

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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Caring for our Students - and Ourselves - over the Winter Holidays

By Melinda Cripps, MASCA 2023-2024 Board Chair and Director of School Counseling, Billerica High School

As the daylight hours grow shorter and the pace of life slows down during the winter months, we are reminded of the importance of renewal. The warm glow of holiday lights sparkles as a symbol of hope during the darkest days of the year. For school counselors, the winter break provides a needed respite to recharge and prepare for the faster pace ahead.

When students return from winter break, they are often faced with new social-emotional challenges, in which school counselors provide support, counseling, and strategizing for success. For some students, being at home with family over the holidays is a cherished time of comfort and joy. But as counselors, we are all too aware that for other students, school vacations exacerbate already difficult home situations involving instability, food insecurity, abuse, violence, housing uncertainty, or other traumas.



Melinda Cripps

Throughout the winter and spring, counselors at all levels build social-emotional capacity in students, equipping them with skills to navigate challenges. For elementary school counselors, the new calendar year signals preparations for state testing. We support students with test anxiety coping strategies while also encouraging a growth mindset regarding assessments. At the middle school level, course selections for the upcoming school year take priority in early spring. We guide students to pick classes tailored to newly emerging interests and aptitudes. While seniors are finalizing their post-high school plans, the college exploration process picks up in intensity for juniors after winter break. Final exams, AP exams, and graduation requirements weigh heavily on high schoolers. As counselors, we guide students through these stresses, both before vacation and upon return, to help pave their way to future success. This guidance becomes especially critical during the spring semester.

The winter holiday provides the perfect opportunity for school counselors to pause and prioritize self-care. As we refuel physically, emotionally, and spiritually, we prepare to support students more effectively in the coming semester. Consider engaging in reflective journaling to process thoughts and emotions. Spend quality time with loved ones, and consciously disconnect from work stress. Perhaps set new year's intentions centered around personal growth and balance. Make space for hobbies that spark creativity and joy. Practices like yoga, meditation, and walking in nature relieve mental chatter, boost energy, and enhance wellbeing. Delight in seasonal music, food, and activities to lift your mood. Aim for adequate sleep, nutrition and movement. With renewed energy and purpose, we approach second semester ready to positively impact young lives. By first nurturing our own inner light, we have more light to share.

As we reflect during the dark and quiet days of early winter, the importance of community and human connection comes into focus. By lighting up the winter with our hope and care for each other, we have the power to illuminate the path forward. Counselors shepherd students through academic and personal pitfalls towards their bright futures.

This winter season gives us permission to slow down and be still amidst the whirlwind of school life. The renewal of energy and brightening hope rekindle our passion for walking alongside students through challenge and change. By first nurturing our inner light, we have more light to share, empowering us to positively impact young lives during the upcoming semester and beyond.

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Jennifer McGuire
College & Career Information Coordinator
New Bedford Public Schools

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Executive Director of School Counseling Services
Boston Public Schools

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Boston Public Schools

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Ashland High School

Dana Catarius
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Graduate Student Liaisons

Alison Giglio
Graduate Student
Merrimack College

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Graduate Student
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Leah Worth
Graduate Student
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Jessica Almedia
School Counselor
Bedford High School

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School Counselor
Somerville Public Schools

Rani Gould
School Counselor
The Academy at Kiley Middle School

Jonathan Nardi
School Counselor
Natick High School

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School Counselor
South Middle School Brockton

Gisele Rojas
Director of Student Support Services
Holyoke Public Schools

SPECIAL INTEREST GROUP (SIG) LEADERS

Career/Technical SIG

Anie McCarthy
School Counselor
Franklin County Technical School

Maryrose O'Neil
School Counselor
Tantsqua Regional High School

Lauren Robillard
School Counselor
Bay Path Regional Vocational Technical High School

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Middle Level SIG

Paige Kenney
School Counselor
South Middle School Brockton

Retirees SIG

Helen O'Donnell
Retired School Counselor
Anne Thidemann French
Retired School Adjustment Counselor

School Adjustment Counselors/ School Social Worker SIG

Nychele Clark
School Adjustment Counselor
Gardner High School

Kate Nidel
Retired School Adjustment Counselor
Anne Thidemann French
Retired School Adjustment Counselor

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Karen McCrillis
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School Counselor
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Urban SIG

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Lowell High School
Atiera Horne
School Counselor,
Boston Arts Academy

Rani Gould
School Counselor
The Academy at Kiley Middle School

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Annie McCarthy
School Counselor
Franklin County Technical School

Maryrose O'Neil
School Counselor
Tantasqua Regional High School
Lauren Robillard
School Counselor
Bay Path Regional Vocational Technical High School

Gratitude

By Bob Bardwell, MASCA Executive Director and Executive Director of School Counseling Services Boston Public Schools

It's that time of year when many of us make resolutions, take stock in their lives or share gratitude. As I enter the halfway point of my fifth year as your Executive Director, I would like to take this opportunity to share some gratitude and appreciations.

