

# MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 58, No. 2

October 2021

## Spotlight on Board Members serving 2019-2022

*By April Megginson, Board Chair*

Hello! I hope things are going well for you. This month I am going to spotlight the Board Members whose terms end at the end of this school year: Kerry Bartlett, Dr. Megan Krell, and Dr. April Megginson(me). You already learned about me last month, so the focus of this month will be on Megan and Kerry. Enjoy learning more about these wonderful leaders.

Dr. Megan Krell is a School Counselor Educator at Fitchburg State University. This is her 2nd consecutive term so she will be leaving the board at the end of the year. Megan is both the Nomination and By-Laws Committee Chair and the Emerging Leaders Liaison. The Nominating & By-laws Committee is charged with annually reviewing the MASCA Bylaws to ensure that they meet current state and national practices and expectations. In addition, the Committee is to develop a list of members to fill the ballot for Board Directors. As the Emerging Leaders Liaison, she coordinates the Emerging Leaders Program from the application process, to orientation, to the entire year-long program.

Kerry Bartlett is a School Counselor at Hudson High School. She served as the Board Chair for the 2020-2021 year. Currently, she is the Co-Coordinator for Mem-

ber 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 will work closely with the Executive Director and Membership Coordinator to organize activities and outreach efforts.

If you are interested in joining the Nomination and ByLaws Committee you can contact Megan Krell at [mkrell@fitchburg-state.edu](mailto:mkrell@fitchburg-state.edu). 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 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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<b><i>Fun Facts about Board Members serving 2019-2022</i></b>			
	<b>Kerry</b>	<b>Megan</b>	<b>April (Me)</b>
<b><i>What is something that rejuvenates or reenergizes you?</i></b>	Attending the ASCA conference	Going on exploration hikes with my family	Scrapbooking!
<b><i>What are you passionate about?</i></b>	I am most feisty about creating space for everyone.	Helping students balance family-work-life-education.	I am passionate about advocating for and helping youth advocate for their rights.
<b><i>When you were younger what did you think you wanted to be when you grew up?</i></b>	The First Female President	Marine Biologist	Soap Opera Actress

# MASCA 2021-22 DIRECTORY

## **GOVERNING BOARD**

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# Mentoring Anyone?

By Bob Bardwell, MASCA Executive Director

I'm a firm believer in "If you build it, they will come." Well, we built it, and they came. I am super excited to provide an update regarding our pilot Mentoring Program.

During the past couple of years, I was hearing from more and more new school counselors how they really needed more mentoring than was typically provided from in-district mentoring programs. I would hear that school counselors were often paired with teachers or school counselor mentors not even in their school buildings. Not a good situation at all and certainly not fair to new counselors who do not get the necessary support they deserve as they embark in their professional careers.

So MASCA put out a call in the spring of 2021 for volunteers who wanted to help create a pilot mentoring program for the 2021-22 school year. Several colleagues came forward to serve on the Mentoring Advisory Team - Cynthis Esielionis, Maria Maloney, Helen O'Donnell, Erin Regan, and Chris Soverow. Maryanne Margiotta was selected as the Mentoring Coordinator to help develop and implement a pilot program.

July was spent researching other state school counseling associations (SCAs) looking to borrow the best components while making it our own. Thanks to Colorado, Maryland, Missouri and Arizona for sharing their best practices and materials with us. We also researched what both our sister associations MSAA (school principals) and MASS (superintendents) were doing for mentoring. For any of you familiar with these well-established programs, you know that most new principals and superintendents are provided with veteran administrators to help ensure success in their new roles. The thinking is that if we want new administrators to be successful, then this type of mentoring is absolutely critical. School counselors are just as deserving to be included in similar such programs.

In August we advertised for both mentors and mentees in our weekly MASCA Matters newsletter (by the way, if you are not getting these really cool e-newsletters each Wednesday, please let [me](#)



**Robert Bardwell**  
Executive Director, MASCA

know). Within a couple of weeks, we had six mentors and mentees who had signed up via Google forms. We were off and running.

Under Maryanne's capable leadership we soon had a Mentor Handbook, forms, logs and all the necessary tools to ensure success for both mentors and mentees. Matches were made. Emails were sent. Orientation meetings were held. And mentoring commenced.

