

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 58, No. 1

September 2021

Message from the Board Chair: Welcome Everyone!

By April Megginson

Welcome everyone! I am so excited to begin my term as the Board Chair of the Massachusetts School Counselors Association. I have served MASCA as the Government Relations and Advocacy Chair from 2017-2020 and I served as the Assistant Board Chair from 2020-2021. I was a high school counselor for 7 years in Arizona and a middle school counselor in Georgia for 2 years before going back and getting my PhD in Counselor Education and Supervision from University of Wyoming. I am currently a professor at Bridgewater State University in the Counselor Education program and serve as the School Counseling Program Director.

As we return to yet another school year amidst a pandemic, there seems to be a number of changes happening within the school counseling profession that will impact the important work that we do. A national spotlight on [anti-racist](#) and inclusionary practices in school settings invites us to reimagine our role as advocates for diverse and oppressed students. Another national spotlight, that comes with additional state and federal funding, includes combatting the mental health problems that our students are facing, and invites



April Megginson, Board Chair

us to re-envision our position in the prevention and intervention of anxiety, depression, and other barriers that prevent the academic and social-emotional success of students. This calls for us to advocate for appropriate training, additional school counselors, and a possible reevaluation of duties so that we can be utilized more effectively. Lastly, Massachusetts' change of title from *guidance counselor* to *school counselor* serves to align with the training, expertise, and appropriate duties of a school counselor more closely.

This shift has important implications for public perception of school counselors and the work they do. The public seems to believe that school counselors have more education and are more qualified to do the work of school counseling than guidance counselors (more on this can be found on [ASCA's website](#)). Using the title, *school counselor*, promotes the important work that we are doing, that we should be doing, and/or are trained to do. It also highlights

the unique contributions that school counselors provide, in contrast to administrative and teaching positions.

My hope is to provide opportunities to engage in conversations and professional development about these important changes throughout the work that MASCA does this year.

I look forward to representing you and this organization during the 2021-2022 school year. Please reach out if you have any questions or concerns. Hope to see you soon!

What does the Board Chair Do?

It is the Board Chair's responsibility to provide leadership and oversee the work of the Board and the Executive Council; execute the strategic plan; prepare for and preside over Board Meetings; appoint chairs of committees; work with the Executive Director in planning the Leadership Development Institute (LDI); serve as a member of the strategic planning and fiscal oversight committee; communicate to the membership through monthly columns for the Counselor's Notebook; represent MASCA at ASCA Delegate Assembly and affiliate meetings; Attend the MASCA annual conference; periodically review and be familiar with the associations documents; facilitate the annual review of the Executive Director; and assume other responsibilities as directed by the Governing Board.

How do you become the 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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*Celebrating MASCA's Diamond Jubilee
60th Birthday Year! April 2021 - April 2022*

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MASCA Summer Updates

By Bob Bardwell, MASCA Executive Director

The return of the school bell has already happened for most of us by now which brings with it the obligatory “What did you do this summer?” conversations among students and colleagues. While you were away on summer break, MASCA was busy moving forward with several initiatives that warrant an update.

We launched a pilot Mentoring Program in August and already have five mentors and six mentees sign up to participate. Under the capable leadership of Maryanne Margiotta and our Mentoring Advisory Team (Cynthia Esie-lionis, Maria Maloney, Helen O’Donnell, Erin Regan, and Chris Soverow), we have created a top-notch mentoring program for counselors with zero to three years of experience. This will be in addition to whatever mentoring is provided by the school district where they work.

This group has been working feverishly over the summer to create a Mentor/Mentee Handbook and all of the necessary forms that are associated with the program. Look for more details coming soon on our website. In the meantime, if you have any questions about the program or wish to participate as either a mentor or mentee, please contact Maryann at mmargiotta@stgrsd.org.

