

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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April? Already?

By Jennifer McGuire, Board Chair 2022 -2023

Life as an educator is very cyclical. The work we do is directly tied to the calendar of a school year. Every fall is a new beginning, and before we know it, we are approaching the end. And then it starts all over again. How is April already? It does not seem possible that we are three-quarters of the way through the 2022-23 school year. When recognizing that fact, what is your reaction? Excitement? Stress? What are you counting down? (I am counting down how many more pieces of writing I need to submit to the Counselors Notebook!)

There are many different ways of approaching this situation. First, since we are in a part of the country that experiences seasons, many of us are probably excited about the good weather that should be waiting for us at the end of the school year. Even if you are a twelve month employee who works throughout the summer, it is hard not to enjoy the warm weather and sunshine. However, I always find myself feeling a bit discouraged around this time of the year— feeling like I am not



*Jennifer McGuire
Board Chair 2022-2023*

going to accomplish everything I set out to do before the school year comes to an end.

I am a big fan of goal setting. As counselors, we help our students set goals, but I find that goal setting can help us work effectively as well. Setting goals is like creating a road map. It helps you know where you want to end up, and having specific action steps can help keep you on track.. When we start to see the end of the school year approaching, we might stop and check in on our goals and the progress we are making this year.

Some educators might be reflecting on all they have accomplished so far this year. If you have a school counseling calendar, you can review it and proudly cross off everything that you or your team has tackled. If you stayed on task with your calendar, you may be excited about the last few months of the school year.

If you are not where you hoped to be by this point in the year, it is easy to be discouraged. However, we know that when working in schools, things happen. School counselors often need to change their plans at the last minute. You can plan, plan, and plan, and then a crisis comes up and you have to pivot and do something entirely different. These changes can lead to delays in accomplishing your goals. If you can identify the barriers you encountered, take some time to consider whether or not these barriers are likely to be encountered again. How can you do things differently or plan things differently next year to avoid running into the same situation?

One of my colleagues that I work closely with planning events and programs always likes to have what she calls a “lessons learned” meeting after an event. I love the concept and, more importantly, the positive name she has for it. How many times have you tried to implement something during the year and you’ve thought to yourself, I should have made notes about what went wrong last year? Often we are so caught up in moving on to the next initiative that we do not take the time to regroup, individually or as a team, and reflect on the challenges we encountered or jot down our thoughts about what we might do differently next time.

I wish for each of you a productive last quarter of the school year. Whatever you are counting down or looking forward to, I hope you take some time to reflect on all you have accomplished on behalf of your students, and that you view your lessons learned as something to motivate you moving forward!

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School Counseling Program Evaluation Update

By Bob Bardwell, MASCA Executive Director

Here's an exciting update that I am thrilled to share with the MASCA membership.

Back in [December 2021](#) I wrote about MASCA's foray into the field of School Counseling Program Evaluation to see if there was interest among members to help start and implement a program evaluation initiative.

Fast forward to April 2023 and I am thrilled to report that not only do we have a solid committee, but we also are on the verge of scheduling our first school visit for this spring.

First, a huge thank you to Karen-Marie Harrington, Program Evaluation Coordinator, for her leadership in getting us to this point. Also thank you to her fantastic committee (Paige Kenney, Nicole Fernald, Kari Denitzio, Sarah Spence, Cynthia Jackson, and Gloria Rubilar) who have stepped forward to create this project from scratch.

The Committee is now ready to launch the pilot program. To get to this point they have spent hundreds of hours researching, creating, discussing and organizing the numerous documents, surveys and procedures that are required for this program to launch and be successful. Keep in mind, to our knowledge, there are no other school counseling associations in the country doing this type of work. This means we are navigating uncharted territory and certainly exciting for MASCA.

What exactly is a program evaluation? A well-done program evaluation starts with the school counseling staff completing a self-evaluation, looking at what they do well, not so well or not at all. While not every school counseling program is, or



Robert Bardwell
Executive Director, MASCA

should be the same, the self-evaluation phase allows for the staff to look closely at what they do and if it is effective and relevant. This phase should also include input from other constituencies, in this case students, staff, including administrators, and families/community members. Typically, the outcome of the self-evaluation phase is a list of things that are done well and that need to be improved upon, changed or added.

