

Wood County Board of Developmental Disabilities

PROCEDURE

Procedure #: 02-WLS-ALL-0874 (CR)
Effective Date: 09-27-16
Person Responsible: Director of Children's Services

Subject: Career Advising
Last Revision:

Approvals/Date: Brent Baer 10-19-16 Jermaine Flick 10.19.16
Superintendent, WCBDD Date Department Director Date

The following definitions will apply:

Career Advising – An integrated process that helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals.

1. As required, this procedure will be reviewed at least once every two years and made available to students, parents, guardians, local collaborating districts, and district residents. It will also be posted on Wood County Board of DD's website.
2. Wood Lane School's plan for career advising provides for:
 - a. Grade-level examples that link students' schoolwork to one or more career fields:
 - i. Elementary Grades (K-5) Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.
 - ii. Middle Grades (6-8) Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary options. Plans include career aspirations and goals.
 - iii. High School (9-12+) Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they explore the world of work and consider employment, education/training, and independent living options.
 - b. In grades 6-12+ students/parents will be afforded the opportunity at least annually to discuss education/training, employment, and independent living options and opportunities.
 - c. School personnel will at least annually:
 - i. Identify students who are at risk of dropping out of school using input from teachers, other appropriate school staff, and parents/guardians.
 - ii. Develop a Student Career Plan for each student that addresses both the student's pathway to successful graduation and the role of education based on the students' IEP, and experiential learning, as well as employment and independent living options.
 - Before a district develops a pupil's Student Career Plan, district staff will invite the student's parent/guardian to assist. If that adult does not participate in the plan development, the school staff will provide the adult a copy of the plan, including education, employment, and residential options the student may pursue.
 - d. Training for employees on how to advise students on career pathways, appropriate for students with significant disabilities.
 - e. Multiple academic and career pathways through high school which may be chosen by students to earn a high school diploma. These will be presented to the student/parent at least annually.
 - f. Information on the integration of developmentally appropriate educational outcomes including the use of the student's IEP goals as a means toward graduation. The importance of exploration of options for education/training, employment, and independent living will be emphasized.
 - g. Documentation on career advising for each student will be maintained and shared with the student, parent/guardian, as well as schools the student may attend in the future. These include activities that support the student's academic, career and social/emotional development. The school will use the Discovery Process as well as job exploration at work sites to assist the student in exploring Employment First options.
 - h. The school will develop and implement supports necessary for students to successfully transition from high school to their postsecondary options, including interventions and services necessary for success in potential work assignments.

References: Ohio Law 3313.6020
OhioMeansJobs K-12
<http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Advising-Policy-and-Student-Success-Plan>

Policy: 01-WLS-ALL-0208

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