

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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May 2019

President's Message: Take Time to Look Back

By JENNIFER MCGUIRE, MASCA President

Welcome to the May issue of the Counselors Notebook! Hopefully this time of year will be filled with warmer weather as we approach the season of graduations, awards nights, and other celebrations! It is hard to believe that my year as MASCA President is winding down. It feels like just yesterday I was eagerly anticipating the start of my term. While I am definitely excited about the summer months ahead, I am sorry to see my time in this role coming to a close.

By the time this issue of the Counselors Notebook reaches you, the annual MASCA conference will be just a memory. I hope that many of you had the chance to reflect, refresh and recharge in Hyanis with colleagues from across Massachusetts. If you did not have the chance to attend this year, I urge you to make a point of attending next year's annual conference.

Again, I would like to encourage MASCA members to make an effort to attend the ASCA National Conference this summer in Boston. Registration is available online at www.ascaconferences.org. Attending a national conference is an invigorating experience and we are lucky to have access to such an event in our own backyard this year. I hope you can experience Revolutionary Ideas this summer!

This is the time of year that we turn our thoughts to the approaching close of the school year. It is easy to get caught up thinking about those things not yet done--scrambling to figure out how to get everything in before the final bell rings for the year. However, this is an important time to reflect on what you have accomplished within your schools and districts and on behalf of your students throughout the 2018-2019 school year. Are you able



to identify something unique or exciting that occurred this year that separates it from previous years?

For me, one of the most meaningful experiences I have had within my district this year has been working as part of a team to redesign our career planning process as a result of the College and Career Advising Professional Development Series. The opportunity to collaborate with individuals outside of the school counseling field on the topic of future planning has enlightened me. The work we have done together

and the discussions we have had a team has reminded me how much my colleagues and I all have the same goals for our students--to set high goals for themselves and to work hard to achieve them. We have become partners in planning, with the hope that our revised college and career advising curriculum will be even more beneficial to our students than the work we have all been doing as individual departments. Having this work valued by administrators is reaffirming, among other things. I am eager to launch our curriculum next year.

I believe people feel a sense of pride when they accomplish a goal, however small. Helping students set goals and make plans is one of my favorite aspects of my role as a school counselor. This is true whether it is a student who has always had a long-range plan with few bumps in the road or a student who has overcome significant barriers. This is the time of year when our students have made decisions about next steps and are finalizing plans. It is the time of year, for me, when I see my seniors realize the goals they set out to accomplish back in ninth grade when they were adjusting to a new school and new opportunities. It is a time of year that reminds me how important it is that all students have access to quality college and career advising.

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May '19

AWARENESS DATES

Asian–Pacific American Heritage Month
Better Hearing and Speech Month
Clean Air Month
Mental Health Month
Military Appreciation Month
National Bike Month
National Foster Care Month
National Physical Fitness and Sports
Month Teen Pregnancy Prevention Month

2 Holocaust Remembrance Day
6-10 National PTA Teacher Appreciation Week
17 International Day Against Homophobia,
Transphobia, and Biphobia
18 Armed Forces Day
25 National Missing Children’s Day
31 World No Tobacco Day

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ALWAYS LEARNING - ACRONYMS

By Donna Brown, MASCA Executive Director

As educators, we use acronyms every day: SAT, MCAS, SEL, IEP. The list goes on and on. Sometimes, letters that once meant something are now just letters. (Think ACT which originally was American College Testing). Often, the letters change before our very eyes: STEM, add A for Arts and get STEAM and then add R for wRiting and now we have STREAM.

Recently as I was preparing a lesson, I came across SAMR. Having no idea what this was, I googled it and discovered it was a framework created by Dr. Ruben Puentedura to give educators a common language to talk about how we integrate technologies in the classroom.

As I read a variety of articles, I found very little differences among the writers when discussing the SAMR model. The letters stand for Substitution, Augmentation, Modification and Redefinition. Substitution and Augmentation are usually called “Enhancement” steps while “Transformation” describes Modification and Redefinition steps.