About three weeks into the school year, we got a request for another mentor from a school which already had one mentee but had another new school counselor and thus wanted an additional mentor. Mentee and mentor seven were soon matched.

One of the things that makes our program different from some of our peer SCAs across the country is that we charge mentees and provide a small stipend for the mentors. We felt very strongly that while we have many dedicated volunteers in our membership, we had to provide some "skin in the game" for the mentees to stay committed and a stipend for busy mentors to serve as a carrot and motivator. The rates established for this year were \$50 for mentees and a \$100 stipend for each mentor. This will certainly be revisited as we plan for a full

roll out in year two. This year the MASCA budget provided some seed money to help us get the program kick started but the hope is that it will be self-sustaining in the future.

Mentoring is a great way to be connected with the next generation of school counselors. It provides a small, but critically important opportunity to give back to the profession that can be done behind the scenes on your schedule. It also allows you to reflect on your best practices which in turn help a newer counselor with many challenges they typically face in their first year or two.

Does this sound like something that you will want to be a part of next year? Have you served a similar role in your district, mentoring new school counselors? Are you a graduate student hoping to have a new full time school counseling position next year? If so, then please contact [Maryanne](#) and let her know that you are interested in participating in year two or even that you want to join the advisory committee now.

While only in our first full month of the program, we are excited about the energy and enthusiasm from our participants and learning a lot – things to continue next year, things to change and other things which need to be modified. We will lean on our pilot participants to provide feedback to ensure that the program is even better next year.

Make sure to check out more details about mentoring by clicking [here](#) and spread the word about this awesome program. This is just one more way MASCA is providing critical services to our members. We are building it. Will you be part of it?

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

[https://masca.wildapricot.org/  
How-to-Get-Involved](https://masca.wildapricot.org/How-to-Get-Involved)





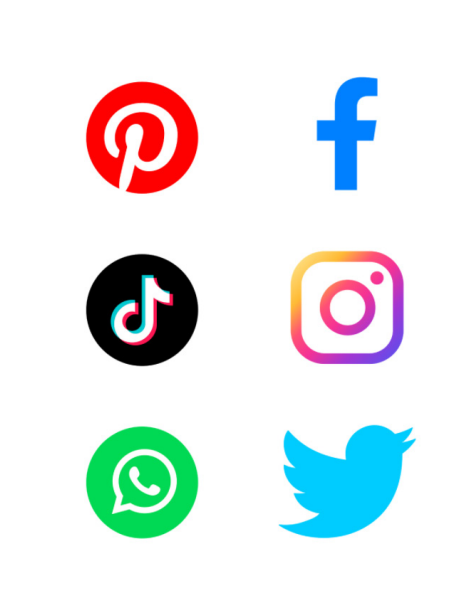
# Using Social Media for Good: Words from your Social Media Liaison

by Julia Stone, MASCA Social Media Liaison

How many times have we advised students “stay off social media” or “social media is a waste of time?” As a 20-something-year old counselor, I have officially found myself at a crossroads. My generation has grown up connected to our friends via Facebook, Instagram, Snapchat, and even TikTok. While nothing replaces the importance of being present with those around us, if this year has taught us anything, it’s that we need to be creative in how we reach each other. Now I promise I will try to make this as useful as possible even if social media is not your “thing”. While this is by no means a comprehensive review of all the uses of social media, feel free to get creative and explore your own ways you can make this work for you and your school!

First of all, different types of platforms are useful depending on what your desired outcome is. For example, if you are looking to use polling, Instagram is great for testing this out. You can set up polls in your stories and receive engagement that way. It can be as simple as a yes/no question, or you can even set up quizzes. This data and answers are all tracked within the app. You can ask things like “are you satisfied with the amount of office hours available” or “do you enjoy your classes”. All of this data can be useful when looking at school climate and other related topics.

If you are looking to engage in back-and-forth conversation or post short thoughts or announcements, Twitter will be your best friend. How can this be used for school counseling? If you have RepVisits on any given day, send a tweet and tag that school, alerting students to the day/time the visit will be. You can also send out any class-wide information pertaining to picture day, field trips, Naviance assignments, etc. Think of it as the morning announcements, but for anyone to see! You post mental health resources or raise awareness for different fundraising events. The possibilities are endless.



