

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 54, No. 2

October 2017

President's Message: Reflection and Planning

By MEGAN KRELL, Ph.D., MASCA President

I hope your school year has kicked off to a great start and that you are well into the swing of things! As I reflect on the last month, I am considering the deep impact that the hurricanes have had on the Southeast. It is likely that you and your students have family and friends that were impacted. However, even those children with no personal connection may experience difficulty processing the events they have heard about on the news. ASCA has compiled a list of resources to help students process natural disasters, including culturally-sensitive crisis intervention, talking to children about the news, and how to support parents. Check out schoolcounselor.org for more information and resources about supporting students in the aftermath of hurricanes.

Moving into October, this is an important time for school counselors, as it is both LGBT History Month and Bullying Prevention Month. Have you made any plans



for National Coming Out Day (October 11th) or Unity Day (October 25th)?

Additionally, this is an exciting year for school counselors and school counselors-in-training in Massachusetts. In June, the Board of Elementary and Secondary Education approved the changes to the Regulations for Educator Licensure and Preparation Program Approval (603 CMR 7.00), which included amending the licensure title from "School Guidance Counselor" to "School Counselor." This change to the regulations, among others, has

been approved by the Secretary of State and posted online. Updating the licensure title sends an important message of recognition that the role of a school counselor has evolved. School counselors are key stakeholders in the academic achievement, social-emotional wellbeing, and college and career readiness of all students. I encourage advocacy at the district and building levels to uphold the use of the School Counselor title!

Lastly, the MASCA team has been working hard to bring you excellent professional development opportunities. As a reminder, the MASCA 2018 conference will be in Cape Cod April 30th-May 1st at the Resort and Conference Center at Hyannis. Registration, hotel rooms, and the call for proposals are up and running, so make your plans today. More information about our conference is online at: <http://www.ncyi.org/203>. Enjoy this issue of the *Counselor's Notebook*!

Bullying Professional Development Resource

By DONNA M. BROWN, MASCA Executive Director

As MASCA Executive Director, I receive lots of emails. Some are simple requests; others are seeking help with research projects; still others are sales pitches. However, some of the most interesting come from other nonprofits, professional

organizations, and the government. Recently, an email from Bolster Collaborative caught my attention. The group describes itself as "a division of Vision Training Associates, Inc., [that] provides the most current, practical resources to pro-

professionals, volunteers, and parents who serve the positive development of young people." Curious, I visited their website and found many interesting and useful pieces of information. By far the best treasure

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2018 Massachusetts School Counselor Association Conference – Call for Presenters

Mark your calendars and make plans to attend MASCA 2018! We are heading back to the Cape! We have some great plans for the upcoming 2018 Massachusetts School Counselor Association Conference at the Resort and Conference Center at Hyannis on April 30 and May 1, 2018. Registration is open! Easy ways to register: Online: (<http://ncyi.org/203.559>) or Phone: (866) 318-6294.

We are excited to announce that Julia Cook will be serving as the Keynote Speaker and Amie Dean (Behavior Queen) will be bringing us a powerful Pre-Conference Session. Just like last year, the Pre-Conference Session is included with your registration! They have also agreed to stay around for a breakout session on Tuesday! MASCA 2018 is organized by School Counselors for School