When a teacher uses Substitution, technology substitutes directly for traditional lessons. For example, rather than pulling down a classroom map to show students the Silk Road, the teacher googles a map and shows it on a Smart Board. It is a substitute for what the teacher would ordinarily do. Unfortunately, many of us only get this far when using new technologies. Taking a step further,

Augmentation still uses technology in a traditional way, but the educator enhances the traditional presentation using some of the technology features of a new device. In the example given above, the educator might animate the map and make it interactive. In both cases, the educator is using new technology but is still using the same basic pre-technology lesson plans.

With Modification, the educator begins to redesign the content presentations. A group of students might create a video about traveling the Silk Road and present it to the class.

Redefinition changes traditional teaching.

It allows the educator to do what was not possible before. At this stage, for example, the educator might Skype musician Yo Yo Ma to have students find out why he formed a musical group called Silkroad and how the name was chosen. Without new technologies, this type of lesson would never have happened.

As school counselors, we are now in the classroom and we, too, have access to all the new technologies. Thus it is up to us to try to create new, improved lesson plans to deliver career, college, social and emotional information. While some of what we present is best accomplished “old style,” many topics can be aug-

mented, modified or even redefined. For example, think about presentations about college or careers. We can tour a college campus and interview current students virtually. A person in a particular career can “come” to your classroom and show what the job entails. Classroom SEL plays can be ramped up by using student-made videos. To do this, though, we need to learn how to use some of these technologies. Help is everywhere. Libraries, high school evening practical arts, colleges and the internet offer instruction in everything from Google to Prowise to YouTube. It’s time for us to leave our comfort zone and seek to ascend the SAMR ladder.



2019 MyCAP Participants from Whitman-Hanson Regional High School

“I have been fortunate to be part of the MASCA sponsored MyCAP professional development program run by DESE this year”, reports Ruth Carrigan, MASCA’s PD Chair and Director of School Counseling at Whitman-Hanson Regional High School. My Career and Academic Plan (MyCAP) is the process and tool that personalizes the learning and supports the college and career advising program. This free PD included three in person meetings (at four locations around the Commonwealth) in addition to live and recorded webinars. “My favorite part of this experience has been working with a team from my school that includes our principal, a faculty member, and our counseling staff,” Ruth continued. “I feel confident that by working together, we can implement the MyCAP in my district. We firmly believe that high quality career advising is what our student deserve.” DESE recently announced that they will seeking teams from an additional 80 schools to join next year’s cohort. If you are interested implementing high quality college and career advising at your school, be on the lookout for details for 2019-2020.

A Self-Reflective Practice



The June 2017 School Counselor's Notebook included an entry Supporting Students' Dreams through Our Own Self-Reflective Practices. That article spoke about the barriers created by perception, stereotype, and discrimination. It addressed the importance of being informed of the landscape in which students will be living and working, getting to know students as individuals, and using effective tools and activities that progress students toward their goals. **The primary takeaway was the value of a self-reflective practice** where one regularly assesses one's own perceptions as an avenue for professional growth.

Change the Lens. Looking at your own curriculum and practices on a regular basis is probably already a part of your professional practice but try changing the lens. Our lens is informed by our unique experiences as well as culture and race and/or ethnicity. You might do this by

reading current articles on school counseling or inclusive practices, critical race theory, or articles on eliminating deficit thinking. You might seek out counselors who will share a different cultural or racial perspective that you would not otherwise have. Broadening our own knowledge and experiences helps us see familiar material in a new way.

Get to know your students as individuals. The previous article stated that knowing how students understand and see themselves is foundational to a trusting relationship. It is just as important that we enter discussions without preconceived notions. Be open to listening to the challenges that a student identifies

rather than assuming what their challenges are. What is important to them? What are their aspirations? What are their strengths? What are their challenges?

