

COLLEGE AND CAREER PLANNING

Alexandria City Public Schools (ACPS) provides for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will support students from historically marginalized populations in preparing for a career or postsecondary education.

Alexandria City High School and each ACPS elementary and middle school provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support includes provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.

Beginning in the elementary school years, students explore the different occupations associated with career clusters and select an area or areas of interest. Students begin the development of an Academic and Career Plan Portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The information contained in the ACPP serves as the foundation for creating the Academic and Career Plan (ACP) during middle school.

In middle school, students complete a career interest inventory and select a career pathway. To support development of the ACP, students complete at least one course in career investigation selected from the career and technical education state-approved list, or an ACPS-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor.

The School Board may require additional components focused on college and career readiness as it deems appropriate. Additional course requirements at the high school level would be subject to approval by the Virginia Board of Education (VBOE).

All schools continue development of a personal ACP during middle school with completion during the student's eighth grade year. The components of the ACP include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. During annual reviews in high school, a career-related learning experience is chosen by the student and documented in the ACP.

The ACP is developed in accordance with guidelines established by VBOE and reviewed by parents/guardians and a school official or school officials designated by the principal. The ACP is included in the student's record and is reviewed and updated annually.

Lists, as compiled annually by the Virginia Department of Education (VDOE) and provided to the School Board, of 1) the top 100 professions in Virginia by median pay and the education, training

46 and skills required for each such profession and 2) the top 10 degree programs at institutions of
47 higher education in Virginia by median pay of program graduates are provided as part of the ACP
48 process.

49
50 Beginning in middle school, students are counseled on opportunities for beginning postsecondary
51 education and opportunities for obtaining industry certifications, occupational competency
52 credentials, or professional licenses in a CTE field prior to high school graduation, as described in
53 Policy LEB: *Advanced/Alternative Courses for Credit*. Such opportunities include access to at
54 least three Advanced Placement (AP) or college-level courses for degree credit pursuant to 8 VAC
55 20-131-100. Students taking advantage of such opportunities are not denied participation in school
56 activities for which they are otherwise eligible.

57
58 Wherever possible, students are encouraged and afforded opportunities to take college courses
59 simultaneously for high school graduation and college degree credit (dual enrollment). Eligibility
60 and conditions are described in the ACPS Program of Studies. These conditions include but are
61 not limited to:

- 62
- 63 a. The student must meet the required grade point average enrollment criteria;
 - 64 b. Written approval of the high school principal prior to participation in dual enrollment
65 (DE) must be obtained;
 - 66 c. The college must accept the student for admission to the course or courses; and
 - 67 d. The course or courses must be given by the college for degree credits (no remedial
68 courses will be accepted).
- 69

70 Information that assists high school students in making informed decisions about their futures after
71 graduating from high school and ensures that such students are aware of the costs and benefits of
72 different educational and certificate programs, as collected and compiled by the Virginia
73 Department of Education in consultation with the State Council of Higher Education for Virginia,
74 is readily available to each high school student. The information is distributed to each high school
75 student who expresses an interest in attending an institution of higher education or completing a
76 training program.

77
78 **Students with Disabilities**

79
80 Students with disabilities age 14 or older have, as part of their Individualized Education Program
81 (IEP), a transition plan. The transition plan contains measurable post-secondary goals based upon
82 age-appropriate transition assessments related to training, education, employment, and where
83 appropriate, independent living skills. Transition services are based on the individual child's needs,
84 taking into account the child's strengths, preferences, and interests.

85
86
87 Adopted: December 16, 2021

88
89 Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-206.2, 22.1-253.13:1, 22.1-
90 253.13:3.

91

92 8 VAC 20-131-140.

93

94

95 Cross Refs.: IGAD

Career and Technical Education

96 IJ

Guidance and Counseling Program

97 JO

Student Records

98 LEB

Advanced/Alternative Courses for Credit

DRAFT

COLLEGE AND CAREER PLANNING

Alexandria City Public Schools (ACPS) provides for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will support students from ~~traditionally-historically~~ marginalized populations in preparing for a career or postsecondary education.

Alexandria City High School and each ACPS elementary and middle school provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support includes provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.

Beginning in the elementary school years, students explore the different occupations associated with career clusters and select an area or areas of interest. Students begin the development of an Academic and Career Plan Portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The information contained in the ACPP serves as the foundation for creating the Academic and Career Plan (ACP) during middle school.

In middle school, students complete a career interest inventory and select a career pathway. To support development of the ACP, students complete at least one course in career investigation selected from the ~~c~~Career and ~~t~~Technical ~~e~~Education ~~(CTE)~~ state-approved list, or an ACPS-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor.

The School Board may require additional components focused on college and career readiness as it deems appropriate. Additional course requirements at the high school level would be subject to approval by the Virginia Board of Education (VBOE).

All schools continue development of a personal ACP during middle school with completion during the student's ~~eighth~~ grade year. The components of the ACP include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. During annual reviews in high school, a career-related learning experience is chosen by the student and documented in the ACP.

The ACP is developed in accordance with guidelines established by VBOE and reviewed by parents/guardians and a school ~~official or school officials designated by the principal administrator or designee~~. The ACP is included in the student's record and is reviewed and updated annually.

