

I-14: Administrative Procedures

Student Planning, College and Career Readiness, School Counseling, and Work-Based Learning



REFERENCES

[Board Policy I-14](#)

DEFINITIONS

Apprenticeship Program: A program or set of strategies that combine academic and technical classroom instruction with work experience through an apprenticeship program and which provides the foundation for youth in high school to choose among multiple pathways, including enrolling in college, beginning full-time employment, or a combination of college and employment.

College and Career Readiness School Counseling Program: A systematic process in which counselors, administrators, teachers, and others work as a team with parents and students to ensure that all students prepare to leave the public school system with a plan and the ability to transition to post-secondary education, training, or the workforce.

Cooperative Education: A structured method of instruction whereby students coordinate their high school studies with a paying job in a field related to their academic or occupational objectives.

Educator: A licensed staff member.

Field Study: A planned group activity that provides opportunities for a student to observe skills and jobs in a variety of settings at an actual workplace.

Individual Learning Plan: A plan for students in grades K-6 that is collaboratively developed by the student, the student's parent or guardian, and the elementary school educator.

Internship: A high-quality experience where students are mentored by an employer for approximately 40 hours on-site during one course to learn about a particular industry or occupation, regardless of whether the students receive compensation.

Job Shadowing: A structured career activity in which a student follows an industry professional for a short period of time to learn about a particular occupation or industry.

Parent: For purposes of these administrative procedures and the corresponding board policy, "parent" means:

- A. a biological or adoptive parent;
- B. a legal guardian or other individual legally authorized to make educational decisions for the child;
- C. an individual, with whom the child lives, who is acting as a parent in the absence of a natural parent or a guardian;
- D. a foster parent if the authority of the biological or adoptive parents to make educational decisions on the child's behalf has been terminated or specifically limited by a court order;
- E. in the absence of any individual qualified under parts A-D, a surrogate parent appointed pursuant to the Individuals with Disabilities Education Act; and/or
- F. a stepparent if the stepparent is present on a day-to-day basis with the natural parent and child, and the other parent is absent from the home. A stepparent who is not present on a day-to-day basis in the home of the child does not have rights under Family Educational Rights and Privacy Act ("FERPA") with respect to the child's education records. Stepparents without guardianship of a child do not have the authority to enroll or register a child in school.

"Parent" does not include the state or any political subdivision of government.

Plan for College and Career Readiness: A written plan, updated annually, for students in grades 7-12 that is collaboratively developed by the student, the student's parent or guardian, and a secondary school counselor or educator.

Service Learning: A method of instruction that combines community service with academic and occupational learning.

School-Based Enterprises: Businesses set up within the school setting and run by supervised students learning to apply practical skills in the production of goods or services.

Work-Based Learning Program: A program that combines structured and supervised learning activities with authentic work experiences and that is implemented through industry and education partnerships including a job shadow; a field of study; or attending a lecture from a professional guest speaker.

Worksite or Workplace: The actual location or environment where employment or training occurs.

Youth Apprentice: An individual who is participating in a youth apprenticeship while enrolled in a public school.