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

Why would anyone go through all of this work you ask? Conducting a program evaluation is the best way

to find out if what you are doing in your school counseling program is done well or even at all. My experience with numerous school counseling programs is that they just do what they have done before. There is often little-to-no data which indicates what the students, families and the school community need or value from counselors. We just do what we do because we have always done it, we know how to do it and we feel we are doing it well. Yet in the meantime, the world around us has changed, students are different, a new generation of families have emerged and how we deliver services has vastly changed.

So, how do you get involved with this project you ask? School counseling directors or administrators interested in learning more about this project should contact [Karen Marie Harrington](#) to discuss the process and next steps. Karen-Marie will then work with the school-based staff to determine if a program evaluation is appropriate and if so, develop a timeline for implementation. We are currently planning one pilot for this spring and likely three or four in the 2023-24 academic year depending on interest and committee availability.

As we embark on this new adventure MASCA is providing yet another member benefit for our members. The pilot this year will give the Committee feedback about the process and materials in order to make them better and more efficient when we launch with additional schools next year.

We hope that you will take time to learn more about and take advantage of the [MASCA Pilot Program Evaluation initiative here](#).

Welcome to our Newest Members

The following have joined MASCA in the last month:

Paige Almstrom	Brian Fletcher	Jaclyn Mickiewicz
Jayne Banfield	Cameron Fox	Sydney Morse
Yoharennny Carrasco	Nora Furtado	Migali Olander
Jill Chandler	Alexis Glynn	Maribel Ortiz Douglas
Dena Coffey	Jasmin Hagen	Shannon Paquette
Bryant Craft	Deb Hempel	Ryan Sacco
Angela Cullinan	Chiara Hill	Karen Sherman
Kamara Curry	Alyssa Kievra	Shannon Songin
Kristin Duffy	Alexis Kostas-Winslow	Meghan Sousa
Samantha Essex	Anna Kovar	Victoria Tavares
AnnieKaye Ficarra	Jenna Lehane	Paul Vaccaro

If you know any of these new members, please extend a warm welcome and greeting.

We are happy you have joined us!

April 2023 Awareness Dates

Alcohol Awareness Month	Month	10 National Youth HIV/AIDS Awareness Day
Arab American Heritage Month	Month of the Military Child	15-21 Week of the Young Child
Autism Acceptance Month	National STD Awareness Month	17-21 National Volunteer Week
Child Abuse Prevention Month	National Youth Sports Safety Month	22 Earth Day
Community Service Month	School Library Month	23-29 National Library Week
Counseling Awareness Month	Sexual Assault Awareness and Prevention Month	24-28 National Specialized Instructional Support Personnel Appreciation Week
Deaf History Month	2 World Autism Awareness Day	26 Administrative Professionals Day
D.E.A.R. Drop Everything and Read Month	5 Sexual Assault Awareness Day of Action	30 Children's Day/Book Day
Keep America Beautiful Month	6 National Alcohol Screening Day	
Mathematics Awareness	7 World Health Day	

GET OUT! (of your office)

By Cory McGann

When speaking with students who are looking to see me, I will sometimes hear a familiar refrain: “You’re never in your office!” They don’t really mean it, they are just a bit annoyed that they weren’t able to see me at that exact moment that they wanted to see me. However, for some counselors in some situations, not being in your office can be a really good thing and something to work into your school counseling practice.

The first benefit is visibility. Counselors are school leaders so should be an active, visible part of the school community. Taking a quick walk down a few hallways, giving an enthusiastic “good morning” to students, saying hello to teachers who are standing outside their doors are all good ways to increase your visibility. There is nothing better than getting that bemused smile from a half-asleep teenager headed to class when you greet them with a too-enthusiastic “good morning!” Yes, it’s somewhat of a “dad joke” but it gets the student to smile and it lets them know that they are seen and recognized and welcome.

The other benefit to getting outside of your office is to build connections, particularly with teachers. Anytime I need to speak to a teacher but can do it in person, I take advantage of it. If I can build rapport with a teacher over something innocuous or small, it helps when I need to consult with the teacher over an issue that is larger or more meaningful.

I also use leaving my office as a hidden check-in on my students. If there is a student that I want to make sure is doing OK but doesn’t necessarily need a formal meeting with me, visiting his or her class to chat with the entire class and their teacher is a great way to do it. It builds rapport with the other students, allows you to say hello to the teacher, but also allows you to check in quickly with your student who doesn’t realize it was about them. If you aren’t liking what you are seeing (they seem withdrawn or not engaged) you can have them come with you right then, or call them down after the class is over.

