

A COMPLETE HIGH-SCHOOL COUNSELING PROGRAM

Begin with belonging. End with a complete student story.

Each grade has a different developmental purpose. Every year strengthens the same Student Ledger, so counselors inherit evidence instead of asking students to reconstruct themselves under deadline.



THE FOUR-YEAR ARC

Know. Explore. Plan. Act.

9
KNOW

Belonging & learning

Start with where the student feels known, how they learn, and how they contribute.

10
EXPLORE

Values & possible futures

Connect values to real choices, courses, interests, and experiments.

11
PLAN

Well-being, fit & story

Translate self-knowledge into fit, list direction, stories, and support.

12
ACT

Applications & transition

Use the complete record for letters, applications, decisions, and transition.

Earlier grades are not premature college admissions.

They build the belonging, learning, values, purpose, and tested-interest context that makes later counseling more accurate.

THE COMPOUNDING ADVANTAGE

One Student Ledger. Increasing value every year.

Students contribute meaningful context

Voice or text conversations surface stories, evidence, priorities, support needs, and next steps.

Adults add school knowledge

Teacher comments, counselor notes, records, writing, and progress connect to the same story.

Counselors receive usable insight

Meetings, fit, recommendations, follow-up, and handoffs begin further ahead.

WHAT HAPPENS AT EACH GRADE

A complete program—not four disconnected activities.

Addie reaches students by phone, browser, WhatsApp, or text with grade-appropriate reflection. The conversation is one input; the year-end Ledger output is what makes the work reusable.

**GRADE 9
KNOW**
STUDENT WORK

Belonging, learning, trusted adults, contribution, transition.

LEDGER OUTPUT

Belonging & Learning Profile.

COUNSELOR USE

Earlier transition support and a real baseline before later planning.

**GRADE 10
EXPLORE**
STUDENT WORK

Values in action, learning patterns, possible futures, next experiment.

LEDGER OUTPUT

Personal Rubric + Next Experiment.

COUNSELOR USE

More personal course, activity, and pathway conversations.

**GRADE 11
PLAN**
STUDENT WORK

Sustainable performance, future path, college fit, story and support.

LEDGER OUTPUT

Counselor-Ready Fit & Story Map.

COUNSELOR USE

Better meetings, list hypotheses, recommendation evidence, and support.

**GRADE 12
ACT**
STUDENT WORK

Story synthesis, application evidence, leadership, decisions, transition.

LEDGER OUTPUT

Application & Transition Dossier.

COUNSELOR USE

Specific recommendations, authentic applications, and thoughtful transition.

What the school gains

Institutional memory across grades, counselors, families, and transitions—without replacing human judgment.

What the student gains

More time to think in their own words and a record they can confirm, correct, and build over time.

By Grade 11, the counselor is not starting from a blank autobiography.

The team inherits a student-confirmed record of belonging, learning, values, tested interests, fit, stories, support, and change over time.