

~~204.14~~

**Career Advising and Student Success Plans**

This policy governs the School's plan for advising students on career readiness and shall be reviewed at least once every two years. This policy must be made available upon request and placed prominently on the School's website.

**I. Definitions**

Academic Pathways: A designated and specific plan for secondary and post-secondary coursework, academic programs and/or learning experiences that a student will complete in order to earn a diploma or other related credentials.

Career Advising: An integrated process that helps students understand how personal interests, values and strengths may predict educational and career satisfaction and success and may relate to academic and career goals.

Career Connection Learning Strategies: Grade-level examples linking schoolwork to one or more career fields as defined by the Ohio Department of Education.

Career Fields: Groups of occupations and broad industries based on common characteristics as defined by the Ohio Department of Education.

Career Pathways: An overview of the various career options and the amount of education or training necessary for each option.

Early Warning System: Data indicators that help identify students who are at risk of dropping out of school.

Online Tools: OhioMeansJobs K-12 or another similar tool that provides resources, tools and information for students to determine individual career interests, explore career and education options and develop an individual plan for their future.

Student Success Plan: A formalized process that helps students develop goals and plans for success in their futures. The process is based on strategic activities and reflections in which students discover their interests, explore and evaluate options and make informed decisions.

Successful Transition and Postsecondary Destinations: Acceptance to and enrollment in a postsecondary education or training program at an institution of higher education, without remediation. This includes apprenticeship, cooperative education, certificate, associate, or bachelor's degree; employment in a high-skill, high-wage career field; or, acceptance into the military.

**II. Career Advising Plan**

The School shall establish a school wide system of career advising. The School shall train staff to advise students on career pathways, including training and advising students to use online tools.

The School's career advising program:

1. will provide career advising to students in grades 6-12 through a combination of formal scheduled meetings with each student, classroom instruction regarding possible career options and career advice provided by teachers;
2. shall provide grade-level examples linking a student's schoolwork to one or more career fields by consulting the Career Connections Learning Strategies and/or any other career advising source the Head of School and/or the Board deems appropriate;
3. shall develop multiple academic pathways through high school that will allow a student to earn a high school diploma, including career technical programs and advanced standing programs;
4. will provide the supports necessary for students to transition successfully from high school to their post-secondary destination, including interventions and services necessary for students who need remediation in mathematics and English language arts; and
5. identify and publicize courses that can award students both traditional academic and career technical credit.

### **III Documentation of the School's Career Advising Program**

The School shall document the career advising provided to each student for review by the student, the student's parent, and future schools that the student may attend. The School shall not otherwise release any documentation of career advising provided to each student absent the written consent of the student's parent or the written consent of the student if the student is at least eighteen years old.

### **IV. Students At Risk of Dropping Out of High School**

The School shall identify students who are at risk of dropping out using one or more local, research-based methods, such as the Ohio Department of Education Early Warning System or any other method deemed appropriate by the Head of School or his/her designee or by the Board. The School shall consider the input of teachers and guidance counselors in identifying students at risk of dropping out of school.

Any student identified as at risk shall be provided a Student Success Plan. A Student Success Plan shall address the role of career-technical education, competency-based education, and/or experiential learning, and create a pathway to high school graduation. The School shall offer the student's parent an opportunity to assist in developing the plan. If the student's parent does not participate in the development of the plan, the School shall provide the parent (1) a copy of the Student's Success Plan, (2) a statement of the importance of a high school diploma, and (3) a summary of the academic success pathways available to the student to succeed in graduation.

The School shall provide additional interventions and career advising for students who are identified as at risk of dropping out. Career advising shall be aligned with the student's success plan.

*R.C. 3313.6020.*

See **Appendices 204.14-A Model Student Success Plan Invitation Letter to Parent and 204.14-B Model Letter to Parent After Development of Student Success Plan.**

Students wishing to take college courses at their own expense, and outside of regular school hours, may do so without participating in the Program. The School shall only recognize college course work that is successfully completed by a Student through the Program in full compliance with all Program requirements and restrictions, and it shall count such completion toward graduation and subject area requirements. Student records shall indicate the successful completion of any college courses taken and include the name of the college at which the credits were earned. Grades earned from the college will be averaged into each Student's high school and college grade point average. Students participating in the Program will receive the same preferential weighting in calculating their grade point average as those Students who participate in other Advanced Standing Programs (e.g., Advanced Placement courses, International Baccalaureate courses, etc.).