Participating in school activities or serving as a club or class advisor is also a good idea for school counselors when possible. Students need to know that you care about them as people, so if you are able to attend their activities it goes a long way. Those challenging conversations are much easier to have if they know that you have made an effort to engage with them when things are going well in their lives. One of the things that was lost from us during the COVID era is the fun parts of school for kids, so any time counselors can help make fun happen or be part of it, we should be all over it.

Most importantly, though, it is good for YOU to get out of your office. Walk around, get some steps in. Clear your mind. Walk away from your computer. We have really challenging jobs with a lot of stress, sleepless nights, full plates, and tired minds. Taking a walk around the building and engaging with students and our fellow staff members provides a short bit of rejuvenation throughout the day. Make sure you find time to do it!



[uAspire](#) is partnering with DESE this school year to bring a variety of [free](#) resources and services to students and counselors across the state of MA to support FAFSA completion efforts such as online trainings for counselors, a virtual FAFSA help desk, student-facing webinars, and Zoom-based appointments to help complete the FAFSA and next steps.

You will find a variety of helpful free tools and resources on [this website](#).

Contact Erica Rose at ericar@uaspire.org if you have additional questions.

Work Based Learning in a Post Covid World

By Renee Considine, MA, CAGS

The role of the counselor has dramatically changed over the course of Covid. Just like the rest of the world, counselors were forced behind a computer screen for virtual everything. One on one sessions, college planning, classroom curriculum all moved to behind a screen. But, what happened to all of those students who were out of the building, engaged in Work Based Learning (WBL)? Some students were immersed in the remote experience with their mentor, others were given supplemental assignments by their school to career facilitators and counselors and some were just left floating in a work-based no man's land with no responsibility or accountability.

First, what is WBL or Career Development Education? DESE defines it as well-designed strategies for teaching and learning that enable a student to prepare for a successful future in an economically viable career. In Massachusetts, this body of work is based upon the state's definition of College and Career Readiness, which establishes that students need to acquire knowledge, skills and experiences in three domains — i.e. academic, work readiness and personal/social domains, to be ready for their futures. CDE involves the provision of relevant curricula and activities in the work readiness realm, generally offering career awareness, exploration and immersion activities.

Connecting Activities is deeply involved in Career Development Education in schools across the state. Through the intermediary services offered by the CA network, schools, employers and community orga-

nizations design and implement a wide range of activities in each of the three CDE stages; examples include career fairs, job shadows, internship programs, and more.

Two years back into in-person learning, we are still feeling the ripple effects of Covid with our WBL students. Currently, Massachusetts has approximately 2,500 high school students enrolled in a Connecting Activity and using a Work-Based Learning Plan. Getting those students placed in these experiences has been anything but easy for the past two years. When asked about the challenges that facilitators are facing post Covid, Karen Anti, the School to Career Facilitator at Palmer High School says, "COVID has dramatically impacted Work-Based Learning opportunities. Many placements no longer accept high school students due to illness exposure. Additionally, many organizations are short staffed with overworked staff who do not have time to mentor students. Others focus on providing college students with internships. Many organizations have had significant staffing changes and contacts have changed. The entire placement development process must be facilitated, requiring significant time and effort." Others report that since many local businesses and organizations have shifted to a work from home model, students have no appropriate place to work with their mentor.

As counselors and facilitators, the benefits of WBL are significant, so facilitators are not stopping the hard work to garner valuable experiences for their students. Jillian Hogan, school counselor at Tanta-

squa Regional High School says, "WBL is important because it helps students gain exposure to different career options and opportunities. It gets them out of the classroom and into the workforce with hands-on, meaningful experiences, rather than just hearing about careers, they are trying them out." Caitlin Phelps, Interim Cooperative Education Coordinator at Pathfinder Regional Vocational Technical High School in Palmer feels that, "Offering students the opportunity to put their knowledge and skills into action in a real-work environment allows for development of technical and professional skills and promotes personal growth. Very often students who may struggle with certain aspects of academic assignments are able to experience great success through work-based learning. This success provides motivation to excel in other areas of their development."

