

# Hingham High School



**School Counseling  
Department  
Handbook  
2013 – 2014**

Dear Parents,

You are the most important and influential people in your children's lives. Your children need you to be interested and involved in their activities, their academic progress, and in the planning of their futures. For many students, trying to figure out what to do after high school is confusing, difficult, and sometimes overwhelming.

This booklet is designed to give you the basic information you need to guide and advise your children as they begin their high school career. This booklet is not designed to provide the answers to all questions or to address the needs of all students. For answers to individual questions, or for personalized advice, talk to your son or daughter's counselor.

Jessica Gawel  
Bianca George  
Erin Krall  
Kelly McPeck  
Cheryl Rapoza  
Heather Rodríguez

Hingham High School Telephone #s  
781-741-1560

- option 1: main office, administrators, & department chairs
- option 2: to report an absence
- option 3: school counseling, school psychologist, adjustment counselor
- option 4: school nurse
- option 5: athletic department
- option 6: department chairpersons
- option 7: continuing education
- option 8: support services
- option 9: directions

It is the policy of the Hingham Public Schools that all programs, activities, courses of study, and employment opportunities are offered **without** regard to race, color, sex, religion, national origin, sexual orientation, gender identity or disability.

School Counseling Department Confidentiality Guidelines

Confidentiality is an important part of the work school counselors and school adjustment counselors do with their students. In our offices, what is said to a counselor stays with a counselor. However, there are exceptions to confidentiality as required by law and/or ethical standards. In these instances parents or guardians will be notified. In addition, the Department of Children and Families, the police or mental health providers will be notified by counselors as necessary. Exceptions include the following.

Harm to self or Others

This includes students who report a plan to harm themselves or others or a plan that puts the safety of others at imminent risk.

### Abuse or neglect

If a student speaks with a counselor about abuse (physical, emotional, verbal, sexual, or other) whether to themselves or to another minor, it is required by law that a counselor report the abuse to the Department of Children and Families and possibly the police. If a student tells a counselor about an abuse case that has already been addressed by DCF or the police, there may still be a need to make a report.

### Court or Other Legal Proceedings

By law if a counselor is subpoenaed information is not guaranteed to be kept confidential. Counselors will always do the best to reveal as little as possible in a legal setting. However, counselors must cooperate with the police, DCF and the courts, as required by law.

### School Counselor Assignments

<u>Class</u>	<u>Last Name</u>	<u>Counselor</u>
<u>2014</u>	A—Berger	Ms. Rodríguez
	Bergeron—Doggett	Ms. Gawel
	Donlan—I	Ms. Krall
	J—McCullough	Ms. McPeck
	McDonnell—Saran	Ms. George
	Schofield—Z	Ms. Rapoza
<u>2015</u>	A—Benoit	Ms. Rodríguez
	Berkin—Doyle	Ms. Gawel
	Droster—I	Ms. Krall
	J—Morris	Ms. McPeck
	Murphy—Rowley	Ms. George
	Ruggiero—Z	Ms. Rapoza
<u>2016</u>	A—Beals	Ms. Rodríguez
	Bearden—D	Ms. Gawel
	E—I	Ms. Krall
	J—Menesale	Ms. McPeck
	Messina—Russell	Ms. George
	Ryan—Z	Ms. Rapoza
<u>2017</u>	A—Bellomy	Ms. Rodríguez
	Bieling—Devine	Ms. Gawel
	M. Diersch—Hemmings	Ms. Krall
	Hennessey—Maynard	Ms. McPeck
	McAuliffe—Redman	Ms. George
	Ricciardelli—Z	Ms. Rapoza

# Hingham High

**Principal:**

Dr. Paula Girouard McCann  
Administrative Assistant—Jayne Skinner

**Main Office Administrative Assistant:**

Monica Black

**Assistant Principals:**

Jennifer Henriksen (A - K)  
Richard Swanson (L - Z)  
Administrative Assistant—Marilyn Player

**Department Chairpersons:**

English—Helaine Silva  
Foreign Languages—Susan Keyes  
School Counseling—Heather Rodríguez  
Math—David Jewett  
Science—Katherine Roberts  
Social Studies— James Kirkcaldy

**School Counselors:**

Jessica Gawel  
Erin Krall  
Kelly McPeck  
Bianca George  
Cheryl Rapoza

**School Counseling Assistants:**

Martha Robinson  
Colleen Houde

**School Adjustment Counselor:**

Kevin Lalli

**School Psychologist:**

Stephen Centerrino

**Athletic Director:**

Margaret Conaty

## Daily Schedule

Supervised Classrooms                      7:48 – 8:00  
Block 1            8:00 -8:57  
HR                8:57 – 9:00  
Block 2            9:04 – 10:01  
Block 3            10:05 – 11:02  
Block 4            11:06 - 12:30 (includes lunch)  
    Lunch 11:06 - 11:29 Class 11:33 - 12:30  
    Class 11:06 - 11:33 Lunch 11:36 - 11:58 Class 12:02 - 12:30  
    Class        11:06 - 12:03    Lunch 12:07 -12:30  
Block 5            12:34 - 1:31  
Block 6            1:35 - 2:32

## Schedule of Meetings

Day 1	A	B	C	D	E	F	(no G)
Day 2	A	B	C	D	E	G	(no F)
Day 3	A	B	C	D	F	G	(no E)
Day 4	A	B	C	E	F	G	(no D)
Day 5	A	B	D	E	F	G	(no C)
Day 6	A	C	D	E	F	G	(no B)
Day 7	B	C	D	E	F	G	(no A)

## FRIDAY MORNING SCHEDULE

On Fridays following homeroom, there is a nine-minute television broadcast highlighting the week's activities.

