

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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MARCH 2025

Plant Your Seeds for Spring!

By Jessica Descartes, MASCA 2024 -2025 Board Chair and Director of Student Services, Tech Boston Academy,

The start of the February break greeted some of us with an ugly snow & icy mix that led me to immediately search, “when is the first day of spring?” and then highlight Thursday, March 20, on my calendar.

When I think about springtime, I think about gardening: planting seeds now to watch them bloom. Now admittedly, I have been working on improving my green thumb, but this can also be a time of rejuvenation for counselors. Now is a great time to plant new seeds of hope and encouragement within your school environment but with that, take this time to pause and check in with yourself. How are you feeling? What are some goals you might want to set for the remainder of the school year, both



Jessica Descartes

personally and professionally? It is important to acknowledge your efforts, celebrate your successes, and remind yourself that you are doing more than you might even realize.

MASCA continues to move forward and here are some highlights from this past month: First, I was able to attend the ceremony honoring Boston Public Schools’ Ms. Sugeily Santos, as the 2025 MASCA School Counselor of the Year. Ms. Santos was honored at a surprise assembly attended by her middle school students, Boston Mayor Michelle Wu, Secretary of Education Patrick Tutwiler, Acting DESE Commissioner Russell Johnston, district admin, city & state officials, members of her family & faith community and many of her Curley School and BPS colleagues. It is also amazing to note that three of the MA SCOY winners from the past five years have been from Boston Public Schools. As a result of

being selected as the state school counselor of the year, Ms. Santos will represent Massachusetts in Washington, D.C. at the National School Counselor of the Year gala in February 2026 and compete with other state winners from around the country for the 2026 American School Counselor Association’s School Counselor of the Year title.



MASCA School Counselors of the Year from Boston Public Schools: [Left] Andrea Encarnacao Martin, Boston Latin School (2023) [Center] Sugeily Santos, Curley School (2025) [Right] Jessica Descartes, Tech Boston Academy (2021)

We also were able to continue with honoring our friend and colleague, Dana Catarius, who sadly passed away last year. With the many donations that were contributed to the MASCA scholarship in her honor, MASCA was able to make

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School Counselor
Quinn Middle School, Hudson

State of Affairs

By Bob Bardwell, MASCA Executive Director

As we begin to head into the home stretch, our Annual Spring Conference is only a few weeks away and warm weather is on the horizon. I could write about so many things that highlight the numerous exciting, engaging and meaningful updates regarding MASCA.

Unfortunately, the topic this month will be less exciting but so very important – the current situation in our nation's capital. Almost every aspect of what is going on in Washington, DC has a domino effect which ultimately finds its way into our elementary, secondary and higher education institutions and communities. Massachusetts, despite being one of the most liberal and progressive places in the country, is not immune. I won't get into the politics of it all, although I guess in some way politics are ultimately unavoidable. Regardless of what side of the aisle you sit on, what is happening is bad - bad for our students, bad for our educators, bad for our communities, and ultimately bad for our country. Thus, I will stick to the facts.

The fact that we have students, families and school personnel scared is problematic. When humans are in a state of panic, apprehension and uncertainty, their nervous systems are in a constant state of being on guard. This constant state of chronic anxiety is not good. Science and research tell us that the human body can handle small doses of this panic state, but not in a constant state of fear and unknown. Take for example animals that are being chased



Robert Bardwell

by a hunter. If this happens once and awhile, their bodies respond appropriately to ensure that they escape danger, but humans and animals are not built to for such a constant high stress level. If the fear and terror state do not subside the body will respond by shutting down and eventually will lead to death in extreme cases.

The fact is that the decisions made by our leaders also have a negative impact on the mental and physical health of those who are impacted. When stressed, the body's defense systems (i.e.: immune system) cannot work properly which make our bodies more susceptible to illnesses, diseases and ailments, some which cannot be easily remedied. We should also expect to see a measurable spike in mental health needs and diagnoses. This is unfortunate as Massachusetts (and the rest of the country) currently faces a severe shortage of mental health providers, especially in our urban and rural communities. In

all likelihood because those most impacted are scared, they will not seek physical or mental health care for they lack trust of anyone not in their close circle and fear leaving their homes.

The fact that student absenteeism in the past several weeks has increased is concerning. Students, regardless of whether they are legally in the country, are not coming to school because they are scared. We've learned hard lessons from the pandemic that attendance matters and if students are not in school, they are not engaged in learning. Even if they do come to school, they are often afraid and on edge, meaning they are not in an optimal place to comprehend and synthesize what they are learning. For some, they are acting more like zombies than students who should be engaged and benefiting from the classes in which they sit.

The fact is that some of our colleagues and family members have stopped working or they are thinking twice about whether they should go to work. There are reports of crops not being harvested, trash not being picked up and poultry and meat processing plants not operating at full capacity because immigrants and migrants are often the ones that fill these low wage, low skill and highly undesirable jobs that most Americans do not want. This no doubt means that some of our students and families do not have the financial means or resources to pay bills and put food on the table since their caregivers may not be working anymore.

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Congratulations to Sugeily Santos, MASCA 2025 School Counselor of the Year!

Sugeily Santos, a 7th & 8th grade School Counselor at Curley K-8 School in Jamaica Plain, was honored as the 2025 School Counselor of the Year (SCOY) by the Massachusetts School Counselors Association (MASCA) at a surprise school assembly on Thursday, January 30, 2025.

Santos was chosen from twenty nominations MASCA received from across the state. Besides a nomination from her principal, her application packet also included testimony from a colleague and a student. “Ms. Santos has helped me and treated me with love and respect. She is always loving with us, treats us well and is always in a good mood. When I had problems with my dad because we were not getting along very well due to my behavior, she encouraged me to change. Thank you for recognizing Ms. Santos’ work and knowing that she is one of the best counselors in Massachusetts,” said Hector Villar Perez, an eighth grade student at Curley, who completed his letter of support in Spanish, his native language.

Dr. Katie Grassa, Principal of Curley K-8 had this to say about Sugeily in her nomination. “Sugeily is a middle school counselor whom I hired and have watched develop into a strong educator and leader of her peers. Sugeily brings her passion for young adults, strong student connections and a willingness to always further her own learning at work each day. In my career I have hired hundreds of educators and Sugeily Santos is one of the best educators I have hired to date. Her passion, work ethic and connections she makes with both adults and students is exceptional.”

