

September, 2014

Dear Parents:

Our PARENT'S GUIDE TO GUIDANCE SERVICES was prepared to answer many of the questions you may have related to guidance and counseling at Wayland High School. This comprehensive overview of the guidance programs presented by grade level and topic is a reference handbook for information on policies, scheduling, testing, guidance and counseling for the four years your son or daughter is a student at Wayland High School.

Guidance counseling services are at the core of the student's experiences as they proceed smoothly from one grade to the next. Special programs are in place on each grade level, which address the critical issues for students at every age and stage of development. Through the guidance handbook, the counselors hope to highlight these services and to address common concerns of students and parents.

In addition to this guide, every parent will receive an annual summer mailing from the Guidance Department (via email), which outlines new programs, procedures, updated testing information and our Guidance Calendar for that academic year. There is also a wealth of information on the Guidance website of The Wayland High School website. Please visit us on the web at www.whs.wayland.k12.ma.us/about_us/guidance.

Important information from our office also comes out monthly in the WHSPO newsletter and the Principal's weekly E-News; please be sure to read them!

It is obvious that a single brief booklet can only give you a general overview of our services. We hope that this guide will begin to help you understand the wide variety of services the Guidance Department offers and the variety of roles we play with your students.

Please contact any of our guidance counselors if you have questions or would like to schedule a meeting time. We welcome your feedback and communication with us.

Wayland High School
Guidance Department

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INTRODUCTION TO GUIDANCE SERVICES AT WAYLAND HIGH SCHOOL

Our guidance services are dedicated to the whole student and his/her life at the high school. A guidance counselor is a highly skilled professional with extensive training in human behavior and development, personal counseling, interpersonal skills and future planning. A guidance counselor is an advisor, a teacher, a listener and a primary support person for the student. Counselors work with students and parents separately and together on developmental issues, academic planning and course selection, orientation, transition, testing, academic and personal issues and the future planning process.

A student is assigned a counselor upon entering the high school, and remains with that counselor until graduation. Counselors and teachers work together closely to make the high school experience a rich and rewarding one for each student. The guidance counselor is interested in assisting students to achieve their maximum potential academically while encouraging social and extracurricular experiences that provide maximum personal growth.

As a support person for the student and for his/her family, the counselor is often the first person a parent contacts regarding any questions or concerns about the student or about the high school. Counselors respect the confidentiality of the relationship they form with a student and his/her family. They seek to understand the expectations and concerns a parent has for his/her child and advise accordingly.

As a general rule to parents, if you have a question or concern about your child, contact the counselor. If the counselor cannot answer your question, he/she will direct you to someone who can. Some guidelines are listed below:

Please **do** call or email the counselor when:

1. You have a concern regarding your child
2. You have some information to share which affects your child
3. You have not seen your child's report card
4. You have a personal matter to discuss
5. You have a question regarding your child's schedule or course selection
6. You don't know whom else to ask!

Please **do not** call the counselors when:

1. You want to reach a particular teacher (call the main number, ask for the appropriate extension, to leave a message or email the teacher directly).
2. Your child is out sick or will be late (call Mrs. Courchine, the attendance secretary, in the Main Office).
3. You want to request homework after your child's absence (call or email the teacher[s] directly).

All counselors can be reached by calling The Guidance Department at 508-358-3706. If you'd like to schedule an appointment with your child's counselor, please call the guidance office administrative assistant.

It is very helpful if parents advise the counselor of any major change in the family (such as divorce, separation, remarriage, death, etc.) that might affect the student. Although it is up to the individual to decide how much information he/she wishes to share, it is important to remember that the more a counselor knows about the student, the more he/she is able to offer comfort, support and guidance. It is also part of the counselor's responsibility to inform the teachers of any major changes in the child's life so that the teachers can also be supportive; this kind of information-sharing is done with the consent of the parent and/or student.