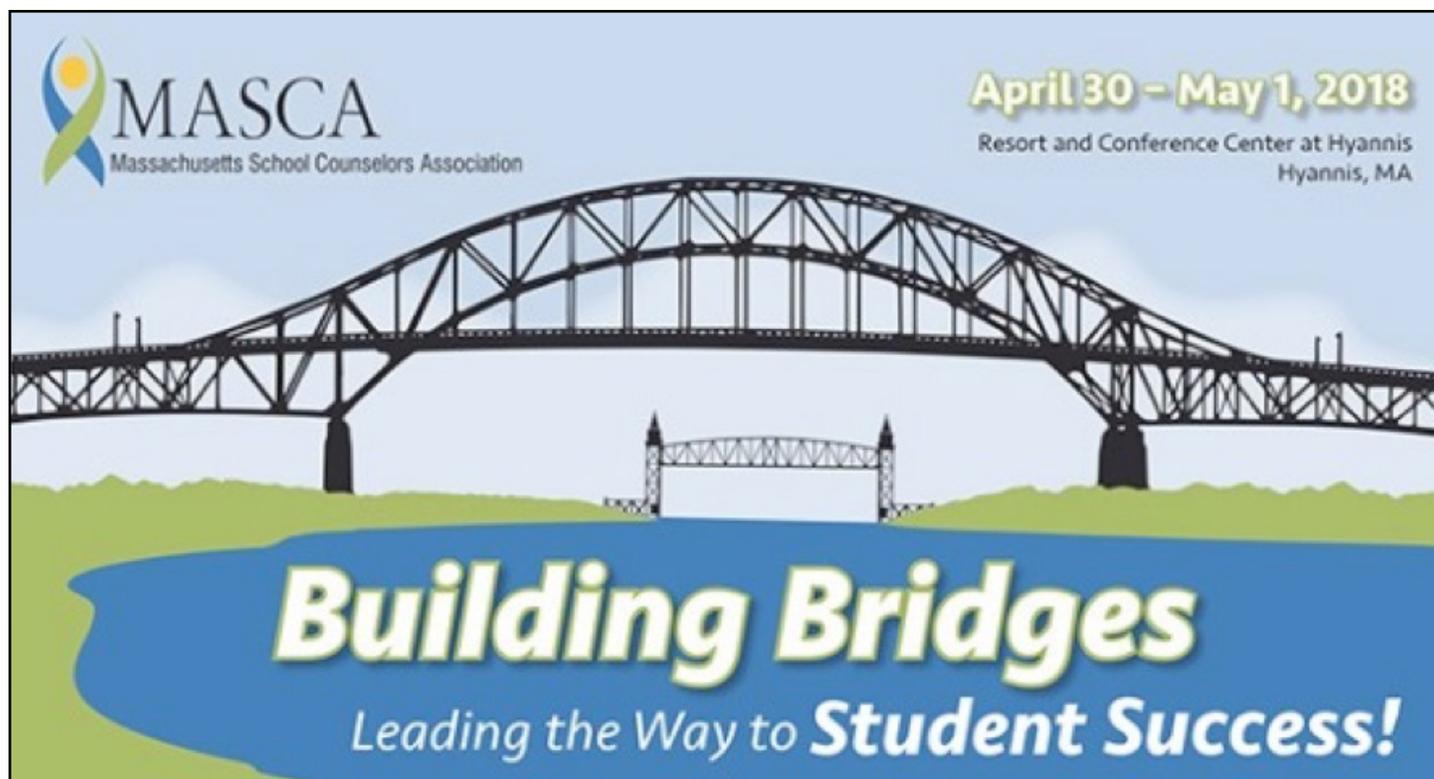
Counselors! Make plans to attend and share this message with your friends.

Calling all Presenters! The Massachusetts School Counselor Association is soliciting proposals for presentations promoting evidence-based programs in the domains of academic, career, and social/emotional development or highlighting the latest techniques and practices in school counseling. Presentations showcase proven programs, current research, or skills of value to counselors, pre-K to postsecondary, as well as district personnel, graduate students, and counselor educators. If selected to be a presenter, your conference registration will be discounted! Please follow this link to find out more: <https://ncyi.org/193.470>.

THANK YOU Porter and Chester Institute for returning as a Gold

Level Sponsor for MASCA 2018! Please click on the conference website (<http://ncyi.org/203.559>) and click on the Porter and Chester Institute logo to learn more about how PCI supports your students and their career paths!