Block 1            8:00 -8:54  
HR                8:54 – 8:57  
Television broadcast 8:57 –9:06  
Block 2            9:10 – 10:04  
Block 3            10: 08 – 11:02  
The rest of the day remains the same.  
Afternoon Detention: 2:40 p.m. - 3:20 p.m. (except Wed.)  
Extra Help: 2:32 - 3:02 p.m. (except Wed.)

## Transportation

Students are notified in August of their bus number, pick-up time, and location. If you have questions regarding the transportation schedule, please contact the Transportation Department at 781-741-1510.

**What Can I do for fun?**  
**A list of Student Clubs and Activities**

American Field Service (AFS)  
Amnesty International Club  
Best Buddies  
Biology Club  
Debate Club  
Drama Club: Fall Musical, Festival, Thespians  
French Club  
Gay-Straight Alliance  
Harborlight Newspaper  
Latin Club  
Math Team  
Model UN  
Music - - Band & Jazz Band  
Choral Spectrum  
Chamber Orchestra  
National Honor Society  
Oceanography Club  
Outer Limits Literary Magazine  
Peer Mediation  
Senior Video & WHHS TV  
Spanish Club  
Students Against Destructive Decisions (SADD)  
Student Council  
Student Facilitator Program  
Volunteer Club  
Yearbook

**Go to: [hinghamschools.com](http://hinghamschools.com) for names  
of advisors and more information**

### **Who is my son or daughter's counselor?**

As your son or daughter enters high school, they will be assigned to a school counselor based on the first letter of their last name.

The school counselor is the one person at Hingham High School who will work with your son or daughter during the entire time they are in high school. Teachers, coaches, even club sponsors change from time to time, but your son or daughter will stay with the same school counselor for all four years.

What is the role of the school counselor? All students will see their school counselor for required tasks such as receiving orientation information, registering for classes, planning their high school curriculum, obtaining college and career information, and scheduling special tests.

Keep in mind that the school counselor is here to help your son or daughter be the best student that they can possibly be. No one can think very clearly about a math equation or remember a foreign language when a problem is troubling him or her. Counselors are trained to help students deal with the upsetting issues that can arise during high school. Your son or daughter may have a quick question or a long story to tell. Either way, their school counselor is here to listen and to help them find answers to their questions.

**Remember:** The school counselor will get to know your son or daughter faster if they stop by and say "hi" now and then. School counselors are located in the school counseling office.

#### Possible reasons to see the school counselor:

- \*having difficulty with a class--it's too hard or too easy
  - \*need a schedule change
- \*having difficulty getting along with teachers, parents, friends, boyfriend, girlfriend, and/or family members
  - \*wanting help communicating with parents
  - \*wanting help dealing with personal issues
    - \*wanting help selecting colleges
  - \*having problems attending school regularly
- \*wanting to share GOOD NEWS OR A MAJOR ACHIEVEMENT

Students can add any reason to this list. Whenever there is a question that they want to ask or an issue that they want to discuss, encourage your son or daughter to drop in and see their school counselor.

## Athletics

Athletic Director: Margaret Conaty  
Administrative Assistant: MaryEllen Holler  
Phone Number: 781-741-1560, option 5

### Fall Sports

#### Cross Country

Boys  
Girls

#### Field Hockey

Girls Varsity  
Girls J.V.  
Freshmen Girls

#### Football

Boys Varsity  
Boys J.V.  
Freshmen Boys

#### Soccer

Boys Varsity  
Boys J.V.  
Freshmen Boys  
Girls Varsity  
Girls J.V.  
Freshmen Girls

#### Golf

Boys

#### Volleyball

Girls Varsity  
Girls J.V.

#### Dance Team

### Winter Sports

#### Basketball

Boys Varsity  
Boys J.V.  
Freshmen Boys  
Girls Varsity  
Girls J.V.  
Freshmen Girls

#### Gymnastics

#### Ice Hockey

Boys Varsity  
Boys J.V.  
Girls Varsity  
Girls J.V.

#### Winter Track

Boys  
Girls

#### Wrestling

Boys Varsity

Boys J.V.

#### Ski Team

Boys & Girls

#### Swimming

Boys & Girls

#### Dance Team

### Spring Sports

#### Baseball

Boys Varsity  
Boys J.V.  
Freshmen Boys

#### Lacrosse

Boys Varsity  
Boys J.V.  
Freshmen Boys  
Girls Varsity  
Girls J.V.  
Freshmen Girls

#### Softball

Girls Varsity  
Girls J.V.

#### Golf

Girls

#### Tennis

Boys Varsity  
Boys J.V.  
Girls Varsity

Girls J.V.

#### Track and Field

Boys & Girls

#### Sailing

Boys & Girls

#### Rowing

Boys & Girls

# What to do when....

## Problem/Need

## Solution

Absent for less  
than 3 days

Upon your return to school, bring a note from your parent to your assigned assistant principal's office. Make every effort to get homework from a friend.

Absent for more  
than 3 days

Call your assistant principal's office at 741-1560 for homework assignments. Upon your return to school, bring a note from your parent to your assigned assistant principal's office.

Arriving late or  
leaving early

Check in at the assistant principal's office. Always bring a note from your parent dismissing you or explaining your tardiness.

Appointment during  
school hours

Bring in a note the day of dismissal.

Illness/Injury

Ask your classroom teacher to excuse you to go to the nurse's office.

Need tutoring or  
help with a class

First, get extra help from your teacher. If you still need additional help, ask your school counselor for the names of appropriate tutors.

Problem with a  
teacher

Discuss the problem after school with the teacher. If you feel you can't approach the teacher by yourself, see your school counselor or the assistant principal for help and/or suggestions.

Scheduling Problem—  
add or drop a class

See your school counselor before, during, or after school or during a study hall.

Want to join a club,  
team, or activity

See the advisor of the club (included on page 3) or one of the officers or captains.