Reflect. When we reflect, we reflect not only on our professional work, but on our personal perspectives or standpoints. What have I held to be true? Do I still maintain these perspectives? How do these perspectives play out in my work with students? What do I want to change? What do I need to change? Critically self-reflect on the purpose of your work. Think of the communities and the students that you are serving. Be open to what is possible for your students and for yourself.

Visit the
MASCA website

www.masca.org

Learn about events, resources
and information important for
school counselors.

For information not officially
sponsored
by MASCA, but which
may be of general interest to
the counseling
community, visit

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



REACH HIGHER

MASSACHUSETTS



The Reach Higher Massachusetts Convening for 2019, Urging Access, Equity and Excellence for All, will be held at Bridgewater State University on August 19, 2019 from 8:00 am - 4:00 pm. The event is free to attendees and a light breakfast and lunch will be provided. Our keynote speaker will be Angel B. Perez, PhD., VP of Enrollment and Student Success at Trinity College, CT. Breakout Sessions will include: Financial Aid Offers: We're Changing the Narrative, Reaching Higher with Industry Recognized Credentials, Admitted But Not Accepted: Exploring Imposter Syndrome in the College Admissions Process, Purpose Driven Credentials, plus more! Registration is NOW OPEN! Please follow this [link](#) to register!

STUDENTS & THE INTERNET: Bad News & Good News

- Roughly one third of children will experience cyberbullying.
- Only 1 out of 10 children being cyberbullied seek help from an adult.
- 27% of teens claim sexting is frequent and normal.
- Teens who take part in 4 or more negative online activities are more likely to receive requests for sexts or encounters.
- 58% of teenagers feel that it is safe to post photos or intimate details online.
- Almost half of all teens do not worry about their online reputation hurting future goals .
- Parental awareness has jumped. Only 25% of teens report that their parents are completely in the dark about their Internet activity.
- Close to half of teens admit that parents have discussed online personal safety.
- 3 out of 4 parents regularly review the drawbacks to sharing personal information online.
- Children who have ongoing dialogues about safety and technology are more conscious of over-sharing personal info. 65% of teens who lack this instruction admit to posting details about where they live. Whereas, only 48% of teens with involved parents shared this type of information online.

10 APPS TEENS ARE USING THAT PARENTS NEED TO KNOW

	<p>Calculator% This app looks like a calculator but functions like a secret photo vault.</p>		<p>Hot or Not Strangers rate your profile. Goal is to lead to a hook up.</p>
	<p>Omegle A free online chat website that promotes chatting anonymously to strangers.</p>		<p>Burn Book Post anonymous rumors about people through audio messages, texts, and photos.</p>
	<p>Snapchat This is the way most teens communicate with each other. Sending messages and snaps that disappear within seconds and stories go away after 24 hours. Teens live for a "streak" of communication.</p>		<p>Wishbone An app that allows users to compare kids against each other and rate them on a scale.</p>
	<p>Whisper An anonymous app where the creators promote sharing secrets and meeting new people.</p>		<p>Kik Messaging app. Kik has built in apps and web content that would be filtered on home computer.</p>
	<p>Ask.fm Ask an anonymous question and get an answer. This app has been linked to the most severe forms of cyberbullying.</p>		<p>Instagram Many kids are now creating fake accounts "finsta" to hide content from parents. Kids also like to text using Instagram because most kids know parents won't check messages.</p>

FOR MORE INFO: APPSOLUTELYAPRIL.COM

Please note: Due to the nature of the Internet and App Store, web and app resources change often. Any outdated material will be corrected and updated. This graphic was created by April Reardon.

Why We Need To Have The Race Conversation about College, Even When It's Hard

By Johanna Smith, Lynn Vocational Technical Institute and MASCA Governing Board Member

I am a white counselor at a diverse urban high school. We are located in an identified “gateway city,” and the majority of our students are Hispanic, African American, Asian, and multi-race. Students who have grown up here are so lucky to have been in classrooms and cafeterias with kids who look different from them their whole lives; they have heard many languages in the hallways and learned about different cultures in an authentic and organic way.

