

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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Will you *Be the One*?

By Jennifer McGuire

Welcome back! I am pleased to serve as the MASCA Board Chair for the 2022-23 year. I hope this issue of the Counselor's Notebook finds you well rested and ready to tackle the school year. For those of you who have time off in the summer, I hope you enjoyed it, and for those of you who work year round, I hope you were able to take some time to relax and practice self-care. It is so important to the work we do.

This summer was exciting and busy for me. I changed jobs for the first time in 18 years. That experience was overwhelming, to say the least. There's nothing like packing up your entire office into a few plastic tubs and putting it into the back of an SUV! Like many changes we experience throughout life, it was bittersweet. I am very proud of the work I have done as a school counselor and I will miss my students and colleagues greatly, but I am excited to shift to an administrative role where hopefully my passion and hard work will have a wider impact. I will admit it was tough to give up my flexible time in the summer. However, the excitement of a new experience balanced out the drawbacks!

I also had the fortunate opportunity to experience some fabulous professional development events this summer. I attended the ASCA Leadership Development Institute, Delegate Assembly, and conference in Austin, Texas. I know I have said it before, but



Jennifer McGuire
Board Chair 2022-2023

there is nothing like a national conference to get your mind running and thinking of all of the exciting things you would like to implement in your work. The ability to network with colleagues across the country is also incredibly valuable. In August, I attended my first Massachusetts Reach Higher convening at Worcester State.

Regardless of your personal work schedule, all of us in education are accustomed to viewing the year as beginning in late August and ending in late June. Unlike most others, we set new year's resolutions that coincide with the first day of school, not January 1. What goals have you set for yourself as you embark upon this new school year? As a school counselor, there is never a shortage of work to be done. We use data to show how the work we do with students makes a difference. We design comprehensive school counseling programs that are data driven. We seek to make our schools and communities safe, welcoming, and supportive for all students (and all educators, for that matter). And while doing all of this, we tend to the individual social-emotional, academic, and future planning needs of our students.

Our work can be exhausting. Lately, the news is full of stories on the teacher shortages across the country. People are leaving education and schools are scrambling to fill vacancies. We have made a commitment to be in our roles, to serve our students and families, and to advocate for our profession. (This is one of the reasons that self-care is so important—you need to take care of yourself in order to take care of others!)

There are many ways to measure the success of the work we do. Yes, the data is great, especially when it can be leveraged to underscore the value of school counseling or to advocate for additional counseling staff. But I think most educators would agree that the qualitative feedback we get from our students and families is far more meaningful than any test score, graduation rate, or other numerical value. The notes and letters that students or parents send us thanking us for something or telling us how we made a difference—those measure success. **Save them.** When you are having a tough day or wondering why you made the choice to become a school counselor, they will be invaluable. And really, is there anything better than unexpectedly running into a former student who tells you (and everyone else in earshot) how you impacted them? Sometimes, the moments they recall are not the ones you ever thought would stick with them. It's humbling. It's the "why" in "why do we do this?"

The MASCA leadership is excited to support our membership throughout the year. Our theme is **BE THE ONE!** This year, I challenge you to **BE THE ONE!** *Be the one* that makes a difference for a student. *Be the one* that speaks out against systemic racism in education. *Be the one* that advocates for more time with students and less time with non-counseling duties like test proctoring and lunch duty. *Be the one* that explains why the title matters! *Be the one* that asks how you can get involved with MASCA.

Be the one... [your answer here]!

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Welcome Back!

By Bob Bardwell, MASCA Executive Director

Welcome back to the 2022-23 school year. It seems like just yesterday it was June and we were saying good-bye for the summer. The longer I work in the schools, the quicker it seems that summer flies by.

September is my favorite time of the year for so many reasons, one of which is the return-to-school. (It also happens to be my birth month). Of course, this return-to-school will be even a bit different than the last few. It seems like we all slugged through last year. Comments like “This is the hardest year ever,” could be heard from many colleagues. The new normal is anything but normal for those of us who have been counseling for a while.

Despite these ongoing challenges, I want you to know that MASCA is doing great, perhaps even awesome depending on your measurement. Three common metrics used to determine the status of a healthy organization are membership numbers/growth, numbers of participants who attend events and its fiscal health.

