

KINGSWAY REGIONAL HIGH SCHOOL



Committed to Excellence

Academy Program Guide

Table of Contents

Introduction to Academies	3
Commitment to Excellence	3
Admissions Process	3
Academy Goals & Experiences	4
Business Leadership Academy: Design	6
Business Leadership Academy: Student Responsibilities	6
Business Leadership Academy: Summer Seminar	6
Business Leadership Academy: Coursework	6
Co-Curricular Participation:	6
Professional Attire	7
S.T.E.M. Academy: Design	7
S.T.E.M. Academy: Student Responsibilities	7
S.T.E.M. Academy: Coursework	7
Co-Curricular Participation	7
Professional Attire	7
Academy: Faculty and Supports	8
Academy Counselor	8
Academy Supervisor	8
College Partnerships and Dual Credit	8
Academy FAQs	8
Contact Information	9

Introduction to Academies

Kingsway Regional School District's Academy Programs prepare students for advanced college study in a particular subject. These programs are offered to a qualifying group of students who have demonstrated interests and abilities in particular fields of study. Academies include in-depth study of targeted courses on an advanced level, with many courses meeting the requirements of Advanced Placement (AP) or college-level work. Courses fall within traditional academic disciplines such as science, math, social studies, English/language arts, business, and technology. The four-year sequence creates an integrated and interdisciplinary academic experience for students. The Academies address the core skills, knowledge, and values that are essential to success in high school and in preparation for acceptance to a competitive four-year college or university. Students enrolled in the Business Leadership Academy (BLA) or S.T.E.M. Academy should be prepared for challenging coursework, service learning, and participation in a variety of opportunities beyond the classroom.

Commitment to Excellence

Kingsway abides by the mantra, *Committed to Excellence*. Students enrolled in the Academy Programs represent Kingsway Regional High School and are expected to be role models as well-rounded, young scholastic professionals. Exemplary performance, leadership, kindness to others, behavior, and a strong work ethic are **expected** of all Academy students, which make it possible to serve as role models and representatives of our Dragon family inside and beyond our school walls. [Students are required to sign an Academy Agreement as a member of the Academy Program.](#) If, at any point, a student fails to meet the expectations outlined in the Academy Agreement, a meeting with the counselor and supervisor will be held to determine the next steps. These may include probation and/or dismissal from the Academy Program. [Click here for the Academy Student Violation Review process.](#)

Admissions Process

Each Academy program is divided into two phases: two years of interdisciplinary education requirements (grades 9 & 10) and two years of advanced preparation aligned with collegiate programming (grades 11 & 12).

Students who express an interest in college majors in one of the various areas of business or STEM-related fields and are looking to take academically rigorous courses are excellent candidates for either academy.

Phase I: Students may apply for acceptance to the program in their 8th-grade year. The admissions formula considers multiple measures to ensure that each accepted student is a good fit for the program. This formula considers 7th and 8th-grade academic grades with special emphasis on math and ELA courses, the entrance examination, teacher recommendations, MAP scores, and the student's disciplinary record.

Phase II: Students who are not a member of one of the Academy Programs during their 9th and 10th-grade year, but wish to apply to one for Phase II (i.e. during semester II of their 10th-grade year) must complete the following:

- Meet all course requirements for admission to the Academy Program of choice. This includes being enrolled in Algebra II or higher.
- Contact their school counselor to express an interest in applying.
- Complete an application provided by the counselor.
- Obtain two letters of recommendation from teachers.

The admissions formula for Phase II applicants considers multiple measures to ensure that each accepted student is a good fit for the program. This formula considers 9th and 10th-grade academic grades with special emphasis on math and ELA courses, teacher recommendations, state test scores, student attendance, and disciplinary records.

Academy Acceptance is contingent upon an end-of-year record review of both academic and disciplinary records.

- Students must **earn a minimum course grade of a B (83 or higher)** in both English/language arts and math to preserve acceptance.
- In alignment with the Academy agreement, Academy acceptance is also contingent upon **disciplinary record review not to exceed:**
 - Three - Tier 1 or Tier 2 offenses, or any combination thereof in a given year
 - One - Tier 3 or 4 offense in a given year

Additionally, **administrative discretion** may be applied in cases involving **incidents that** cause significant disruption to the school environment and/or the community and/or require a heightened response due to their nature or severity. These criteria are in place to

ensure that students in the Academy uphold the academic and behavioral standards expected of them.

