

LYNNFIELD HIGH SCHOOL



Guidance and Counseling Department

DEVELOPMENTAL MODEL

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In accordance with Lynnfield High School's mission to produce graduates with foundation knowledge and fundamental skills necessary for productive citizenship and the Massachusetts School Counselors Association Model, the Guidance Department of Lynnfield High School has created the following developmental model to help guide students throughout their high school career.

8th Grade

The importance of a smooth transition from middle school to high school is essential to a student's academic, developmental and emotional well being. In order to facilitate this transition and alleviate issues of stress that can become impediments to optimal progress the guidance counselors will:

- Meet with the 8th grade students in a large group setting in early February to explain high school graduation requirements and post-secondary options and their requirements with an emphasis placed on the importance of selecting the most challenging schedule possible beginning in the 9th grade. Each student is given a course selection sheet and a Program of Studies book to review prior to this large group meeting. At this assembly, the counselors conduct a power point presentation that explains the various courses that are available to 9th graders as well as the different pathways in each subject area. Much attention is paid during this presentation to maintaining a path that will maximize the individual student's options for their post-secondary experience. The counselors stress the need for each student to dedicate themselves to putting forth a strong effort throughout their high school career thereby producing a strong grade point average and a corresponding rank in class that will assist them in maximizing their options upon graduating from Lynnfield High School.
- Organize and host a morning information session as part of annual "Breakfast With Guidance" program in early February that addresses the course selection process for all parents.
- Speak at a Course Selection Evening for parents in mid-February that details not only the course selection process for the parents of incoming ninth graders but also addresses various issues pertaining to the high school experience. These topics typically range from the differences between the demands of an honors course compared to a college preparatory course, the role of the grade point average and the demands placed on the new high school student by extra curricular activities.

- Coordinate shadowing opportunities for students who are attending eighth grade at either private schools or other public school systems and are considering entering Lynnfield High School for ninth grade.
- Meet with the eighth grade school psychologist to assist them in working with the eighth grade students as they complete their course selection sheet.
- Assist the high school administration with the annual “Move Up Day” program for eighth graders that provides them an opportunity to follow a shortened version of their new high school schedule.
- Produce and update “The Freshman Survival Guide” which contains important information concerning the high school and is given to each eighth grader on “Move Up Day”.

9th GRADE

The demands of the first year of high school requires students to consistently improve on their study skills, organizational skills, time management skills and work habits. Ninth graders typically need guidance on academic and personal matters while at the same time striving towards developing their own independence, accountability and personal style of learning. Students learn that the amount of effort they devote is directly correlated to their success both in and out of the high school classroom as they grow to realize that they are solely responsible for their decisions and outcomes. In order to better guide these new high school students through this developmental phase counselors will:

- Meet with students in small groups early in the first academic quarter of the school year to re-introduce themselves, explain the appointment procedure, define their roles, review graduation requirements and college requirements, identify the “important” people/places in the building and review extra-curricular activities.
- Organize and host an evening program for the parents of ninth graders in mid-October whose purpose is to introduce the counselors to the parents and support the issues that were covered in the classroom meetings that the counselors held with the freshmen.
- Organize and host a morning information session as part of annual “Breakfast With Guidance” program in early October that provides interested parents with a “refresher” course on how the high school works. Successful strategies that families and students can implement to insure that the new school year starts off with positive steps are shared with the parents by the counselors.
- Meet with freshmen on a 1:1 basis to begin to establish a relationship with the student.

- Meet with each freshman 1:1 at the end of March to review course selections and verify that each student is enrolled in the appropriate classes regarding levels and graduation requirements.
- Meet with freshmen in small groups early in the fourth academic quarter of the school year to afford the ninth graders an opportunity through discussion to reflect on their initial year of high school as they prepare for sophomore year.

10TH GRADE

During their sophomore year, students should continue to maximize their future options through a series of positive and appropriate choices surrounding their high school day both in and out of the classroom. By doing so, the tenth grader can come to better assess their personal interests and strengths as they formulate their future choices. By continuing to foster a strong relationship with their counselor and by the use of interest inventories that will combined to aid the tenth grader in coming to understand their own individual qualities, education and/or training that will be necessary to achieve their future goals, each student can begin to identify potential careers and post-secondary/collegian areas of interest. In order to better guide these second year high school students through this developmental phase counselors will:

- Strongly encourage sophomores to take the PSAT exam in October. Those who do take this exam will be part of a small group presentation in December to review and explain the results of the exam.
- In March of the tenth grade year, the counselors present the Mass CIS (Career Information System) to all sophomores in a small group setting.
- Link the Occupational Outlook Handbook (www.bls.gov/oco/) of the United States Department of Labor with the Mass CIS (Career Information System) with the sophomores in a small group setting.
- Organize and host an evening program for the parents of tenth graders in mid-March whose purpose is to support the issues that were covered in the classroom meetings that the counselors held with the sophomores.
- Meet with sophomore on a 1:1 basis to continue to reinforce the lessons that were gained through the small group presentation.
- Meet with each sophomore 1:1 at the end of March to review course selections and verify that each student is enrolled in the appropriate classes regarding levels and graduation requirements.