GRADE LEVEL OVERVIEW OF PROGRAMS

GRADE 9 PROGRAMS

The guidance department's involvement with ninth graders begins in the spring of the 8th grade year, and with 8th grade parents at the high school's evening program in March. In mid-March the counselors meet with all 8th graders in classroom groups to discuss course selection for grade nine and other topics pertaining to the high school. The spring component of the 8th graders transition to the high school is called "Step-Over Day", which consists of a visit to the high school. During this afternoon, the 8th graders are given an opportunity to speak with the student mentors as they tour the high school; the student mentors give the students a wide variety of information about the high school and its programs. The student mentors act as coordinators for matching up every 8th grader with an upper class student, who will be their "connector" and mentor. The day before school opens is our special "Connections Day" for incoming freshman as well as upper class transfer students. The freshmen meet their mentors, counselors, homeroom teachers and administrators, receive their schedules, and have a personalized tour of the school with their mentors. We continue to be very proud of this largely student-administered program, as it has a significant impact on the greater level of comfort that ninth graders experience with starting high school.

Our Ninth Grade Seminar Program begins in September and runs through the first quarter. Each 9th grade student is part of a small group of 12-18 students who meet once during the eight-day cycle with a guidance counselor. Our curriculum addresses the major issues of transition and adjustment to the high school and the "tasks" of adolescence. In addition, we focus on academic requirements, expectations and the realities of our high school program; time management, stress management and setting priorities are also addressed. Discussions also focus on resources in the high school and how to access them - from academic assistance from teachers, the Academic Center, to accessing social-emotional support.

Ninth Graders are encouraged to meet individually with their guidance counselor to discuss any questions, concerns or topics more appropriate for a private conversation. Throughout the high school years the student's counselor receives copies of all progress reports, disciplinary actions and report cards. Counselors do their best to monitor the progress of their 9th graders particularly closely.

During the start of the second semester, the counselors connect with 9th graders to discuss course selection. Students are encouraged to schedule additional time with their counselor to discuss an overview of courses they plan to pursue throughout high school.

Ninth grade parents are encouraged to attend the grade level guidance "coffees" about guidance services, as they relate to the issues and tasks of adolescence.

GRADE 10

The counselor/student/family relationship continues to grow during sophomore year as we meet with students to provide counseling and encouragement.

One of the first decisions a sophomore needs to make is whether to take the PSAT/NMSQT. (Please refer to the Testing Section for more information.) Later in the year it may be advisable to take one or more SAT Subject Area Tests. This is an individual decision and the student should see the counselor for advice.

Prior to preliminary course selection in March, the guidance counselors meet with all sophomores through the Sophomore Seminar Program to discuss career interests, program planning for junior and senior years, and to present an overview of the future planning process that commences formally in the junior year. Graduation and testing requirements are reviewed, and students will be introduced to the Naviance Family Connection program to begin to research careers and colleges on the web.

Parents are strongly encouraged to attend our grade level guidance “coffee” for sophomore parents. Topics include academic, developmental and future planning issues and will include ample time for informal discussion and questions.

GRADE 11

All guidance activities, such as ongoing discussions between the student and the counselor, certainly play a large part in the life of an 11th grader. However, the major thrust of the junior year, particularly after first semester, is the beginning of the future planning process.

Almost all juniors take the PSAT/NMSQT in October. (Please refer to the section on Testing.) Although counselors are willing to discuss the future planning process with juniors individually at any time, our formal program begins in late January through our Junior Seminar Program (For the details of the future planning program, please refer to the section under "Future Planning"). In addition to the group programs, each junior is encouraged to meet with their counselor individually several times to develop an appropriate plan and to generate an initial list of colleges and/or options to investigate. Every year, in late January/early February, the counselors present an evening program for parents of juniors.

Junior year is often a demanding one for the student. There is significant pressure to achieve both academically and socially. There is a great mental leap between sophomore and junior year; your child at this time is exerting his/her independence in earnest. There may be conflicts at home or changes in the way he/she relates to school. Continued communication with the counselor, by both parents and students, can help ease these pressures.

GRADE 12

In the senior year, the future planning and application process, recommendations, college visits, gap year research, anxiety, expectations, excitement, acceptance, rejection, and the infamous "senior slump" all combine in a whirl of activity. The senior year sometimes brings about thoughts of new beginnings, new feelings of independence, balanced with family decision making related to the future planning process.

