



Noble Local Schools Career Advising Policy

Noble Local School District Counseling Program Goal

The goal of the NLS D counseling program is to meet the academic, career, and personal/social needs of every student. We hope to work collaboratively with families, educational professionals, and the business community to create a culture of continuous improvement where all students are provided opportunities for success. We work to graduate all students **E**nrolled, **E**nlisted, or **E**mployed.

Philosophy for adopting a career advising policy

Career advising as an integrated process that helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. [Ohio law](#) requires local boards of education to adopt a policy on career advising.

Implementation and evaluation of the policy

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and district residents. The policy is posted in a prominent location on the district's website.

The district's plan for career advising includes:

1. Grade-level examples that link students' schoolwork to one or more career fields by implementing the [Career Connections Learning Strategies](#) offered by the Ohio Department of Education.
2. Career advising to students in grades 6-12, which includes meeting with each student at least once annually to discuss academic and career pathway opportunities and the creation/ revision of individual [Student Success Plans](#).
3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
 - a. Identifying students who are at risk of dropping out of school using a local, research based method with input from teachers, school counselors and other appropriate school staff.
 - b. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career technical education, competency-based education and experiential learning, when appropriate.
4. Training for employees on how to advise students on career pathways, including use of the tools available in OhioMeansJobs K-12 and other online sources provided by the district.
5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit through College Credit Plus.
6. Information on courses that can award students both traditional academic and career-technical credit including, but not limited to, the District's policy on [Credit Flexibility](#) and instructions for students to access the educational option.
7. Documentation on career advising for each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. These include activities that support the student's academic, career and social/emotional development.
8. The supports necessary for students to successfully transition from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

Grade-level Activities preK-12

PreK-3

- Focus on learning to read, write, and use mathematics
- Focus on interpersonal skills
 - Essential skills development action planning ([Essential skills planning template](#))
 - Leader in Me
 - 3R Rubric introduced in grade 3
- Focus on Career **Awareness**
 - Classroom Speakers
 - Career-focused activities (TBD)
- Focus on Personal Safety & Responsibility

Grades 4-5

- Focus on literacy, numeracy at consistently increasing rigor
- Focus on interpersonal skills
 - Essential skills development action planning ([Essential skills planning template](#))
 - Leader in Me
 - 3R Rubric
 - Essential Skills self-assessment/ goal setting (grade 5)
- Focus on Career **Awareness**
 - Interest Inventory w/ focus on 16 pathways
 - Introduction to Ohio Means Jobs (grade 5)
 - Q & A interviews w/ business/ industry partners (virtual & face-to-face)
 - Career-focused activities (TBD)
- Focus on Personal Safety & Responsibility

Grade 6

- Focus on literacy, numeracy at consistently increasing rigor
- Focus on interpersonal skills
 - Essential skills development action planning ([Essential skills planning template](#))
 - Leader in Me
 - 3R Rubric
 - Essential Skills self-assessment/ goal setting
- Focus on Career **Exploration**
 - OMJ Career Cluster & Interest Inventory
 - Conduct Learning Style Inventory
 - Quarterly classroom lectures (specific to pathways)

- SEL/ Careers 12-week course
- Career-focused activities including embedding Career Connections Learning Strategies (all content areas)
- Students/ parents meet with Career Pathways Coach and counselor to initiate [Student Success Plans](#) (**Individual Graduation Planning begins**)

Grade 7

- Focus on literacy, numeracy at consistently increasing rigor
- Focus on interpersonal skills
 - Essential skills development action planning ([Essential skills planning template](#))
 - Leader in Me
 - 3R Rubric/ Introduction of OMJ Readiness Seal
 - Essential Skills self-assessment/ goal setting
- Focus on Career **Exploration**
 - Revisit OMJ Career Cluster & Interest Inventory; identify 2 clusters of interest & complete comparison activity
 - Field trips/ virtual field trips w/ local business & industry partners
 - Classroom speakers (quarterly)
 - Begin documentation of career exploration hours/ activities
 - Student/ parent/ career pathways coach meeting to discuss career pathways, middle school electives, grad requirements, and to update [Student Success Plans](#)
 - Career-focused activities including embedding Career Connections Learning Strategies (all content areas)
 - Research careers (ELA classes) w/ presentation night in gymnasium

Grade 8

- Focus on literacy/ numeracy at consistently increasing rigor
- Focus on interpersonal skills
 - Essential skills development action planning ([Essential skills planning template](#))
 - Leader in Me
 - 3R Rubric/ OMJ Readiness Seal
 - Essential Skills self-assessment/ goal setting
- Focus on Career **Exploration**
 - Revisit OMJ Career Cluster; select pathway for continued exploration
 - Visit Mid-east Career Center & Zane State College
 - Classroom speakers (quarterly)

- Individual planning w/pathways coach utilizing ODEcareer pathways
- Students will log 20+ hours of career exploration (shadowing, interviews, research, etc.)
- Student/ parent/ career pathways coach meeting to discuss career pathways, high school electives, grad requirements, and to update [Student Success Plans](#)
- Freshmen orientation (activities on electives and career exploration)
- Teachers embed Career Connections Learning Strategies across all content area courses

Grade 9-10

- Focus on interpersonal skills
 - Essential skills development action planning ([Essential skills planning template](#))
 - Leader in Me
 - 3R Rubric/ OMJ Readiness Seal
 - Essential Skills self-assessment/ goal setting
- Focus on Career **PLANNING**
 - Revisit OMJ Backpacks (Career Profile-10)
 - Discuss career planning expectations & survey students (SurveyMonkey)
 - Begin collecting documentation of career exploration activities (40+ hours)
 - Establish individual job shadowing in occupation of interest
 - Group students w/ professional mentors in their chosen pathway
 - Speakers and field trip opportunities specific to pathway
 - Individual planning & scheduling w/counselor & parent utilizing ODE career pathways and to update [Student Success Plans](#)
 - preACT8/9 (grade 9), preACT (grade 10), practice Accuplacer
 - Accuplacer testing
 - Teachers embed Career Connections Learning Strategies across all content area courses
 - Tours at Mideast Career Technical Center

Grade 11

- Focus on interpersonal skills
 - Essential skills development action planning ([Essential skills planning template](#))
 - Leader in Me
 - 3R Rubric/ OMJ Readiness Seal
 - Essential Skills self-assessment/ goal setting
- Focus on Career **PLANNING**

- Revisit OMJ Backpacks (career profile)
- Continue with portfolios/ documentation of career exploration activities, including resume building
- Student/ parent/ career pathways coach meeting to discuss career pathways, electives, grad requirements, and to update [Student Success Plans](#)
- Individual hands-on work experience (25+ hours)
- Group students w/ professional mentors in their chosen pathway
- Speakers and field trip opportunities specific to pathway
- OMJ Readiness Seal Rubric (complete minimum of 5 categories)
- ACT, Accuplacer, ASVAAB, Workeys