To attend a dance  
or activity

Buy your ticket in advance. Most tickets are sold during lunch and sell out very fast....so don't wait!

Lost books,  
valuables, or other  
articles

Check in the main office.

# What to do when....

## Problem/Need

Problem with locker

## Solution

Report the problem to Mrs. Henriksen's office.

Hungry

You will be assigned to eat lunch during one of three lunch periods. During lunch, various items are offered from a full hot lunch to a salad, sandwich, and snack food. You can also add to the lunch you brought from home.

Problems with other students and/or threats/harassment

See your school counselor, assistant principal, a teacher, or the principal.

Problems with parents, stress, anxiety, etc.

See your school counselor.

# The Basics...

## Requirements for Graduation and Promotion

1. A minimum of 110 credits is required for a diploma.
2. Credits are earned for courses taken in grades 9 through 12 only.
3. A student must earn a minimum of:
  - a. 20 credits in English
  - b. 15 credits in mathematics
  - c. 15 credits in science
  - d. 15 credits in social studies (United States History must be included)
  - e. 10 credits in the same foreign language
  - f. 5 credits in physical education plus physical education requirement for junior and senior year\*\*\***See page 42 in the Program of Studies**
  - g. 2.5 credits in fine or applied arts
  - h. 2.5 credits in computer applications (or pass a proficiency exam)

4. As of this publication, Massachusetts requires all students to pass the English/Literature Arts, Math, and Science components of the Massachusetts Comprehensive Assessment Survey (MCAS) prior to graduation.

Seniors taking three or more Advanced Placement courses are required to carry a minimum of 20 credits. All other students must carry a course load of at least 30 credits.

Minimum credits for class standing

Minimum credits to become a sophomore: 25

Minimum credits to become a junior: 50

Minimum credits to become a senior: 75

**Levels and Groupings**

At Hingham High School, certain departments are organized by levels. Where levels exist, classes are more homogeneous in terms of student enrollment, i.e., the students in each level have similar records of achievement/skill. In all other courses, the enrollments are heterogeneous.

Level 1: With the exception of AP U.S. History, World History, Biology, and Music Theory, Advanced Placement is available to SENIORS ONLY: Advanced Placement courses are recommended for seniors who have demonstrated exceptional academic achievement. These courses involve considerable enrichment and acceleration as well as extensive homework requirements. Summer reading and/or project requirements are an integral part of each course. To receive AP credits, the AP exam must be taken; a fee is required for each exam.

Level 2: Advanced/Honors Level: Advanced courses are available for students capable and desirous of a high level of academic challenge. These courses involve extension and acceleration and require self-motivation and the ability to do independent work. Summer reading and/or projects are required in English and social studies in grades 9 – 12, biology in grade 9, and chemistry in grade 10.

Level 3: Upper Standard: Level 3 courses prepare students for all colleges and universities except those listed in *Barron's Guide* as most competitive. These courses require a strong commitment to high academic standards and daily completion of extensive homework is expected.

Level 4: Standard: Standard courses are available to strengthen fundamentals required for junior colleges, business, specialized schools, and employment.

A note about level changes: If a course level is too difficult or is not challenging enough, upon discussion with the appropriate Department Chairperson, a change in level may occur. If a level change does occur, the grade received in the prior level will be adjusted up or down by ten points for the purposes of calculating the student's GPA.

## Grade Point Average

Hingham's system of calculating grade point averages (GPA) is derived from the guidelines of the National Association of Secondary School Principals. A student's GPA is cumulative, and it is computed at the end of the fifth, sixth, seventh, and eighth semesters. The GPA is based upon the weighted averages of all leveled courses in the five major academic areas (English, history, math, science, and foreign language) completed while in attendance at HHS as well as all Advanced Placement courses. Students transferring into HHS will be given the option of including grades earned at the previous high school(s) in the calculation of the student's GPA.

Hingham High School does not rank students nor does it provide colleges or universities with class rank information. Designations of class valedictorian and salutatorian will be awarded to the two seniors with the highest grade point averages. Students who are not enrolled at HHS for the final four consecutive semesters of high school (all of junior and senior years) will not be considered for these designations. Class valedictorian and salutatorian will be selected after the seniors' final grades have been established.

The following point value table lists the weighted value according to Level and is used for computing the grade point average:

Level:	AP	L2	L3	L4
A+	4.66	4.166	3.66	3.166
A	4.5	4	3.5	3.0
A-	4.333	3.833	3.333	2.833
B+	4.166	3.666	3.166	2.666
B	4.0	3.5	3.0	2.5
B-	3.833	3.333	2.833	2.333
C+	3.666	3.166	2.666	2.166
C	3.5	3.0	2.5	2.0
C-	3.33	2.833	2.333	1.833
D+	3.166	2.666	2.166	1.666
D	3.0	2.5	2.0	1.5
D-	2.833	2.333	1.833	1.333
F	0	0	0	0

Ex: A grade of "B" in level 3, U.S. History would receive a weight of 3.0

## Honor Roll and High Honor Roll

### Honor Roll Requirements:

1. A student must receive a cumulative average of 3.00 (B) in all subjects.
2. All students except for those in the construction technology or work-study program must have a minimum of five major subjects to be considered for the honor roll. Students in those two programs must carry at least three other courses that meet six times each cycle. Seniors who have three A.P. courses plus one other major course will be considered for the honor roll.
3. A grade of C- or below in any subject will eliminate a student from consideration for honor roll status.

### High Honor Roll Requirements:

1. A student must receive a cumulative average of 3.7 (A-) in all subjects.
2. All students must have a minimum of five major subjects to be considered for the high honor roll. Seniors who have three A.P. courses plus one other major course will be considered for the high honor roll.
3. A grade of B- or below in any subject will eliminate a student from consideration for high honor roll status.

\*\* Honor Roll and High Honor Roll are determined after each academic quarter.