1. **Membership** - First and foremost, to you the over 1850 members (this number changes every day based on renewal dates) who have made the effort to join or renew your membership. I estimate that about 40% of our members pay their dues out of pocket which means that you make a personal sacrifice to ensure you have current membership. I am continuously amazed at the level of commitment by so many of you. It warms my heart and keeps me energized and excited about the power of MASCA.

2. **Leaders & Volunteers** - I am also extremely grateful to the 37 Board Members, 21 Special Interest Group (SIG) leaders and countless volunteers who donate their time, talents and treasures to MASCA which make the organization that it is today. I have said many times that this organization is more than just the few paid staff members. MASCA is great because of these folks. I have the good fortune of hearing the many accolades, praises and ap-



Robert Bardwell

preciations that come with our programming and activities for both our members and non-members. So, a huge thank you to our leaders and volunteers who make MASCA great and continuously work to make it better.

3. **Programing** – If you have not yet noticed, MASCA provides a good deal of programming, including our [annual spring conference](#), [professional development opportunities](#) (New Counselor Boot Camp, zoom sessions), [Special Interest and Affinity Groups](#), [Book Club](#), our award winning [Mentoring program](#), [Program Evaluation](#) and more. There are always events and activities happening, many of which are free, and open to all. If there is an activity, new SIG idea or program proposal that you would

like to see MASCA create and provide for others, [let me know](#) and I can work to make it happen.

4. **Advocacy** – MASCA is fortunate to have an active Government Relations & Advocacy Committee (GRAC) which leads our advocacy efforts. While much of this effort is focused on the legislature and with state agency folks, there are also other types of advocacy in which MASCA also participates. Have you heard about our current bill in the MA Legislature – [HB 465](#) – which would provide student:school counselor ratios, implementing a mandated school counseling model and spending 80% of our time with students? Check out our [advocacy efforts](#) for more information.

5. **Fiscal strength** – MASCA is fortunate to have a \$251,000 annual budget. This is obviously no small potatoes and is the result of numerous efforts and initiatives. Having the financial resources available to support our programs means more opportunities for you, our members. Without the financial resources then MASCA would not be able to offer the plethora of events and activities that we currently are able to provide.

6. **Networking** – part of our core mission is to provide op-

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Welcome to our Newest Members

The following have joined MASCA in the last month:

Yesenia Aguilar	Sophie Elser	Dedra Lewis-Farmer	Cynthia Rodriguez
Archana Ailawadhi	Allison Emhoff	Natel Lewis-King	Claudia Rodriguez
Raheem Allen	Sonia Essaibi	Anaisia Lindsey	Ken Rogers
Tyler Almeida	Kenya Farrar	Kathleen Linso	Laura Ross
Valdimar Alves	Kate Finn	Alaina Lyman	Sara Ryan
Desiree Anderson	Erin Foley	Marissa Maki	Margie Samp
Elizabeth Antaya-Izoita	Andrea Foresi	Kathleen Mandosa-Hayes	Sugeily Santos
Rima Aoude	Kristy Fredericks	Brittany Manley	Frank Sarro
Rebecca Arbit	Monica Gagliarducci	Toy Mann	Yolanda Scavron
Ana Baez	Johanna Garcia	Eneilda Mantilla	Isabel Senat
Alexandra Bailey	Maria Giobellina	Denise Marion	Fatima Sidibe
Rachel Barr	Stephanie Girouard	Risgairy Marrero	Mindy Simmons
LynRabea Bean	Aimee Gladden	Melissa Martins	Robert Simon
Yamilex Bencosme	Jay Gleason	Shannon Mastropoalo	Jennifer Smith
Jessica Bishop	Nancy Goldstein	Jonathan Matthews	Rebecca Sparer
Lauren Blakely	Jordyn Gonsor	Shandria McCoy	Gregory Speliotis
Lynette Blue-Skerritt	Carlos Gonzalez	Sean McDonough	Christine Spelman
Joshua Bordes	James Goodwin	Colleen McGowan	Kelly Stairs
Carolyn Branca	Kristen Gosselin	Nioka Mejia	Allyson Sullivan
Bria Brantley	Will Grannan	Milord Mirville	Mary Sullivan
Kristen Brennick	Sherri Green	Lance Mitchell	Elyce Sweeney
Jackie Brown	Jessica Grigley	Kaitlin Morris	Elaine Sylvester
Tia Brown	Taylor Gronda	Kim Moss	Elisabeth Talbot
Briante Brown	Brianna Hammonds	Heather Murphy	Stacey Taylor
Juluienne Bruce	Amanda Haynes	Dzung Nguyen	Josette Teneus
Sabrina Butler	Brandi Higginbottom	Mellisa Nicole-Fergus	Kali Thomas
Kathleen Cahill	Kristyn Hughes	Sara Jane Nogueira	Agatha Tong
Ada Chan	Yveline Hulse	Lorenis Nova	Melanie Toro
Sharon Cho	Sabastian Hurt	Maureen O'Donnell	Lisa Tuccinardi
Mehsel Clark	Jacquelyn Indrisano	Anthony Olivier	Jennifer Tucker
Jareliz Cordova	Jillian Jacques	William Osier	Patricia Valdez
Stephen Croft	Reggie Jeudy	Diane Outhuse	Andrea Vallen
Celines Cruz	Hakim Johnson	Lashanda Peaks	Renee Vasquez
Damion Dallas	Jamari Jones	Colleen Perry	Julio Vergne
Sascha D'Angelo	Tammy Jones	Margaret Petrovitch	Noemy Vides
Alexandra Darius Jean	Daisy Kabochi	Mary Plante	Sophia Viglas
Tanya Davis	Jennifer Kiely-Sullivan	Taylor Poirier	Regine Wagnac
Guilhermia Debarros-Depina	Kelli Kyller	Patricia Polite	Ashlee Wansick
Rachel DeVarenes	(Judy) Marcela Laliberte	Christopher Quaye	Maura Warwick
Sabrina Diaz	Julia Lally	Myrtha Quinones	Kyle West
Ackee Donaldson	Esmeralda Languzzi	Deboralis Ramos	Katie Willard
Stanley Elie	Danielle Lawrence	Nicole Rice	Mark Yetman
	Danielle Leahey	Gabriela Rivera Rodriguez	

