Greetings school counselors! Recently we had a staff meeting and our wonderful school psychologist addressed the staff. He talked about how we can all feel frustrated this time of year and feel like we are “beating a dead horse.” He went on to say that he Googled “how to beat a dead horse” and up popped this list. As educators, it is shockingly applicable to the problems we face! Here are some of the suggestions:

1. Buying a stronger whip.
2. Changing riders.
3. Saying things like, "This is the way we have always ridden this horse."
4. Appointing a committee to study the horse.
5. Arranging to visit other sites to see how they ride dead horses.
6. Increasing the standards to ride dead horses.
7. Creating a training session to increase our riding ability.
8. Comparing the state of dead horses in today’s environment.
9. Change the requirements declaring that "This horse is not dead."
10. Hire contractors to ride the dead horse.
11. Harnessing several dead horses together for increased speed.
12. Declaring that "No horse is too dead to beat."
13. Providing additional funding to increase the horse's performance.
14. Purchase a product to make dead horses run faster.
15. Revisit the performance requirements for horses.
16. Promote the dead horse to a supervisory position.

(Excerpted from: http://www.zdnet.com/article/21-ways-to-flog-dead-horse-projects/)

I think this list is funny because it is so relatable. School counselors are charged with many tasks and if you have been riding in this rodeo for a while, many things have already been tried before.

Here’s my advice, because you should not continue to beat a dead horse: Maintain your positive attitude while listening to suggestions with an open mind. Create a professional learning network of like-minded school counselors. You can join groups on Facebook like “Elementary School Counselor Exchange,” “Caught in the Middle School Counselors,” and “High School Counselors Network”. Follow the hashtags #sccrowd and #scchat on Twitter. MASCA’s annual conference on April 3rd and 4th is an excellent opportunity to network as well!

Statewide Call for Candidates

If you have a desire to be more involved in MASCA, we definitely have a place for you to serve. Our MASCA volunteers are crucial to our organization and are the driving forces behind many of our important initiatives. We can use your help on a variety of committees or in a more formal leadership role. Several Governing Board member positions will be open for the 2017/2018 year and will be filled through an election in April.

Information about MASCA positions can be found in the MASCA Bylaws which are located on MASCA’s website (masca.wildapricot.org). Choose tabs "About," "Governance," and then "Bylaws." Candidates for the position of MASCA Governing Board Member need to collect a minimum of 10 signatures from MASCA members and submit nomination forms and a resume to Ruth Carrigan (Ruth.Carrigan@whrsd.org) before March 1, 2017.

If you are interested in taking on a formal leadership role or in helping serve at the committee level, or if you have any questions, please reach out to any MASCA leader.
The 2017 MASCA Conference is gaining great momentum! The **30 program sessions** are especially structured to equip, encourage, and strengthen your efforts on the front lines with your students. Please spread the word to your colleagues and others who you know would benefit from high quality professional development.

**Dr. Carolyn Stone**, nationally-known speaker and school counselor advocate, will be presenting the Pre-Conference (included in registration fee) and the Keynote Address.

- **Pre-Conference Workshop:** Legal Muscle to Support LGBTQ Students - Practical guidance and resources to support your students!
- **Keynote Address:** Let Your Advocacy Actions Define Your Role! - This is a remarkable Keynote!

You do not want to miss this conference! If you have not already made plans to attend this exciting event on **Monday, April 3 and Tuesday, April 4**, please go to MASCA.wildapricot.org for more details. **Early Registration rates are available until February 3, 2017.**

While you are registering, please reserve your room at the Boxboro Regency Hotel & Conference Center to take advantage of the **$99 early bird special**! Staying at the hotel Monday evening provides a great opportunity to network with other counselors from across the state at the **President's Reception** in the relaxing Courtyard. We look forward to seeing you at this exciting conference in April!
Canadian College Update

By DONNA M. BROWN, MASCA Executive Director

L ast month I attended the “2016 Nova Scotia Tree Lighting – Guidance Counsellors PD Session” sponsored by EduNova. As most of you know, Nova Scotia has sent Boston a Christmas tree as a thank you for the medical and financial help sent by the city to Halifax in 1917. Two ships, one of them loaded with munitions, collided in the harbor and exploded destroying the north end of Halifax, killing almost 2,000 and injuring over 9,000. The Massachusetts Red Cross and doctors and nurses from the Boston area boarded a train loaded with necessary supplies the night of the explosion and headed toward Halifax. The following year, a Christmas tree was sent from Halifax to Boston as a thank you. In 1971, a group in Lunenburg, Nova Scotia proposed reviving the tradition and sent a tree to the city of Boston. This became the official city tree and since then the tree is chosen in Nova Scotia and shipped down to Boston each year.

