Hello School Counselors!

Welcome to March. I sincerely hope that you enjoyed a restful February school break. Now that we are in March, our conference is right around the corner, and I am so excited! If you have not yet registered, please go to the MASCA website and follow the link, or type this into your search bar: https://ncyi.org/conferences/mascac/. This year’s conference theme is “Pathways to the Future,” and the two days will offer excellent speakers and sessions to help us all support students with their Social competencies, Academic achievement and College and Career paths. I hope you will join us!

MASCA is making great strides this year, with new leadership and committees presenting fresh ideas. One of these recent changes was made by the Awards and Publicity Committee. This year, nominations and selections for Massachusetts School Counselor of the Year happened earlier than in the past. This will allow the School Counselor of the Year to attend more functions as a representative of MASCA, and to get an early start on the application process for the American School Counselors Association School Counselor of the Year!

On January 28, MASCA Executive Director Bob Bardwell and I surprised the School Counselor of the Year at an assembly organized by her principal. We snuck into Gardner High School early in the morning, and waited with the Superintendent and Principal to enter the assembly. We met the Interim Mayor of Gardner, and representatives from the offices of Senator Tran and Representative Zlotnik. The room was full of faculty and staff, past and present, as well as students, administrators and officials.

When Karen McCrillis entered the surprise assembly, she was clearly shocked! Gardner High School had created and hung a huge banner, celebrating her selection as the School Counselor of the Year, and when Karen saw it and the room full of supporters, she stopped in her tracks. We gave her a well-earned standing ovation, and then she came to the front. MASCA Executive Director Bob Bardwell proceeded to present Karen with the School Counselor of the Year award, and then the Principal, a student, the Superintendent, the Mayor and both legislators’ aides addressed the assembly.

Karen McCrillis humbly accepted the award, stating that it was not her honor alone, but the work of a team of counselors that deserves recognition. Obviously beloved by her students and her community, Karen is making an impact every day. By implementing a comprehensive school counseling curriculum, the School Counseling department in Gardner supports all students in making progress towards their goals: Social, Academic, and College & Career. We wish Karen McCrillis congratulations on her honor, and good luck in the ASCA competition!

Sincerely,

Barbara

Karen McCrillis named Massachusetts School Counselor of the Year
By BARBARA MEYER, MASCA President

Karen McCrillis named Massachusetts School Counselor of the Year

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Find out how you can become a MASCA leader. Go to:
https://masca.wildapricot.org/
How-to-Get-Involved
Advocacy is defined by dictionary.com as “public support for or recommendation of a particular cause or policy.” I might be more inclined to say it’s the application of pressure on those who have the power to bring about the change that you want.

You want your principal to change a rule to allow a student an excused day from school so he gets credit for the class. You want the superintendent to provide funding for a late bus so your students can stay late for extra help. Or you want the school committee to create a policy that the Advanced Placement tests for all low income students would be paid for by the district. Those are all examples of advocacy in action and things that school counselors likely do all the time.

But ask a school counselor to speak to the school committee about creating a policy that school counselors should not have to coordinate MCAS testing, talk to a legislator about creating a law that would provide more funding to add more mental health support for students struggling with depression and anxiety or testify in front of the Board of Elementary and Secondary Education about mandating a MyCAP for every student in the Commonwealth, and you often are met with blank stares, pushback, discomfort or ‘I can’t do that.’

You see while counselors are some of the best and fiercest advocates for their students and families, but when it comes to advocating for ourselves, it is often met with resistance because it seems self-serving and egocentric. To be quite honest, this has got to change because advocating with policy and law makers for things that will ultimately benefit their students is no different than advocating for funding or policy changes that directly impact students. While it might feel uncomfortable and self-serving, without such policies and resources, we are not providing the maximum benefit to our students.

The good news is that MASCA has been doing a great deal of advocacy lately, which while on the surface may seem to be only good for us, will eventually trickle down to benefit our students. Here are four specific examples of how this is true.

1) February 4 Advocacy Day at the State House – This is a direct lobbying effort when our members and supporters meet with legislators and/or their staff. The goal is that the skills that our members are taught and the experience of meeting with elected officials allows participants to go back to their communities and participate in similar meetings with administrators and school board members. Almost 40 MASCA members and supporters attended this year to learn, listen and have conversation with policy makers about what school counselors do and the impact we have on student success and achievement every day.