The MASCA School Counselor of the Year is sponsored by Wellpoint, a health benefits company based in Woburn. Wellpoint is donating \$5,000 to Santos and her school to support programming, equipment, or supplies. “Wellpoint is honored to recognize the dedicated school counselors and edu-



cators in Massachusetts who encourage and inspire our next generation of leaders,” said David Morales, general manager of Wellpoint. “As a health benefits company, Wellpoint is committed to supporting educators’ whole health, and we celebrate the school counselors who work tirelessly to support students’ mental, emotional, and social well-being in and out of the classroom. Congratulations to Ms. Santos and the Curley K-8 School!”

“Sugeily’s altruistic, inventive, inclusive, and industrious influence is felt throughout every corner of our school, most notably in her leadership of the MyCAP program (a college and academic planning initiative designed to help students envision and prepare for their futures, both in school and beyond), which she has successfully spearheaded and piloted for our middle school students. Sugeily coached a group of four educators at each grade level, guiding them to design and implement engaging, inclusive lessons on goal-setting, understanding values and personality traits, and college and career readiness. She organized productive meetings, advocated for professional development opportunities related to MyCAP, and made herself available for regular check-ins where ideas were shared, questions addressed, and student-centered outcomes discussed,” said colleague Giovanna DeBarros, a grade 8 ELA teacher at Curley.

“The recognition of Sugeily Santos as the MASCA 2025 School Counselor of the Year is a testament to her exem-

plary counseling skills, resources and professionalism, earning her admiration from students, parents, faculty, colleagues, and the Curley K-8 School community,” says MASCA Executive Director Robert Bardwell. The naming of Santos as the 2025 SCOY means that Boston Public Schools have had three of the last five SCOYs, including Jessica Descartes (TechBoston Academy) in 2021 and Andrea Encarnacao Martin (Boston Latin School) in 2023. “BPS should be proud of the work that their school counselors are doing,” said Bardwell.

“We are incredibly proud of Ms. Santos and this honor for the Curley School community and our district,” said Boston Public Schools Superintendent Mary Skipper. “School counselors are such a vital part of our students’ educational journey as they grow into adults and Santos represents the very best of what BPS offers. We are grateful for her dedication, expertise, passion, and caring approach to her work.”

“On behalf of the School Committee, I would like to offer my sincere congratulations to the Curley School community and the district-at-large on this notable achievement,” said School Committee Chair Jeri Robinson. “We are very proud of Ms. Santos and are deeply appreciative of her commitment to our students. She is a testament to the incredible value of our school counselors who support our students in achieving their highest potential.”

Santos is an inspirational leader and role model whose compassionate and unwavering commitment to students rightfully earned her the title of MASCA 2025 School Counselor of the Year. Sugeily not only meets criteria for this award, but sets a new standard of excellence in the school counseling field. She will represent Massachusetts as she competes with other state winners from around the country for the 2026 American School Counselor Association’s (ASCA) School Counselor of the Year award.

Plant Your Seeds

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two donations to NEADS Worlds Class Service Dogs: one for Lindsay Marble, who is a counselor at East Falmouth Elementary School and Heather Escandel and her dog Finnegan. Heather is a counselor at Barnstable United Elementary School. As Dana was a big supporter of therapy dogs, we are thrilled to use the funds in a way that truly honors her and supports counselors. The remaining funds will support an annual scholarship for an elementary school counselor to attend the MASCA spring conference in Dana's memory.

While those are just a few of many highlights, MASCA continues to plant more seeds and we are excited to see them grow. As you eagerly anticipate the spring and warmer weather, keep planting your seeds and remember: it is fun to count down the days, but it is important to ensure that you are also making your days count.



A large blue shield-shaped logo with a white border. At the top is a white graduation cap icon. Below it, the words "POST-SECONDARY" are written in a white, arched, sans-serif font. In the center, the word "FAIR" is written in a large, bold, white, sans-serif font. Below "FAIR", a white horizontal banner contains the text "for Students who Learn Differently" in a blue, sans-serif font. At the bottom of the shield, the text "HOSTED BY LANDMARK SCHOOL" is written in a small, white, sans-serif font, followed by "April 10, 2025" in a larger, white, sans-serif font, and "6-8 p.m." in a smaller, white, sans-serif font. To the right of the shield is a black and white QR code.



Dana Catarius (in blue) and her dog Quinn with other comfort dog handler colleagues at the 2024 MASCA Conference

Quinn



MASCA 2025 Awards

By Dina Sibilia, School Counselor, West Springfield High School and MASCA Professional Development Committee member

On February 7, 2025 MASCA celebrated nominees and winners of the MASCA awards during our annual virtual gala. Congratulations to all of our award winners.

Counseling Intern of the Year is awarded to a school counseling intern currently completing their practicum in the 2024-2025 school year. The recipient of this award has taken leadership in their placement, connected with students and families, and is a contributing member of the counseling team. The 2025 winner is **Nicole Henkel** from Springfield Conservatory of the Arts, Springfield Public Schools.



Her nominator Rachel Barr states, “I am so very proud to nominate Nicole Henkel for Counseling Intern of the Year. Nicole has been an integral part of our department and school community since the 2023-2024 academic year. She did an outstanding job in her first year and was requested to remain with us by our principal for her second year. Although she is an intern at our school, I continually learn so much from her. She often highlights different ways to support students and is confident in her ability to put her knowledge into practice. As an intern at our school, Nicole has gone above and beyond when it comes to her responsibilities. She started a Care Closet that provides

hygiene and clothing items to students in need. She runs an after-school dance club for students in grades 6-12. She has volunteered her time to support our evening dance showcases. She engages in both district and school-based professional development. When it comes to her direct contact with students, she exceeds my expectations. She ensures she meets with her caseload of students every week. She plans each and every session with them and tracks her data to show results. She handles every situation with care and is a reflective practitioner. She is a consistent trusted adult for students, and they often seek her out for support. She is solution-focused and provides students a safe space to be who they are.”

The **Graduate Student of the Year** is in either a masters or doctoral level program in school counselor or counselor education who consistently demonstrates excellence in the classroom. The recipient of this award enhances the learning of their peers, demonstrates a robust understanding of the role of the school counselor, including as it relates to equity, and demonstrates academic excellence. This year’s winner is **Kage Sagan**, Westfield State University.