If the Student receives a failing grade in any college course while participating in the Program, the Student and his or her Parent(s) may be held responsible to reimburse the amount of state funds paid to the college on the Student's behalf. A Student who receives a failing grade may have grades and credits withheld by the School until such reimbursement occurs. However, the School shall not seek reimbursement from any participating Student who is economically disadvantaged.

The expulsion of a Student from the School may cause the Student to lose the privileges and benefits of the Program. Students who have been expelled from the School may not apply for college enrollment under the Program during the period of expulsion. With respect to Students already enrolled in college at the time of the expulsion, the Board shall deny such Student's high school credit earned in the Program during expulsion. Accordingly, the Board shall send written notice of the expulsion to the college at the time the expulsion is imposed and shall indicate that the School has adopted a policy denying high school credit for Program courses taken during an expulsion. The college may then withdraw its acceptance of the Student. If the college chooses not to withdraw its acceptance of the Student, the Student may continue in attendance for college credit only. In such circumstances, the Student is financially responsible for tuition and fees and must pay the college for any textbooks and materials that were previously supplied without charge.

Annually, the School and the participating college shall jointly submit the required data to the Chancellor of the Ohio Board of Higher Education for any Student participating in the Program by July 15. Nothing in the "College Credit Plus" program shall preclude a Student from also choosing to complete coursework in another Advanced Standing Program while enrolled in high school.

**Advanced Standing Program.** Students may earn credit toward a degree from an institution of higher education upon the Student's attainment of a specified score on an examination covering the coursework. Coursework in an Advanced Standing Program may include any of the following:

1. College Credit Plus;
2. Advanced Placement;
3. International Baccalaureate courses; or
4. Early college high schools.

*R.C. 3313.6013; Chapter 3365; OAC 3333-1-65; OAC Chapter 3301-44. See Appendix 204.13-A Letter of Intent to Participate in College Credit Plus, Appendix 204.13-B College Credit Plus Informational Sheet, and Appendix 204.13-C Sample Invitation Letter for Informational Sessions.*

It is the School's expectation that all students will graduate from high school with a high school diploma; however, the School recognizes that some students from time-to-time may face hardships that put them at-risk of not graduating. For this reason, the School will begin complying with this policy on July 1, 2020.

**Graduation Plan**

The School shall develop a graduation plan for each student enrolled in grades nine through twelve, unless the student is which shall address the student's academic pathway to meet graduation requirements. The graduation plan shall be developed jointly by the student and a representative of the School. Parents shall also be invited to participate in the development of the graduation plan. The plan shall be updated annually until the student graduates with a high school diploma or is no longer enrolled in the School.

A graduation plan is intended to supplement an existing student success plan. In lieu of a graduation plan, a student with a qualifying disability may use an individualized education program ("IEP") that contains academic goals substantively similar to those in a graduation plan.

**Criteria and Identification of At-Risk Students**

A student may be considered "at-risk" of not graduating if the student is in grades nine to twelve and has either (a) demonstrated a lack of adequate progress in meeting the requirements for graduation specified in the student's graduation plan, (b) is at least one grade level behind his or her cohort age group, or (c) the student experiences a crisis that significantly interferes with his or her academic progress.

During the course of the year, teachers have the most frequent and meaningful contacts with students, and are therefore the most likely to first notice that a student is experiencing a crisis that is significantly interfering with the student's academic progress. If a teacher becomes aware of a student meeting the at-risk criteria, the teacher should notify the Principal or his or her designee of concerns. The Principal or his or her designee in turn will investigate and determine if the student is at-risk of not graduating.

At least once each academic year, the Principal or his or her designee will determine the names of any students who failed to demonstrate adequate progress in meeting graduation requirements or are one or more years behind their respective cohort age group.

**Parental Notification Process**

The Principal or his or her designee shall provide written notice to the parent of any student identified as at-risk of not qualifying for a high school diploma. The written notice shall include a description of the School's curriculum and graduation requirements, or, if applicable, the requirements for graduation pursuant to a student's IEP. The notice shall also detail the additional instructional and support services available to the student to earn a high school diploma. Additional instructional or support services will be made available to students at-risk of not graduating. Instructional or support services may include mentoring programs, tutoring, earning credit through demonstration of subject area competency and adjusted curriculum options, career-technical programs, mental or physical health services (to the extent required by an IEP or Section 504 Plan), family engagement and support services, or other services deemed appropriate by the Principal or his or her designee.

*R.C. 3313.617.*

Appendix 248-A Graduation Plan Invitation Letter to Parent, Appendix 248-B Parental Notification That Student is At-Risk of Not Graduating, Appendix 248-C Graduation Plan. Policy 204.14 Career Advising and Student Success Plans.