

# MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 57, No. 1

September 2020

## Welcome from the Chair

By Kerry Bartlett, MASCA Chair

On behalf of the MASCA Board, I welcome you to a very unique school year! My name is Kerry Bartlett and I'm excited to begin my role as MASCA Chair for this school year. This is my fourth year working with MASCA and my second year on the Board. Some background information about me is that I was born and raised in central Massachusetts and graduated from Smith College earning a degree in Neuroscience. After working for a few years, I earned a Master's degree in School Counseling at the University of Nevada Las Vegas. While riding out a school district hiring freeze, I worked as an intensive outpatient substance abuse counselor. Once hired by the Clark County School District, I spent five and a half years working as a high school counselor at three different large urban high schools and one year as the Clark County High School Counselor Specialist. In 2017, after nearly a decade in Las Vegas, I moved back to Massachusetts and have been working as a high school/career counselor ever since. In July, my boyfriend and I moved into a new home and have spent the past two months working on several projects. I'm thoroughly enjoying living less than two miles from my immediate family, including my nephew and niece, ages nearly 7 and nearly 2.

My first task as MASCA Chair was to plan our annual summer Leadership Development Institute (LDI). I strongly believed our work for the day should be dedicated to developing a strategic plan as our previous plan ended in 2015. Although disappointed we could not hold this event in person, I'm extremely proud of what our Board was able to accomplish. I'm pleased to announce that we were able to successfully tackle our robust agenda and revise MASCA's mission statement, develop MASCA's vision statement, identify MASCA's core beliefs, determine MASCA's strategic objectives and begin to identify our action steps for the next three years. We were able execute this significant amount of work due to the fantastic facilitation of Erin Cox from Claremont



**Kerry Bartlett**  
MASCA Chair, 2020-2021

Consulting and the dedication and effort of our Board members, committee chairs, liaisons, and emerging leaders.

We started the day creating a word cloud answering the question, "What word or phrase comes to mind when you hear the word "MASCA"?" The resulting image (below) embodies the work of MASCA and correctly identifies that what we do is founded on connections between and for school counselors.

Our next task was to revise MASCA's mission statement. After considering the key components of a mission statement: what the organization does, its levers of change, and the effect(s) of the change; we created MASCA's new mission statement:

*The mission of MASCA is to promote excellence in the school counseling profession by advocating for, connecting, supporting, and empowering school counselors in the Commonwealth of Massachusetts through leadership, collaboration, and professional development.*

Our work continued to the development of a vision statement. We pondered the definition of a vision statement (painting a compelling picture of the future that will be achieved when the organization fulfills its mission while being part emotional and part rational), examined vision statements from other state school counselor associations and ASCA, and had a lively thoughtful discussion to create MASCA's vision statement:

*MASCA is the voice for Massachusetts school counselors, expanding their image and influence through advocacy, leadership, collaboration, and systemic change, ensuring that all Massachusetts students have equitable access to and the support of school counselors and the opportunity to become their best selves in school, the home, and the community.*

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# MASCA 2020-21 DIRECTORY

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*Find out how you can become a  
MASCA leader. Go to:  
[https://masca.wildapricot.org/  
How-to-Get-Involved](https://masca.wildapricot.org/How-to-Get-Involved)*

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# September 2020: Welcome Back to a New Normal

By Bob Bardwell, MASCA Executive Director

September is my favorite time of the year for so many reasons, one of which is the return-to-school. Of course this year, the return-to-school will be like none before. Some of you will continue working from home, some of you will work in a hybrid method and others will report to your offices but likely work with fewer students in the school building than usual. The new normal is anything but normal.

Whatever the method of your work, it will be different since the students with whom you work continue to be part of the worst pandemic in the last century. All students and staff have been affected by the Coronavirus, some more than others. As counselors we will have the task to help these students adapt to the new normal, figure out new coping strategies and navigate a likely new way of doing the things we always do.

MASCA is no different and we continue to adapt to new challenges and adjust our services all while maintaining high standards and member benefits. As you can imagine, the cancellation of our spring 2020 conference was not ideal financially and our limited ability to hold in person events caused us not to meet our revenue projections. As a result, budget cuts were necessary.

One of the major changes members will see moving forward is that this publication, the Counselor's Notebook, will no longer be printed and mailed to members. As always it will be available electronically on the MASCA website and will be emailed to every contact in our database. It will just not appear in your mailbox like it has in the past. If you are like me, someone who prefers paper over screens, you can still print it out and read it while you are at the doctor's office, the gym or wherever you read it in the past.