Facebook can also be useful for school counselors or schools in general. Most schools at this point have a Facebook page and using your Facebook to post announcements about events helps create conversations. People can even comment on the posts and create more of a back-and-forth conversation. Maybe you have a really great community partner that is running an event. If they have advertised this on Facebook, you can share that to your school or counseling page and reach so many more people who may be in need of their services.

But why does any of this matter? Is it really important that your school counseling department has a social media page? Maybe not but think of it this way. Promoting counselor visibility and accessibility of resources is something we have been doing since the beginning of time. Maybe before it took the form of bulletin boards and printed flyers. Now we have the ability to create digital flyers, manage our calendars online, and even chat with friends all while being miles away. If we have the ability to reach our students within the realm that they live in, we are making ourselves and our services more accessible. So be creative!

Here are some helpful first steps if you are new to the social media realm: See what already exists. If your school has a well-established Facebook page, maybe you don’t need a separate one for counseling. Request permission to post important information there so that everyone can reap the reward of your shared work. Also, make sure no matter what type of social media you choose, you should create guidelines/regulations as to what should/shouldn’t be posted. This can help gear your content towards what you are intending to show your audience. Bonus tip: this is a great time to try to align your social media content with your professional practice and/or student learning goal!

And while you’re at it, go give us a follow on our accounts!

Instagram: @mascaleaders

Facebook: @MassSchoolCounselor

Twitter: @MascaSchool

## Did you know?

MASCA offers  
Professional  
Development  
online!

GO TO:

<https://masca.wildapricot.org/Electronic-PD>



# October 2021

## Awareness Dates

ADHD Awareness Month

Bullying Prevention Month

Communicate with Your Kids Month

Computer Learning Month

Crime Prevention Month

Domestic Violence Awareness Month

Down Syndrome Awareness Month

Dyslexia Awareness Month

Health Literacy Month

LGBT History Month

Meet the Blind Month

National Book Month

National Bullying Prevention Awareness Month

National Depression and Mental Health Screening Month

Positive Attitude Month

1 International Day for Older Persons

1 World Smile Day

3-9 Mental Illness Awareness Week

4 Child Health Day

4 World Habitat Day

5 World Teacher's Day

6 Walk to School Day

7 National Depression Screening Day

10 World Mental Health Day

11 Indigenous Peoples' Day

11 National Coming Out Day

16 World Food Day

17-23 America's Safe Schools Week

18-22 National Health Education Week

18-22 National School Bus Safety Week

20 Unity Day – Kindness, Acceptance, Inclusion

22 International Stuttering Awareness Day

23-31 Red Ribbon Week (Drug-Free America)

24 United Nations Day

## 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. Moving forward, you can expect to see updates on our legislative agenda and advocacy efforts as well as information on other state-wide bills and policies that impact school counselors.

For now, let us introduce the [Charles Stefanini Consulting Group](#), a client-focused lobbying group. CSCG has worked with dozens of local and national organizations, including the Massachusetts Nurses Association, the Association for Behavioral Healthcare, and the Retired Educators' Association of Massachusetts. With this new partnership, CSCG will help MASCA in:

- “Generating awareness [of the MASCA agenda] through the education of key opinion

leaders, decision makers and policy influencers;

- Taking action and building a broad base of validators as advocates and champions;
- Implementing tactics that win Legislative action.”

One such bill on our agenda is [H.B.555, An Act Relative to School Counselors](#). Last spring, the “Turning Advocacy into Action” event on April 14th began our formal advocacy with our legislators, and GRAC will continue to hold similar events as well as provide resources for further, independent efforts.

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:

- 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

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# School Counseling and Pushback from Parents/Guardians

By Melinda Cripps, MASCA Ethics Committee Chairperson

Like most school counseling departments, your counseling team probably has an established school counseling curriculum. This can include, but is not limited to, working with students individually, in small groups, classroom lessons, and in larger group formats. But what happens when a parent/guardian doesn't want you to work with their child? It doesn't happen often, but when it does happen, it can be unsettling at best, and at worst it can damage the relationship between the student and the counselor. What do you do in this situation, and what is the best ethical practice when this occurs?



