

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 60, No. 7

MARCH 2024

The Turning of the Seasons: Spring's Renewal for Students, Counselors, and Educators

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

As the winter fades and spring emerges, it brings a sense of renewal and positivity that can positively impact students and school counselors. The increased sunlight and warming temperatures lift spirits and provide more opportunities for outdoor activities. Spring break offers a chance for students to rest and reset.

With spring comes a fresh start. For students, it's an opportunity to reflect on the past calendar year and the first part of their current school year, set new goals, and change course if needed. Any setbacks or failures from earlier in the year can be left behind. It's a new beginning.

The spring season allows learning to move beyond the classroom walls. Teachers can take students outside



Melinda Cripps

for lessons, exploration, and hands-on science activities. Physical education and sports teams transition to outdoor practices and meets. Spring

prompts new life, literally and figuratively.

For students graduating, or moving to the next grade or school, spring represents endings and transitions to new beginnings. They can feel excited about starting a new adventure after successfully completing academic milestones. Spring's warmer weather ushers in graduations, end-of-year ceremonies, and parties filled with a sense of accomplishment.

Spring breathes new life into the school year. As flowers bloom and trees regain their leaves, students too can blossom by taking advantage of spring's energy and freshness. The increasing sunlight and warmth outdoors promotes positivity, health, and new opportunities for students to grow.

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For complete contact information, please go to <https://masca.wildapricot.org/GB+Staff/>

What is Your Why?

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

Warning – This is a long, but good column and well worth the read if I do say so.

It's March. We're roughly two-thirds of the way through the school year. Winter vacation is over and its several weeks before spring break. How many of you are feeling exhausted, frustrated or simply burned out? Unfortunately, far too many of our colleagues are not in a good space. And there are four more months of the school year.

The reasons are most likely what you would expect. Overworked, under-appreciated, lack of respect, the inability to do school counseling and perhaps the frustration of impending budget cuts. All of these factors wear us down and get in the way of feeling optimistic, excited and hopeful.

Burn out is real. Being overwhelmed and defeated zaps what little energy and positivity we might have. The body can only take so much. Students can sense when we are stressed. They know when we are "off."

So, what can you do to avoid burn out, or ensure that you are on your A game, just like you hopefully were on the first day of school last fall?

1. **Practice self-care** – This almost seems unnecessary to mention but needs to be said. If you are not at your best, then your students will not get your best. The old adage – "When in an airplane, put your oxygen mask on first before helping others," is appropriate here. If you don't take care of yourself, you will be no good to anyone else. We tell this to our students and colleagues all the time, but



Robert Bardwell
Executive Director, MASCA

yet find it difficult to practice what we preach.

2. **Prioritize your well-being** - Take time to do something during your work day to remember your why. Yes, I know, what you are going to say – "There is no extra time during the school day now for me to eat lunch or go to the bathroom so how can I do something else?" It's called prioritization. Visit a favorite classroom, engage with students in a non-work way, play pick-up basketball with students in the gym or visit the culinary department's lunch room for a student-prepared meal. You could certainly just see another student but that is your job and is your routine. What I am suggesting here is that you do something that is not considered part of your job, but one of the perks. This reframe will go a long way to ensure your sanity and well-being.

Ideally this would be something that you do every day, perhaps mixing up which classes to visit, which students to interact with or which shop class to engage. If not possible on a daily basis, then at least a couple times a week. The point here is that is something that is neither expected nor required but is fun and energizing. The reason why this is so important is that these activities help you to remember your why – Why are you a school counselor? Why do you want to work with students? Why does your presence in their lives matter?

3. **Partner with others to do something bold, new and/or exciting** - Yes, you heard me. This does take time, energy and a commitment, but it doesn't have to be big. This could be something small like a monthly counseling staff pot luck lunch, a Friday social after school or something grander like a Senior Signing Day program. Simply being able to get out of a routine, doing something new and exciting and finding ways to create community and celebrate our profession and our students will no doubt help you remember your why. Perhaps you partner with the PTA or another community group. Often times these groups want desperately to help but don't know exact-

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What is Your Why?

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ly how. Reach out to some of your staff colleagues and see if anyone would assist you in planning a fun staff or student activity. The opportunities are endless. The key here is to not do this alone for that can likely take a further toll on you and be sure you are working with others who will not dump the planning and execution of these events solely to you.

Being a school counselor in 2024 is tough. The demands continually increase and very rarely, if ever, are things taken off our plates. Our students and families are most likely more challenging than in previous years. The lack of respect and appreciation continues to grow. All of these things can take you down that rabbit hole, but you cannot go there as that will just take you lower and get more stuck.

The genesis of this article came from my reflection at the 2024 MAS-CA School Counselor of the Year (SCOY) presentation at West Springfield High School (WSHS) on February 1 when I had the honor of presenting Colin Moge with the SCOY Award. That was not your typical day at WSHS, especially for the seniors, cheerleaders, band and staff members who were invited to the surprise ceremony. This was a day to celebrate and one that those who attended most likely will never forget as opposed to their Algebra test that they had later that day.