This was certainly not an easy decision for the Board to make. After continuous publication of ten issues annually for the past 56 years, it will certainly be missed by some of our members, yet others never even opened the print publication. A survey of 164 members and non-members in April 2020 revealed that only 16% of respondents preferred and 6% strongly preferred to receive the Notebook in print form.



**Robert Bardwell**  
Executive Director, MASCA

In addition to member input, advertising revenue has fallen sharply recently as colleges and other vendors adjust their advertising budgets. It has been at least six years, and possibly longer, since the CN made a profit and subsidizing the loss was no longer sustainable. MASCA is certainly not the only organization which has switched from a print to digital format in order to communicate with membership.

Another change that you will see coming this year, at least for the foreseeable future, is a switch to virtual meetings and professional development. As you can imagine, holding in person events these days will be challenging and unpredictable, so for the next few months at least, look for our events online. Also starting in September, we will limit the zoom PD to members only and in some cases, charge for members to participate. While we were happy to provide numerous PD offerings for free and open to anyone in the spring, that is not sustainable either.

I am also pleased to announce that at our annual summer Leadership Development Institute (LDI) the Board revised our mission statement and created a vision statement, core values and strategic objectives. We are now in the process of completing a detailed 3 year Strategic

Plan which will guide MASCA over the next few years. The last MASCA Strategic Plan ended in 2015 so it was time to update and recommit to that process. The energy and excitement of the Board members who participated in this work was certainly high and exciting. You will be seeing and hearing much more about these initiatives throughout the coming year. In the meantime, Boar Chair, Kerry Bartlett's column for those updated documents.

Lastly I want to share where MASCA is with our race relations and conversations. We had over 20 members volunteer to be part of our newly inaugurated Inclusion, Diversity, Equity and Access (IDEA) Committee. They have had two meetings this summer and are working diligently on setting up subcommittees to plan and move these conversations forward.

We also had some twenty members participate in our special summer Book Club meeting in July. Members read *Interrupting Racism* written by school counselors Rebecca Atkins and Alicia Oglesby, who joined us for part of the discussion. Participants shared their appreciation for the important information from the book and there was plenty of discussion about how to integrate this work into our schools in the coming months. Without question, both our students and colleagues need to be part of race discussions and activities moving forward.

Additionally one of our four newly adopted Strategic Objectives is entitled equity. This means that moving forward, every Board and committee member should be focusing efforts on equity in some format or another. This is certainly a strong pledge to affirm our commitment to and implementation of race and social justice initiatives. Look for specific equity based professional development programs, Counselor's Notebook articles, conference presentations and critical conversations in the coming months.

I wish you as normal a 2020-21 school year as possible. MASCA is here for you to meet your ongoing professional development and networking needs. Be safe and stay healthy.



# Welcome from the Chair

(continued from Page 1)

Next, we discussed our core values, the standards by which MASCA will behave in order to achieve its mission and vision. Again we referenced other similar organizations, voted to narrow down our top choices, and refined each definition to reflect the specific values of our organization to develop MASCA's core values:

- **Advocacy** - *The pledge to be school counselor centric by identifying, fully considering, and appropriately advancing the interests of school counselors.*
- **Collaboration** - *The belief that collaboration, which includes and values the perspective of all, creates the highest quality school counseling program for each counselor.*
- **Equity** - *The expectation to promote inclusion, diversity and access for all, especially within the school*

*counseling profession and for student achievement.*

- **Excellence** - *The continuous commitment to maintain the highest level of professional standards and advance the delivery of comprehensive school counseling programs.*

The remainder of our day was devoted to identifying our strategic objectives - the multi-year initiatives MASCA will take on to make progress towards our mission and vision, as well as what activities we will complete to attain our strategic objectives. The Board still has some work to do in order to finalize our strategic plan, but we have made notable progress thus far.

I had a few realizations during the closing activity of LDI that I think can be expanded and applied to this school year.

**1) A daunting task should not prevent you from trying.** I have not previously been responsible for creating a strategic plan and

was intimidated by the idea. After procrastinating almost to the point of no return, I reached out to other state counseling association leaders inquiring about their process to learn more about what works and what doesn't work. Through each conversation I learned more about what I did know, what I didn't know, and what I would need from someone else to successfully accomplish this goal. Sometimes it's necessary for us to break down a larger task into smaller pieces in order for us to move forward. It's equally as important to recognize that even if we don't obtain our desired outcome, we accomplish nothing if we don't even try.

**2) Asking questions means you care.** Prior to our LDI, I participated in several Zoom meetings and phone conversations clarifying the various components of a strategic plan. During LDI, our participants inquired about the meaning behind specific words and their purpose. It is possible that questions stir annoyance in others, but they also reveal your passion and concern about a particular topic. It is how we get to the heart of the issue and resolve conflicts. When we stop asking questions is when we should become alarmed.