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

We are happy you have joined us!

Gratitude

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portunities for school counselors, graduate students and school counselor educators to come together and be in community with one another. Whether you are in a large school district with many school counseling colleagues or in a school by yourself, it is necessary and critical to connect with others who do what you do. This could be 1-1, in small groups or even at large gatherings. Regardless of the event or venue, MASCA is responsible for providing these networking opportunities. It does not matter whether these events are part of a formal program or just happen informally. The bottom line is that they happen.

Recently a member shared with me that while at a regional university school counselor event, he ran into another MASCA member and was excited to know someone else at the event. While his experience would have been fine if he had not connected with the MASCA colleague, the program was better enhanced and his day more enjoyable because of that connection. This is just one small example of the power of MASCA.

7. **Focus on self-care and mental health** – Whether it be our Mindfulness series or our annual Kindness & Compassion Giveaway, MASCA continues to prioritize our ability to be present and on our A games for our students, colleagues and communities. Our work is challenging and difficult, so we have to ensure

that we are strong and capable of helping others which means first taking care of ourselves. This is not selfish but rather prioritizing our mental health and there is nothing wrong with that.

I could go on and on about the many great things about MASCA, but I only have so much space in this article. The bottom line is that MASCA is what it is because of you, our members, our many leaders and volunteers and our rich programs and networking opportunities. I am so grateful for all of these things which make MASCA the organization that it is today. During this season of gratitude and appreciation, let me say thank you for all that you do which contributes to MASCA's greatness. And, as we approach the new year, let us look forward to new opportunities and adventures. **Thank you all!**

Register NOW for MASCA's Premier PD Event!

For more information go to ncyionline.org/conferences/mascac/

The poster for the MASCA Spring Conference 2024 features the organization's logo on the left, which includes a stylized figure and the text 'MASCA Massachusetts School Counselors Association'. To the right, the phrase 'WE Rise BY Lifting EACH OTHER' is displayed in a large, colorful, and dynamic font, with 'Rise' and 'Lifting' in script and 'WE', 'BY', 'EACH', and 'OTHER' in bold sans-serif. The background of the text area is dark with radiating lines. Below the logo, the event details are listed: 'Spring Conference', 'APRIL 8-9, 2024', 'SHERATON FRAMINGHAM HOTEL & CONFERENCE CENTER', and 'FRAMINGHAM, MA'.

Grad Students! Submit your poster presentation!

Interested graduate students can learn more and submit their proposals [HERE](#). Presenting a poster during graduate studies is a wonderful opportunity for you to showcase your work. Proposals are due Friday, December 15, 2023 (no exceptions). Questions about the graduate student poster session can be directed to Dr. Maria Letasz at mletasz@westfield.ma.edu.

Staying Centered: The Vital Importance of Self-Care for School Counselors

By Rani Gould, MSW, LCSW, MASCA Emerging Leader and School Adjustment Counselor, The Academy at Kiley

Serving as a school counselor is a valuable role that can be both rewarding and challenging, and with the seasonal changes and the upcoming holiday season, our empathy and compassion are in high demand. We give so much of ourselves to help our students succeed, that as we enter the busy winter months, it is essential that we prioritize self-care.

