2016 MASCA Conference and MA Reach Higher Convening

Monday, April 4, 2016—Pre-Conference
Tuesday, April 5, 2016—Full Day Conference
Holiday Inn, Boxborough

Pre-Conference Program Highlights—Monday, April 4, 2016
Legal Issues for School Counselors by Attorney Gini Tate
President’s Reception Celebrating MASCA’s 55th Birthday
Graduate Student Awards & MASCA Tributes
Swing Dancing & Entertainment

Full Day Conference & MA Reach Higher Convening Program Highlights—Tuesday, April 5, 2016
Twenty Eight Excellent Learning Session options focusing on
College and Career Readiness, Social/Emotional, Academic Domains, and a Reach Higher Program Track
Breakfast for all conference attendees, including a special “First Timers” breakfast gathering
MASCA Awards Luncheon
Graduate Student Poster Presentations
Exciting and Relevant Exhibitors, Sponsors, and Vendors

Keynote Address - “Helping Students Reach Higher with Individual Learning Plans”
Speakers: Keith Westrich – Acting Associate Commissioner of the Department of Elementary and Secondary Education’s Center for Vocational, Workforce, and College Readiness Programs
Dr. V. Scott Solberg – MA Institute of College and Career Readiness

Our goal is to provide relevant professional development that you can bring back to implement and effect positive change in your schools.

Early Bird registration is available through March 1, 2016.
The cost for registration past that day increases by $25.
After April 1, onsite registration will be available for an additional $35.
Go to https://masca.wildapricot.org/event-2089890 or the MASCA website www.masca.org to register.

If you have any questions regarding your registration, please contact
Jen Jameson, Conference Registrar, at springconference.masca@gmail.com.
General questions can be addressed to
Ruth Carrigan, MASCA President & Conference Chair, at president@masca.org.
95% of recent B.A/B.S. grads completed their degree in 4 years.

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President’s Message
By RUTH CARRIGAN, MASCA President

H appy February! Despite the cold winter weather, I’ve always like this month – it is short, it has a vacation week, and most importantly it is a reminder that spring will be here soon! I hope that you took time to celebrate National School Counseling Week which ran from February 1 – 5. I believe that it is important to celebrate the work that you do and the difference that you make in the lives of your students.

Although we are in the midst of winter, your leadership team has been working diligently since August to draft a proposal to restructure our organization from a governing board of 39 members to a much more manageable number of 10. Strategic planner Rebecca Woodland from UMass Amherst has been leading us through the process and many hours of discussion, reflection, and planning have taken place. Using the ASCA structure as our guide, MASCA leaders feel that the changes proposed will help our state counseling organization become a more effective and efficient organization. I encourage you to become informed about the proposed changes. MASCA membership will be voting on them at the membership meeting on April 5th at the Spring Conference. Please check out the MASCA website and this issue of the Counselor’s Notebook for proposed bylaw changes.

Looking ahead to spring, I hope that you will make plans to attend the MASCA Annual Conference and MA Reach Higher Convening that will be held at the Holiday Inn in Boxborough on April 4th and 5th. Our Pre-Conference Workshop, Legal Issues for School Counselors, featuring Attorney Gini Tate, and a wonderful President’s Reception, sponsored by Bryant University, will be held on Monday, April 4th.

Our full conference and MA Reach Higher Convening on April 5th promises to be an amazing professional development opportunity. Twenty eight diverse learning sessions will be featured and programming will be available for elementary, middle, and high school counselors. Sessions will address the academic, career/college, and social/emotional domains. A program track for “Reach Higher” workshops will also be offered. The day will also feature an Awards Luncheon, Exhibits & Sponsors, and Graduate Student Poster Sessions. Please check the MASCA website regularly for conference schedule, program details, and links to register. Be sure to complete your online registration by March 1 to take advantage of the lowest conference rates.

As always, thank you for the important work that you do every day! If the cold February weather is getting you down, just remember that spring will be here soon!
Over the past three years, the Governing Board has focused on improving how the board functions and serves school counselors across the Commonwealth. With the evolving role of school counselors and increased needs of our students, it is imperative that we have a strong voice within our communities and at the state level. Members of the Executive Council researched different board structures and spoke with different state counselor associations to learn about their processes. In December of 2014, the Governing Board agreed to seek an outside strategic planning consultant to help us in our transition and improvement of the governance of MASCA.