## **CASE STUDY**

*Your student's name is Nekaiah. Nekaiah is on a 504 plan for depression and anxiety, and the 504 outlines that the student has access to school counseling as needed. She had a suicide attempt at the beginning of the summer, and being proactive, you sought out Nekaiah to connect with her early this school year to ensure that she has support during the school day. You also have a release to talk with the outside therapist.*

*A few hours after your initial meeting with Nekaiah, her parent calls and is angry that you saw her child without her consent. You explain to the parent that you wanted to take a proactive approach in connecting with their child to offer support, that the conversation was in a private space (your office), and that the information is confidential.*

*The parent is still upset, and demands that you never see her child again in any capacity, for any reason, without their explicit consent.*

## **Question: Does the parent/guardian have the right to refuse school counseling services for their child?**

**Best practice:** This child was connected with school counseling services, which is part of the school counseling curriculum. Overall, the parent cannot forbid the school counseling department staff from talking with her child, as it is part of the school counseling curriculum. When we employ the guiding principle of “what is best for students?”, it becomes clear that this counselor connecting early on with this child was exactly the right thing to do.

**Outcome:** In reality, this still leaves us with the issue of the angry parent. One way to diffuse the situation is to work to build the parent's trust. Make sure that they are notified about classroom lessons coming up, reach out to connect with the parent when things come up (ie. grades, comments about their child from teachers, etc.)

**Additional Information:** “Access to school counseling” should not be listed

on the 504 plan as an accommodation, since all students have “access” to their school counselor. However, if it is, or if the 504 plan outlines how often the counselor should see the child, and the parent refuses this accommodation, have the parent send this to you in writing/email as documentation before proceeding. Then, arrange for a 504 meeting and decide with the team if removing such an accommodation makes sense for the child. It is also the forum to discuss with the parent how they would like to handle communication moving forward, and can help ease the parent's fears once they see that everyone is there to support their child.

## **WANT TO KNOW MORE?**

Do you have an ethical question or dilemma that you'd like us to address in the next Counselor's Notebook? Drop us a line at [ethics@masca.org](mailto:ethics@masca.org) and let us know! As always, we would love folks to consider joining the Ethics Committee. Reach out to us at [ethics@masca.org](mailto:ethics@masca.org) to learn more about the exciting direction our committee is headed!

## 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.

### Part 4: Decade of the 1970's (continued) – Professional Collaboration and Advocacy



*"The art of increasing the student's capacity for self-direction."*

MSCA Motto on Logo. Adopted 1968

This article showcases our only 1978-1979 issues of the CN. In the 1970's, MSCA leaders made strategic efforts to keep counselors informed and connected with the Counselors Notebook, affiliate meetings, and affiliate trustees working together to support MSCA and advocate for the school counseling profession. These very important surviving CN issues communicated details about key issues and were saved for reference as essential resources to stay professionally current.

#### October 1978

**Announcement:** Continuing MSCA's partnership with MA Department of Education, **Dr. Maine Minkoff** was appointed to their newly created position as Coordinator of Guidance and Counseling. She played an active role in the development of the State Board of Education's Guidance and Counseling Position Paper.

#### Lead Story – Position Paper: Guidance and Counseling Services in MA Public Schools

Among the many educational ideas in the late James Bryant Conant's landmark book, *The American High School Today* (1959), was the recommendation for a strong counseling system:

In a satisfactory school system, the counseling should start in the elementary school, and there should be good articulation between the counseling in the junior and senior high schools . . . (and) between the counseling in the elementary school and the (secondary) school . . . There should be one full time counselor for every two hundred fifty to three hundred pupils in the high school. The counselors should have had experience as teachers,

but should be devoting virtually full time to the counseling work; they should be familiar with the use of tests and measurements of the aptitudes and achievement of pupils. The function of the counselor is not to supplant the parents, but to supplement parental advice to a youngster. To this end, the counselor should be in close touch with the parent as well as the pupil.