Let’s talk membership. The highest previous known membership was 1606 in 1976. In April 2022, we hit a high of 1760 members. Not only did this represent the highest known number of members, but it also was a 103% increase of members since July 2019. Can you say WOW? This is not normal for professional organizations in 2022, but we have bucked the trend.

Although that number has now dipped slightly, I am confident that we will continue to grow especially since the Board voted to offer free membership to graduate students for the foreseeable future. The idea is that despite a low cost of \$15, many graduate students did not join. We hope that removing the financial barrier of membership will not only get more participation and involvement early



Robert Bardwell
Executive Director, MASCA

in their school counseling careers, but will only continue once they have secured a professional position.

In regard to participants in our activities, our annual conference is our biggest event. We had a 617 total of participants. We do not have numbers from the early years but we most likely set a record number in 2022. We also know that our virtual PD sessions, SIG meetings, book clubs and networking opportunities have filled the numerous needs over the past few years. While we may not love zoom meetings for everything, we do need to acknowledge that the platform has fundamentally changed how we can now offer professional development, networking and support.

The last sign of healthy organization is budget. I am please to report that for the 2021-22 Fiscal year, MASCA ended with a surplus of \$52,499.99. When I first saw that figure, I had to look twice because I could not believe it but yes, we did well last year. Obviously, we are saving money by doing more things virtually which is a good thing, as long as the content and the member experience is not

negatively impacted. But by saving money and having more people participate, we can now use that extra funding to support new and existing initiatives. Look for new and exciting ideas to come over the next few months but also free to let me know (executivedirector@masca.org) if you have any ideas or suggestions.

I am also pleased to let you know that in early August, 24 MASCA leaders participated in our in-person annual summer Leadership Development Institute (LDI). This two-day event allowed Board Members, coordinators, liaisons and staff to get to know each other better and tackle some big topics that are facing our profession. We heard from Deputy DESE Commissioner Dr. Regina Robinson who shared her inspirational story “The Pipeline Starts with Me.” This led to additional discussion about how MASCA can help address the counselor shortage, particularly an issue in schools where the majority of students are of color yet the counselors are White. We also spent time continuing our discussion about diversity equity, inclusion, and access as well as looked at our current annual work plan to make the necessary adjustments. Look for results of these conversations in the coming months.

In summary MASCA is definitely in an exciting place. I could fill pages of this publication with examples of why that is true. Suffice to say is that the members are stepping up, getting involved and supporting our efforts. Do we have more work to do? Of course. But we are definitely moving in the right direction. I cannot wait to see our metrics in five years.

I wish you a safe and healthy 2022-23 school year. MASCA is here for you to meet your ongoing professional development and networking needs. Stay strong and balanced.

Welcome to our Newest Members

In an effort to embrace our newest MASCA members and welcome them to MASCA, the Member Services Committee will publish a new member list in each month's **Counselor's Notebook**.

Joining MASCA since July 1, 2022 are:

Jillian Anno	Cameron Lankenau
Jenna Appleton	Carina Lawrence
Lyra Ayala	Rachel LeVangie
Jenna Baldwin	Brooke Lonergan
Mary Bates	Angela Malone
Madison Bodreau	Madeline Martin-Mills
Reem Chniouli	Sharon May
Callie Coady	Karen McPartlin
Tiffany Costello	Lauren Millette
Precious DeJesus	Tamara Mondesir
Nicolette DiPilla	Jillian Neault
Lynne Dumais	Christine Nelson
Madison Fitzgerald	Rachel Nenner-Payton
Haley Flaherty-Dawson	Jessica Noke
Kristen Foley	Dara Nussbum
Jeremiah Gibson	Joshua Page
Sean Godbout	Craig Parker
Abbey Gould	Mackenzie Reardon
Karen Harkins	Chris Riga
Emily Herring	Ashley Rollins
Alexis Holmes	Susan Schoenberger
Jamiah Jackson	Sam Shipman
Alan Josefiak	Lisa Sigda
Sigal Kadden	Molly Staunton
Aubine Kalisa	Victoria Steffon
Allison Kareichik-Hill	Caroline Turner
Abigail Kilcommins	Vanessa Warrington
Holly Lachapelle	Samantha White

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

We are happy you have joined us!

