

September 2025

Dear Parents/Caregivers:

Our GUIDE TO COUNSELING SERVICES was prepared to answer many of the questions you may have related to counseling at Wayland High School. This comprehensive overview of the counseling programs, presented by grade level and topic, is a reference on policies, scheduling, testing, and counseling for the four years your child is a student at Wayland High School.

School 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 at each grade level, which address the critical issues for students at every age and stage of development. Through this handbook, the counselors hope to highlight these services and address common concerns of students and caregivers. Please check out our [Counselors' Corner E-news](#) for weekly postings. In addition to our Counselors' Corner weekly updates, I will periodically send emails directly to students and families. Finally, we hope this [FAQ Guide](#) will answer many of the questions we know you will have.

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 Counseling Department offers and the variety of roles we play with your students.

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

Wayland High School  
Counseling Department

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## INTRODUCTION TO COUNSELING SERVICES AT WAYLAND HIGH SCHOOL

Our counseling services are dedicated to the whole student and their life at the high school. A School Counselor is a highly skilled professional with extensive training in human behavior and development, personal counseling, interpersonal skills, and future planning. A school counselor is an advisor, a teacher, a listener, and a primary support person for the student. Counselors work with students and caregivers separately and together on developmental issues, academic planning and course selection, transition, testing, academic issues, social-emotional issues that may arise, 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 to make the high school experience a rich and rewarding one for each student. The counselor is interested in assisting students to achieve their maximum potential academically while encouraging social and extracurricular experiences that provide balance and personal growth.

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

As a general rule to caregivers, if you have a question or concern about your child, contact the counselor. If the counselor cannot answer your question, they 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 a personal matter to discuss
4. You have a question regarding your child's schedule or course selection
5. 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 the attendance secretary in the Main Office).
3. You want to request homework after your child's extended absence (call or email the teacher[s] directly).

All counselors can be reached by calling the Counseling Department at 508.358.3706. If you'd like to schedule an appointment with your child's counselor, please call the administrative assistant, Ms. Monica Mulkern.

It is very helpful if caregivers advise the counselor of any major change in the family (such as divorce, separation, remarriage, illness, death, etc.) that might affect the student. Although it is up to the individual to decide how much information they wish to share, it is important to remember that the more a counselor knows about the student, the more they can 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 caregiver and/or student.

## **GRADE LEVEL OVERVIEW OF PROGRAMS**

### **GRADE 9 PROGRAMS**

The counseling department's involvement with ninth-graders begins in the spring of the 8<sup>th</sup> grade year and with 8<sup>th</sup> grade caregivers at the high school's evening program in March. In mid-March, the counselors meet with all 8<sup>th</sup> graders in classroom groups to discuss course selection for grade nine and other topics about the high school. The spring component of the 8<sup>th</sup> graders' transition to high school is called "Step-Over Day" which consists of a visit to the high school, hearing from key figures, and taking a tour of the campus. During this afternoon, the 8<sup>th</sup> graders are given an opportunity to speak with our peer leaders as they tour the high school; these student mentors give the students a wide variety of information about the high school and its programs. Peer mentors will spend time with their assigned 9<sup>th</sup> graders in our ninth-grade seminar sessions throughout the first semester. The day before school opens is our 9th Grade Orientation for incoming ninth graders, as well as our transfer students. On this day, the ninth graders meet a number of our peer mentors, counselors, teachers, advisors, and administrators. In addition, they receive their schedules and have a personalized tour of the school led by peer leaders. 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 semester. Each ninth-grade student is part of a small group of 12-20 students who meet once during the eight-day cycle with a counselor and a few peer leaders. Counselors lead the first three sessions where the focus is on facilitating the transition to high school. Those sessions are followed by two study skills sessions with our Academic Center Coordinator, a check-in session with an administrator, and a handful of information literacy sessions co-taught by our school librarian and instructional technology specialist. Our seminar curriculum addresses the major issues of transition and adjustment to the high school. In addition, we focus on academic requirements, expectations, and the realities of our high school program; time management, and setting priorities are also addressed. By the end of 9th Grade Seminar, our ninth graders will be able to know and access resources and supports for themselves, whether they be for academic or social-emotional support.