"His recommendation is as valid in 1978 as it was in 1959." The entire position paper was published in this Counselors Notebook and can be read in this archived edition

The Position Paper, formally adopted by the MA Board of Education in the spring of 1978, discussed the Goals and Objectives of Guidance and Counseling Services, the Functions of Guidance and Counseling Services, Recommendations for School Districts, Strengthening Department of Education Support for Guidance and Counseling Services.

#### 1978-1979 MSCA President Peter Burke's Message: A Case for Membership and Professional Involvement

"TELL ME - I FORGET" - "SHOW ME - I REMEMBER" - "INVOLVE ME - I UNDERSTAND"

The September issue of the *Counselor's Notebook* was sent to all counselors in the state, so now is an appropriate time for me to build a case for membership. The quote in the title of this article speaks to an unfortunate reality — that many counselors are not aware of the many activities that MSCA is involved in, and the amount of professional impact MSCA wields as the professional voice for counselors in Massachusetts. To put it bluntly, there is a considerable amount of apathy within our profession. Apathy breeds lack of involvement which in turn breeds complacency. At a time when accountability is a key word in education and RIF has become a grim reality for many, it seems inconceivable that, many counselors ignore the opportunity for professional affiliation and development that MSCA offers. In a collective sense, MSCA has helped to improve the job security of every counselor in the state by being a major contributor to the recently approved "Position Statement on Guidance and Counseling" from the State Board of Education. On a national level, the American School Counselor's Association

was instrumental in "convincing" the School Board of Philadelphia not to totally eliminate counseling from the schools. I often wonder why doctors join the American Medical Association or lawyers the American Bar Association, or, . . . why there are professional organizations at all. The reason is quite simple. *Professionals Need an Organization That Will Articulate Their Concerns*. Whether on a local level, a state level or a national level, professional organizations are vital to the future of our profession. For those who have been uninvolved to date, I hereby issue you a challenge. *"GET OFF YOUR APATHY" and become a part of the team*. Our membership goal this year is 2000 MSCA members. With your involvement, this figure will be a reality.

#### January 1979

#### Lead Story- Career & Educational Development by Al Williamson, Executive Secretary

Article's focus on the MA Department of Education's Assessment Testing findings of the quality of education in the area of Career and Occupational Development. Test categories: Job Characteristics. Job Requirements, Career Decision Making, Basic Skills, Attitudes and Values. Comparing different testing years, findings compared students 13 years and 17 years old in MA, the Northeast, and Nationally. Read the summary findings.

#### Additional articles:

- Career education funding 95-207 passed by Congress for 1979-1983)
- Present and Future role of MSCA and its Affiliates (p.7): motion passed for a Coordinator of Affiliate Associations , mileage reimbursements for trustee travel, and PD support.
- School College Meeting discussion results (p.4)
- Summary of meeting of MSCA's Advisory Council
- Questionnaire on value/impact of day/evening college programs and college rep visits to schools
- Peer Counseling
- Extensive Careers in Fashion Supplement
- Update on Nursing Education
- Call for MSCA Awards

(continued next page)



## The 1970's

(continued from previous page)

- Department of Education announces Regional Guidance Teams
- Affiliate News: South Central, Worcester County, West Suburban
- Public Hearings announced on School Counselor Certification proposal

### Sept. 1979 (Incomplete Issue)

During MSCA's 18<sup>th</sup> birthday year, MSCA hosted ASCA LDI.

ASCA past president Louise Forsyth's keynote, *The Counselor - A Key* (read full presentation in archived CN)

Highlight statements from 42 years ago that are still key in 2021!

- We (school counselors) are one part of the educational system that strives to educate and help ... and the strength in counseling lies in becoming and being perceived as a vital part of the system... assist young people to become what they are capable of being.
  - We are helping people — the helping profession — and when anyone asks for help, we tend to try and extend help and try to be "all things to all people." Naturally, this is impossible, and we appear ineffective.
  - In any counseling model, we need to define what the counseling personnel will do in any given work setting based on the staff's experiences, competencies, or willingness to develop competencies. We must write programs for guidance and counseling.
  - We must work to change the role and image, to become leaders, to strengthen our professional associations and voice, and to influence what happens in educational programs.
  - We must see that our profession changes roles and programs to meet the changing needs of students.
  - ... guidance programs (need to) become an effective and integral part of every school's curricular offerings — not an ancillary service.
  - Counselors must write programs with stated objectives for outcomes which can be evaluated.
1. Program development must include needs assessments to assess

effectiveness

2. Developmental guidance activities begin with entry to school ....
3. Counseling must be proactive and focus more on causes and not try to deal with symptoms and problems and try to remediate. Too often we tend just to be reactive.
4. Counseling needs a tangible document that administrators and others can see and for which there is accountability.