**3) Remembering that we are stronger together.** When generating the LDI pre-work, I struggled to find the right wording and exact definitions to present to the rest of the Board. Writing is not a talent of mine, but I knew we needed a reference point so I put forth my greatest effort and hoped for the best. At times during our discussions I briefly felt embarrassed as the structure and definitions were reviewed with critical eyes. I thought to myself, "why couldn't I have thought of that before" or "I know better than to make that mistake". After pausing and seeing the outcomes, I was in awe of how the combination of all of our perspectives and talents lead to powerful statements that sparked emotion. We all have strengths and weaknesses and need to rely on ourselves; however we also need to work smarter not harder and be mindful that we can accomplish more with the help of others.

My hope for each of you this year is that you find the courage to embrace the unknown, that you continue to advocate for what you know is right by asking questions, and recognize that you are not alone. MASCA and I are here to support you. If you have a question, need a resource, or want to be more involved, reach out to me at [chair@MASCA.org](mailto:chair@MASCA.org).



## CURRY COLLEGE

### QUICK FACTS:

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving about 2,000 traditional undergraduate students
- 85% of first-year students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
- 27 majors and 60+ minors/concentrations leading to bachelor's and master's degrees
- Student/faculty ratio is 12:1, with an average class size of 20 students
- Approximately 99% of first-time students receive some form of financial aid
- Offering a wide array of extracurricular activities, including 14 NCAA Division III athletic teams



**(800) 669-0686 or (617) 333-2210**

**1071 Blue Hill Ave., Milton, MA 02186 | [curry.edu](http://curry.edu) | [adm@curry.edu](mailto:adm@curry.edu)**

# September 2020 Awareness Dates

Childhood Cancer Awareness Month

Children's Good Manners Month

Deaf Awareness Month

Hispanic Heritage Month  
(Sept. 15 – Oct. 15)

Library Card Sign-up Month

National Childhood Obesity Awareness Month

National Preparedness Month

National Recovery Month

Self-Improvement Month

Sexual Health Awareness Month

Suicide Prevention AwarenessMonth

6-12 National Suicide Prevention Week

8 Grandparents Day

8 International Literacy Day

10 World Suicide Prevention Day

16 National School Backpack Awareness Day

17 Constitution Day/Citizenship Day

19 International Talk Like a Pirate Day

19 World Clean-Up Day

20-26 Child Passenger Safety Week

21-25 Start With Hello Week

21 International Day of Peace

23 International Day of Sign Languages

30 National Women's Health & Fitness Day

## Learning to be a Digitally Literate School Counselor

By Barbara W. Meyer

Technology is universal and necessary to the School Counseling profession. We use it for data collection, record keeping, correspondence, research and applications to postsecondary education. We couldn't live without technology in our daily lives as School Counselors.

In the wake of the coronavirus pandemic, School Counselors have adapted quickly to new uses of technology. Virtual counseling may be new to all of us, but there is evidence that it can be effective and beneficial to our students, especially adolescents.

I recently read an article entitled *Digitally Responsive School Counseling*, written in February of this year by Kristopher M. Godrich, Karla V. Kingsley, and Heather C. Sands (<https://link.springer.com/content/pdf/10.1007/s10447-020-09396-9.pdf>).

"This paper focuses on the third quadrant of the ASCA model, *Delivery System*, which provides guidelines for meeting the needs of students, staff, parents and the community through direct and indirect service" (p.148). The article provided significant support for the theory that virtual counseling and the use of technology can benefit our students.

Here are the article highlights:

- In 2012, ASCA published a position statement, which they readopted in 2017, entitled *The Professional School Counselor and Student Safety and the Use of Technology*. The statement encourages School Counselors to take advantage of professional development in the use of technology, and to continue building our digital literacy skills.
- 95% of adolescents have a smart phone, according to the PewResearch center (2018). School Counselors can play a role in making students aware of the benefits and pitfalls which can arise from technology.
- Studies have shown many benefits of technology use for adolescents. Social networking tools can positively affect overall well-being and social well being, because they can be a social support system. The anonymity can enable introverted adolescents to engage and learn social

cues from their peers. Online technology has also been found to be a useful addition in the delivery of mental health services, increasing flexibility and access, and digital tools can be used to support self-care and symptom alleviation. Finally, School Counselors may be able to harness adolescents' comfort with social networking, allowing us to reach students who otherwise struggle to connect.