While talking to an administrator immediately after the ceremony concluded, we briefly touched on the numerous challenges that we face in education today, which included many of the points I have previously mentioned. Yet we also talked about what we had just experienced and the joy,

excitement and energy that the school had just experienced. No doubt every educator in that auditorium that day could use that moment of celebration to remember their why, even if the event was focused on Colin's amazing achievements.

Granted every school will not have a SCOY presentation or the like, but there can be things that bring similar results. It just requires some planning and some effort.

The following is the philosophy of Charles Schulz, the creator of the 'Peanuts' comic strip.

- Name the five wealthiest people in the world.
- Name the last five Heisman trophy winners.
- Name the last five winners of the Miss America pageant.
- Name ten people who have won the Nobel or Pulitzer Prize.
- Name the last half dozen Academy Award winners for best actor and actress.
- Name the last decade's worth of World Series winners.
- How did you do?

The point is, none of us remember the headliners of yesterday.

These are no second-rate achievers. They are the best in their fields. But the applause dies. Awards tarnish ... Achievements are forgotten. Accolades and certificates are buried with their owners.

Here's another quiz. See how you do on this one:

- List a few teachers who aided your journey through school.

- Name three friends who have helped you through a difficult time.
- Name five people who have taught you something worthwhile.
- Think of a few people who have made you feel appreciated and special.
- Think of five people you enjoy spending time with.

Easier? The lesson: *The people who make a difference in your life are not the ones with the most credentials, the most money ... or the most awards. They simply are the ones who care the most.*

If I could assign every reader of this column homework, it would be to take the time to think about and make note (either mental or physically) of your why. Some of us have feel good files (you know that file folder that contains cards, thank you notes or student produced work) that we should review every so often to be reminded of our why we do what we do. It just might help us get through a tough day or stretch when we are struggling.

Many of our students show up to school every day, but often not able to give 100%. They are expecting to interact with staff who are not only present, but who have unconditional love and are willing to support their numerous needs. Do we have to be perfect and 100% all the time, everyday? Of course not. That is impossible. However, we need to do better more often than not. This is just one of the responsibilities which comes with the job and one reason why being a school counselor is not for everyone.

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What is Your Why?

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If you have lasted this long, thank you. I hope that these words have provided you some inspiration and/or validation to support you, on both your good days and not-so-good days. I invite you to share with me your why. It could be a couple words, a sentence or even a paragraph or two. I promise to publish them in the next Counselor's Notebook, with your permission of course. Hopefully this will be the start of a new feature of the CN, one which provides readers with some nuggets from their colleagues, which will remind you of your why.



A large blue shield-shaped poster with a white border. At the top is a white graduation cap icon. Below it, the words "POST-SECONDARY" are written in a white, arched, sans-serif font. In the center, the word "FAIR" is written in a large, bold, white, sans-serif font. Below "FAIR", a white banner contains the text "for Students who Learn Differently" in a blue, sans-serif font. At the bottom of the shield, the text "HOSTED BY LANDMARK SCHOOL" is written in a small, white, sans-serif font, followed by "March 28, 2024" in a larger, bold, white, sans-serif font, and "6-8 p.m." in a smaller, white, sans-serif font. To the right of the shield, there is a small white box with the text "Learn More:" above a QR code.

Welcome to our Newest Members

The following have joined MASCA in the last month:

Cari Baker
Alex Bermejo
Kacie Bourrell
Elizabeth Cantor
Ryan Capuzziello
Alexandra Cox
Samantha DeCarlo
Sydney Dickhaut
Christina Dionne
Kathleen Donnelly
Kerry Farrell
Kathy Garrity
Carrie He
Grace Heald

Marsha Inniss-Mitchell
Erin Jaques
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Ryan Lange
Jennifer Lydon
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amanda marshall
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Richard McGovern
Rose Mendonca

Lindsey Monti
Christina Park
Sophie Parquet
Jason Phillips
Alex Pilger
Raegan Porfido
Lauren Rice
Eve Rybnick
Amanda Snow
Kristyn Swift
Rashedah Tatum
Stephanie Toporowski
Zhane Wells
Jessica Woodacre

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

We are happy you have joined us!

Congratulations to MASCA's 2024 Award Winners!

Last month we featured our 2024 Massachusetts School Counselor of the Year, Colin Moge of West Springfield High School. This month we feature our other award winners.



Counseling Intern of the Year - Nayelle Louis, UMASS, Amherst

The Counseling Intern of the Year recognizes a school counseling intern currently completing their practicum in the 2023-2024 school year who has taken leadership in their placement, connected with students and families, and is a contributing member of the counseling team.