We have all heard the terms stress, compassion fatigue, and burnout, but are we paying attention to the potential impact on us? Stress is our body's response to demanding situations, while compassion fatigue refers to the emotional and physical exhaustion that can result from caring for others in distress. Prolonged, unrelieved stress and compassion fatigue can lead to burnout - a state of emotional, mental, and physical exhaustion from excessive stress.

As counselors, we need to be able to recognize the signs of compassion fatigue and burnout in ourselves. Warning signs include irritability, dread of working with certain students, decreased satisfaction from your work, difficulty concentrating, and physical ailments like headaches, stomachaches, and disrupted sleep. Ignoring these symptoms can lead to a lack of empathy for students, cynicism, absenteeism, and reduced effectiveness at your job.

To avoid reaching that breaking point, we need self-care tools that help us refill our cup so we can pour back into our students. As school counselors, it is our ethical responsibility to engage in self-care. The American School Counselor Association's (ASCA) Ethical Standards state that counselors have a duty to "recognize the potential for stress

and secondary trauma" and to "practice wellness and self-care through monitoring mental, emotional and physical health" (B.3.h). This includes monitoring for signs of burnout and seeking consultation if needed.

Making self-care a regular habit aligns with our professional ethics and allows us to be most effective in helping students thrive. Implementing small self-care actions consistently can make a significant difference. Here are a few self-care strategies to try:

- Set boundaries and learn to say no when needed. Leave time for rest.
- Take brief breaks during the day to calm your nervous system. Try mindful breathing, a short walk, and take your lunch break away from your desk.
- Carve out time for your hobbies and do things unrelated to work. Read, cook, exercise - anything enjoyable that rejuvenates you.
- Spend time with supportive loved ones who energize you.
- Talk to colleagues, your supervisor, a therapist and/or spiritual leader if you feel overwhelmed.
- Ask for help when you need it.

The demands on school counselors can sometimes feel endless, especially during busy times like the holidays. When your workload feels unmanageable, self-care is even more critical, though often harder to fit in. Start by identifying one small act of self-care you can realistically do each day, even when overwhelmed. Perhaps take just 5 minutes to drink a cup of tea mindfully or write down one thing you accomplished that day. Identify barriers like perfectionism or guilt and give yourself permission to let things go. Remind yourself that taking a break will boost your focus and motivation. Set limits and decompress during time off so you return refreshed. Share your struggles with your supervisor and colleagues—you are not alone. Lastly, remember that while the to-do list seems infinite, you can only do so much. Do what you can, seek help when needed, and trust that it is enough. Your wellbeing must come first to serve students well.

When we give to ourselves, we have so much more to give to our students. By integrating small self-care practices into each day, we can avoid depletion and continue making a difference in our students' lives. Be kind to yourself - your wellbeing impacts countless others!

Resources

Self-Care Institute <https://www.selfcareinstitute.com/>

Breathe for Change <https://www.breatheforchange.com/>

Virtual Calming Room <https://calmingroom.scusd.edu/>

Co-teaching: Meeting MA Model CDE Curriculum standards with Project Lead The Way (PLTW)

By Cynthia Esielionis, MASCA Executive Board member, MA Model Committee Co-Chair, School Counselor, Ayer Shirley Regional Middle School and Amy Doyle, Ayer Shirley Regional Middle School Technology Teacher

Finding common goals with classroom teachers enables school counselors opportunities to deliver tier one classroom lessons on identified standards to all students. Taking the time to identify which standards will be addressed in each subject area also helps to inform others about the validity of school counseling classroom lessons and emphasize that School Counseling Curriculum is time in learning.

At the middle school level where students (and others) have not drawn the connections between what they are learning and future academic paths or the world of work, teaching career exploration is one way to make this connection. Further, this specific activity is a way to introduce [MyCAP](#) (My Career and Academic Plan) to students by demonstrating the vertical academic pathways that are needed for preparation of both secondary and postsecondary education and/or training. In this example, collaboration between the school counselor and the technology teacher targeted the Project Lead the Way objectives and Technology standards by requiring the students explore occupations that are tied to Science, Technology Engineering and Math (STEM) Career in conjunction with the school counseling standards.

As an outcome of this lesson students will be able to:

Identify STEM Careers

Identify educational requirements to become qualified for selected careers including high school and collegiate courses/majors.

Demonstrate the ability to navigate the MassCIS database website to find required information

Understand the job responsibilities of selected careers.

Demonstrate proficient use of Google Suite technology in the creative unit project

The cross-walked Standards include:

PLTW Career Philosophy:

To dispel common misconceptions about:

The fields of computer science, engineering, and biomedical science

The professionals who practice these disciplines

What these professionals do by bringing awareness to the tremendous diversity in opportunities and the breadth of careers that apply STEM principles.

To promote student interest and curiosity about diverse career opportunities by: Providing opportunities for further exploration by students

Supporting teachers to facilitate student advocacy in career exploration

To provide opportunities for students to reflect on the knowledge and skills they're learning and their personal interests.

