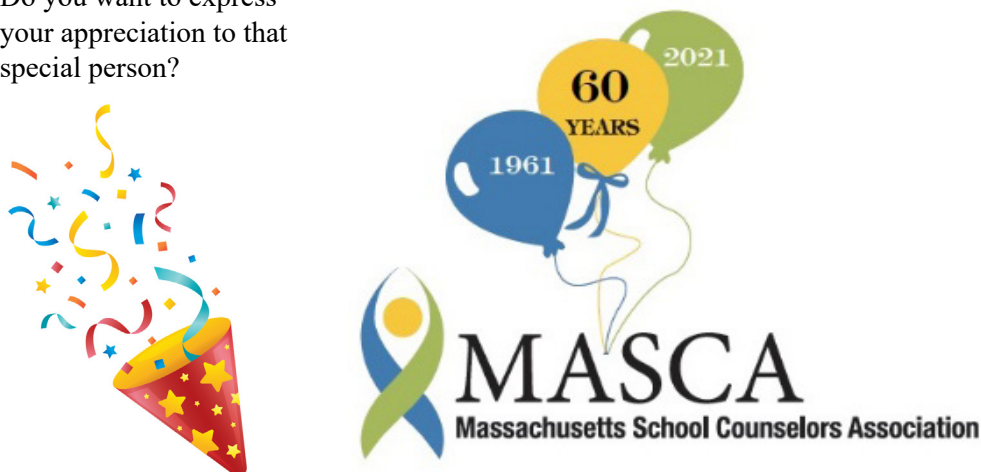
### NOMINATION PROCEDURE

- 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](#).



## MASCA's Diamond Jubilee - 60<sup>th</sup> Birthday Celebration News

Our one-year celebration of MASCA's Diamond Jubilee continues with virtual events, local activities, archives hunting and development, and some spring conference events. Stay informed with CN articles. Offers of ideas and assistance to [helenod@att.net](mailto:helenod@att.net). Ongoing Initiatives include:

MASCA/MASCA's Proud History Articles Historical summaries by the decades is in process. May highlighted MSCA's founding. June's focus was the early years of MSCA in the 1960's. Sept. and Oct. featured growth and achievements of the 1970's. The series will continue through May 2022.

MASCA Affiliate Cameo - Whether your affiliate is robust and active, quietly working, or inactive, please develop a story of your past history and current status for the *Counselor's Notebook*. Thank to So. Coast

SCA, Berkshire County SCA, and Franklin County Counselors Association for your articles. Send your affiliate cameos to [helenod@att.net](mailto:helenod@att.net) for submission to the *Counselor's Notebook*.

MASCA Tributes – (see article above 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 picture uploaded to the MASCA website, listing in the *Counselor's Notebook*, and virtual recognition at a 60<sup>th</sup> birthday event.

Developing MASCA/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 *Counselor's Notebooks*. More updates to follow including MSCA's Award History prior to 2000/

Searching for MASCA Counselor Notebooks from 60's to early 1990's. Dig into your files. Please notify us if you find any. We are trying to build a MSCA/MASCA archive of the *Counselor's Notebook's*. We have none from the 1960's and only 5 from 1970's.

Contacting MASCA/MASCA Past Presidents to invite their participation in the birthday events. We welcome articles or interviews highlighting their tenure years and virtual Happy Birthday message.

Virtual and possible face-to-face birthday event announcements announced this fall.. Share ideas and offers to help the planning committee. [helenod@att.net](mailto:helenod@att.net)



## MASCA SCHOLARSHIP AWARD OPPORTUNITIES: 2021-22

Honoring the legacy of two MASCA colleagues, scholarships for current and emerging school counselors.

- The *Forsyth Fund* has \$150 specifically for MASCA conference registration. Deadline: March 17, 2022. Winner/selected by committee and announced by April 1, 2022. Recipients will be expected to share their PD experience by presenting to colleagues or writing a CN article.
- The *Fredrickson Fund* gifts \$1000 annually. \$600 specifically for PD registration for the MASCA Conference or MA Model Institutes (Introductory, MA Model 2: Next Steps, or Counselors in K-12 Classrooms). Plus, to support school counseling action research, 4 - \$100 scholarships for submission/acceptance of a MARC/MARC Jr. document by the MASCA MARC committee. Committee will review requests and select recipients on an on-going basis.