The future planning and application process is fully outlined in the section on future planning. However, it is essential to note the following: The more prepared a student is, the more relaxed and comfortable is the actual process. The guidance program, beginning in junior year, carefully prepares a student for the future planning process; please take advantage of the recommended procedures. As has been true in previous years, students and parents are encouraged to take the initiative to make appointments with the guidance counselor.

Counselors have a great deal of contact with their seniors. In addition to our numerous individual meetings, all seniors are scheduled to attend Senior Seminars offered during the fall. We welcome the opportunity to advise, and encourage seniors and their parents through this busy and sometimes turbulent time. Discussions might include such issues as: separation from family and friends; social and academic pressures at college, roommates; resources on college campuses; and coping techniques.

A TOPICAL OVERVIEW OF PROGRAMS

PERSONAL COUNSELING

Personal counseling, which is the foundation of our guidance program, begins with a counselor's first contact with a student and continues throughout high school. Adjustment issues, crisis intervention, family difficulties and all the issues of being a teenager are discussed in the counselor's offices. Students are urged to bring questions, problems and concerns to the counselor; we strive to provide a highly individualized focus for each of our students.

When appropriate, the counselors may make a referral for psychological counseling, family counseling, substance abuse treatment, for further testing, or for other services in our school or with outside providers. It is up to the parent to follow through on these recommendations.

Personal counseling is involved in everything a counselor does. Course selection, future planning and transitional issues are all based on the counselor's assessment of the personal needs of each student. Parents of all students are encouraged to attend our evening program that focuses on risk behaviors and mental health issues of adolescence - how to identify worrisome behaviors and make good parenting decisions.

ACADEMIC ADVISING

Students and parents have many decisions to make regarding course selection. Wayland High School offers courses at varying levels of difficulty. **(Please refer to the Wayland High School Program of Studies for course descriptions and explanation of levels.)** The goal is for each student to do the best at the level that is appropriate for him or her. Teachers make recommendations regarding the appropriate level of study for their students. Students are encouraged to take the most challenging courses that they can manage successfully.

The section on "graduation requirements" in the Wayland High School Program of Studies outlines graduation and sequencing requirements. The more academic preparation a student has, the more successful that student will be in the future. Most colleges want to see at least three years of math and science, and the more selective institutions want to see at least three years of world language as well.

Students are also encouraged to explore their interests and talents. Electives in the academic areas, as well as course work in music, art, business, and the performing arts are available to all students at Wayland High School.

PROGRAM CHANGES

Program changes may be necessary at certain times during the course of the school year for a variety of reasons: the level of the course may be inappropriate for the student's level of achievement, the student's cumulative course load may need adjustment, or, in the case of an elective, the student may simply want to make a change. Parents are encouraged to contact their child's counselor to discuss the advisability and appropriateness of a course change. Wayland High School's policy precludes requests for a change of teacher.

If a change is deemed necessary, the student must see the counselor who will give him or her a course Change Request Form. The form must be signed by the teachers for both the course added and the course dropped as well as the appropriate Department Head(s). The parent is also required to sign the form.

The courses offered are determined in the spring of the previous school year based on students' course selections. Changing from one course to another always involves some "catching up" on the part of the student and is subject to the availability of courses and the constraints of the master schedule. The deadlines are listed here as the school enforces them quite strictly. Students are urged to select their courses very carefully to avoid unnecessary changes.

It is important to be aware of course change policy and deadlines. Students are advised of these regulations when conferring with their counselor in assessing their academic programs.

DEADLINES FOR MAKING CHANGES

1. Students may not enter a semester course after two weeks of the course have elapsed
2. Students may not enter a full year course in a different subject after four weeks of the course have elapsed
3. Students may not enter a different level of the same subject in which they are enrolled after the third week of the third quarter has elapsed
4. Students may not drop **any** course during the last two weeks of **any** quarter
5. Students may not change from a college level to Honors or Advanced Placement of the same subject in which they are enrolled after the first week of the 2nd quarter. This change is possible only if they have followed all of the procedures regarding Honors and Advanced Placement Levels.
6. If a student chooses to drop a course after 50% of the course has elapsed, a "W" for withdrawn will be reflected on the student's transcript.