As a school counseling intern, Nayelle spends approximately 17 hours per week working with students in grade 6 -12. Nayelle has significant experience in career counseling through her work at the University of Massachusetts at Amherst, which our students have benefited greatly from. Nayelle works on every aspect of the Mass Model from Academic, Social Emotional to career education. Her nominator goes on to say..” What is most impressive about Nayelle is her ability to be both an observer and an active participant. She has a tactful manner of listening and when she is

comfortable, providing constructive contributions to make our school counseling team stronger. As an intern in a school counseling office in an urban school is a fast paced environment that requires energy, compassion and organization and from the very first day of her internship, Nayelle has been “boots on the ground” as she has a sincere desire to be helpful and productive. She brings in a sense of humor and honesty in all that she does.



Leadership Award - Paige Kenney, TEC Phoenix Academy

The Leadership Award is granted to a current MASCA member who has demonstrated excellence in leadership at the local, regional, state, or national level.

Paige is a school counselor who has always gone above and beyond to support her students. She has worked in a variety of school counseling roles, from teaching counseling and wellness classes, to full time counseling in Brockton Public

Schools, to her current position as a College and Career Readiness counselor. On top of the demands of her full time school counseling role, Paige is an advocate and leader for the school counseling profession. Caring deeply about best outcomes for students, Paige is an active member of MASCA, and one of the association’s emerging leaders. She works on a team that evaluates, and provides feedback to, school counseling departments so that these teams can increase their efficacy and advocacy within their school communities – the larger goal being to raise the profile of school counseling throughout the state of Massachusetts so that all counselors can have the resources and tools that they need to support ALL of their students.



Administrator of the Year - Terry Powe, Brookings Elementary School, Springfield

The Administrator of the Year

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Awards

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award is given to someone “who has made an outstanding and significant contribution to the counseling movement, developed and/or implemented an innovative program, or initiated unusual improvements of school counseling services in their area of responsibility.”

Principal Towe has been an exemplar of excellence in supporting school counseling and overall school wellness. Her exceptional contributions, innovative programs, and transformative approaches have changed the lives of countless Springfield students and families. I have had the privilege to work alongside Brookings as they emerged as founding leaders of mindfulness programs, the TRUST initiative, and robust before and after school running programs. It has been an honor to watch these programs thrive under her leadership.

With an unwavering commitment to nurturing social, emotional, and academic excellence Terry has pioneered groundbreaking initiatives that have redefined school leadership for Springfield. Her cultivation of innovative programs has not only addressed the immediate needs of students but has been adapted to meet the needs of all students proactively.

Under Terry’s leadership, we have seen tangible improvements in student well-being and academic achievement, as recognized by the Massachusetts Department of Elementary and Secondary Education with her School of Recognition status. Terry has demonstrated

a remarkable ability to inspire and empower educators and students, fostering an environment that encourages growth, resilience, and inclusivity.

Terry welcomes the whole community to be partners with Brookings. Her collaborative efforts have created a ripple effect, influencing and inspiring other schools to prioritize innovative mindfulness and wellness initiatives.

Terry embodies the values of leadership, innovation, and compassion, making a profound and lasting impact not just with Brookings staff but throughout the community. Their dedication to supporting the whole child has undoubtedly elevated her staff and the entire teaching community in Springfield.



Rising Star Award - Jason Phillips, Springfield Technical Community College

The Rising Star Award goes to a school counselor who has been in the field for less than five years and can be considered a model of other new school counselors. Awardees demonstrate high professional standards, and have made excellent contributions to their school.

Jason Phillips has exhibited an extraordinary commitment to our STEM program, resulting in a substantial increase in the number of students who have joined the program. His tireless efforts have not only expanded our program’s reach but have also enhanced its overall quality. I can confidently state that Jason Phillips is the best STEM advisor we have had in years.

One of Jason’s Phillips exceptional qualities is his comprehensive knowledge of the program. He possesses an intricate understanding of every facet of our STEM curriculum, which has proven invaluable in guiding and mentoring our students effectively. His ability to explain complex STEM procedures in a clear and accessible manner is unparalleled, making him an invaluable resource for our students.

Furthermore, Jason Phillips demonstrates exceptional rapport with our students. His approachable demeanor and genuine interest in our students’ success have fostered a supportive and encouraging learning environment. He goes above and beyond to ensure that each student receives the guidance and mentorship they need to excel in our STEM studies.

In conclusion, I wholeheartedly recommend Jason Phillips for any recognition or commendation that is available. His exceptional dedication, knowledge, and ability to inspire students have significantly contributed to the success and growth of our STEM program. Jason Phillips is a true asset to our institution, and I have no doubt that he will continue to excel in his role.”

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Awards

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Jason is also a WMCA executive board member. He excels in his role as the Membership and Technology Chair. He is always looking for ways to excite our membership and increase awareness of what we are able to do for our members. Jason is a welcome addition and asset to our executive board. It is a pleasure to watch him blossom as a counselor and colleague on the board.

MASCA Counselor Educator of the Year - Dr. Robert Gracia, UMASS Boston (image not provided).

A current MASCA member and counselor educator teaching during the current academic year in a higher education setting, who has made outstanding contributions in teaching, research, and/or service and is making significant contributions to the school counseling field.

