



THE MICHIGAN SCHOOL COUNSELOR

WINTER 2015



SERVING PROFESSIONAL SCHOOL COUNSELORS IN MICHIGAN SINCE 1964

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Message from the

President

Teresa Severy

Dear Colleagues:

One of the best benefits of membership in MSCA is a great fall conference designed with your needs in mind and including school counselors, counselor educators, and private practice/agency counselors. This past fall conference was a great success in no small way to all of us coming together, sharing ideas and resources, and connecting not only on a professional level but also on a personal one as well. Much work goes into planning and carrying out a conference. A myriad of people, some on the Governing Board and some off the Governing Board, give of their time and talents. I hope at some time you will step up and step into the planning mix. MSCA benefits from you, your expertise, time, and energy.

I want to give you a little insight into the work of the MSCA Governing Board. The Board meets as a whole 5 times a year and several of its committees meet between those meetings or work together online for the benefit of the association and its members. Ends policies (you can call them goals or outcomes) drive the work of and give direction to the association.

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In Remembrance

We are all travelers in the wilderness of the world, and the best that we can find in our travels is an honest friend.

– Robert Louis Stevenson



The school counseling community has lost a true friend and champion. Harry Edwin Clay died November 26, 2014 in Grand Rapids, Michigan at the age of 79. He was born February 12, 1935 in Youngstown, OH. Harry was a graduate of Kent State University and Western Michigan University where he earned a doctoral degree in Counseling and Educational Leadership. He was employed by the Kentwood Public Schools as a school counselor and as Director of Pupil Personnel Services for 21 years. Harry had a passion for school counseling. He retired from Kentwood to work throughout the state as an educational consultant in K-12 school counseling program development and evaluation. He taught graduate courses in school counseling, training hundreds of current school counselors over his career. He was recognized as a leader in the development of the Michigan Comprehensive Guidance and Counseling Program and was often thought of as the "father of comprehensive school counseling programs" in Michigan. Harry was an active leader in professional counseling associations including holding office as the president of the Michigan Counseling Association and the Michigan School Counselor Association. Harry is survived by his wife of 42 years, Susanne, and four children, Wallace S. Clay, Brian (Theresa) Clay, Katy (Chris) Vernier, and Jenny (Tim) Sherman, and grandchildren, Lindsay and Austin Clay and Anna Sherman.

Harry Clay was our friend, confidant, teacher, counselor, and mentor. While he struggled with ill health over the past few years, his spirit was always ready to advise, listen, plan, and commiserate not only on issues pertaining to school counseling but also MSCA in particular. His presence and voice will be deeply missed. Those who knew Harry were fortunate. School counselors pay homage to him every time they implement a comprehensive school counseling model. Rest in peace Harry.

RECOGNITION AWARDS

Legislator of the Year: **Representative Bill Rogers**

State Representative Bill Rogers has been representing the city of Brighton and several townships since November 2008. He is a MSU alumni and has been involved in business since 1989. Representative Rogers is married, has 4 children and 2 grandchildren.

Representative Rogers has been involved with many community organizations including Habitat for Humanity and the Lions Club. Currently Representative Rogers is a member of the House Appropriations Committee and serves as the chair of the subcommittees on school aid and department of education.

The Michigan School Counselors Association would like to express their thanks for the tireless work that Representative Rogers has done to implement the Michigan Comprehensive Counseling Program as a best practice in this year's education budget.



MSCA President Terri Severy, Supt. Charles Glaes, Representative Bill Rogers & MSCA PPL Chair Jay Miller

Administrator of the Year: **Superintendent Charles Glaes**

Superintendent Charlie Glaes has been instrumental in educating our MSCA Board Members who are working on updating our School Counselor Evaluation tool. He has guided them to correlate the MSCA evaluation template with the new teacher evaluation requirements legislated by the State of Michigan. He continues to be a resource for our organization. Charlie was a key presenter at our 2012 Spring Conference where he explained how the new legislation would affect our school counselors.

It is through the work of Charlie Glaes that Vicksburg Community Schools has not cut back on school counselors. One parent has summed it up: "As a parent of 2 students in Vicksburg Community Schools, I am delighted that our superintendent values the work of school counselors, and understands the impact it has on our children. I am especially grateful that Mr. Glaes continues to keep elementary counselors in all buildings. My own children have benefited from this greatly."

The Michigan School Counselors Association would like to express our appreciation and thanks for the work Superintendent Glaes has done.

Harry and Susanne Clay Scholarship for Graduate Study in School Counseling: **Barry Hall**

Barry is currently in his last year of the graduate program at Grand Valley State University. He will be graduating in April. Barry is the President of the School Counseling Graduate Organization at Grand Valley. He is also an active member of MSCA and ASCA. After graduation Barry plans to pursue a counseling position working in the high school setting. Ideally Barry would like to work with low social economic students. Barry would also like to eventually work in a leadership role with MSCA to promote the importance of the school counselor's role with students from low social economic areas. Barry hopes to pursue a PH.D. in educational counseling. Congratulations Barry.



Clay Scholarship Winner Barry Hall

MSCA Scholarship: **Melissa Swinehart**

Melissa is a graduate of White Pigeon High School. She is unable to attend today's celebration due to her work schedule. Melissa will be attending Glen Oaks Community College. She plans on pursuing Veterinary Science or Farm Management. Congratulations to Melissa.

ALL MICHIGAN COUNSELOR CONFERENCE REVIEW

By: Ann Marie Rutherford, Geisler Middle School Counselor

Last fall I attended the All Michigan Counselors Conference in Auburn Hills. I'm always anxious about taking a day off of work due to getting so far behind but, I must say it was a very worthwhile conference to attend. My immediate reaction was that I was impressed with how well it was organized. The Marriot at Centerpoint was the perfect venue to have the conference. It was easy to find, had ample parking, and very nice banquet rooms. The meals provided at the conference were excellent and the wait staff was very friendly.

