

Technical Assistance Document for Academic and Career Plans

*Regulations Establishing Standards for Accrediting
Public Schools in Virginia*

8 VAC 20-131-140

*College and career preparation programs and
opportunities for postsecondary credit*

Virginia Department of Education

Revised 12/28/10

Technical Assistance Document for Academic and Career Plans

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Technical Assistance Document for Academic and Career Plans

News & Announcements- Academic and Career Plan Requirement Delayed

May 7, 2010 – General Assembly action delays implementation of some portions of Regulations Establishing Standards for Accrediting Public Schools in Virginia until 2011-2012 academic year. [See Superintendent's Memo #112-10.](#)

I. Introduction

In December 2007, Governor Timothy M. Kaine requested that the Board of Education include in its revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC-20-131-5 et seq), provisions for each middle and high school student to have a personal learning plan that aligns academic and career goals with the student's course of study. In February 2009, the Board adopted the revised Regulations, also known as the *Standards of Accreditation* [<http://www.doe.virginia.gov/boe/accreditation/soa.pdf>]. The section pertaining to Academic and Career Plans reads:

8 VAC 20-131-140: College and career preparation programs and opportunities for postsecondary credit.

Beginning with the 2011-2012 academic year, all schools shall begin development of a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. Students who transfer from other than a Virginia public school into the eighth-grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2012-2013 academic year, students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment. The components of the Plan shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan shall be included in the student's record and shall be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan. Any personal academic and career plans prescribed by local school boards for students in grades 7 through 12 and in effect as of June 30, 2009, are approved to continue without further action by the Board.

II. Purpose of Academic and Career Plans

The Academic and Career Plan is designed to be a working document that maximizes student achievement by setting and accomplishing goals in middle and high school that lead to postsecondary success. The Plan should be student-driven and maintained by school officials

working cooperatively to assist the student in reaching his or her goals in the most logical academic and career path.

The Academic and Career Plan should start with the end in mind. The student, parent or guardian, and school official(s) will create a plan agreed upon and signed by all parties to ensure everyone is focused on working toward the same goals and analyze and adjust the Plan in response to new information to meet the needs of the student.

III. Academic and Career Plan Timeline

Beginning with the 2011-2012 academic year, all schools shall begin to develop a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year.

Students who transfer from other than a Virginia public school into the eighth grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2012-2013 academic year, students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment.

The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan will be included in the student's record and must be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan.

IV. Academic and Career Plan Guidelines

The Academic and Career Plan Guidelines were adopted by the Board of Education on July 23, 2009, and can be accessed at http://www.doe.virginia.gov/boe/guidance/assessment_accreditation/guidelines_academic_career_plans.pdf.

V. Academic and Career Plan Template

The format of the Academic and Career Plan is flexible. Any personal academic and career plans prescribed by local school boards for students in grades 7 through 12 and in effect as of June 30, 2009, are approved to continue without further action by the Board. Schools and school divisions may use a template they have already developed in either print or electronic format. Included below is an Academic and Career Plan template that can be adapted for use by school officials working with students in academic and career preparation.