In Massachusetts, DESE has made a commitment to students to help facilitate and ensure placements. In a recent blog post by the American Student Assistance organization, Dr. Kerry Akashian, Career Development Education Lead for DESE said, "Career development in Massachusetts is a collaboration among partners in K-12 education, higher education, workforce development and other youth-serving agencies. Multiple programs and initiatives deliver these learning opportunities to youth, from Career/Vocational Technical Education to Innovation Pathways to MYCAP (My Career and Education Plan). One of the longest running programs, since

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Work Based Learning

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1998, is **Connecting Activities**, a statewide network led by the Massachusetts Department of Elementary and Secondary Education. It's an intermediary group who works with the MassHire Workforce Boards, and the reason why the Department of Education is involved is because of our youth focus, so instead of having the Department of Labor and Workforce Development lead these initiatives, it's the Department of Education alongside the Department of Labor and Workforce Development. The youth leads at the regional workforce boards serve as intermediaries and liaisons with schools and employers to increase the number of high-quality internship opportunities to ensure that students are getting equitable career development education experiences and are growing the future workforce in Massachusetts.

High schools across the state work with MassHire to create and establish relationships with local businesses and organizations to give students these experiences and skills necessary to be career ready. In Western Massachusetts. The Hampden County Workforce Board serves as an umbrella organization for various school to career initiatives and activities throughout the area. For information on your workforce development board, and to find a MassHire location near you, click [here](#).

Renee Considine is a School Counselor and School to Career Facilitator at Minnechaug Regional High School in Wilbraham. She is a member of River East School to Career and oversees the school's Internship/Job Shadow program for seniors.

Grandparents Raising Grandchildren

By Lynn Girton



Many children these days are being raised by their grandparents or other relatives. This occurs because of the unavailability of the parents, either because of death, drug or alcohol addiction or other conditions. In Massachusetts there are over 10,000 families composed of children and the grandparents who are raising them. There are many challenges that face these alternative families. These include, among others, financial challenges, seeking therapy and obtaining benefits for the children.

There are resources that are available to support these families. The Commission on the Status of Grandparents Raising Grandchildren (the "Commission") was formed by the Massachusetts legislature in 2008. It consists of 15 members and its purpose is to educate and advocate for these families. The Commission has been successful in seeking many legislative and administrative changes that are beneficial for grandparents and the children they

are raising. The Commission is currently seeking passage of a bill that would allow children raised by their grandparents or other relatives to obtain a waiver of tuition and fees at any Massachusetts college or university. More information about the Commission can be found at its website at www.massgrg.com

In addition to the Commission, there is a state created program called the Kinship Navigator. This is a statewide program and is available to any grandparent or other relative who is raising their related children either through the Department of Families and Children ("DCF") or outside the DCF system. The Navigator program can help these families access services and programs. For example, they can help a family apply for and receive the child only grant under the TAFDC program. They can also help with getting the child on MassHealth (Medicaid). They serve all families without regard to income or assets. For more information on this program, please visit their website at www.mass.gov/kinship-navigator.

Single Sex College Admissions in a Non-binary World

By Barbara W. Meyer

Recently, a Boston Globe article caught the attention of one of my colleagues. As a long-time ally to the LGBTQIA+ community, and a former high school GSA advisor, the subject intrigues me.

“WELLESLEY — Students at Wellesley College approved a nonbinding referendum calling on the college to admit transgender men and use more inclusive language in campus communications. But administrators said Wednesday that “there is no plan” to change Wellesley’s admissions policy or its mission as a women’s college.

The administration’s response to the student-led referendum Tuesday night has roiled the campus, frustrating those who said that Wellesley has always enrolled transgender students and that the admissions policies and communications should reflect those gender identities. The college currently admits transgender women and nonbinary persons but says “those assigned female at birth who identify as men are not eligible for admission.”” (From the Boston Globe, March 15, 2023: https://www.bostonglobe.com/2023/03/15/metro/wellesley-college-referendum-supports-admission-transgender-men-administrators-disagree/?p1=BGSearch_Overlay_Results.)

Students at Wellesley went on to argue that trans men already exist

at and attend Wellesley, and that they should be acknowledged with an updated admissions policy. Another dispute centers around the college’s use of the word “women” on their website, literature and around campus. Students say that this word only reflects some of the student body.