The keynote speaker, Dr. Stephen Sroka, set the tone at the opening of the conference, praising counselors for all their hard work and dedication to students. He really made us reflect on how vital we are to students and to the educational system at large. He energized me, something I needed, especially at this time in the school year. He made me realize how we, as counselors, touch the lives of so many students even when we least expect it.

I also attended several of the break-out sessions. I especially liked the session *Rethinking ADHD: What Works, What Doesn't, and Why*. With so many students affected by ADHD, the session provided me with some ideas to share with teachers in how to work with these students. I also enjoy getting together with other middle school counselors at the *Middle School Level Sharing* session. I learned many ideas to add to my professional toolbox.

I would like to sincerely thank all the organizer of this wonderful conference. It was definitely a worthwhile event to attend. I encourage all school counselors to attend in the future.



SAVE-THE-DATE MARCH 18, 2015

To attend the 3rd annual School Counselor
Lobby Day in Lansing!

It will be a new Legislative body this year. Social and Emotional health is (finally) becoming a larger issue. Join us for an exciting day to meet your state Representative and Senator, and discuss issues with Legislators important to school counseling. Our Lobbyist, Mia McNeil, will coordinate our activities for the day and we will use the beautiful Kelley-Cawthorne offices as our home base, right next to the capital. Registration will begin via the MSCA website very soon. www.mich-sca.org



See you there!

ANGER: WHICH WOLF WILL YOU FEED?

By Jerome A. Price, M.A.

Our traditional view of anger is of a corked bottle of a carbonated beverage that's been shaken. It's building up pressure and if not released will explode. Yet in some other cultures, and more recently in Cognitive Behavioral Psychology, the view is different and more effective for relieving angry feelings. Obviously reducing angry feelings will also reduce conflict in relationships. The following story has been handed down in Native American culture by word of mouth and I would give credit to the writer if I knew who it was.

A Native American elder is talking to a group of children including his granddaughter about life and feelings. He begins by saying that life is Two Wolves. The first wolf is love, peace, kindness, compassion, understanding, patience, cooperation, helpfulness and a long list of other positive attributes. He goes on to say that the second wolf is anger, hatred, war, cruelty, violence, indifference, selfishness and a long list of other negative attributes.

The wise man went on to explain that these two wolves are competing for control of the world. There's a contest to see which wolf will prevail. He pointed at each of the the children and said that these two wolves were also in each one of them. Those wolves were struggling to take control of each of them.

His granddaughter looked at him alarmed and asked, "Grandpa, which wolf will win?" The wise man looked each child in the eye and said, "The wolf that wins will be the one you feed".

The more we allow angry thoughts and feelings, the more angry thoughts and feelings we will have. The less we allow them, the fewer we'll have. It's just that simple.

Elementary Counselors' Corner

VP - Steffany Predosa
Constantine Schools

Rep - Michelle Eggleston
Kearsley Community Schools

A BUSY SCHOOL COUNSELOR'S TOOLBOX

By Michele Eggleston, MA, SCL, LLPC, NCC, Elementary
Rep- Kearsley Community Schools

Is your time split between two buildings? Do you have an ever increasing caseload? How do you manage it all and still make it effective and fun for ALL students? If you can relate to this, then read on!

During the MSCA Fall conference, I got the pleasure of presenting to other elementary and middle school counselors on creative counseling approaches to help engage students and energize your program. Counselors left feeling enthusiastic and ready to try out some of the new ideas. I thought the MSCA newsletter would be a great way to share to those who couldn't attend the session.

I love being an elementary counselor. The energy from working with the youngest in our district (I specifically work with K-3 students) keeps me on my toes. I align my counseling program to the Michigan Comprehensive Guidance and Counseling model. Doing this helps me try to reach my 850 student caseload. And in order to make a lasting impact with my students, I work hard on being creative with my approaches.

Classroom Guidance Lesson Ideas (soon to be changing the word "guidance" to Life Skill Lessons):



K-1: Students and teachers love the "bug and a wish" lesson. Teaching students at a young age how to communicate hurt feelings in a responsible and respectful way is extremely important in building self-esteem and friendship skills. I first read to the students a book titled "Bug and a Wish" by Karen Scheuer. Then we get to the role plays. I call up two students at a time. Student 1 puts on my ladybug finger puppet and then holds a magic wand with their other hand. I ask the students what friendship problems they are having and then they practice saying, "It bugs me when.... I wish you would stop." Student 2 then works on their response back. "I'm sorry that I... Would you like to..." ending with something nice and positive.



K-1: Teaching self-control is another must with the primary students. I first read the book titled, "It's Hard to be Five: Learning how to work my control panel" by Jamie Lee Curtis. This is an adorable book that opens

up for great discussion with the Kinders. We talk about what's hard with being five and what's fun about being five. Then I bring out my bubble machine. The first round with the bubble machine students can pop any and all bubbles that fall on them or around them. The only rule is that they must stay on their pockets for safety. There is a lot of laughter and energy in the room during the first round. Then we move onto the second and final round of bubbles. This time they cannot pop any bubbles. (sometimes I do a round where they can only pop one bubble before moving onto the final) I explain to the students that they need to be aware of how their body feels and what their mind is saying to them during the final round. This is having self-control. It's amazing how calm and focused the classroom becomes during the no popping round. We end with a discussion about what their mind was telling them and how their body felt.



K-1: Mrs. Potato Head leaves quite the impression when I bring her in to introduce myself and teach the students what a school counselor does. She comes out of my bag as just a plain potato. I then slowly add each body part while describing what I do, i.e. ears are to listen, eyes are to watch you make responsible choices, mouth is to talk with you and teach, feet are to walk beside you on this journey and to come get you from class (I then tell them where the counselor's office is located), purse is full of my counseling tricks and my hat is for all the different hats I wear as a counselor (teach guidance, small groups, assemblies, 1-1 etc.).