Student Name:		<i>Sample</i> Academic and Career Plan <small>(This template is designed as a sample for use by school divisions and can be modified to fit the needs of local education agencies as needed.)</small>				Initiation Date:		
Student ID#:						Review Dates:		
School:						Anticipated Graduation Date:		
Career Goal:		Career Cluster:		Career Pathway:				
Secondary and Postsecondary Career Pathways								
CAREER CLUSTERS IN VIRGINIA: Right Click HERE and Open to Explore all Career Clusters Agriculture, Food & Natural Resources Cluster Information Architectural & Construction Cluster Information Arts, A/V Technology & Communication Cluster Information Business, Management & Administration Cluster Information Education & Training Cluster Information Finance Cluster Information Government & Public Administration Cluster Information Health Science Cluster Information Hospitality & Tourism Cluster Information Human Services Cluster Information Information Technology Cluster Information Law and Public Safety, Corrections, & Security Cluster Information Manufacturing Cluster Information Marketing, Sales & Service Cluster Information Science, Technology, Engineering & Mathematics Cluster Information Transportation, Distribution & Logistics Cluster Information								
Secondary Education	Diploma Type				Diploma Recognition			
Goal:	Standard	Advanced	Standard Technical	Advanced Technical	Other	Early College Scholars Commonwealth Scholars		
Post Secondary Goal:	4-Year College/University		2-Year Community College/Technical Program		Diploma Seal(s) Earned: Choose an item.			
	Selected Military Branch:		Other:	Career Readiness Certificate (CRC)? : Choose an item.				
Test Data:	PSAT	SAT	ACT	ASVAB	Other:			
Career Assessment:	Career Assessment Information		Industry Credentials/Certification: _____			Date:		

Program of Study

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Health and Physical Education	Other Required Courses	Recommended Electives Recommended Career and Technical Courses
MIDDLE	7							
	8							
SECONDARY	9	English						
	10	English						
	11	English						
	12	English						
<p align="center">Optional School Based and Non-School Based Activities</p> <p>Extracurricular Activities (Clubs, Organizations, Offices Held): Choose an item. Choose an item. Other:</p> <p>Career and Technical Student Organizations: Choose an item. Other:</p> <p>Work-Based Learning Experience: Choose an item. Other:</p> <p>Community Service Hours:</p>								

POSTSECONDARY	Postsecondary			
	Postsecondary Major	Postsecondary Minor	Projected Beginning Date	Comments

POSTSECONDARY	Colleges/Universities of Interest			
	Name of College	Early Decision/Application Deadline	Date Transcript Sent	Comments

Parent/Guardian Signature: _____

Date Initiated: _____

Date Reviewed: _____

Date Reviewed: _____

In addition to an analysis of formal academic and career assessments, the following questions might assist you as you explore academic and career options for students.

GRADES 7 AND 8	
SAMPLE QUESTIONS	NOTES
<p><u>Personal Interests and Talents:</u></p> <ul style="list-style-type: none"> • What activities do you enjoy most? • What talents do you have? • What do you do well? • What school subjects do you like? Dislike? 	
<p><u>Academic and Career Preparation:</u></p> <ul style="list-style-type: none"> • Do you plan to attend college? • What are your favorite courses in school? • How do those courses relate to a career? • Tell me how the classes you are taking now may help you in choosing a career or college major? 	
<p><u>College and Career Preparation:</u></p> <ul style="list-style-type: none"> • What is a career or occupation of a family member or loved one? • How does what they do every day affect your decision on college or a career? • Have you spoken to them about your goals for the future? • Explain that conversation and how they will support you in your efforts to reach those goals? • Have you looked at the Career Clusters for Career and Technical Education? What careers interest you and why? 	

GRADES 7 AND 8

SAMPLE QUESTIONS

NOTES

Personal Reflection:

- Name someone you feel is successful at what they do. What makes them successful at that career?
- Explain how those attributes may assist you in reaching your goals.

GRADES 9 AND 10

SAMPLE QUESTIONS

NOTES

Personal Interest and Talents:

- Have your college or career plans changed? If so, how?
- What are your plans to participate in school clubs/organizations?
- What do you do outside of school that may help you in your chosen career?
- Update your information on clubs, organizations, sports, and/or community service.

GRADES 9 AND 10

SAMPLE QUESTIONS

NOTES

Academic and Career Preparation:

- What are your favorite courses?
- What courses will help you attain your career goal?
- What skills must one possess to be successful in their chosen profession?
- What are the benefits of the PSAT testing?
- Are you aware of the Early College Scholars program?
- Are you aware of the Commonwealth College Collaborative Courses (CCCC)?
- Are you aware of the opportunity to take Advanced Placement courses online through Virtual Virginia?
- Are you aware there are dual enrollment and IB opportunities in career and technical education?
- How can dual enrollment and AP courses benefit you and save you money as you plan for college?
- What are diploma seals and how can they benefit you?