September 2022 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

4-10 National Suicide Prevention Week

8 International Literacy Day

10 World Suicide Prevention Day

11 Grandparents Day

17 Constitution Day/Citizenship Day

17 World Clean-Up Day

18-24 Child Passenger Safety Week

18-24 Student Sleep Health Week

19-23 National Historically Black Colleges and Universities (HBCUs) Week

21 International Day of Peace

21 National School Backpack Awareness Day

23 International Day of Sign Languages

28 National Women's Health & Fitness Day

A Hidden Disorder in Plain Sight

By Cynthia Hammer, MSW, Executive Director, Inattentive ADHD Coalition, www.iadhd.org

The elementary years are a time when students begin to develop their academic self-concept and feelings of competence and confidence as learners. They are beginning to develop decision-making, communication, and life skills, as well as character values. Elementary school counselors are trained in child development, learning strategies, self-management and social skills. They support students through this important developmental period, providing education, prevention and intervention activities, which are integrated into all aspects of children's lives and are uniquely positioned to recognize the signs of Inattentive ADHD.

Children with the hyperactive type of ADHD are diagnosed, on average, by age 7 but children with the inattentive type of ADHD still are rarely diagnosed by age 7. Early diagnosis is crucial and elementary school counselors in partnership with teachers play a critical role in identifying children with this possible disorder.

The DSM-V lists nine symptoms of ADHD of the Primarily Inattentive Type (the correct name but so cumbersome that I use inattentive ADHD.) The symptoms must persist for over 6 months and be observed in two different settings, e.g. school, home, social groups.

The symptoms negatively impact academic and social functioning although this can be misleading symptom as girls with inattentive ADHD often mask their symptoms and children with inattentive ADHD can be very bright so do well academically in spite of their undiagnosed inattentive ADHD. However, these children might hit a wall when they enter middle school or high school when academics get more challenging.

The child should demonstrate 6 or more of the symptoms listed below, although recent research shows that even a child with fewer symptoms is negatively impacted to almost the same degree as children with six or more symptoms.

- Displays poor listening skills
- Loses and/or misplaces items needed to complete activities or tasks
- Sidetracked by external or unimportant stimuli
- Forgets daily activities

- Diminished attention span
- Lacks ability to complete schoolwork and other assignments or to follow instructions
- Avoids or is disinclined to begin homework or activities requiring concentration
- Fails to focus on details and/or makes thoughtless mistakes in schoolwork or assignments

When the diagnosis of inattentive ADHD is delayed, the child suffers and is often labeled, "lazy, irresponsible, unmotivated, inattentive and uncooperative." These labels, that persist as the child grows up, get internalized and damage the child's self-esteem and self-confidence. She/He wonders why she/he can't focus and stay on task. By the time the child becomes an adult, his/her undiagnosed ADHD is associated with numerous problems. (<https://www.medicalnewstoday.com/articles/untreated-adhd-in-adults#risks>)

- Low self-esteem, depression, and anxiety
- Difficulty in relationships
- Job instability: As people with undiagnosed ADHD may be less likely to graduate from college or high school and their inability to stay focused at work impacts their employability.

Drug and alcohol misuse although research demonstrates that treating ADHD effectively may help protect against substance abuse. (<https://childmind.org/article/adhd-and-substance-abuse/>)

- Increased mortality rate: Adults with undiagnosed ADHD die, on average, years earlier than their peers, mostly due to accidents. (<https://pubmed.ncbi.nlm.nih.gov/25726514/>)

Elementary school counselors and teachers are well positioned to identify children with possible inattentive ADHD because they have studied normal child development, and can observe the day to day behavior of children in structured situations. School personnel in middle school and high school will never know any child as well as elementary school personnel.

If a child slips through the cracks in elementary school, i.e. doesn't get diagnosed,

it is likely she/he will never know they have ADHD. Less than 20% of adults with ADHD have been diagnosed. <https://www.psychiatrist.com/pcc/neurodevelopmental/adhd/underdiagnosis-attention-deficit-hyperactivity-disorder/>

The child with inattentive ADHD might try her/his best, but the way her/his brain is wired means certain tasks are very challenging for her/him. If she/he is not interested in the topic, her/his mind wanders off. She/He has no way to compel her/his brain to stay on task when the task is uninteresting or too difficult. She/He might strive to be a good student, but her/his extraordinary effort often takes a toll.