In late June we also started the weekly publication of MASCA Matters. Every Wednesday you will receive this electronic newsletter consisting of two parts. The first section is MASCA or Massachusetts specific information and the second section are brief blurbs and links to state and national educational related news. It is hoped that with this additional member benefit, there will not be a need for the bi-monthly MASCA updates so please pay attention to these Wednesday emails, especially the first part. If you are not receiving these emails, please let [me](#) know. This will supplement our monthly [Counselor’s Notebook](#) and periodic MASCA News which is published by ASCA.

The Governing Board met in early Au-



Robert Bardwell
Executive Director, MASCA

gust, our first in-person meeting since February of 2020. Our agenda included opportunities to get to better know each other, to learn more about good governance, and an update of our [Strategic Plan](#). A good chunk of our time was spent preparing for the upcoming Equity Audit which is being conducted in conjunction with ASCA. We are just one of four pilot SCA programs in the country that are participating at this time. This is exciting for many reasons, most importantly to ensure that all of our policies, procedures, documents, programs, communications, vendors, and services are open and accessible to all members. Stay tuned for additional updates and communications in the coming months as we will definitely be seeking your input through surveys and focus groups.

Speaking of groups, our [Special Interest Groups](#) (SIGs) will continue with hopes of launching a few more. We currently have elementary, middle, secondary, urban and retiree SIGs up and running and preliminary conversations about starting additional groups for school adjustment counselors, counselors of color, vocational counselors charter schools and LGBT counselors have started. If interested in learning more about the current SIGs or you

would like to discuss starting a new one, please contact me at executivedirector@masca.org.

Technology speaking, we welcome Julia Stone as our new Social Media Liaison. If you have anything you think should be posted on our Facebook, Twitter or Instagram accounts, please be sure to let her know (julesstone1@gmail.com). In addition, we are working on a member listserv, job bank, more back issues of our Counselor’s Notebook added to our website archives and changes to our MASCA homepage. Look for these changes over the next few months.

I want to take this opportunity to thank Dina Sibilia for serving as our Professional Development Chair for the past two years. She has stepped down to focus on her family and I am pleased to announce that Sandra Collins is returning to that position after a brief hiatus. Look for details about our popular New Counselor Bootcamp and other PD offerings coming your way soon.

On a very positive note, we ended the 2020-21 fiscal year on June 30 with a \$17,481 surplus over spending. While this does not totally cover the deficit from the 2019-20 fiscal year due to our cancelled conference, it does help replenish our coffers and allows us to continue to support the many exciting new initiatives and programs for this coming year.

I hope that you are all settling into the new school year and despite the rise in COVID cases and recent mask mandate, that you can have a healthy and “normal” school year.

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

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

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

Attendance Matters!

by Lisa Harney, Liaison, Massachusetts Department of Elementary and Secondary Education

“We’ll need a lot more than academics to help students recover from the pandemic.” This headline from a Hechinger Report sums up the challenge that we face in K-12 education across the state as the school doors are opened to a new, in-person school year. Districts and schools – administrators and staff – have worked tirelessly throughout the summer to find the right people, programs, and services to ensure their students have all they need - personally, socially, emotionally, mentally, and academically - to be successful this year. But the key ingredient for every student to be successful is for every student to be present every day. Attendance requires a positive, respectful partnership between home and school because Attendance Matters!

Research confirms that students who attend school regularly achieve at higher levels than students who do not. And this is true at any age and any stage of a child’s school career. We know that attendance is a factor for students to reach key milestones such as reading by 3rd grade as assessed on the MCAS ELA test, passing the state MCAS

tests in ELA and Math in grade 6, passing all grade 9 courses and graduating from high school as reported in our MA EWIS system. And Massachusetts data further demonstrates that at the high school level only 64% of students with low attendance will graduate high school in 4 years. Attendance Matters!

The pandemic has disrupted learning and family life. Economic hardship, increased mobility, changes to the learning environments and even dueling priorities in the home have left families and students seeking new routines to create a new sense of normalcy in their lives. The return to in-person learning may just be an opportunity for families to establish such routines; and focusing on attendance can help anchor those routines in the family schedule. Attendance Matters!