2) The naming of Lisa Weinstein as the School Counselor liaison. This did not happen because DESE officials decided we needed a representative. This restored position came back because meetings, conversations and advocacy by MASCA requesting this position just like DESE has staff that work with other educator stakeholders and at least half of the other states across the country have such a position, meaning Massachusetts was not a leader in this effort at all.

3) The new School Counselor of the Year award ceremony format. You will read about how great Karen McCrillis is elsewhere in the Counselor’s Notebook, but part of the reason we changed the format of the ceremony is to advocate for the school counseling profession. Recognizing the best counselor in our profession in front of the participants at a lunch at the annual conference is nice and appropriate, but when we hold the event at the recipient’s school with hundreds of students, staff, family members, elected officials and print and television journalists who then share that story with the community and on social media, all of a sudden school counselors are being talked about and recognized like never before.

4) National School Counseling Week (NSCW) – Always held the first full week in February, NSCW is a great way to share stories about what school counselors do. This year MASCA created a new web page, sent targeted emails to superintendents, principals and counseling directors and daily emails to members throughout the week. The positive attention is certainly helpful and it can provide an opportunity to have some critical conversations and explain to people exactly what we do.

So what you say? You will now have a chance to put this all into action and practice advocacy at the local level. Members have received an email that encourages them to reach out to superintendents and other administrators as well as their union leadership to advocate that some of the $1.5 billion annually coming from the recently signed 2019 Student Opportunities Act to hire additional school counselors to address the spiraling mental health challenges we are experiencing today. The time to advocate is now. Not next month or next year.

If you have never advocated in this way, why? Are you just too busy, not sure where to start or simply afraid to speak up? It is my hope that this is only the beginning of a ongoing change and culture shift so all counselors will feel comfortable advocating for not only their students, but also themselves. We need your help with this now, more than ever before.
Social and emotional learning (SEL) refers to the process through which students learn and apply a set of social, emotional, behavioral and character skills that are required to succeed in school, work, relationships, and as citizens. SEL has different definitions, but for the purpose of this article we will reference what the DESE uses: SEL is the process of developing students’ and adults’ social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. This has been used for many subfields of psychology and human development with a focus on emotion regulation, prosocial skills and decreasing aggressive behavior problems. Many types of educational interventions incorporate SEL such as bullying prevention, character education, conflict resolution, and social skills training.

The core framework for SEL is divided into five domains and thirteen emotional skill areas. The five domains are: self awareness, self management, social awareness, relationship skills, and responsible decision making. The thirteen emotional skill areas are: recognize express emotions, demonstrate appropriate self perception, demonstrate self efficacy (confidence/competence), demonstrate impulse control and self management, display empathetic characteristics, recognize diversity and demonstrate respect for others, demonstrate ability to communicate with others in various ways, engage socially and build relationships with peers and adults, demonstrate ability to manage conflicts, and show the ability to seek and offer help. Finally responsible decision making means students can demonstrate increased personal, social and ethical responsibility, and they can demonstrate the ability to reflect on and evaluate the results of their actions and decisions.

As you can see, these five domains are critical for student success in school and life. In my school, Willie Ross School for the Deaf where we work with students ranging in ages from 3-21, we have developed a positive behavior intervention and support program (PBIS) called WRSD ROARS (our mascot is the tiger). ROARS is the acronym for Respectful, Open-minded, Advocative, Responsible, and Safe. Before I describe how our PBIS program works, let me offer a brief description of what PBIS is.

PBIS was born from decades of research on applied behavior analysis. It is an effective model for schools to apply systems change methods to restructure environments to ensure generalization and maintenance of target behaviors and enhance the quality of life for students.

It utilizes a three-tiered prevention model:

- The primary tier contains the universal school-wide behavioral expectations. For my school, this is our ROARS initiative. This is the foundation of behavior support for all students. This is where we teach and reinforce appropriate behaviors. WRSD has ROARS posters in hallways, bathrooms, cafeteria, school vans, and student buses. Staff and students are reminded daily of the behavioral expectations and for the majority of students this will be enough. The second tier has a more targeted focus on students who need additional behavior support. This is based on data such as incident reports, discipline referrals, and suspensions. These students may also need social skills instruction and peer mentoring as appropriate.