The room block is open at the Resort and Conference Center at Hyannis! The room block tends to fill quickly, so please reserve a room if you're planning to attend the conference and will need one! You can follow the link in the "Accommodations" section on the conference webpage to the hotel's reservation system for the institute room block... and the special low rate of just \$99 per night plus tax! Be sure to reference the code: MASCA when making your reservation. This is a great opportunity to network with your colleagues from across the state! We hope to see many of you in April!



MASCA

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BULLYING *(cont'd from page 1)*

came via a link to a government site: <http://safesupportiveschools.ed.gov/index.php?id=01>. Here I found a section entitled, "Creating a Safe and Respectful Environment in Our Nation's Classrooms." Within it were a myriad of resources including a two-module program "Understanding and Intervening in Bullying Behavior." Designed to be presented to faculty and staff, the program has an excellent trainer's outline, handouts, and PowerPoints. A school counselor could easily present the program as part of a professional development day.

The first module deals with defining, describing, and reporting bullying in schools. Verbal, social, physical, and cyber bullying are described with examples. Discussion of the role power plays in bullying situations is especially important because the definition of bullying has always referenced an imbalance of power. In this module, the perception of an imbalance of power can also be a factor in bullying. The module then looks at why children

don't seek help and what does and does not work in dealing with bullying. For example, peer mediation and zero tolerance programs do not work and, indeed, may cause escalation.

The second module addresses positive classroom climate, teacher/student relationships, and building a web of support. Among the elements of a supportive classroom climate are engagement, safety, and environment. The latter element even includes, "Wellness, or the availability of school-based physical and mental health supports for students," and "Disciplinary environment, or the communication of policies regarding discipline and behavior to the school community and the adequacy and fairness of policy enforcement."

Please take a look at this resource, even if you are not asked to present to your colleagues. There are many good ideas to consider using in your practice as well as concepts that will cause you to reflect on how we do our jobs.

The Partnership Between Affiliates and MASCA

By LINDA DUAME, MASCA Governing Board Member

With another school year underway, I am reminded of the importance of all the partnerships that we form as school counselors: between ourselves and our students, our students' parents, our school faculty and staff, and our school communities. In addition to nourishing these partnerships, I would like to call upon our membership to also invest in the importance of the partnership between each of our affiliates and the Governing Board of MASCA.

As a new MASCA Governing Board member and as the President of the Western Mass Counselor Association this school year, I would love to see the membership of both parts of our organization strengthened by forming closer connections and a stronger partnership. What could the MASCA Governing Board do this school year to help each affiliate function better?

I know that in many ways I am "preaching to the choir," because

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Supporting Transgender and Gender-Expansive Students in MA

By MATTHEW WILLIS, M.Ed., NCC

Ongoing discussions in the media regarding gender identity are yet another reminder of the crucial role school counselors play to help make schools a safe place to learn for each of our students.

At this year's MASCA annual conference, participants had the opportunity to explore approaches to support transgender and gender-expansive youth through Dr. Carolyn Stone's pre-conference workshop focused on legal and ethical issues. A number of attendees also joined an ideas-sharing session called "What We've Learned," co-facilitated by several members from the Counseling Department in the Lexington Public Schools. During the session, we discussed a number of resources, which are now accessible at <http://bit.ly/CounselorResources>.

In "Safe Havens" (ASCA School Counselor, May 2017) Kim Westheimer of Gender Spectrum outlines several important considerations for school counselors. Westheimer encourages school counselors to learn more about available resources and to team with colleagues and community members who can be helpful in the shared opportunities to support youth who are transgender and gender-expansive.

During the course of one's career, each elementary, middle, and high school counselor will likely work with youth whose gender identity does not align with the assigned sex on their birth certificate. GenderSpectrum.org offers these current definitions:

Gender Expansive "...is an umbrella term used for individuals

that broaden commonly held definitions of gender, including its expression, associated identities, and/or other perceived gender norms, in one or more aspects of their life. These individuals expand the definition of gender through their own identity and/or expression."