Kage’s nominator Maria Letasz states, “The primary goal of graduate education is to prepare promising students for outstanding scholarly and professional achievement by educating them in the skills of the discipline and its intellectual and ethical foundations which will

provide the student with the capacity for independent critical thinking and to inspire them to use their knowledge and training for the betterment of their professional field. Kage Sagan is a graduate student who sets himself apart from others through his boundless enthusiasm and dedication to not only his own personal and professional growth but that of others. Kage seeks out any opportunity to engage his peers in the classroom setting and promotes professional growth through his participation as the Graduate Student Liaison for the Western MA Counselors Association (WMCA). Through WMCA Kage developed a new event to connect graduate students to potential practicum opportunities. This is one example of the creativity that Kage injects into every activity he is a part of. Although Kage will graduate next year, his contribution to WMCA and graduate peers will continue on as a result of his ingenuity and passion. It is this passion and creativity which will also better any school who is fortunate enough to land him as a professional school counselor!”

The **Leadership Award** goes to a current MASCA member and licensed counselor serving during the current school year in an elementary, middle, or high school who demonstrates leadership in the counseling profession at the local, state, or national level. This year’s winner received four nominations is **Charlsey Lynn Penney** from Challenge & Reach Academy and Central Mass Association of School Counselors.



Kathleen Kelly states, “About two years ago, a small group of us got to

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Awards

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gether to try to breathe life back into the WCPGA (Worcester county guidance and personnel association). The consensus was that we would do one big event, publicize it like crazy, and hope that it brought out some new standard bearers. If no one stepped up, we would accept that there was no appetite for the organization. Charley Penney emerged and has not looked back. Her energy is unflagging, her imagination knows no bounds, and her spirit is infectious. Under her leadership we have renamed our organization to the central mass association of school counselors (Cmasc), we have resumed our programming with college/university sponsorship, and we even have events with both speakers and sponsors booked for next year! I have no doubt that this tremendous organization would no longer exist if Charley had not stepped up.”

The **Rising Star** award is given to an individual who has entered the school counseling profession within the last five years. The award winner is a model for new counselors demonstrating the highest standards of professional competence, outstanding contributions to the school community and/or profession, and has demonstrated strong rapport with students, parents, and school personnel. This year’s winner is **Allison Batista** from Cohasset High School.



Nomination statement from her nominator Brian Scott: “Since joining us in September of 2020, Allison has transformed several key aspects of our guidance department. During COVID

she piloted a daily flex block for high risk students, creating a separate cohort for them. This is a practice that was so successful it became part of our normal schedule following the pandemic. She has also worked with the school psychologist to create an executive functioning group, an optional, but well-attended voluntary program for struggling students. She has championed post-secondary options for METCO students, bringing students to visit HBCUs and discover unique opportunities available to them. Allison has streamlined guidance processes, creating forms and templates for our MTSS group and scheduling operations, improved parent and student presentations, created student clubs centered around how to have conversations around hard topics, and created processes and procedures to manage and promote student independent studies and other personalized learning paths for students. She is one of the most trusted adults in the building, carries arguably the hardest caseload, and has made an enormous difference in how our department collaborates with other departments and with families. She also serves as part of our School Council and Faculty Senate.”

The **Counselor Educator of the Year** is a current MASCA member and counselor educator teaching during the current academic year in a higher education setting, who has made outstanding contributions in teaching, research, and/or service and is making significant contributions to the school counseling field. The 2025 counselor educator of the year is **Johanna Smith** - Salem State University, Lesley University, Endicott College.



Her nominator, Dr. Judith Josephs says, “I have known Johanna Smith as a student, counselor, and colleague of the Lynn Tech Awards ceremony. I am currently a member of the Lynn Tech Alumni Association and work with faculty on student awards. Johanna teaches graduate-level courses Practicum Seminar in School Counseling and Group Counseling. She supervises graduate students during their year-long internship placements at various school sites for School Counseling and School Adjustment Counseling licenses. She supported over 60 graduate students in conducting research on the effectiveness of school counseling interventions and presenting findings at the MASCA Annual Conference. She writes syllabi and design course assignments using the Canvas online educational platform. She provides feedback and supervision on counseling theory and techniques. Johanna advises students on a capstone project to be presented at the state MASCA conference, including research methodology and implementing counseling interventions to impact student growth. She upholds ASCA ethical standards. She also teaches hybrid undergraduate and graduate level courses on Culturally Responsive Teaching using both asynchronous modules and synchronous class meetings. She integrates DESE Subject Matter Knowledge areas into syllabus and course material. Johanna has taught herself Spanish through speaking to a student body that is 80 percent Spanish. She is a bilingual Guidance Counselor and acts as advisor for approximately 370 high school students including special education. Johanna is also an Adjunct Professor at Lesley University and Endicott College.”

This year’s **Special Award** is awarded to **Anne Thidemann French**, Retired School Adjustment Counselor & Berkshire School Counselors Association. Her nominator Helen O’Donnell states, “It is with great pleasure that I nominate Anne Thidemann French, retired SAC, for the MASCA Special Award. Anne has always been a contributor, educator, and worker bee for her colleagues.

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Awards

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In the Berkshire County School Counseling Association (BCSCA), she has been on the leadership board, organized and delivered professional development workshops, and been clinical trainer/consultant for Berkshire County counseling colleagues. She is a long-term advocate educating others about how SW and SAC's services collaborate with school counseling partners delivering multi-tiered comprehensive school counseling programming for all students. Anne has been a career long member of MASCA and the BCSCA. A believer in professional organizations and on-going professional development, she has maintained an active leadership presence in both organizations in her retirement. Administrators engage her to design and deliver Berkshire County PD. She has a leadership presence in MASCA as co-chair of two (2) MASCA SIGS. Her retirement includes delivering DESE -contracted training on multiple topics, teaches classes for MA College of Liberal Arts, and even has on-line content specific training sessions for National Geographic."

The **MASCA Administrator of the Year Award** is given to an administrator who has made an outstanding and significant contribution to the counseling movement, developed and/or implemented an innovative program, or initiated unusual improvements of school counseling services in their area of responsibility. This year's Administrator of the year award goes to **Ellen Kokinidis** from Chelsea Public Schools



Her nomination statement from Brenda Pena: "It is a privilege to nominate Ellen Kokinidis for the Administrator of the Year Award. With an inspiring 28-year career in education, Ellen has committed herself to the growth and well-being of students, staff, and the entire school community. As the Director of School Counseling, Ellen exemplifies dedication, compassion, and innovative leadership, making her an invaluable asset to our school. Ellen's leadership is marked by her unwavering support and genuine care for her team. She fosters an environment where each counselor feels valued, appreciated, and empowered to make a meaningful difference in students' lives. Her supportive and loving approach unites her team and promotes a sense of belonging, contributing to a counseling department that is cohesive, motivated, and driven by a shared commitment to student success. Ellen is also a leader in bringing innovative practices to school counseling. She is constantly exploring and implementing new strategies that enhance student engagement, social-emotional learning, and academic achievement. Her forward-thinking initiatives ensure that each student receives personalized, relevant support to help them thrive. Beyond her role, Ellen is a mentor, advocate, and trusted advisor for students, staff, and families. Her dedication to creating an inclusive and supportive school environment has made a lasting impact on all who work with her. For her exceptional leadership, heartfelt commitment to her team, and vision for school counseling, Ellen Kokinidis is truly deserving of the Administrator of the Year Award."