While the Governing Board adopted some Policy Governance principals 10 years ago, we were never able to fully implement the model. Over time we learned that a governing board that had 39 seats was large and unwieldy to manage. In the Spring of 2014 we made bylaw changes to quorum so that seats that were not filled would no longer hamper our ability to do the business of the organization. This year we are coming to you, our membership, with a request to overhaul our entire structure and thus improve the efficacy of MASCA across the Commonwealth for all school counselors, and thus, our students.

A crucial piece of Policy Governance is to develop Ends Policy Statements for the organization. These policies are the driving values and mission at the heart of our organization. A unanimous vote by the Governing Board resulted in the adoption of the following Ends Policies on January 23, 2016:

### Ends Policies

1. School counselors and school counselor educators know and use current best practices in the profession.
   a. School counselors are knowledgeable about and use current best practices in the development, implementation and evaluation of comprehensive school counseling programs.
   b. School counselors are knowledgeable about and use current best practices in current ethical and professional practices and their application.
   c. School counselors are knowledgeable about and use current best practices in current trends in school counseling and education.
   d. School counselors are knowledgeable about and use current best practices in school leadership.

2. School counselors work collaboratively with each other and with school-based personnel to ensure academic, social/emotional and college and career readiness for all PK-12 students.

3. Persons who influence school counseling programs and have authority over school counselors (especially PK-12 superintendents, school administrators, university and college-based school counseling program faculty, school board members, families and policy-makers) understand that school counseling is central to the welfare of all students and the success of every school.
   a. Persons in positions of influence and authority over school counseling understand the importance of social/emotional development in overall student success and that school counselors are an essential resource in student social/emotional development.
   b. Persons in positions of influence and authority over school counseling understand the contributions that school counselors make to student achievement and that school counselors are an essential resource in supporting student educational transitions.
   c. Persons in positions of influence and authority over school counseling understand the importance of college and career readiness in overall student success and that school counselors are an essential resource in college and career readiness.
In order to effectively meet these ends, it is imperative that the board change its structure. In order to make this happen, we have significant changes to bylaws to adopt at our General Meeting on April 5th at the Spring Conference. The Governing Board voted unanimously to make these changes and present them to the entire membership.

In summary, using the Policy Governance Model, we would reduce the size of the board from 39 voting members to 10 voting members. The initial 10 members would include the President, President-Elect, Immediate Past-President and the 7 Vice Presidents. Effective July 1, 2016, all members would become At-Large board members representing the needs of all school counselors within the Commonwealth. Moving forward at the annual elections, the Governing Board would solicit a diverse candidate pool and create an election slate to best meet the needs of all school counselors. Each board member would have an oversight role for different standing committees and would work with the Executive Director to meet the Ends Policies of our organization.

The proposed bylaw changes will be sent to you via email. The proposed bylaw changes will also be available on the MAS-CA website. I ask you to review these changes prior to the General Meeting on April 5th and then vote to adopt these changes at the meeting. If you have any questions, please contact me at past-president@masca.org.

What if you could seize the day?

Every practice there’s something new for me to work on. I’m always improving.

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MA Model Institute Showcase

Monday, April 4th - 8:30-2:30
Holiday Inn, Boxborough

The 2015 cohort of the MA Model Introductory Institute and 2015 Institute 2.0: Next Steps invites former and potential future MA Model Institute participants to join them for a workshop day. Agenda includes: MA Model poster presentations describing outcomes of implementation initiatives; sharing of resources to integrate CCR and Citizenship into school counseling curriculum; discussion about the draft MA Model 2.0; gathering and using data to market your program’s support and impact on assisting all students develop Future Ready competencies. Registration details and full agenda available by March 1. Inquiries: helenod@att.net
The state's four-year graduation rate improved for the ninth consecutive year, with 87.3 percent of students who entered as ninth graders in 2011-12 – or who transferred into that same cohort at any time during high school – graduating within four years. In addition to the overall improvement in the graduation rate, the graduation rate among Hispanic students exceeded 70 percent for the first time, the graduation rate for urban districts crossed the 75 percent mark, and the graduation rate for black females exceeded 80 percent. The state's annual dropout rate declined to 1.9 percent in 2014-15, dipping below 2 percent to the lowest overall rate in more than three decades.

