

Kingsway Regional School District School Counseling Curriculum 7-12



Committed to Excellence

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Overview

Kingsway Regional School District's School Counseling Curriculum plays a vital role in the overall educational experience of students in grades 7 through 12. It focuses on the development of the academic, career, and personal/social needs of all students and aligns with the nationally recognized American School Counselor Association's (ASCA) framework and corresponding standards. This program is delivered through a combination of direct and indirect services that set a foundation for consistent support of students during their middle school and high school years as they prepare for their unique path in life.

Program Foundation

Standard 1: Mission and Philosophy

Vision Statement:

It is the vision of Kingsway's school counseling department that all students be successfully prepared for their unique college, career, and life path and that all students graduate as intrinsically motivated learners, contributing citizens, and empowered members of society.

Mission Statement:

Kingsway's school counseling department's mission is to effectively deliver a cohesive school counseling program through which students acquire the tools to achieve individual and post-secondary success socially, emotionally, and academically while addressing students' unique needs through a multi-tiered system of support that ensures access for all to necessary resources and that are delivered within a diverse and nurturing community.

School Counselor Philosophy:

Through collaboration and advocacy, school counselors are professional student advocates who help all students maximize their achievement, develop their confidence, and realize their potential. Kingsway school counselors believe:

- All students have worth.
- All students can be empowered to take ownership of their future.
- All students will have access to school counseling services.
- School counselors are integral partners in the success of students.
- School counselors will collaborate with students, families, faculty, administrators, and community members to address students' needs.
- School counselors will consistently evaluate activities to measure effectiveness and adjust as needed.
- School counselors will adhere to the ASCA Code of Ethics.

Standard 2: School Counseling Goals

Goals address the general outcomes to which the Kingsway Regional School District Counseling Program aims to achieve.

Academic Development: The focus for academic development is on acquiring skills for improving learning and achieving school success, identifying educational goals, developing a plan to achieve them, and relating school to life experiences.

1. **Skills for Learning:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
2. **School Success:** Students will employ strategies to achieve success in school.
3. **Academics to Life Success:** Students will understand the relationship of academics to the world of work, and life at home and in the community.

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College/Career Development: The career content area focuses on developing career awareness, employment readiness, acquiring knowledge to identify career goals, and the acquisition and application of information and skills to achieve career goals.

1. **Investigate Careers:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make appropriate career decisions.
2. **Career Success:** Students will employ strategies to achieve future career success and satisfaction.
3. **Relationship Between School and Work:** Students will understand the relationship between personal qualities, education and training, and the world of work.

Social/Emotional Development: The personal/social area addresses the issues of acquiring self-knowledge, interpersonal and personal safety skills, and the application of self-knowledge to career and educational planning, and life roles and events.

1. **Respect for Self and Others:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect themselves and others.
2. **Goal Setting and Attainment Skills:** Students will make decisions, set goals, and take appropriate action to achieve goals.
3. **Survival and Safety Skills:** Students will understand safety and survival skills.

Standard 3: Mindsets & Behaviors

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness, and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. Each of the following standards can be applied to the academic, career, and social/emotional domains.

Category 1: Mindset Standards		
School counselors encourage the following mindsets for all students.		
M 1. Belief in the development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in the ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success		
Category 2: Behavior Standards		
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks, and problem-solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them

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B-LS 3. Time management, organizational, and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career, and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home, and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making is informed by gathering evidence, getting others' perspectives, and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity, and responsiveness

Standard 4: ASCA Ethical Standards

The ASCA framework for school counseling states that school counselors are leaders, advocates, collaborators, and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. Consequently, school counselors believe that all students have the right to the following.

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive, and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination, and any other forms of violence.
- Equitable access to a school counseling program that promotes academic, career, and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.
- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.
- Information and support needed to enhance self-development and affirmation within one's group identities. • Critical, timely information, beginning with pre-K through grade 12, on how college/university, career and technical school, military, workforce, and other postsecondary options can have an impact on their educational choices and future opportunities.