As a young counselor, I came into working with minority, first-generation students with a fiercely protective attitude. I felt strongly that my students could do anything other students could do. I worked hard to be conscious of implicit bias, to encourage my students of color to take rigorous courses, prepare for standardized tests, and look into top-tier colleges. Every summer, my colleagues and I take our students on field trips to

visit schools, and as we began to realize that our students were applying to the schools we were taking them to, we made sure that we were encouraging prestigious and selective institutions in the mix. And it was working! Our college applications increased, our college acceptances increased, and our students were suddenly getting into Bucknell, BC and Georgetown.

But then, something really eye-opening happened. One of my former students, a young woman of color, who was incredibly smart, intellectually curious, and diligent in her work, came back to my office. She had gone away to a selective and very expensive university, having earned a full scholarship after attending a diversity weekend for accepted students. We had been so excited for her, and she was full of hope and nerves and dreams as she celebrated her success and got ready to go to school that semester.

But that November day in my office, she let the whole story spill out of her - that she had left the school that had wanted her to attend so much because she felt like “the only black girl on campus.” She had been lonely and a little scared, along with overwhelmed with all of the normal first semester issues. And because she didn’t know what to do, she stopped going to class, packed up her things, and went home, leaving behind her a failing semester and the chance for a fully funded degree from a prestigious college.

It took awhile for me to come to understand my privilege in the college search process. I have never truly had the experience of feeling like the only person who looks like me in a room. As a white counselor pushing my students, I wasn’t aware of all of the work that comes for students of color once they get onto a college campus. Now, I have conversations about race with all of my students of color. I talk about it in classroom lessons when we look into how to use Naviance to search for colleges, in small groups, in individual counseling sessions. I try to recognize my background and help students to think about what they may not realize, as many have never having had the experience of being the only person who looks like them.

It is so important for students who are considering going to predominantly white colleges (which is to say, most colleges, but especially private, top-tier schools) to take the time to do some introspection as to where they sit with being a minority in a white space, to speak with students of color who attend the colleges they are considering, and to identify supports on campus. We need to spend more time explicitly addressing this very real issue with our students so they don’t feel alone when they get to college. We all want our students to be the best they can be, and exploring race is a key piece to the puzzle that we can’t ignore.



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Using Children's Literature to Support the Siblings of Students with Autism

By Chamonix Adams, MASCA Emerging Leader

An estimated 1 in 70 children in Massachusetts has a diagnosis of autism (Gabovitch, Lauer & Dutra, 2016). In recent years, school counselors have worked to ensure that our programs meet the needs of students with autism. It is equally important to consider the unique strengths and challenges of their siblings.

Research on the adjustment of siblings of children with autism has produced mixed results. Some studies have found elevated mental health and adjustment issues in these children (e.g. Fisman, Wolf, Ellison & Freeman, 1999; Hastings, 2003). However, other studies have suggested that factors such as socioeconomic status and overall family composition, may account for the differences in adjustment (Dyke, Mulroy & Leonard, 2008). Indeed, one study has found that the siblings of children with autism had more positive self-concept and lower rates of depression than their peers (Macks & Reeve, 2007).

In my work with elementary and middle school students with siblings with disabilities, I have heard students report feeling different, and sometimes alienated, from their friends. They are eager to connect to other young people who have similar family experiences. This spring, as I facilitated a group for fourth and fifth grade students with siblings with disabilities, I found that the students were especially excited to read books about families like theirs.

Recent articles in the *Counselor's Notebook* (Cook, 2017; Cook, Murphy, & Minami, 2018; Brown, 2018) have demonstrated the value of using fiction to promote social-emotional learning. As these articles have discussed, books can teach important social-emotional concepts, reinforce the literacy curriculum, and serve as a starting point for interactive activities. Critically, children's books can also serve as both "mirrors" and "windows": they can provide young people with reflections of their own experiences as well as insight into different experiences.