With almost ninety nominations for Dr. Robert Garcia, UMASS Boston, it was clear that he was the recipient of Counselor Education. Dr. Gracia's influence on his students, both personally and professionally, is profound. It is clear they hold him in the highest esteem as an educator and with the utmost affection as a friend and mentor. His guidance has been invaluable, consistently providing insight that guides us through various counseling dilemmas. Dr. Gracia's deep understanding of the school counselor's role, coupled with his unwavering commitment to prioritizing students' best interests, has never failed to steer us in the right direction.

One of Dr. Gracia's most admirable qualities is his dedication to edu-

cational equity, which permeates his teaching and mentoring. He instilled in us a strong belief in the importance of centering equity issues in our counseling practices. This commitment continues to guide my professional endeavors, both in my role as a counselor and as a member of the local School Committee.

However, Dr. Gracia's impact extends beyond his teachings; it is his words of encouragement and genuine care for his students that set him apart as an exceptional educator. From the first class meeting, students sense confidence in their abilities and his unwavering support. The widespread praise and respect for him among his students speak volumes about his character and the profound influence he has had on our lives. As a mentor, he creates a nurturing learning environment that fosters growth and collaboration, embodying warmth and empathy in every interaction. He has equipped his students with the tools needed to navigate the ever-evolving landscape of education and counseling.

In recognition of his outstanding mentorship, expertise, and unwavering dedication, Dr. Gracia undoubtedly deserves this award as a true architect of future school counselors.

Excellence in School Counseling Program - Apponequet Regional High School (photo below).

This year MASCA has created a new award honoring school counseling programs. This award recognizes programs, whether it is a school or a district that has demonstrated that the programs in place have worked toward academic, personal social and college and career readiness for all students. The nominees must submit an intense application.

Apponequet Counseling program was given this first time award because this department is the "backbone of the school". All students benefit from the hardworking counselors at Apponequet who go out of their way to make sure all students are seen/ heard/ and feel welcome in the community. This program is truly phenomenal and has a dedicated team. As part of the process, Apponequet provided evidence of their programs such as Care Closet, Career planning such as their career fair "Enroll, Enlist, Employ". They have provided evidence of how all students access their programs with a focus on success.



Look How Far We've Come!

by Juliette Coatsworth, MASCA Government Relations and Advocacy Committee
and School Counselor, Foxborough Regional Charter School

It has been 16 months of hard work advocating for [bill H.465, An Act Establishing Comprehensive School Counseling Programs](#), with a few milestones highlighted below.

- October 2022: MASCA began inviting members to submit bill proposals for the MASA Legislative Agenda.
- December 2022: Proposals were reviewed and considered by the Government Relations and Advocacy Committee (GRAC), resulting in a proposed Legislative Agenda.
- February 2023: In coordination with Rep Carol Doherty and Ryan Hamilton, bill H. 465, An Act Establishing Comprehensive School Counseling Programs, was filed and referred to the committee on Education.
- July 2023: Bob Bardwell, the Executive Director, and Juliette Coatsworth, a GRAC co-chair both provided spoken testimony for bill H.465 at the Statehouse to the Joint Committee for Education.
- January 2023: The final campaign for bill H.465, "Every Student Deserves a School Counselor" began, inviting MASCA members to write directly to their legislators.

Today, we have some exciting updates and next steps in our goals to better the experiences of school counselors and the futures of our students.

Thanks to you, state legislators received over 200 messages asking for their support, resulting in a 53% increase of petitioners on bill H465. Further, the Joint Committee on Education postponed the deadline for the decision on the bill until March 15th, giving us an additional month of advocacy efforts. Your stories are directly impacting state leaders' perspectives on school counseling and

education and deepening their understanding of the current experiences of educators and students alike.

If you haven't yet contacted your legislator regarding bill H465, please take 3 minutes of your day using this [convenient form](#) to easily reach out to your state legislators. We especially ask for your support if you live in the [following districts](#):

- Fifth Middlesex (Jason Lewis)
- Middlesex and Suffolk (Sal DiDomenico)
- 33rd Middlesex (Steven Ultrino)
- Second Middlesex (Patricia Jehlen)
- First Worcester (Robyn Kennedy)
- Norfolk, Worcester and Middlesex (Rebecca Rausch)
- First Plymouth and Norfolk (Patrick O'Connor)
- 17th Middlesex (Vanna Howard)
- 3rd Berkshire (Smitty Pignatelli)
- 5th Suffolk (Christopher Worrell)
- 28th Middlesex (Joseph McGonagle Jr.)
- 1st Worcester (Kimberly Ferguson)
- 4th Hampden (Kelly Pease)

Remember, if you want to include more specific information, or if there is a follow-up conversation, please check out the [campaign guide](#) we put together for quick reference of relevant topics, data, and messaging advice.

For any questions, please contact the Government Relations and Advocacy Committee co-chairs, Juliette Coatsworth (juliette.nori@gmail.com) and Fran Frederick (francesafrederick280@gmail.com).

