

Preparation for Postsecondary and Workforce Success

To encourage all students to reach their learning potential, it is important to support students in planning for postsecondary and workforce opportunities throughout their education. To promote students' postsecondary and workforce success, the following opportunities and information will be provided:

-An Individual Career and Academic Plan (ICAP) is a multi-year plan that guides students and parents/guardians in the exploration of career, academic and postsecondary pathways. Beginning at the elementary and middle school levels, students will explore and participate in the ICAP process in preparation for high school.

-Sixth Grade: Each student who enrolls in sixth grade will engage in conversations to explore the concept of career and why career planning is important. Counselors and teachers will facilitate various classroom guidance lessons to help students understand how careers influence our community.

-Seventh Grade: Students will explore the Colorado Career Cluster model, develop an understanding of various careers within clusters, and identify clusters that fit their interests and talents. Students will build the connection between school and career by exploring careers and education requirements necessary to pursue specific careers.

-Eighth Grade: The district will provide information to the parents/guardians of eighth grade students about the admission requirements for institutions of higher education in Colorado. In addition, the district will make information available to these same parents/guardians about the courses the district offers that meet the Colorado Commission on Higher Education admission requirements. This information will be made available to parents/guardians prior to the student's enrollment in his or her ninth grade courses.

-High School: Students will continue to develop and maintain an ICAP throughout high school. A student's ICAP will assist the student and the student's parents/guardians with planning for career and postsecondary success. The following quality indicators will assist students in exploring successful completion of their ICAP:

- Exploring postsecondary career and educational opportunities
- Aligning coursework and curriculum
- Setting performance expectations
- Applying to postsecondary education institutions
- Demonstrating postsecondary and workforce readiness skills
- Securing financial aid; and,
- Ultimately entering the workforce successfully

For students who are receiving special education support and services, collaboration will occur between the IEP team and the school to determine if a student will have an ICAP and an IEP Transition Plan or only an IEP Transition Plan to meet graduation requirements.

The district's plan for the development and implementation of student ICAPs shall be in accordance with state statute and this policy's accompanying regulation.

Current practice codified 1983

Adopted: February 8, 1984

Revised: March 8, 2006

Revised: October 28, 2015

Revised: June 8, 2016

Revised: March 11, 2020

LEGAL REFS.: C.R.S. 22-32-109 (1)(ff) (notice of courses that satisfy higher education admission guidelines)
C.R.S. 22-32-109 (1)(oo) (board duty to adopt policy requiring individual career and academic planning for students no later than the beginning of ninth grade)
C.R.S. 22-32-109.5 (4) (district may administer "developmental education" placement or assessment tests to determine postsecondary and workforce readiness; if such test is administered, score shall be included on student's ICAP)
1 CCR 301-81 (rules governing standards for individual career and academic plans)

CROSS REFS.: IHCDA, Concurrent Enrollment
IKF, Graduation Requirements

St. Vrain Valley School District RE-1J, Longmont, Colorado