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- Privacy that is honored to the greatest extent possible, which at times may be limited by school counselors' balance of other competing interests (e.g., best interests of students, the safety of others, parental rights) and adherence to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

(For additional information on school counselor ethical standards, please visit [ASCA's Ethical Standards](#) document.)

Standard 5: Policies & Procedures

Kingsway's school counseling program requires that regulations and procedures are in place, clearly defined, and communicated to stakeholders to ensure compliance with Board of Education policies and Administrative guidelines. Services that align with these policies and procedures include the following:

- 504 Services
- Academic Course Placement/Requests
- Add/Drop Procedures
- Advanced Placement
- Appointment with the school counselor
- Child Abuse, Suicide Ideation, and Self-Injurious Behavior
- Career Pathways
- College Planning
- Confidentiality
- Course/Schedule Changes
- Credit Recovery
- Dual Credit Opportunities
- Early College Experience
- Grading Expectations
- Homebound Instruction
- Maintenance of Student Records
- New Student Registration
- Outside Coursework Evaluation
- Research Based Interventions
- Threat Assessment Team
- Universal Screening through the BESS

(For additional information on school counseling procedures, please visit our [Program Planning Guide](#).)

Program Delivery System

Standard 6: Pacing Guide/Curriculum

The school counseling curriculum is delivered to all students and supports the goals of the district's strategic plan. There is a written curriculum of the school counseling instructional program delivered and/or coordinated by school counselors, which is integrated across the content areas – academic, college/career, and social/emotional development. The curriculum component:

- is planned;
- ongoing and systematic in delivery;
- includes a clear explanation of the scope and sequence of its units of instruction;
- clearly outlines the goals and competencies students will achieve at each grade level; and
- indicates the methods and timelines for delivery of units of instruction to each grade.

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Standard 7: Direct Services

Direct student services in the context of school counseling refer to activities and interventions that involve one-on-one or small group interactions between school counselors and students. Kingsway emphasizes the importance of these services in addressing the individual needs and concerns of students. Here are some examples of direct student services:

- **Individual Counseling:** School counselors provide one-on-one counseling sessions to students who may be dealing with personal, academic, or social-emotional issues. For instance, a student struggling with anxiety, low self-esteem, or grief may benefit from individual counseling sessions.
- **Group Counseling:** Counselors facilitate small group counseling sessions with students who share common concerns or challenges. Group counseling can address topics like anger management, peer relationships, study skills, or grief support. It offers a supportive and collaborative environment for students to learn and grow together.
- **Academic Planning:** School counselors work with students individually to create academic plans that align with their goals and aspirations. This may involve helping students choose appropriate courses, set educational goals, and explore college and career options.
- **Career Counseling:** Counselors offer career exploration and guidance to students, helping them identify their interests, skills, and goals. This can include individualized career assessments and discussions about potential career pathways.
- **Crisis Intervention:** In times of crisis, such as when a student experiencing a traumatic event or emotional distress, school counselors provide immediate support and intervention to help the student cope and access appropriate resources.
- **Social-Emotional Skills Development:** Counselors conduct sessions to enhance students' social and emotional skills, including topics such as self-regulation, emotional intelligence, coping strategies, and decision-making.
- **Peer Support Programs:** School counselors may organize and lead peer support or mentoring programs where students provide support and guidance to their peers, fostering a sense of community and connectedness.
- **College and Career Readiness:** Counselors offer personalized guidance to students on college applications, scholarships, and career planning. They help students set goals, navigate the college admissions process, and explore potential career pathways.
- **Grief and Loss Counseling:** Counselors provide individual or group counseling to students dealing with grief and loss, helping them navigate the emotional challenges associated with these experiences.
- **Substance Abuse Prevention and Intervention:** When students face substance abuse issues, counselors offer support, counseling, and referrals to appropriate resources for intervention and treatment.

These examples illustrate how direct student services enable school counselors to work closely with individual students or small groups to address specific needs, promote personal growth, and help students overcome challenges in their academic, personal, and social development.