1st-2nd: Friendship lesson- I start off the lesson holding up a large glass of water in a clear cup. I ask the students to describe the water. I then tie their thoughts to a healthy friendship and what that looks like. As I read the book "How to lose all your friends" by Nancy Carlson, with every negative friendship approach the book tells (i.e. never share, tattletale, be a poor sport) I squeeze out a drop of food coloring into my glass of water. I make sure to use a variety of colors so by the end of the book, our nice clear friendship water has turned yucky and brown. We then discuss how doing these things over and over can hurt our friendships and "muddy" them. I then go to chart paper and we write down ways on how to keep all our friends.



1st-2nd: To help students understand the power of their words I often use toothpaste, cotton balls and sandpaper to illustrate. I squeeze toothpaste out on a paper plate and ask the students if we can get it back into the bottle. Of course we can't, just like we can't take back hurtful words we say to another person. I give each student one cotton ball to hold onto and one piece of sandpaper. I then ask them to describe how each one feels. I then correlate this to our words. Teachers then use the correlation during class interventions with students asking them if they were using cotton ball (kind) or sandpaper (hurtful) language.

Elementary Counselors' Corner

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K-3: Don't forget about bucket filling! All my students, even when I used to work with 4-5 graders, love bucket filling. I come in dressed up in a big bucket, holding onto a large bucket and carry bags of small buckets (styrofoam cups with pipe cleaners). We read the bucket filling book and then practice our bucket filling. I dump a bunch of stars and hearts onto the carpet and each student walks up to the bucket and grabs one heart and one star while sharing what they are going to do to be a bucket filler. We end the lesson with students making their own mini buckets with the Styrofoam cups, they poke the pipe cleaner through the lip of the cup to make the handle and decorate! Teachers then use the cups to do weekly bucket filling.



K-1: Students love having a guidance mascot and mine is Kimochi the Cloud. Kimochi means "feelings" in Japanese and comes in a line of other stuffed counseling friends. They call the line "toys with feelings inside". Kimochi the Cloud has a pocket in front of him where you can stuff in different feelings teaching the students that are feelings are inside of us and we get our feelings out by the way we talk, act, hold our body and face. Helps make it very tangible and understandable for the lower elementary students.



2nd-3rd: To help teach self-esteem, I use balloons! After reading the book "I'm Gonna Like Me: Letting off a little self-esteem" by Jamie Lee Curtis, I pull out a deflated balloon out of my pocket. I then teach the students the first two ways we can work on building our self-esteem: 1) remember those in your life that love you and 2) do the things that you are good at and that you enjoy (i.e. sports, hobbies). As students share, I slowly blow up my balloon, giving them the visual appeal.



2nd: Another self-esteem lesson that's fun is when I come into the classroom wearing a large brown box. On the box I have written the dreams of my 2nd grade teachers of what they wanted to be when they were in 2nd grade. I have also written down positive quotes and in big letters "Think Outside the Box". I read the book "Being Wendy" by Fran Drescher wearing the box. Towards the end of the book when Wendy takes off her box, I take mine off as well. This book teaches students to have dreams for themselves, set goals, and to be a leader. It's great to see the faces of the students when I come into their classroom wearing a box, but I love how the lesson ties in both self-esteem building and career awareness. After students share their career dreams, I send them back to their desk to write down their ideas on a being me worksheet.



3rd: Chain reaction of kindness- I love the books written by Kathryn Otoshi and so do the students. They are simple and impactful. I read the book "One", which is an anti-bullying book of how it just takes one person to stop the meanness and spread the kindness. This book also hits on the bystander strategy and how to stand up for yourself. Students then head back to their desks to watch a great video on YouTube called "Life Vest Inside-Kindness Boomerang-One Day". This video shows how one act of kindness can start a chain reaction of kindness and can make lasting and positive changes to those around us. After the video, students get a large number one that they sign their name on as their pledge to spread kindness and write down their next act of kindness.



3rd: Students really make a connection with the turtle, shark, owl and teddy bear in this lesson on different conflict resolution styles. Each one of these is a particular way of how a student might act during a conflict. I hang one sign for each style up around the classroom. After explaining to the students what each style is, students stand up and move underneath the sign they feel best describes how they currently handle friendship conflicts. I talk about how during guidance class we learn more about ourselves and this is a time to be honest and open to change as well. I then go around to each cluster of students and have them share what makes them an owl, teddy bear, turtle, shark and after discussion students then get a chance to move again, this time moving to the sign they wish to become more like. The lesson builds self-awareness, friendship skills and the understanding that we do have the power to change.

Small Group Counseling Ideas:

I run two main groups all year: Grieving & Loss and Changing Families. To save on time and paperwork, I do one parent letter that describes both groups. For my grieving and loss group, I team up with a county hospice organization. Their counselor comes to my school and co-facilitates the sessions with me. They bring all of the materials, including a certified therapy dog, and their expertise in this counseling area. Think about making those local connections. It's worth it!

Positive Behavior Support Ideas:

Our school's approach is to focus on kindness and not bullying. So, we do a variety of things with this theme. This year we kicked off with the 7 Habits of Happy Kids by Sean Covey. Every classroom teacher got the book to read to the students along with lesson plan ideas. We are rolling out one habit per month since this is the teaching year.

We've used the book "One" by Kathryn Otoshi where every classroom got their own large sheet of butcher paper, every class had their own unique color. They then wrote down their ideas of how to spread kindness at our school. We hung the sheets in the main hallway after a school-wide assembly. Every student also got a large number 1 that

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Elementary Counselors' Corner

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they signed their name on and decorated. This was their pledge to being a kindness leader at school. Lunch monitors handed out kindness tickets during recess and we read different acts of kindness that were noticed during morning announcements.

We are currently putting more of an emphasis on attendance. Every marking period, we pass out ice cream sandwiches to those students who have missed one day or less. We roll it out on an attendance cart. Students are given a "golden ticket" prior.

Other school-wide themes we have done are: random acts of kindness, bucket filling, what's your super hero power (character building), school-wide jobs, lunchroom sticker competition (the classroom table that is following our B-Code, ready, respectful, responsible, the best earns a sticker on their chart; the first class that gets 10 stickers gets to choose a mystery surprise from the principal) and leaders of the month.