11TH GRADE

Post-secondary planning is the primary focus of the counselor and student during the junior year. Students, working in concert with their counselor, strive to identify post-secondary institutions and careers that align with their personal preferences, skills and educational background that have been explored during the freshman and sophomore years. The importance of assuming responsibility for their own search and the imperativeness of planning, organization and adhering to a timeline is stressed numerous times by the counselor to the student. In order to insure that each junior remains focused and organized when working toward these goals, the counselors:

- Strongly encourage all juniors to take the PSAT exam in October of their junior year.
- Organize and host a morning information session as part of annual “Breakfast With Guidance” program in early winter that provides interested parents with detailed information regarding the NCAA regulations that govern athletic participation in college.
- Meet with each junior in a small group setting in December to return and review their PSAT results and make recommendations for test taking schedules and strategies.
- Meet with the juniors twice in a small group setting in late January to initiate the post-secondary search and selection process and introduce the Naviance program.
- Organize and host an evening program for the parents of eleventh graders in early February whose purpose is to support the issues that were covered in the classroom meetings that the counselors held with the juniors.
- Organize and host a morning information session as part of annual “Breakfast With Guidance” program in early spring that provides interested parents with detailed information regarding the college search and selection process.
- Meet with each junior 1:1 at the end of March to review course selections and verify that each student is enrolled in the appropriate classes regarding levels and graduation requirements.
- Meet with each junior on a 1:1 basis to assist the eleventh grader in formulating their own lists of colleges, technical school and/or jobs that the student should research. Later in the student’s search, the counselor will rate each college as either a reach, reality or a safety option given the individual student’s credentials. The application process, the standardized testing schedule and the importance of both the Common Application as well as visiting college campuses are discussed. The counselor will meet individually with each junior a minimum of three times in the spring of the junior year to formalize the junior’s post-secondary plan.
- Organize and host “The College Rep. Panel” an evening program for the parents in mid-May whose purpose is to provide the families of Lynnfield with an opportunity to be part

of a discussion held by representatives of eight colleges/universities that traditionally draw from LHS students concerning the college search and selection process.

- Distribute electronically throughout the school year a monthly newsletter as part of the high school principal's newsletter to high school parents that reiterates all information covered during the year as well as posting reminders to families concerning standardized testing dates and scholarships.

12TH GRADE

Post-secondary planning continues to be the primary focus with additional attention paid to the financial aid process and scholarship opportunities. Seniors are constantly reminded to assume the responsibility of seeing to their own application deadlines and needs and yet are provided with constant support by the counselors as well as the secretarial staff of the Guidance Office. Students are strongly encouraged to immediately pursue securing letters of recommendation from their classroom teachers and well as seeking input in regards to their college essay from their English teacher. The post-secondary selection and application process is initiated well before school begins in September and continues through May when seniors typically receive their letters of acceptance, financial aid packages, military enlistments, vocational school placements or enter the work force. In order to assist members of the senior class to balance the work necessary in order to put together both application and resumes, yet at the same time insuring that the individual student continues to assume the responsibility for maintaining the highest quality in all that the senior is involved with, the counselors will:

- Distribute electronically throughout the school year a monthly newsletter as part of the high school principal's newsletter to high school parents that reiterates all information covered during the year as well as posting reminders to families concerning standardized testing dates and scholarships.
- Meet with each senior on a 1:1 basis beginning in early September and continuing throughout the senior year to assist the twelfth grader in finalizing their own lists of colleges, technical schools and/or jobs that the student will be applying to. At this point in the student's selection process, the counselor will rate each college as either a reach, reality or a safety option given the individual student's credentials and stress the reality of their situation to the senior. The application process, the imperative nature of application deadlines, the standardized testing schedule and the role of the Common Application are discussed.
- Meet with the seniors twice in a small group setting in mid September to detail the post-secondary application and career transitioning processes as well as the College Rep. Visit Program. The counselors will explain in great detail to the twelfth graders the Guidance Department's process for sending copies of the student's official high school transcripts to post-secondary institutions.

- Organize and host an evening program for the parents of twelfth graders in late September whose purpose is to support the issues that were covered in the classroom meetings that the counselors held with the seniors.
- Coordinate with college admissions representatives as well as representatives of the armed forces for visits to LHS to meet with seniors in a small group setting in the main Conference Room.
- Host a Financial Aid Night in late November to explain the FAFSA and CSS Profile forms.
- Organize and host the “On-The-Spot” Admissions Program for North Shore Community College in December at LHS. Those seniors who enroll in this program will bring a completed application to the Guidance Office, sign up for an appointment with the admissions representative from the particular institution and meet with the admissions representative who will either offer admissions to the senior “on-the-spot” or provide the student with strategies to enhance their candidacy at the institutions at a later date.
- Meet with seniors throughout the course of the twelfth grade year in order to assist the senior in finalizing their college and career plans, review financial aid packages and forward any necessary documentation to the post-secondary institution.