Books are an excellent resource for supporting siblings of children with autism. They are useful at every tier: as a tool to educate about autism in the general edu-

cation classroom, as a launching point for shared reading in a targeted group, and as a conversation-starter in individual counseling. Families may also enjoy reading books together at home.

The following books may be useful for elementary school students with siblings with autism:

My Brother Otto by Meg Raby

In this child-friendly, vividly illustrated picture book, a young crow named Piper introduces readers to her brother, Otto. The book presents Otto's differences with warmth and acceptance. (Preschool-Kindergarten)

My Brother Charlie by Holly Robinson Peete & Ryan Elizabeth Peete

Ryan Elizabeth Peete was only twelve when she co-wrote *My Brother Charlie* with her mother, Holly Robinson Peete. In this brightly-illustrated book, a young girl named Callie gives a balanced look at the challenges and joys of living with her twin brother with autism. (Kindergarten-Second Grade)

A Manual for Marco: Living, Learning, and Laughing with an Autistic Sibling by Shaila Abdullah

In this book, an eight-year-old girl decides to write a manual for living with her older brother Marco, who has autism. Although this book is quite dense, it is informative and realistic about the complexities of navigating autism as a family. (Kindergarten-Second Grade)

The Ostrich and Other Lost Things by Beth Hautala

Eleven-year-old Olivia Grant is determined to help her brother, who has autism, and to keep her family together, all while volunteering at a local zoo and auditioning for a community theater production of *Peter Pan*. This rich, warm book offers a nuanced look at the relationship between siblings. (Fourth-Sixth Grade)

Rules by Cynthia Lord

This Newbury-winning book tells the story of a twelve-year old girl learning to live her life with a brother with autism. Initially, Catherine strives to control her

brother David by setting strict rules for him so that he will not embarrass her in public. As she builds friendships with young people with disabilities, Catherine begins to rethink the rules she has imposed on her brother. (Fourth-Sixth Grade)

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MASCA is seeking applicants for the position of Executive Director. This is a year-round, paid position starting July 1, 2019.

The Executive Director is appointed annually and compensation is \$20,000 per year, paid quarterly.

A full job description may be found on the MASCA website. Interested applicants should submit a resume, cover letter, and references to president@masca.org by May 15, 2019.

Decisions, Decisions!

Making the final post-secondary decision for students with learning disabilities

By Rachel Thomaszvic, MASCA Emerging Leader and High School Counselor, Landmark School

It is finally Spring of Senior year. The flowers are beginning to bloom, and the countdown to graduation is officially in the double digits...soon to be single digits. Seniors feel accomplished and they look forward to all of the fun senior activities that will entail in their final months as high-schoolers.

Spring of senior year is a time to reflect on completing high school, but it is also time to make an extremely important a decision- the post-secondary decision. Seniors may have five, ten or even more college or post-secondary acceptances. Making the decision of which option to choose can be overwhelming. For seniors with learning disabilities, there are even more factors to consider when making the final decision as they not only have to consider factors such as the location or campus they like, but also which program will be a good academic fit. In this article, I will discuss and provide insight into how to help students with learning disabilities make their final-post-secondary decision.

Regroup...take a look at the options!

It can be helpful for students to meet with teachers and guidance counselors to regroup, and list of all of their options. If they have visited your schools and programs, try to help them narrow down their list by eliminating the options that they know will not be a final contender. Students should consider factors such as location, campus, size, major offerings, courses of study, academic support, and the overall vibe. Reviewing scholarships and comparing financial aid packages may also be helpful for them if affordability is a key factor for them and their family.

Visit... Again!

Almost every college or post-second-

ary program has special open house days just for accepted students. Even if the student has already visited, they should visit again on these days, which usually take place in the Spring. Unlike a tour, the programming at accepted students' days provide a more in depth look at specific majors, academics, and student life.