Standard 8: Indirect Services

Indirect student services in the context of school counseling refer to activities and interventions that are designed to benefit students indirectly, often through the support and collaboration of other stakeholders, rather than through direct one-on-one counseling sessions. Kingsway recognizes the importance of indirect student services as they can have a broad impact on a school's climate and the overall well-being of students. Here are some examples of indirect student services:

- **Consultation with Teachers and Staff:** School counselors may collaborate with teachers and other school personnel to develop strategies for improving classroom management, addressing student behavior issues, or implementing effective teaching practices. By providing guidance and expertise, counselors indirectly contribute to a positive learning environment for students.
- **Professional Development Workshops:** Counselors can organize and facilitate workshops or training sessions for teachers and staff on topics such as mental health awareness, bullying prevention, and classroom interventions. These sessions help educators better understand and support their students' needs.
- **Parent Education Programs:** School counselors organize informational sessions for parents on various topics, such as college readiness, and mental health. By educating parents, counselors indirectly promote positive outcomes for students at home and in school.

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- **Crisis Response Planning:** School counselors play a crucial role in developing and updating crisis response plans. While this work is not directly with students, it ensures that the school is prepared to address emergencies and provide a safe environment for students in times of crisis.
- **School-wide Initiatives:** Counselors may lead or participate in school-wide programs and initiatives aimed at improving school culture, such as anti-bullying campaigns, character education programs, or mental health awareness weeks. These initiatives create a positive and supportive atmosphere for all students.
- **Data Analysis and Assessment:** School counselors often analyze data related to student performance, behavior, and attendance. They can identify trends and areas of concern and then work with administrators and teachers to develop interventions and strategies to address these issues and improve overall student outcomes.
- **Community Partnerships:** School counselors may establish partnerships with community organizations and agencies to provide additional resources and support services to students and families. These partnerships can include access to mental health services and tutoring opportunities.
- **Committees:** Counselors can serve on advisory committees within the school or district to provide input on policies, programs, and services that impact students' academic and personal development.

These examples illustrate how indirect student services allow school counselors to have a broad and lasting positive impact on students' lives by collaborating with various stakeholders and addressing systemic issues within the educational environment.

Program Management

Standard 9: Program Management and Maintenance

For successful implementation of our School Counseling Program, it must be managed with an effective support system. This component consists of tools to effectively manage and organize the administration of the entire school counseling program.

- School counselor role and function statement
- Supervision and evaluation of school counselor performance
- Role statement for the supervisor of the school counseling program
- The establishment of an advisory council
- Professional development activities
- Management plan that supports the implementation of the comprehensive school counseling program
- Demonstration of professionalism by working within the ethical standards of the state and national school counselor associations
- Pacing guides that determine the schedule for implementation of curriculum and individual planning

Program Accountability

Standard 10: Program Evaluation and Accountability

The school counseling office conducts program assessment by setting clear goals, collecting and analyzing data, involving stakeholders, continuously improving services, and aligning with the principles of the ASCA National Model. This process ensures that the counseling program is effective in promoting the academic, career, and social-emotional development of all students. The school counseling office can perform program assessment using the following methods:

- **Establish Clear Program Goals and Objectives:** The ideal school counseling office begins by defining clear and measurable goals and objectives for their counseling program. These goals align with the school's overall mission which emphasizes academic, career, and social-emotional development for all students.
- **Data Collection & Analysis:** The office collects a variety of data to assess the program's impact. This includes both quantitative data and qualitative data. Data collection is ongoing and covers a range of program activities. The collected data is analyzed to identify trends, strengths, and areas in need of improvement. The counseling office uses data analysis tools and techniques to draw meaningful conclusions and insights from the information gathered.