Excellence in School Counseling Program Award

This award honors school counseling departments which have created comprehensive school counseling programs. The criteria for receiving this award includes:

- A comprehensive school counseling plan created by a team of school counselors within a school or a district-wide counseling team, or can be done by a single counselor if there is only one counselor in the school.
- The counseling program must show that the program has achieved positive results in three areas: Academic, Personal/Social and Workplace Readiness
- Documentation that the program has followed the MA Model 3.0 and used data to make informed decisions for all students.
- Evidence that the program has actively communicated and promoted their initiatives by delivering presentations, and/or involving community members
- Identify and explain actions that typically include marginalized populations
- At least one member of the school counseling team must be a MASCA member

This year the Professional Recognition Committee is pleased to announce two programs that met the criteria for this award. Congratulations to: **Burlington Public Schools and Litwin Elementary School, Chicopee Public Schools.**

Congratulations

State of Affairs

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All of these facts lead to heightened stress, anxiety and apprehension, or in other words, thousands of folks are being traumatized every day. The trauma that so many of our students and their families are currently experiencing is so severe and negative, that in many of these cases, impacted individuals will be negatively affected forever by what is happening in towns and cities right now, here in Massachusetts, and across the country.

In places and spaces where the Washington politics are not currently in play, then they may not be experiencing some of these challenges, at least for now. But who knows? It could always be tomorrow or the next day. The unknown and constant fear hanging over one's head is all that some folks can think about, often reducing an otherwise healthy and productive person, to an incapacitated, powerless and helpless being. So many innocent children, who have done nothing wrong and are just following their families' path, are caught in the crossfire and that is not fair to them. Not one bit.

The future is unknown for sure. At least for now it is likely that not much will change and many of our students and educators are at risk and under attack. One can only hope that very soon our schools and communities will become safe again, our residents can resume their lives and that all students will be engaged appropriately in their learning, making progress towards their academic goals and planning for a bright future, free of worry, fear and harm. Is that too much to ask?

MASCA knows that many of our members are struggling personally as well as scared and worried about many of their students and their families. We will continue to monitor the messages and resources that come from DESE and the State House and share those when appropriate. The next several weeks, months and even years will be difficult for sure, but one thing is certain – we are in this together and will do whatever we can to protect and support our students and families.

In the meantime, here are some resources that you may find helpful.

American Counseling Association – [Working with Marginalized Communities](#)

Craig Aarons-Martin & CMM Education Group – [Support Guide for School Leaders: Responding to the Crises Facing Immigrant Children and families](#)

American School Counselor Association – Resources to [Support Immigrant Students](#)

MA DESE – [February 11 updated Guidance Supporting All Students, Including LGBTQ Students](#)

[GLSEN](#)

[Human Rights Campaign](#)

March 2025 Awareness Dates

Developmental Disabilities Awareness Month

Self-Harm Awareness Month

Gender Equality Month

Middle-Level Education Month

Music in our Schools Month

Women's History Month

1 Self-Harm Awareness Day

2 Read Across America Day

3–7 National School Breakfast Week

8 International Women's Day

9–15 National Sleep Awareness Week

14 SEL Day

21 International Day for the Elimination of Racial Discrimination

21 World Down Syndrome Day

31 Transgender Day of Visibility



Welcome to our Newest Members!

The following have joined MASCA in the last month:

<i>Emily Alger</i>	<i>Emily Goldstein</i>	<i>Evangelina Molfetas</i>
<i>Kelvey Almeida</i>	<i>Hiley Graham</i>	<i>Daniella Morganelli</i>
<i>Alison Baptista</i>	<i>Kathy Hajder</i>	<i>Katherine Morse</i>
<i>Robin Benoit</i>	<i>Jordan Hand</i>	<i>Winnie Naggar</i>
<i>Christiana Benoit</i>	<i>Nicole Harn</i>	<i>Kaitlyn Newell</i>
<i>Derek Brinkmann</i>	<i>Courtney Joaquin</i>	<i>Connie Olden</i>
<i>Carolann Cardinale</i>	<i>Rachel Kerls</i>	<i>Noemi Pagan</i>
<i>Felysha Clyburn</i>	<i>Molly Kerr</i>	<i>Olivia Pelletier</i>
<i>Justin Cordeiro</i>	<i>Cheryl Kirkpatrick</i>	<i>Jackson Powell</i>
<i>Anna Criscitiello</i>	<i>Sarah LaPlante</i>	<i>Deboralis Ramos</i>
<i>Nicholas Cuomo</i>	<i>Agnes Lee</i>	<i>Julie Richard</i>
<i>Anna Cyr</i>	<i>Olivia Long</i>	<i>Lisa Ryan</i>
<i>Christine DeAmbrose</i>	<i>Kenzie Mannone</i>	<i>Emily Schleper</i>
<i>Margaret Delory Leahy</i>	<i>Lauren McGarr</i>	<i>Kendra Swenson</i>
<i>Beth Farias</i>	<i>Kaitlin McGreal</i>	<i>Denielle Tobio</i>
<i>Kimberly Feloney</i>	<i>Sarah McKeever</i>	<i>Hallie Vitagliano</i>
<i>Emily Forsberg</i>	<i>Delaney Mick</i>	<i>Courtney Wilson</i>
<i>Brittany French</i>	<i>Edward Mitchell</i>	<i>Carmen Zayas</i>
<i>Cristina Giannakopoulos</i>		<i>Guiying Zhu</i>

If you know any of these new members, please extend a warm welcome and greeting.

We are happy you have joined us!



MASCA
Massachusetts
School Counselors Association

Spring Conference

THE POWER OF YOU

APRIL 6-8, 2025
SHERATON FRAMINGHAM HOTEL & CONFERENCE CENTER,
FRAMINGHAM, MA

March CN Question of the Month

March is a long month of school with typically no holiday breaks. How do you make it through the stretch from the end of the February break until the spring break in April?

Jessica Almeida, School Counselor, Quinn Middle School, Hudson, MA - I try to find one small victory for each day. I also make me-time a priority (reading, spending time with friends and family, crafting, etc.). The long March stretch is one that requires a lot of self-love and patience!