- Future Trends: Development of comprehensive guidance programs implemented from elementary through secondary school and counselor as a consultant.
- Commendations for **Commissioner Gregory Anrig**, the Board of Education, **Ron A. Kiley** who worked on the Massachusetts Position Statement on Guidance and Counseling, and the Director of Guidance Services **Dr. Maxine Minkoff**, who keeps open the lines of communication (between the MA Dept. of Education) with MSCA leadership/

Additional articles:

- MASCA governance: Changed role of VP's and Long-Range Planning and Development Committee (made up of MASCA past presidents)

### Dec. 1979: Guidance and Counseling in Schools: Past, Present and Future

The entire article is published in the CN. Future focused, what has MASCA achieved 42 years later?

This 1979 report is an "examination of the status of guidance and counseling in American schools comes from Part D of the Education Amendments of 1976 (PL 94-482). This summary highlights the major aspects of the final project report. The future visions for the guidance and counseling profession begins on page 16: Systemic Planning, Career Guidance, and Guidance in the Curriculum, Special Populations.... "As systematic planning, revised models of career guidance and guidance as curriculum emerge, there are obvious effects upon the role of school counselors: Collaboration - Cooperation - Consultation - Coordination. On pp. 19-21, Professional Growth is summarized based on unresolved questions listed under identified categories of Future Action Planning: Practice of Guidance and Counseling in Schools, Role of School Counselors, Professional Practice and Standards, Career Guidance/Career Education,

Local Leadership in Guidance and Counseling, Research and Evaluation in Guidance and Counseling, and Interprofessional Relationships. The questions and sub issues continue to be relevant today!

### More articles:

- 1979-80 announcement of the merger of Merrimac Valley and North Shore Guidance Associations to form Northeast Counselors Association. Jack Walsh and Ed Bryant catalyst in this effort.
- **Al Williamson**, MSCA Exec. Secretary: Celebrating 18 years of "capable leadership by counselors who had a sincere interest in the future of their profession...have worked for a common goal—the improvement and expansion of guidance services in the Commonwealth. Progress just doesn't happen. People make things happen."
- Licensure, Credentials, Professional Standards, and Accreditation - An Introduction
- Affiliate News: Catholic Schools Counselors Association, Northeast Counselors Association, Franklin Hampshire Guidance Association, West Suburban Guidance Association
- MSCA Financial Report
- Report available: *New Directions in Guidance and Counseling Services in Massachusetts* is a practical guide for guidance counselors, teachers, and administrators interested in developing workable, cost-effective guidance programs in their schools
- **Lillie Davis**, chair of MSCA's Human Rights Committee announces the committee will focus on the following areas: counseling the handicapped, the rights of children, advancing opportunities of women and girls, counseling minorities, federal and state legislation regarding human rights, and commemorative events in the area of human rights.
- The Everchanging FAF