Individual Counseling Ideas:

- Look into **WhyTry**- this program comes with great visual analogies that students really connect with
- **I made a Coping Skills** list that is a constant go to for those students living in challenging home situations
- To help transition students out of my office they get to pull something from one of the jars: warm fuzzies, stickers or positive quote cards
- Get a giant stuffed animal- kids come in to just hug him and leave feeling better
- Your **office setting**, how it's decorated and arranged is a therapy tool in itself
- **Scribble Game**: I make a random scribble on a piece of paper and the student needs to draw the scribble into something real. This has helped several times to get students to deescalate, talk and focus.
- **Talking Elf**- Hallmark makes this toy- has helped with students refusing to talk
- Sand tray: make your own sand tray set to help with those students who have a hard time talking or managing their emotions
- Puppets are a great medium between student and counselor
- **Bop It**: great icebreaker game for small groups, easy and fun!
- Use any card/board game as the safety zone



- **5 Love Languages of Children**: look into this! Teachers and parents love it.
- **Worry Box**: I reuse empty Kleenex boxes, students write down all their worries on strips of paper. We talk about each one and then they stuff them in their Worry Box that they can decorate. I tell them that their worries are now for me to keep so they can be set free (if you will) to listen and learn in class.

My favorite online resources:

- Facebook: **Elementary School Counselor Exchange group**
- Entirely Elementary School Counseling
- Books that Heal Kids
- Leader In Me Share Site
- South Carolina Counselor Café
- KidPointz.com- school to home behavior charts
- Love & Logic (parenting help)
- Leader In Me Share sites
- Pinterest- any and all ideas

Let your creative spirit be set free Michigan elementary counselors! I hope this article got you thinking about how you can re-energize your program and keep the passion alive for the extremely valuable work you do each and every day. These are some of my most beloved counseling approaches that have given me the best student, teacher and parent feedback. Please feel free to e-mail me with any questions. Keep calm and counsel on!

**DON'T FORGET TO
RENEW YOUR
MEMBERSHIP!**

**DOWNLOAD
MEMBERSHIP FORM**

WWW.MICHIGANSCHOOLCOUNSELOR.ORG

NATIONAL SCHOOL COUNSELING WEEK

National School Counseling Week 2015 will be celebrated from Feb. 2-6, 2015, to focus public attention on the unique contribution of professional school counselors within U.S. school systems. National School Counseling Week, sponsored by ASCA, highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career. National School Counseling Week is always celebrated the first full week in February.

Need ideas for how to celebrate National School Counseling Week? Check out the Pinterest board for National School Counseling Week and share your ideas. Also, follow the discussion on ASCA SCENE. (Note: You'll need to set up an account on the SCENE to access the discussion if you don't already have one.)

To help you promote the week, ASCA has developed many materials and documents, a number of which are free. **Order your materials by Jan. 23, 2015, to ensure they arrive in time for National School Counseling Week.** Order materials online by visiting the ASCA website at www.school-counselor.org. Some of the materials available include:

- Proclamation – Get your governor, superintendent, mayor or other dignitary to sign a proclamation declaring Feb. 2–6 as National School Counseling Week. Download a blank proclamation for free.
- Certificate of Appreciation – Show your appreciation to those faculty members, parents and other stakeholders who help you promote your school counseling program throughout the year. Download a blank certificate of appreciation for free.

- Sample press release – Download a sample press release to customize with information about what your school or district is doing to celebrate National School Counseling Week.
- Posters – Promote National School Counseling Week throughout your school with a brightly colored poster. Posters do not have a date on them and can be used year after year.
- Pencils – Hand out pencils promoting school counseling to your students so they'll have a daily reminder of where to turn when they need help. Pencils may be purchased in packs of 20 and are currently available in navy.
- Stickers – Kids love stickers. Let them proudly display their support of your program with "I heart my school counselor" stickers. Also available are "My School Counselor Helps Me Succeed" stickers.
- Door hanger – Promote privacy when you're in a counseling session or let students know when you're available with a reversible door hanger. One side says "Counseling in Progress. Please Do Not Disturb." The reverse side says "Please Come In."
- Bookmarks – Make sure your students know where to turn when they need help. Hand out inexpensive "School Counselors: Providing Lessons for Life" bookmarks.
- Morning Announcements – Get your school excited about each day of National School Counseling Week. Sample morning announcements are available on the website.

MSCA would love to know how you celebrated National School Counseling Week. Please send your ideas, activities, and/or photos to our newsletter editor and we will publish them in our next edition. Items can be emailed to: jenniferburdgick@wlcsd.org.



Winter 2014

It's that time of the year again...nope, not Christmas, but Lame Duck. And no, you shouldn't picture the GEICO duck. Lame Duck is the period that happens at the end of each year within a legislative session. It takes on particular significance when it is the final year of the legislative session. It's during this time termed-out legislators generally like to push their final bills and bills that have been on the backburner for most of the year rear their ugly heads.

Thankfully for MSCA, our biggest prospective lame duck issue, SB 902, which is the additional training for school counselors sponsored by Sen. John Pappageorge; is confirmed dead. As you know, MSCA is opposed to this bill. There is no plan to take this issue up in education committee which essentially stalls the bill in its tracks. The good news is that we can breathe easy for the rest of 2014. The bad news

is that much like other bills, we can expect to see this bill again with a new sponsor, so we'll need to remain vigilant in our efforts to defeat this legislation.

Additionally, we are working on an initiative with the school psychologists and school social workers for a funding and ratio pilot program that will test a new method with the flow of funding in schools. There will be more information forthcoming about this program.

Finally, as you know, we've had an election and we have new members coming into the legislature. The legislative lines remain the same. Both the House and the Senate are majority Republican, along with the Governor's office and Attorney General's office. Interestingly enough, while the Democrats thought that they might gain seats in this process, both legislative chambers lost seats on the Democratic side.

As usual, Kelley Cawthorne has enjoyed serving MSCA this year. We've had some fantastic accomplishments including the best practice, and ending the momentum of SB 902. Here's hoping that our next year is just as successful. Have a happy holiday and a fantastic New Year. See you in 2015!