\*\* Regardless of the course level, Honor Roll and High Honor Roll are determined using the following scale:

<u>Grade</u>	<u>Points</u>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0

## **The Student Transcript**

A transcript is a portion of the student's cumulative record. A transcript from Hingham High School contains the following information:

1. Courses, final grades, and credits for each grade level completed, beginning with grade 9
2. Yearly GPA and cumulative GPA
3. Graduation date

All college applications and many scholarship applications request that a transcript accompany the application. A student's transcript provides the college admissions and scholarship committees with important objective data.

Most colleges and scholarship committees request an official transcript, which means that the transcript includes the school counselor's signature as well as Hingham's school seal. An unofficial transcript is exactly the same as an official transcript, except there is no official signature or seal. A student or parent can request an unofficial transcript for personal use, such as a college visit, by calling or stopping by the high school counseling office.

## **The School Profile**

In addition to the transcript, Hingham High School has a school profile. This document includes pertinent information on the community and the school such as the size of the school, the percentage of students who go on to college, the average SAT scores of the previous graduating class, and information on how GPA is calculated.

While the transcript provides colleges and/or scholarship committees with information about the student, the school profile provides information about Hingham High School.

## **Standardized Testing**

Standardized testing for college is an issue that generates many questions and much anxiety. Although the importance of test scores varies from college to college in the admissions process, colleges that require standardized tests use them as a means of comparing students to other college-bound seniors in the country. The institutions that weigh test scores most heavily are large universities, where a score might make the difference between acceptance and denial. Most other colleges, including some of the most selective colleges, accept students with a broad range of scores. The following paragraphs cover the testing topics that most often generate questions in students' minds.

### **College Entrance Examination Board (CEEB) Code and ACT Code**

**221000** is Hingham High School's CEEB Code. This number will be needed for all test registration forms and for college applications. If you give this number on forms, your scores will be sent to Hingham High School. Scores are helpful in predicting admission to colleges.

## Testing Requirements

It is important to know the testing requirements at the colleges to which you apply. It is the student's responsibility to be aware of registration deadlines and in the senior year to have test scores sent directly to colleges from the testing service. This can be done when registering by phone, on line, or by filling out a card available in the School Counseling Office.

Students may register for the SATs on-line at [www.collegeboard.com](http://www.collegeboard.com). Students with disabilities in need of extended time will need their SSD code number in order to register on-line.

**Remember:** The SAT Program does not even begin to measure motivation, creativity, artistic skills, kindness, decency, sense of humor, and other human qualities that colleges take into account when admitting students.

## General Testing Sequence for Hingham High School Students

### PLAN

On the same day as the PSAT is given for high school juniors, the high school will offer a PLAN assessment for all Hingham High School sophomores. Given on a voluntary basis, the two-hour PLAN assessment is designed to give 10<sup>th</sup> grade students an edge in planning and preparing their future academic and career goals.

Academic tests in English, mathematics, reading, and science reasoning; an interest inventory; a study skills assessment; and a student information section comprise the PLAN program. The comprehensiveness of PLAN enables counselors to assist 10<sup>th</sup> graders with academic and career planning during a critical phase of their high school education.

October of  
Sophomore  
Year

Prior to the exam, counselors will review with all sophomores the registration deadlines and fees. School counselors will distribute this information at the beginning of October.

### PSAT / NMSQT

The PSAT/NMSQT is a national test, which is administered by all high schools in October. The PSAT is divided into three sections -- verbal, math, and writing -- and takes two to three hours to complete. College bound juniors should take the PSAT for a number of reasons:

- 1) It is good practice for it gives the SAT and students an indicator of how they will score on the SAT.
- 2) Students can see how they compare to other college bound juniors.
- 3) Students can determine if there is an area in which they need additional study.
- 4) Students whose scores are exceptionally high are recognized by the National Merit Foundation.

October of  
Junior Year

Students will receive information about this test in the fall. When registering for the PSAT, students are given a Student Bulletin, which contains test-taking tips and a practice test. The results of the test are available in mid-to-late December. When students receive their scores, they also have their original test booklet returned to them. In addition to the actual scores, each student receives a score report, which provides a detailed picture of one's performance on the test, question by question. School counselors and teachers will help you interpret this data.

## **MCAS**

The law requires that students earn a Competency Determination as a condition for high school graduation. Beginning with the class of 2010, The Competency Determination will be awarded to students who pass the grade ten MCAS English language arts, mathematics, and science tests.

If your child needs additional chances to pass any section, he or she will be able to take the tests up to four more times before the end of twelfth grade, and will have additional opportunities after high school as well. Students who perform very well on the MCAS and in other academic areas may receive a Certificate of Mastery or may even qualify for a scholarship from the Commonwealth granting free tuition at Massachusetts' state colleges.

Spring of 10 <sup>th</sup> Grade ELA & Math and Upon Completion of Biology
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## **SAT Reasoning Test May or June of Junior Year**

The SAT Reasoning Test is comprised of three sections: Critical Reading, Math, and Writing. Scores range from 200 to 800 for each section. The highest possible combined score is 2400. Since the addition of the Writing section is fairly new (2006), many colleges have not yet determined how they will evaluate scores on the writing section. Students should check with each college or university in which they are interested to determine how the institution will use the Writing score. Since there is a slight penalty on all sections for each wrong answer, a student should leave a question unanswered if he or she has no idea what the answer is. If one or more answer choices can be eliminated, however, the student should make an "educated" guess. Students should take the SAT once in junior year (May or June) and if necessary, once in senior year (October or November).

**SAT Subject Tests**  
**May or June of Junior Year**

SAT Subject Tests are tests which some of the more competitive schools require. The SAT Subject Tests test a student's knowledge in 18 subject areas including: English, math, science, history, and world languages. Students generally choose two or three. Students should check to see if any of the colleges they are considering require Subject Tests for admission or placement. Students should see their school counselor for registration forms and additional information.