This year, EduNova sponsored a professional development seminar the afternoon of the tree lighting. Beginning with a greeting by Nova Scotia Premier McNeil, the Nova Scotia representatives presented an overview of what is new at the Nova Scotia colleges and universities. Although I have been involved both professionally and personally with the Nova Scotia schools, I learned a lot and I would encourage my colleagues to offer some of these schools as options for their students.

Meghan attended and graduated from Dalhousie University in 1997. Her experience as a marine biology major was excellent. However, much has changed since then, mostly for the better.

The colleges and universities in Nova Scotia offer a myriad of majors. Whether it’s engineering, science, fashion, or liberal arts, there is a program. By location, Nova Scotia is tied to the sea, and as a result, courses like oceanography, marine biology, and environmental science abound. Coop programs are available for many majors with students earning both credit and a salary.

One of the biggest, and most positive, changes since my daughter went to Dalhousie in the 90s is that students can now work outside the college. Presently, it is possible to work in Nova Scotia as a university student with a Study Permit. Students are eligible to work on or off-campus for up to 20 hours per week during the school year (and up to 40 hours during breaks and holidays). Further information is available at: www.cic.ca/english/study/work.asp. Coupled with the fact that most U.S. financial aid travels with the student to Canada, the ability to hold a job makes the Canadian universities even more attractive.

Students and their families should also consider the exchange rate. At present, the cost of attendance at the Nova Scotia Colleges and Universities is between $25,000 to $28,000.

(continued on pg. 5)
Taco Bell Foundation Looking to Partner with Six MA High Schools

Last year, the Taco Bell Foundation awarded $15,000 in scholarships and grants to Massachusetts High Schools and students. In 2017 the Foundation is looking to donate more to support our schools.

The Taco Bell Foundation invests in the potential of America’s youth, the nation’s next generation of dreamers, innovators, and creators. Since 1992, the Foundation has donated more than $60 million in scholarships and grants to support education and career readiness. More than 5 million young people across 600 youth-serving organizations and 1,700 high schools have been served through the Taco Bell Foundation’s work.

The Foundation is looking for six partner high schools to participate in its Graduate for Más Challenge. Graduate for Más is a nationwide competition among 1,200 high schools. The purpose of the Challenge is to empower students to make a personal commitment to graduate high school. Materials are free and support is provided to ensure the program is turnkey for every school. When 30% of the student body participates, the school earns a $500 unrestricted grant. Participating schools are also eligible to earn up to $10,000 in grants and local scholarships along the way. Students can also win prizes for their participation. The program starts January 23 and ends April 27.

Interested? Contact: TBFlocalgiving@tacobell.com.
CANADIAN (cont'd from page 3)

CAD. However, with today’s exchange rate, the cost in US dollars is about $19,000 to $21,000 for everything including your student’s books and a bus pass!

So, when you are working with students who might like a little adventure but do not want to be too far from home, take a look at Nova Scotia. The flight is only an hour to Halifax, while the road trip runs closer to twelve (I recommend books on CD!).

If you are interested in learning more about the Nova Scotia colleges and universities, think about joining the Nova Scotia Counselors Tour from July 16-23, 2017. For more details, contact 1-902-424-8178 or info@edunova.ca. The registration deadline is March 3, 2017. Additional information can be found on the MASCA website in the Counselor’s Corner section.

Visit the Counselor's Corner section of the MASCA website to learn more about events, resources, and information not officially sponsored by MASCA, but which may be of general interest to the counseling community. https://masca.wildapricot.org/Counselors-Corner

January Awareness Dates

Get Organized Month
National Mentoring Month

1 Global Family Day
15 World Religion Day
16-20 No Name Calling Week
23-29 National Drug and Alcohol Facts Week

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• LEARNING COMMUNITY FOR UNDECLARED STUDENTS
Supervising Interns: A Mutually Beneficial Relationship
By KATHLEEN SCOTT, MASCA Governing Board

Have you joined the ranks of professional counselors who agree to supervise interns? I can honestly say that I was well into my career (something like 15 years or more) before I took on an intern. Even then, it was by default. My colleague had a medical crisis, returning to work on a limited schedule. Rather than have this young woman fail her internship, I agreed to co-supervise her. Like so many things in life, it has been one of the best things I could have fallen into accidentally.