College and Career Preparation:

- Which colleges interest you? In-State? Out-of-State?
- Explain how your parent(s)/guardian(s) support or influence your decision for college or career plans.
- What are your plans to participate in College and Career Night and what information will you specifically seek from the event?
- Are you aware of the industry certifications that are available through career and technical education courses?

GRADES 9 AND 10

SAMPLE QUESTIONS

NOTES

- Are you aware that these industry certifications plus the completion of a career and technical education program can be used for a student-selected verified credit and/or substituted for a science and/or history/social sciences verified credit?

Personal Reflection:

- What are your leadership qualities?
- What defines a leader?
- What attributes must a leader have to be successful?
- What are some opportunities for leadership in school?

GRADES 11 AND 12

SAMPLE QUESTIONS

NOTES

Personal Interest and Talents:

- Have your college or career plans changed? If so, how?
- Update your information on clubs, organizations, sports, and/or community service.

GRADES 11 AND 12

SAMPLE QUESTIONS

NOTES

Academic and Career Preparation:

- Are you aware of how dual enrollment and AP courses can save you money and earn you credits towards college?
- Are you aware there are dual enrollment and IB opportunities in career and technical education?
- Are you aware that you may be eligible for assistance in paying for Advanced Placement and International Baccalaureate exams through the Advanced Placement Test Fee Payment Program?
- Are you aware of the opportunity to take Advanced Placement courses online through Virtual Virginia?
- When do you plan to take the SAT/ACT or SATII?
- Are you aware of diploma seals? What diploma seals are you eligible to receive?
- Are you on track to receive an Early College Scholars Certificate?

College and Career Preparation:

- What colleges/universities do you plan to visit this year?
- Are you aware of the benefits of community college?
- How can you and your parent(s)/guardian(s) obtain information about financial aid and college expense?
- What are your plans to participate in College and Career Night and what information will you specifically seek from the event?
- What is your plan for submitting applications to colleges? What are the deadlines?

GRADES 11 AND 12

SAMPLE QUESTIONS

NOTES

- Are you aware that the Virginia Department of Education offers scholarships for which you may be eligible (Robert C. Byrd and Granville P. Meade scholarships)?
- What other scholarships are you aware of and what steps are you taking to apply for those scholarships?
- Are you aware that an industry certification and completion of a career and technical education program may help you in advanced placement in a community college career and technical education program?
- Do you have a résumé?

Personal Reflection:

- Explain specific qualities that you have to be successful in college or your choice of a career?
- Define success for you in the next five years.

VI. Academic and Career Plan Components

Required components of the Academic and Career Plan shall include, but not be limited to:

- The student's program of study for high school graduation;
- A postsecondary career pathway based on the student's academic and career interests;
- A signature by the student, student's parent or guardian, and school official(s) designated by the principal;
- A copy of the Plan included in the student's record; and
- Reviewing and updating, if necessary, before the student enters the ninth and eleventh grades.

The format of the Academic and Career Plan is flexible. Suggested components for the development of the Plan are included in the Academic and Career Plan Template and listed and described below.

- A. **Student Name:** Enter student's full name.
- B. **Student ID#:** Enter the student's state identifier number.
- C. **School:** Enter the name of the school the student currently attends.
- D. **Initiation Date:** Enter the date the plan was developed and signed by the student, parent/guardian, and school official.
- E. **Review Dates:** Enter the date in which the Plan was reviewed with the student. The Plan should be reviewed, if necessary, before the student enters the ninth grade and eleventh grade.
- F. **Anticipated Graduation Date:** Enter the month and year of the student's anticipated graduation.
- G. **Career Goal:** The Career Goal should be based on discussions with the student regarding personal interests and goals for the future. Information to assist in this decision can be gathered through personal and academic information, as well as from results from career assessments and other information pertinent to college and career decision making. Sample questions can be found in the Academic and Career Plan Template contained in this document. Links to career interest resources can be found in Appendix A.
- H. **Secondary and Postsecondary Career Pathways:**
Career Clusters in Virginia: Career Clusters help students investigate careers and design their plans of study to advance their career goals. Students can investigate career pathways by clicking on the links of interest to them. The Career and Technical Education Web site and *Administrative Planning Guide* containing the information on career clusters and pathways in Virginia can be found in Appendix A.