"These impressive results reflect the dedication of the Commonwealth's educators, counselors, and administrators to keeping all students engaged in school," said Elementary and Secondary Education Commissioner Mitchell D. Chester. "A high school diploma is a necessary, although increasingly insufficient, credential that our students need as they move on to life after high school. Our work now is to ensure that the high school diploma represents readiness for college, a career, and participation in civic life."

According to the data released this year, 87.3 percent of the 72,474 students in the 2015 cohort graduated within four years, an increase of 1.2 percentage points from the 2014 cohort and an increase of 7.4 percentage points from the 2006 cohort, when the Department of Elementary and Secondary Education first began calculating the cohort graduation rate. A cohort is comprised of students who entered high school as ninth graders or who transferred into the same cohort at any time during high school.

The dropout reduction – from 3.8 percent (2006-7) to 1.9 percent (2014-15) – resulted in less than half as many students dropping out in 2014-15 (5,346) than in 2006-07 (11,436). Four hundred fewer students dropped out in 2014-15 than in 2013-14, and 6,090 fewer students dropped out than in 2006-7, when the annual dropout rate was at a high mark of 3.8 percent.

All major subgroups improved their four-year graduation rates compared to the previous year. The largest gains were made by Hispanic males (up 3.4 percentage points from 64.4 to 67.8 percent), black females (up 3.1 percentage points from 79.2 to 82.3 percent), and Hispanic students overall (up 3 percentage points from 69.2 to 72.2 percent).

In October 2009, when the state's annual dropout rate was more than 3 percent, the Massachusetts Graduation and Dropout Prevention and Recovery Commission made a number of recommendations to dramatically reduce that rate. A number of those recommendations have been fulfilled, including expansion of what is now called the Early Warning Indicator System (EWIS) to make it available to all districts for grades 1-12 and reformed discipline laws to provide continued education for suspended and expelled students. The state, using federal High School Graduation Initiative funds, has also created a dropout prevention and recovery program, in which many school counselors have been participants.

School counselors have been an integral part of the continuing efforts to support students toward graduation and their post-secondary goals by using better designed systems through the Massachusetts Model for Comprehensive School Counseling in districts/schools, and the individual efforts of working with students to develop graduation plans. The Department will continue to support school counselors in this effort through technical assistance around Individual Learning Plans (ILPs), data use such as EWIS, and support for “special populations” for students with disabilities and students who do not speak English as a first language.

Graduation rate data is available online at http://www.doe.mass.edu/infoservices/reports/gradrates/ and http://profiles.doe.mass.edu/state_report/gradrates.aspx. For additional information on the annual dropout rate, including school and district numbers, go to http://www.doe.mass.edu/infoservices/reports/dropout/ and http://profiles.doe.mass.edu/state_report/dropout.aspx.

To learn more about dropout and graduation rates and how one district has worked to improve their efforts, you’re invited to participate in an ESE sponsored webinar on Graduation and Dropout Rates scheduled for Tuesday, February 9, 2016 from 3:00 – 4:00PM.
Six Year Career Plan Advisory Committee Being Formed

By direction of the MA Legislature, an advisory committee is being formed that will investigate a development and implementation process for a 6-year career plan to be coordinated by school counselors for all grade 6-12 students. Secretary of Education Jim Peyser has designated the Massachusetts Educational Financing Authority (MEFA) as chair of the Committee. Katie Gray, past president of MASCA, has been appointed to represent MASCA. We will keep MASCA members updated on this process. More information at: https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter449.

MARCH 1
An important date to remember....

- UMass Boston Fall 2016 Regular Application Deadline (Apply online! Supporting documents must be submitted by March 15.)
  
  Mail supporting materials to:
  University of Massachusetts Boston
  Undergraduate Admissions Processing Center
  P.O. Box 814
  Randolph, MA 02368

- FAFSA priority deadline (to ensure optimal financial aid packages)

www.umb.edu
617.287.6100
undergrad.admissions@umb.edu

Initiatives Lead by MASCA Retirees
By HELEN C. O'DONNELL, Ed.D, MASCA VP Retirees

Retirees gathered in Nov. 2015 to brainstorm retiree action plans and 55th Birthday plans for April 2016. Here are their plans:

1) Establish a retiree database: If you want to be included in occasional outreach, please email vpretirees@masca.org.