Academy Goals & Experiences

Kingsway Regional School District's Academy programs aim to effectively equip their students with 21st Century Skills that prepare future leaders to tackle the complex problems and projects they will encounter in college and as professionals in the workforce. These skills, such as critical thinking, problem-solving, creativity, flexibility, collaboration, etc. are not only critical to a student's success in high school but also to college, career, and life. A student's success centers on his or her ability to not only gain advanced knowledge but also understand how to further obtain and use that knowledge to capably and confidently solve problems in the global marketplace. Successful completion of either Academy is a major academic achievement for which students, families, and faculty should be proud. In addition to challenging academic coursework, Academy students will also engage in the following experiences:

Academy Cohorts

BLA and S.T.E.M. Academy students will travel as a cohort through identified core courses throughout Phase I and, when possible, in Phase II coursework. Learning as a cohort ensures that students will develop the essential 21st-century skills of teamwork, collaboration, and communication to be highly competitive and successful in post-secondary education and in their chosen career paths.

21st Century Learning

Understanding and learning within the Academy programs will center on the reinforcement of concepts found within the Framework for 21st Century Learning, which highlights "...the skills and knowledge students need to succeed in work, life, and citizenship, as well as the support systems necessary for 21st-century learning outcomes." Through their active participation in this program, students will be effectively prepared for college success. Collaboration, critical thinking, project-based learning, and an emphasis on 21st Century Learning are central to the Academy experience.

Service Learning

Service learning is a teaching and learning strategy that meaningfully integrates community interactions with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Academy students will be required to complete a **minimum of 20 hours** of service learning per year, but are highly encouraged to continue the process more in-depth to extend their learning. Freshman year, service learning will take place during the respective seminar courses. All students are required to participate in the project and attend any required events. Students who do not comply may be, at minimum, placed on probation.

SMART Enrichment

Opportunities will be provided during the SMART period in which students can meet as an Academy to engage in discussion and participate in enrichment activities including guest speakers, field trips, virtual tours, etc. Throughout the year, students will have mandatory meetings during SMART that they are required to attend. If, for an unavoidable reason, they are not able to attend these meetings students must obtain approval from their school counselor.

Academy Capstone

Beginning with the class of 2027, Academy students choose one of two Capstone pathways.

AP Capstone Pathway

AP Capstone is a College Board diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. [To learn more about the AP Capstone Program, visit the College Board site, linked here.](#)

- **Grade 10| English II: AP Seminar** is a foundational course that engages students in cross-curricular conversations to explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. *English II: AP Seminar fulfills 1.0 credits of the core graduation requirement for English. Successful completion and a passing score of a 3 or higher on the AP Seminar Exam are pre-requisite for AP Research in Grade 12. Students who do not pass the AP Seminar Exam will be redirected to the Honors Capstone pathway.*
- **Grade 12| AP Research** is the second course in the AP Capstone experience. This course allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper, accompanied by a performance, exhibit, or product (where applicable) and a presentation with an oral defense.

Honors Capstone Pathway (Class of 2025 & 2026; optional pathway for Class of 2027 & 2028)

- **Grade 10| Honors English II** builds on existing literature and composition skills and moves on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply their knowledge. Students will closely and critically read complex works of literature and informational texts. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays.
- **Grade 12| Honors Research** is a multi-disciplinary culminating activity that allows students to demonstrate the knowledge and skills they have gained through a personalized project focused on an interest, career plan, or academic pursuit. The capstone project is designed by the student and completed under the supervision and guidance of a teacher. Students are exposed to skills to complete the capstone experience; each student conducts research and creates an approved capstone proposal to independently finish their selected project.

Business Leadership Academy

The Business Leadership Academy is a four-year program designed to expose students to various fascists of the business world. The overarching goal of the Academy is to provide students with curricular experiences relevant to the underpinnings of the business world using a collaborative student-centered approach. Through their active participation in this program, students will be effectively prepared for college business programs through exposure to foundations critical to the business world.

To achieve its goals, Kingsway's Business Leadership Academy (BLA) includes the following:

- A course sequence based on research of collegiate business administration programs;
- Instruction that is student-centered and focused on real-world connections that require critical and creative thinking as well as collaborative problem solving; an emphasis is placed on the integration of DECA components within business courses; and,
- An Academy (both S.T.E.M. and BLA together) cohort model to support collaboration and interpersonal relationships among and between students and faculty.