Occasionally, when he finds a topic that holds his attention, he may excel. But the variation in his academic performance adds to the misunderstandings as parents or teachers say, "Yesterday you finished your school work in record time, but today I have to keep after you to finish."

The child doesn't understand the reason for her variability in performance. She doesn't know other children don't have similar struggles. The more years that pass, without her learning that her challenges are caused by her undiagnosed inattentive ADHD, the more likely she is to develop comorbid conditions: depression from being unable to be consistent in her performance, and anxiety from not knowing how to improve her performance. Men with inattentive ADHD who are diagnosed later in life have similar co-morbid conditions.

She may become a perfectionist as she may believe that is the only way to be acceptable—and striving for perfection wears her out and contributes to her anxiety. She may learn to mask, to hide her real self, as she is too ashamed to let people know about her struggles.

The delay in the diagnosis makes an unacceptable situation intolerable. The statistics about life problems for people with undiagnosed ADHD are difficult to read. They have earlier deaths, more vehicle accidents, more personal injuries, increased physical health problems, substance abuse issues, and are victims of domestic violence. If their ADHD is untreated, they are more likely to commit suicide.

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

Reach Higher MA Working Group #1: Careers and Citizenship for All hosts this Career Activity Corner to encourage infusion of a career development strand into your school counseling curriculum. You are invited to submit K-12 lessons with identified standards alignments, interdisciplinary curriculum links, measurable student learning objectives and implementation outcome data to Helen O'Donnell, Ed.D helenod@att.net

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

submitted by Judith Josephs, Ed.D

Editor's Note: This the fifth installment showcasing Lynn Community Television's "History of Success" updated with nine new videos. Previous articles appeared in the March 2021, December, 2021, March, 2022 and June 2022 issues of the Counselor's Notebook.

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

Following are nine History of Success video descriptions and their respective links (underlined in blue).

Additional Lynnn Community Television videos are available at <https://lynntv.org/watch-online/>



[Video #1 Steve Hubbard, Dean of STEM and Education STEM \(Science](#)

Technology, Engineering, and Math) with Kehinde Ikumenisan, Associate Professor CAD/CAM (Computer-Aided Design, Computer-Aided Manufacturing) and Engineering Technology North Shore Community College) introduce their programs.

Themes: Three Levels of Training- are involved in this program --- Engineer, Technologist, Technician, Goal to complete college, Engineering Technology, Value of STEM Credentialing, Importance of Engineering and Technical mindset, Mechanical Engineering Technology, Collaboration in Design to Manufacturing, Skills – Communication, Math, CAD, Blueprint Reading, 3D Printing, Advanced Manufacturing Programming, Quality Control products, STEM Core Disciplines.

Connection to Career Development: Helping students' complete credentials in Science and Engineering, preparing students to enter workforce, highlight computer skills in engineering process, teaching technology leading to manufacturing and leading to careers in business, offering stackable credentials such as 3D Printer, CNC Milling, Introduction to Manufacturing and Technician to Engineering. Offering a recipe for growth and creating workforce skills needed today.

[Video #2 Dr. Cristy Sugarman, Executive Director of the Center for Alternative Studies and Educational Testing \(NSCC\) shares her program.](#)

Themes: Educational Testing, Advising, Credentials, Prior Learning Assessment,

Some College, No Credentials (700,000 Mass students) Experiential Portfolio of Learning, Lifelong Learning, Educational Track Certificate, Military Experience through American Council of Education, Existing Licenses such as CNA, EMT, CLEP and APA and Nationally Known Exams, Credit for Speaking another Language, Microsoft Certificate used for Prior Learning

Connection to Career Development: Credit for prior learning is an important part of counseling students. If students have military experience or job experience, they may receive credit for these prior experiences.

[Video #3 Senator Brendan Crighton Mass Senate](#)

Senator Crighton shares his career experience in the Massachusetts Senate

Themes: Pending Legislation, Work and Family Mobility Act (Driving Allowed for Undocumented Immigrants), Air Systems Updated in Schools, Challenges in Work Force Needs, Demographic Trends, Mental Health Crises Stigma, Shifting Isolation; and Anxiety.