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

**Scholarship Request:** ☐ **Forsyth Conference Registration Scholarship** ☐ **Fredrickson PD Scholarship**

**Name:** \_\_\_\_\_ **Contact email and phone #:** \_\_\_\_\_

☐ **school counselor** ☐ **graduate student** **Scholarship or 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](mailto: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 01035. Emailed confirmation when application received.
- Award notifications between Feb. 1 and March 30<sup>th</sup>
- 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

#### *for MASCA Conference Attendance*

*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.*



# 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 Towards Achieving Curriculum End Goals (Part 1)

Essential components of goal attainment include *SMART goal setting, action planning, self-monitoring, and self-reflections*. Tier 1 school counseling grade level curriculum maps should clearly define measurable, inclusive student learning end goals aligned with your school's improvement plans. Ongoing formative data assessments can monitor individual and collective progress towards student goal achievement, identify needed additional Tier 1 instruction and program modifications, and/or target students in need of strategic closing the gap interventions. It is good professional practice to identify consistent times during the academic year, such as term or semester breaks, to apply the cycle of inquiry to formative data to assess on-going progress towards goal attainment.

Since all administrators have 3 similar building goals for their school community, this article discusses common grade level curriculum end goals and student learning goals.

**Academic:** *All students passing all subjects.* (Assessments: Teacher and Progress Reports; Report Cards)

**Attendance:** *All student present and on-time every day.* (Assessment: Attendance Records)

**Behavior:** *All student demonstrating respectful behavior.* Assessments: Teacher and administrator reports

**Academic Assessment:** *All students passing all subjects.*

Since students and families are provided formative assessment data (progress reports, report cards) on a regular basis, this is a very objective, measurable category. Does your academic curriculum strand include Tier 1 instruction to promote student ownership of their learning?

**Tier 1 Curriculum and Program Reflection:**

-Is there instruction on goal setting and action planning?

-Are students actively engaged self-monitoring their progress report and report card for goal attainment progress?

-Is there instruction and practice to assist students develop and strengthen execu-

tive functioning and study skills like organization and time management?

-Have your students identified a personal academic goal for themselves like *"no D's or F's, passing all courses with C or higher; achieving the honor roll, no unsatisfactory progress report grades, praise for good effort, etc."*

**Measurable Student Objectives:**

-Has every student written an academic goal and identified minimally 2 action plan steps for goal achievement?

-Are students achieving personal academic goals? If not, can students identify 2 barriers to goal attainment?

-Can every student identify their learning style and at least 2 helpful study hints?

**Attendance:** *All student present and on-time every day.* (Assessment: Attendance Records)

This is another very objective, measurable category to monitor goal achievement, since attendance records and report cards document attendance and tardiness. The formative data clearly identify students in need of strategic interventions to improve attendance.

**Tier I Curriculum and Program Reflection:**

-Does the academic curriculum strand stress the importance of school and class attendance for academic success?

-Does the workplace readiness strand reinforce employer expectation for responsible work habits like attendance?

-Do students recognize the value of school attendance records for employment applications?

**Measurable Student Objectives:**

-Are students able to explain one reason why regular class attendance is helpful?

-Can students identify two reasons why employers need employees who report to work every day on time?

**Behavior:** *All student demonstrating respectful behavior.* Assessments: Teacher and administrator reports

Since this SEL category is very diverse and subjective, it is important to write SMART

curriculum and lesson success goals and student learning objectives that can clearly identify what you want students to know, understand and do/demonstrate as the result of your lesson or group intervention. Your pre/post test or exit ticket should be specifically aligned with the SLO's to provide assessment data about skill development.

**Theme:** Community Building

**Measurable Student Objectives:**

-100% of the students actively participating in a cooperative learning activity.

-All students are observed demonstrating inclusive behavior at recess and lunch.

**Theme:** Feelings Self-Management

**Measurable Student Objectives:**

- On an exit ticket, all students will identify one personal anger trigger, identify two personal body signs of anger, and list three calming strategies to self-regulate their angry feelings.

- In class activities, every student will demonstrate practicing two calming strategies.

**Theme:** Stress and Anxiety Management

**Measurable Student Objectives:**

- On an exit ticket, all students will identify one personal stress/anxiety trigger, identify two personal body signs of stress, list three calming strategies to self-regulate their stress,

- In class activities, every student will demonstrate practicing two anxiety management strategies.

**Theme:** Responsible Communication and Active Listening

**Measurable Student Objectives:**

-In a role play, 100% of the students can demonstrate active listening strategies including eye contact, attentive body language, and reflective language.

*Note: Part 2 of this article will continue in the December Counselors Notebook*

**Registration Now Open! Last Call for Programs!**  
**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**

MASCA is accepting proposals for presentations promoting evidence-based programs in the domains of academic, career, and social/emotional development or highlighting the latest techniques and practices in school counseling.

Presentations showcase proven programs, current research, or skills of value to counselors, pre-K to postsecondary as well as district personnel, graduate students and counselor educators.

MASCA is committed to providing programming that fosters inclusion, diversity, equity, and access, and we welcome session proposals that address these topics. [Please follow this link](#) to find out more about submitting a proposal. The deadline is November 24, 2021.

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](mailto: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](http://www.MASCA.org)*