What I learned from my intern was worth more than any amount of time I spent supervising her. I quickly came to view her not as a student but as a younger, enthusiastic, energetic colleague. There was a mutually respectful exchange of my experience for her new ideas and current learning in the classes she was taking.

I so valued her contributions that I shared her with our district high school so they, too, could get to know her. Why? Because I knew we were adding a counselor position to be shared between the two schools and I wanted that hire to be her. We did, in fact, hire her and she has become an invaluable addition to our counseling team.

Every year since, I have agreed to supervise interns. In fact, our program has expanded to include interns at the bachelors and associates degree levels as well. In doing so, I have discovered mutually beneficial relationships that ultimately bring additional resources to our students in a time when closely scrutinized budgets have every educator stretched to capacity. This has meant additional classes, groups, mentors, and advisors for our young charges.

By partnering with our local mental health organization, we have also provided training opportunities for those future professionals interested in school-based services, further increasing greatly needed resources for our students.

Other partnerships with nonprofits and community organizations such as Girls, Inc. and the local Rotary Club have resulted in additional programs both during and after school hours for the benefit of our students. The coordination of these partnerships has become an unplanned but important part of my position in our middle school. It is one that I have yet to quantify but take great pleasure and pride in as a problem solver.

My hope is that our interns, too, have experienced this aspect of being a school counselor as a satisfyingly creative outlet within the wide range of responsibilities and shrinking resources we all seem to face. My hope is that these unplanned victories have fostered a sense of positive expectations in our future colleagues... a real "can do" attitude that they, too, can derive a lifetime of pride and pleasure from.

The 2017 SC|CS Scholarship Application is now open for submissions. Applicants will be eligible to receive a SC|CS 2017 scholarship to cover ASCA 2017 registration costs at their member rate (no greater than $369).

Thank you to the over 50 contributors who helped us raise $3,200+ (we are about $800 short of our goal if you still wish to donate) which will fund at least eight and a half full scholarships this year. Amazing!

Please read the entire instructions and fine print on the application form and please submit by Feb. 19th to be considered. Only completed applications will be considered.

Apply at: http://www.thecounselinggeek.com/sccs-scholarship#apply.
US Surgeon General’s Addiction Report
By ANNA BREGOLI, YHC Intern, Curry College '17
(excerpt from Youth Health Connection, December 15, 2016, Vol. 12, Issue 3)

It is no surprise that substance use disorders have been on a rapid incline in our country. The US Surgeon General felt the importance to come up with a resource to help support the people who are affected by drug and alcohol misuse; the number is greater than you may think. The Surgeon General’s Report on Alcohol, Drugs, and Health is—the first ever Surgeon General’s Report on the topic of substance abuse.

The report was designed to help the public understand the facts behind substance abuse disorders, due to the many misconceptions and stigma that each victim faces. In the words of the Surgeon General, “We must help everyone see that addiction is not a character flaw – it is a chronic illness that we must approach with the same skill and compassion with which we approach heart disease, diabetes, and cancer.”

The report also includes information about early intervention, treatment, and management of substance use disorders. The Surgeon General sends a positive message in a time of crisis that recovery is possible.

See the report at: https://addiction.surgeongeneral.gov/.

Resolutions for the New Year
By ANNA BREGOLI, YHC Intern, Curry College '17
(excerpt from Youth Health Connection, December 8, 2016, Vol. 12, Issue 2)

The beginning of the New Year is a great time to set attainable goals for ourselves. There are a handful of common goals that most people contemplate. This year, I challenge you to do some deeper thinking when it comes to your resolutions. Consider:

• Taking Chances: Go out and meet new people. Apply for that position you’ve always wanted. Face your fears. You may be surprised to find all of the great things you can achieve.
• Learn to Cook: Cooking at home can save money and calories. Involving friends and family in the kitchen makes cooking even more enjoyable.
• Less Social Media: Skip the angry Facebook status, and go for a walk. Avoid the negativity that you see on each platform. There is so much more to life than likes and comments.

For more creative resolutions, visit: http://bit.ly/1HdF5xY

ASCA School Counselor of the Year Announced
By AMY WHEELER-SUTTON, Counselor’s Notebook Editor

The American School Counselor Association (ASCA) has announced Terri Tchorzynski as the 2017 School Counselor of the Year. Tchorzynski is a school counselor at the Calhoun Area Career Center in Battle Creek, Michigan.

