

## Policy 755: College and Career Readiness

Each ~~middle and secondary~~ school ~~shall~~ 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 motivate disadvantaged and minority students to prepare for a career or postsecondary education.~~

Each elementary, middle, and ~~secondary~~ high school ~~shall~~ provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. ~~Such support shall include 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.~~ In elementary school, this includes providing information and exploration of career cluster areas. In middle and high school, this includes course information and planning for college preparation programs, opportunities for work-based learning, and exploring the multiple pathways to college and career readiness.

Beginning in the elementary school years, students ~~are to~~ explore the different occupations associated with career clusters and select an area or areas of interest. Students ~~shall~~ 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 ACPP is a repository for planning notes, class projects, interest inventory results, awards and recognitions, and other information related to academic and career plans and preparation. The ACPP is student led and updated and revised as the student continues to plan for the student's future throughout school years.~~ The information contained in the ACPP serves as the foundation for creating the Academic and Career Plan (ACP) in grade 7.

In middle school, students ~~are to~~ complete a ~~locally selected~~ career interest inventory and select a career pathway. To support development of the ACP, students complete a career investigation, ~~selected from the career and technical education state-approved list,~~ or a school division-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor. ~~The course, or its alternative, shall address, at a minimum, planning for academic courses, work-based learning opportunities, completion of industry certifications, possible independent projects, and post-secondary education. The course, or its alternative, shall include demonstration of personal, professional, and technical workplace readiness skills.~~

The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board may require such courses in career investigation at the elementary school level as it deems appropriate.

~~Each qualified high school student is provided access to courses at each high school in the division that are sufficient to complete the Passport Program and the Uniform Certificate of General Studies Program at a public institution of higher education at no cost to such student pursuant to the College and Career Ready Virginia Program established by Va. Code § 22.1-237.1, et seq.~~

~~All schools~~ Each middle and high school ~~shall~~ continues development of a personal ACP, which is first completed by the end of the fall semester of the student's eighth grade year. ~~with each seventh-grade student with completion by the end of the fall semester of the student's eighth-grade year. Students who~~

~~transfer from other than a Virginia public school into the eighth-grade shall have the ACP developed as soon as practicable following enrollment. Students who transfer into a Virginia public school after their eighth-grade year shall have an ACP developed upon enrollment.~~ 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. ~~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 the Board of Education and is signed by the student, student's parent or guardian, and school official or 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 Department of Education, ~~and provided to the School Board,~~ of 1) the top 100 professions in Virginia by median pay and the education, training and skills required for each such profession and 2) the top 10 degree programs at institutions of higher education in Virginia by median pay of program graduates are ~~made available to students and families to help with the ongoing development of the ACP. included as part of each student's ACP.~~

Beginning in the middle school years, students ~~shall be~~ are counseled on opportunities ~~which they can begin prior to high school graduation~~ for ~~beginning~~ postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field ~~prior to high school graduation~~. Such opportunities shall include access to at least three Advanced Placement (AP), ~~International Baccalaureate (IB), or Cambridge courses~~ or ~~three~~ college-level courses for degree credit pursuant to ~~8 VAC 20-131-100~~ 8 VAC 20-132-140. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible.

Wherever possible, students ~~shall be~~ are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) under the following conditions:

- a) ~~Written approval of the high school principal from the school administration to participate in prior to participation in~~ dual enrollment must be obtained;
- b) The college must accept the student for admission to the course or courses; and
- c) The course or courses must be given by the college for degree credits (no remedial courses will be accepted).
- ~~d) Students participating in courses offered by an institution of higher education shall be permitted to exceed a full course load in order to participate in courses that lead to a degree, certificate, or credential at such institution.~~

Information that assists high school students in making informed decisions about their futures after graduating from high school and ensures that such students are aware of the costs and benefits of different educational and certificate programs, as collected and compiled by the Virginia Department of Education in consultation with the State Council of Higher Education for Virginia, is readily available to each high school student through their school counselor and teachers.

#### *Legal References:*

- Code of Virginia, 1950, as amended §§ 22.1-206.2, 22.1-237.1, 22.1-237.2, 22.1-237.3, 22.1-237.4, 22.1-237.5, 22.1-253.13:1, 22.1-253.13:3
- ~~• 8 VAC 20-131-140~~
- 8 VAC 20-132-140

~~● Guidelines for Academic and Career Plans (Adopted by the Virginia Board of Education Sept 17, 2009)~~

*Adopted:* June 19, 2018

*Last Revised:* October 20, 2020

Current HCPS policy 755, last revised Oct. 2020	VSBA suggested language (IJD, updated Feb. 2023)	Draft revision of HCPS policy 755
<p>Each middle and secondary school shall provide 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 motivate disadvantaged and minority students to prepare for a career or postsecondary education.</p> <p>Each elementary, middle, and secondary school shall provide for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support shall include 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.</p> <p>Beginning in the elementary school years, students are to explore the different occupations associated with career clusters and select an area or areas of interest. Students shall begin the development of an academic and career plan portfolio (ACPP) in elementary grades to include information about interests,</p>	<p>Each middle and secondary school 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 motivate disadvantaged and minority students to prepare for a career or postsecondary education.</p> <p>Each elementary, middle, and secondary 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.</p> <p>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</p>	<p>Each school shall provide for a range of educational and academic experiences related to college and career readiness in and outside the classroom.</p> <p>Each elementary, middle, and high school provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. In elementary school, this includes providing information and exploration of career cluster areas. In middle and high school, this includes course information and planning for college preparation programs, opportunities for work-based learning, and exploring the multiple pathways to college and career readiness.</p> <p>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</p>