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- **Use of Research-Based Practices:** The counseling office employs evidence-based practices and interventions in its program to ensure that services are effective and research-informed. This involves staying up-to-date with the latest research and best practices in school counseling.
- **Needs Assessment:** Regularly conducting needs assessments is crucial. The office assesses the needs of the student population to determine which areas require the most attention and which interventions are most appropriate.
- **Feedback and Stakeholder Involvement:** Gathering feedback from students, parents, teachers, and other stakeholders is essential. The office actively seeks input on the counseling program's strengths and weaknesses to inform improvements.
- **Continuous Improvement:** Based on the data and feedback collected, the ideal counseling office identifies areas where the program can be enhanced or modified. It sets specific action plans for improvement, including changes to interventions, resources, or strategies.
- **Professional Development:** School counselors in the ideal office engage in ongoing professional development to stay current with counseling practices, data analysis techniques, and program assessment methods.
- **Alignment with ASCA National Model:** The counseling office ensures that its program aligns with the ASCA National Model framework, which emphasizes a data-informed, comprehensive school counseling program.
- **Documentation:** The office maintains thorough documentation of assessment processes, data collection, findings, and action plans. This documentation is crucial for accountability and program improvement.

Kingsway Regional School District's Middle School Curriculum

Developmental Needs of Middle School Students

Middle school students have specific developmental needs across multiple domains. Academically, they require intellectually stimulating and diverse curricula with individualized support to cater to their unique learning paces and strengths. Real-world connections and creativity-promoting approaches further enhance their engagement. Socially, fostering positive peer interactions, conflict resolution skills, and an inclusive atmosphere encourages healthy social development. Emotionally, supporting emotional regulation, self-esteem building, and safe spaces for expression contribute to their well-being. Additionally, addressing college and career development involves allowing them to explore interests, providing guidance and counseling, and cultivating essential skills. By adopting a holistic approach to address these needs, educators and families can help middle schoolers thrive during this crucial stage.

School Counseling Curriculum at Kingsway Regional Middle School

School Counselors play a vital role in supporting students to enhance their academic achievements, foster personal and social growth, and facilitate college and career planning. They engage with every student through one-on-one sessions, group activities, and classroom lessons. These developmental concerns are effectively addressed within the counseling curriculum's academic, career, and personal/social objectives, encompassing a wide range of topics such as transitioning, peer relationships, academic skills (such as study techniques, homework management, and time organization), and future education/career aspirations. Individual planning sessions help students analyze their strengths, and interests, and set both short and long-term goals.

Topics Included:

Grade 7

- 2 lessons by the grade-level counselor
- 1 lesson by wellness counselor
- 1 individual meeting by the school counselor before the end of semester 1
- 1 individual meeting by the school counselor before the end of semester 2

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<u>Lesson 1</u>	<u>Individual Student Meeting 1</u>	<u>Lesson 2</u>	<u>Lesson 32</u>	<u>Individual Student Meeting 2</u>
Title: Introduction to School Counseling	Title: Transition to Middle School	Title: Identifying Emotions (Self-Awareness)	Title: Introduction to Career Exploration	Title: Future Planning/ Scheduling
September	December	January	February	May
Objective(s): Students will define the roles of school counselors and wellness counselors, and learn how to access their services.	Objective(s): Students will meet their school counselor, identify areas of strength talk about activities they can get involved in, and discuss skills needed to be successful in middle school.	Objective(s): Students will expand on their pre-existing vocabulary to identify emotions and understand how self-awareness is related to emotions	Objective(s): Students will identify their strengths and areas of interest and connect them to a career and 6 Programs of Study at Kingsway.	Objective(s): Students will dive further into their strengths and interests and connect the 6 Programs of Study at Kingsway by building their schedule.

Family Supports: evening presentations

Introduction to School Counseling	Advanced Credit Night	NCAA Information Session	Wellness/SEL	Wellness/SEL
October	January	January	October	April
Objective(s): Students and families will be introduced to the school counseling curriculum and review services available to them.	Objective(s): Students and families will learn how to earn college credit while attending Kingsway.	Objective(s): Students and families will learn about academic eligibility for college-bound student-athletes.	Objective(s): Students and families will learn how to support mental health and wellness.	Objective(s): Students and families will learn how to support student wellness as it relates to alcohol and drug prevention.
Primary: Grade 7	Primary: Grade 9-11 Invited: 7-8	Primary 9-11 Invited: 7/8	Primary: grade 7-12	Primary: grade 7-12