Student Responsibilities

Summer Seminar

Students who are accepted into Phase II are required to complete two (2) Summer Seminars as part of the Academy. One seminar will take place during the student's transition from sophomore to junior year, and the other will take place during the student's transition from junior to senior year. The Summer Seminars aim to prepare students for coursework that they will encounter during their preceding year.

Coursework

All business courses within Kingsway's Business and Leadership Academy aim to:

- Provide a strong knowledge related to business principles, economic understandings, and theoretical underpinnings;
- Develop an understanding of business law and ethics and their application to real-world scenarios;
- Cultivate leadership skills and interdependence between and among classmates;
- Advance 21st-century skills that support innovative and entrepreneurial thinking;
- Provide a broadly based business curriculum that supports transferable skills and understanding between and among industries;
- Foster a realistic understanding of professional business environments and employer expectations; and,
- Build school and community partnerships.

**Please visit the BLA website for the 4-year course sequence and recommended electives.*

Co-Curricular Participation

DECA is an extra-curricular, non-profit, local, district, state, and nationally affiliated organization for secondary students. The purpose of DECA is to provide opportunities to develop career-supportive competencies and to promote civic and personal responsibility. **All students enrolled in Kingsway's Business Leadership Academy must be a member of DECA.**

In addition to an official membership card and pin, DECA members have exclusive access to all of the college and career preparation opportunities DECA provides. These include four issues of DECA Direct magazine, participation in DECA's Competitive Events Program to demonstrate their knowledge and earn recognition, opportunities to attend conferences designed to prepare them for college and careers, access to \$300,000 in scholarships, and more. Additionally, each grade level participates in business-related field trips throughout the year, typically twice a year. Students in good standing (i.e. behavior, attendance, academics) are required to attend these scheduled trips.

Professional Attire

All BLA students will be expected to dress in professional business attire using DECA guidelines and/or BLA polo shirts when required by their business teachers and on occasions when representing the BLA. Students who do not fully comply with the dress of the day may lose points in one of their Academy classes.

S.T.E.M. Academy

The S.T.E.M. Academy offers a four-year program of interdisciplinary studies for academically motivated students interested in pursuing careers in mathematics, engineering, or the sciences. The program includes courses that have a challenging, collaborative, and inquiry approach to learning that cultivates critical thinking skills and 21st-century skills that will ensure success in post-secondary education as well as S.T.E.M. career paths.

To achieve its goals, Kingsway's S.T.E.M. Academy includes the following:

- A course sequence that emphasizes S.T.E.M.;
- Instruction that requires critical and creative thinking as well as collaborative problem solving; and,
- An Academy (both S.T.E.M. and BLA together) cohort model to support collaboration and interpersonal relationships among and between students and faculty.



Student Responsibilities

Coursework

All courses within Kingsway's S.T.E.M. Academy aim to

- Provide a strong knowledge related to science, technology, engineering, and mathematics;
- Develop an understanding of S.T.E.M. principals and their application to real-world scenarios;
- Cultivate leadership skills and interdependence between and among classmates;
- Advance 21st-century skills that support problem-solving and critical thinking; and,
- Build school and community partnerships.

**Please visit the S.T.E.M. website for the 4-year course sequence and recommended electives.*

Co-Curricular Participation

Kingsway Regional High School offers a variety of co-curricular opportunities in the area of S.T.E.M.. **All students enrolled in Kingsway's S.T.E.M. Academy must participate in a S.T.E.M.-related co-curricular opportunity offered at the high school.** [To view the list of clubs/activities at Kingsway, please click here.](#)

Additionally, each grade level participates in S.T.E.M.-related field trips throughout the year, typically twice a year. Students in good standing (i.e. behavior, attendance, academics) are required to attend these scheduled trips.

Professional Attire

All S.T.E.M. Academy students will be expected to dress in professional attire and/or S.T.E.M. Academy polo shirts when required by their teachers and on occasions when representing the S.T.E.M. Academy. Students who do not fully comply with the dress of the day may lose points in their Academy class.