Ninth Graders are encouraged to meet individually with their 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 disciplinary actions and report cards. Counselors do their best to monitor the progress of their 9<sup>th</sup> graders particularly closely, but if you are worried about your child's progress, the Academic Support Center might be a helpful resource for them.

During the second semester (usually in March), 9<sup>th</sup> graders are encouraged to connect with their counselor to discuss course selection. Counselors will remind students to make these appointments, but in the spirit of developing self-advocacy, we try to put the onus on students to follow through and schedule the appointments. If you are worried about your child's willingness or ability to do so, please contact your child's counselor to let them know. In these cases, we are happy to provide a little nudge until they become better self-advocates.

Parents/caregivers of ninth graders are encouraged to attend our monthly PTO CHAT Hour meetings, co-led by our principal, where we discuss a variety of topics. A list of the PTO CHAT Hour topics will be posted each year.

## **GRADE 10**

The counselor/student/family relationship continues to grow during the sophomore year as we meet with students to provide counseling, academic advising, 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). The PSAT is a test geared toward juniors, but sophomores are allowed to take it as well. We encourage a student to discuss this with their counselor and family.

During the course selection season in March, counselors meet with all sophomores in groups through the Sophomore Seminar Program to discuss course selection, self-discovery and career exploration, early future planning to-do's, and to preview the future planning process that formally commences in junior year. Graduation and testing requirements are reviewed, and students will be introduced to the Naviance Student and College Guidance Network programs.

## **GRADE 11**

All counseling activities, such as ongoing discussions between the student and the counselor, certainly play a large part in the life of an 11<sup>th</sup> grader. However, the major thrust of junior year, particularly after the 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, we tend to be very busy with 9<sup>th</sup> graders and 12<sup>th</sup> graders during the fall of any given year, so it can be difficult to give juniors as much time as they may like. That said, once we get into the second semester, the spotlight will turn to the junior class and we will begin spending a lot more time with them as they plan for their future (for the details of the future planning program, please refer to the section under "Future Planning"). In addition to the group seminars, 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 post-secondary options to investigate. Every year in late January, counselors host an evening webinar for caregivers of juniors which includes Q&A with a panel of admissions representatives. In addition, there is a follow-up caregiver program in March to discuss the “nuts and

bolts” of the future planning process and how to help your child navigate the process in a healthy manner.

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 their independence in earnest. There may be conflicts at home or changes in the way they relate to school. Continued communication with the counselor, both by caregivers and students, can help ease these pressures.

## **GRADE 12**

In senior year, the future planning decision-making process, college visits, employment/internship inquiries, gap year research, anxiety, expectations, excitement, acceptance, rejection, and the infamous "senior slump" all combine in a whirl of activity. Senior year sometimes brings about thoughts of new beginnings, and 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 the actual process will be. The counseling 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 caregivers are encouraged to take the initiative to make appointments with their child's counselor.

Counselors have a great deal of contact with their seniors, especially in the fall and early winter months. In addition to our numerous individual meetings, all seniors are scheduled to attend Senior Seminars offered during September and October. We welcome the opportunity to advise and encourage seniors and their caregivers through this busy, exciting, and sometimes turbulent time. Discussions might include issues such as separation from family and friends, social and academic pressures at college, substance use, healthy relationships, roommates, resources on college campuses, and coping techniques.

## **A TOPICAL OVERVIEW OF PROGRAMS**

### **PERSONAL COUNSELING**

Personal counseling, which is the foundation of our counseling 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. Because our students' mental health and social-emotional well-being are our top priorities, 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, further testing, or for other services in our school or with outside providers. It is up to the caregiver 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. A few times per year, we may work with outside agencies and Wayland Cares to provide evening programs that focus on mental health issues, such as substance abuse, managing stress, healthy relationships, or how to identify and address worrisome behaviors.

## ACADEMIC ADVISING

Students and caregivers 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 their best at the level that is appropriate for them. Teachers make recommendations regarding the appropriate level of study for their students, but the student and family have the final say regarding what course they actually sign up for. Students are encouraged to find the balance of taking the most challenging courses that they can manage successfully while also having time for extracurricular activities, friends, and family life, and true downtime to decompress.

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 (with more selective colleges looking for four years of each), and the more selective institutions want to see at least two to three years of the same world language as well.