Massachusetts Digital Literacy and Computer Science Standards:

DTC.a Digital tools

DTC.c 4 Create an artifact, individually and collaboratively, that answers a research question and communicates results and conclusions.

Career Education Development Benchmarks:

A1-3: Skills in locating and using

information resources for research

A4: An appreciation for the relevance of education in their lives

W2-2: Knowledge of where and how to access career and labor market information

ASCA Mindsets and Behaviors

M4: Understanding that post-secondary education and lifelong learning are necessary for long-term career success.

LS 2: Demonstrate Creativity

LS 5: Apply media and technology skills

SS 1: Use effective oral and written communication skills and listening skills

SS 10: Demonstrate Social Maturity and behaviors appropriate to the situation and environment

We developed a lesson to use the [MassHire 360](#) Into Careers website as the data source for the students' research of STEM careers. Each student was to pick an occupation of their choice in one of the pre-identified, STEM related clusters and create a 7 part project that would demonstrate their understanding of the objectives.

Over the course of two class periods, the students were taught about the vertical academic path options that are required for different careers. Academic language like GPA, different types of degrees and types of schools were covered so that the students would be able to understand what they were reading on the website as they were gathering information. We also discussed employment outlook,

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Co-teaching

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salary and required skills both as they relate to the world of work and why these elements are important to consider in the students' academic and career planning. We differentiated instruction as we used team-teaching and alternative teaching strategies to support our English Learners and special education students. *All* of the students were then able to project what they might need to achieve in school to empower them to prepare for their selected occupation. Students were able to see the necessary foundation to support a pathway to successfully navigate through high school, college, training or certificate programs and be qualified for their chosen occupation..

The students produced a project using Google Suites to demonstrate their knowledge and skills. Allowing the students to choose an occupation and the manner in which they present their information, empowered them to express themselves as creatively as they'd like and increase the likelihood of their engagement in the project. This choice also ensures

that students with different abilities can successfully produce the project and can inform the technology teacher, Ms. Doyle, where students may require additional instruction in technology skills..

As students move through the middle school grades, we plan to continue to deliver sequential instruction in career and academic planning. The ultimate objective is that all students will leave grade 8 with an understanding of themselves as learners, their occupational interests and aptitudes. Students will also have been taught how to apply that knowledge to plan for and achieve their individual goals. This is foundational work in preparing all students to be college and career ready by the end of high school.

As School Counselors, we must avail ourselves of the opportunities that support our work of teaching all students in the personal/social, workplace readiness and academic/technical CDE domains while using the tools provided by DESE, ASCA, the MA Model 3.0 and others that empower us to show the value of this work for students' growth and development.



December 2023 Awareness Dates

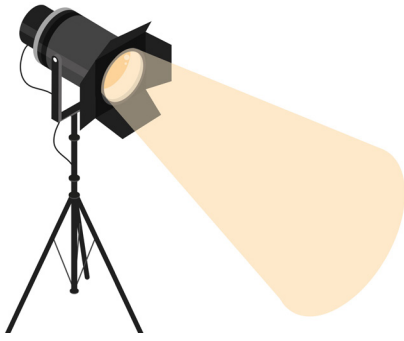
- 1 World AIDS Day
- 2 Special Education Day
- 3 International Day of
Persons with Disabilities
- 5 International Volunteer Day
- 5-11 National Handwashing
Awareness Week

Registration is now open for MA Model Graduate courses:

***MA Model Introductory
Institute, MA Model 2: Next
Steps, Counselors in K-12
Classrooms: Delivering
Curriculum That Supports
Academic Achievement &
CCR. * *Counselors in K-12
Classrooms: Action Research
and Program Assessment.***

*****If you are participating in
the MASCA Book Club Data
Project, your reading and
data project can be applied
as an assignment to
graduate coursework.***

Inquiries for this and other
MA Model PD or to register,
contact helenod@att.net.



SIG Spotlight: Elementary SIG

Welcome to the Elementary Special Interest Group! It is wonderful to have this regular meeting to increase support and resource sharing for MASCA members and graduate students, or anyone that would like to learn more about working with the students at the elementary level.

This age group is composed of School Counselors who work with our littlest learners in pre-k, all the way through grade 5 or 6, depending on how your district segments students. Counselors who work with grades 5 and 6 may also choose to attend MASCA's middle grades SIG, depending on their needs and interests.

Through the years the Elementary SIG group has focused on a variety of topics. The group may take on a particular topic, spend time sharing resources, or discuss their roles, working conditions and other concerns. Each meeting is different and geared towards providing one another with information, resources and support.

No matter what grade level School Counselors work with, this job is rewarding, wonderful, challenging and downright TOUGH at times. In recent years, the pandemic and the increase in racial tensions, as well as our current news including wars around the world and gun

violence at home, make it crucial to support one another in a myriad of ways. These ways include providing sharing of resources and ideas, as well celebrating victories and holding space for one another for the difficult moments. We invite you to join us for the next Elementary SIG Meeting scheduled for 12/4 from 3:30 to 4:30 where we will be discussing the upcoming holidays, violence in the media, particularly connected to the wars around the world and how it might impact our students and ourselves. We also will be looking at group programming and tier 2 supports now that the first quarter is complete. We hope that you will join us!