2) Host Retirees Hospitality Room at MASCA Conference

3) MASCA Archive of 55 years of Counselor’s Notebooks: For MASCA’s 50 birthday, a team of retirees located hard copies of 50 years of CN’s. The current plan to honor MASCA’s 55th birthday is to gather a team of colleagues to scan every CN into a virtual CN archive. Please contact Joe Fitzgerald jdfitz02188@comcast.net to assist with this project.

4) Honoring recent MASCA retirees and colleagues planning to retire this year: We want to reestablish a MASCA tradition of recognizing MASCA retirees with a Certificate of Recognition. If you know of recent retirees or colleagues planning to retire this year, please send along their name, email, school, and home mailing address. Any retiree attending the awards reception or the conference will be recognized with a framed certificate. Non-attendees will be sent a certificate.

5) Establish “In Memorial” Recognition of Pillars: MASCA retirees have formed a committee to move forward with this MASCA memorial recognition of dedicated, long time, active members of both MASCA and their local MASCA affiliate/s. The MASCA Pillar’s committee (Mary Westcott, John Gould, Florence Athanasia, Ralph Sennot, Joe Fitzgerald, and Helen O’Donnell) has voted to recognize its inaugural group of 3 Pillars at the 55th Birthday celebration. The committee will oversee details related to establishing this recognition including a clarification of Pillars tribute recognition, a MASCA home page link to bios of honored “Pillars”, and Pillars nomination process for future inductees.

6) Retiree Trivia: Identify the history of the MASCA President’s Gavel. The first email to vpretirees@masca.org with details will receive 2 free raffle tickets to conference raffles.
Infusing technology in your school counseling program doesn’t have to be painful, but it does have to be a priority. As the world of education quickly expands, grows and changes, school counselors (and all educators) are professionally called to keep up. Technology can be scary, but it doesn’t have to be with the right attitude.

Tip #1: Just Start
Before deciding what you will do, you need to decide THAT you will do it. Make the commitment, set a SMART goal, enlist the whole department or a friend, and make it happen. Want to know the biggest barrier that school counselors come up against? Excuses. Not your state, not your administration, not your student to counselor ratios – WE are the ones causing stagnation and atrophy. Depending on your experience with technology and some of those other impacting variables (admin, state, ratios…), you may change your approach to fit your environment, but don’t let it impact your dedication and resolve.

Tip #2: Start small
When we set out to meet a goal – we don’t aim for the moon (that is a dream) without going to astronaut school. Don’t expect to conquer cyberspace, code the next Amazon.com, or even commit to loving Twitter. Start with a small goal of getting involved and making a full effort with the time and energy you have. Break down your goals into small, actionable steps that you do regularly and a new habit is born.

For example, if you wanted to start learning about Twitter, the first step is signing up (or maybe a little research about picking a Twitter handle). But after that, just “lurk,” Twitter-speak for just watching others Tweet. Spend 10 minutes each day lurking, determining who the influential people are in the circles you want to follow, and learn the lingo. Just like a newborn – you learn a lot by watching others around you. By doing this 10 minute action – you can take a resolution into a habit which blooms into a tool.

Tip #3: Go for the comfort zone
Starting with technology is one time I will tell you to go against the old-adage of getting out of your comfort zone…at least in the beginning. Do you use Facebook with your family? How about Pinterest for all of your recipes? Use those tools that you are already comfortable with and use them in a professional setting. Start a school counseling department Facebook Page and start posting updates, reminders, etc. You can gather a bunch of parent resources and start pinning them using a site-based account. Slowly ease into new areas of growth.

Another great way to stay in your comfort zone is to start something with a team. Your counseling department team can decide to make a better effort of promoting and marketing a departmental “brand.” You could start with something small like all developing the same email signature with school colors, logo, etc. so when anyone emails stakeholders their emails take on a similar look. When taking on a tech tool with a team, the responsibility and success doesn’t fall to one person. Everyone can brainstorm ideas, solutions and approaches that create a greater feeling of camaraderie and success.

Tip #4: Have a growth mindset
There is a semi-distinct line in the mindset between the millennial generation and younger and those that fall on the wiser end of the age spectrum in terms of fixed vs growth technology mindsets. I have found through personal experience that the wiser folks who didn’t grow up with “modern” technology are hesitant/resistant to explore anything new that has to do with computers, internet, or “The Cloud” (eek!). Part of this comes from the media – they hear of the latest data breach at Target or that their aunt’s identity got stolen and all of a sudden they go all Doomsday Prepper on us. They don’t want to put their name online (but they write their passwords on an insecure note in their purse) and don’t want to try anything new.