As beneficial as technology can be for School Counselors trying to engage our students, we are limited by our individual school district policies. Methods for connecting which are successful in some districts are prohibited in others. Thus, each team of counselors must strive to work within the parameters of their own districts, and invent a plan that will allow them to deliver their curriculum and connect with students as much as possible.

In the district in which I work, for example, reaching students individually has been only about fifty percent successful. For the half of our students who rarely check email, we have tried emailing parents (sometimes using translation) and calling the contacts listed in our student management system. It remains frustrating that a good number of our students have not been reached individually, and we worry about those students.

What we have been able to do is to create Tier 1 interventions using google classroom and videotaped lessons. Our school uses Google classroom and Google Meets, and over the summer our team has been busy writing lessons and inviting students to join groups in meetings. These large and small groups are a new way of delivering our curriculum and serving our families. Our next step is to collect data from these interventions, and attempt to improve their outcomes.

While this is not my preferred method for connecting with my students, I am working with what I have available. Embracing the new technology may lead to growth I never expected. Perhaps it will even benefit students who do not connect in person. Good luck to all MA School Counselors as you start this school year.

## Ronald H. Fredrickson Professional Development Scholarship Fund for School Counselors

*To honor the legacy of professor emeritus Dr. Ronald Fredrickson, Counselor Educator from UMass, Amherst and namesake of the Ronald Fredrickson Center of School Counseling Outcome Research (CSCORE), this scholarship fund has been established in partnership with MASCA and the Fredrickson Family to encourage and support the professional development of Massachusetts school counselors.*

*The fund will award a total of \$1000 annually to support school counselor professional growth covering partial or full registration costs for school counseling related professional development opportunities and initiatives. Awardees must be active MASCA members.*

### 2020-2021 SCHOLARSHIP AWARD CATEGORIES:

#### **\$600 (2+ awardees) partial or full payment of identified PD opportunity** (REGISTRATION FEE ONLY)

Details: Complete/submit the application electronically by DEC. 15th 2020.  
Award notification by Jan. 30, 2021.

Examples of (but not limited to) eligible PD

- MASCA 2021 Spring Conference or preconference events
- MASCA Professional Development ZOOM series
- MA Model 3.0 Institutes - 3 graduate credits or 45 PDP's

(Introductory Institute, MA Model 2: Next Steps, OR Counselors in K-12 Classrooms)

#### **\$400 (4 - \$100 awards) for action research on your practice**

as evidenced by submitting a MA Accountability Report Card (MARC or MARC Jr.)  
and completed submission form Award notifications by April 1, 2021.  
(MASCA funded research projects not eligible for these scholarships.)

Details: Goal is to promote accountability and data driven practices. MARC/MARC Jr.  
and submission form required. Mail hard copy of MARC document and submission form  
PLUS email both documents to [hodonnell@att.net](mailto:hodonnell@att.net).

Templates on request or MASCA website. MARC will be shared in Counselor Notebook article.

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### Scholarship Request for Professional Development Funds

Name: \_\_\_\_\_

Contact email: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_ school counselor \_\_\_ graduate student PD Registration Fee Requested: \$ \_\_\_\_\_

School name and address: \_\_\_\_\_

Include a BRIEF 200 words or fewer statement of how you will strengthen your school counseling practice and apply your professional development to enhance the career/workforce readiness outcomes for your students.

Committee will review requests and select recipients who will be expected share their experience with colleagues by presenting at a MA Model workshop or writing a CN article.

- Mail your scholarship request to: Helen O'Donnell, MASCA, 10 Maplewood Terr., Hadley 01035. Emailed confirmation when application received.
- EMAIL replicated PD scholarship application form and narrative to [hodonnell@att.net](mailto:hodonnell@att.net). Subject line PD scholarship. IF you do not receive a receipt confirmation within 48 hours, please resubmit or call 413-549-1914

*Successful scholarship award winners will be sent scholarship funds from the MASCA Exec. Director at the direction of the Fredrickson Endowment Fund Committee Chair once documentation of registration payment and attendance has been received.*



# College Guidance Network and MASCA

By Dina Sibilia

Since the start of the pandemic, school counselors have been asked to do accomplish a lot with what feels like such a small window of time. So now, the question is, how do we develop meaningful programs and deliver needed content in a time of social distancing while meeting CDC and state safety guidelines? As this upcoming school year approaches, one thing is abundantly clear: consistency is critical. That is why MASCA has chosen to work with College Guidance Network (CGN).