Juliette Coatsworth, School Counselor, Foxborough Regional Charter School - I try to book as many events during this time as possible - both PD days (MASCA Conference- Woo!) but also school events. This helps everyone have something to look forward to and to “chunk” the time a little bit more, making the weeks more digestible as a whole.

Glenn Forgue, School Counselor, Normandin Middle School - Re-commit to eating well, exercising, stretching, meditating and completing my online course about involving parents in student success. Maybe a little MCAS just for fun!

Christopher Maloof, School Guidance Counselor, Norton Middle School - I just try to take it day by day. When you look ahead too much you tend to become more anxious and stressed out. Live in the moment, take a deep breath, it is not the end of the world. This is where we as true professionals show how good at our job we are.

Nancy Franks, School Counselor, Saugus Middle School - By using 2 personal days, and making sure I get some self care, like manicures and a massage.



Ali Robidoux, School Adjustment Counselor, Apponequet Regional High School - Celebrate all the March Birthdays! Our department has 3 March Birthdays, plus our School Nurse is March, too!

Christine Soverow, Adjunct Professor and Graduation Mentor, Springfield College, Westfield State and Westfield Public Schools - While it is true that March is a long month for school professionals, it is also when we actually see the days getting longer. There is more daylight available to us and I use this time to get outside as much as possible! During the school day, getting out for a brisk walk for even 5 minutes can really help. Finding time during the day to laugh with a co-worker and do something fun has always helped me. And, we have sick days for a reason! Take a day (or two) during this month to focus on your wellness! You might use that day to do something for yourself like getting a massage or attending a morning yoga class.

Stephanie Copeland, Counselor

in Training, Springfield College / Work at The Village for Families and Children - That's hard but I just keep moving and taking my own breaks for self-care. I would take time for myself by reading outside of schoolwork and doing an activity.

Eric Franco, School Counselor, Springfield International Charter School - We are already past the 1/2 way point. When I look at the calendar, the first day of spring is next month. I find that time goes by so quickly at my school, that it's a race to do everything that needs to be completed before June more than anything else. We have only 4 months left before summer vacation and I am focused more on that than “just making it” to April vacation. The milder weather and warm days will be here before we know it!

Thank you to those who participated in this month's QOTM. Are you ready for the April QOTM?

The past few months have been probably the most challenging ever for educators, and in particular, school counselors. In addition to the normal day-to-day tasks and issues, we are now faced with a whole new set of concerns, worries and challenges for our students, their families and our school communities resulting from the actions and messages that are coming from our nation's capital. How is your school district/school handling these challenges? What strategies have you used to help you, your students and their families cope with the traumatizing events of these past two months? How do you provide hope and optimism when so much of our work is negative, depressing and stressful?

Just fill out [this form](#) no later than Wednesday, March 26 to be considered for the April 2025 CN.

A Grad Student's Guide to the MASCA Conference

Tips and Tricks for the School Counseling Student

By Rachel Flagg, Assumption University Graduate Student, MASCA Graduate Student Liaison

Greetings fellow graduate students, and happy March!

As someone with a spring birthday (the week after this year's conference to be exact), I always look forward to this time of year and the changes it brings about as we finally leave the long, cold winter behind. Of course for those of us working with MASCA, the spring is also an incredibly exciting time devoted to putting the finishing touches on planning and preparation for our annual spring conference! I had the pleasure of first attending the conference last year as a first year graduate student in my program, and as I am preparing myself to obtain the most out of this year's event by reflecting on my previous experiences, I wish to also share some of my tips and tricks with my fellow graduate students who will be in attendance.

Attending the MASCA conference either in-person or virtually can be a transformative experience for us graduate school students, offering invaluable opportunities to expand on knowledge we've learned in the classroom, build networks with amazing professionals from across the state who are doing incredible work to help their students, and gain exposure to the latest trends in our field (such as the use of AI as a counseling tool, and changes being made by DESE to our future profession). However, making the most of this opportunity requires more than just showing up and sitting in on breakout sessions. If you are planning to attend



the conference next month and want to learn some 'insider advice'; read on to explore best practices to help you maximize the benefits of attending a professional conference—from preparing in advance and engaging with peers and experts, to navigating the event itself with confidence and purpose. Whether you're attending your first ever conference next month or looking to refine your approach, these tips will help you take full advantage of the professional and academic opportunities that await!

Be Yourself

While it sounds exactly like an age-old cliché, the best advice I could ever give anyone going into a professional conference is to truly show up as your authentic self. There are so many friendly faces at the conference who want to get to know YOU, not the sales pitch highlight-reel version of you. Networking with others for the sake of connecting and creating meaningful relationships is the most beneficial way to approach conversations with professionals in a

setting like this. So while you may be keen as a graduate student to approach this conference as an opportunity to 'informally interview' for practicum placements or job vacancies, try taking a step back and first creating a foundational relationship with others. I can assure that when looking through applicants in the future, an interviewee is going

to stand out above the rest if the interviewer says to themselves "I remember them from last year's conference, we had a great discussion about helping students who struggle with X". Never be afraid to share personal experiences or interests, you never know who your story may resonate with.

Planning and Preparing

As stated before, attending the conference encompasses a bit more work than simply showing up at the venue. Putting in a little bit of effort to prepare beforehand ensures you aren't left scrambling the day of and can dedicate your time to getting the most out of every session. While MASCA's volunteers put together excellent 'swag bags' full of the basics to get you through the sessions successfully, you may want to pack a few essentials of your own while preparing what to bring with you. My suggestions would be: a folder or ziploc bag to keep track of all the handouts you receive, a portable char-

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Grad Student's Guide

(continued from previous page)

ger for devices, a water bottle to refill at the many stations throughout the conference, and whatever you may need to keep yourself comfortable throughout the long days. If you, like me, are in a fully online program and prefer taking notes digitally on a laptop or tablet, bear in mind that charging ports may be far and few between in the conference rooms that sessions are held in. Technology can be a helpful asset, and some breakout sessions may even request you fill out a virtual form or review a document shared by the presenter, so having a fully charged device or two that can make it through a full day is a great idea. If you prefer to take paper notes, a personal notebook and a cell phone will certainly suffice. Included in your 'swag bag' will be the conference program which outlines detailed descriptions of each presentation being offered during breakout sessions. Make sure to review all of the offerings and choose wisely which sessions to attend in person. All sessions will be available to review following the conclusion of the in-person conference, so I would suggest prioritizing the session which you believe has the highest personal relevance or opportunity for learning to attend in person. Additionally, if you know that other classmates from your program are attending or you meet fellow graduate students there, consider setting up a plan to attend different presentations for each breakout session and then share notes and key-takeaways at the end of each day.