For example, my parents (sorry mom and dad). Each time I am home I go through the motions of updating their laptops, solving this tech issue, or showing them the next cool thing. I can help them not because I was trained in updating computers, fixing their wifi router, or setting up their surround sound, but because I taught myself and know where to get information that I don’t have. This last sentence is key. Most young teens and millennials are not tech experts, but we do two things well. We are not afraid to try new things and we won’t let a hiccup stop us. We will search Google, help forums, ask friends, call support, and create solutions if...
Helping Traumatized Children Learn: Resources for Schools
(excerpt from Youth Health Connection, January 21 2016, Vol. 1, Issue 3)

The Trauma and Learning Policy Initiative (TLPI) is a collaboration of Massachusetts Advocates for Children and Harvard Law School. TLPI’s mission is to ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school.

One way in which they accomplish this mission is by helping and supporting schools to become trauma sensitive environments.

Two key publications, available as free downloads are:

• Helping Traumatized Children Learn: A Report and Policy Agenda
• Helping Traumatized Children Learn: Creating and Advocating for Trauma Sensitive Schools

To learn more and access the publications & resources visit: http://bit.ly/1hkNqk8

Honor a Colleague with a MASCA Tribute
Recognize and thank a mentor, colleague, professor, affiliate leader, etc. with a MASCA Tribute. Click on the green Tribute link on the MASCA home page to review posted tributes and follow the recognition process to submit your tribute.

Follow these easy steps: 1) Individually or as a group identify your honoree/s; 2) write and input a 50 word tribute; 3) upload a jpg photo; 4) mail a $50 check to Helen O’Donnell, MASCA, 10 Maplewood Terr., Hadley MA 01035.

A colored, framed copy of the tribute will be presented at the MASCA Awards Reception.

Reminder to Participants of Dr. Trish Hatch’s “Hatching Results” Workshop
Attendees wishing to expand their Certificate of Attendance into 10 Professional Development Points should contact helenod@att.net for details about the Independent Study Project.
we cannot find one. A true growth mindset. However, those with a fixed tech mindset will freeze as soon as something happens. When you are infusing technology in your school counseling program, ensure you have a growth mindset and commit to not giving up when you come up against a road block.

Tip #5: Create a Support Network
Those donuts you have been buying your IT department every now and then… that coffee you bring to your computer science teacher every other month — this is where it starts to pay off. I cannot tell you how many things I have had tweaked, changed, upgraded, or opened for me because of my relationships with those who can do. Instead of a computer taking days to get fixed, I can make a call to IT and it is usually done the same day (if not within the hour). If I need a website unblocked or a device added to our network – same gig. By creating relationships (which should be genuine too, by the way) with those who are experts in the area you are working on, you can get quick help and support when something doesn’t go the way you planned. This takes nurturing, but I promise it is well worth it in the end.

Bring some cookies, introduce yourself, leave a business card, tell them how appreciative you are of what they do, and make them feel valuable. I promise, without those guys and gals, schools as we know them would grind to a halt. Then, next time you are stuck, ask for help. Get ready to be surprised with how different the level of support is after developing this relationship.

Tip #6: Build a website (not that hard)
Ok, get your heart rate back under control. We are not talking about any coding or knowledge needed of web design. With today’s FREE tools, anyone (my grandma!) can create their own website. I don’t care what you make it for – your school counseling department, a school counseling blog, your professional portfolio, or a bunch of recipes you want to share with your knitting group. The end product is good, but the process of getting there is better when you are learning about technology. Would you learn how to drive if you just thought about getting behind the wheel? What about only doing those few hours of driver’s training? Probably not. You learned by practice and practice and practice. By practicing your website development, you see what a website is composed of, different ways you can use it, and you make it personal.

To get started, check out a few of the free and easy tools to create websites out there: Weebly, Wix, and WordPress.com are all great places to start. Weebly and Wix provide you with pretty dead simple, drag and drop web design tools. WordPress.com (the free version) offers more customization but a little more complex approach. My blog is built on WordPress (not the free version and very customized), but you can get an idea of what you can do. When you start a website, play, explore, break things. Nothing is off-limits. Go back to being a child, when everything is new and there are no rules. Through this approach, I have taught myself guitar, gourmet cooking, graphic design, and light web coding. I know you can too.
Tip #7: Know where to look

Keeping up with technology is hard. It changes all the time. However, there are a few awesome places I like to go for exciting new technology: the web and sharing technology. My school counselor’s favorite tech is the #scchat (school counselor chat). Hashtags are like search terms — they categorize things like Tweets, Pins, or Instagram shots and make them searchable. When you want to find something related to school counseling on Twitter (or any other major social media network), just search #scchat and Tweets related to that topic will appear.