PROCEDURES FOR IMPLEMENTATION

- I. Individual Learning Plan (“ILP”) and Plan for College and Career Readiness (“CCR Plan”) Conferences**
- A. Utah’s College and Career Readiness School Counseling Program Model (“CCRSC Program”) will be implemented in schools. Through an appropriate balance of time that follows the Utah model, counselors, and educators will provide the four components of this program: plan for college and career readiness, collaborative classroom instruction, systemic support to dropout prevention with social emotional supports, and program administration. In the individual planning component in grades 7-12, the CCR Plan conferences play a major role.
 - B. Elementary schools: Elementary schools will hold at least two ILP conferences per year with students, educators, and parents. Both ILP conferences will include:
 1. identifying accomplishments and strengths of the student;
 2. reviewing relevant data about the student’s progress and developing goals for improvement; and
 3. planning, monitoring, and managing the student’s educational development.
 - C. Secondary schools: Secondary schools will adhere to standards related to CCR Plans requiring the following:
 1. A plan for college and career readiness shall be a four-year plan, initiated at the beginning of a student’s seventh grade year, or within the first year the student enrolls in a district school in grades 7-12.
 2. In either seventh or eighth grade, students will have one individual CCR Plan conference with a parent and a counselor, and, in the alternating grade, either an individual or a group conference with a parent and a counselor.
 3. In ninth grade or tenth grade, students will have one individual CCR Plan conference with a parent and a counselor and, in the alternating grade, either an individual or a group conference.
 - a. In eleventh or twelfth grade, students will have one individual CCR Plan conference with a parent and a counselor, and, in the alternating grade, either an individual or group conference.
 4. Secondary schools may elect to hold individual conferences rather than group conferences annually in every grade level with the student, parent, and counselor, and other meetings as needed.
 - D. Middle and high school CCR Plan conferences will include:
 1. recognizing student’s accomplishments, strengths, and progress toward meeting the student’s educational goals and graduation requirements;
 2. planning, monitoring, and managing both educational and career development;
 3. initiating a four-year plan in seventh grade which will be monitored and managed throughout grades 8-12;
 4. planning, monitoring, and managing a career pathway or career goal for each individual student in grades 7-12;
 5. reviewing possible employment options, internships, and post-secondary options; and
 6. reviewing interest and aptitude assessments.
 - E. Time spent during the school day to implement ILPs and CCR Plans is considered part of the school term. Adequate access to students to implement the ILP and CCR Plan process as well as the CCRSC Program must be provided to educators and counselors.
 - F. Each school will submit a report on its ILP and CCR Plan activities and will participate in districtwide program evaluation annually.
 - G. ILP and CCR Plan documents will be maintained as student records.
 - H. A student’s course registration and class changes shall be consistent with the student’s written CCR Plan.
 - I. Parents will be given prior notice of, and invitation to, all scheduled ILP and CCR Plan conferences, whether individual or group. Each student’s CCR Plan shall be signed by the student’s parent.
 - J. Counselors will utilize the state-approved Career Information Delivery System in grades 7-12 to assist them with implementing the CCRSC Program.
- II. Work-Based Learning (“WBL”) Implementation**
- A. Administrative support and assistance for the work-based learning system will be provided by Career and Technology Education (“CTE”).
 - B. A district WBL committee representing all schools within the district: (i) must be created and include a variety of stakeholders from the different areas described in Utah Admin. Code R277-915-5(1)(c); (ii) will actively function as evidenced by planning and implementing WBL activities described in Utah Admin. Code R277-915-5(1)(d); and (iii) will regularly address WBL issues.
 - C. Appropriate work-based learning activities will take place in grades K-12. Work-based learning programs will include the following objectives:
 1. providing students an applied workplace experience using knowledge and skills attained in a program of study that includes an internship, externship, or work experience;
 2. providing an educational institution with objective input from a participating employer regarding the education requirements of the current workforce; and
 3. providing funding for programs that are associated with high-wage, in-demand, or emerging occupations.

- D. It is strongly recommended that, when appropriate, students in grades 11-12 participate in a work-based activity such as an internship, co-op experience, job shadow, field study, and/or an apprenticeship related to their identified career cluster.
- E. Training for students participating in work-based learning, supervisors of participating students, and cooperating employers, regarding health hazards and safety procedures in the workplace will be provided through CTE.
- F. Standards and procedures for approval of off-campus worksites will be established through CTE.
- G. Transportation options for students to and from the worksite will be identified.
- H. Employers at the worksite will provide supervision of students.
- I. Adequate insurance coverage will be provided either by the student, the program, the employer, or the district.
- J. Schools will provide appropriate supervision and evaluation of students participating in work-based learning.
- K. Parental involvement and approval will be required for students' participation in all work-based learning programs.
- L. Work-based programs will operate consistently with board policies and district administrative procedures including student transportation, credit toward graduation, attendance, and fee waivers.