- The purpose is to prevent this problem behavior from becoming disruptive to the learning environment. The third tier is the most intensive and focuses on individual students who need more support than the first two tiers provide. These students are identified through data to have chronic behavior problems. In this tier, functional behavioral assessments are conducted to determine the function of the behavior and to implement a function-based behavior intervention plan, and provide wraparound services.

So how does WRSD ROARS incorporate social and emotional learning? Let’s start with the first positive rule, which is Respect. Students will recognize diversity and demonstrate respect for each other. This connects with social awareness by learning to appreciate that we all have different abilities, disabilities, appearances, races, cultures, family types, and traditions. Students learn from people with different experiences and opinions. Students also understand that people may act, dress, think and live differently based on their past experiences, including their family background and culture.

The next positive rule is being Open-minded, or showing a willingness to listen or accept different ideas or opinions. Incorporating social awareness shows the ability to display empathy, recognizing diversity and respect for others. This concept also incorporates relationship skills including communication, adult and peer relationships, conflict management, offering and accepting help, demonstrating social and ethical responsibility, and the ability to reflect on the results of their decisions.
actions and decisions, and the ability to collaborate and cooperate with others in work and play. Examples include: students naming emotions of characters in stories and participating in a discussion about why the character feels that way. Students also show they feel comfortable approaching others and interacting with students and staff. Students are able to give opinions and disagree respectfully.

The third positive concept is being Advocative, which means a person who supports a cause, an idea, a way of doing something. This incorporates self awareness by being able to identify and express emotions, accurately assess one’s strengths and recognizing when one needs help. Self management is incorporated for impulse control, stress management, self-discipline, and the ability to see other’s perspectives. Relationship skills include the ability to communicate clearly, build teamwork, and negotiate conflicts. For example, students learn they can work through something even when feeling frustrated. Students learn to recognize how different individuals play different roles as part of an effective group and can recognize how they can be active and productive members of the group. They are able to navigate disagreements and make suggestions to resolve conflicts, and they know who they can go to for help when needed.

Being Responsible is the fourth positive rule we adopted in our school. Students learn that they are held accountable for something within their power, control, or management. This concept incorporates self management, or the ability to understand rules and behavioral expectations, and to demonstrate self control. Students also learn responsible decision-making by making constructive and respectful choices based on many considerations. For example: students take responsibility for effective management of their possessions, school work, and time. The ability to consider and make constructive choices after thinking through a situation and evaluating the potential consequences to self and others. And students recognize the benefits of reviewing work and making corrections.

Our last positive concept is Safe. This is reflected in self awareness - the ability to recognize emotions in oneself and others, social awareness - recognizing others are human/important also, responsible decision-making - interacting with respect and care for both objects and people, and relationship skills - reflecting on one’s actions and explaining why a decision is right or wrong. Examples include students who are able to follow classroom routines independently, students consider potential consequences to others before they make a decision on the best way to act, and students who show they can get along with classmates and staff.

In summary, using a positive behavior intervention support system as a school wide initiative can be an effective tool for teaching appropriate social and emotional skills across ages, grade levels, and abilities. Using this support system in my school has helped generalize rules and expectations in a positive way for both students and staff. And for those few students who struggle to understand the universal model, we are able to provide small group and/or individual support.

References:
Social and Emotional Learning in Massachusetts http://www.doe.mass.edu/sfs/sel/
PBIS Technical Assistance Center https://www.pbis.org/pbis/tiered-framework

March 2020
Awareness Dates

Gender Equality Month
Middle Level Education Month
Music in Our Schools Month
National Nutrition Month
Women’s History Month
Youth Art Month
1 Self-Injury Awareness Day
2 Read Across America Day/Dr. Seuss’s Birthday
2-6 National School Breakfast Week
8 International Women’s Day
21 International Day for the Elimination of Racial Discrimination
22 World Water Day
31 Transgender Day of Visibility
The Importance of Using Open Educational Resources to Promote Equity Within the School Counseling Profession