Connection to Career Development: Mentoring and Internships at State House, Student Opportunity Act shifting money to a focus on reading and staying well informed.



[Video #4 Dr. Michelle Pierce, Associate Dean of Arts and Science](#)

Salem State University and Dr. Shannon Gardner, Assistant Director Curriculum

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History of Success Videos

(continued from previous page)

and Instruction K-12 Humanities **Lynn Public Schools**

Dr. Michelle Pierce and Dr. Shannon Gardner share their career backgrounds and experiences as well as their school-college partnership.

Themes: Early College Program Partnership between Salem State University and Lynn Public Schools, English Language Learners, Structured Sequence of Programs Leading to a Career, Salem State University Transcript given to Students, No Cost College Credit, College with Training Wheels, Early College Model, Co-Teaching Model, SSU Professor Paired with LPS Teacher, Reader Launch Proficiency, Expand College Credits Received by Students, Emerging Hispanic Institution

Connection to Career Development: Early College Program leads to Career Exploration and possible credentialing, Career Exploration Activities, High Percentage of Early College Students going onto College, Promise Year given to 25 full time students offered one year College Course Work FREE at Salem State.



Video #5 Nicole McLaughlin Executive Director Plummer Youth Promise

Nicole shares her career as he Executive Director of this excellent Non-Profit

Themes: Child Welfare Organization Collaboration between Adoption and Foster Organizations, Finding Permanent Families for Young People, Family for Everyone, Challenges, Poverty, Mental Health Services, Addiction, Community Support, Practice Kindness, Youths Referred by Department of Family & Children Services, Foster Families, Consulting and Training Division, Helping people understand impact of trauma, Teen Agers Need families is the message to the community, Giving people hope is part of the organization goal.

Connection to Career Development: Possibility of working with Historic non-profit with a goal of a permanent family for all young people, challenge for Human Service Providers to hire, Child Welfare System needs to improve salaries in order to hire qualified people in non-profits.

Video # 6 Constantino “Coco” Alinsug, Councilor Ward 3 City of Lynn

Coco shares his immigration history on tape following his journey from the Philippines to the City of Lynn

Themes: Immigration Challenges, LGBT Issues, Family of Public Servants, Heart to Serve, Freedom to be part of Gay Community, Vaccines, Inclusion

Connection to Career Development: Issues relating to counseling diverse, inclusive community of students, working with non-profits, serving diverse community, advocating for inclusion and participation in local community, and telling upbeat positive stories.



Video #7 Elizabeth Paz, Special Program Coordinator English as Second Language Program NSCC

Elizabeth Paz shares her career in teaching English as a Second Language at North Shore Community College

Themes: Bilingual Education, Partnerships, Career Development. Bilingual Language Acquisition. Career Exploration, Tutoring, CLEP

Testing, Credit and Non-Credit ESL, Value of Dual Language Skills, English Dominant Communication Language Usage due to Internet, Master of Arts Teaching Program, ESL Goal to communicate

Connection to Career Development: English as a Second Language and English Language Learners are an increasing number of students in schools today. Bilingual Counselors are in demand today.

Video #8 Dakota Russell, Executive Director of The House of the 7 Gables and Oleksandra Kovalchuk, Acting Director, Odesa Fine Arts Museum share their stories about two famous museums.

Dakota Russell and Oleksandra Kovalchuk share their stories as Executive Directors of two museums – The House of 7 Gables and the Odessa Fine Arts Museum in UKRAINE.

Themes: Diverse Viewpoints, Social Justice, Odesa/Ukraine Crisis by Russian Attack, Arts and Culture, Immigration Settlement, North Shore affected by World Events, History, Community, Culture under Occupation, Value and Meaning in American Museums, Odesa Museum linked to Culture and History of Community, Human Rights, Educational Programs, Racial Justice Series, School Group Program in Maritime Trade as part of school curriculum, Culture and Art should not be part of Politics, Guardian of Historical Art and Culture, Roots of Ukrainian Art

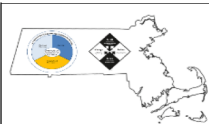
Connection to Career Development Dakota and Oleksandra are leaders of a Salem Mass. and Odesa, Ukraine museums reflecting history, art, and culture. The challenge is to remind people not to forget the legacy of where they come from and who they are. “Internships offer an opportunity for field training for youth, mentorships, leading tours, daily programming, and workers as collectors.