MASCA's Kindness & Compassion Giveaway Returns for 2023

Our 2021 and 2022 versions were so successful that we are bringing it back for another year.....

Do you know of a counseling colleague who has had a bit of bad luck recently or has experienced significant loss lately and needs some kindness and compassion? Have you or a colleague had an exceptionally challenging school year? Do you know a counselor co-worker who needs some kind-heartedness and positivity during this holiday season?



MASCA is sponsoring this feel good, holiday inspired promotion with no strings attached. You do NOT have to be a member to win but must be a school counselor, school adjustment counselor or school social worker in a Massachusetts school. Take advantage of this special opportunity by simply completing this [brief form](#) no later than 11:59 PM on Monday, December 11, telling us why your nominee is most deserving of this special gift. Self-nominations are permitted. The winner will receive a MASCA Gift Basket full of self-care gifts, including a free MASCA membership or renewal, a free 2024 Conference Registration, restaurant and spa gift cards and other fabulous prizes. Help MASCA spread some holiday cheer by letting us know about a worthy colleague today.

If you have any questions about this project, please contact [Bob Bardwell](#), Executive Director.

Lynn Community Television Highlights Career Counseling Successes

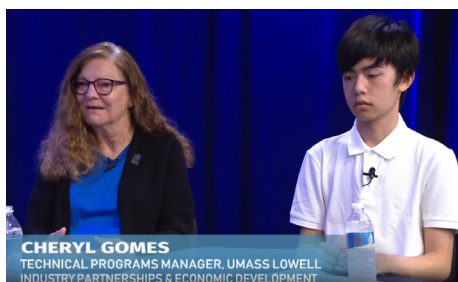
Submitted by Judith Josephs, Ed.D

These five cable TV shows completed at Lynn Community Television highlight College Research at UMass Lowell, Extraordinary Lynn Classical High School Alumni donations to scholarships and the community, Educational partnerships with community assets such as Museums, highlighting successful large alumni families showing success of counseling at the school, and the Cummings organization second largest charitable organization in Massachusetts funding mentorships and internships in the fastest growing career fields such as Life Science and Biotechnology.

The following article with embedded videos encompasses the use of Digital Media in an engaging and useful manner for students and School Counselors. Digital media is useful in counseling to educate, train, inspire, and entertain.

One of the ways to document success in your Counseling program would be to show careers of successful alumni from individual high schools. They serve to promote the field of Counseling and their successes to current students. Digital Media TV shows underline the importance of careers chosen by successful graduates with help from School Counselors. This is an important method of documenting student success in the School Counseling field.

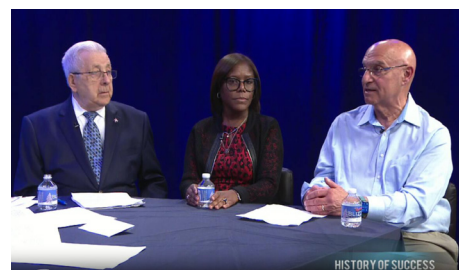
[Video #1 Cheryl Gomes, Technical Program Research Manager UMass Lowell Fabric Discovery Center in partnership with US Army, Christopher Souza, Ph. D student in Plastics](#)



Engineering Proposal Defense, Edison Nguyen, Lynn Tech graduate and UMass Lowell accepted student in Computer Science, Guests discuss research and student life at the University of Mass Lowell.

Themes: Student Paid Internships, Fabric Design, Plastics Engineering Research to safeguard US soldiers, Research on Textiles, Research Industry Partnerships, Fabric Discovery Center part of Manufacturing USA, Advanced Robotics for Manufacturing (ARM), Flexible hybrid Electronics, Wearable Antenna Hands on Research, Knit and Test Fabrics, Shuttle Space Suit Research, UML Research, UML Costs vs. Payoff Excellent, Francis College of Engineering, Great Research Equipment, Designing Injection Molds, Lynn Tech graduate accepted UML Computer Science with fixing computers background, practical solutions such as blood free masks, Partnerships with Soldiers Center in Natick, Relationship with Army scientists, working side by side with student, faculty, and industry, and student science projects important.