Middle School Counselors' Corner

VP - Carla Palffy
Grosse Pointe Schools

Rep - Lauren Field
West Bloomfield Schools

It is an exciting time for middle school counselors as our 6th-8th grade students are truly products of the digital age. With 1:1 device initiatives in many schools across the state, the lines of communication between counselors and students have never been more open. There are endless new ways to communicate with students and families, interesting ways to engage students in the classroom, as well as the counseling office, both individually and in small groups, through use of technology. Additionally social media has become an invaluable professional development tool, helping counselors to share ideas.



Most counselors are familiar with Facebook and use it personally to stay connected with friends and relatives, but did you know there is a group feature that allows you to join groups specific to your interests? One popular group is "Caught in the Middle School Counselors" which has over 3600 members (URL: <https://www.facebook.com/groups/176582632507419/>). Not only do group members share ideas, but they also share resources. For example, a first-year counselor posted a question about whether to spend the \$200 counseling department budget on décor for her office or psychotherapeutic toys and games. Some members responded suggesting she contact local colleges asking for posters and pennants to decorate her office. One member indicated she wrote over 500 colleges and received donations from most of them. She was even kind enough to upload a file of the letter she sent as well as the Excel spreadsheet with all of the addresses! This is only one example of the absolutely incredible camaraderie that exists on the Internet.



Twitter is another popular site for counselors and educators, though it can be intimidating at first; due to the character limit on posts it seems like the "Twitterverse" has its own language. Once you get past your fear of hashtags, you will see that Twitter is not only a great way to post messages for students and families, but it's also a great way to communicate with and learn from colleagues from around the

world. Once you create your account, you can click the "#Discover" tab at the top of the Twitter homepage and find people with similar interests to follow. You can search by category (education, school counseling, counseling) or enter your own keywords (RTI, PBIS, IB). I have enjoyed reading about the activities and interventions of other school counselors in different parts of the country and have even implemented some of their ideas in my own school. Another great feature of Twitter is the ability to follow a conversation by using a hashtag. For example, Danielle Schulz of the School Counselor Blog coordinates and hosts monthly Twitter chats on specific topics, typically on the first Tuesday of each month. You can follow and participate in the chat by searching #scchat and participate in the dialogue by including #scchat in your post. Check <http://www.schcounselor.com> for the monthly topic schedule.

Finally, you may already be familiar with Pinterest, an online "pin board" which allows you to "pin" articles to your specified boards so you can refer back to them later. You can create your own "School Counseling" board and pin articles or blogs you find, as well as re-pin articles, pictures, and more from colleagues and friends. Some of my favorite pins include Remind101 (<http://www.pinterest.com/in/139541288424929852/>), a free text messaging service for teachers/counselors that families sign up for online (they don't get your number and you don't get theirs), the Calm Down Kit (<http://www.pinterest.com/pin/139541288425006335/>) to help kids manage their emotions, and School Counselor Blog's Top iPad apps (<http://www.pinterest.com/in/139541288424746461/>).

Technology is always evolving, so if you have a favorite app or site that was not mentioned in this article, please share it with us on Twitter by using the hashtag #MSCAMS.

THE MICHIGAN SCHOOL COUNSELOR ASSOCIATION

Mission Statement

The mission of the Michigan School Counselor Association is to actively promote excellence in professional school counseling by strengthening the identity and competencies of professional school counselors so that they may more effectively serve their constituents.

High School Counselors' Corner

VP - Lynda Mercer
Newaygo High School

Rep - Emily Fritz
Bath Community Schools

THERE IS MORE THAN ONE WAY TO MAKE IT TO THE SCARE FLOOR

I am always looking for fun fidgets for my office. On a routine trip to Meijer this summer, I found, on an end cap in the toy section, what would become the inspiration for this article. There they were, in their squeezey rubbery goodness, nestled on top of one another, in a metal basket- the three main characters of the Monsters, Inc. series, in stress relief form. Ooooh the symbolism, the philosophical lengths that I could take these characters in my counseling of post-secondary options. There they were. The perfect stereotypical depiction of the students with whom I work every day. Now bare with me here. This may seem like a bit of a stretch,



but I can attest with full honesty, that these were the exact thoughts that came to mind as I searched through the bin finding the most perfect, untarnished characters from one of my favorite Disney Pixar movies, Monsters University, all the while arguing with my 4 and 2 year old that it would actually be Mom that would take possession of these fine treasures upon check out.

I do need to disclaim that these characters are intended to be only a metaphor. And while I will reference them throughout the article in stereotypical fashion, I am well aware that our students do not necessarily fit into one category or another. Rather, they often vacillate between many categories depending on the year, month, day, hour... heck- maybe even the minute. We are all very familiar with the inner workings of the teenage brain and the seemingly sudden turns it can take.

I should also note that in recognizing these three individual characters and their metaphorical significance in terms of our students, I am not addressing the abundant range of other colorful, noteworthy, and certainly important characters in the movie and in each of our buildings. I just do not have the space to address all of them and their post-second-

ary needs here, but most certainly value their contributions and circumstances. My final disclaimer will be an apology for those of you who are not familiar with the series or for those who for some reason abhor it. But hopefully, you too, will be able to find the value in the connection.

Mike Wazowski is a diligent student with excellent work ethic. Since he was young, his focus was to follow in the footsteps of a childhood hero and attend Monsters University to become a scarer. He is goal oriented, organized, and studies a great deal. However, his small green one eyed body is more equipped for stand-up comedy than it is for scaring.

Sully is a much less motivated, natural abilitied monster who has a prominent family name, reputation and genetic predisposition that has brought him notoriety in scaring. It is presumed that attending scare school for him has always been an expectation, given that his father was a very successful alumnus. However, success in college is determined upon much more than good genetics and charisma. His lack of motivation in academics will most certainly impact his success.