For students, a welcoming, nurturing school environment may draw them in and encourage a sense of safety and belonging which becomes the foundation for personal, social, and academic success. Students who feel a sense of belonging want to be

where they feel safe, want to be part of the school community. Attendance Matters!

To engage with students and their families as authentic partners, schools ought to consider attendance through the lens of equity. A review of attendance data by race/ethnicity may identify equity gaps and allow for engagement in root cause analyses to address structural inequities and practices. Then, family engagement activities and systems that value family life and honor cultural differences can flourish. Attendance Matters!

So as the school year begins let’s make sure every student knows that he/she is an important part of the school community and that he/she is missed if they don’t come to school. No matter the age, every student deserves to feel important and valued - Attendance Matters!!

Check out [Attendance Works](#) and their family handouts as well as the Department’s new family engagement [framework](#) for ideas and resources to engage school, family and community members in a campaign to promote Attendance Matters!

2022 Conference - Save the Date!

by Ruth Carrigan, MASA Board Member and Director of School Counseling, Whitman-Hanson Regional School District

Welcome back to the 2021/2022 school year! Although school is just getting started, your MASCA Conference Committee is already hard at work planning an excellent 2022 Conference for you! Our 2022 Conference will be held at the Boston Marriott Newton on April 4 and 5, 2022. We are pleased to announce that the current plan for the annual conference will include both in person and on-line options.

Our opening session on Monday, April 4th will feature Robert Jamison presenting *How Do You View The World? A Discussion of Diversity and Equity*. Our keynote speaker on Monday, John Nwosu, will present *Roses in Concrete: Emerging through Structural Adversity*. In addition, the annual conference will include excellent breakout sessions, graduate poster presentations, exhibits, sponsors, and more. Most importantly, attending the conference will offer a time to reconnect with colleagues as we navigate challenging times and our changing roles. As always, professional development points (PDPs) and graduate credit will be available.



We are currently 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. If you have a great program to share, please [follow this link](#) to find out more. The deadline for program proposal submission 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.

What are YOU bringing to the New School Year?

by Maria Maloney, Elementary SIG Leader and
School Counselor, Granite Valley School, Monson

A new school year is upon us. It seems that last year, with all of its unexpected and frequent changes, just ended. Yet, here we are moving our belongings back to school, buying new clothes, and thinking about lessons to teach, programs to start and time management to fit in everything we need to do. While each of these are important, some of these tasks are second nature and don't require much effort. Perhaps the most important things to consider are those that we cannot see or touch. Consider some of these intangibles as you begin the new year.

Self-care is a popular topic. But self-care is more than a massage, or other events that we may schedule. Self-care is a commitment to daily awareness of ourselves. It is paying attention to our bodies, our emotions, and our needs. It is sometimes saying no to things we would like to do, and asking for help when we need it. These small daily choices allow us to be our best selves for our own sake, and for our families, co-workers and students.

This awareness will not only increase our awareness of ourselves, but will increase our sensitivity to others. It will allow us to pause and be present to the person we are speaking to in each conversation. It can help us to recognize the emotions that are beneath the surface in interactions with upset and frustrated students or parents and respond accordingly in a supportive way.

Having a positive attitude is a commitment to bring with us as we venture back to school. Attitude and energy can spread rapidly in a school environment amongst both students and staff. As we embark on a new school year, we want to make sure that our attitude and energy are contributing to the atmosphere and helping to lift others up. A spark of kindness can sometimes make or break someone's day. Some of us, our students and

co-workers have not been in a school building for a year or more. This may lead to increased anxiety and opportunity for misunderstanding. How can we ensure that we are open to the needs of our students and colleagues? As we gather together again, bringing increased awareness of ourselves and our needs will assist us in being fully present at school each day.

While being present is important, it is also important to be genuine. "Toxic positivity" is a phrase that has become popular recently. Being "too positive" may earn us the reputation of being unrealistic, insensitive or unaware. We may find ourselves in the middle, unsure of how to be positive and realistic at the same time. In school counseling we are often striking a balance between being hopeful, and being honest about the situations in our schools and in the world that are challenging. In these ambiguous spaces, if we dare to have candid conversations with ourselves and others, we are able to acknowledge the difficult things, while also acknowledging the presence of possibility and hope for change.