[Video #2 David Solimine Sr., Magnolia Contreras, Gene Constantino, Amazing Solimine Family](#) Three



guests share the importance of alumni in addressing the success of their high school experience. There is also an emphasis on an extraordinary family of philanthropic giving back to their high school and community. The President of Lynn Classical High School Alumni Association stresses the importance of the LCHS Awards program and raising money to help students further their careers. Alumni David Solimine, Funeral

Director, Founder of the Family Business, Philanthropist, alumni supporter of Lynn Classical High School speaks of the importance of giving back by donating scholarships each year to his high school. Alumni Magnolia Contreras, Vice President Community Health Dana-Farber Cancer Institute describes both her family connection to the amazing Solimine family, and donations to both her high school and community. Magnolia, CHS Alumni, speaks about donating land for Affordable Housing Building for Elderly Community named 2 Life. Gene Constantino, retired Principal and President of Lynn Classical High School Alumni Association speaks about the recent, tremendous increase in scholarship money coming into the high school, speaks of alumni activities, and networking of past graduates.

Themes: Amazing Family of Alumni and Donors, Outstanding Alumni Careers, large families, Alumni Fundraising, Alumni activities, Classical High School Pride, successful graduates, Alumni Speakers at Graduation, Scholarships, Guidance Department Scholarship Help, Donating Affordable Housing Building for the Elder Community, highlighting graduates who give scholarships, promote giving back, Reflection of Alumni Experience, Vision Alumni Recruiting, Giving Back, Importance of School, Family, Community Partnerships.

[Video #3 Grand Army of the Republic \(GAR\) with Steve Rima, Past owner of McDonalds Enterprises and Past President Lynn Museum, partner with Lynn Classical High School History](#)



(continued next page)

Community Television

(continued from previous page)

classes teaching research on Ancestry.com, Wendy Josephs, Curator of Grand Army of the Republic Museum, Nicole McClain, Veteran and Councilor-at-Large City of Lynn, and Brigadier General Andrea Gayle-Bennett Mass National Guard and Physician Assistant. Each spoke about the importance of highlighting community assets such as the Grand Army of the Republic Museum. The conversation highlights the military as an option for a career and interesting experience. All the guests were involved either working with students in the classroom or highlighting their own veteran experience. The military is an option was a message throughout the program.

Themes: Armed Forces Viable Option after High School, Researching Ancestry.com in high school History Class, Bringing community partners to the high schools, genealogy, Backyard gem GAR Museum, Storytelling, Field Trips to Community Historical Assets. Partnerships of High School and Historical Community GAR Location, Ancestry.com, study of Family history, Practical research of high school classes on family history, Digital Research, Community Partnerships, Veterans, making a mark by working hard, Military Background, Veteran Events, Veterans, Past, Present, and Future, Medical Deployment.

[Video #4 Extraordinary Ward Family of 12 Siblings with outstanding career choices and professional success](#)

Norman David Ward and Anne Marie Brady Ward were married for 70 years and have a tremendous legacy of 12 children, 3 grandchildren and 33 great grandchildren. The Ward family has a conversation about the importance of family and the closeness that exists because of the career advice of their parents and their desire to have the family stick together and learn everything they could.

Themes: School Family Community Partnership, Career Success of Gateway City students with college and technical education, Life of Service to

Family and Community, Father packed lunches after working all night, help underserved population, strong emphasis on serving the community, Create better outcomes for students, value in Obtaining Skills to give back to the Community, Public Service, Community is huge, Supporting One Another, Sense of Security in huge family, Keeping Family together, Family is there for each other, Leading with love, high Standards, Stay Busy, Work Hard, Get a Career and Stick with It School Counseling from St. Mary's, Lynn Tech, Lynn Classical High Schools

- Thomas Peter Ward (St. Mary's High School) Northeastern University) Civil Engineering/Auditor
- Karen Anne Jarzylo (St. Mary's High School) Lynn Hospital School of Nursing Licensed Registered Nurse, Lynn Community Health
- Kevin Joseph Ward (Lynn Tech H.S.) Electrician General Electric
- Donna Marie Creamer (Classical HS) Lynn Hospital School of Nursing/ Lynn Public Schools
- James Michael Ward (Lynn Tech) Computer Programming Liberty Mutual Insurance Company Change Manager/Disaster Recovery
- Glenn John Ward (Lynn Tech HS Electronics Major) Electrician
- Lynne Mary Usher (Lynn Tech HS Computer Program major) Surgical Scheduler the Elliott Hospital
- Mark Edward Ward (Classical HS) Civil Engineer Programmer General Electric Northeastern University BS and MS Salem State University
- Julie Ellen Ward (Classical HS) SSU BS/MS Assistant Director of Curriculum and Instruction
- Daniel Norman Ward (Classical High School) Salem State University BS Criminal Justice/ MS Criminology Suffolk University Retired Police Officer/ Coach Lynn Classical and McIntosh High School, Georgia
- Tracy Joan Clement (Classical HS) NSCC Major Education, Para-Professional for students with Special Needs at Classical High School
- Terence Brady Ward (Classical High School) Salem State university, BS Business Administration, Lynn Court Probation Officer/ High School Coach English and Classical

[Video #5 Cummings Foundation, #2 Charitable Organization in Massachusetts with guest, Sue Howland, Manager Client Engagement](#)



Sue Howland, Client Engagement Manager Cummings Organization, expands on the 11 properties owned by Cummings Properties. She speaks about the importance of the Cummings Foundation as the **second** most charitable organization in Massachusetts. She addresses the opportunity for internships and mentorships as resource possibilities at the Cummings organization.