Debrief!

Between the information presented in breakout sessions, the rapid fire overviews given during vendor presentations, and the feature lectures from keynote speakers, the two or three day conference ends up quickly becoming an overwhelming information overload if you let it. Whether it be in person with others in attendance or alone during your down-time to decompress, make sure to devote some time to debriefing all the new information you've taken in. For me personally, this includes sharing any notes I took during sessions with my colleagues, reviewing the posted resources from any of the sessions I was unable to attend which interested me, and creating a virtual document to keep track of all the descriptions and contact information for relevant vendors I spoke to. However you choose to make sense of the information, make sure to set aside some time each day to review your learning.

Lastly, in regards to networking, if you are attending the conference and happen to see myself or any of my fellow graduate student liaisons throughout the days we are all together, please do not hesitate to introduce yourself or ask any questions you may have about the experience! As you will see in the event programming, we have a specific meeting time devoted to networking with fellow grad students in a breakout session, but if I can be of help anywhere at any other time I would be more than happy to do whatever I can to make the experience more enjoyable for everyone. Looking forward to seeing you there!

**RESERVE YOUR SPACE
AT THE 2025 MASCA
CONFERENCE >>>**



GET HELP NOW - 24/7 SUPPORT

**MASSACHUSETTS
BEHAVIORAL
HEALTH
HELP LINE**

Call or Text 833-773-2445
Visit www.masshelpline.com to chat

As witnesses and first responders to the youth mental health crisis, school personnel are an important liaison between students and families and the behavioral health services system. The Behavioral Health Help Line (BHHL) is a new tool for the toolboxes of such professionals, whether used by school personnel with or on behalf of students and families. The BHHL is available 24/7/365 by phone/text/chat, has no health insurance requirements, provides interpretation in 200+ languages, and connects anyone in the Commonwealth with treatment or resources for mental health, substance use, and health-related social needs. From a routine question to a behavioral health crisis, the BHHL can help. Find more information or connect directly with the BHHL here: [Massachusetts Behavioral Health Help Line \(masshelpline.com\)](http://Massachusetts Behavioral Health Help Line (masshelpline.com)). Order free posters for your schools in many languages here: [Behavioral Health: Massachusetts Health Promotion Clearinghouse \(state.ma.us\)](http://Behavioral Health: Massachusetts Health Promotion Clearinghouse (state.ma.us)). Please reach out with any questions or presentation requests to Eneida.m.anjos@mass.gov.

MASCA & Me

Charlsey Lynn Penney
School Counselor
Worcester Public Schools



Why are you a MASCA member?

I find the value of being part of a professional organization beneficial from the support and networking to the relevant professional development. It keeps me connected and current as a school counselor.

What makes you unique as a school counselor?

I think my background, education, and experience with mindfulness and my past volunteering as a animal assisted therapy team with my golden retriever, Schooner. These have allowed me to broaden my scope of work and have been positively received by my students and colleagues.

What Inspires you about being a school counselor?

The indomitable human spirit and the ever persisting presence of hope. I am constantly surprised at what my students have overcome, and what educators manage day to day, and yet no matter what, everyone keeps showing up.

What is your favorite tool to use in your work as a school counselor?

I have this meditation chime in my office that I use for students to practice mindfulness, but I don't tell them it is for mindfulness. I wait for a student to relax a bit, and when they are in a bit more of a stable space I tell them we will enter into a "competition" where I am going to ring the chime and we will see who can hear it the longest. I let them know it will take about 60 seconds of their time and their only goal is to listen and to beat my (old) hearing. Its amazing how this can easily bring them into the present moment and relax even further. Its a great starting point to start talking about mindfulness without others thinking its too "woo-woo".

What words do you live by?

Start with yourself.

What career would you be doing if you were not a school counselor?

Hmmm....maybe a child life specialist with my dog Schooner by my side, a professional organizer, or maybe a professor or a consultant for the school counseling field.

Why is it important to you to be part of a community of school counselors?

This vignette that was shared with me by my 7th grade Reading Teacher, Mrs. Campbell on Step Up Day has always stayed with me. It grounds me in times of turmoil in the world, and reminds me I can only focus on myself and hopefully by my example and care I can have a positive influence outwards: Start with Yourself. The following words were written on the tomb of an Anglican Bishop in the Crypts of Westminster Abbey: When I was young and free and my imagination had no limits, I dreamed of changing the world. As I grew older and wiser, I discovered the world would not change, so I shortened my sights somewhat and decided to change only my country. But it, too, seemed immovable. As I grew into my twilight years, in one last desperate attempt, I settled for changing my family, those closest to me, but alas, they would have none of it. And now as I lie on my deathbed, I suddenly realize: If I had only changed myself first, then by example I would have changed my family. From their inspiration and encouragement, I would have been able to better my country and, who knows, I may have even changed the world. --Anonymous

How would you describe your job to a 5 year old?

I work with students on building good habits, or behaviors, that will help them to reach their goals. I help them to do well in school and in life. It is done with a lot of care, heart, and hard work.

How do you decompress/eliminate stress or refuel for the next day?

Reminding myself that "the day you plant the seed is not the day you see the fruit". And being in a routine of taking a breather, cooking dinner, showering, preparing lunch and coffee for the next day, and watching Jeopardy. I also tend to find myself "doom scrolling", but I'm working on that.

What brings you joy?

My loved ones; my husband, my parents, my friends, and my puppies. I also enjoy traveling, cooking, and being in nature.

Share an example of something that you learned from one of your students.

A constant reminder of progress, not perfection. It is something I remind my students of how proud I am of all their progress, and more importantly, how proud they should be of themselves. The goal is progress, it is never perfection. It is something that I know I need reminding of for myself as well.

Summary of February 11, 2025 MASCA Governing Board Meeting

By Julia Cahill-O'Shea, School Counselor,

Hamilton-Wenham Regional High School and MASCA Secretary

The business meeting was called to order by Jessica at 4:35 PM. Bob, the Executive Director, reported on recent events, including attending Governor Healy's State of the Commonwealth address and participating in the United For Our Future coalition. He has also worked on new evaluation rubrics for school counselors, coordinated a well-attended SCOY presentation, secured a \$5,000 grant for Curley School, and helped organize various professional development events.

Financially, MASCA remains in good standing with a \$25K increase since July and steady interest income. The Conference Committee reported that evening events have been booked, and registration numbers have increased compared to last year. Reports from various committees were submitted before the meeting.