This year, more than ever, it is important for School Counselors to focus on connection to selves and to community. As School counselors we will profit from true self care that recognizes our needs as professionals and humans, and that will allow us to bring our best selves to work each day. School counselors will benefit from an attitude of acceptance of their own needs and taking the time to tend to those needs. In this way, we will be able to tend to the needs of our students and colleagues. As we mindfully focus on bringing our best selves to work each day, we allow ourselves to connect with colleagues in a more authentic way. This connection will lead to increased dialogue about solutions to the complex problems we are facing this school year, and allow us to face them together.



29th Annual Conference — with — Stephen Pimpare, PhD

FRIDAY, OCTOBER 22, 2021
8:45AM – 3:30PM WESTMINSTER, VT
— Lunch is included —

CHILDHOOD POVERTY *in the Time of COVID*

EARN CE CREDITS!

CONFERENCE.KURNHATTIN.ORG

Please direct all inquiries for the conference
to Terry Andrews at (802) 721-6913,
or email tandrews@kurnhattin.org.

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College Planning Resources

By Julie Shields-Rutyna, Massachusetts Educational Financing Authority

MEFA would like to welcome all of you back to school this year. We hope you enjoyed a refreshing summer break and feel ready and excited for the school year. I think we already know it promises to be another year that will require so many of your human skills such as patience, adaptability, creativity, innovation, and many more. Know that MEFA is here to help where we can and we have a number of valuable resources available, including webinars for both families and school counselors.

MEFA will begin our College Fi-

nancing webinar series for families at the end of September, and will continue on a weekly basis into November. All webinar dates and times have been posted on our events page at mefa.org/events. Each webinar will provide a full overview of the financial aid process and be presented by a college planning expert, with a time for live Q&A at the end. Both daytime and evening hours are available, and a recorded webinar will be posted online for anyone unable to attend a live event. The webinars will be delivered in English, with Spanish and Chinese presentations also available.

MEFA will present webinars for families on several other topics including College Admissions, Understanding the FAFSA, What to Know About the CSS Profile, The College Process for Undocumented Students, and more. Additionally, on October 18th, MEFA will host another FAFSA Festival virtual event for students to re-

ceive one-on-one help completing the FAFSA. Families can register for all of these events at mefa.org/events.

MEFA has several live webinars and other resources available for school counselors through the MEFA Institute, our series of professional development opportunities. The MEFA Institute provides school counselors and college access professionals with lessons on planning, saving, and paying for college. You can watch live or

recorded webinars, read blog posts, and view videos to gain knowledge on college planning and earn PDPs. View it all at

mefa.org/mefa-institute.

MEFA wants to remind you of our valuable college and career planning portal for Massachusetts students, MEFA Pathway. Any student can get started planning for the future in this valuable resource by creating an account at mefapathway.org. And as a counselor, you can follow one of our many lesson plans on mefapathway.org/forcounselors to guide your students through the tool. You can learn more about MEFA Pathway in our How It Works video at mefapathway.org/how-it-works.

If you're an educator and interested in having your school utilize MEFAvPathway, please contact Jennifer Bento-Pinyoun at jbento@mefa.org for further information.

We look forward to working with you this academic year to help your students in all of their endeavors.



September 2021 Awareness Dates

Childhood Cancer Awareness Month

Children's Good Manners Month

Deaf Awareness Month

Hispanic Heritage Month (Sept. 15–Oct. 15)

Library Card Sign-up Month

National Childhood Obesity Awareness Month

National Preparedness Month

National Recovery Month

Self-Improvement Month

Sexual Health Awareness Month

Suicide Prevention Awareness Month

5-11 National Suicide Prevention Week

8 International Literacy Day

10 World Suicide Prevention Day

12 Grandparents Day

13-19 Student Sleep Health Week

15 National School Backpack Awareness Day

17 Constitution Day/Citizenship Day

18 World Clean-Up Day

19-25 Child Passenger Safety Week

21 International Day of Peace

23 International Day of Sign Languages

29 National Women's Health & Fitness Day

29 World Heart Day

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 3: Decade of the 1970's - Strengthening the Foundation of the School Counseling Profession