The general recommendation for the sequence of SAT II tests is as follows: Sciences (Biology, Chemistry, Physics): at teacher recommendation after course completion; Languages: at teacher recommendation after third year level; Math Level IC: after Algebra I, Geometry, and Algebra II; Math Level IIC: after Pre-calculus; U.S. History: at recommendation of teacher.

**Testing Sign-Up Information to Remember**

Name: You need to use the exact same name each time you sign up for a test or request reports. Using different initials or names will create two or more files with the testing programs, creating confusion when you want your scores sent to colleges.

Numbers: for identification purposes, it is important to use your social security number and Hingham High School's CEEB CODE 221000 on all forms and applications.

Student Questionnaire: This is optional, but it can be very useful in providing information about colleges that may not yet have been suggested to you.

Which Colleges to Send Reports To: As a junior, you can send the free reports to colleges that interest you. As a senior, have your scores sent after the administration which you feel reflects your best scores.

Deadlines: You MUST have the registration postmarked by the regular deadline or you will have to pay a late fee.

Students with Disabilities: A student who has a diagnosed learning disability AND regularly takes additional time for school subject tests can apply to take the SATs with extended time. In addition to the regular SAT registration form a second form is required of all students requesting additional time. See your school counselor for details.

## **The Post-Secondary Planning Office**

The purpose of Hingham High School's Post-Secondary Planning Office is to provide students a place to search for colleges, complete applications and to explore future career options. Please make an appointment with your counselor in order to become familiar with the services available. The Post-Secondary Planning Office includes:

Naviance—internet based college search program  
On-line college applications  
military careers information  
a job-listing board  
a college and career DVD library  
reference materials

College and Career DVDs: DVDs on colleges and careers are available for student loan. DVD's give students a 10 – 20 minute introduction about the college. If interested in more information, students may contact the college directly. DVD's may be viewed at the high school or they may be taken home for a short period of time.

Careers in the Military: Representatives from the Armed Forces visit the high school regularly. Brochures, videos, pamphlets, and additional information regarding the Army, Navy, Air Force, Marines, R.O.T.C. and National Guard may be found in the Career Center.

Job Board: Employers in the community post local job opportunities for students. Weekend, summer, and after-school opportunities are updated on a weekly basis. Examples of current and previous opportunities include baby-sitting, clerical work, retail work, and yard work.

### **9<sup>th</sup> Grade**

What a parent or guardian can do to guide and advise a freshman:

When a student becomes a freshman, everything starts to "count." Freshman grades are used in determining GPA. Freshman activities, honors, and awards can be listed on college and scholarship applications. Freshman courses, grades, credits, and attendance become part of each student's transcripts.

1. Attend Freshman Parent Night hosted by Hingham High School guidance counselors. Freshman Parent Night is held in late September or early October and reviews important material pertinent to freshmen.
2. If your son or daughter is having any problems adjusting to high school, if classes are too easy or too difficult, or if any other problems arise, contact your child's assigned school counselor immediately.
3. Monitor academic progress. Make sure that you see all mid-term progress reports and report cards. Provide encouragement and support, making certain that your son or daughter understands that freshman grades are vitally important. Stay in touch with teachers and school counselors.

4. Encourage your son or daughter to become involved in a wide variety of activities. In addition to asking students to list their high school activities, many college and scholarship applications ask for evidence of leadership.

Encourage your son or daughter to participate in activities outside of school. (i.e. church, scouting, recreational sports). Meaningful community service is always impressive on an application. Involvement in co-curricular activities will enhance your son or daughter's personal growth.

5. In the spring, review your son or daughter's four-year plan, making certain that he or she has selected the most appropriate courses for sophomore year.

6. Help your child choose meaningful activities for the summer months. Many excellent summer programs are available on college campuses. There are also a wide variety of more traditional summer activities. For example, your son or daughter could join an athletic team, take a course, mow lawns, baby-sit, perfect a skill, take lessons, develop a hobby, read, and/or volunteer at a local hospital or nursing home.

### **10<sup>th</sup> Grade**

What can be done to guide and advise your sophomore:

The sophomore year should be a year of personal growth. In addition to working hard in school and being involved in activities, students need to identify personal abilities, aptitudes, and interests. They also need to look for ways to further develop their talents and skills.

1. Continue to monitor academic progress.

2. Continue to encourage your son or daughter to be involved in a variety of activities and to develop leadership skills. Again, the sophomore year should be a year of personal growth.

3. Have your son or daughter sign up for the PLAN administered by Hingham High School. For more information on the PLAN, see **Standardized Testing** in this booklet.

4. Attend Sophomore Parent Night, typically held in November and hosted by the School Counseling department. Parents of sophomores are mailed specific details regarding Sophomore Parent Night well in advance.

5. Start to explore and discuss post-high school options. If college is in your son or daughter's future, begin to gather information, make informal visits to colleges, and attend college fairs. Discuss your son or daughter's aptitudes, interests, and abilities, and begin to view these in terms of college majors and career options.

6. In the spring, review your son or daughter's four-year plan, making certain he or she has selected the most appropriate courses for junior year.

7. Help your son or daughter choose meaningful activities for the summer months.

8. At the end of the year, update the "Activities and Awards" file.

## 11<sup>th</sup> Grade

What can be done to guide and advise your junior:

The junior year is the time when a student seriously begins to consider his or her post-secondary options. If college is an option, this is the year to take the PSAT and SAT's, make college visits, and to start scholarship searches.