Transgender "...[is] sometimes used as an umbrella to describe anyone whose identity or behavior falls outside of stereotypical gender norms. More narrowly defined, it refers to an individual whose gender identity does not match their assigned birth gender. Being transgender does not imply any specific sexual orientation."

Risks to the well-being and academic success of transgender and gender-expansive youth include exposure to school harassment that targets gender identity, a reduced sense of safety in the school environment, thoughts about self-harm, and suicidal ideation. Fortunately, the school counselor's role as a supportive, caring adult will help reduce the marginalization experienced by a transgender or gender-expansive student who just wants to show up at school and learn like everyone else.

A school counselor does not need to be an expert in order to be an effective ally. The key is to confidentially consult with colleagues and other professionals who can provide support as a counselor helps their student navigate the school experience. Each student's situation and needs are different, but here are a few key Massachusetts resources that are helpful when working with students, families, and staff:

The Department of Elementary and Secondary Education (DESE) issued "**Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment**," which addresses a number of important topics such as name and gender marker changes, confidentiality in student records, access to restrooms and locker rooms, best practices for communicating with staff and families, and athletic participation. It can be helpful to print this document and highlight relevant portions when collaborating with administrators and support staff to meet a student's needs.

The DESE staff within the **Safe Schools Program for LGBTQ Students** provides on-site training and consultation at no cost to school districts. Their mission is to "help schools implement state laws impacting lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ) students, including the state's anti-bullying law, gender identity law, and student anti-discrimination law."

School counselors should build and maintain relationships with the **Gay-Straight Alliance** or **Gender and Sexuality Alliance (GSA)** that meets in their school or district. Counselors may contact the youth leaders or faculty advisors and ask to attend a meeting as an adult ally. Transgender and gender-expansive youth can often feel invisible, but showing up to say, "I see you and I'm here to listen" can make a big difference in their lives. If a middle or high school doesn't yet have a GSA, counselors should

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COUNSELOR'S NOTEBOOK

SUPPORTING (cont'd from page 4)

consider partnering with another staff member to help start one.

Family support is also important for LGBTQ youth. **PFLAG** is a support and advocacy organization for parents, caregivers, and friends of people who are LGBTQ. With many active chapters in Massachusetts, this can be a great personal resource for families, who experience their own process when youth come out as transgender or gender-expansive. Some support groups even have a focus on gender identity. Visit PFLAG's website and click "Find a Chapter." PFLAG also offers training and education for groups and organizations.

The **Massachusetts Chapter of GLSEN** is part of a national organization devoted to "making schools safer for ALL students, regardless of sexual orientation or gender identity/expression." GLSEN holds an annual retreat for educators and an annual conference that is also open to youth. Their website lists a number of educator resources, as well.

Boston Children's Hospital's **Gender Management Service (GeMS)** is a multidisciplinary team of medical and mental health professionals who can support students and their families. The helpful staff can assist families seeking referrals for outside counseling providers with experience in working with youth who are questioning their gender identity, seeking support, or considering medical intervention. The hospital's program also offers trainings for youth workers, including school counselors.

Finally, for cases in which fam-

ilies may need to seek legal support if their child is experiencing harassment or exclusion that is connected to their gender identity, Massachusetts is home to a nationally-recognized nonprofit that can assist. **GLBTQ Legal Advocates and Defenders (GLAD)** helps to end discrimination through litigation, advocacy and education. Their website has useful information and the organization also maintains a hotline for legal questions.

Visit <http://bit.ly/CounselorResources> for links to these resources and several others that you may find helpful. You are also welcome to email me at mwillis@lexingtonma.org with questions or ideas. I'm still learning, too.