Note * Odesa is the Ukraine spelling; Odessa is the Russian spelling.

Video # 9 Peter Capano, member of the Mass House of Representatives shares his career as a Union leader and a Labor Studies major

Themes: Importance of Unions, Veteran Prior Credits, Union President, Career Pathways, Job Training, Work Force Skills, Demand for Skilled Labor, Need for Living Wage, Jobs, Carpenters Apprentice Program, Welding Under Water Skill, Credit for Military Training, Clear Pathway to Trade Jobs, Student Opportunity Act Provides more funding to Gateway Cities, Business, labor, and Community need to work towards common goal, Advice to students “Follow Your Passion.”

Connection to Career Development: Students need to take a clear look at skills, such as vocational skills, clear pathways to credentialing, OSHA training to operate equipment at heights are examples of necessary skills for construction.



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

Helen C. O'Donnell, Ed.D helenod@att.net
 MASCA MA Model Committee, 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.





Sharpen Your School Counseling Department Image

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.

Keeping your image sharp and current is an important marketing strategy to educate and inform all stakeholders. As the new academic year begins, it is important to review documents on your website and social media. Are documents current? Inclusive?

- Check out your school counseling department profile on your school's website, social media platforms, etc. Is it current?
- Do you have the updated listing of school counselors, their degrees, email addresses, phone number and link to make an appt.? It is always a plus to have a team photo or individual photos of a smiling school counseling department.
- Have you updated your email salutation information to include your name, degree, designation as a "school counselor", email address, phone and fax numbers, link to make appointments and possibly your department vision statement? If you speak another language, do you indicate your fluency?
- Do your vision, mission and belief statements, annual calendar, and standards-aligned curriculum maps clearly define WHAT the school counseling dept. does and HOW it provides services to students and families?
- Are SMART (specific, measurable, achievable, realistic, and time bound) grade level end goals clearly stated on curriculum maps to allow students and families to be aware of target grade level expectations

Here are some headings your colleagues are using for school counseling department documents:

 <p>Boston Green Academy</p> <p><i>Ongoing Activities</i></p>	<p align="center">SCHOOL COUNSELING DEPARTMENT</p> <hr/> <p align="center"><i>Every Student Matters. Every Moment Counts.</i></p> <p>Vanessa Brea, Ed.M (Grades 6-8) vbrea@bostongreenacademy.org Jodi Then, Ed.M (Grades 9-12) jthen@bostongreenacademy.org</p> <p>Darnell Stowers (Project Manager, Career & Internship) dstowers@bostongreenacademy.org Erick Pena (Advisor, College Advising Corp) epena@bostongreenacademy.org</p> 	
<p>Counselors Averill Davis adavis@capetech.us (AG, CP, DVC, EN, EL, HVAC, IT, PH) Lauren Kalbach lkalbach@capetech.us (AB, AG, AT, CU, EC, EN, MS, WE) Cheryl Mador cmador@capetech.us Grade 9 School Counselor</p> <p>Erica Tasha etasha@capetech.us Adjustment Counselor Kevin Furey kfurey@capetech.us Admissions Coordinator</p>	 <p align="center">CAPE COD Technical High School</p> <hr/> <p align="center">School Counseling Calendar The Vision: "Building Your Future One Skill At A Time"</p>	<p align="center">CCT Mission Statement</p> <p align="center">"The mission of the CCT School Counseling Department is to increase student engagement in academic, career and personal/social domain activities, while supporting the development of their postsecondary plans".</p>
<p align="center">School Counseling Curriculum Map</p> <p align="center">Douglas High School 33 Davis Street Douglas, MA 01516</p> <p>Telephone: (508) 476-4100 Fax: (508) 476-7310 Website: www.douglasps.net</p> <p align="center">Paving the way for achievement and personal growth, one student at a time.</p>		<p align="center">School Counseling Staff</p> <p>Jill Carpenter, MS, Director of School Counseling Last Names L-Z jcarpenter@douglasps.net Kristen O'Brien, MA, School Counselor Last Names A-K kobrien@douglasps.net Lindsey Ryan, MSW, LCSW, School Adjustment Counselor lryan@douglasps.net Jessica Hurley, M.Ed, CAGS, School Psychologist jhurley@douglasps.net Kathy Brosnahan, School Counseling Secretary kbrosnahan@douglasps.net</p>