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

## PROGRAM/SCHEDULE CHANGES

Program changes may be necessary at certain times during 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. Caregivers 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 schedule change is deemed necessary, the student must first discuss the possible change with the teacher and then with the counselor. The student will be responsible for getting the add/drop paperwork signed by their teacher, department heads, and their parents/caregivers, and then returning it to the counselor before any schedule changes will go into effect.

The courses offered are determined in the spring of the previous school year based on student's 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 open seats 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 policies 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 enter a semester course only during the first two weeks of the course.
2. Students may enter a year-long course only during the first four weeks of the school year and with Department Head approval. (This does not pertain to level changes. See #4 below.)
3. Students may not make any schedule changes during the last two weeks of any quarter.
4. Students must complete all level changes in the same subject by the end of the fifth week of the second quarter. Level changes require the approval of the Department Head.
5. If a student chooses to drop a course after 50% of the course has elapsed, a 'W' for withdrawal will be reflected on the student's transcript.

### **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 college admissions testing, counseling after the college decisions come in, and helping with transition issues. In addition to our caregiver programming, caregivers are encouraged to schedule an individual appointment with the counselor.

### **THE JUNIOR SEMINARS**

All juniors are scheduled to participate in Junior Seminars, which begin at the start of the second semester. 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. In addition, we discuss a variety of options for students besides college.



Each Junior will also have access to our “Naviance Student” program, our web-based career and college database program, as well as our CGN program (College Guidance Network). 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 several 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's recommendation is sent by the counselor to each college or program to which a student applies. This brief letter gives an insight into the student's personality, strengths and weaknesses, and particular learning styles. It also serves to clarify any discrepancies that may exist in the student's record and to explain any unusual circumstances.

This summary report (which sometimes can be partially in bullet form and partially in paragraph form) 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 the often elusive question, "What is this student *really* like?" both as a student and an individual.

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 caregivers to write a letter about their child for the counselor. The counselor's and teacher's letters are not shared with students or families. Recommendation letters are sent directly to the colleges or programs to which a student applies.

## **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 a 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 weigh each factor varies from school to school. The following list of criteria is *not* ranked in order of importance, although the first four 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. SAT or ACT 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 caregiver attend the school?)
10. Minority/cultural background
11. Special talents

## **APPLICATION DEADLINE POLICIES**

Caregivers and students must be aware of each college's application deadline policy. In general, colleges operate on a "regular," "early" or "rolling" decision basis (clarified below). More detailed information on procedures will be given to students during junior and senior seminars and at our Parent/Caregiver nights in junior and senior years.

### 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 and all students are informed at the same time.

### 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 must attend, and must withdraw all other applications they have filed. Early decision deadlines are usually November 1 or November 15 of senior year and students are notified by mid to late December. As this is a contract, early decision applications must usually be signed by the student, caregiver/guardian, and counselor. A student should apply early decision if they fulfill the following two criteria: (1) the early decision school is truly the student's first choice, and (2) the student is the best candidate they will be by the application deadline (transcripts will only include grades through the end of junior year). Counselors will always advise a students about this. A student who applies early decision may be accepted, denied admission, or deferred to the regular admission applicant pool. In the case of deferral, the early decision contract no longer applies.

### Early Action

Early action is also sometimes called Early Notification. 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 school they choose.

### Restrictive Early Action (also called Single Choice Early Action)

Some schools do offer this unique early option, which is a hybrid 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). Applicants are expected to sign a statement that they agree to file only one early application. 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 via regular or rolling decision if they so desire. As with any early plan, students and caregivers 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 October 15 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 colleges visiting is available through Naviance, as well as on the WHS website under announcements.

Caregivers should encourage 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 counseling 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 caregivers 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 the Counseling Office. These include locally sponsored Wayland Scholarships. In addition, scholarship information is regularly posted on the Naviance Student website, and there are some great scholarship process guidance and informational resources on our CGN School website as well.

Caregivers interested in need-based financial aid should file the FAFSA (after October 1) and, (if necessary), the CSS Profile in January of their student's senior year. Our office provides resources to families related to financial aid. Watch for details in the Principal's E-News and our Counseling Department's communications throughout the year.

## **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 Student program, CGN School, 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/<br>National Merit Scholarship Qualifying Test (NMSQT) |
| SAT        | - Reasoning Tests (formally called SAT I)   |
| 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 place undue pressure on these students. Sophomores and/or their caregivers 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.