By Laurie Dickstein-Fischer, Ph.D. & Jacquelyn Saunders

Dr. Dickstein-Fischer is a MASCA Board Member & Program Director for Salem State University’s School Counseling/School Adjustment Counseling Program. Jacquelyn Saunders, MEd in School Counseling Candidate ’21, School of Education, Salem State University

The School Counseling profession seeks to provide access to all PK-12 students. However, counseling graduate training programs lack affordable academic resources to all students, skewing our applicant pool and future school counselors towards those who have financial privilege. Additionally, school counselors have difficulties affording quality materials for their students due to budget constraints. This article will discuss strategies of implementing Open Educational Resources (OER) into the School Counseling Profession.

OER, an educational philosophical concept that materials, such as books, lesson plans, and worksheets, should be free and available to all educators. OER materials reside in public domain or have been released with an open license that permits access, use, repurposing, and redistributions by others with limited or no restrictions (Lumen, 2017). OER was introduced as a concept in 2002. While it was first met with skepticism, over the years many organizations have created open publishing programs and groups like Creative Commons have formed open publishing programs and groups like Creative Commons to provide free educational materials to all (University of Maryland Global Campus, 2019).

The cornerstone of OER is the 5Rs, a term coined by David Wiley, founder of Lumen, an OER database. Wiley states that if you are not able to do one of the 5Rs, then the content is not actually OER. The 5Rs are reuse, revise, remix, redistribute, and retain (Rhodes, 2017). Reuse simply means using a resource as is. Revise means being able to alter the content to better suit your needs and the needs of your students. Revising allows you to edit the content to fit the needs of your students better. Being able to remix means that you can combine this content with any other OER content you find. Redistributing allows you to share the original, revised, or remixed resource with others. Finally, retaining means you can keep the resource after you use it. A true piece of OER content will allow you to do all of these things.

The main strength of the OER system is its long-term cost effectiveness. Since 2012, OER efforts have saved college students $500 million worldwide (Grimaldi, Basu Mallick, Waters, & Bariuniak, 2019). Locally in Massachusetts, Greenfield Community College has begun to actively use OER in its courses. They found that when students have access to OER in three of their six courses, students spent $31 per course as opposed to $153 per course, which is the national average (Student Pirgs, 2018).

There are many OER resources out there. Edutopia is a K-12 OER database that has resources on a variety of topics, from Technology Integration to Social and Emotional Learning. OER Commons hosts a massive database for a variety of educational subjects at all grade levels. Even Khan Academy and Ted Talks offer free educational materials and lesson plans to teachers. However, there is a lack of counseling specific OER resources out there. School counseling, like any other profession in education, needs quality resources to be done well and these resources are expensive for many districts.

Last month we celebrated National School Counseling Week and this month we will honor and celebrate Read Across America! This year, I want to encourage all school counselors to share whatever open resources they have with their peers. Know a great website for lesson plans? Pass it on! Did you recently write something that you feel is valuable to the field? Share it with colleagues in and out of your school. While there may be a lack of official open resources available for school counseling, local sharing can be just as beneficial. (See table below left for a list of resources and corresponding web links.)

References:


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<th>Resource</th>
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<td>Free book about preparing students for college</td>
<td><a href="http://courses.lumenlearning.com/freshmanexperience/">http://courses.lumenlearning.com/freshmanexperience/</a></td>
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The 2020 MASCA Conference is almost here!

Make plans to attend the 2020 Massachusetts School Counselor Association’s Annual Conference, March 30-31, 2020, at the Boston Marriott Newton in Newton, MA. This will be a great opportunity for you to meet other school counselors across the state for 1.5 days of refreshment and professional development.

Allison Edwards
Pre-Conference Speaker
15-Minute Counseling Techniques that Work
Monday, March 30

Julia Taylor
Conference Keynote Speaker
Mental Health Literacy
Tuesday, March 31

You do not want to miss this conference! Please go to www.MASCA.org for registration details, a complete listing of all breakout sessions, and instructions for earning professional development points or graduate credit. Don’t miss out on this opportunity for counselor-centered professional development and valuable networking opportunities. Please contact Ruth Carrigan, Conference Chair, at Ruth.Carrigan@whrsd.org if you have any questions.