March 2024 Awareness Dates

Developmental Disabilities
Awareness Month

Self-Injury Awareness
Month

Gender Equality Month

Middle-Level Education
Month

Music in Our Schools Month

Women's History Month

1 Self-Injury Awareness Day

2 Read Across America Day

4-8 National School
Breakfast Week

4-8 Say Something Week

8 International Women's Day

8 SEL Day

10-16 National Sleep
Awareness Week

21 International Day for the
Elimination of Racial
Discrimination

21 World Down Syndrome
Day

31 Transgender Day
of Visibility



Diversity, Equity, and Inclusion: The Vital Role of School Counselors

by Karen McCrillis, Leanne Soulard, and Rachael Weinhold

In the ever-evolving landscape of education, creating a diverse, equitable, and inclusive learning environment is essential for the holistic development of students. High school counselors play an important role in helping to create a learning environment where every student feels valued, heard, and supported. At our **November Secondary School Counselor SIG meeting** we were joined by *Darcy Fuentes, Senior Advisor at DESE*, who led a discussion focused on the importance of cultivating systems of support that address the needs of every student.

Counselors can act as advocates for the implementation of inclusive policies within the school system. The ability to meet with students individually gives us a unique opportunity to not only learn about our students' academic and life goals, but also about the unique challenges and barriers they may face in achieving their goals. This involves collaborating with administrators, teachers, and parents to promote policies that address issues such as discrimination, bullying, and systemic barriers to educational access.

At Franklin High School, the Diversity, Equity, and Inclusion Committee meets monthly to identify practices that can be improved to meet the needs of all students and families. Through this committee, members have advocated for changes to the new student enrollment process to make it more inclusive and have also worked with admin to address unintentional inequities that limit some students' access to extracurricular clubs and activities.

At Gardner High School, there are teams of adults (MTSS & PBIS) who analyze data to determine where there may be inequities, but



the true work in our building is done by our student-led No Place For Hate club. These students are leaders in our school who are committed to educating their peers and adults about a variety of cultures to help all students feel a sense of belonging. They organize and uphold a pledge to actively work against hate and discrimination through education and kindness. They bring life and purpose to the data to bring about change.

One of the initiatives we implemented at Murdock High School last year was "Day for Change," tailored specifically for our 9th graders. During this event, students engaged in various activities designed to cultivate empathy, foster inclusion, and promote acceptance. Through these activities, participants not only discovered similarities they shared with their peers but also gained insights into the challenges and struggles that all members of our community have faced. The impact of this day was profound, leaving a lasting impression on our school community. Additionally, we host an annual "World Cultures Day," which serves as another platform to advance DEI efforts. This event celebrates the rich diversity of backgrounds and cultures within our school community. By sharing their cultures with one another, stu-

dents gain a deeper understanding of diversity and develop a stronger sense of belonging.

Ensuring equal access to educational resources is crucial for creating an equitable learning environment. School counselors can actively identify and address disparities in access to academic, extracurricular, and mental health resources. This includes advocating for scholarship opportunities, mentorship programs, and support services that cater to the diverse needs of the student body.

Similarly, high school counselors are often on the front lines when it comes to addressing students' mental health needs. Recognizing the unique challenges faced by students from different backgrounds, counselors can tailor their approach to provide culturally sensitive mental health support. This includes collaborating with mental health professionals and community organizations to offer targeted resources.

High school counselors are instrumental in shaping the educational experience of students and have the power to contribute significantly to the creation of a diverse, equitable, and inclusive learning environment. By embracing cultural competence, advocating for inclusive policies, and providing personalized support, counselors can help ensure that every student feels seen, valued, and empowered to succeed in their academic journey and beyond.

The **Secondary School Counselor SIG** meets a few times per year to discuss the challenges and rewards of working with high school students. We encourage counselors to join us and would welcome ideas for future discussion topics. Members can find more information about the Secondary SIG [here](#).

An Advocate for MA School Counseling Programs and School Counselors: A Tribute to Dr. Ronald H Fredrickson

by Helen C. O'Donnell, Ed.D

Inspired by a January UM, Amherst School of Ed. tribute to Dr. Ronald Fredrickson, I would like to share my memories of this remarkable man.

As a teacher in the late 1960's, I was exploring UMass School of Education graduate school pathways and met with my advisor, *Dr. Ronald Fredrickson*, who encouraged me to take his courses and consider the field of school counseling and certification as a guidance counselor. I was in the right place, speaking with the right person, at the right time!

In the late 1950's Congress passed the National Defense Education Act in response to Russia's successful launch of Sputnik. One component of the legislation was establishing grants to fund guidance counseling positions to encourage students to consider math and science career pathways.

Dr. Ron Fredrickson quickly became an active member of a statewide team of MA high school counselors promoting the birth of the new school guidance counselor profession. This team became the leadership core that founded the MA School Counselors Association (MSCA) in 1961. He also co-founded the Franklin Hampshire Guidance Association (FHGA). During his tenure as a faculty member and into his retirement years, he was a dedicated supporter of school counselors and maintained active membership in both MASCA and FHGA. Ron was also instrumental in establishing the UM, Amherst, School Counseling Graduate Program to provide certified and trained school counselors. Ron was honored with the MASCA Special Award in 1980.