1. Continue to monitor academic progress.
2. Continue to encourage your son or daughter to be involved in a wide variety of activities and to develop leadership skills.
3. Make certain that your son or daughter registers for the PSAT. Registration forms will be given to your son or daughter at the beginning of October; the test is administered in mid-October. For specific details regarding the PSAT, see page 18.
4. Attend Junior Parent Night held in January of the junior year. Hosted by the Counseling Department, this evening will provide a great deal of information regarding the college search, alternatives to college, and financial aid. All junior parents will be mailed details well in advance.
5. Talk about college options. The junior year is a time to gather and sort through information. Consider what is important to you and your son or daughter: location, size, cost, facilities, available majors, reputation, competitiveness, etc.
6. Early in the college selection process, you should have frank discussions with your son or daughter regarding the amount of money you are able and/or willing to contribute to his or her education.
7. In the spring meet with your son or daughter's school counselor to discuss post-secondary options. The school counselor is a most valuable resource who knows your son or daughter well and will have meaningful suggestions that are most appropriate for your son or daughter.
8. In March or April, make certain your son or daughter has registered for the SAT Reasoning Test. For detailed information on the SATs, including registering students with disabilities, see page 20.
9. Make college visits in the spring. If you cannot arrange visits in the spring, be sure to visit colleges in the summer. Plan to revisit those colleges you are seriously considering. It is important to get a feeling for what the college is like when it is in "full swing."

## 12<sup>th</sup> Grade

What can be done to guide and advise your senior:

1. Carefully select courses for the senior year. Be certain that senior courses meet all requirements for graduation as well as for the colleges he or she may attend. Encourage your son or daughter to continue taking the most challenging courses, even though he or she may express an interest in "taking it easy" during senior year.
2. Continue to monitor your son or daughter's academic progress. Seniors sometimes feel that their senior grades are not important. They need to know that Hingham High School sends a transcript after the first term, second term, and fourth term to each college to which your son or daughter has applied. Colleges consider this entire year a very important indicator of future success and may revoke an offer of admission if there is a significant decline in performance.
3. If necessary, have your son or daughter retake the SAT Reasoning Test. Speak to your son or daughter's school counselor if you have a question about whether or not your son or daughter should retake a test or take any SAT Subject Tests.
4. Attend Senior Parent Night held in mid-to late September. School counselors will review graduation requirements, the college search process, the college application process, standardized testing, etc.
5. Obtain and complete applications in the fall. For a detailed description of what to do once the application is complete, speak to your son or daughter's school counselor. He or she can provide you with a full, written step-by-step process.
6. In early December, attend Financial Aid Night hosted by the School Counseling Department. Representatives from well-respected colleges will lead parents through the financial aid application process. Parents will also receive applications for Hingham's local scholarship fund.
7. If applying for financial aid, be certain to file the Free Application for Federal Student Aid (FAFSA) as soon after January 1<sup>st</sup> as possible. All colleges and universities have, in addition to college application deadlines, financial aid application deadlines; be aware of these deadline dates!

In addition to the FAFSA, some colleges require an additional financial aid application called the CSS/PROFILE. Check with your son or daughter's counselor to see whether or not the schools to which you are applying require both the FAFSA and the CSS/PROFILE.

8. Upon submitting all application materials as well as financial aid information, you and your son or daughter must now patiently wait. During this time, or upon receiving notification from each college, don't hesitate to speak with your son or daughter's school counselor with issues that arise.
9. Inform your son or daughter's school counselor of the decisions you have made regarding college choice and financial aid.
10. ENJOY GRADUATION!

**Valuable  
Internet Sites**

College Search Process:

connection.naviance.com/Hingham  
fairtest.org (test optional schools)

Standardized Testing Websites:

act.org (ACTs)  
collegeboard.org (PSATs, SATs, & APs)  
kaplan.com (Kaplan)  
review.com (Princeton Review)  
revolutionprep.com (Revolution Prep)  
doe.mass.edu

Links to College Homepages:

allaboutcollege.com  
connection.naviance.com/hingham

Taking a College Tour –Virtually:

campustours.com

Financial Aid Websites:

mefa.org  
finaid.org  
smartmoney.com/college

Scholarship Search Services:

finaid.org  
collegeboard.org/fundfinder/html/ssrchttop.html  
freschinfo.com

Applying for Financial Aid:

fafsa.ed.gov (FAFSA forms)  
collegeboard.org/finaid/fastud/html.proofrm.html

Focusing on Scholarships:

fastWeb.com  
collegenet.com

On-line Applications:

applyweb.com  
commonapp.org  
weapply.com  
collegequest.com

Considering the Military:

defenselink.mil/faq (ROTC headquarters)  
myfuture.com/OUTPUT/moneycol.htm(military info)

Considering Community Service:

cns.gov (Corp. for Natl. Service)  
city-year.org

Athletes:

ncaa.org.eligibility/cbsa  
njcaa.org (junior colleges)

### **If your son or daughter is heading to college...**

By the beginning of senior year, your son or daughter should have interviewed and/or visited several colleges. From these visits they should have further refined their criteria as to what type of college is most closely suited to their academic, extracurricular, and social needs. With this information in mind, each student needs to develop a final list by the beginning of October. This final list should have about seven colleges that range in selectivity from "reach" to "safety". Your son's or daughter's school counselor is the best source of advice about which colleges fall into which selectivity categories.

Reach: Generally, your son or daughter should not apply to more than two reach colleges for two reasons; 1) The applications to the more selective institutions are usually time consuming and 2) more applications to reach colleges do not as a rule generate more acceptances. With too many reaches, your son or daughter could be setting himself or herself up for unnecessary disappointment in the spring of senior year.

Midrange/Target: Your son or daughter should have approximately three mid-range colleges, since these are perhaps the most appropriate matches for him or her. Although the chance for admissions to these colleges is good, there is no guarantee. The number of applications received by colleges each year changes, making selectivity challenging to predict.