Keeping Stakeholders Informed

Publication of the *Counselors Notebook* (CN) began during the 1963-64 academic year, MSCA's 3rd year as an organization. We have discovered 5 issues of the 1970's CN, which have been part of the primary source of information for our MSCA 1970's summary, to enrich and provide depth to Louise Forsyth's *Capsule History of MASCA*. Unfortunately, Editor Oscar Krichmar's CN archives were lost, but we know MSCA leaders worked diligently to keep counselors and stakeholders statewide current and informed. In the early 1970's, the CN became a monthly publication.

MSCA's Statewide Counseling Network and Partnerships Grows

The founding MSCA leaders were visionaries and advocated for clarifying the new profession of school guidance counselors. Louise Forsyth documents the growing inclusive structure of MSCA identifying many statewide counseling groups that became MSCA affiliates, established their charters, and elected affiliate trustees to have a voice in MSCA association governance. It was a primary goal of the association to be inclusive and represent guidance counselors statewide and provide an opportunity for them to be heard. Louise cited many of MSCA's achievements in her Capsule History.

1970-1979: Highlights from Louise Forsyth's Capsule History - WHAT A DECADE!

- Membership ranges from 1400-1600+ including full membership for postsecondary counselors; established student memberships; policy for MSCA affiliation.
- Establishes VP positions to represent stakeholder groups: E, JH/MS, HS, Post-Secondary
- Legislative agenda working

with, endorsing, and lobbying on behalf of school counselors: Pupil Personnel Services in MA Report, MSCA/MTA work for tenure for school counselors, and successful passage of MA Student Records Legislation, MGL Chapter 766 and 622, privileged communication efforts, Career Guidance and Counseling Act

- Affiliates with MTA (1970-71)
- Development of certification requirements with MA Department of Ed
- Working groups partner with ASCA, APGA, MPGA and MTA legislative committees, College Board, Financial Aid, Directors of Admission for State Colleges, MA Assoc. of Mental Health, and NEACAC.
- MSCA becomes a voting member of College Board (1979-80).
- Begins tradition of 1-day fall workshops (1971 theme: Career Education) and 2-day spring conference; policy statement on workshops; robust PD with partner groups and affiliates
- Policy statements on Counselors Role in Chapter 766 and 622, with career development, and public relations (some successful news, TV, and radio promotion)
- Clarifies role of guidance programs in career education
- Ethics committee studies drug problems and role of guidance counselor
- ASCA praises excellence of MSCA Publications: Role of MS Counselor, Role of HS Counselor & Role of HS Counselors revised, Role of Elementary Counselors, Directory of School Counselors in MA, Calendar Book, MSCA Policy Manual, Handbook for JH Counseling, Public Relations Handbook
- Initiative to inform MA Dept. of Education and superintendents, principals, school committee associations about the role of school

counselors

- Work to revise MGL as relates to guidance and counseling
- Establishes a graduate student guidance and counseling scholarship fund for minority students
- Dr. Maxine Minkoff, MA Dept. of Ed Coordinator of Guidance and Counseling, works with MSCA to clarify guidance and counseling services for students resulting in the MA Dept. of Ed approved and published Position Paper on Guidance and Counseling (1978-79) and "Promising Practices in Guidance and Counseling"
- MSCA adopts ASCA's Code of Ethics
- MSCA partners with NEASC to develop "new" criteria for evaluating school counseling programs.
- Gov. King announces May 4-8, 1979 as School Counselor Week!