In old business, the board discussed honoring Dana through therapy dog donations and fundraising efforts, raising \$1,880. A motion passed to allocate funds to the NEEDS program and create a scholarship for elementary counselors.

In new business, the board elected members for the 2025-26 leadership term, including Lori Ford as Board Chair and Cory McGann as Assistant Chair. A request for MASCA mascot ideas resulted in 29 submissions. The Diversity Fellows presented an action plan, and an ad hoc committee was formed to review stipend positions. Kari Denitzio was appointed as the new Program Evaluation Coordinator. Additionally, MASCA hopes to send two delegates to the MTA Annual Meeting, and John Crocker updated the board on the ST 809 Bill related to licensure.

Announcements included election results, appreciation letter requests due by March 3, and news that the LDI event will be held in Rhode Island in August. Graduate students are organizing a hiring process panel, and MASCA is seeking a new accounting firm, a graphic artist, and a conference photographer for headshots. Applications for diversity fellows remain open through February.

The meeting was adjourned at 5:37 PM.

Javier Luengo-Garrido, a representative from ACLU Massachusetts, gave a presentation providing insights on supporting immigrants in the state, focusing on privacy, technology, and police accountability. He emphasized the need to be understanding toward students and families during these challenging times. Families should have a preparedness plan in case of emergencies, avoiding unnecessary attention from ICE by ensuring compliance with vehicle laws and knowing who should answer the door. He encouraged honesty when communicating with families so they can make informed decisions. Javier noted that circumstances are becoming increasingly complex, particularly for mixed-status families and those losing Temporary Protected Status (TPS).

He highlighted the importance of planning for various scenarios, such as a parent being detained after dropping their children at school. Families should establish a third-party caregiver who can step in if needed to prevent state intervention. He recommended securing Family Preparedness Documents, which require notarization and two witnesses, to ensure a designated caregiver is in place. While ICE enforcement is targeted, specific legal violations, such as driving without a license, may increase a person's vulnerability. Schools and community leaders should work proactively with families to create contingency plans.

School attendance has been declining due to fear among immigrant families, prompting the Attorney General to issue new guidance. Schools should be vigilant about ICE enforcement, as officers sometimes arrive unbranded. Front desk staff need training to properly identify enforcement officers and understand the distinction between criminal and civil immigration matters. Schools should establish clear procedures for handling potential ICE interactions, similar to active shooter drills. Administrative immigration warrants do not carry legal weight, and families should be informed of their rights when interacting with authorities.

Join the Retirees (and Aspiring Retirees!) SIG Meeting

Thursday, March 20 from 4:00 to 5:00 PM (Note later start time!)

TOPIC = Artificial Intelligence (AI) for Everyday Life

Learn about some of the many useful purposes of AI for your personal life. Planning travel adventures, crafting letters and formal documents, writing speeches, and creating logos are just some of the possible applications in your retirement life. Our special guest will be **Jamie Choquette**, teacher in the Multimedia Production and Broadcasting CTE program at Taconic High School in Pittsfield. Jamie will share information, resources, and tips for experimenting with AI.

Please [pre-register here](#) for the March meeting.

Note about topic change: Due to the unavailability of a MTA Retirement Specialist, we are reminding you that **Marie Ardito** from Retirees United and MASCA's 2024 Special Award Recipient, spoke with us in the fall on *Issues Facing Retirees*. She is very informed and considered an expert. Her very detailed ppt and contact information is posted on the [Retiree SIG webpage](#). She welcomes your inquiries.

If you have any questions about MASCA's Retiree SIG, please reach out to one or both of us. We hope to see you on March 20th!

Sincerely,

[Anne Thidemann French and Helen O'Donnell](#), Retiree SIG Co-leaders

Implementing the MA Model 3.0:

A Framework for Comprehensive School Counseling Programs

by Helen O'Donnell, Ed.D, MASCA MA Model Committee, 3.0 Writing Team Co-Chair, PD Institute Trainer

Endorsed by both MA DESE and MA School Counselors Association's Governing Board, the MA Model 3.0: Framework for Comprehensive School Counseling Programs is an evolving document to guide professional best practice. It was presented as a professional courtesy to the field in the spring of 2020 as a public domain resource. This ongoing Counselor's Notebook (CN) series shares steps and strategies for implementing the MA Model 3.0 and ASCA Model 4.0©.

A library of updated MA Model resources and CN implementation articles available at https://masca.wildapricot.org/MA-Model_3.0

What Guides School Counseling Curriculum, Professional Practice, and our Profession?

The MASCA CORE Values include:

- *Collaboration – Working together with all stakeholders allows school counselors to deliver the highest quality school counseling program for all students.*
- *Excellence - Maintaining the highest level of professional standards and advancing the delivery of comprehensive school counseling programs (i.e.: [MA Model](#)) for all students.*

MASCA Strategic Objective #4 – Professional Development

- *Create, provide and/or promote relevant, high-quality, accessible, and timely professional development to meet the needs of our members and support the implementation of comprehensive school counseling programs.*

MA Model implementation happens over time and departments across the state are in various stages of implementation of comprehensive school counseling curriculum and programs. *MA Model 3.0* is "... aligned with both the *ASCA 4.0 Model* and MA DESE Educational Reform initiatives to assist in the development and strengthening of Comprehensive School Counseling Programs in MA. *FREE MA Model 3.0* download <https://masca.wildapricot.org>. Standards referenced in this article can be found in the appendix of the *MA Model 3.0* document.

CN Model Implementation articles began publication in 2017. CN article #1

in this series encouraged completion of a program self-study audit (see MM 3.0 appendix) as step one to beginning your MA Model implementation action planning. CN article #2 suggest a second step by referring you to the MA Model webpage on the MASCA website for FREE MA Model public domain resources donated by practitioners in all domains: DEFINE, ASSESS, MANAGE, DELIVER. If you cannot locate a resource for your needs, please contact helenod@att.net.

This article stresses the importance of developing a written school counseling curriculum with clear, measurable student learning objective aligned to state and national student learning standards. The Nov. 2017 CN article suggesting a third step to MA Model Implementation, *Aligning Your Program to the Student Learning Standards and Benchmarks*. "Identifying educational standards that link your program goals to student learning benchmarks is key to integrating your core school counseling program with the school's academic mission." Although school counselors have student learning guidance from several state and national organizations, I strongly suggest you prioritize alignment to MA DESE student learning standards, since you are employed in MA schools. When you cite and link your written school counseling curriculum to MA DESE student learning standards, it qualifies your program as MA Time on Learning, clarifies you are helping students achieve mandated MA student learning standards, and confirms you are an integral part of the

school and district's academic team delivering programming and instruction to ALL students. For easy reference, several learning standards documents are included in the appendix of *MA Model 3.0*.