“For students, Terri is a tireless advocate, who in every decision and action asks herself, ‘what is in the best interest for this student?’ For the profession of school counseling, Terri is dedicated to advancing the ideals of counseling, career and college readiness and ethics,” said Tim Staffen, principal, Calhoun Area Career Center. Congratulations to the four finalists: Jennifer Adams, Carolina Springs Middle School, Lexington, SC; Rebecca Lallier, Dothan Brook School, White River Junction, VT; Dawn Mann, Harrison High School, Kennesaw, GA; and Yuridia Nava, Riverside Polytechnic High School, Riverside, CA.
The primary focus of the Reach Higher MA Working Group #1 is “Increasing the number of K-12 students that are known to participate in career development and civic engagement activities.” Chaired by Beth Hennessy and Helen O’Donnell, our action plan for the year includes data gathering to establish a baseline of the number of students engaged in Career Development Education (CDE) and the types of authentic career and civic engagement opportunities that are available in MA schools. We will be partnering with diverse Reach Higher MA partners to develop professional development opportunities to “Broaden the role of school counselors to increase student access to CDE activities, one vehicle being the MA Model (June, 2015).” For more information, contact helенod@att.net.
A new Chapter 74 application process has been developed by the Office for College, Career, and Technical Education (OCCTE) at ESE. Chapter 74 programs are Vocational Technical Education (VTE) programs that must meet the standards for approval in the Massachusetts General Laws and the Chapter 74 Regulations. They must have a Chapter 74-licensed teacher and curricula aligned with the Massachusetts VTE Curriculum Frameworks. These rigorous programs must meet OSHA standards for safety and lead to occupational certification, if applicable.

VTE Programs require a financial commitment from the district to meet Chapter 74 performance outcomes and to maintain state-of-the-art occupational programs which remain current. This often requires specialized equipment and technology. Upon state-approval of a Chapter 74 program, districts can be eligible to receive increased local aid which is reinvested back into the program.

The high standards of Chapter 74 approval and the submission of incomplete applications sometimes resulted in the Chapter 74 approval process taking up to two years. Districts sometimes struggled to meet the criteria, lacking clear examples of acceptable responses. Districts often provided ambiguous labor market and student demand, key components of program approval. Guidance on requirements necessary for specific programs also needed clarification.

TOCCTE revised the Chapter 74 application process to address these issues. The new application process has two clear stages, timelines for submission of materials, model examples of materials, and methods to ensure consistency in the demonstration of labor market and student demand. Programs are designed to align to business and industry needs and the district must first determine if a need exists through analysis of labor market data.

Technical assistance from OCCTE will be provided in the early stages of the application process to help districts address issues around proposing programs that duplicate programs already offered in their immediate geographical area and the appropriate resources needed to run a successful Chapter 74 program.

Increased emphasis will be placed on the creation of vibrant program advisory committees. The formation and organization of a program specific Advisory Council (PAC), comprised of business and industry representatives is required to design and structure the new Chapter 74 vocational program.

OCCTE will offer a webinar about this on Tuesday, January 31, 2017 at 1:00 pm to assist the field. This webinar will outline the new process for participants, identify benchmarks, and provide the audience with examples of the aids to districts included in the new application process. Register here to participate: http://www.doe.mass.edu/conference/?ConferenceID=9422.
School counselors are integral to creating a positive school climate; one way they can help to do this on a systems level is by aligning with a Multitiered System of Supports (MTSS). Much like a comprehensive school counseling program, MTSS is based on the assumption that most students will benefit from universal supports, some students will need additional targeted supports, and a few students will need intensive-level supports.

I have recently transitioned from being a practicing school counselor to working as the Training and Development Coordinator for Vermont Positive Behavioral Interventions and Supports (PBIS). PBIS is sometimes referred to as MTSS-B (B=behavior), the counterpart to MTSS-A (A=academics). I help schools in Vermont to begin and sustain implementation of PBIS in their schools. I coordinate professional learning opportunities and provide technical assistance to schools.

After working as a school counselor in a strong PBIS school for three years, it has been an easy transition to this new role. School counselors are well-positioned to help develop and implement PBIS in their schools. PBIS can strengthen the school counseling program, and vice versa. Like a well-implemented school counseling program, PBIS is guided by student-centered data and the PBIS team engages in data-based decision making.