Be the Change: Advocacy & Leadership Workshop

By Dr. April Megginson

Thank you to those of you who were able to come and participate in our State House Day entitled Be the Change: Advocacy and Leadership Workshop on February 4, 2020. We had 34 school counselors and admission counselors attend.

The event started with Executive Director of MASCA, Robert Bardwell, awarding Rep. Daniel Cahill with the MASCA Legislator of the Year Award for all of his support and work on HB 420: An Act Relative to School Counselors. Lisa Weinstein, a member of the MA Department of Elementary and Secondary Education’s (DESE) College, Career, and Technical Education unit, presented us with the Governor’s proclamation proclaiming February 3rd to February 7th, 2020 as Massachusetts School Counseling Week. Karen McGrillis, Massachusetts’ School Counselor of the year, discussed the important work of the school counselor. Savannah Kelleher, Vice President of Tremont Strategies Group, introduced the legislative process and how important it is to connect with and talk to our legislators.


To find out more about ways to advocate for the school counseling profession including access to documents to assist you in changing your department name, finding out who your local representatives are, and Position statements log onto the MASCA Advocacy page at: https://masca.wildapricot.org/Advocacy. If you are interested in being a part of the MASCA Government Relations and Advocacy Committee contact me at apriljmeigginson@gmail.com.

MASCA Executive Director Bob Bardwell and MASCA President Barbara Meyer with Representative Daniel Cahill (left) and DESE’s Lisa Weinstein (right).
College Acceptance Letters: Next Steps & What to Expect

By: Ashley Boucher, Sallie Mae employee and graduate of Immaculata University.

Whether it’s that much anticipated email or a thick envelope in the mailbox, college acceptance letters represent a pivotal moment for high school students. Here’s what you can expect from the letters and how to respond to them.

“Congratulations! I’m pleased to inform you that you’ve been admitted to...”

No words could be sweeter if you’re a high school senior looking for confirmation that you’ve been accepted into college. College acceptance letters can represent the moment that many high school students have been working toward, figuring out your next chapter in education and beyond.

When Springtime of senior year rolls around, you can expect to start hearing some rumblings in the hallways. “Macy got her acceptance letter, so did Trevor. Alannah heard back from all four of her schools. Is mine LOST? Does this mean I didn’t get in?!” Nerves can take over, leading you to your mailbox every day after school or constantly refreshing your inbox. The anticipation is completely normal, but it doesn’t make the waiting game any easier.

Whether you’ve applied to one school, or ten, chances are you’ll soon be presented with a decision from a college or university that holds the key to your future! When that day finally comes, here’s what you can expect from the letters, and how to respond to them.

What is a college acceptance letter and what does it include?

College acceptance letters, although varied from school to school, follow a pretty predictable format.

First, an acceptance letter will make it clear if you’ve been admitted or not. If you see the congratulatory message you want, let that sink in! You’ve worked hard and it’s been recognized. If you are seeing a rejection, know you’re not alone – and this isn’t the end of the road. Did you know? Tina Fey was rejected from UCLA. If you’ve been accepted, you’ll see some information about upcoming events for prospective students – these are to help get you familiar with the campus and opportunities that the school can provide, and you should look at this as your chance to decide if the school is really the best fit for you. (Take advantage of these types of events: you may have been accepted to several schools, so now is the time to be extra clear about your wants, needs, and which school fits those best.)

Finally, you’ll want to make note of any deadlines included in your letter. Usually, the school will tell you the deadline for you to make your decision. This date is pretty universal, and typically falls on or around May 1, because you would have heard back from all of the schools you’ve applied to by then.

When are the letters sent out to accepted students?

The big question: when do colleges send out acceptance letters? If you’re wondering when acceptance letters arrive, know that it can vary a little bit based on the schools and when you applied. There’s also a little bit of variation in how decisions are conveyed: you can expect many colleges to send acceptance letters by email or online portal, though some will still send a formal letter in your mailbox, too.

