

Policy on Career Advising ORC 3313.6020

Summary

A community school's governing authority must have a policy on career advising. This applies to all community schools, regardless of grades served.

Policy Requirements

Governing Authority must adopt a policy that, at a minimum, addresses how the school will:

- Provide students grade level examples that link school work to one or more career fields. May use career connections developed under 3301.079(B)(2).
- Create plan to provide career advising to students in grades 6-12.
- Provide additional interventions and career advising for students identified as at risk of dropping out as defined below.
- Train employees on how to advise students using online tools.
- Develop multiple, clear academic pathways through high school that students may choose to earn diploma.
- Identify and publicize courses that can award traditional academic and career-technical credit.
- Document advising provided to each student for review by the student, parent, and future schools. Information subject to FERPA.
- Prepare students for transition from high school to post-secondary with any special interventions necessary for students in need of math remediation or English language arts remediation.
- For students at risk of dropping out, the school shall:
 - Identify students at risk of dropping out using a method that is both research-based and locally-based and that is developed with the input of teachers and counselors. Once a student is identified, the school shall develop a student success plan that addresses the student's academic pathway to a successful graduation and the role of career-tech education, competency-based education, and experiential learning, as appropriate, in that pathway.
 - Prior to developing the student success plan, the district shall invite the parent to assist in developing the plan. If the parent does not participate, the school shall provide a copy of the plan and a statement of the importance of a high school diploma and the pathways available for successful graduation.
 - Following the development of the student success plan, the school shall provide career advising to the student that is aligned with the plan.

NOTE: This policy must be updated by the Governing Authority every two years. This policy must be posted on the school's website, if it has one. A link to ODE's model policy can be found [here](#).

Epicenter Requirements

The policy on career advising, resolution and/or approved minutes showing adoption or review within the last two years must be uploaded to Epicenter. In addition, the following document must also be uploaded to Epicenter:

- A screenshot of the school's webpage showing the policy is posted.
- The following signed certification form.

Certification Statement

The undersigned hereby certifies that the community school:

- Develops a student success plan for any student identified as at risk of dropping out that addresses the student's academic pathway to a successful graduation and the role of career-tech education, competency-based education, and experiential learning, as appropriate, in that pathway;
- Prior to developing the student success plan, the community school invites the parent to assist in developing the plan. If the parent does not participate, the community school provides a copy of the plan and a statement of the importance of a high school diploma and the pathways available for successful graduation; and,
- Following the development of the student success plan, the community school provides career advising to the student that is aligned with the plan.

Melinda Hardgrow
Printed Name

Melinda Hardgrow
Signature

Superintendent
Title

10/8/17
Date

A+ Children's Academy Community School Career Connections Policy

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and district residents. The policy is posted in a prominent location on the district's website.

The district's plan for career advising includes, providing:

1. Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education.
2. Career advising to students in grades 6-12, which includes meeting with each student at least once annually to discuss academic and career pathway opportunities.
3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
 - a. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors and other appropriate school staff.
 - b. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.
 - i. Before a district develops a pupil's Student Success Plan, district staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.
4. Training for employees on how to advise students on career pathways, including use of the tools available in OhioMeansJobs K-12 and other online sources provided by the district.
5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit through College Credit Plus.
6. Information on courses that can award students both traditional academic and career-technical credit including, but not limited to, the District's policy on credit flexibility and instructions for students to access the educational option.
7. Documentation on career advising for each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. These include activities that support the student's academic, career and social/emotional development.
8. The supports necessary for students to successfully transition from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

Board Adopted October 2015