Please refer to the Program of Studies for information on grade prerequisites for particular courses.

FUTURE PLANNING

As previously stated, the middle of the junior year marks the "official" start of the future planning process. It is important to remember that, as in all other areas of development, students approach this task in many different ways. As is true of the rest of our counseling, we provide a highly individualized focus for each of our students. Counselors are involved with their students throughout the entire

process, assisting them with developing a college list, discussing other future options, giving mock interviews, providing feedback on essays and personal statements, advising them regarding teacher recommendations, and the college admissions testing program, counseling after the college decisions come in and helping with transition issues. In addition to our late January/early February evening meeting, parents are encouraged to schedule an individual appointment with the counselor.

THE JUNIOR SEMINARS

All juniors are scheduled to participate in Junior Seminars, which are held during January and February. Counselors facilitate the seminars and the topics covered include an overview of our suggested timetable, how to research colleges, careers and gap year programs, information about college visits and interviews, completing applications, essays, teacher and counselor recommendations, and discussion of how colleges make decisions. Each Junior will also have access to “Naviance”, our web-based career and college database program. Each student receives a copy of the future planning workbook and begins filling out the junior packet. All seniors are also scheduled for Senior Seminars in the fall. These seminars focus on the specifics of application preparation, writing essays and refining college lists and future options, as well as a number of other topics relevant to the future planning process.

THE JUNIOR PACKET

The completion of the junior packet is an important task in the future planning process. Students are asked to provide information about their hobbies, interests and community activities, to outline extra-curricular activities, work and volunteer experiences. Students are also asked to write answers to questions modeled after those most commonly found on college applications. They will also be asked to think about which teachers they plan to ask to write a letter of recommendation for them.

Students are urged to complete their sections of the Junior Packet as completely, promptly, and as thoroughly as possible as this information is necessary for the counselors in preparing transcripts and writing letters of recommendation.

THE COUNSELOR RECOMMENDATION

The counselor recommendation is sent by the counselor to each college or program to which a student applies. This brief letter gives insight into the student's personality, strengths and weaknesses, and particular learning style. It also serves to clarify any discrepancies that may exist in the student's record and to explain any unusual circumstances.

This summary report is intended to present the student in the most favorable manner possible to the college or program. It is not a mere recitation of courses taken or extra-curricular activities; instead it is designed to answer for a college that often elusive question, "What is this student really like?"

Counselors use many sources of information to write this report. The counselor usually has a considerable amount of knowledge about the student based on the personal relationship they have developed and the experiences they have shared. In addition, counselors analyze test data and review academic performance and extracurricular activities when they write these reports. Finally, we ask all parents to write a letter about their child for the counselor.

WHAT DOES A COLLEGE LOOK FOR IN MAKING THE ADMISSION DECISION?

Colleges consider a variety of factors in making admission decisions. Admissions counselors look at the "whole student" as well as at their particular institution's needs for that year.

Colleges are often faced with the difficult situation of having to choose among many equally qualified candidates. The decisions colleges make are not easy ones and they do the best they can in analyzing different criteria.

The most important factor in college admission is the quality of a student's academic preparation. Colleges are looking for students who have strong preparation in the five major academic areas - English, social studies, math, science and world language. Other factors used in the admission decision are listed below.

How colleges weight each factor varies with the individual school. The following list of criteria is *not* ranked totally in order of importance, although the first three factors represent a majority of the decision at most colleges.

1. Quality of academic program
2. Level of difficulty of courses taken
3. Grade point average
4. College entrance examination scores
5. Extra-curricular and community activities, awards, honors and interests
6. Counselor recommendation
7. Teacher recommendations
8. Quality of the Student's application and personal statement
9. "Legacy" status (did a parent attend the school?)
10. Minority/ethnicity background
11. Special talents

APPLICATION DEADLINE POLICIES

Parents and students must be aware of each college's application deadline policy. In general, colleges operate on a "regular," "early" or "rolling" decisions basis (clarified below). More detailed information on procedures will be given to students in the fall of their senior year.