College Guidance Network's goal is to supplement the work of school counselors. The program targets college-bound parents and students. According to Bob Block from CGN, "Even in normal times, the college admissions process is complex, challenging, and expensive. Now in the time of COVID, families face increased uncertainty and anxiety as they attempt to navigate these important activities. College Guidance Network's curriculum is designed to help support school counselors as they address these issues for students and families by providing very high-quality college admissions information. CGN has created a virtual programming network that features the nation's best college admissions experts

providing highly accurate and actionable advice and counsel on admissions in the time of COVID." In fact, CGN's board members and advisors come from a variety of educational backgrounds, including college admissions, Road to College, and Naviance, to name a few.

CGN is piloting ten sessions in Massachusetts for free from September to December. There will be a cost once CGN rolls out on a national level in January 2021. The good news is, there will always be free resources for all schools and districts. The sessions will cover such topics as application strategy, school list creation, essay writing, etc. The sessions will be approximately forty minutes long with twenty minutes of question and answer sessions. Sessions will be recorded and shared with districts that are affiliated with the network. The videos will be segmented for ease of use and access. Member schools will also have access and "Take Away Toolkits," session summaries, and resources. Check out [this link: \(https://vimeo.com/diginovations/review/448657013/6f4f9e33ad\)](https://vimeo.com/diginovations/review/448657013/6f4f9e33ad) for a demo session.

The goal of CGN is to provide equitable and accessible information. Think of "Master

Class" for college-bound students and parents. By providing this broadcast to families and students of member schools, this content can be transcribed and translated into multiple languages.

If you are interested in becoming a member district here are the next steps:

Counselors (or other school leaders) can go to [www.collegeguidancenetwork.com](http://www.collegeguidancenetwork.com), then click on

"Register your School." You'll be asked to enter your School name and your email address. You will receive event invitations and reminders related to the 10 Zoom sessions in the fall pilot. You will also have access to the following downloadable resources:

- Parent/student discussion guide
- Checklist
- Best-of-the web related resources
- Topical guides

For more information, go to: <https://www.collegeguidancenetwork.com/>



LIGHT  
THE  
WAY

## COLLEGE SEARCH RESOURCES FOR YOUR STUDENTS

**Are you seeking ways to assist your students with the college search process in the midst of a hybrid or remote environment?**

Assumption has developed virtual workshops where students can:

- Practice a college interview one-on-one with an admission professional
- Hear advice on writing a stellar college essay and resume
- Get tips on the application process
- Learn more about financial aid

Contact us to schedule a virtual workshop on one (or all!) of these topics.

[www.assumption.edu/admissionworkshop](http://www.assumption.edu/admissionworkshop)

# Three Ways to Tour Colleges Virtually

By: Ashley Boucher

As we all adjust to the new “normal” of staying at home and social distancing, it means we have to adapt and find new ways to make informed decisions. That’s especially true for high school juniors and seniors planning for college. COVID-19 has turned the planning for college process on its head. Those trips to visit colleges need to be postponed or canceled altogether. So how do you get a good sense of a college or university without stepping foot on campus?

The good news is many colleges and universities have found ways to help bring the campus experience to you in the form of virtual college tours.

Here are some ways you can tour colleges online:

1. Break out the VR headsets (don’t worry, not a requirement!)

There are several online resources that help you ‘tour’ a college from your computer or phone. Using techniques like 360-degree photos, interactive maps, and even virtual reality, you can take a stroll around campus, into specific dorms, and through classrooms, while never leaving your house. Different schools will have different types of tours, but even the most basic will give you a feel for the campus highlights.

2. Try sites like YouVisit for an impressive virtual reality experience, or CampusTours for interactive maps and virtual access to more than 1,700 campuses across the country.
3. Check out Instagram - While not as official as the virtual campus tour, a school’s Instagram account will give you more of an authentic feel for the campus, student base, and overall vibe of the college.

If you follow a hashtag used by students, you’ll get a sense of the local hangouts, popular events, and even a lesson in

typical campus attire. Coupled with the virtual campus tour, social media channels like Instagram will give you a pretty good sense of what life would be like at a particular college.

4. Find the school’s social media groups on Facebook or Reddit (and ask questions!)

In order to really get an understanding of your prospective college, you’ll probably need to ask questions. But, how do you do it if you’re not on campus? Take a look at Facebook and Reddit. Each social channel has specific groups dedicated to students at a specific college or university. A quick search on either channel will show you your group options. If you’re on Facebook, look for the freshmen class or new student groups. On Reddit, just search for your college’s subreddit page.

Do you have questions about the academics, social life, jobs on campus, dorms, food, clubs, etc.? Either search from the current posts or threads, or pose a question to the current students or alumni.