Safety: Your son or daughter also needs to include two appropriate colleges to which the chances for admissions are quite safe. In general, a balanced list will guarantee choices, and students will be proud of the fact that they have been chosen. As your son or daughter awaits responses from colleges, he or she will be able to go into the winter and spring knowing that there are secure options. Thus, they will not have to worry unduly about the acceptance process. As a rule, Hingham High School students submit applications to a broad range of colleges; the challenge is to make sure that every college on your final list is a good match for your son or daughter regardless of its selectivity.

### **Admissions Options**

Because there are many admissions options, it is important for you to understand the various plans and deadlines and to discuss with your child's school counselor which one is appropriate for your son or daughter. Some of the more common options are briefly reviewed:

**Early Action:** This is a plan for the strongest students to apply early and receive an admissions decision, usually by December 15. Applications are usually due in November. A decision will be made, but the student does not have to commit to the college until the May 1 common reply date, at which time he or she may elect to go to any college applied to regardless of when. This option is particularly competitive, and generally the most selective colleges offer this type of plan. Some colleges will reject students whom they foresee as being weak in the later, regular admission pool; other students are deferred in the early round and may be considered later in the context of the entire regular admission.

**Early Decision:** This is a plan for a student who has a first choice college and is a reasonable candidate for that institution. Many colleges have more than one early decision deadline. If admitted, the student is expected to attend that college and withdraw other regular decision or early action applications that have been filed. The student is required to sign a statement of this intent. A student should only pursue this option if he or she is absolutely certain about his or her choice; it should not be used as a means to simply complete the process early. Obviously, a student cannot file more than one early decision application. Again, deferred students will be reconsidered in the later rounds.

**Rolling Admission:** This is the practice of processing applications as soon as the candidate's files are complete and notifying the applicant as soon as the decision is made. It is to a student's advantage to submit applications early to colleges with rolling admission. Ordinarily it takes at least two weeks to process a completed file and notify the applicant. However, colleges will sometimes wait longer to evaluate more of the applicant pool if a candidate is marginal. Sometimes financial aid may be used up before a rolling admissions cycle is complete.

### **If your son or daughter is going to play sports in college...**

Before an athlete can play a sport or receive an athletic scholarship at a Division I or II college, he or she must meet specific academic criteria as set forth by the NCAA. A student must have at least a 2.0 GPA based on a 4.0 scale in sixteen core courses. A student must also achieve a minimum combined SAT score of 820 or a minimum combined ACT score of 68. To be eligible at a Division I school, the student with a minimum GPA will need a higher test score, and the student with a minimum test score will need a higher GPA.

Students must take specific courses in order to meet NCAA eligibility requirements. These include a certain number of college preparatory English, science, social science, and math courses, with at least one year of algebra and one year of geometry. Because the NCAA has such specific requirements, and because these requirements can be confusing, *it is very important that athletes meet with their school counselors to obtain information on all of the NCAA requirements.*

Athletes should take the ACT or SAT no later than the spring of their junior year in order to have time to retake the tests if necessary. In order to initiate the eligibility process, athletes must complete an NCAA Clearinghouse Student Release Form. This form should be submitted after completion of the junior year. Forms and information are available only on the NCAA Clearinghouse's website: [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org).

**Division III Sports:** Students interested in playing Division III athletics are not required to initially register with the NCAA Clearinghouse. Instead, interested student-athletes should contact the Division III coach directly expressing an interest in that particular college and team. Division III colleges are unable to award athletic scholarships.

### **If your son or daughter is heading into the military...**

The military trains young men and women to protect the interests of our country. In order to do this, the military offers qualified high school graduates a good salary and free job training. The military provides discipline and structure, as well as opportunities for career advancement and travel. The United States military is the nation's single largest employer. It offers training and employment in over 2,000 job specialties, 75% of which have civilian counterparts.

There are four major branches of the military: the Army, Navy, Air Force, and Marines. Opportunities for students also exist in the Coast Guard, the National Guard, and the reserves. College students who take ROTC will enter the military as officers, while academically gifted students will find excellent educational opportunities at the four military academies.

In order to enlist in the military, students generally must be high school graduates, earn a minimum score on the ASVAB (Armed Services Vocational Aptitude Battery), and be of good moral character. They must also be healthy, in good physical condition, and able to pass a physical exam given by the military. Through the delayed entry program, high school students can be sworn in during their junior or senior year and delay entry until after graduation. This enables students who want to receive training in a particular career field to have an opening reserved for them.

Students who are interested in the military should start by gathering information. The school counseling office has brochures and pamphlets available on military opportunities. In addition, local recruiters are always happy to provide information. Because the various military branches each provide different career, training, and educational opportunities, it is a good idea to talk with more than one recruiter. Recruiters can discuss opportunities with you over the phone or they can set up a time to meet with you.

ASVAB: Students who are serious about exploring opportunities in the military should take the ASVAB. The ASVAB is a ten-part, three-hour test which identifies a student's aptitudes and strengths--although a minimum score on the ASVAB in no way obligates a student to the military. Hingham High School offers the ASVAB once each year, typically in February.

Obligations and Benefits: When students enlist, they obligate themselves from two to six years of active duty. Enlisting in the military is a serious, long-term commitment. High school students need to understand that it is very difficult to leave the military before the enlistment period is over.

In addition to basic pay and free education/training, the enlistee also receives free housing and free medical and dental care. Basic pay is determined by rank and years of service. Most new enlistees begin at pay grade E – 1 and receive about \$800 a month. The Montgomery GI Bill provides enlistees with an excellent opportunity to earn money for college while they are in the military. Enlistees contribute \$100 a month into a college fund for the year. The government then matches this \$1,200 with over \$14,000.