Regular Decision

Regular decision means that a college has a fixed deadline for applications, for example, January 1, 15, or February 1 or March 1. Students are encouraged to complete their applications as early in the fall as possible. The college receives applications and school reports for students prior to the deadline and creates a file for each applicant. Decisions are made after the application deadline.

Early Decision

Early decision is a *binding contract* that a student enters into with a particular college stating that if the college accepts the student, the student will definitely attend. Early decision deadlines are usually November 1 or November 15 of senior year and students are notified by mid-December. As this is a contract, early decision applications must usually be signed by the student, parent/guardian and counselor. A student should apply early decision if he/she fulfills the following two criteria: (1) the

early decision school is truly the student's first choice; and (2) the student is the best candidate he/she will be by the application deadline (transcripts will only include grades through the end of junior year). Counselors will always advise a student about this. A student who applies early decision may be accepted, denied admission or deferred to the regular admission applicant pool. In case of deferral, the early decision contract no longer applies.

Early Action

Early action is also sometimes called Early Notification or Non-Binding Early Decision. The entire process is identical to Early Decision except that *no contract* to attend is involved. A student accepted under early action may still apply to other schools and attend whichever he/she chooses.

Restrictive Early Action (also called Single Choice Early Action)

Some schools to offer this unique early option, which is a variation of Early Action and Early Decision. Students applying to a school with this early policy cannot apply to another school early (either Early Action or Early Decision). However, it is not a binding contract if they are admitted to the school. That is, a student will find out from this school if they have been admitted early, but they do not have to commit to that school until May 1st. In turn, students are then allowed to apply to other schools regular decision if they so desire. As with any early plan, students and parents should consult each college or university to inquire about their policies.

Rolling Admission

Many private and public colleges and universities operate under a rolling admission policy. Rolling admission means that the student may apply any time before the deadline and each application is reviewed as it is received. It is clearly to the student's advantage to apply to rolling admission schools as early in the senior year as possible. Certain state university systems (e.g., the University of California schools) have deadlines as early November 1 through November 30. Students are generally notified 4-8 weeks after the application is received. Sometimes a student may be deferred until the school can receive additional information such as mid-year senior grades or additional College Board or ACT scores.

VISITS FROM COLLEGE REPRESENTATIVES

Approximately 100 representatives from different colleges visit Wayland High School each year to meet with our students and with the counselors. This is a tremendous opportunity for our seniors and juniors to find out about many different schools. The list of information is available through the Naviance program for juniors and seniors.

Parents should urge their students to take advantage of this opportunity to learn about colleges. If a visit is scheduled when a student has a class, the student must obtain a teacher's permission 24 hours in advance with a College Visit Permission Form available through the guidance office. Students are urged to use good judgment in asking to be excused from class to see a college representative.

SCHOLARSHIPS AND FINANCIAL AID

Students and parents should fully investigate the scholarship and financial aid offerings of the schools in which they are interested through the college financial aid office. Information on both need-based and merit-based scholarships is available in Guidance. These include locally sponsored Wayland

Scholarships. In addition, scholarship information is regularly posted to the Naviance Family Connection Program.

Parents interested in need-based financial aid should file the FAFSA and, (if necessary), the CSS Profile in January of their youngster's senior year. It is recommended parents file these forms online through their respective websites, but the Guidance Office does get a small number of paper forms available in late November and December. Each year there is also an evening program dedicated to the financial aid process in late October or early November. Watch for details in the WHSPO Newsletter and the Principal's E-News.

CAREER COUNSELING

Career counseling is a component of future planning and educational counseling, which is an ongoing process. Personal career counseling is conducted on an as-needed basis. Counselors utilize the Naviance Career Program and other career resources to help students with career research. Counselors often serve as references for students who seek employment and gladly write recommendations to prospective employers when requested.