In addition to training emerging new counselors at UM Amherst, he was committed to on-going professional development training for guidance counseling practitioners, his "colleagues in the field". He willingly of-



fered his expertise by presenting at MASCA conferences, affiliate meetings and assisting with the development of HS career centers. I remember one afternoon when I picked him up for an FHGA affiliate workshop presentation, I teased him saying "You deserve an honorarium and limo ride, but instead you are picked up in an old Volvo, driven by one of your former graduate students, and provided dinner by a local college!" Ron laughed and said he was honored to be invited and looking forward to checking in with his former students!

Until his passing, I was privileged to have been his student, partner with him as a colleague and practitioner, socially engage with Ron and his wife, Patricia, and enjoy special times with his children Anne and Doran, had been swimmers on my husband's Amherst Regional Swim Team. As a family, they even made a surprise visit to my husband's retirement party.

At MASCA's 50th birthday spring conference both Ron and Norm Gysbers shared the stage talking about the history and evolution of school counseling both nationally and in the state of MA. Their presence and presentations were thrilling and inspiring.

In 2019, Patricia Fredrickson asked me to help establish a MASCA endowment fund for the purpose of disseminating annual scholarships to MA School Counselors titled, ***Dr. Ronald H. Fredrickson PD and Research Scholarships for School Counselors***. Pat Fredrickson and her daughter, Anne, generously funded the endowment and have continued with annual donations for mini scholarships that support MA Model 3.0 professional development and practitioner (and graduate student) program research. Note: Scholarship winners will be notified this spring.

To some, Ron was known as a visionary advocate for school counselors. To me Ron was my professor, my advisor, my mentor, my colleague, and my friend! To MASCA colleagues today, he was a visionary pioneer, advocate, and leader that helped to establish and nurture your school counseling profession in Massachusetts. Thank You, Ron!

I encourage all MASCA colleagues to check out the article linked below. It is a reminder of Ron's professional lifetime of work to advocate for your profession.

[Dr. Ronald H. Fredrickson - Father of School Counseling Education Research, School of Education, University of Massachusetts, January, 2004](#)

"It is difficult to understate Ron's impact on the field of school counseling. His career at UMass spanned 30 years, during which time he published widely. He was the driving force behind creating a graduate program in school counseling, at a time when the profession was just beginning to be recognized as a legitimate field in the United States. He was a catalyst in the Massachusetts political sphere, too, and advocated for making K-12 school counseling a requirement in the Commonwealth".

Lynn Community Television Highlights Career Counseling Successes

Submitted by Judith Josephs, Ed.D

Utilizing Role Models from the Community as a Resource in School Counseling to Introduce Students to Pathways for Future Careers

This article with its embedded videos, demonstrates the use of Digital Media in an engaging and useful manner for students and School Counselors. Digital media is useful in the field of Counseling to educate, train, improve, and entertain.

One of the ways to document success in School Counseling is to bring into the school successful role models. Role Models, with career expertise, serve to promote the field of Career Counseling. Digital Media TV shows underline the importance of careers by successful role models in the community. This is an important method of documenting careers to interested students. Students may ask questions and listen to individual stories to gain important career information.

The five completed cable TV shows highlight role models in the community who participate in helping students gain information about future careers. All shows are taped on Lynn Community Television.



Video #1 President William Heineman (North Shore Community College) highlights equity funding in the new initiative now available to students. Governor Healey is offering FREE college to students over the age of 25 years with no degree and reduced funding to current students. President Heineman also provides contact information for students to apply to North Shore Community College and counseling support for choosing from 70 degrees and certifications to help find a successful career pathway for all students.

Themes: College Affordability, Reconnect, Mass Grant State Aid, New Initiatives, Mass Community College System, Mass Grant Plus Expansion Program, Less Public Higher Education Cost, Free College for Needy Students, Last Dollar Program, Mass Reconnect supports affordability, Shortage of Well-qualified Professionals on the North Shore, Changing Demographics, New jobs Need education beyond high school, STEM Starter Academy, 70 Associate and Certificate Programs, Help finding career match, Information Sessions, High/Flex means either stay at home or zoom daily becomes your choice, Nutritional and Science Diet Program, STEM Innovation Career Pathways, Centers of Excellence – focus on careers where greatest need exists such as Life Science and Health Care.



Video #2 Vice President Elisa Castillo, Salem State University's new Vice President of Diversity, Equity, and Inclusion Initiatives emphasizes her leadership at Salem State University as a Hispanic Serving Institute (HSI) and Minority Serving Institute (MSI) Initiatives. Salem State is moving in the direction of becoming a Hispanic Serving Institute (HSI) and Minority Serving Institute (MSI) as its current numbers show 24% current Hispanic student population. SSU needs to have 25% to become a Hispanic Serving Institution.