Randall Boggs seems to possess both the intellectual and physical qualities that can lead to scaring success. However, he is much less personable than the others and lacks soft skills. His image of self revolves more around the company that he keeps and social hierarchy than on the values he has established prior to arriving. It cannot be more appropriate that his character is literally a chameleon. Finally, there is not a back story on Randall, which is a testament to the support and guidance (or lack thereof) that brought him to Monsters U. His later penchant for the dark side and visible unhappiness lead me to wonder: Was Monsters University *really* the best place for him?

For the sole purposes of movie entertainment, the answer is of course, yes. After all, what good is a Disney movie without an antagonist? But recent trends in organizations and proposed legislation in the state have had me a bit concerned for all of my *real life* Randalls, and quite frankly the Mikes and Sullys as well. It seems that in the well-intended movement to increase college-going rates, it has been forgotten that not all students are college going *interested* and the not all jobs in high demand in the labor market are college going *required*. And guess what?! That is absolutely okay! It would seem as if the words "training" and "apprenticeship" have been eradicated from some of the post-secondary vocabulary altogether!

It is no secret that the amount of education attained typically correlates with the amount of one's annual income. Further, the Department of US Labor and Statistics projects that the fastest growth to occupations will be at the Master's degree level. For students who have a propensity and desire to attend a four year institution to earn a Bachelor's Degree and continue on to earn graduate honors, that is exactly what they should do. As counselors, we should *of course* continue the fine work that we do preparing and guiding all students through that process.

But we cannot deny that there are some students that are

High School Counselors' Corner

Continued from page 10

not a good fit for this particular plan. To assume a one size fits all policy in post-secondary planning would be a disservice. There are plenty of other often overlooked opportunities that might be more appropriate for some of our students. Skilled trade occupations are expected to rise by 7.4 percent overall through 2020 with some positions projected to grow much more. There is great concern that this will be slowed by a shortage of qualified skilled trade workers. These jobs pay a solid living wage, and while they do not require a four year degree, they do require significant skills and training beyond a high school diploma. This often takes the form of on-the-job training or apprenticeship programs and may be a more realistic fit for some of our students.

If you are like me, you find yourself quite comfortable with the college application process and are confident in your ability to successfully guide students so that they may find an institution that will be a good fit. But I have found myself wanting more information on additional opportunities that I can offer to my students who are interested in being successfully employed but are not interested in enrolling in a traditional degree program.

I have been fortunate over the last couple of months to have gathered some resources that have proven to be useful in directing some of my students who are on a more nontraditional but no less valuable path to success. I have shared the links to these resources along with a brief description at the conclusion of this article. Hopefully these will come in handy as we help our students decide what path is best for



them based on their abilities and aspirations because much like Sully and Mike, the path to goals may not be as clear as one might think.

For readers who are not aware of the outcome of our fine monsters, Sully and Mike were expelled from Monsters University. They would learn that despite their best intentions, attending Monsters University was simply not a good fit. However, in keeping with their goals, they landed themselves in entry level positions within the company and gradually worked their way to the top. I suppose some would call it "on the job training."

Mike would learn that perhaps his strength was not in the act of scaring at all. He would readjust his goals to be commensurate with his abilities and become the coach of the very successful scare team of himself and Sully. Through discovery and innovation, they would come to revolutionize

the energy industry altogether and find themselves as CEOs of the company for which they once both worked as janitors.

Randall would continue to be angry with the world and struggle to define his identity. The counselor in me would like to see a sequel where everything ends up rainbows and butterflies. But I still wait. And much like in the movies, it is a reminder to me that in real life, I cannot always control the outcome. The best work I can do for my real life "Monsters" is to educate them on the options, discuss their goals, guide them in a self-assessment of their abilities and show them that there is more than one way to get to the scare floor.

The following resources have proven to be helpful in counseling the Randalls, Sullys, Mikes, and all of the other awesome characters in my building:

1. Michigan's Hot 50 Through 2018 http://milmi.org/admin/uploadedPublications/1153_LMI_HOT_50.pdf
2. U.S. Bureau of Labor Statistics- includes the Occupational Handbook, Wages by area and Occupation, Databases and Tables, Current and Projected Employment Statistics. <http://www.bls.gov/>
3. Career and Technical Training for Skilled Trade Occupations in Michigan- includes Powerpoints, videos, lesson plans, activities and classroom materials on skilled trades. All of these are easily accessible. www.mcul.org
4. Comparison Chart for Public Acts 208 and 208 of 2014- This resource serves as a clear quick reference of possible substitutions that are allowable to the MMC for students enrolled in Vocational Educational program. http://www.thetechcenter.org/downloads/for_schools_page/mmc_comparison_chart_20140829_080009_4.pdf
5. Association for Career and Technical Education Website- Provides various resources. Includes Educator resources that includes a lesson plan library. This is searchable by Career Cluster, Grade Level and Type of Education. www.acteonline.org
6. MAT2- a program that provides participants with college tuition paid by employer, one the job training with pay, an associates degree in a high tech in demand field, and a job upon successful completion of the program. There is a webinar on this program scheduled for December 17 at 6:30-7:30. RSVP to Register. Contact Ryan Hundt at hundtr1@michigan.org or 517.241.2617. www.mitalent.org/mat2

Post Secondary Corner

VP - Suzanne Hedstrom
Retired

Rep - Janet Glaes
Spring Arbor University

COUNSELOR EDUCATION/ SUPERVISION

by Suzanne M. Hedstrom

There has been a lot of conversation during the last several months about school counselors and their work in post-secondary planning. I thought it might be helpful to review the Position Statement developed by the American School Counselor Association on this subject titled *The Professional School Counselor and Academic and College/Career Planning* (2013). It is printed below in its entirety.

American School Counselor Association (ASCA) Position

Professional school counselors recognize that each student possesses unique interests, abilities and goals, which will lead to various future opportunities. Collaborating with students, families, educational staff and the community, the professional school counselor works to ensure all students develop an academic and career plan reflecting their interests, abilities and goals and includes rigorous, relevant coursework and experiences appropriate for the students.