Feb. 1977 CN - Vol. 13 #6 Lead Story - Certification Update

MSCA's partnership with the MA Department of Education allowed early leaders valuable opportunities to advocate for the profession by drafting entry level credentials for school counselors, establishing the role of school guidance counselors, and clarifying their responsibilities. Gene Prior announced, "The work of the Professional Advisory Group for Guidance from December 1975 to July 1976 resulted in tentative approval of competency-based guidelines for certification of counselors at the entry level." The oldest issue of the CN currently located in our archives, published the entire draft proposal, promoted peer review and feedback, reflecting MSCA's work to establish professional counselor credentials. Proposed certification categories: Student Knowledge, Professional Leadership, Human Growth and Development, Communication, Research, Consultation and Referral, Career Development and Placement, Counseling and Intervention, Education Law and Ethics, Appraisal. The proposed guidelines were

(continued next page)

The 1970's

(continued from previous page)

mailed by the MA Department of Education requested public comment.

The 16 page Feb. 1977 CN had robust advertising: *Dean Jr. College, Franklin Pierce College, East Coast Aero Technical School, Northeast Institute of Industrial Technology, Scholastic Achievement Center, Charles River Academy, Thomas College, Lasell Junior College, North Bennett St. Industrial School, Regis College, UMaine/Augusta, The Navy, Northeastern, Quinnipiac College, Advisory Service on Private Schools, Johnson and Wales College, Roger Williams College, Newbury College, New Hampshire College, Curry College, and NACAC.*

Additional February 1977 CN articles:

- A discussion of Financial Aid and advocating that “*all college students treated as financially independent.*”
- *Transfer students and student records: Why are records not provided to receiving schools to assist with proper placements?*
- M.S.C.A. and the State Student Advisory Council hosted a PD event taped by Quincy Schools that was so successful it was replicated around the state
- Representatives of M.S.C.A. as members of each of the six Regional Educational Councils. (Discussion resulted in the) “*identification of four major problem areas: (1) the availability of counseling services (including a better management of time), (2) the certifications for becoming a counselor, (3) student participation in the counseling process (including student evaluation of prospective counselors and peer counseling), and (4) the limitations of human and material resources.*”
- *Career Education in MA by Geri Poskosh, Career Educational Specialist Mass. Dept. of Education (pg. 14-15)*
- *15th Annual MSCA Conference, May 1977 – “The Future is Now!”*
-

MSCA/MASCA's Footsteps Through the Decades October article will continue to focus on the MSCA development in the 1970's and specific achievements of 1978 and 1979.

MASCA Affiliate Cameo: Berkshire County School Counselors Association

On October 30, 1959 at the Berkshire County Teachers Convention Guidance personnel of Berkshire County were invited to a section meeting at Pittsfield High School by Charles E. Murphy, Director of Guidance for the City of Pittsfield.

The following people attended: Walter F. Reagan, John T. Reid, and Mr. Murphy of Pittsfield; Russell T. Bird, Lee; Maurice Filler, Williamstown; Dorothy F. Glendon, Dalton; Dolores Toporowski, Adams; and Scott Lowe, Great Barrington.

The purpose of the meeting was to decide whether or not it was desirable to form a guidance group in the county. Those present decided that such a group would be of value to all concerned, and authorized Mr. Murphy to find a suitable meeting place in Pittsfield for the first meeting to be held on November 9, 1959.

BCSCA - First meeting

An organizational meeting of Berkshire County School Guidance personnel was held in the Rosa Restaurant in Pittsfield, MA on November 9, 1959. Charles E. Murphy, Director of Guidance for the City of Pittsfield was elected chairman and Dolores E. Toporowski, Guidance Counselor at Adams High School was chosen Secretary. Twenty-two representatives were present from Williamstown, North Adams, Adams, Pittsfield, Dalton, Lee, Great Barrington, and Sheffield.

The main purposes of the group will be to exchange information and ideas, and to discuss common problems. The committee in charge will consist of Paul R. Rochford, Mount Everett Regional, Sheffield; Miss Dorothy F. Glendon, Dalton High; Scott Lowe, Searles High, Great Barrington; and Russell T. Bird, Lee High. Meetings will be every other month.

Edited from Berkshire Evening Eagle article and notes, November 10, 1959.