Students should visit disability services on their visit. Encourage them to call ahead to make an appointment, and come prepared with a list of questions to ask. They should make sure they leave somewhat confident about the accommodations and academic support services each program offers. Questions students may want to ask may be:

- How do I apply to accommodations before I start school?
- Can I take my exams in a separate room?
- What support services such as tutoring or coaching are available to me?
- Are there both peer and professional tutors available?
- Am I able to take a reduced course load as an accommodation?

Keep in mind, a post-secondary program may have all of the best academic support for students with learning disabilities in the world, but if the student does not like the campus or the vibe of the school, this is likely not the school for them! Their overall happiness will dictate some of their success.

Testing and Accommodations...

Encourage Students to Compare!

Knowing oneself as a learner, including personal strengths and challenges, is an important part of being an advocate for yourself during post-secondary education. After high school,

there is no longer an IEP or formal educational plan that will follow students to their next destination, so it is important for students to create a success plan based on their own learning profile.

Encourage seniors to go over their psychoeducational report with a counselor and based on their own profile to come up with a list of academic accommodations they would like to request. Teachers can also help with this by meeting with students to provide feedback on which supports in the classroom they have benefitted from during high school. A word of caution: colleges and post-secondary programs will not always grant students with every accommodation they request. Accommodations are decided based on their psychoeducational testing and scores, and disability services will deem students eligible or ineligible for each requested accommodation. So how are they able to make an informed decision when accommodations are a huge factor?

Counselors should encourage students to connect with disability services at their top 2-3 schools, and ask if there is an option to submit their documentation before they enroll to see which accommodations they would be eligible for. Many programs and schools are happy to review incoming students' testing, and will send them a list of accommodations they would be able to offer. Comparing these lists with teachers and counselors may help narrow the options down.

Help identify supports

In addition to comparing specific accommodations students may be eligible for, it is also important to compare

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Decisions, Decisions!

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what support services are offered to students on campus at their top schools or programs. Support services may include tutoring, writing centers, math labs, academic coaching, comprehensive programs for students with learning disabilities, and social-emotional support. Information on support services can usually be found by digging around on a school or program's website, and by asking questions on tours. Students have already gone over their psycho-educational testing, so they will know what academic supports will be most crucial for them to be successful.

Decide!...and facilitate making an action plan

After many conversations and deliberations, students should choose their post-secondary plan. Inspire students to embrace their decision, own it, and don't look back! Students should focus on moving forward, but remind this decision is not life-altering. If things do not work, it is not the end of the world, they can always transfer or try something different!

Making an action plan with a counselor before starting school can be useful. Help seniors create a written plan that includes specific names of buildings where they can go for help at their school, their hours, how to schedule appointments, and who the contact people are at disability services. Assist them in creating a game plan for what to do if they struggling in a class, and hang that plan in a place they can reference it. Help students to set up an appointment at disability services over the summer before classes begin as a part of their action plan.

Saying goodbye...a bittersweet time

Students have finally made their decisions, and have been rocking a t-shirt with the name of their chosen school all week. The excitement sets in, but also the realization that it is time to say

goodbye to friends, teachers, and those who have helped shaped their paths.

The end of high school is a bittersweet time for high schools seniors as it represents the closing of one chapter, and the beginning of a new one. For seniors with learning disabilities, making the final decision and graduating high school can bring up some anxieties and insecurities. Some students may express fears about failing, or feeling too overwhelmed. Memories of past educational turmoil may re-surface as a new educational journey begins. Teachers and counselors can help support these seniors transitioning out of high school by reminding them how far they have come, and allowing them to reflect and process their experiences in order to look towards new experiences.

The fear of failure

The fear of failure is pretty normal for seniors with learning disabilities, but is often a real concern of teachers and counselors- the gut reaction is to try to protect their students from all fear and from all failure. The urge to encourage students to choose the school with the greatest amount of support, or closest to home to ensure the student will not fail is tempting, as you may have been going above and beyond to put extra supports in place to ensure their success throughout high school. The first reaction may be to suggest the school with the most comprehensive support, or the option that will yield the least amount of risk.