Rationale

Academic and college/career planning provides all students with the opportunity to identify strengths, areas in need of improvement and areas of interest early on so students and their families can set post-secondary goals and make informed choices to support students in reaching the desired outcome. The focus of academic and career planning is threefold: to help students acquire the skills to achieve academic success, to make connections between school and life experiences, and to acquire knowledge and skills to be college and are ready upon high school graduation. ASCA recognizes that college and career readiness is exemplified by students who are prepared for any post-secondary experience without the need for remediation and that all students possess the skills and knowledge needed to qualify for and succeed in their chosen field.

The Professional School Counselor's Role

Professional school counselors understand national, state and local requirements and programs that may affect future opportunities for college and career readiness and therefore play a critical role in academic and career planning. The professional school counselor takes a proactive role in assisting students, families and staff as they assess student strengths and interests and encourage the selection of a rigorous and relevant educational program supporting all students' college and career goals. Professional school counselors provide all students the opportunity to:

- Demonstrate skills needed for school success
- Demonstrate the connection between coursework and life experiences
- Make course selections that allow them the opportunity to choose from a wide range of post-secondary options

- Explore interests and abilities in relation to knowledge of self and the world of work
- Identify and apply strategies to achieve future academic and career success
- Demonstrate the skills for successful goal setting and attainment
- Develop a portfolio to highlight strengths and interests

Summary

Professional school counselors collaborate with administrators, teachers, staff, families and the communities to ensure all students have the opportunity to design a rigorous and relevant academic and career program preparing them to be college- and career-ready. Professional school counselors design and implement a comprehensive school counseling program that includes educational and career planning activities for all students designed to assist students in reaching academic, career and personal/social goals.

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NEW PROCESS FOR STATE CONTINUING EDUCATION CLOCK HOURS

The Michigan Department of Education (MDE) has announced that the seat time requirement to demonstrate attendance at State Continuing Education Clock Hour (SCECH) sessions will be streamlined. Beginning immediately, instead of documenting attendance through "sign in/out" or "stamp in/out," the requirement only will require a one-time identification method. That method can be determined by the individual SCECH provider, and might include options such as: picking up a name badge; turning in the SCECH identification form before leaving; or participation in an activity during a professional learning opportunity.



While the state recognizes that high-quality professional learning does not necessarily result simply from recognized attendance at professional development opportunities, this decision reflects MDE's trust in educators as professionals. MDE also trusts that SCECH providers will facilitate high-quality professional learning opportunities resulting in engaged learners.

Michigan's Professional Learning Policy and Standards for Professional Learning can be accessed here: http://www.michigan.gov/mde/0,4615,7-140-6530_30334-342124--,00.html.

The Professional Learning Supporting Guidance document can be accessed here: http://www.mi.gov/documents/mde/MI_PL_Guidance_2012_474992_7.pdf.

If you have questions regarding the SCECH requirement, please contact Sarah-Kate LaVan at LavanS@michigan.gov or 517-335-0974.

If you have questions about Michigan's Professional Learning Policy, please contact Stephen Best at BestS1@michigan.gov or 517-241-4553.

Ethics Corner

Chair - Tony Warren

The Ethics Committee of the Michigan School Counselor Association (MSCA) provides ethics education to school counselors and stands ready to respond to inquiries about ethical situations and concerns. School Counselors with questions or desiring consultation regarding ethical dilemmas they may encounter should send their inquiry to MSCA.

Hello,

Are you interested in increasing your knowledge of the challenges school counselors face regarding ethics? If so, I invite you to participate in an ethics scenario. The information you share regarding the scenario will allow counselors to collaborate and discuss best practice regarding school counseling ethics. After you read the passage please submit your comments to the online discussion board. Some key tenets of the scenario include the following terms: confidentiality, duty to warn, negligent, protection, student/client, imminent danger, precedent and discloser etc. The deadline to submit comments is January 20th. I will review the comments and provide my thoughts regarding the scenario.

Scenario:

I have been involved in a difficult situation, and I am not sure how to proceed. One of my elementary school students (Charlie) was turned into Child Protective Services as a sexual perpetrator last year. CPS has been involved with Charlie since that report. The mother of another one of my students (SAM), who is autistic, has recently decided to allow her son to learn how to walk home from school with the aid of a peer. The peer, a next-door neighbor, happens to be Charlie, the student that was reported to CPS. I am concerned for Sam's safety, however, when I told the administrator of my concern, he said it was not our problem since walking home is technically off school property. Ignoring this potentially risky situation does not seem like the correct course of action. Do you have any suggestions on what I should do? Please post your comments on the online discussion board. http://padlet.com/user_1412695892/Ethics

THE MICHIGAN SCHOOL COUNSELOR ASSOCIATION

Mission Statement

The mission of the Michigan School Counselor Association is to actively promote excellence in professional school counseling by strengthening the identity and competencies of professional school counselors so that they may more effectively serve their constituents.



Harry and Susanne Clay Scholarship

A \$2000.00 scholarship has been established by Harry and Susanne Clay. This is to be awarded to an applicant pursuing course work leading to a Master’s or other advanced degree in school counseling. The scholarship is intended to be used for tuition and/or books and will be awarded annually.

Requirements:

The applicant must:

- Be accepted as a student in an approved preparation program for school counseling
- Hold current membership in the Michigan School Counselors Association
- Complete a written statement, 500 words or less, describing their vision of school counseling and the contribution they expect to make to the profession.
- Submit a letter of recommendation that speaks to the applicant promise as a contributor to the school counseling profession.
- Return the application form and recommendation letter no later than **March 1**.

Return the application to:

Sherri Drayton
10540 S. Airport Rd.
DeWitt, MI 48820
Email: draytons@dewitt schools.net

Applicants name: _____
 Home Address: _____
 Phone: _____ Email: _____
 Employer: _____
 Employer address: _____
 Name of Reference: _____ Position: _____
 Reference Address: _____
 College/University Applicant is accepted: _____
 Applicants signature: _____



MICHIGAN SCHOOL COUNSELOR ASSOCIATION

High School Seniors Scholarship Application

The Michigan School Counselor Association will award a \$1,000 scholarship to a graduating high school senior in the state of Michigan who will be attending a post-secondary educational program during the 2015-16 academic year.