October Awareness Dates

ADHD Awareness Month
Bullying Prevention Month
LGBT History Month

2-8 Mental Illness Awareness Week
5 World Teacher's Day
5 National Depression Screening Day
11 National Coming Out Day
15-21 America's Safe Schools Week
22 International Stuttering Awareness Day
23-31 Red Ribbon Week (Drug-Free America)
25 Unity Day/Stop Bullying Day

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Exploring the MA Model 2.0: Resources to Assist Implementation

By HELEN C. O'DONNELL, Ed.D., MA Model Trainer and Chair, MASCA GB Member

Presented to MASCA membership in April 2017, the endorsed MA Model 2.0 is a best practice, public domain document aligned with both the ASCA 3.0 Model and MA DESE Educational Reform initiatives to assist in the development and strengthening of Comprehensive School Counseling Programs in MA. The first article in this series encouraged a program self-study (located in the appendix of the document) and identification of program gaps, student needs, and areas for program development. Annual program review promotes continuous improvement with the MA Model, since implementation develops over time. Free downloads of the MA Model 2.0 are available at the MA

DESE website or at <https://masca.wildapricot.org/MA-Model-2.0>.

Step Two: Explore the MA Model Table of Contents for Free Resources

The Foundation, Accountability, Management, and Delivery sections of MA Model 2.0 have been enhanced to include current references, appealing graphics, and helpful examples and templates for counselors to use in their practice. In addition, over the past decade, MA Model Institute participants have developed outstanding professional resources that they have generously donated to their colleagues as public domain materials (select Conference/PD tab and select the MA Model option). To assist colleagues in accessing

the plethora of downloadable resources, a Table of Contents guides your search identifying overview categories. A sampling of contents includes Foundation (Vision and Mission Statements), Management (calendars, Powerpoints), Delivery (lesson plans, bulletin boards), and Accountability (MARC and MARC Jr. documents). It is correct protocol when accessing and using these materials that you cite the original author in your references section.

Please note that many lessons identify standards alignment to the ASCA National Standards. Since ASCA has updated their materials, more recent materials being posted will reference the ASCA Mindsets and Behaviors for Student Success. Be sure to use these new standards as you develop the alignment for your curriculum and lessons.

As this *Counselor's Notebook* series continues, the articles will focus on lessons from the field about implementation. Inquiries about MA Model Institute trainings around the state, email helenod@att.net or MAmodel@masca.org.



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- Approximately 99% of first-time students receive some form of financial aid
- Offering a wide array of extra-curricular activities including 14 NCAA Division III athletic teams



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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](https://masca.wildapricot.org/Counselors-Corner)

Improve Student Achievement with Data

“These two kids were at risk of dropping out. Now they’re talking about rooming together in college.”

With the Early Warning Indicator System (EWIS), the state identifies students at risk of missing important academic goals from first grade through high school graduation and beyond. Using attendance rates, behavior data, course-taking, MCAS, and more, EWIS predicts a student’s risk — Low, Moderate, or High Risk – of missing a milestone if no interventions are provided.

“It really comes down to attendance. I mean, we know that – but we see it in the data.”

Counselors and educators use EWIS, in combination with local

data and personal context, to examine underlying factors leading to academic risk and develop supports to help students get back on track to meeting academic goals.

“Thank you for making us aware of this report. I did not know it existed.”

DESE and MASCA will partner to offer a Data Certificate series again this year. The exploration experience is geared toward counselors wishing to incorporate data into their work. Counselors will use EWIS, EDWIN, and DART Data and an inquiry cycle to understand the unique strengths and needs of their students, and craft interventions accordingly.

“We’re meeting with each high-risk student weekly.”

The series starts with a workshop in October, continues through the year with office hours and virtual learning, and culminates with a Data Showcase in the spring. Participants will earn 15 PDP’s using DESE’s data tools in an inquiry cycle to understand and begin to address a school challenge. Register for the Eastern MA and Central/Western MA cohorts. For more on EWIS, see DESE’s EWIS website or email EWIS@doe.mass.edu.

“You might say ‘it’s not my problem’ after high school – but I want to prepare these kids for life after high school.”

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

Reach Higher MA Working Group #1: *Viable Careers and Citizenship for All* invites counselors to submit career activities that can be delivered in diverse settings to encourage the infusion of career development into school counseling curriculum. Include learning standards alignment, measurable student learning objectives and outcomes, and interdisciplinary curriculum links.