Themes: First Executive Leadership position of this type, Hispanic Serving Institute, Minority Serving Institute, Equitable Leadership, Accessibility for all at SSU, emerging HSI, \$3,000 scholarship if have Associate Degree from NSCC or NECC, College Mental Health, A Cam-

pus Called Home Video, 24% of college population are Hispanic, moving towards becoming a Hispanic Serving Institute, SSU will become the first public University to become a Hispanic Serving Institute, Dr. Castillo Vice President is a new leadership role, small, intimate classes, World of Discovery, most diverse state university, College is a family decision, All information will be in English and Spanish, Internship – expand student opportunity, Better support for multi-lingual student, Students from Across the World.



Video #3 Frances Martinez, President, CEO, and Founder North Shore Latino Business Association, highlights the importance the Latino Community in Business as well as Hispanic leadership in business as role models for the 70% of students in the Lynn Public Schools who have Hispanic backgrounds. The North Shore Latino Business Association has 800 business members focusing on promotion of Latino businesses North of Boston.

Themes: La Vida Scholars Program \$45 month commitment to go to college – matching money equals \$5,000 towards college, students interpret for parents, Work doesn't kill people; it builds them, Voice of Hispanic Businesses, REAL Program, recruiting members involves meeting the needs of the business, financial sector connection, 800 members, Support to help businesses grow, Voice of the organization, Mission: unity NSL-BA, Diverse Board of Directors. Excellent Role Models.

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Lynn Community Television

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Video #4 Maribel and Obed Matul are outstanding role models for strong family leadership in business, politics, education, and philanthropy. This video highlights a highly successful story of Role Models for students. The story shows the importance of perseverance. The story is about a 14-year-old girl who crossed into America alone, crossed the country to be with her 19-year-old brother in Lynn, learned English, graduated high school, earned two colleges degrees in Graphic Design and Health Science Studies, married, has 4 children, is a copartner in a highly successful small business, and started her own charitable Foundation to help people in need.

Themes: Coming to America, Perseverance, starting a Small Business as a Career, Successful Role Model for Latino Students, Immigration, Bilingual important tool, starting a non-profit, Leadership, Associate Degree in Health Science hoping to matriculate to BS in Nursing. Working together as a family, His Love Foundation, New Beginning, Business Owner, Dreamer, Expansion, Delivery of Food Baskets, Volunteering Mission, Grow Foundation to help more families, Goal to improve the city, keeping family strong, stay focused, stay positive, stay humble, Give back to the community, Food baskets to needy families.

Video #5 Amanda La Croix, Director of Programs and Engagement for the Mass Supplier Diversity Office, highlights its mission to increase participation of diverse and small business in state procurement. This video highlights the resources available for young people interested in starting a small business. The Massachusetts Supplier Diversity Office offers many benefits to business such as help with marketing, opportunities to buy and sell with the Commonwealth, and opportunities to work with other diverse, small businesses and resources to small businesses who are minority-owned, women-owned, veterans, people with disability, and LGBTQ individuals.. The

American economy thrives with small, diverse businesses and entrepreneurship is an important career pathway for students. The ability to go into business offers hope, respect, and dignity to all who pursue this career pathway.

Themes: Small Business Ownership, Diversity, Equity, and Inclusion, benefits available to students with skills who look to start a career pathway in Entrepreneurship, Orientation to the world of small business. Strong Massachusetts Support for Small Business, Supplier Diversity Office, Using Skills wisely in today's challenging world, Creating Opportunities for young adults, using free college to gain business skills, Commitment to spend money on diverse, small businesses, Increase opportunity to do business with the state, Selling goods and services to the state, Certifying certain diverse businesses, Wide network of resources, Certified business -- women, minority, veterans, disability, LGBT, Small business participation program, Work Force -- hire and promote people with disabilities, SBA Small Business Association, Need 51% of ownership of business, Directory of Diverse, Small Business.

View more History of Success video- <https://lynntv.org/watch-online/programs/history-of-success/>



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 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

"You've got to know if what you're doing is working."

Dr. Ron Fredrickson, professor emeritus of education, UM Amherst and founder of the Center for School Counseling Outcome Research and Evaluation (CSCORE),

Forty-three counselors registered for the webinar, I Love My Data!! (or Documenting Your Success with Data and a MARC Jr.) developed and delivered by Helen C. O'Donnell, Ed.D, MA Model Trainer. This webinar was designed to be an instructional tool to inform school counselors about the MA Model 3.0 components, encourage the collection of data and use of data-assessment to evaluate the impact of the programming, and guide colleagues in the development of a MA Accountability Report Card (MARC Jr.). It accompanies the new hybrid Tier 2 PD opportunity, "Digging Into DATA" that includes guided zoom instructional support plus independent project work to quality for MASCA PDP's. (see supporting article).

Webinar attendees were asked, "How do you know if you are ACHIEVING your Program, Curriculum and/or Lesson End Goals?" and reminded that planning starts with clearly defined, written end targets to guide program development. SMART student learning objectives (what you want students to know, understand and do as a results of the program) guide instruction and allow you to measure if students are achieving targeted outcomes and to evaluate the success of your instruction, program or intervention.