If you applied for early action or early decision to your dream school, it’s likely that you sent in your application earlier than you would have otherwise, typically by November. Your conviction and commitment to the school will be rewarded by an early decision (hence the name), and you should expect to hear back in the winter months: December, January, or February.

If you’ve applied to multiple schools and are unsure of which you want to attend, you probably submitted your application for regular decision, usually by February. In this case, you should expect to see letters come in through mid-March to early April. You should expect to hear back from schools by the first week of April. Why? Because of the May 1 timeline that colleges and universities rely on.

With that said, there is a chance you won’t hear an official decision until the summer. How can that be? Well, for students who are waitlisted, you may not receive final word until the school has more insight on just how many admitted students will accept their invitation to attend and register for classes. That means, for some students, you could find out as late as August. If you’re going to keep a school that has waitlisted you on your list of potential destinations, be sure to have a backup plan (whether it’s a gap semester or year, a short stint at your local community college first, etc.).

How to respond to a college acceptance letter

Your next steps may hinge on whether or not you’ve applied (and been accepted to) more than one school. Since the average student applied to four colleges or universities in 2018, let’s assume you have a few options.

Now may be a good time, if you haven’t done so already, to create a spreadsheet of the schools you’re still considering. You’ll want to include the decision deadline noted in your acceptance letter – don’t lose track of this! The last thing you want to do is miss an opportunity to attend your dream school just because you couldn’t remember when you needed to notify them you intend to register (and submit your deposit; more on that below).

If you’re still in comparison mode, use the spreadsheet to keep track of information on housing, meal plans, and even the details of your financial aid offer letters (which will arrive separately – learn more about award letters). Your offer letters are particularly important if you’re not sure which school to attend. One school, for example, may offer you a large financial aid package, while another may have little to give you. The budgetary implications may help you choose between your various options. You can use a College Planning Calculator to help figure out the full cost of college, further informing your decision.

Once your college acceptance letters are in and you’ve decided which college or university to attend, it’s time to notify your school of choice. You can usually do this by filling out a form and sending it to the college along with a non-refundable deposit. This deposit (which can typically range from $50-$500) is used to secure your spot in the incoming class of students. It’s important to note those deadlines and make sure to send the deposit before the deadline hits, so you don’t lose your spot.

This is also the time to let the other schools know that you don’t intend to enroll. Again, this can be done with the form given to you as part of acceptance letter packet. You should aim to do this by May 1.

Next steps after responding to your college acceptance letter

So, you’ve taken the next step in your journey and enrolled in college – congratulations! So, now what?

You have a few key things to remember:

1. Whatever you’ve been doing to get into college, keep it up! Colleges can rescind their offers, so now is the time to slack off. Use this time to continue studying (maybe you have some AP tests that you can take to save money on future college courses), look for summer internships in a field you think you might want to study or a summer job so you can save money, or enjoy the last few months

(continued next page)
you have with your high school friends before you’re off to your next chapter!

2. Be sure to keep your social media profiles free of any content that would portray you in a negative or inappropriate light. Your social media accounts are an extension of your transcripts and resumes. Don’t do anything that would embarrass you, your family, or your future college and classmates.

3. Your college is chosen, but there’s a lot of planning that still needs to take place. For example, how are you planning to pay for college?

Remember those financial aid offer letters I mentioned? Those are really important, and now that you’ve chosen your college, you just need to reference the one that came from your school. It should list what types of financial aid you qualify for, and can include federal loans, scholarships, grants, and work-study.

You’ll need to formally accept part or all of your financial aid offer (or none of it, if you choose), so be sure to do that in the timeline indicated by the school.

If you haven’t already, start your scholarship search now. Contrary to popular belief, scholarships aren’t just for valedictorians and quarterbacks; there are scholarships for everyone! Are you left-handed? There’s a scholarship for that. Love to bake? There’s a scholarship for that. An expert asparagus grower? There’s a scholarship for that, too! Make sure you’re using this time to find scholarships, carefully apply, and make the most of the free money out there earmarked for your future.