However, making the final decision is a truly collaborative process and should be based on multiple factors; academic support/fit, affordability, location, overall student happiness, and more. For the first time, the student is in the driver's seat, and the teachers, counselors and their families are in the passenger's seat (yes, you are all still in the car!). The more collaborative and supportive you are in helping your student make the best decision, the more

confident they will feel.

Making the final decision and transitioning out of high school for students with learning disabilities is a process filled with excitement, anticipation, stress, and sometimes fear. However, if students and counselors take these important steps to make an informed decision, the less daunting this process can be.

*We're so pleased to have two articles from our current Emerging Leaders in this issue of the **Counselor's Notebook**.*

The goal of MASCA's Emerging Leaders Program is to identify potential leaders within the school counseling profession in Massachusetts and to provide them with opportunities to become involved with MASCA.

For more information about how you or a colleague can get involved, please visit MASCA's website, masca.org



MEDA's Services:

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

Reach Higher MA Working Group #1: Viable Careers and Citizenship for All hosts this Career Activity Corner to encourage infusion of a career development strand into your school counseling curriculum. Please submit K-12 lessons with identified standards alignments, measurable student learning objectives and outcomes, and interdisciplinary curriculum links to Helen O'Donnell, Ed.D helenod@att.net

STUDENT VOICES, FREE PRESS, A TOWN HALL MEETING & BEACON HILL STUDENT GOVERNMENT DAY “PRESENT & FUTURE LEADERS GET INVOLVED AND TALK ISSUES”.

The spotlight on Nurturing and Supporting Active Civic Engagement for All Students in the Dec. and March issues of the CN continues with more exciting initiatives growing all around MA. This month spotlights 2 front page articles from the Daily Hampshire Gazette (gazettenet.com) on Feb, 13th and the 15-16th edition promoting. The Northampton HS Democratic club with the support of many student organizations organized and hosted a **Town Hall** at the HS auditorium on a Friday evening to discuss issues. The Club's student leader, who's Twitter bio states “full time activist and full time HS student” and has a state voter registration link, invited newly elected state legislators, Sen. Jo Comerford and State Rep. Lindsay Sabadosa, to participate in the Town Hall. The Mayor was invited, social media announced the event, 31 flyers were posted around town, and over 200 students and community members attended. The goals of the meeting included having the community come together to “share issue that bridge generations” and give students the opportunity to ask questions, sharing concerns, be informed and advocate for change.

The Town Hall meeting first addressed student-generated questions focused on climate change, consent, lowering the municipal voting age to 16, gun control, making schools inclusive for students of color and LGTBQ individuals (gender neutral bathrooms and non-binary identifications options on all state documents.) General audience questions and discussions discussed the need to work together on climate change and homelessness.

Comerford said” “First of all, young people are the future.... you're inheriting this planet, therefore you should have a say in it as soon as we can possibly manage, because you have a vision of the future that I believe is bolder and brighter and bigger than the one currently being carried forward”. Attendees voiced praise for the initiative, interest, involvement, and inspiration demonstrated by student voices and actions. “ ... It is a great source of educa-

tion for them.”

Event feedback commented the Town Hall event provided authentic experiences and many connecting activities linking student learning to developing workforce competencies for the next generation of voters and emerging community/ government leaders.

While civic engagement was the focus, the initiative provided promoted Interdisciplinary alignment opportunities including: personal/social skills development, communication skills (public speaking, active listening, asking questions), language arts and literacy (writing, research), civics (democratic process, local and state government activism, practicing leadership and advocacy skills, and event organization).

DESE was again honored to sponsor and coordinate the **72nd annual Student Government Day Program** from 8:30 a.m. to 1:00 p.m. on Friday, April 5 at

the State House in Boston. This program encourages students from Massachusetts public and private high schools to learn about the structure of state government and become engaged citizens through active participation in the legislative process. Students will assemble at the State House, where most will replicate activities of the General Court (the Massachusetts State Legislature), while others will meet as constitutional officers or as members of the Supreme Judicial Court. The Student Government Day team is also hosted a speech competition open to all designated registrants to select the student governor for the event. More information about the past and future Student Government Day events is available online.