Email to: Helen O’Donnell, Ed.D, MA Model Institute Trainer at helenod@att.net.

Credit for Life & Reality Fairs Promote Financial Literacy

Grade Level & Delivery: High School, Tier 1

Activity: Credit for Life or Reality Fairs are being offered to high school students around the state to promote financial literacy as a component of a CCR curriculum. Planned by community and school partners, the fairs are designed to provide authentic experiences with budget planning that relates to professional salaries associated with careers the students are considering or careers randomly assigned by the school. As the students strategically make “purchases” relating to needs and wants from booth “vendors” promoting products and services at the faux fair, they need to be mindful of their budgets and personal finances. Credit counselors are also available to consult with students about financial challenges and overspending they face during their fair “shopping.” To prepare for this event, students participate in interdisciplinary college and career readiness activities that can include the Math, Business, School Counseling, and English departments. Materials needed for the fair are often shared by host schools and/or regional groups.

Data: Each event identifies and gathers process, perception, and outcome data based on individual event goals.

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- A response from us by January 2018
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admissions.umb.edu



AFFILIATES (cont'd from page 3)

if you are reading this article, you are already a member of MASCA and most likely you are also a member of your regional affiliate. But I challenge each of you to reach out this month to two colleagues in your school or surrounding schools and encourage them to join MASCA and/or join your local affiliate. Strengthening our membership numbers is one way to become a stronger organization, and certainly the low yearly membership costs are a viable and worthy expenditure for everyone. But are there additional services that our Governing Board could provide to your affiliate that I could bring forward for discussion at our November meeting? Are there local concerns that you want to share with others on a state level that I can help give voice to as a

Governing Board member?

As you read in the September President's Message, Megan Krell, MASCA President, will be spearheading efforts to conduct two needs assessments this school year, one for our entire membership and one for our affiliate leadership. Sarah DeMello, our MASCA affiliate liaison, has begun reaching out to all active affiliates, gaining updated contact information, and helping to place their yearly meeting schedules on the MASCA webpage. I encourage all affiliate Presidents to reach out to her with a quick e-mail so Sarah has your name and a way to contact you, if you have not already. Please take a moment to write to Sarah DeMello at sarahd.masca@gmail.com. In addition, Sarah and I have confirmed with our webmas-

ter, Jean Atwater-Williams, that affiliates can add a link on the MASCA website to their affiliate page if you would like to provide that link to Sarah as well.

In the meantime, before our needs assessment results are analyzed and a plan of action is formulated by the Governing Board later this school year, I want to also encourage affiliate officers and members to contact me at lduame@comcast.net, and I would be honored to help find ways to make our partnership stronger this school year. As John F. Kennedy said: "Partnership is not a posture but a process – a continuous process that grows stronger each year as we devote ourselves to common tasks." Please let me know how I can foster this process for you and your affiliate colleagues.

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seize the day?



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CAREER (cont'd from page 7)

Grant Opportunities: The Massachusetts State Treasury's Office of Economic Empowerment announces grants twice a year from the Financial Education Innovation Fund. Watch for additional information in the next *Counselor's Notebook* or check the MA State Treasurer's website.

Student Learning Standards:
[MA Career Development Benchmarks:](#)

Learners will develop and demonstrate:

- Academic - Technical: strong academic, technical, and employability skills for career and life management; A2-2, A2-3, A2-4, A3-1, A3-2

- Workplace Readiness Development; W1-4, W2-3
- Personal/Social Development; PS2-2, PS 3-2

[ASCA Mindsets and Behaviors for Student Success:](#)

Mindset #2 – Self-confidence in ability to succeed
Behavior Standards:

- Learning Standard #1 – Demonstrated critical-thinking skills to make informed decision.
- Behavior Standards: Demonstrates #1 ability to assume responsibility and #2 self-discipline and self-control
- Self-Management #9 – Demonstrates social maturity and behaviors appropriate to the situation and environment

Scholarships to Be Awarded to Mass. Seniors

The Henry David Thoreau Scholarship is a \$20,000 four-year scholarship awarded to eight students graduating from public or private high schools in Massachusetts. Seniors awarded the Thoreau Scholarship may enroll in any college or university in the world while they major or minor in an environmentally-related field.