Commented [1]: Is this the term that we still use?
@denee.scott@acps.k12.va.us
Assigned to Denee Scott

Commented [2R1]: Yes

Commented [3]: What is the role of counselors and the college and career center here? Seems like a lot of work and am unsure if admin can account for total student population.

Commented [4R3]: This should be a part of the academic advisement process that happens each year. It may be a good idea to include that process or refer to it in some way. We should check with @denee.scott@acps.k12.va.us

Commented [5R3]: This is part of the Academic Advisement process. A plan is developed in middle school and finalized in Grade 8 by the counselor and student and reviewed by the parent. The counselor is the "school official or officials designated by the principal." This is the wording in 8VAC20-131-140(B).

The plan is then reviewed and updated in high school.

Commented [6R3]: Updated to reflect the code.

Commented [7]: We may need to look at how this is reviewed and updated annually

46 Lists, as compiled annually by the Virginia Department of Education (VDOE) and provided to the
47 School Board, of 1) the top 100 professions in Virginia by median pay and the education, training
48 and skills required for each such profession and 2) the top 10 degree programs at institutions of
49 higher education in Virginia by median pay of program graduates are provided as part of the ACP
50 process.

51
52 Beginning in middle school, students are counseled on opportunities for beginning postsecondary
53 education and opportunities for obtaining industry certifications, occupational competency
54 credentials, or professional licenses in a CTE field prior to high school graduation, as described in
55 Policy LEB: *Advanced/Alternative Courses for Credit*. Such opportunities include access to at
56 least three Advanced Placement (AP) or college-level courses for degree credit pursuant to 8 VAC
57 20-131-100. Students taking advantage of such opportunities are not denied participation in school
58 activities for which they are otherwise eligible.

59
60 Wherever possible, students are encouraged and afforded opportunities to take college courses
61 simultaneously for high school graduation and college degree credit (dual enrollment), under the
62 following conditions. Eligibility and conditions are described in the ACPS Program of Studies.
63 These conditions include but are not limited to:

- 64 a. The student must meet the required grade point average enrollment criteria;
- 65 a-b. Written approval of the high school principal prior to participation in dual enrollment
66 (DE) must be obtained;
- 67 b-c. The college must accept the student for admission to the course or courses; and
- 68 e-d. The course or courses must be given by the college for degree credits (no remedial
69 courses will be accepted).

70
71
72 Information that assists high school students in making informed decisions about their futures after
73 graduating from high school and ensures that such students are aware of the costs and benefits of
74 different educational and certificate programs, as collected and compiled by the Virginia
75 Department of Education in consultation with the State Council of Higher Education for Virginia,
76 is readily available to each high school student. The information is distributed to each high school
77 student who expresses an interest in attending an institution of higher education or completing a
78 training program.

79
80 **Students with Disabilities**

81
82 Students with disabilities age 14 or older have, as part of their Individualized Education Program
83 (IEP), a transition plan. The transition plan contains measurable post-secondary goals based upon
84 age-appropriate transition assessments related to training, education, employment, and where
85 appropriate, independent living skills. Transition services are based on the individual child's needs,
86 taking into account the child's strengths, preferences, and interests.

87
88
89 Adopted: December 16, 2021

Commented [8]: a. "student meets required enrollment criteria related to grade point average prior to enrolling in any DE course."

Commented [9]: I do not believe this currently happens. Based on the DE information within the POS, students have to meet certain criteria to take DE courses. Below is the language.

"All students in dual enrollment courses must meet college and course specific admission requirements in order to earn college credit. While most DE courses require all students to be enrolled for college credit, there are a few that allow students to take the course for high school credit only. These are noted on the chart. Sophomores interested in taking a DE course must have a minimum of a 3.25 GPA, meet all test and course requirements, and request an exception from the college."

For more information, use this link. <https://live-acps22.pantheonsite.io/dual-enrollment-de>

Commented [10R9]: ACPS has to adhere to the The NOVA policy that addresses written consent/approval for students under age 16 enrolling in DE courses.

Commented [11R9]: This is directly from the code. 8VAC20-131-140.B

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section140/>

Commented [12]: d. Consider adding: "Where appropriate students qualifying as Juniors or Seniors may enroll in up to two Early Online College courses from a pre-determined course list per semester by the local college, which are not considered dual enrollment courses."

Commented [13R12]: That's a little too much detail for a policy. Added breadcrumbs to the program of studies.

Commented [14]: Per the enactment of Va. Code § 22.1-206.1

Commented [15R14]: agreed- that's a practice.

Formatted: Font: Bold

Formatted: Justified

Commented [MS16]: Added at the request of staff

91 Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-206.2, 22.1-253.13:1, 22.1-
92 253.13:3.

93
94 ~~8 VAC 20-131-100.~~
95 8 VAC 20-131-140.

96
97 *Guidelines for Academic and Career Plans (Adopted by the Virginia Board of*
98 *Education Sept 17, 2009).*
99

100 Cross Refs.:	IGAD	Career and Technical Education
	IJ	Guidance and Counseling Program
102	JO	Student Records
103	LEB	Advanced/Alternative Courses for Credit

DRAFT