Grade 8

- 2 lessons by the grade-level counselor
- 1 lesson by wellness counselor
- 1 individual meeting by school counselor to finalize high school course selection

<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Individual Student Meeting 2</u>	<u>Lesson 3</u>
Title: Positive Coping Skills (Self-Management)	Title: Transitioning to High School - Ready, Set, Plan!	Title: Future Planning/Scheduling	Title: Graphing My Path to Success
December	January	February	June
Objective(s): Students will discuss coping skills and the	Objective(s): Students will review the Program Planning Guide and	Objective(s): Students will connect interests and strengths to the	Objective(s): Students will learn skills to ensure success in high

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impact of positive and negative skills on mental health and outcomes.	course offerings. Students will learn key terms related to high school and create a personalized learning plan.	Program Planning Guide to help build their middle school schedule.	school and how to set goals.
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Family Supports: Evening Presentations

Planning for High School	Advanced Credit Night	NCAA Information Session	Wellness/SEL	Wellness/SEL
February	January	January	October	April
Objective(s): Students and families will learn the key terms, requirements, and programs as they plan for high school. Primary: Grade 8	Objective(s): Students and families will learn how to earn college credit while attending Kingsway. Primary: Grade 9-11 Invited: 7-8	Objective(s): Students and families will learn about academic eligibility for college-bound student-athletes. Primary 9-11 Invited: 7/8	Objective(s): Students and families will learn how to support mental health and wellness. Primary: grade 7-12	Objective(s): Students and families will learn how to support student wellness as it relates to alcohol and drug prevention. Primary: grade 7-12

Kingsway Regional School District's High School Curriculum

Developmental Needs of High School Students

High school students have diverse developmental needs that are essential for their growth and transition into adulthood. These needs encompass various aspects of their lives:

- **Academic Growth:** High school students require access to challenging coursework, supportive teachers, and educational resources to develop their critical thinking skills and expand their knowledge across different subjects.
- **Social and Emotional Development:** Adolescence is a time of significant emotional and social growth. High school students need opportunities to form positive relationships, enhance their social skills, and navigate the complexities of their emotions.
- **Identity Formation:** During high school, students explore their identities, values, and beliefs. They benefit from guidance and support as they develop a sense of self, discover their strengths and interests, and determine their future goals.
- **Autonomy and Independence:** Seeking autonomy and independence is a natural part of adolescence. High school students need opportunities to make decisions, take responsibility for their actions, and develop skills for self-management within appropriate boundaries.
- **College, Career, and Life Planning:** High school is a critical period for students to explore potential career paths and plan for their future. They require guidance in understanding their interests, strengths, and available opportunities to make informed decisions about their educational and professional goals.
- **Health and Well-being:** Promoting physical health and overall well-being is crucial during adolescence. High school students need access to nutritious meals, opportunities for physical activity, and support for maintaining their mental health.
- **Life Skills:** High school students benefit from acquiring practical life skills that prepare them for independent living. These skills may include financial literacy, time management, problem-solving, decision-making, and effective communication.
- **Civic Engagement and Responsibility:** Encouraging active participation in the community and fostering a sense of social responsibility and empathy is important for high school students.

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- Recognizing and addressing these developmental needs in a comprehensive and supportive manner helps ensure the well-rounded growth and preparation of high school students for the challenges and opportunities that lie ahead.

School Counseling Curriculum at Kingsway Regional High School

The high school's comprehensive school counseling curriculum continues to prioritize student development in the academic, career, and personal/social domains. The curriculum focuses on several key areas, including:

- **Transition Support:** The curriculum assists middle school students in smoothly transitioning to the high school environment, addressing any challenges they may face during this important period.
- **Post-Secondary Planning:** All students receive guidance and support in planning for their post-secondary education or career paths, helping them make informed decisions about their future.
- **Parent/Guardian Involvement:** The curriculum actively involves parents in the post-secondary planning process, recognizing their vital role in supporting their child's educational and career aspirations.
- **Counseling Support:** Identified students receive specialized counseling support to overcome any barriers they may encounter in achieving academic and personal success.