Sign up for the 2022-23 Academic Year MA Model Implementation Graduate Classes. Earn 3 Graduate Credit*

Opportunities or 45 PDP's. *Courses are offered partnership with Fitchburg State University - Center for Professional Studies – Extended Campus Programs. Course registration for fall cohort = \$450. Additional \$295 to register at Fitchburg State University for 3 graduate credits. Sessions offered remote with possibility of face-face sessions. Cohorts select session dates/times with instructor. Coursework completion date: June 2023. Request course summaries & registration information from helenod@att.net.

- MA Model Introductory Institute (offered by MASCA)
- MA Model 2: Next Steps (offered by MASCA)
- Counselors in K-12 Classrooms: Delivering Curriculum that Promotes Academic Success and CCR (offered by Franklin Hampshire Counseling Association) – registration contact helenod@att.net
- (new offering) Counselors in K-12 Classrooms: Action Research and Program Assessment (offered by Franklin Hampshire Counseling Association) registration contact helenod@att.net

MASCA SCHOLARSHIP AWARD OPPORTUNITIES: 2022-23

Dr. Ronald H. Fredrickson

PD and Research 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 school counselor professional development and action research.

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.

Note: All recipients must be current MASCA Members

The Fredrickson Family has honored the legacy of professor emeritus, Dr. Ronald H. Fredrickson a UMass, Amherst professor, long-time MASCA member, and namesake of the Ronald Fredrickson Center of School Counseling Outcome Research (CSCORE), by creating an endowment in his name. In addition, they annually gift MASCA endowment funds of \$1000/year to award scholarships two categories:

\$400 is designated for action research to promotes school counselor accountability and data-driven practices providing 4 - \$100 scholarships for submission to/acceptance by the MA Model MARC committee of a MA Accountability Report cards (MARC/MARC Jr. document). Award notification after Feb. 1, 2023.

\$600 specifically designated to *partially* support Professional Development registration for a MASCA Conference or MA Model Institutes (Introductory Institute, MA Model 2: Next Steps, Counselors in K-12 Classrooms)

To request a Ronald H. Fredrickson PD Scholarship:

Email helenod@att.net with PD scholarship in the subject line.

IF you do not receive an email confirmation receipt within 48 hours, please resubmit or call 413-549-1914.

Provide the following:

Name:

Contact email and phone #:

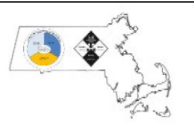
School name and address

☐ school counselor ☐ graduate student

Scholarship or PD Registration Fee Requested: \$_____

BRIEF 100 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.

Scholarship award notifications between Feb. 1 and March 30th. After notification, successful scholarship award recipients must submit PD registration and payment confirmation, prior to disbursement of scholarship funds.



Report to Membership:

Summary of End Goal Achievement 2021-22

Helen C. O'Donnell, Ed.D, Past MA Model Committee Chair and former Governing Board Member

As I conclude my tenure as chair of MASCA MA Model Committee, I wish the committee leaders, Dave Elsner and Cynthia Esielionis the best of luck as they establish their vision for continued implementation of the MA Model 3.0 and lead the team through any future updates to the MA Model. They are talented leaders! I will continue to stay on the committee and facilitate MA Model Institute training initiatives.