<p>values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The ACPP is a repository for planning notes, class projects, interest inventory results, awards and recognitions, and other information related to academic and career plans and preparation. The ACPP is student led and updated and revised as the student continues to plan for the student's future throughout school years. The information contained in the ACPP serves as the foundation for creating the Academic and Career Plan (ACP) in grade 7.</p> <p>In middle school, students are to complete a locally selected career interest inventory and select a career pathway. To support development of the ACP, students complete a career investigation selected from the career and technical education state-approved list, or a school division-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor. The course, or its alternative, shall address, at a minimum, planning for academic courses, work-based learning opportunities, completion of industry certifications, possible independent projects, and post-secondary education. The course, or its alternative, shall include demonstration of personal, professional, and technical workplace readiness skills.</p>	<p>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) in grade 7.</p> <p>In middle school, students complete a locally selected 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 a school division-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor.</p> <p>The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board</p>	<p>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) in grade 7.</p> <p>In middle school, students complete a career interest inventory and select a career pathway. To support development of the ACP, students complete a course in career investigation, or a school division-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor.</p> <p>The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board may require such courses in career investigation at the</p>
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<p>The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board may require such courses in career investigation at the elementary school level as it deems appropriate.</p> <p>All schools shall continue development of a personal ACP with each seventh-grade student with completion by the end of the fall semester of the student's eighth-grade year. Students who transfer from other than a Virginia public school into the eighth-grade shall have the ACP developed as soon as practicable following enrollment. Students who transfer into a Virginia public school after their eighth-grade year shall have an ACP developed upon enrollment. 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. In high school, a career-related learning experience is chosen by the student and documented in the ACP.</p> <p>The ACP is developed in accordance with guidelines established by the Board and signed by the student, student's parent or guardian, and school official or 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 Department of Education and provided to the</p>	<p>may require such courses in career investigation at the elementary school level as it deems appropriate.</p> <p>All schools continue development of a personal ACP with each seventh-grade student with completion by the end of the fall semester of 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. In high school, a career-related learning experience is chosen by the student and documented in the ACP.</p> <p>The ACP is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official or 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 Department of Education and provided to the School Board, of 1) the top 100 professions in Virginia by median pay and the education, training and skills required for each such profession and 2) the top 10 degree programs at institutions of higher education in Virginia by median pay of</p>	<p>elementary school level as it deems appropriate.</p> <p>Each middle and high school continues the development of a personal ACP, which is first completed by the end of the fall semester of 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.</p> <p>The ACP is developed in accordance with guidelines established by the Board of Education and is signed by the student, student's parent or guardian, and school official or officials designated by the principal. The ACP is included in the student's record and is reviewed and updated annually. Lists compiled annually by the Department of Education of 1) the top 100 professions in Virginia by median pay and the education, training and skills required for each such profession and 2) the top 10 degree programs at institutions of higher education in Virginia by median pay of program graduates are made available to students and families to help with the ongoing development of the ACP.</p>
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<p>School Board, of 1) the top 100 professions in Virginia by median pay and the education, training, and skills required for each such profession and 2) the top 10 degree programs at institutions of higher education in Virginia by median pay of program graduates are included as part of each student's ACP.</p> <p>Beginning in the middle school years, students shall be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. Such opportunities shall include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible.</p> <p>Wherever possible, students shall be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:</p> <ol style="list-style-type: none"> <li>a) Approval from the school administration to participate in dual enrollment must be obtained;</li> </ol>	<p>program graduates are included as part of each student's ACP.</p> <p>Beginning in the middle school years, students are counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation as described in Policy LEB Advanced/Alternative Courses for Credit. Such opportunities include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible.</p> <p>Wherever possible, students are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:</p> <ol style="list-style-type: none"> <li>a. Written approval of the high school principal prior to participation in dual enrollment must be obtained;</li> <li>b. The college must accept the student for admission to the course or courses; and</li> <li>c. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).</li> </ol>	<p>Beginning in the middle school years, students are counseled on opportunities which they can begin prior to high school graduation for postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field. Such opportunities include access to at least three Advanced Placement (AP) or college-level courses for degree credit pursuant to 8 VAC 20-132-100. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible.</p> <p>Wherever possible, students are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:</p> <ol style="list-style-type: none"> <li>a. Written approval of the high school principal prior to participation in dual enrollment must be obtained;</li> <li>b. The college must accept the student for admission to the course or courses; and</li> <li>c. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).</li> </ol>
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<p>b) The college must accept the student for admission to the course or courses; and</p> <p>c) The course or courses must be given by the college for degree credits (no remedial courses will be accepted).</p> <p>d) Students participating in courses offered by an institution of higher education shall be permitted to exceed a full course load in order to participate in courses that lead to a degree, certificate, or credential at such institution.</p>	<p>Information that assists high school students in making informed decisions about their futures after graduating from high school and ensures that such students are aware of the costs and benefits of different educational and certificate programs, as collected and compiled by the Virginia Department of Education in consultation with the State Council of Higher Education for Virginia, is readily available to each high school student. The information is distributed to each high school student who expresses an interest in attending an institution of higher education or completing a training program.</p>	<p>Information that assists high school students in making informed decisions about their futures after graduating from high school and ensures that such students are aware of the costs and benefits of different educational and certificate programs, as collected and compiled by the Virginia Department of Education in consultation with the State Council of Higher Education for Virginia, is readily available to each high school student through their school counselor and teachers.</p>
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