Here is a list of questions to ask:

- Are some majors or departments considered stronger or more popular than others?
- How long are the semesters?
- Are there honors programs or capstone classes? If so, what are they like?
- How would you describe the freshman experience, in terms of advising or any classes that everyone has to take?
- Is there free academic support or tutoring? Is it effective?
- Is there a writing center or academic support offered?
- What is freshmen onboarding like?
- Is there career counseling?
- What kind of internships are available?

- Are study abroad programs available?
- What clubs or other extracurricular opportunities are popular?
- Do sports play a large role on campus? What about intramurals or exercise classes?
- What are the dorms like? Shared or private options? Are there laundry rooms and kitchens available in some spots?
- What about off campus housing? Do sophomores and juniors mostly live on campus, or off? If they move off campus, do they live in apartments or shared houses?
- How is the food in the dining hall? Are there other popular places to eat?
- What are the good hang-out places on or off campus?
- Is there Greek life? What’s it like?
- Is the student population diverse? Any organizations or events to promote and empower diversity?
- Do students stay on campus on the weekends?
- Is there homecoming or alumni weekend? What’s it like?
- Do I need a car?
- What other transportation options are there?
- Is the campus safe? What about at night?
- Is it easy to find a part-time job around campus? Or close by?

No doubt about it, in-person campus tours are beneficial. But there are a ton of reasons why virtual tours can be the way to go, even when health concerns aren’t top of mind. Whether it’s because of COVID-19, trying to stay in budget, or managing multiple campus tours in a little bit of time, taking ‘tours’ online can be immersive, informative, and even fun.

*Ashley is a Sallie Mae employee and a graduate of Immaculata University. A mom of two young girls, her favorite dinner topic is the Free Application for Federal Student Aid (FAFSA).*



# IMPLEMENTING MA MODEL FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS:

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

*This CN series began in Sept 2017 to inform colleagues about steps and strategies for implementing the MA Model 2.0 and ASCA Model 3.0. With the Spring 2020 endorsement of MA Model 3.0 and June 2019 release of ASCA Model 4.0, previous MA Model Implementation CN article are being reviewed and updated for language and content alignment to both documents. A library of updated articles by theme is available on the MA Model section of the MASCA website.*

## MA Model 3.0: Starting with the End in Mind for Strategic Department Planning

### Step One: A Program Self-Study to Guide Strategic Action Planning

Rich with resources, the Ma Model 3.0 document provides a perfect way to reflect on your program and its alignment with MA Model 3.0. Begin with the Self-Study Audit strategically placed at the END the MA Model 3.0 appendix. Using a Likert scale, the audit walks school counselors through a program assessment to identify staffing needs and program gaps. Reflecting on the audit

results and data-identified student needs will guide strategic goal setting. As you move forward with action planning and program development, remember that comprehensive, developmental school counseling program implementation is a fluid, continuous process that happens over time

### Step Two: Closing Identified Gaps:

Planning and delivering, multi-tiered, strategically designed intervention needs to be accompanied by gathering impact

data. Using an on-going Cycle of Inquiry to review formative data assessments will provide insight into progress towards achieving your end goal targets.

### Explore available MASCA and ASCA Resources.

Review past, but updated CN implementation articles posted on the MASCA website for ideas and suggestions. Note: After reviewing the MA Model Theme categories and articles (dates printed are publishing months/years) and requests from school counseling practitioners, themes for the 2020-21 CN articles will mainly focus on school counseling curriculum development, delivery, and assessment.

Please see page 12 for a list of MA Model articles that have been published in the *Counselor's Notebook*.

### **MA Model Committee Action Plans for 2020-21:**

- Offer MA Model Professional Development
- Continue monthly MA Model Implementation Articles for Counselors Notebook
- Repeat MASCA ZOOM Series again for 10 PDP's
- Offer academic year MA Model 3.0 Institutes for 3 graduate credits or 45 PDP's (Oct. thru June 2021): MA Model Introductory Institute, MA Model 2: Next Steps, Counselors in K-12 Classrooms.
- Update MASCA website MA Model Implementation Resources and Materials
- Promote Data-Based Practices with 4-\$100 Ronald Fredrickson Scholarships for MA Accountability Report Cards

*Helen O'Donnell may be reached at [helenod@att.net](mailto:helenod@att.net)*

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

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

### From Lemons to Lemonade: Adapting to Transitions and Change

Written in partnership with: **Beth C. Foley**, LMFT, Licensed School Psychologist, and **Rachael Fusco**, MEd, CAGS, Ayer Shirley Regional School District

**Essential Question:** *When students understand grief and loss, are students able to stay more emotionally connected and positively manage change?*

**Focus Question:** *Are we able to support students through transition and change with active engagement and educational activities that informed them about the stages of grief and positive ways to self-regulate and manage change?*

**Delivery Time:** Flexible time and delivery format. Tier 1, 2, 3 or distance learning platforms

**Instructional Themes:** Feelings Management (Grief/ loss, stress, anxiety, depression), goal-setting, and decision-making.