Themes: Life Sciences, Cummings Foundation, Eleven Cummings Property Locations, Strong Company Property Partnerships, Latest Life Science Labs, Internships Opportunities for the Life Science Companies, College Partnerships, Second most charitable company, Important Life Science Organizations, Incubator Labs, Biotechnology Companies, Entrepreneurism, Health Care Offices, Strong Community Relations, STEM Programs, Scientific Education, Foundation #2 largest charitable organization, North Shore Technology Council, Innovation Lab Research, Partnerships with Schools and Community, Scholarships, Community Building, Entrepreneurship, Mass Bio, Tufts University, Life Sciences in Woburn/Beverly offering careers in the Life Science field, Research, Health Industries, Biotech, Covid Vaccine Clients, Vaccine Patch Potential Technology, Small Emerging Tech Centers, Mentoring, Community Building, Women in Life Sciences, Non-Profit Grant Celebrations, North Shore College and University Partnerships, Bridge Academia and Business.

For more History of Success videos, go to <https://lynntv.org/watch-online/programs/history-of-success/>

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

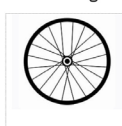
Endorsed by both MA DESE and MA School Counselors Association's Governing Board, the MA Model 3.0: Framework for Comprehensive School Counseling Programs is an evolving document to guide professional best practice. It was presented as a professional courtesy to the field in the spring of 2020 as a public domain resource. This ongoing Counselor's Notebook (CN) series shares steps and strategies for implementing the MA Model 3.0 and ASCA Model 4.0©.

A library of updated MA Model resources and CN implementation articles available at https://masca.wildapricot.org/MA-Model_3.0

A Perfect Partner for Delivering the School Counseling Curriculum: DESE's CCR/MyCAP Scope and Sequence Curriculum

School Counselors do not need to be the only educators delivering the school counseling curriculum. Take advantage of interdisciplinary partners to collaboratively achieve your school counseling curriculum student goals. A wonderful example is the Grade 6-12 DESE CCR/MyCAP initiative that encourages the school community to embrace College Career Readiness and collaboratively implement suggested CCR/MyCAP Scope and Sequence activities which includes student development of personal portfolios. The following sequence documents the alignment between MA Model 3.0 curriculum delivery and CCR/MyCAP scope and sequence activities.

Visualize school as a multi-spoked wheel delivering a comprehensive, developmentally appropriate curricula for ALL students. Spokes need to be strong and interconnected to support students as they ride towards graduation and future career pathways.



Educational spokes include:
Academic (English, Language Arts, Science, Technology, Languages, Math, Unified Arts, Health, PE, History etc. AND
A Comprehensive School Counseling Program



The MA Model 3.0 is a four-component framework that guides implementation of a comprehensive school counseling program.

All 4 components are required and need to be developed and implemented to be a comprehensive school counseling program.

Watch

"MA Model is Like a Good Lasagna"
https://masca.wildapricot.org/MA-Model_3.0



In the MA Model DELIVER component, the school counseling curriculum is delivered to ALL students. The curriculum should be written, aligned with MA and National student learning standards, have SMART student learning objectives, and an assessment tool to measure the impact of the curriculum on student learning and identify learning gaps.



With a shared vision and alignment CCR/MyCAP is a perfect MA Model instructional partner!

	MA Model 3.0	DESE's CCR/MyCAP
Ownership of Delivery	School Counselor and interested partners	School community team (administrator, teachers, school counselor, etc.) organize, delivery, and assess as part of school's CCR culture.
Instructional target	All K-12 students	Currently all grade 6-12 students
Curriculum	Developed individually by school counselors for their schools	Written DESE MS and HS grade level CCR/MyCAP Scope and Sequence Chart
Curriculum Domains	<i>Academic/Technical Workplace Readiness/Career Personal/Social</i>	<i>Personal/Social Career Development Education Academic + Secondary Planning</i>
Student Portfolios	<i>encouraged</i>	<i>Expected component of initiative.</i>

Reach out to school colleagues to locate more instructional partners. If your school has not embraced the DESE CCR/MyCAP initiative, FREE training begins in January. Contact **Lisa Harney** lisa.m.harney2@state.ma.us 781-338-3903. Free training opportunities begin In January.

Referenced Resources including CCR/MyCAP scope and sequence documents and grad course syllabi summaries on MA Model Webpage. https://masca.wildapricot.org/MA-Model_3.0 Select MA Model Resources: PD, Webinars, and Resources Grid. High School CRR/MyiCAP document located on page 69-72 in the MA Model 3.0.



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.