Also similar to ASCA Model programs, PBIS strongly encourages the use of evidence-based practices to reduce the use of ineffective interventions. At the universal level, PBIS is based in teaching positively-stated school-wide expectations. School counselors can use these expectations as the basis of their core counseling lessons.

Many targeted interventions include school counseling-related interventions, such as mentoring and social skills groups. Students who receive intensive-level supports are often the students who we see individually or provide wraparound for.

See upcoming Counselor's Notebook issues for more information about PBIS and how school counselors can be involved.
Career Activities Corner: K-12 College and Career Readiness Activities

Colleagues are welcome to submit brief lessons with identified standards alignments, measurable student learning outcomes, and interdisciplinary curriculum links. Submit to Helen O’Donnell at helenod@att.net.

College and Career Awareness Month
Submitted by: Cheryl Lassey, M.Ed., lassey@norfolk.k12.ma.us, Freeman-Kennedy Elementary School

Description: FK Morning Show, watched in classrooms every day, was used to deliver the majority of information for the first half of College and Career Awareness Month. Examples of information delivered:

- Types of college degrees you can earn (2 year Associates, 4 year Bachelors, Masters, etc.)
- On average how much more a person with a college degree earns than a high school graduate
- Unique college majors and the most popular college majors
- The number of colleges, technical, and vocational high schools in Massachusetts
- The different types of trades

FK Morning Show featured career interviews with parents and community members (https://sites.google.com/a/norfolk.k12.ma.us/fkmorning/career-interviews-1). Careers explored: Pediatrician, Veterinarian, Marketing, Structural Engineer, Pilot, Global Design Director for Star Wars Toys, Psychologist, Financial/Retirement Planning, Franklin School of Performing Arts Director, Real Estate Agent, Software Engineer, Architect, New Hampshire State Troopers. Another possibility: interview diverse members of the school community about post-HS training needed for their current employment (could include: school bus drivers, crossing guards, custodians, secretarial staff, aids, school committee members, district and school administrators, parent volunteers, teachers, counselors, school resource officers, etc.).

- Interview Process: 5th and 6th grade students who are part of the FK Morning Show were selected to interview our guests. Below are the questions that were asked:
  - What is your job title and what do you do at your job?
  - Did you go to college? If so, what college did you go to and what type of degree did you earn?
  - Why did you choose this career?
  - What is your favorite part of your job?
  - How long do you work, like how many hours and days per a week?
  - What types of things did you learn while you were in school that helped you with your career today?
  - What is a cool fact that many people don’t know about your job?

Capstone Activities:
- Dress up as what you want to be when you grow up or wear a college shirt/sweatshirt/hat day for staff and students: https://twitter.com/fk02056/status/801110489329700864.
- Staff decorate their classroom and office doors with the logos and names of the colleges that they attended: https://drive.google.com/file/d/0B4KiSVkDQXZTMEFaem5EcDRUVlE/view.

Impact Data: Survey teachers about observed classroom impact like questions, discussion, research about careers, how they prepared for decorating their classrooms; Students compile classroom list of the careers students chose for dressing up, students could compile grade level career data and graph results data

Standards: ASCA Mindsets + Behaviors for Student Success: Mindset: 2-4; Behaviors: LS #5+6; SS #1
MA CDE Benchmarks: Academic/Technical A2-1; A4 1+2; Workplace Readiness W1-1+4; W2-1
Collaborative for Academic Social and Emotional Learning (CASEL): Self Awareness (recognizing strengths); Relationship Skills (communication); Self-Management (goal-setting)
Common Core State Standards (CCSS): CCR Speaking and Listening

Interdisciplinary Links: ELA: Communication Skills: Active Listening, Writing and Asking Questions; Interview Skills, Public Speaking, Note Taking and Writing, Researching careers; Math: data analysis, graphing

Resources: http://theresponsivecounselor.blogspot.com/2013/10/college-awareness-week.html
http://stylishschoolcounselor.blogspot.com/2013/05/career-day.html
http://www.schoolcounselingbyheart.com/2014/05/07/coordinating-career-day/
The Mission of MASCA

The mission of MASCA is to advocate for school counselors in the Commonwealth of Massachusetts by providing leadership, collaboration, and professional development. Stay informed by visiting MASCA’s website regularly. You can share your views with fellow MASCA members by joining in the Forum. https://masca.wildapricot.org/

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