1964-1965 - Charles E. Murphy - Pittsfield was the first member of the Berkshire County Guidance Association to be elected President of the Massachusetts Guidance Association.

1969-1970 - Donald R. Sommer - Adams was the second member of the Berkshire County Guidance Association to be elected President of the Massachusetts Guidance Association.

1974-1975 - Edmund J. Plummer, Jr. - Pittsfield was the third member of the Berkshire County Guidance Association to be elected President of the Massachusetts Guidance Association.

Name change

At the May Appreciation Dinner in 2011 the Berkshire County Guidance Association voted to change its name to the Berkshire County School Counselors Association. The purpose of that change was to ensure that our local profes-

sional organization remains current in its mission and identity.

Current

The Berkshire County School Counselors Association (BCSCA) is a group comprised of School Counselors, School Adjustment Counselors, College Admissions Representatives, and individuals interested in promoting quality comprehensive guidance services throughout Berkshire County.

The BCSCA membership meets formally three times per year in October, March, and May. The October meeting is a college/university sponsored dinner which includes a business meeting, professional development component, and the opportunity to network. In March, BCSCA hosts an annual “Sharing Workshop” which involves a presentation/discussion regarding a guidance theme of importance to the membership. In May, the Association organizes an appreciation dinner to recognize retirees and administrative professionals. During this evening, the association also announces one scholarship recipient from Berkshire Community College pursuing a degree in counseling/education and a “Friend of School Counselors Award” is presented.

BCSCA collaborates with the Berkshire Superintendent's Roundtable to serve as a Professional Learning Network for school counselors. The Roundtable sponsors a fall professional development day and provides PDP's for our professional development work.

Each spring, the BCSCA offers a graduate-level school counseling course to provide and encourage professional development in our profession.

Past BCGA/BCSCA presidents in addition to Charles E. Murphy have included: Edmund Plummer, William Frazier, Carmelita Scott, Rosie Michel-Cleeve, Pat Gabarcik, Marietta Rapetti Cawse with Kathy Morgan, and Peter Andersen. Nancy Woitkowski served as treasurer for many years, followed by Donna Therrien. Amy Higgins is our current treasurer. Anne French is our current Professional Development Coordinator and lead teacher for our School Counseling Graduate Course offered through Fitchburg State University.



MASCA 60th BIRTHDAY TRIBUTES

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

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

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

Here is your chance to pay tribute to their work.

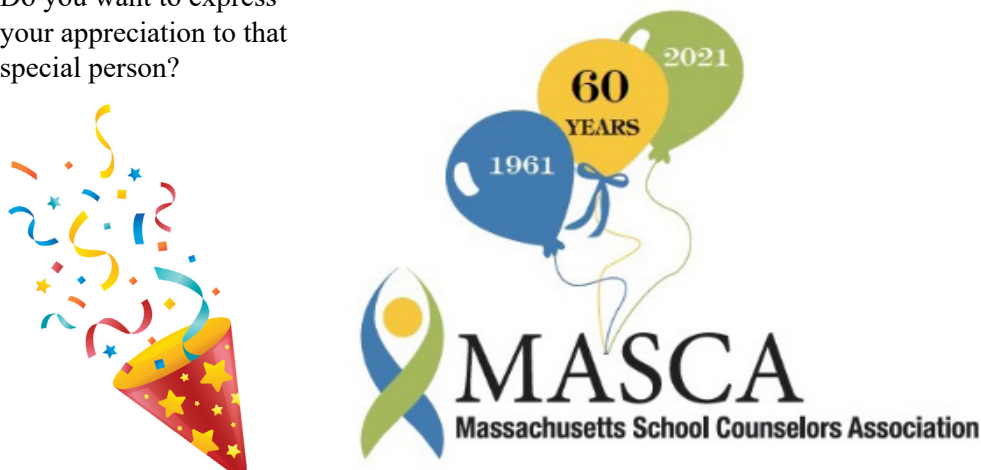
NOMINATION PROCEDURE

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

and attach a photo of the nominee.