The *MA Career Development Educational (CDE) Benchmarks* have been a core component of the MA Model documents. Your school counseling curriculum, defined by both ASCA and MA Models, is mandated to clearly embrace all 3 CDE domains as essential curriculum components. It is easy to consider just linking our programs to *Personal/Social and SEL* standards commonly associated with school counseling programs, but that would continue to have school counselors viewed as ancillary, single-focused mental health colleagues. Therefore, when selecting CDE Benchmarks to guide your program and curricula, proactively educate all stakeholders about your academic and career mission by selecting *Academic/Technical* and *Workplace Readiness (career)* benchmarks. *Academic/Technical* alignment identifies partnership with the school's academic mission and documents the vital role of school counselors promoting rigor and academic success for all students. *Workplace Readiness/Career* alignment is vital to highlighting support and integration of College and Career Readiness (CCR) instruction to encourage all students to reach higher with their post high school planning and career aspirations. Specifically highlighted MA Governor Maura

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MA Model

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Healy's January 2025 *State of the State* speech, she references an essential education mission of our schools is as a "workforce pipeline" and a job training sites to "prepare students for future success". The **MA Curriculum Frameworks** guides school counseling curriculum, since it expands the original MA Common Core of Learning, defines all MA *Time on Learning* academic instruction, and is the baseline for MCAS testing. DESE's *College Career Readiness (CCR) My Career Academic Plan (MyCAP)* initiative has also published tfor grade levels 6-8 and 9-12 curriculum alignment, **MA College and Career Advising & MyCAP Frameworks**. They can all be accessed on the DESE

website. The Grades 9-12 Frameworks are included in the *MA Model 3.0* appendix.

Several national organizations have also published student standards documents that are also included in the MA Model 3.0 appendix to provide easy access for curricula alignment. Since you will realize many standards have similar student learning goals, you are encouraged to cite alignment standards from additional professional groups like ASCA to strengthen the importance of your curriculum.. The **ASCA Mindsets and Behaviors for Student Success** updates the former ASCA Student Standards. Although you might be tempted to select several ASCA Mindsets and Behaviors, I recommend you target just one (possible two) overarching mindsets per grade and then select

specific behavior standards to guide that grade level school counseling program. Counselors are also encouraged to cite the **CASEL** national social emotional learning student standards since their themes are often woven into each grade level executive functioning student learning goals.

Collaboration and partnerships are valuable for sharing ideas, resources, and action plans to strengthen school counseling programming. Join your colleagues or independently continue to strengthen and enhance your school counseling programming by participating in MA Model professional development. Inquire about any registration discounts to helenod@att.net.



MASCA

Massachusetts School Counselors Association

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.

Visit us on the web at www.MASCA.org

MASCA deeply values its diverse membership and is fully committed to creating an organization where each individual is welcomed, included, respected and empowered. No person will be excluded from MASCA on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, political affiliation or military status, or for any other discriminatory reason.

These activities include, but are not limited to, appointment of its Governing Board, hiring or firing of staff, selection of volunteers and vendors, and the providing of services.

Calling School Counselors, Adjustment Counselors, Grad Students! Jump Into Action with MA Model Professional Development.

Cohorts or individuals choose from multi-tiered PDP offerings or graduate credit.

Trainer: *Helen C. O'Donnell*, Ed.D Inquiries, description and registration: helenod@att.net

Opportunity #1 Select one or all of the **Independent Study Offerings**

- **Series #1 *Be Informed*** (FREE) Registration includes links to 5 free webinars.
- **Series #2 *Be Prepared: Annual Calendar Development*** - Templates and Guided mentoring available. 15 MASCA PDP's - Cost \$80. (Registration \$75 School Counselor Week 2/1-2/15)
- **Series #3 *Be Organized: Curriculum Development and Mapping*** - Templates and Guided Mentoring available. 15 MASCA PDP's - Cost \$80. (Registration \$75 School Counselor Week 2/1-2/15)

Opportunity #2 **Google Meet/Zoom instructional sessions with independent study**

- **Series #4: *Be Accountable and Data Informed***
25 MASCA PDP's - Cost \$150 (Registration \$140 School Counselor Week 2/1-2/15)
Hybrid PD with individual or cohort zoom sessions scheduled at convenience of registrants.
Registrants will identify a research question, design/implement a research project, analyze on-going implementation data, complete a MARC Jr. capstone project. Includes guided mentoring, webinars viewing, independent project work. Resources, templates, and rubrics provided.

Opportunity #3: 4 Hybrid MA Model Implementation Courses for PDP or GRADUATE CREDIT

- ***MA Model Introductory Institute*** (Assignments in each component: Define, Assess, Manage, Deliver)
- ***MA Model 2: Next Steps*** (Advanced work in each component of MA Model)
- ***Counselors in K-12 Classrooms: Delivering Curriculum That Supports Academic Achievement & CCR*** (includes lesson planning, curriculum mapping, and delivering standards-based instruction)
- ***Counselors in K-12 Classrooms: Action Research and Program Assessment***
(developing/reviewing curriculum maps, evaluating instructional data, data-informed action planning)

Course Registration: \$450 (Registration \$400 School Counselor Week 2/1-2/15) includes 45 MASCA PDP's OR 3 Grad. credits from Fitchburg State University (add'l \$295 grad. credit registration fee at FSU). Open enrollment for spring (course completion date 10/1) and summer (course completion date 1/15/26).

Grade posted or PDP issued as soon as assignments are completed.

Course Inquiries, registration information, and request syllabi summaries: helenod@att.net

Individual or cohort registrations welcomed. Google Meet/Zoom instruction scheduled at convenience of registrant/s. Course assignments personalized to meet your professional needs. Consultation, guided mentoring, webinar viewing, independent study. Instructional materials, templates provided. All courses include data assessment.

Dig into your data to determine program or learning gaps, review the MA Model 3.0 and MA Accountability Report Cards (MARC Jr.) template, and write your SMART research question.

Assess if your lessons and curriculum are standards-aligned, data-driven; ***Apply*** action research strategies and the Cycle of Inquiry for on-going project assessment.

Target strategic interventions and gather inclusive participation, perception, and outcome data.

Analyze compiled formative and summative data in the aggregate and in disaggregated formats to assess impact of instruction that informs/guide data-driven decision-making. ***Answer*** your research question with data.

MA Model PD Events are now listed on the events page of the MASCA website

REGISTER HERE: <https://masca.wildapricot.org/events>