## 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.

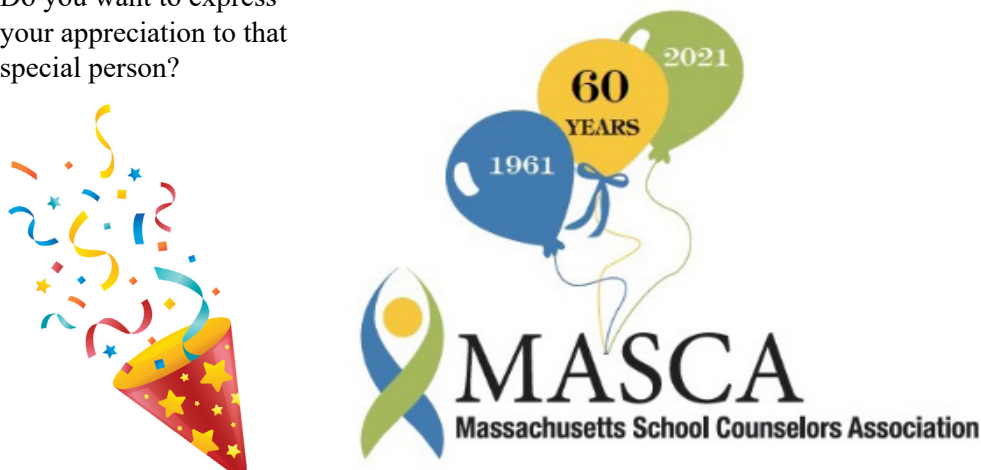
### NOMINATION PROCEDURE

- 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. feature 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 CN. 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 CN.

**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 CN, 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 CN's. More updates to follow

including MASCA'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 CN'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)

# 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.*

## Data Driven Professional Development

Often school counselors report that school professional development agendas do not focus on the needs of school counselors. Here are some suggestions to advocate for strategically developed school counseling PD opportunities.

1. Several MA Model articles have encouraged end-year or Sept. completion of a **Self-Study Audit**, the last document in the MA Model 3.0. I often suggest each counselor reflect on their competencies and individually complete the audit. When possible, compile department results. What categories are strong? Which category needs to be strengthened? This is the data that can drive your PD programming. Do you need to review vision, mission and belief statements? Is your multi-tiered curriculum written? Is programming vertically aligned and horizontally across grade levels delivered to ALL students.

- Search the chart of past MA Model CN articles for ideas and suggestion on identified PD topics.
- Request information on recorded MA Model training sessions that can be viewed by your staff.
- Consider registering for MA Model Institutes for \$450. They are offered for 45 PDP's or 3 graduate credits from Fitchburg State University for an additional \$295. The guided instruction and support can be focused on your department's

needs. Choose from *MA Model Introductory Institute*, *MA Model 2: Next Steps*, or *Counselors in K-12 classrooms*.

2. Review department member Ed. Evaluation Personal and Professional **SMART goals**. Work to identify PD resources to assist school counselors to achieve their goals. Note: Some departments have department professional goals to allow collaborative PD directed toward achieving the SMART goal.
3. MASCA has quality **archived Zoom PD** trainings delivered by colleagues in the field on very diverse topics. MASCA members can access these recorded trainings and instructional materials. Link to current and recorded PD. <https://masca.wildapricot.org/Electronic-PD>
4. **DESE free training opportunities:** CCR/MyCAP and Data Training.

**Lisa Harney**, MASCA's School Counseling Liaison, [lisa.m.harney2@state.ma.us](mailto:lisa.m.harney2@state.ma.us) has sent updates

- Aligned with state's definition of college, career, and civic readiness there has been an Initiative language changes from CCA to CCR (college and career readiness). Therefore, HS and MS training is now called CCR/MyCAP training
- The CCR/MyCAP document in the MA Model 3.0 appen-

dix and available on the DESE website is now referred to as a Scope and Sequence document.

- The new Middle School MyCAP Scope and Sequence can be accessed [here](#). We are offering a three workshop PD Series for high schools and have added separate three workshop series for middle schools.
- We held an introduction to MyCAP for principals in August. The link to the cloud recording and the ppt presentations from Barnstable Middle School and Boston Public Schools: [https://us02web.zoom.us/rec/share/D\\_1hgri9BExZQ\\_VIp3jhf1MsNS-6VkXgHHN2jI5KkUTSX-mQiFfOWuHKEfQ0k11-lsV7XO1VeQTsl-nEj](https://us02web.zoom.us/rec/share/D_1hgri9BExZQ_VIp3jhf1MsNS-6VkXgHHN2jI5KkUTSX-mQiFfOWuHKEfQ0k11-lsV7XO1VeQTsl-nEj) Passcode: [.@zj&k8\\$](#)
- Barnstable Middle School presentation click [here](#)
- Boston Public School Presentation click [here](#)

Advocate for your professional development needs. Use your data and specifically designed school counseling trainings to strategically provide relevant and data-identified personal and program PD.





# MASCA

Massachusetts School Counselors Association

*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)*