## **The SAT**

The SAT Test is a 4-hour exam, primarily multiple-choice, that measures critical reading, math and writing abilities. The new SAT includes a reading section, a writing/language section and a math section. There is also an optional writing test that many colleges and universities are requiring. 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 and/or individual colleges 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 Test and for the Subject Area Tests. Many colleges require the SAT for admission, however, many schools 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.

## **The ACT**

The American College Test Assessment is an alternative to the SAT as a standardized test of aptitude and achievement, which most colleges 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 online at [www.actstudent.org](http://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.

## **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. Visit this [TOEFL link](#) for more information.

## **STUDENT RECORDS**

The Counseling 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 before 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. Graduating seniors are given the remaining material in their cumulative folder during the Senior Sign-Out process. Following Student Records Regulations, cumulative folders that are not collected by graduating seniors are destroyed one year after graduation.

## **THE ROLE OF THE COUNSELING DEPARTMENT ADMINISTRATIVE ASSISTANT**

The counseling administrative assistant plays an important role in the operation of the Counseling Department. Students and caregivers interact with her frequently, as they can answer many questions regarding scheduling, records, test registration, and other counseling 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 counseling office services. The procedures to follow in working with the administrative assistant are delineated below:

Appointment Making - Students and caregivers 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 and disruptive to a student's school day.

College Representative Visits - Students must complete a College Visit Permission Form and get their teacher's signature excusing them from classes *at least 24 hours in advance* to meet with college representatives who are visiting the high school. The administrative assistant coordinates the college visits and posts 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 ALERT 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. Referrals should be made through your child's assigned counselor or directly to her.

### **TRANSITIONS/SCHOOL ADJUSTMENT COUNSELOR**

The Wayland High School Transitions Program is now in its sixth year. The purpose of this program is to provide transitional academic and emotional support for students who have experienced 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, 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. Referrals should be made through your child's assigned counselor or directly to the Transitions Counselor.

### **CLINICAL COUNSELOR**

The Clinical Counselor assists students with academic learning and general wellness by providing strategic interventions that identify and address the social, emotional, and environmental issues that interfere with the educational process. Working with caregivers/guardians, teachers, school administrators, and community-based resources, the school clinician implements strategies that promote students' positive school adjustment and

overall well-being. Similar to our School Adjustment and Transitions Counselor, our Clinical Counselor will be involved with providing interventions to students and families in need of additional support. The Clinical Counselor teams with the other counselors to provide additional support to students regarding their social, emotional and behavioral well-being. Referrals should be made through your child's assigned counselor or directly to the Clinical Counselor.

## **ACADEMIC CENTER**

The Academic Center is open to all students in 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, study skills support, and more. The Academic Center is an excellent resource for all our students.

## **CASE CONSULT TEAM (CCT - Formerly our Student Study Team or SST )**

The Case Consult Team is the formal, pre-referral process group at Wayland High School. The permanent members of the Team are the Assistant Principals, the Counseling Department Coordinator, the Special Education Department Coordinator, School Adjustment Counselors, and the Clinical Counselor. The team serves as a resource for pre-referral conferencing for at-risk students. Teachers, School Counselors, and caregivers (via their child's counselor) all may make referrals at any time to the Case Consult Team. At the CCT meeting, the counselor presents concerns from students, teachers, and/or caregivers. A determination will then be made as to whether options can be implemented within the regular education program and/or through our START program (Student-Teacher Action Response Team), which works to track and suggest further interventions.

## **SUPPORT GROUPS**

Counselors will run groups on an as-needed basis whenever possible. For example, an 11<sup>th</sup> and 12<sup>th</sup> grade girls group has been offered in the past, as well as stress reduction sessions, social skills groups, and Snack and Relax on Wednesdays, a stress reduction and mindfulness group.

## **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 caregivers often utilize counseling and consultation services to alleviate problems that 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 caregiver groups on a variety of topics related to adolescent development, caregiving, 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 caregivers may call the office directly at 508.358.4293, or ask for a referral through their school counselor.

## **COUNSELING DEPARTMENT CONTACTS**

**Phone No.: 508.358.3706, 3707**

**Fax No.: 508.358.8012**

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