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

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



MASCA's Diamond Jubilee - 60th 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. 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 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 60th 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 MASCA/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

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. 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 30th
- After receiving documentation of your PD registration, the Scholarship Chair will notify the MASCA Treasurer to disburse the funds to the successful awardees.

MASCA LOUISE B. FORSYTH AWARD

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.

The time is NOW to Chart Your Program's Course for 2021-22 Academic Year



The June CN MA Model Implementation article, "Drive your Action Planning with Student Needs Assessment Data!", encouraged counselors to gather and analyze student academic year results data to guide strategic future action planning. Action planning to address data-identified gaps requires gathering and analyzing inclusive results data, planning targeted interventions, careful monitoring and formative assessments of implementation progress by applying DESE's Cycle of Inquiry, identifying needed intervention modifications, and summative outcome assessments.

Guided by the MA Model 3.0 Committee's education end goal by encouraging, supporting, and modeling implementation of the MA Model 3.0 for Comprehensive School Counseling Programs, I applied the action planning process as I identified CN MA Model article themes for this year.

- Reviewing the DATA. Reviewing CN MA Model Implementation Articles by categories resulted in this data: Define = 6, Assess = 10, Manage = 14, Deliver = 4. Note: All the articles have been updated to align with MA Model 3.0. language and a chart with links to the articles is being posted in the MA Model resources section of the website. Link.
- DATA Assessment: Data indicated that the Deliver category had the least number of articles, but I knew that number was strength-

ened due to published CN Career Corner Activity articles with standards-aligned lesson plans, curriculum delivery strategies, and data collection ideas to assess lesson impact. The Define category was also low plus a PD committee suggestion was made about needed PD to establish Vision/Mission Statements and Program Beliefs.

- Establishing End Goals and Action Planning SMART Goal: During the 2021-22 academic year, CN MA Model Implementation articles will include 3 articles in the Define category and 3 articles in the Deliver category.

As we return to face-to-face school counseling programs this fall, counselors must use multiple data sources to identify student needs and plan closing the gaps interventions. A reminder: school counseling program goals should be strategically aligned with and support the achievement of the school-wide goals to reflect the department and each counselor's active involvement with the school's mission. The school counseling department or your personal action plan clearly identifies how you will work to achieve identified SMART goals.

1. Strategic Action Planning must be guided by data-Informed assessments.

- Review national and state research about anticipated student needs (ex: Transition support, challenges returning to structured school environments, rigorous academics, school attendance, Social Emotional Learning needs, building school climate, etc.)
- Recognize the pandemic year's impact on education by completing a multi-year data lookback to identify data-documented gaps.


Were grade level end goals/activities for HS students achieved in MEFA Pathways, XELLLO (former Career Cruising), Naviance, MassCIS, or other on-line platforms? Was identified school counseling Tier 1 school counseling curriculum delivered to all students and identified end goals achieved? Due to promoting all students, have students earned required grade level academic credits and on-track to achieve HS graduation requirements? What is the status of MyCAP portfolio development?

- What does EDWIN and EWIS data report about your attendance rates, graduation rates, and test results?
2. Review and update your student grade level end goals - Are they specific, measurable, achievable and realistic (SMART)?
 3. Monitor your implementation progress by applying DESE's Cycle of Inquiry with ongoing reviews to assess student progress towards achieving identified end Goals. (MA Model 3.0 pg. 27)

Now is the time to review your student needs data results, establish department program and student SMART end goals, chart out your programs academic year course guided by the MA Model 3.0, implement your plan, and monitor results.



Catch the MA Model 3.0 and chart your course now!



MASCA welcomes you
back to school and
wishes you a safe,
healthy and
successful year!

RETIREE NEWS

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

Save the date: September 29, 2021 3:30-5:00. Speaker: Marie Ardito “Leaving Your Handprint Behind” Register on the retiree webpage for a Zoom link

Save the date: Oct. 27, 2021 Speaker: Ward Johnson, MTA Representative “Retirement”



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