After you’ve nailed down scholarships and accepted parts of your financial aid offer, you’ll have a better idea of how much of your college costs (tuition, room and board, books, supplies, transportation, etc.) are covered by the funds you’ve outlined. If there’s a gap, you have a few choices to consider, including using some of your savings or income, or taking out a private student loan. This monthly budget worksheet and student loan calculator can help you determine what’s right for you. Helpful hint: don’t take out more in student loans than what you expect your starting salary in your desired profession to be.

That’s a lot to soak in – so if you’re feeling overwhelmed, remember to pause, celebrate, and keep your eye focused on your future. You’ve done the tricky part and now it’s time to show the college why they were smart to admit you.
School counselors need to search their community for the resources and contacts needed to help their students succeed. I was recently fortunate to utilize Lynn Community Television as an outstanding source for obtaining help for students. I was the show host and was able to produce a number of shows in that capacity. The shows involved interviewing guests who had career backgrounds which could inspire students and help them to make good career choices. One show highlighted a student who wished to major in Media and Communication. Professor Amy Smith from the Media and Communications Department of Salem State University helped me make a connection between the college and two interested high school students. Two students were in the TV studio working the cameras at that time. They became instantly excited by being on the show. The students were seniors and TV majors in the local high school. The students took Professor Smith’s card and were promised a tour of her Department.

I also recently told the story on Community Television about Esperanza Vassallo. She emigrated from the Dominican Republic with the strong desire to attend a University. She worked at McDonalds and received a National Scholarship from McDonalds to attend college. Esperanza was a 2019 graduate from Salem State University majoring in Psychology and Business. Today she is a General Manager of a local McDonalds. She attended Salem State University part time while raising two small children. This story highlights success of a student who found a way to achieve her dream.

School Counselors need to search the resources of the Town or City that they service. I partnered with The Greater Lynn Chamber of Commerce and various businesses and organizations that could help my students. Examples of such helpful organizations are: Society of Manufacturing Engineers (SME), American Chemical Society (ACS), and Computer Society Branch of the Institute of Electrical and Electronic Engineers (IEEE), American Society of Mechanical Engineers (ASME) and U. S Army, Navy, and Air Force Representatives. Many of these organizations have student groups associated with them.

One of the most innovative educational programs is the P-TECH schools program sponsored by IBM. Within six years, students can graduate with a high school degree and a no cost associate degree in applied science, engineering, computer science or other competitive STEM disciplines. Partnerships between school districts, community colleges and major employers are important. P-TECH schools offer an integrated program of high school and college courses correlated with industry skills and leading to a post-secondary degree. Students acquire workplace skills and hands-on experience at no cost to the students. (http://ptech.org)

Another innovative educational program is available with the Gloucester Marine Genomics Institute (GMGI) on the North Shore. GMGI demonstrates that there is vast potential to expand marine science through genomics. GMGI promotes the development of a world-class marine biotechnology Research Institute on the Gloucester waterfront with a focus on discovering new treatment to improve human health. This organization offers careers as biotech lab technicians with a lab-immersion curriculum and paid internships www.gmgi.org

Fish and lobster cells have a certain genetic code that could help prevent disease in mankind. An objective of GMGI is to utilize portions of such genomic code to help produce pharmaceuticals to treat human disease. I saw the program start several years ago in the Gloucester Industrial Park as a teaching facility. Today GMGI has an outstanding Laboratory on Gloucester Harbor. www.gmgi.org

I was recently at a Genomics event at Endicott College. The speaker was a Nobel Prize winner, and he spoke about feeding 800 million people in Africa by using the genes from plants to produce more food. The event was a partnership between North Shore Technology Council and Endicott College. The highlight of the evening was that all students and adults were invited to approach the panel of company representatives that were ready and able to hire them. Students quickly entered into a line to speak to the leading representatives in bioscience. This was an important resource event enabling me to speak to many professionals working for the companies participating in this event.

The most important task for gaining resources is to keep track of your alumni. St Mary’s High School of Lynn produced an excellent book of pictures and stories about many of their successful alumni.

My advice to educators and school counselors is: SEARCH THE COMMUNITY YOU SERVE AND FIND THE BEST RESOURCES FOR YOUR STUDENTS!!