Since data assessment findings are concrete evidence of program assessment and to support your action plan goals, it is important to make time to collect and continually analyze formative and summative data relating to student achievement of identified lesson, curriculum, or end year learning goals. In summary, put data to work for you!

The MA Accountability Report Card (MARC or MARC Jr.) is a 2-page document that can help you inform stakeholders about your work by defining your

project and student learning targets, documenting alignment to state and national student learning benchmarks, and showcasing (or bragging!) about your results. A MARC Jr. shares data assessment and findings to demonstrate data-supported program successes and documents both student achievement and school counselor or accountability.

In the I Love My Data!! webinar, two colleagues showcased their MARC Jr. research by explaining their research question, sharing summary graphs and charts, and discussing how their data results are guiding program action plans. Thank you Belle Ange Moreau, M.Ed, Brighton HS, and Colleen Fors, LMHC, SAC, SSW, Quabbin Reg MHS.

David Elsner, MARC Chair, MA Model 3.0 Committee Co-Chair, briefly discussed the importance of assessment, congratulated 6 colleagues on their work, and virtually presented MASCA MARC Jr. Recognition Certificates to:

Belle Ange Moreau, M.Ed, a Brighton HS counselor,

Colleen Fors, LMHC, SAC, SSW, Quabbin Regional MHS

Joao Gomes, MEd, CAGS, and Rosalinda Midence, MEd, School Counselors, Madison Park Technical Vocational HS (Gr. 10-12)

Alcindo Fontes, MEd and Pam Paynter, MSW, LCS, School Counselors, Madison Park Technical Vocational HS (Gr. 9)

Note: Articles showcasing each of the MARC Jr. documents. can be found in MA Model 3.0 Implementation section of Oct. to Feb. issues of the 2023-24 Counselors Notebook www.masca.wildapricot.org/Publications

REMINDER: Spring/Summer Registration Open

MA Model PD (see website or accompanying article)

MA Model Graduate Classes
(Inquiries and Registration:
helenod@att.net)

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

Registration open for these Spring summer classes.

Syllabi Summaries available on request

(Registration \$450 includes 45 MASCA PDP's. Additional \$295 for 3 Graduate Credits from Fitchburg State University).

NEW! Hybrid PD Opportunity #2 – “Digging Into DATA”

I LOVE MY DATA!

Documenting Your Success with Data and a MARC Jr.!

25 PDP's - \$150

PD registration https://masca.wildapricot.org/MA-Model_3.0

PD registration confirmation provides resources and details about PDP requirements.

I LOVE MY DATA! Webinar Summary:

Trainer: Helen C. O'Donnell, Ed.D, MA Model Trainer

Guest Presenters presenting their action research success stories from their MARC Jr include: Belle Ange Moreau, M.ED, a Brighton HS counselor, Colleen Fors, LMHC SAC, SSW, Quabbin Regional Middle High School

Webinars, independent study, peer collaboration, and guided individualized project mentoring to develop and complete your MARC Jr., the capstone project. This PD encourages you to identify and collect relevant data or utilize your MASCA Book Club data to assess your program to provide data-supported answers to questions like:

- How are students more knowledgeable about their post high school opportunities because of your school counseling curriculum?
- How are students more successful learners because of participation in your program?
- What strategic multitiered initiatives can you provide to close achievement gaps or promote equity?

On-going guided mentoring support will assist you to:

- Dig into your data to determine program or learning gaps, review the MA Model 3.0 and MA Accountability Report Cards (MARC Jr.) template, and write your SMART research question.
- Assess if your lessons and curriculum are standards-aligned, data-driven; Apply action research strategies and the Cycle of Inquiry for on-going initiative assessment.
- Target strategic interventions and gather inclusive participation, perception, and outcome data.
- Analyze compiled formative and summative data in the aggregate and in disaggregated formats to assess impact of instruction and inform/guide decision-making initiative continuation or data-driven modifications, and how to answer your research question.

APPLICATIONS OPEN FOR MASSACHUSETTS GIRLS AND BOYS STATE 2024 – FREE JUNIOR YEAR CIVICS PROGRAM – JUNE 15-21

Each of these Civics Programs offers high school juniors an immersive, experiential opportunity to participate in, and learn about, civic engagement and the political process—specifically as it relates to the Massachusetts constitution.

These week-long, overnight programs are held each June at Stonehill College, during which time students are guided through the process of forming political parties, developing and debating party platforms, running for municipal and state-specific offices, all while fostering community with motivated students from around the state.

Historically, we have worked closely with high school guidance counselors to promote access to the program, and we are highly focused on renewing this connection post-Covid!

For more information, or to submit an application, please visit our websites: www.massgirlsstate.org or www.maboysstate.org. You may also contact Meg Modic, Recruitment Liaison, at megmodic@gmail.com.

These programs are concurrent and sponsored by the American Legion and American Legion Auxiliary. This is a fully-funded, scholarship-based program – participation bears no cost to schools or students.