MA Model Committee Strategic Plan Goal: *“To inform and educate school counselors about standards-based, data-driven school counseling programs aligned with the current MA and ASCA Models for Comprehensive School Counseling Programs.”*

*Aligned with MASCA Strategic Plan Objective #4: PROFESSIONAL DEVELOPMENT
Create, provide and/or promote relevant, high-quality, accessible, and timely professional development to meet the needs of our members and support the implementation of comprehensive school counseling programs.*

I am proud to report the following professional development achievements for 2021-22:

- Wrote and submitted 10 **Counselor Notebook** Articles on MA Model Implementation. Note: Chart identifying and linking updated implementation articles will be available on MA Model webpage. This included 2 articles (one by Cynthia Esielionis) about the title SchoolCounselor vs Guidance Counselor.
- Updating **DESE website** to make sure only current MA Model 3.0 materials are posted on their site
- Recording and presenting a **Spring 2022 conference workshop** titled: *“What’s Working? Analyzing Data to Determine Program Effectiveness”*
- Organized Summer **Tiered MA Model PD** initiative offering free, 10 PDP, and 15 PDP opportunities. Series to be repeated in the fall. Watch emails for registration information.
- Wrote a new graduate syllabus to fill the accountability gap: **Counselors in K-12 Classrooms: Action Research and Program Assessment**
- Offered **4 graduate coursework** (45 PDP’s or 3 grad credits) relating to MA Model Implementation reviewed and vetted by Fitchburg State University every time the courses are offered. Format is via zoom with personalized independent study projects. Inquiries: helenod@att.net
 - ✓ **MA Model Introductory Institute** (offered by MASCA)
 - ✓ **MA Model 2: Next Steps** (offered by MASCA)
 - ✓ **Counselors in K-12 Classrooms: Delivering Curriculum that Promotes Academic Success and CCR** (offered by Franklin Hampshire Counseling Association) –
 - ✓ **Counselors in K-12 Classrooms: Action Research and Program Assessment** (offered by Franklin Hampshire Counseling Association)
- **Updated MA Accountability Report Card materials** (MARC and MARC Jr) including templates, rubrics, and submission forms. Posted on MA Model webpage of website soon.
- **Presented to graduate school educators** MARC Jr. documents and provided electronic copies of template, rubric, and samples to encourage graduate students to submit their capstone MARC Jr. to MARC committee for recognition.
- Achieved a record of 150 MARC or MARC Jr. Recognition Certificates awarded to school counselors or counseling teams in MA since initiative inception.
- Expanding **MA Model webpage** resources on MASCA website: Phase #1 completed; Phase #2 in process.



Free Grief Camp

MASSACHUSETTS 2022



June 3-5

Camp Burgess - Sandwich, MA
Ages 7-17 with parent program

September 30 - October 2

Camp Burgess - Sandwich, MA
Ages 7-17

*We are continuously monitoring COVID restrictions.
Please see our website calendar for camp updates.*

About Comfort Zone Camp

Comfort Zone Camp serves children who have lost a parent, sibling, primary caregiver, or friend. All programs are offered at **no cost** to families. CZC provides a safe, nurturing environment where kids can have traditional camp fun, while at the same time acquiring tools to help them cope with their loss. Since 1999, CZC has helped 21,000+ children.

Camp Activities

Includes games, arts & crafts, bonfire, and Healing Circle support groups where kids can connect with their peers.

The Impact

Campers leave the camp "bubble" transformed with a community, coping skills and new friends who "get it".

Contact Us

Email CZC staff at info@comfortzonecamp.org

Volunteer



Refer a Family



Camper Family Inquiry



Hidden Disorder

(continued from page 5)

If they are lucky as adults, they finally hear about inattentive ADHD and recognize themselves. They are surprised to learn there is a type of ADHD that doesn't include hyperactivity. They are surprised to learn that ADHD doesn't impact only little, hyperactive boys.

School counselors have an important role to play. If you help even one child to be diagnosed with inattentive ADHD, you will have changed the trajectory of that child's life. Many adults say, "Having ADHD isn't the problem. Not knowing I have ADHD was the problem."

Children with inattentive ADHD will continue to be overlooked unless school counselors know what behaviors to watch for. School counselors can play a key role in educating teachers and staff about inattentive ADHD and the need for early diagnosis. A child questionnaire and other resources can be found at www.iadhd.org/child and provides details about the behaviors displayed by a child with possible inattentive ADHD.



MEET LUCY!

Whitman Hanson Regional High School counseling staff with their new district comfort dog Lucy and her handler School Resource Officer Derek Harrington.

Story to follow in an upcoming issue of the *Counselor's Notebook*!



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