Facebook: Facebook is rich with professional growth opportunities. The places to look include Facebook Pages of your favorite bloggers and each grade level’s school counseling group: High School Counselors’ Network, Caught In The Middle School Counselors, Elementary School Counselor Exchange.

SCOPE & SchoolCounselor.com: Good friend, fellow blogger and my inspiration, Dr. Erin Mason, is a prime example of someone with a Growth Mindset. She is a professor in Chicago, but also runs SCOPE – School Counselor Online Professional Exchange. This is a wonderful resource for anyone at any tech level, but especially you new into the game.

Dr. Russ Sabella, a professor in Florida and a Google Guru, runs SchoolCounselor.com and speaks around the country. His blog on the site provides tons of tips, plus you can download handouts, check out interview tips, and more.

Pinterest: Believe it or not – Pinterest is not just for pinning your favorite brownie recipe. Educators and other tech folks are active pinning new tools and tips. Use the search tool to your advantage and start following some of the same bloggers or people you find interesting on Twitter.

YouTube: If you are a step by step person, YouTube is a wonderful resource. Make sure you search for what you need help with there. Many times someone has created a video showing you exactly how to do what you are trying to. YouTube is also a wonderful tool to start to implement. I record all of my parent meetings and upload them to YouTube for parents who cannot come.

Tip #8: Tie it to data

“Data inspired” is the new “data driven.” The ASCA National Model calls for school counselors to collect and analyze data. I don’t know about you, but I hate tally sheets and processing manual surveys or pre/post tests. Technology gives us a huge hand with this task.

A few great tools that you can collect and analyze data with include: Google Forms and Sheets, Kahoot!, TypeForm, SurveyMonkey, EzAnalyze TimeTracker, MS Excel, and more. These tech tools pay dividends in providing your program with the essential data to move forward and grow.

Tip #9: Enlist students to help

Do you actually want students to use your tools? Enlist the help of influential students to develop and market the tool to their peers. Students can help you brainstorm ideas that other students would find useful, create the best ideas for getting the information out to students, and be active participants in your new tech platform. Starting a department Twitter account? Ask students what type of information they want to get, to develop a hashtag for you, and to get their friends to follow you to start building steam. They will likely tell you even more tools that may have better reach.

Try this: start a marketing club at the middle or high school levels. Lots of students want to go into business and marketing and this is a great exposure to the line of thought plus a huge insight into your student body.

Tip #10: Watch it grow and evaluate

Growth and development takes time. Give your tech infusion time to develop and root. Don’t be discouraged if you don’t see immediate results. For results to be fully realized, give it six months to a full year.

Finally, evaluate your use. How successful or unsuccessful were you? What would you change? Would you do it again? How would you do it differently? All of these questions help you make your next steps. Infusion and using technology in your school counseling program is not a one off shot — it is a process of growth and design. You will likely get hooked and looking for the next way you can use technology as a school counselor.

No matter what, don’t give yourself an out. Follow Yoda’s advice “Do or do not. There is no try.” How are you taking on the challenge?
Experience TRADITIONAL without settling for TYPICAL.

Located on a spacious 300-acre campus, Southern New Hampshire University has a history steeped in innovation. Students have access to an award-winning faculty, a brand new $18 million library, as well as top-notch career development services. Visit our web site to learn more, or better yet, tour our campus. You’ll see that SNHU is anything but typical.

www.snhu.edu

The Mission of MASCA

The mission of MASCA is to advocate for school counselors in the Commonwealth of Massachusetts by providing leadership, collaboration, and professional development.

Stay informed by visiting MASCA’s website regularly. You can share your views with fellow MASCA members by joining in the Forum.

www.MASCA.org

Seeking MASCA Award Nominations

Nominate a deserving colleague at:
http://goo.gl/forms/eoS1d8fcy1

Your membership renewal date is indicated by year and month on your address label above. To renew your membership, go to MASCA’s website, www.masca.org.