In 2019, Higher Ed Dive published an article that summarizes the landscape of historical women’s college admission: Policy changes allowing transgender and nonbinary people to be admitted may go largely unnoticed now, but “admissions practices for gender nonconforming students remain vastly inconsistent among women’s institutions.” In addition, “Women’s colleges now largely admit trans women, but very few accept trans men. Some of them profess to accept students who don’t identify with a single gender, but only if they label themselves female.” (Jeremy Bauer-Wolf, November 2019; <https://www.highereddive.com/news/at-womens-colleges-trans-and-nonbinary-applicants-face-inconsistent-rules/567537/>.)

According to Campus Pride in 2021, of 26 historically women’s colleges in the U.S., 22 have formal admissions policies that include some transgender students (December 9, 2021; <https://www.campuspride.org/tpc/womens-colleges/>.) Most of these 22 institutions’ policies mirror

Wellesley’s decision: Students are eligible for admissions if they identify as women, regardless of the gender they were assigned at birth. And all but those 4 colleges will allow an enrolled student to remain enrolled if their gender identity changes to male. Only one, Mount Holyoke College, formally admits trans men.

Additionally concerning to me is the statement by Wellesley President Paula Johnson, cited in the 2023 Boston Globe article, “Wellesley admits eligible applicants who consistently identify and live as women, including cis, trans and nonbinary students.” Must a nonbinary student claim that they consistently identify as a woman, in order to be considered for admission? The definition of nonbinary is “denoting, having, or relating to a gender identity that does not conform to traditional binary beliefs about gender, which indicate that all individuals are exclusively either male or female.” (Oxford English dictionary). The nonbinary students I know do not consistently identify as male OR female. Johnson’s statement, once again, turns a spectrum of gender identities into a binary equation.

The issue of gender in college admissions is not a simple one, and for historically single-sex colleges, it is very complex. But then again, so is gender identity.

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

By Helen C. O'Donnell, Ed.D

As we approach the spring birthday of MASCA, established April 7th, 1961 as MSCA, this 1960's decade summary is a tribute to our early conference sponsors and hosts. Our sponsors and partners are key to the continued successful growth of the MA School Counselors Association in the 21st century.

THANK YOU for your continued support.



MSCA/MASCA's Founding Decade Conference History:

- April 7, 1961 - MASCA's first meeting at Babson College convened by Warren E. Benson, Senior Supervisor of Guidance, Office of Guidance and Placement, MA Department of Education.
- May 22, 1962 – MSCA holds first conference at Babson College
- May 1963 – MSCA conference hosted by Babson College.
- May 1965 – MSCA conference hosted by UM Amherst
- May 1966 – MSCA conference hosted by Brandeis, Waltham
- May 1967 - MSCA conference hosted by Dean College
- May 1968 - MSCA conference hosted by UM, Amherst
- May 1969 - MSCA conference hosted by College of the Holy Cross
- May 1970 - MSCA conference hosted by Eastover, Lennox
- May 1971 – First 2-day MSCA conference at Boston Statler-Hilton
- May 1972 - Began tradition of 2-day conference in Hyannis



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

MASCA deeply values its diverse membership and is fully committed to creating an organization where each individual is welcomed, included, respected and empowered. No person will be excluded from MASCA on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, political affiliation or military status, or for any other discriminatory reason.

These activities include, but are not limited to, appointment of its Governing Board, hiring or firing of staff, selection of volunteers and vendors, and the providing of services.

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

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

Endorsed by both MA DESE and MA School Counselors Association's Governing Board, the MA Model 3.0: Framework for Comprehensive School Counseling Programs is an evolving document to guide professional best practice. It was presented as a professional courtesy to the field in the spring of 2020 as a public domain resource. This ongoing Counselor's Notebook (CN) series shares steps and strategies for implementing the MA Mode 3.0 and ASCA Model 4.0©. A library of updated MA Model resources and CN implementation articles can be accessed from the MA Model page of the MASCA website. (Choose MA Model option under Resources tab.)

Action Research Findings 2022: Documented by Colleagues in MA Accountability Report Cards (MARC Jr).