How is your school community supporting and encouraging curriculum, clubs, advisors and community partnerships to promote civic engagement which can lead to involved, informed citizens?

MA Model Committee offers Regional PD Workshops

Endorsed by DESE, the MA Model 2.0 for Comprehensive School Counseling Programs guides the Model implementation. Join colleagues to share initiatives and action plan!

REVISITING and REENERGIZING MA MODEL 2.0 IMPLEMENTATION

Focus: K-12 CDE/workplace readiness school counseling curriculum development
MA Model 2.0 promotes the development of a workplace readiness/career strand of the school counseling core curriculum. Join colleagues for a 1-day K-12 curriculum sharing workshop and reenergize your CCR curriculum

ACTION RESEARCH and THE ACCOUNTABLE COUNSELOR: DOCUMENTING YOUR SCHOOL COUNSELING PROGRAM'S IMPACT WITH MASCA'S MA ACCOUNTABILITY REPORT CARD (MARC or MARC Jr.)

Inquiries about regional sites/dates, scheduling a workshop OR to register, contact Helen O'Donnell helenod@att.net

Cost: \$50/pp (PO's will have a \$10 processing fee).
Certificates of Attendance provided.

IMPLEMENTING MA MODEL 2.0 FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

TIME STUDY: HOW ARE YOU MANAGING YOUR DAY?

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

You have worked hard all day, but the hours of the school day slip by and your to-do list grows. Why not capture some data about how you are specifically spending your time? Completing a simple time study is excellent reflection tool and compiling the data will give you a snapshot of your service delivery. Guided by the information in ASCA Model Executive Summary Delivery section, this chart below will provide helpful data. Since this CN is posted on-line at masca.wildapricot.org, you can copy the document or adapt it for your needs. The ASCA Summary also provides a list of School Counselor Appropriate and In Appropriate Activities.

Direct Student Services are in-person interactions between school counselors and the students including:

- School Counseling Core Curriculum consisting of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. (SCCC) is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classrooms.
- Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- Responsive services are activities designed to meet students' immediate needs and concerns.

(They) may include counseling in individual or small-group settings or crisis response.

Indirect Student Services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation, and collaboration with parents, teachers, other educators, and community organizations (pg. 3 www.schoolcounselor.org).

ASCA recommends 80% of your times should be spent delivering your services. Why not set a time log SMART goal to regularly reflect on your practice? Identify 3 time during the year when you capture your actual delivery data to assess your program service delivery. How do your data findings inform you about your use of time?

During the ____ academic year, counselor will complete a time log inclusive of school day and non-school hours delivering and planning the delivery of school counseling services ____ (identify week/s) AND compile the results.

Delivery Time Study: Week of _____ **S=Student CI=Classroom G=Group T=Teacher P=Parent**

A=Admin Co=Consulting Ph=phone E=email O=other

Gather approximate minutes service provided in each category of the 1/2 hr. grid

Day: M T W Th F	Direct					Indirect					Other	
	S	CI	G	T	P	A	504	IEP	Co	Ph	E	O
7-7:30												
7:30-8												
8-8:30												
8:30-9												
9-9:30												
9:30-10												
10-10:30												
10:30-11												
11-11:30												
11:30-12												
12-12:30												
12:30-1												
1-1:30												
1:30-2												
2-2:30												
2:30-3												
3-3:30												
Services HRS. outside of school day (planning, email, report writing, etc.)												
Time Summary												

Direct Service = In person interactions between student and school counselor (classroom, group), student planning (CCR, goalsetting, future planning), responsive services (crisis response, individual needs, concerns)

Indirect Service = provided on behalf of students (referrals and consultation for additional services- ex: parents, support teams, community/college/business organizations.

ASCA Executive Summary – pg. 3 www.schoolcounselor.org

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**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/>



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