The delivery of the curriculum is carried out by school counselors through various instructional strategies, with a primary focus on classroom lessons and individual/small group counseling sessions. The school counselor's efforts are further strengthened by the involvement of teachers, support staff, and administrators through their active participation, ensuring a cohesive and comprehensive approach to student support and development.

Topics Included:

Grade 9

- 2 lessons by a school counselor; 1 lesson by a wellness counselor
- 1 individual meeting by the school counselor before the end of semester 1
- 1 individual meeting by the school counselor before the end of semester 2

<u>Lesson 1:</u>	<u>Lesson 2:</u>	<u>Individual Student Meeting</u>	<u>Lesson 3: Future</u>	<u>Individual Student Meeting</u>
Title: Introduction to Naviance & Transition to High School	Title: Conflict Resolution (Self-Management & Relationship Skills)	Title: Student Meetings: Transition to High School	Title: Planning/Scheduling	Title: Planning/Scheduling
<u>October</u>	<u>January</u>	<u>October</u>	<u>February</u>	<u>February</u>
Objective(s): Students will know how to access Naviance and the benefits and services it provides as they prepare for high school.	Objective(s): Students will understand effective strategies to resolve a conflict.	Objective(s): Students will meet their school counselor, identify areas of strength talk about activities they can get involved in, and discuss skills needed to be successful in high school.	Objective(s): Students will reevaluate their interests and strengths and review how to use the Program Planning Guide to help build their high school schedule.	Objective(s): Students will review their current academic performance, discuss co-curricular opportunities, and connect their interests to the 6 Programs of Study to build their high school schedule.

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Family Supports: Evening Presentations

Welcome to KRHS	College Information Night	Advanced Credit Night	NCAA Information Session
	October	January	January
Objective(s): Students and families will be introduced to the school counseling team at the high school, review services available to them, discuss components of the advisement sheet, and learn how to get involved from the start to build a strong college resume. Primary: Grade 9	Objective(s): Students and families will discuss the college search process and what you can do to prepare for application season. Primary: Grade 11 Invited: 9/10	Objective(s): Students and families will learn how to earn college credit while attending Kingsway. Primary: Grade 9-11 Invited: 7-8	Objective(s): Students and families will learn about academic eligibility for college-bound student-athletes. Primary 9-11 Invited: 7/8

Wellness/SEL	Wellness/SEL
October	April
Objective(s): Students and families will learn how to support mental health and wellness. Primary: grade 7-12	Objective(s): Students and families will learn how to support student wellness as it relates to alcohol and drug prevention. Primary: grade 7-12

Grade 10

- 2 lessons by a school counselor
- 1 lesson by wellness counselor
- 1 individual meeting by the school counselor before the end of semester 2

<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Individual Student Meetings</u>	<u>Lesson 3</u>
Title: Career/College Planning- PSAT 10	Title: Strengthening Your Transcript		Title: Healthy Relationships (Relationship Skills)
January	<u>February</u>	<u>March</u>	June
Objective(s): Students will review their PSAT score report and understand how to use related resources to strengthen their performance.	Objective(s): Students will reevaluate their interests and strengths and discuss how to ensure a strong college transcript and/or career preparation as they head into their junior year.	Objective(s): Students will review their current academic performance, discuss co-curricular opportunities, and connect their interests to the 6 Programs of Study to build their high school schedule.	Objective(s): Students will gain an understanding of healthy vs. unhealthy relationships, domestic violence, strategies to avoid, and resources available to help them.