COLLEGE ENTRANCE EXAMINATIONS

The college admissions testing program is comprehensive and involves careful planning and preparation during all four years of high school. The major examinations administered for college admission are as follows:

- | | |
|-------------------|---|
| PSAT/NMSQT | - Preliminary Scholastic Aptitude Test/
National Merit Scholarship Qualifying Test |
| SAT Reasoning | - Reasoning Tests (formally called SAT I) |
| SAT Subject Tests | - Subject Tests (formally called SAT II) |
| ACT | - American College Testing Program |
| TOEFL | - Test of English as a Foreign Language |

***PSAT/NMSQT**

The PSAT/NMSQT is administered in the fall of the junior year to students as a practice examination and a basis for projecting achievement on the SAT. Students are advised by their counselor to review materials in the PSAT/NMSQT booklet in order to maximize their performance. The PSAT/NMSQT taken in the junior year is also the basis for the National Merit Scholarship competition. Students are notified in the fall of their senior year if they are National Merit Semifinalist or National Merit Letter of Commendation winners. Semifinalists are automatically eligible to compete for National Merit Finalist status and are provided with appropriate applications and recommendations in September of the senior year.

In recent years concern about college admissions testing has increased dramatically. Students are anxious and feel driven to start preparing increasingly early for the successful completion of these examinations. A growing number of students have requested to take the PSAT in tenth grade. Although the test is administered to tenth grade students who request to be tested and register for the PSAT, the counselors feel that the practice may increase anxiety and places undue pressure on these students. Sophomores and/or their parents should consult the counselor for advice on the PSAT. The high school

transcript is the single most important aspect of a student's college application. While standardized testing may enhance or confirm what the transcript demonstrates, it is never viewed in isolation. Too much concentration and emphasis may be as detrimental as too little. The counselor encourages careful consideration when making a decision on this issue.

***SAT Reasoning Test**

The SAT Reasoning Test is a 4-hour exam, primarily multiple-choice, that measures critical reading, math and writing abilities. Most colleges require students to submit their scores to aid in the admission decision. Students are encouraged to become familiar with the test; there are a host of preparation materials available. Please contact our department for further information and to investigate each school's testing policies and requirements.

The counselors assist their students in planning an appropriate schedule for the SAT Reasoning Test and for the Subject Area Tests. Many colleges require the SAT Reasoning for admission, however some schools recently have been moving to a test-optional policy in which the students can choose to submit scores or not. Since only some colleges require the Subject Area Tests, students are encouraged to get the counselor's advice on a testing schedule.

SAT Subject Tests

College Board Subject Area Tests are sometimes required for application to many of the more competitive colleges. Colleges may require from one to three Subject Area Tests, and in some instances, particular Subject Area Tests are specified. Subject Area Tests require preparation in particular subject matter and are optimally taken at the completion of the course or sequence of courses which the Subject Area Test covers.

College Board Subject Area Tests are offered in the following subjects: Literature, Math Level I, Math Level II, Biology, Chemistry, Physics, American History & Social Studies, World History, French, German, Modern Hebrew, Italian, Latin, Spanish and listening tests in Chinese, French, German, Japanese & Spanish.

ACT

The American College Test Assessment is an alternative to the SAT as a standardized test of aptitude and achievement, which colleges may also accept for their admissions procedures. The ACT is composed of four sections (English, Math, Reading, Science) with standardized scores ranging from 1 (low) to 36 (high). In addition, there is a Writing Test, which is optional, that measures skill in planning and writing short essays. Students receive a score for each subject, as well as a composite score, which is simply the average of all scores. The composite score is intended to provide an overall estimate of a student's level of educational development in areas tested. To register for the ACT assessment, it is recommended you register on line at www.actstudent.org. Test centers in the area are also listed on line on the ACT website as Wayland High is not on ACT Test Site.

*Please note that there will be a new version of the PSAT in the fall of 2015 and a new version of the SAT in the spring of 2016. Visit Collegeboard.org for more details.