Globally nations are working to manage essential changes in our daily routine and lifestyles to keep us safe during these challenging COVID -19 times. Social distancing, new employment routines, on-line and remote learning, and upheaval to our education system have severely impacted family routines causing emotionally stressful times. MA Teachers Association (MTA) email on Remote Learning March 27, 2020 states, *"The highest priority is to support the emotional and physical health of students, parents and educators"*.

Since transitions and adapting to planned or unpredictable change happens over our lifespans, but it has recently become present in our daily lives. We need to recognize the spectrum of responses to loss and change in our students and families include sadness, anxiety, depression, highly irritable, dependency (esp. in young children), inability to sleep or disrupted sleep, drop in grades, and lack of motivation to stay connected and engage in learning

We all need support with the stress associated with managing change, while continuing on life's paths. Since students might not ask for or accept support, it is essential that we deliver instruction to ed-

ucate all students about proactive thinking, recognizing personal feelings, and strategies to manage transitions. How do we keep our students connected, actively engaged and informed?

- School counselors need to develop virtual/remote service platforms as well as face-to-face school counseling programs and services to connect with and assist students and families develop strategies to combat the sadness, grief, and anxiety related to change. We have the technology to be very successful in the expanded virtual school counseling world. Your school counseling work will positively impact the lives and futures of our students.
- Deliver a Tier 1 K-12 Social Emotional Learning Strand in your School Counseling Core Curriculum that includes instruction on emotional self-regulation, empathy, and goal-setting.
- When significant transition trauma is recognized in a student, school counselors need to request/provide or refer student for short-term Tier 2 support or Tier 3 (individual) clinical resources (if appropriate).

#### Student Engagement Activities

These activities are educational, informative, reinforce skill development, and deepen skills application

**Education about grief process:** Students learn there is a process to grieving and that the grieving process takes time. Students learn the stages of grief (denial, anger, bargaining, depression and acceptance) and practice understanding the feelings associated with the process of

grieving. This activity is a good way to put the stages into a concrete visual for students so they know they are able to move through the stages and that it is okay to feel one way or another

- ✓ **Stages of Grief Faces:** Students draw what they think a face would look like for each of the 5 stages. Then we use either a popsicle stick or strip of paper to have the child label where they think they are in the grief process. Discuss strategies that could help them move forward.

**Favorite Memories:** Activity can focus on a deceased person/pet, former home life, former school experiences, etc.)

Draw or write their favorite memories about what student is grieving. This activity allows the students to talk about the good times and remember the positives. It also helps them to collect their thoughts and restructure how they remember memories in a positive light. If a student is unable to draw or write, using pictures or magazine cut outs is helpful.

- ✓ **Memory Books:** Students need to capture their favorite memories. Staple a packet of white paper. Help the student Title their book and identify memory topics for several of the pages (favorite books, stories, gifts, games, holiday memories, songs, colors, etc.). Make sure the book has extra pages for future additions. Provide art materials. Allow time for artwork and chat time.
- ✓ **Collages:** discuss and process their favorite things and/or what reminds you of what was lost.
- ✓ **Memory basket:** Fill a basket with reminders of what

(continued on next page)

# Save the Date for MASCA's Spring Conference!

Join us on April 5-6, 2021

Boston Marriott Newton, 2345 Commonwealth Avenue, Newton, MA 02466



(continued from previous page)

was lost: person - (seashells, flowers, pictures, candles, music), pet - (collar, leash, toy, pictures), - moving to a new school or community (class pictures, autograph book or good-bye book, report card, lunch ticket, School ID, strategies to stay connected)

## Navigating the Grief Process with Mazes

- ✓ Mazes are an easy way to start the tough conversations about the hurt and sad moments. You support students by letting the get through the mazes on their own. While they are doing

their mazes you ask questions about the maze and life. "Is it easy or hard?", "I see you 'hit a wall', 'Can you relate that to your life?'" It is a great way to teach students about the twists and turns of dealing with grief and also allows for a cognitive distraction for the moment to help them return to class.