Basic Training: Basic training consists of six to ten weeks of intense physical and mental preparation in which enlistees receive classroom instruction, field training, and exercise. Enlistees learn how to take orders and how to live and work in close quarters with a wide variety of people. They also learn discipline, self-control, physical endurance, and respect for authority. Once enlistees finish basic training, they receive two to twelve months of job training called Advanced Individual Training (AIT).

The Reserves and the National Guard: Reservists are part-time members of the military. They go through basic training and job training, but they don't go on active duty. They train for two days a month and two weeks once a year. They are paid for the days they work and they also receive educational benefits. Reservists can be called to active duty in the event of a conflict or in the event of a national emergency. In addition to responding to the needs of the federal government, the Army and Air National Guards also help state governments deal with natural disasters and conflicts.

The Academies: The Army, Navy, Air Force, and Coast Guard each has its own academy (West Point, the Naval Academy, the Air Force Academy, and the Coast Guard Academy). These academies offer a free four-year college education to the students they accept. After graduation from the academy, these students enter the military as officers. The application process is somewhat involved; therefore, students interested in applying to one of the academies should start the process in the spring of their junior year. Applicants should have a high GPA in a strong college prep program and must be in excellent physical condition.

### **If your son or daughter is getting a G.E.D.**

If your son or daughter does not graduate from high school, he or she should get a GED (General Educational Development). A GED, or high school equivalency diploma, is issued by the state of Massachusetts rather than by Hingham High School. In order to receive a GED, a student must pass the five-part test measuring skills and knowledge in writing, social studies, science, literature, the arts, and mathematics. Each of the five tests takes between 1 – 2 hours, and, except for the essay part of the Writing Skills test, all of the questions are multiple choice. In order to pass the GED test, a minimum score on each of the five tests is needed, as well as a total minimum score.

Before taking the GED, your son or daughter should attend GED classes or at least go through a GED study guide. Student guides are available at bookstores and libraries, and free GED classes are offered at local agencies and community colleges. Information on local GED classes can be obtained in the Hingham High School Counseling Office or call the GED Hotline at 1-800-62-MY-GED for local phone numbers and GED information.

The GED will enable you to do most things that a high school diploma will. For example, with a GED you can apply for admission to a community college or to a four-year college. As for the military, talk to your local recruiter to find out if it's possible to enlist with a GED. Get your GED as soon as possible, but never feel that you are too old or that too much time has passed. A GED can definitely open important doors for you!

### **Alternative Programs for your son or daughter**

**Americorps 800-942-2677:** This is an opportunity for students to earn money for college in exchange for 1-2 years of community service. Projects may include restoring national parks and coastlines, renovating low-income housing, assisting crime victims, etc. Students receive a living allowance and health coverage.

**Americorps NCCC 800-942-2677:** This is a ten-month residential service program. Participants live in one of four regional campuses and focus on a large variety of issues.

**Americorps VISTA 800-942-2677:** This program is similar to Americorps NCCC; however, participants live in the disadvantaged communities they serve.

**Center for Interim Programs 617-547-0980:** This is a consulting service for students wishing to take a "sabbatical" between high school and college. Students choose to travel to various parts of the world and participate in activities of identified interests. Examples include outdoor conservation work in Australia, architecture and ecology work in Arizona, wilderness emergency care and rescue in New Hampshire.

**City Year 617-927-2500**: This is a national service organization where participants devote one year to community service. The program focuses on building leadership skills and civic responsibility. Participants are paid a weekly stipend and receive health coverage. Examples of service include coordinating after-school programs, renovating houses for the homeless, or serving as a teacher's aide.

**Class Afloat 403-255-5300**: This program is designed to have students work as a crew member aboard the S/V Concordia and sail the world for one academic year. In addition to the responsibilities of being a crew member, students also complete an academic curriculum.

**Dynamy 508-755-2571**: This program is a full academic year beginning with three weeks of outdoor adventure followed by three nine-week internships in career fields of interest. Interns live in one of three multi-apartment residences in Worcester, MA.

**International Honors Program 617-267-0026**: Students travel internationally and study in many different countries. They live with families in various cultures and are taught by faculty of the program.

**Ithaka - - Collegiate, Mentor, and Cultural Studies Programs 617-868-8547**: Students complete a flexible curriculum while immersing themselves in Greek life. Two of the three programs are designed specifically for high school students and recent high school graduates. The Mentor Program emphasizes Greek archeology and the Cultural Studies Program focuses on Greek culture.

**Nature's Classroom 508-764-8321**: Students work as interns, teaching children ages 8 – 14 about the world around them. The focus is on environmental education, cognitive learning, and social dynamics. Time is spent in educational and recreational activities such as feeding animals or taking field walks and in special interest classes such as math, science, or humanities. Interns receive a small stipend and room and board in return for their services.

**New Alchemy Institute 508-564-6301**: Emphasizing community systems and agriculture, students spend their days working on various projects which include operating a solar and composting greenhouse, regulating pest control in a garden, operating a roadside stand, etc.

**New England Aquarium 617-742-8830**: This volunteer program offers many different experiences from performing research to feeding the fish. Some positions pay a small stipend.

**Outward Bound 800-243-8520**: With outdoor courses in various parts of the United States and overseas, this program has students participate in activities of their choice: sailing, desert trekking, sea kayaking, dog sledding, etc.

**The School of Field Studies 508-927-7777**: Students may spend either a summer, semester, or winter break training for environmental work. Students spend a few hours a day in a classroom with the remainder of the day devoted to field research projects.

**Sea Semester 508-540-3954**: This program consists of six weeks of classroom instruction and six weeks at sea aboard either a 125-foot schooner or a 134-foot brigantine. Candidates need to have taken an Advanced Placement Science Course.

**Up With People 602-327-7351**: Students travel the world performing for local schools, community groups, civic organizations, etc. In this eleven-month program, students live in youth hostels or in private homes. The itinerary generally includes 5-6 countries with students taking five courses and receiving a transcript from Bard College.