TOEFL

The TOEFL test measures the ability of non-native English speakers to use and understand English as it's read, written, heard and spoken in the university classroom. In most test centers the *TOEFL iBT*[®] test is given on a computer. However, the TOEFL test is administered as a paper-based test (*TOEFL*[®] PBT) in a few places where testing via the Internet is not available. The TOEFL test measures all four English-language skills (reading, listening, speaking and writing). It takes about four hours. Registration is available three to four months before the test date. Register early to reserve your seat. [See test dates near you.](#)

The cost of the test depends on your [test location](#) and ranges from US\$160 to US\$250. [Find more specifics on fees here.](#)

Registering online is the easiest method. [Visit this link to register.](#)

Please refer to our annual summer mailing and the WHS testing portion of the Guidance website for up to date testing information dates and deadlines.

STUDENT RECORDS

The Guidance Department fulfills an important function for the high school in maintaining student records. Student records are confidential and are used within the school while students are in high school; records are then filed permanently and are available only upon written request by the student. Student records include:

Student Cumulative Folder - Information on a student's performance prior entering Wayland High School, progress reports, report cards, and correspondence on each student are contained in the Student Cumulative Folder.

Official Transcript - Official transcripts reflect courses taken and grades achieved in grades 9-12. Official transcripts are forwarded to colleges, summer study programs, prospective employers and other agencies upon the student's request. After graduation, only the Official Transcript is maintained as part of the permanent student records. Graduates are notified by letter about picking up the remaining material in their cumulative folder. In accordance with Student Records Regulations, unretrieved cumulative folders are destroyed one year after graduation.

THE ROLE OF THE GUIDANCE DEPARTMENT ADMINISTRATIVE ASSISTANT

The guidance administrative assistant plays an important role in the operation of the Guidance Department. Students and parents interact with her frequently, as she can answer many questions regarding scheduling, records, test registration and other guidance programs and procedures. The administrative assistant takes messages, maintains appointment calendars for the counselors, updates records, completes correspondence, coordinates the college application/secondary school report process and generally assists in the smooth functioning of guidance services. The procedures to follow in working with the guidance administrative assistant are delineated below:

Appointment Making - Students and parents may schedule an appointment with the counselors on request by contacting the administrative assistant.

Messages - Messages may be left for the counselors with the administrative assistant or through voicemail. Messages are not delivered to students during the school day, as this practice would be unmanageable.

College Representative Visits - Students must complete a permission form with their teacher's permission to be excused from classes to meet with college representatives who are visiting the high school. The guidance administrative assistant coordinates the college visits and post announcements to remind students of the visits.

OTHER SUPPORT SERVICES

SCHOOL ADJUSTMENT COUNSELOR

Our school adjustment counselor serves as a counselor to the students in the ALRT Program as well as for a small caseload of additional students. She teams with the other counselors to provide additional support to students regarding their social, emotional and behavioral well-being. The Adjustment Counselor is particularly involved in our Freshmen Transition Program. Referrals should be made through your child's assigned guidance counselor or directly to her.

TRANSITIONS/SCHOOL ADJUSTMENT COUNSELOR

The Wayland High School Transitions Program is now in its fifth year. The purpose of this program is to provide transitional academic and emotional support for students who have experienced a hospitalization for medical, emotional, or substance related issues. This program will provide support to students and their families during the critical period of transition back to school and the community.

Our Transitions Counselor will be the case manager for the Transitions Program. This person will provide outreach to the student and family during the student's time away, and in the weeks immediately following their return to school, and will oversee a "home base" classroom, which will serve as a source of academic and emotional support for those students not ready to return to their full class schedule. The Transitions/School Adjustment Counselor will also be involved with running groups and providing interventions to students in need of additional support

METCO COORDINATOR

The METCO Coordinator serves the 40+ Boston students who are a part of our high school community. The coordinator serves as an adviser, advocate and academic counselor, as well as a liaison with all school personnel. The METCO Coordinator also teaches a one-credit seminar "Cultural Identity Group", for Boston students.