In 2013 the Board of Elementary and Secondary Education and Board of Higher Education came together to discuss, and later adopt, the Joint Definition of College and Career Readiness, as part of a larger body of collaborative work. In March 2014, the Study Group on Civic Engagement for the Board of Higher Education recommended the inclusion of civic learning as an expected outcome for their students. The BHE later adopted a statewide policy directing public colleges and universities to incorporate civic learning as an expected outcome for undergraduate students.

At the BESE’s June 24, 2015 meeting, the Working Group on Civic Learning and Engagement presented a set of recommendations, which the Board endorsed. In the fall of 2015, the Department of Elementary and Secondary Education presented an action plan on civic learning, which included the development of a revised definition of college and career readiness. Since then, representatives from each department have worked together to draft a revised definition of college and career readiness that includes readiness for civic life.

At the January 26, 2016 joint BESE/BHE meeting, the two boards discussed the revised definition and some possible amendments to it. The BHE subsequently voted to approve the revised definition, as amended based on that discussion. The definition that the BHE adopted in January was also voted on and adopted by the BESE at their February 23, 2016 meeting.

This organization offers careers as biotech lab technicians with a lab-immersion curriculum and paid internships www.gmgi.org

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IMPLEMENTING MA MODEL FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS:
MA Model 3.0 is HOT OFF THE PRESS!!!
By Helen C. O’Donnell, Ed. D, MA Model Trainer, and MASCA MA Model Chair

Join the excitement at the MASCA Spring Conference when the MA Model 3.0 is presented to membership as a public domain document! A dedicated team of volunteer school counseling colleagues have spent nine months researching and writing the updated MA Model for Comprehensive School Counseling Programs to bring it into alignment with the ASCA Model 4.0, current Massachusetts Department of Elementary and Secondary Education initiatives, and Massachusetts legislation. It has been endorsed by the MASCA Governing Board.

The logo is a visual representation of the school counselors’ partnerships at the national, state and local levels. The outline of the state embraces the logo of the Massachusetts DESE’s Definition of College and Career Readiness and Civic Preparation as well as the ASCA Model 4.0.

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MASCA Governing Board 2019-20

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Don’t Miss these two Great Pre-Conference Workshops!

MASCA Pre-Conference Workshop for Graduate Students
Transitioning from Graduate Student to School Counselor: Tips, Tricks, & Insights
March 30, 2020  9:30am-2:30pm
Topics to include:
• Resume and cover lettering workshop
• Job search advice from new school counselors and hiring districts
• Navigating the licensure and continuing education process
• Best practice for interviews
• Integrating self-care into daily practice
Facilitators: Danielle Duarte & Megan Krell, guest speakers & panelists
Cost: $25 (lunch included)
Register online at masca.org

15th Annual MA Model Pre-Conference Workshop
March 30th, 2020  10:00-2:30 Registration at 9:30
MA Model 3.0: Words into Action
➢ Planning School Counseling Programs and Curriculum
➢ Delivering Multi-Tiered Interventions
➢ Collecting Data for Assessment
➢ Analyzing Data to Determine Program Effectiveness

MA Model 3.0 is Hot of the Press! Join members of the MA Model 3.0 writing team to explore and discuss the document that guides your professional practice. Hear how the MA Model 3.0 for Comprehensive School Counseling Programs strategically integrates alignment with best practices presented in ASCA Model 4.0© with Massachusetts DESE guidelines, language, and program initiatives. Attend the workshop to get your free copy of the MA Model 3.0.

➢ Review components of the MA Model 3.0.
➢ Discuss analyzing data to identify effective programming and curriculum target goals.
➢ Plan multi-tiered program delivery.
➢ Hear implementation stories from your colleagues.
➢ Gather implementation material and sample data documents.
➢ Recognize MARC Jr. Award Recipients.

Registration Cost $25 and includes lunch. -- Certificates of Attendance will be available. Purchase Order requests please include additional $10 PO processing fee.

To Register, email helenodi@att.net with March 30th registration in subject line. Include the names and emails of workshop registrants. If paying by purchase order, please include PO# in email
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.

https://masca.wildapricot.org/

100% of bachelor's degree students participate in at least one internship before graduation.

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WHY DEAN?

EXPERIENTIAL LEARNING
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At Dean we provide unmatched learning support to help meet your needs and goals.

LOCATION
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