Thoreau Scholars have studied a wide variety of environmentally-related areas, including biology, epidemiology, oceanography, international affairs, and environmental law. Scholar alumni have formed companies and organizations including the animation company, Oxbow, satellite imagery startup

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COUNSELOR'S NOTEBOOK

Career Profile: Industrial Distribution

By JENNIFER MCGUIRE, MASCA President-Elect

This is the second article in my series of profiles on career opportunities, selected from a workshop I attended entitled “Careers Your Students Need to Know About” at the 2017 ASCA conference.

Industrial Distribution (ID) is another career path that I discovered at ASCA this summer. In a sense, you can think of ID as an industry that allows other industries to operate successfully. Industrial distributors provide products that are necessary for businesses, manufacturers, and Government entities. ID is responsible for moving products from manufacturers to users.

The products and services provided by ID companies typically fall into two areas -- maintenance, repair, and operation of production facilities or manufacture of equipment, machinery, goods, and products. In the US and Canada alone, there are more than 81,000 ID companies, including small local business and large global enterprises. Some ID companies serve a large geographic region and offer many products, while others may serve a small region or offer a specific product line. In short, industrial distributors are everywhere! ID companies must be innovative, continually offering new services and solutions. The ID channel is

the most efficient and cost-effective means of moving products from manufacturers to users.

No matter where you live or



where you'd like to live, Industrial Distributors are everywhere. The Industrial Careers Pathway website provides an employer database, where you can search for ID companies. I discovered that there are 11 Industrial Distributors within 50 miles of my school's zip code (not including the manufacturing companies that work with the distributors).

Over 3.3 million individuals are employed in this field. The field of ID allows individuals to start in entry-level positions and work their way up with on-the-job training. It is not necessary to attend college to get into this field. However, certain positions within the industry would require college (or beyond) such as executive, financial, or legal positions. There are so many different jobs within the field that it is tough to summarize the skills one should

have. However, the Power Transmission Distributors Association provides a skill sets and training matrix on the website, www.pdta.org.

However, for those interested in receiving education to prepare for a career in the ID field, community colleges and technical colleges offer certificates and associate's degrees in ID. At Henry Ford Community College in Dearborn, Michigan, students can pursue a Certificate of Achievement as a Supply Chain Management Technician or an Associates in Business degree in Supply Chain Management.

And of course, what students really need to know is how this career path will impact their lifestyle! Starting salaries in ID are between \$28,000 and \$35,000, but that increases for technical sales, and sales management positions exceed \$100,000. More good news is that workers in this field are in it for the long haul. The 2016 Cross-Industry Compensation report shows that this industry experiences low turnover rate, which means that people are satisfied in their jobs and tend to stay. This survey is conducted every two years and includes 900 ID firms with 6,000 US locations. More information can be found by visiting www.industrialcareerspathway.org and www.ptda.org.

SCHOLARSHIP (cont'd from page 10)

CrowdAI, and the nonprofit energy organization Equitable Origin.

The Thoreau Foundation assists its scholarship winners by identifying environmentally-related internships, offering internship stipends, and providing networking opportu-

nities. A sign of success of the Thoreau Foundation's mission to foster environmental leadership is the support past scholarship winners provide to present scholarship winners.

To learn about the Henry David Thoreau Foundation and Scholar-

ship, please visit www.thoreauscholar.org. Information about the scholarships and how to apply will be mailed to all high school counselors. An online application will be available in October. Students have until February 1, 2018 to apply.

IN CASE OF NON-DELIVERY, RETURN TO:

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P.O. Box 366
Bryantville, MA 02327



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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