## Visioning Next Steps:

- ✓ Discussing acceptance and strategies to move forward including goal setting and managing changes

**Utilize Pre/Post Data Collection Forms (samples below)** to self-reflect and assess their ability to adapt to change.

## Student Learning Standards Alignment:

- **CASEL Social Emotional Learning Competencies:** Self-Regulation, Self-Awareness, Responsible Decision-Making
- **MA Career Development Education (CDE) Benchmarks:** Workplace Readiness W1 – Knowledge and skills in the planning and decision-making process (all competencies); Personal/Social (all competencies)
- **ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career Readiness Standards for Every Student.** Mindsets #2: Self-Confidence in ability to succeed  
*Behaviors: Learning Strategies #1, #7 Self-Management: #1, #10 Social Skills: #9*
- **CCA/MyCAP - Personal Social Domain competencies (all grade levels)**

### Adapting to Loss and Change PreTest

Name \_\_\_\_\_ Date \_\_\_\_\_

Grieving is a process and takes time. ☐ yes ☐ no

What are the 5 stages of grief?

D \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_ D \_\_\_\_\_ A \_\_\_\_\_

Use this rating scale to answer the following questions:

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neutral
- 4 Somewhat agree
- 5 Strongly Agree

I recognize that my feelings are a normal part of the change process 1 2 3 4 5

I have a responsible adult I feel safe talking to about my feelings. 1 2 3 4 5

I am able to shared openly my feelings of loss and change with others 1 2 3 4 5

I feel supported when I share my feelings of loss and change. 1 2 3 4 5

I feel connected with others at school 1 2 3 4 5

I feel there are people at school that care about me and want to help me success 1 2 3 4 5

What I hope to learn about managing transitions and change?

### Adapting to Loss and Change Post Test

Name \_\_\_\_\_ Date \_\_\_\_\_

Grieving is a process and takes time. ☐ yes ☐ no

What are the 5 stages of grief?

D \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_ D \_\_\_\_\_ A \_\_\_\_\_

List 3 strategies you can uses to manage transitions and change in your life.

- 1
- 2.
- 3.

Use this rating scale to answer the following questions:

- 1 Strongly disagree
- 2 Somewhat disagree
- 3 Neutral
- 4 Somewhat agree
- 5 Strongly Agree

I recognize that my feelings are a normal part of the change process 1 2 3 4 5

I have a responsible adult I feel safe talking to about my feelings. 1 2 3 4 5

I am able to shared openly my feelings of loss and change with others 1 2 3 4 5

I feel supported when I share my feelings of loss and change. 1 2 3 4 5

I feel connected with others at school 1 2 3 4 5

I feel there are people at school that care about me and to help me success 1 2 3 4 5

In this lesson/unit/group what was the most valuable activity we did?



## List of MA Model Articles published in the *Counselor's Notebook*

FOCUS	ASSESS	MANAGE	DELIVER
<ul style="list-style-type: none"> <li>Standards Alignment to National, State, District and School - Nov. '17</li> <li>New ASCA Model 4.0 (Sept. '19)</li> <li>MA Model blends MA DESE and ASCA 4.0. (Oct. '19)</li> <li>DEFINE Overview (Nov. 19)</li> <li>Introducing the MA Model 3.0 logo (Mar. '20)</li> <li>MA Model 3.0: Hot Off the Press (April '20)</li> </ul>	<ul style="list-style-type: none"> <li>MA Accountability Report Cards (Mar. '18)</li> <li>Reflective Practices &amp; Action Research (Apr. '18)</li> <li>Measuring Implementation Progress (Sept. '18)</li> <li>Documenting Program Accountability with MA Accountability Report Cards. (Dec. '18)</li> <li>Measuring % Change (Jan. '19)</li> <li>Are All Students READY for Success After High School? (June '19)</li> <li>ASSESS Overview (Feb. '20)</li> </ul>	<ul style="list-style-type: none"> <li>Vision &amp; Mission Statements (Dec. 2017)</li> <li>Key Components for Program Management and Delivery (Jan. 2018)</li> <li>Annual Calendars – Feb 2018</li> <li>Gathering Data for Action Planning (May '18) and Action Planning (June '18)</li> <li>Strategic Planning (Oct. '18)</li> <li>13 R's to Guide and Reenergize MA Model Implementation (Nov. '18)</li> <li>School Counselor Advocacy (Mar. '19)</li> <li>Advisory Councils (Apr. '19)</li> <li>Time Studies (May '19)</li> <li>Role of the School Counselor (May '20)</li> </ul>	<ul style="list-style-type: none"> <li>Closing Data Gaps with Intentional Guidance Interventions. (Feb. '19)</li> <li>Curriculum Delivery: Information Dump or Engaging Instruction-HELP strategies (Dec. 19)</li> </ul>



### Calling MASCA Retirees for 60th Birthday Planning!

Please consider virtually joining other retirees to brainstorm MASCA 60th birthday events & activities.

Email [helenod@att.net](mailto:helenod@att.net) with your name and email address so you can be invited to a virtual meeting.

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