The applicant must submit a 500 word essay describing how a professional school counselor has supported the student's growth in academics, college and career readiness and social/emotional development. Applicants should include specific examples of their counselors support in each of these areas.

Applications must be submitted no later than **March 1, 2015** to:

Sherri Drayton

10540 S. Airport Rd.

DeWitt, Mi 48820

Email: draytons@dewittschools.net

Student's Name _____

Home Address _____

Phone: _____ Email: _____

Post Secondary Training/Education Program student plans to attend: _____

Graduating High School: _____

High School Address: _____

High School Counselors Name: _____

Counselors Email: _____ Work Phone: _____

Counselors Signature: _____

Applicants Signature: _____

PLEASE ATTACH YOUR ESSAY WHEN SUBMITTING THIS FORM.

PRESIDENT'S MESSAGE*Continued from page 1*

All that we do is driven by our focus on these statements:

1. Recognition of the legitimacy of the highly qualified status of school counselors in Michigan schools
2. A well run, efficient, and transparent governing board informed by policy governance which leads a viable, dynamic organization
3. Well informed, knowledgeable school counselors who are active participants in their state professional organization and who use this knowledge to effectively serve their constituents
4. A membership that has knowledge, data, and tools beneficial for maintaining the value of school counseling.

These principles provide the framework from which the Board works.

I offer you a very brief overview of what the officers and chairs of the association do. As President, I guide the Board forward. I am committed to leading an association that is financially responsible, in tune with the membership, fostering partnerships, and addressing the needs of today's professional school counselors.

Each member of the Governing Board serves on or chairs at least one committee and each person gives graciously of their time, energy, and talents. This biennium we have a new committee called the Outreach Committee, aptly named to reach out to the membership, increase advocacy, and grow inter-professional relationships. You will receive a survey from this committee sometime in early 2015. I hope you will take a few minutes to respond to give your direct input on what you need and what you are hoping to receive in return for joining MSCA. You see, although officially you are not on the Governing Board, it is each of you who offers great thinking to move our association forward. You are the future!

We have also added a Media Specialist to our mix of officers and chairs this biennium. I encourage you to help us grow through the use of social media. I anticipate good changes in our website! Talk to us. Let us know what you want and need. Sometimes it seems we can't change the course of what is happening but that doesn't mean we won't connect, reach out, advocate, deliberate, and lobby for what is right for professional school counselors and the young people they support. Together we can and will make a difference.

The officers and chairs of the Governing Board work diligently and professionally to keep our association in top shape. The official minutes of the association are recorded by our Secretary. She keeps us on the straight and narrow and with the assistance of our Parliamentarian and Bylaws Chair; we don't have any room to slide on the rules and procedures! They both help us run a pretty tight ship. Our level Vice Presidents and Representatives are hard at work writing poignant articles for newsletters, serving on com-

mittees, working on member services, and presenting at conferences. Counselor Educators are chairing committees, connecting, advocating, and teaching. They bring great perspective from the university level. The Treasurer prepares the budget, manages the financial records, pays bills, and files essential paperwork with the state and federal government. The Career/Tech Ed Chair reminds us of the roots of our profession and creates connections in the field. Everyone writes newsletter articles at some time. We have a Graduate Student Representative who connects us directly with university students pursuing their degrees in counseling. He keeps us abreast of challenges and successes that students have. Our Hospitality Chair makes sure that we are well nourished at Board meetings and reminds us to give graciously of what is ours. The Human Relations Chair is working to create new, usable materials to share with school counselors in the field. She reminds us that healthy connections are the basis of all relationships. The Michigan School Counseling Program Chair keeps us informed of all that is happening in the program and of conversations with MDE as we continue to advocate for best practices and exemplary programs. The Newsletter Chair works to bring you this document and presses each of us on the Board to step up to write informational articles and submit them on time. This fall she helped co-chair a mighty fine fall conference! Our Public Policy and Legislative Chair works closely with Kelley-Cawthorne, our lobbyist, helps organize a Lobby Day in Lansing, and presses us to be politically and legislatively active and aware of bills and their impact on us. The chair also challenges our thinking as we sort out MSCA positions and strategies to support school counselors. Our Ethics Chair writes articles for the newsletter, monitors an ethics blog, and did multiple interest sessions at the fall conference. The Professional Recognition and Scholarship Chair handles the MSCA and Clay Scholarships and works in harmony with others to determine who will win awards at the annual fall conference. Our Headquarters Administrator monitors the website, handles conference fees and registrations, helps determine sites for conferences, responds to questions directed to him by members, and advocates for the association and the profession.

That's your Governing Board in a nutshell. I know that this sounds like an incredible amount of work but it is done by all of us who have taken on the leadership roles in the association. We took a chance and said, 'yes' when someone asked us to run for the Board. Who would have ever dreamed that so much could be accomplished, planned, reviewed, and implemented? Won't you come and join us in this rich, professional, funny, busy, committed endeavor? MSCA is now you and me...WE...What we do with our MSCA is really up to all of us. I'm in. Are you?

MSCA *Governing* *Board* 2014-2016

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MSCA 2015 *Calendar*

JANUARY

- 16 GOVERNING BOARD MEETING**
DeWitt Public Schools Board Room
DeWitt, MI
12:00 p.m. - 3:00 p.m.

FEBRUARY

- 2-6 NATIONAL SCHOOL COUNSELING WEEK**

MARCH

- 13 GOVERNING BOARD MEETING**
DeWitt Public Schools Board Room
DeWitt, MI
12:00 p.m. - 3:00 p.m.

MAY

- 15 GOVERNING BOARD MEETING**
DeWitt Public Schools Board Room
DeWitt, MI
12:00 p.m. - 3:00 p.m.

NEWSLETTER DEADLINES

Spring issue - January 30, 2015
Summer issue - April 15, 2015
Fall issue - July 15, 2015
Winter issue - November 15, 2015

SEND ARTICLES TO:

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THE MICHIGAN SCHOOL COUNSELOR ASSOCIATION

Mission Statement

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