

Model Career Advising & Financial Literacy Policy

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

- 1. Career Connections and Learning Strategies:**
 - a. Teachers will integrate, explicitly, grade-level connections between core competencies in reading, writing, and mathematics to future student career opportunities.
 - i. Aligns with Prior Content Knowledge/Sequence/Connections portion of the Ohio Teacher Evaluation System Rubric.
- 2. Career Advising for Students:**
 - a. Career advising/counseling to applying stage students (GLE 7-8), which includes meeting with each student at least once per trimester to discuss academic and career pathway opportunities.
 - i. Each student should follow the Intergenerational Schools layout of the "Overview of the Student Success Plan Outline."
- 3. Interventions/Career Advising for Students At-Risk of Dropping Out:**
 - a. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
 - i. Identifying students (Refining and Applying Stage – GLE 5-8) who are at risk of dropping out of school using a local, research-based method with input from teachers [students' current teachers and past stage teachers] and other appropriate school staff.
 1. Lack of attendance, tardiness, lack of adequate academic progress toward stage benchmarks, and suspensions will be used as indicators of a potentially "at-risk student."
 - ii. Development of a Student Success Plan for "at-risk student"
 1. School developed "at-risk student" notification form, which will be disseminated and discussed with parents at parent teacher conferences.
 - a. Additional meetings, if warranted, could be established if requested by teacher, administration, or parent.
- 4. Career Pathways Training:**
 - a. Principals will provide ongoing professional development training for employees/staff members on how to advise students on career pathways; including but not solely the use of the tools available in OhioMeansJobsK-12 and other online sources provided on the Ohio Department of Education website.
- 5. Pathways to Earn a High School Diploma:**
 - a. Multiple academic and career pathways through high school, to be discussed during high school mentoring, that students may choose to earn a high school diploma, including opportunities such as: earning college course credits in high school, work study programs, vocational opportunities, financial planning, etc.
- 6. Credit Flexibility—Academic and Career Tech:**
 - a. Not Applicable for K-8.
- 7. Documentation:**

This policy on career advising is reviewed at least once every two years and made available to students and families, local post-secondary institutions and district residents. Financial literacy is incorporated into the core curriculum for GLE 7-8 students. The policy is posted on the school's website (www.igschools.org).

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- a. Documentation on career advising for each student and the student's parent, guardian or custodian, as well as schools that the student may attend in the future will be maintained using the Intergenerational Schools "*Overview of the Student Success Plan Outline.*"
- b. Outline will include checklist of activities that support the student's academic, career and social/emotional development

8. Successful Postsecondary Transitions:

- a. Not Applicable for K-8.

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