As we approach the last quarter of the academic year, it is time to review SMART grade level outcomes and ask the questions: *What progress have students made to achieve their grade level outcomes? What is our action plan for 4th quarter to help all students successfully achieve these outcomes? Is our program achieving target goals?*

Action research as applied to educational practice provides the opportunity to define a research question and identify an action plan for collecting data and assess data finding to answer research questions. Several past CN MA Model Implementation Articles address Action Research and guided instruction for completing a MARC or MARC Jr. Access to past *Counselors Notebook* articles can be found scrolling down the page at <https://masca.wildapricot.org/Publications>. Archived CN articles include: **MA Accountability Report Cards** (Mar.'18), **Reflective Practices & Action Research** (Apr.'18), **Measuring Implementation Progress** (Sept.'18), **Documenting Program Accountability with MA Accountability Report Cards** (Dec. '18), **Measuring % Change** (Jan. '19), **Are All Students READY for Success After High School?** (June '19), **MA School Counselors Measure Up! Recognizing Research and Outcomes** (May 2021), **Drive Action Planning with Student Needs Assessment Data** (June '21), **Strategic Action Plans Chart Your Program's Course** (Sept. 22), **Formative Assessments** (Nov. and Dec. '22), **Program Assessment: Are you Achieving You End Goals** (May 22).

In the March 2023 CN pg. 8, Gloria Rubior, MASCA's Research and Eval-

uation Committee Chair, called on counselor education programs to instruct students to participate in school counseling professional practice research. *I encourage all conference attendees to visit the Graduate Posters at the MASCA Conference and see examples of their action research in action!* I praise the current efforts of some graduate programs to require capstone projects related to completing action research during their practicum experience. And, I am always proud to see the MARC Jr template design imbedded into the graduate student poster session displays!

I am also privileged to share on-going school year action research from current school counseling practitioners in the field that have submitted MARC Jr. documents. Soon these MARC Jr. documents will be joining others on the MA Model resources page of the MASCA website <https://masca.wildapricot.org/Lesson-Plans/#MarcMarcJr>.

MARC Jr. Highlights include the research question and some findings:

Anna Rigali, MA arigali@hps.holyoke.ma.us College/Career Counselor at Holyoke HS North, Holyoke

Research question: *Are Early College Program students engaging in post HS planning and successfully transitioning to/persisting in certificate training programs or college?*

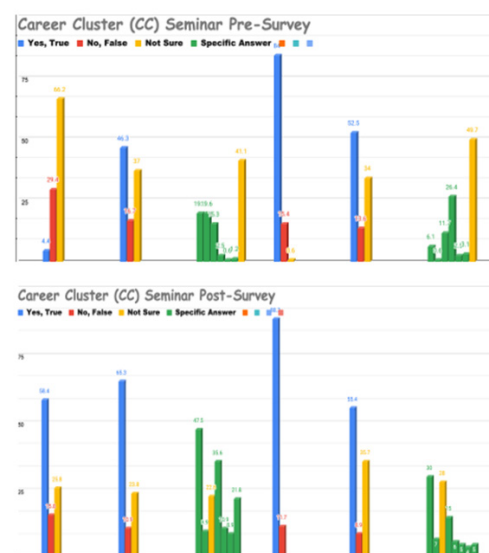
Chart 3: Learning Targets Progress for Early College Students

Learning targets:	Grade 12	Grade 11	Grade 10
Completed FAFSA	95%	N/A	N/A
Enrolling in college	95%	N/A	N/A
Completed 2+ college planning activities	86%	86%	100%
Is able to identify one or more college of interest	95%	83%	83%
Post-test accuracy (financial aid/college admissions)	N/A	84%	95%

Pam Paynter, MSW, LCSW ppaynter@bostonpublicschools.org 9th Gr. Counselor, Madison Park VT HS, Boston

Research Question *During the pandemic SY 2020-21, how successful was the Gr. 9 seminar goals to have all students log in and activate their Naviance account, complete 2 activities, and begin building their MyCAP digital portfolio?*

Findings: *“For both seminar lessons, Pre /Post Data findings indicate a significant increase in students’ understanding of the material and achievement of lesson competencies”* as evidenced by the following sample graph.



(continued on next page)

MA Model

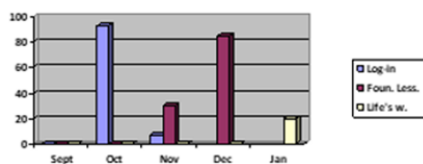
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Teresa Largay, MA largayt@springfieldpublicschools.com Putnam TV Academy, Springfield 9th Grade School Counselor

Research Question: Can all 2022-23 Grade 9 students successfully transition to Putnam Voc. Tech nqusecond choice shop by third Quarter?