ACADEMIC CENTER

The Academic Center is open to all students' grades 9-12 from **all** academic levels – introductory college preparatory level skills through Honors/AP level support. The Academic Center is open during and after school hours. Teachers, alumni, college students and community volunteers staff the center.

Some activities at the Academic Center are direct/total tutoring, test study groups, essay coaching, learning about the SAT, study skills classes and more. The Academic Center is an excellent resource for all our students.

STUDENT STUDY TEAM

The Student Study Team is the formal pre-referral process group at Wayland High School. The permanent members of the Team are the Assistant Principal, the Guidance Department Coordinator, the Dean of Students, the Special Education Department Coordinator, and School Adjustment Counselors. The team serves as the resource for pre-referral conferencing for at-risk students. Teachers, guidance counselors, and parents (via Guidance) all may make referrals at any time to the Student Study Team. At the SST meeting, the guidance counselor presents concerns from students, teachers and/or parents. A determination will then be made as to whether options can be implemented within the regular education program or a referral will be made for a formal evaluation for Special Education services. This group continues to be an excellent resource for monitoring of students at risk.

SUPPORT GROUPS

Counselors will run groups on an as needed basis whenever possible. For example, an 11th and 12th grade girls group has been offered in the past as well as stress reduction sessions, a grief group, and social skills groups.

WAYLAND YOUTH AND FAMILY SERVICES

The Wayland Youth and Family Services (WYFS) is a small municipal department staffed by mental health clinicians who have extensive experience in working with adolescents and their families. High school students and parents often utilize counseling and consultation services to alleviate problems which contribute to academic difficulty and personal distress. Sometimes, one or two consultations can be enough to sort out a difficulty. In some cases, ongoing individual or family counseling is recommended. Some typical issues include identity confusion, social isolation, personal loss, sexuality concerns, family communication problems, substance abuse, divorce, and adjustment to family transitions.

WYFS clinicians also lead a variety of discussion, support and counseling groups. In addition to providing counseling services, the staff members are available as guest speakers to the schools, community organizations, and parent groups on a variety of topics related to adolescent development, parenting, and the family life cycle. All services are strictly confidential and free of charge to Wayland residents.

The philosophy of this office is that everyone runs into difficulties in life at times. It is often helpful to be able to discuss those difficulties with someone who can listen well, help to clarify the issues, and perhaps offer a new perspective. Students and parents may call the office directly at 508.358.4293, or ask for a referral through their school guidance counselor.

GUIDANCE DEPARTMENT CONTACTS

Phone No.: 508.358.3706, 3707

Fax No.: 508.358.8012

Ms. Marybeth Sacramone, Guidance Coordinator – Marybeth_Sacramone@wayland.k12.ma.us

Mrs. Sara Bodi, Guidance Counselor – Sara_Bodi@wayland.k12.ma.us

Mr. Ben Buffa, Guidance Counselor – Benjamin_Buffa@wayland.k12.ma.us

Mr. James Chiarielli, Transitions/School Adjustment Counselor – James_Chiarelli@wayland.k12.ma.us

Mr. Dennis Doherty, Guidance Counselor – Dennis_Doherty@wayland.k12.ma.us

Mr. James Girard, Guidance Counselor – Jim_Girard@wayland.k12.ma.us

Mrs. Jennifer Sullivan, School Adjustment Counselor – Jennifer_Sullivan@wayland.k12.ma.us

Mrs. Barbara Wolfson, Academic Center Coordinator – Barbara_Wolfson@wayland.k12.ma.us

Mrs. Ann Fratto, Administrative Assistant – Ann_Fratto@wayland.k12.ma.us

Counselor

Year of Graduation

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Mr. Girard	A-Da	A-C	A-D	A-C
Mr. Buffa	Db-K	D-I	E-Lai	D-I
Ms. Sacramone		J-L		J-L
Mr. Doherty	L-R	M-R	Laj-Pet	M-R
Mrs. Bodi	S-Z	S-Z	Peu-Z	S-Z

Mr. Chiarelli

Mrs. Sullivan

Mrs. Fratto

Transitions/School Adjustment Counselor

School Adjustment Counselor

Administrative Assistant