

HIGH SCHOOL TO POST-SECONDARY EDUCATION*Terms Defined*

- Career: An occupation is undertaken for a significant period of a person's life and with opportunities for progress.
- Post-secondary Education: College, on-the-job training, trade school, or enlisting in the military.

Context and Purpose

The Board of Education acknowledges the importance of linking high school to higher education institutions and other post-secondary opportunities to fully develop a student's potential on their path of education. The Board recognizes the importance of improving our students' transition from high school into institutions of higher learning and/or other post-secondary opportunities that will further their education and training in their desired fields. Therefore, this policy focuses on student transitions to higher education or other post-secondary opportunities. To provide students with a more individualized transition plan that is linked to the educational levels of achievement needed for different professions, the Board expects all students, regardless of socio-economic status or career choice, to complete a career and college guide plan.

This policy is an essential element of the District's mission and vision. By infusing its concepts and activities into the school counselors' duties, this policy is an integral part of creating a system that allows students to have a concrete plan to transition to a higher level of education or other post-secondary opportunities after high school graduation. In addition to District personnel, the Board will encourage the support and involvement of students, parents, higher education representatives, and a cross-section of the community to better prepare students to become productive, contributing members of society by assisting with creating a culture that promotes a higher level of education and other post-secondary opportunities.

The High School To Post-Secondary Education policy is designed to:

1. Prepare young people to select their desire of next steps beyond high school with efforts to expose them to various colleges and careers; and
2. Provide young people with the necessary knowledge of the college enrollment process for the purpose of creating a concrete plan to pursue higher-level education required by their career choice.

Measures and Standards:

1. Per NYSED Commissioner's regulation 100.2(j), school counselors must complete an Annual Individual Progress Review with every student in grades six through twelve which will reflect educational progress, and college and career readiness with follow-up plans.
2. District administration will be required to make collaborative efforts with community partners in assisting with the changes covered in this policy.
3. The number of students completing a college application by the end of their senior year of high school will be tracked.
4. The number of students completing college scholarship award applications and the Free Application for Federal Student Aid (FAFSA) process will be tracked.

The key features of the system are as follows:

1. Utilization of Annual Individual Progress Review that outlines yearly steps for students and/or their guardian(s) and a follow-up plan;
2. Dissemination of college and career choice information;
3. Use of a college, career and life readiness platform to ensure students are completing activities geared toward increasing post-secondary readiness;
4. Structured exposure opportunities that provide all students with college and career information (this can include fairs, college/university campus visits, and other opportunities);
5. Structured career-based experiences that provide all scholars with career information, transferable skills, and technical skills;
6. Creation by District administration of a coordinated effort for collaboration with community partners that is linked to schools and relies on students, parents, mentors, youth advocates and social service agencies to assist youth;
7. Choice of a direction in which students would like to take their education by the end of their ninth-grade year, and annual check-ins thereafter in compliance with State Regulations; and
8. The development of industry- or trade-focused technical training linked to in-demand careers determined by the Department of Labor for all eleventh and twelfth graders choosing this educational path.

Policy Monitoring and Evaluation

Several different constituencies will be involved in policy monitoring and evaluation. The monitoring and evaluation framework will be reviewed by the Superintendent of Schools and appropriate District staff, and the Board.

Cross-ref: District Policy Prohibiting Discrimination or Harassment of Students or Employees (0100)

NYSSBA Ref: Career Education (4314) – Recommended Policy

Ref: 8 NYCRR 100.2(j)

Notes: Adopted October 18, 2018 pursuant to Resolution No. 2018-19: 378; Amended August 24, 2023 pursuant to Resolution No. 2023-24: 234; Amended June 26, 2025 pursuant to Resolution No. 2024-25: 885 (Formerly High School to Higher Education Institutions Policy)

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