Findings

Graph 2: Semester 1 Cumulative Naviance Completion Data. N= 370



Graph 3: Student placement in shops

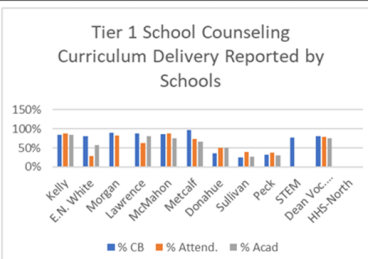


Giselle M. Rojas, MSW grojas@hps.holyoke.ma.us Director of Student Services, Holyoke Schools

Research Question: During the 2021-22 academic year, has the Holyoke Counseling Dept. made measurable progress towards achieving department goals of MA Model implementation and Tier 1 department curriculum delivery?

Chart 1: Delivery of District Tier 1 School Counseling Curriculum- Pilot Year % of Students receiving lessons.

School Counseling Curriculum	Students in grade	Community Building %	Attendance %	Academic Responsibility %
Kindergarten	300	83.67%	87%	55.67%
First Grade	364	82.42%	78.30%	75.27%
Second Grade	372	82.26%	66.94%	72.04%
Third Grade	358	72.63%	67.32%	62.57%
Fourth Grade	370	61.89%	46.76%	49.19%
Fifth Grade	299	57.53%	36.45%	56.86%
Sixth Grade	234	31.20%	27.35%	22.65%



Giselle M. Rojas, MSW grojas@hps.holyoke.ma.us Director of Student Services, Holyoke Schools

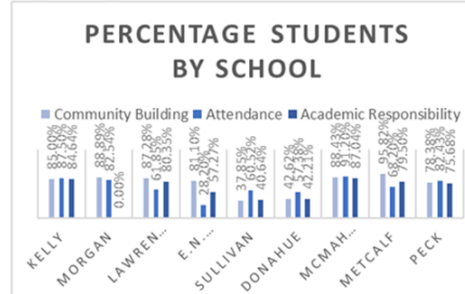
Research Question: During the 2022 calendar year, has the Holyoke Counseling Dept. continued to make measurable progress towards equitable school staffing, role definition, clarification of counseling team duties, and delivery of School Counseling Curriculum?

Findings

Chart 1: Delivery of District Tier 1 School Counseling Curriculum- Second Year (% of Students receiving lesson)

School Counseling Curriculum	Students in grade	Community Building	Attendance	Academic Responsibility (Own your Learning)
Kindergarten	309	52.75%	43.69%	55.34%
First Grade	330	42.42%	39.39%	53.94%
Second Grade	373	47.45%	34.32%	43.43%
Third Grade	361	42.11%	36.57%	52.35%
Fourth Grade	350	48.86%	47.71%	36.57%
Fifth Grade	352	51.99%	36.36%	19.60%
Sixth Grade	359	46.80%	45.96%	45.68%
Seventh Grade	339	38.94%	35.10%	24.19%
Eight Grade	339	67.85%	34.51%	24.19%

Graph 1 Analysis of Chart #1 data



Jessica Whelan, MEd sheehanwhelan@gmail.com School counselor/Restorative Justice Coach Maria Weston Chapman MS, Weymouth

Research Question: Is Restorative Justice implementation decreasing ISS suspension referrals?

Findings: The chart below shows a clear decrease in the number of students being referred to ISS since the implementation of some RJ practices in January 2023.

Graph 1: In school suspension referrals from before implementation of restorative practices and then after

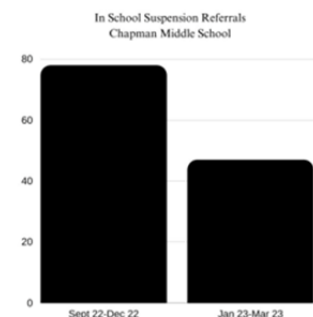


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Inquiries about MA Accountability Report Cards (MARC and MARC Jr.) details and opportunities for guided mentoring for MARC document development or MA Model PPD or graduate studies professional development: helenod@att.net