Faculty and Supports

Academy Counselor

A dedicated Academy Counselor will be assigned to students in each academy to facilitate consistent communication and to support students' successes throughout the experience. The counselor is responsible for working collaboratively with the Academy Supervisor and with the participating teachers to ensure students are on track academically, scheduled appropriately in their cohort, and meet all Academy requirements. The Academy Counselor is an integral part of forming and maintaining both community and college partnerships to assist in developing the program and in providing students with valuable real-world experiences. Specifically, the Academy Counselor is a large support for the student during service learning

Academy Supervisor

The Academy Supervisor is the lead administrator who oversees each Academy. The Academy Supervisor is responsible for working together with the Academy Counselor to approve and implement curriculum, instruction, and supplemental experiences that effectively meet the goals of the Academy. Additionally, the Academy Supervisor facilitates meetings with articulated colleges, dual-credit agreement colleges, and respective faculty. Finally, the supervisor works with the Academy Counselor to ensure student goals are met by surveying student needs, scheduling course sequences, implementing and monitoring service-learning components, and bolstering enrichment opportunities.

College Partnerships and Dual Credit

Kingsway Regional School District has partnered with several colleges and universities. These partnerships have the potential to provide Academy students with opportunities, like dual-enrollment programs; participation in summer enrichment programs; the ability to take courses on the college campus during the student's senior year; and, early acceptance into collegiate honors programs.

If students take advantage of these opportunities, Academy students will engage in learning that is not only vital to postsecondary academic standards but also experience college expectations and environments. Students will have a chance to learn in the college classroom, interact with college professors, and experience the college campus before high school graduation. These create a comprehensive high school experience that prepares students for the transition into higher education and provides additional confidence needed for success in college. For more information on these, please contact the Academy Supervisor or Academy Counselor.

Academy FAQs

1. How do I know an Academy is right for me?

You should ask yourself the following questions. Your responses will help you to decide whether or not you are a good fit for one of the Academies.

- *Do my interests match the focus of the Academy?*
- *Do my grades in the subjects that are the academic focus of the Academy demonstrate that I am ready to accept the challenge of the program?*
- *Have I demonstrated that I can balance the demands of accelerated classes while still participating in sports, clubs, hobbies, and other extracurricular activities?*
- *Am I taking Algebra I or higher in 8th grade?*
- *Can I identify two faculty members in my school who are willing to provide me with excellent recommendations for these programs?*
- *Does my discipline record reflect an ability to know right from wrong in situations with my peers, my teachers, my use of social media, etc.?*
- *Have my scores on standardized/local assessments (i.e. MAP) been strong?*

2. Why is Algebra I required for entrance into the Academies?

Ninth-grade coursework in the Academies assumes and depends on student proficiency in Algebra I. Therefore, middle/sending school transcripts must reflect successful completion of Algebra I with a grade of B (83 or higher) by 8th-grade graduation for a successful applicant to be enrolled in one of the Academy Programs. Pre-Algebra/Math 8 does not satisfy this requirement, nor does taking Algebra I during the summer immediately before 9th grade.

3. What is included in the application and selection process?

The selection process considers many different criteria. As such, the selection process is a lengthy one. The following are part of the application process.

- *Basic student information (demographic information, name, address, academy interest, etc.)*
- *Academic records including 7th and 8th grade ELA and math*
- *State and/or local MAP assessment scores*
- *Recommendations from teachers*
- *Disciplinary Record*
- *Entrance exam*

4. If I am accepted into one of the Academies, do I have a better chance of getting into competitive colleges?

The Academies are an excellent place to start, but it is just the beginning. You will have to work hard and make a serious commitment to your learning throughout high school.

5. What if my child does not want to participate in some of the activities?

The Academies are competitive programs, and selected participants are expected to take part in the full complement of programming. Some of these programs may include professional speakers, career organizations, service learning, field experiences, summer workshops, research, and job shadowing.

6. Can my child withdraw from the Academy Program once started?

Students have an opportunity to leave the Academy at the end of each academic year. It is important that students learn about the program requirements and consider their level of interest and commitment to the course of study before applying.

7. Where can I learn more about the specific Academies?

To learn more about the specific academies, please visit our website at <https://www.krsd.org/>.

Contact Information

Should you have any questions, please do not hesitate to contact the Academy Supervisors and/or Academy Counselors noted below.

Academy	Supervisor	Counselor
Business Leadership	Mr. Balvir Singh singhb@krsd.us	Ms. Vivian Cassidy cassidyv@krsd.us
S.T.E.M.	Ms. Megan Bruder bruderm@krsd.us	Ms. Mairin Schramm schrammm@krsd.us