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Family Supports: Evening Presentations

College Information Night	Financial Aid Night	Advanced Credit Night	NCAA Information Session
October	October	January	January
Objective(s): Students and families will discuss the college search process and what you can do to prepare for application season.	Objective(s): Students and families will understand what is needed to complete the FAFSA (financial aid).	Objective(s): Students and families will learn how to earn college credit while attending Kingsway.	Objective(s): Students and families will learn about academic eligibility for college-bound student-athletes.
Primary: Grade 11 Invited: 9/10	Primary: Grade 12 Invited: 9-11	Primary: Grade 9-11 Invited: 7-8	Primary 9-11 Invited: 7/8

Wellness/SEL	Wellness/SEL
October	April
Objective(s): Students and families will learn how to support mental health and wellness.	Objective(s): Students and families will learn how to support student wellness as it relates to alcohol and drug prevention.
Primary: grade 7-12	Primary: grade 7-12

Grade 11

- 2 lessons by a school counselor
- 1 lesson by wellness counselor
- 1 individual meeting by the school counselor before the end of semester 1
- 1 individual meeting by the school counselor before the end of semester 2

<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Individual Student Meetings</u>	<u>Lesson 3</u>	<u>Individual Student Meetings</u>
Title: Career/College Planning: PSAT 11	Title: Future Planning/Scheduling		Title: Critical Thinking Skills: How to Navigate Different Perspectives	
<u>December</u>	<u>January</u>	<u>February</u>	<u>December</u>	<u>June</u>
Objective(s): Students will review their PSAT score report, review signing up for and preparing for the SAT, and engage with the Naviance's college and/or career search feature.	Objective(s): Students will reevaluate their interests and strengths and discuss how to ensure success as they prepare for their future goals (college/career).	Objective(s): Students will review their current academic performance, discuss their plan for college/career after high school, and connect their interests to the 6 Programs of Study	Objective(s): Students will learn the importance of listening to different perspectives to develop critical thinking skills as they explore their own beliefs.	Objective(s): Students will evaluate college and/or career search status, standardized test plan, identify sources of letters of recommendation, and next steps in the college application process.

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		to build their high school schedule.		
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Family Supports: Evening Presentation

College Information Night	Financial Aid Night	Advanced Credit Night	NCAA Information Session
October	October	January	January
Objective(s): Students and families will discuss the college search process and what you can do to prepare for application season including getting a jump start on the Common Application. Primary: Grade 11 Invited: 9/10	Objective(s): Students and families will understand what is needed to complete the FAFSA (financial aid). Primary: Grade 12 Invited: 9-11	Objective(s): Students and families will learn how to earn college credit while attending Kingsway. Primary: Grade 9-11 Invited: 7-8	Objective(s): Students and families will learn about academic eligibility for college-bound student-athletes. Primary 9-11 Invited: 7/8

Wellness/SEL	Wellness/SEL
October	April
Objective(s): Students and families will learn how to support mental health and wellness. Primary: grade 7-12	Objective(s): Students and families will learn how to support student wellness as it relates to alcohol and drug prevention. Primary: grade 7-12

Grade 12

- 1 lesson by a school counselor
- 1 lesson by wellness counselor
- 1 individual meeting by the school counselor before the end of semester 1

<u>Lesson 1</u>	<u>Individual Student Meetings</u>	<u>Lesson 2</u>
Title: College/Post graduation planning		Title: Real Life Readiness (Responsible Decision Making)
	September	June
Objective(s) Students will learn the steps and process required to complete the college application process, including how to use Common App.	Objective(s) Students will review college search and application status that includes deadlines, letters of recommendation status, and understand sources of financial aid. Students with alternative plans will understand recruiting, certification, and employment opportunities.	Objective(s) Students will learn what resources are available to them for success in college and career.

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Family Supports: Evening presentations

College Application Night	Financial Aid Night
September	October
Objective(s): Students and families will learn the college application process and what you can do to prepare for application season.	Objective(s): Students and families will understand what is needed to complete the FAFSA (financial aid).
Primary: Grade 12 Invited: 9-11	Primary: Grade 12 Invited: 9-11

Wellness/SEL	Wellness/SEL
Objective(s): Students and families will learn how to support mental health and wellness.	Objective(s): Students and families will learn how to support student wellness as it relates to alcohol and drug prevention.
Primary: grade 7-12	Primary: grade 7-12

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