I. Secondary Educational Goal:

Diploma Type: Select from Advanced Studies Diploma, Advanced Technical Diploma, Standard Diploma, Standard Technical Diploma, Modified Diploma, or Other. Section 8 VAC 20-131-50 of *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et. seq.),

<http://www.doe.virginia.gov/boe/accreditation/soa.pdf>, sets forth the requirements for the Advanced Studies, Advanced Technical, Standard, Standard Technical and Modified Standard Diplomas. The “Other” designation can designate a Special Diploma, General Achievement Diploma, or Certificate of Completion. Diploma options and requirements for graduation are located in Appendix B.

J. Postsecondary Goal: Enter 4-Year College/University, 2-Year Community College/Technical Program, Military: Selected Branch, or Other according to the student’s postsecondary goal.

K. Career Readiness Certificate: The Certificate is an easily understood and nationally valued credential used to verify to employers anywhere in the United States that an individual has essential core employability skills. The National Career Readiness Certificate uses three WorkKeys® foundational skill assessments—Applied Mathematics, Locating Information, and Reading for Information—to verify to employers anywhere in the United States that an individual has essential core employability skills.

L. Test Data: The results of standardized tests can be entered into the appropriate box.

M. Career Assessment: School official(s) can access career assessment information from the link provided to assist in gathering information for students.

N. Program of Study: Enter the classes that the student has taken and plans to take to reach his or her Academic and Career Plan goals.

O. Extracurricular Activities: School official(s) can choose activities from the drop down menu in which students have participated or enter the data manually. Schools are urged to tailor the activities to the needs of their school. Some activities include, but are not limited to:

1. **Art Club:** promote the learning and understanding of art,
2. **AVID** (Advancement Via Individual Determination): student selection focuses on students in the middle (2.0-3.5 GPA) with academic potential, who would benefit from AVID support to improve their academic record and begin preparation for college,
3. **Beta:** a service organization to school and community,

4. **Computer Club:** to promote the learning and understanding of information processing systems,
 5. **Drama Club:** to develop dramatic talents and to bring the school and community fine drama productions,
 6. **French Club:** to further students' interest in the culture, civilization, language and heritage of France,
 7. **Key Club:** to develop initiative and leadership while serving the school and community through experiences in living and working together,
 8. **Marching Band:** an advanced musical group that performs at both school and community events,
 9. **National Honor Society:** recognition of students with highest grades, character, and leadership abilities,
 10. **Newspaper:** a forum for providing student concerns and interests to the school community,
 11. **Peer Helpers:** to provide support and friendship to fellow students and to provide information and resources to peers as needed,
 12. **Principal's Advisory Council:** to provide an independent voice in matters of student concern,
 13. **SADD:** Students Against Drunk Driving,
 14. **Spanish Club:** to further the students' interest in the culture, language and diversity of the Hispanic population worldwide,
 15. **Spanish Honor Society:** to expose students to the Hispanic culture and provide opportunities to practice the language with native speakers,
 16. **Student Council:** an organization that works in connection with the school administration, students, and the community to be one voice for the student body,
 17. **Yearbook:** to produce a yearbook for the enjoyment of students, faculty, family, and friends, and/or
 18. **Other:** Schools can add activities, organizations, and clubs to this section.
- P. Career and Technical Student Organizations:** School official(s) can choose activities from the drop down menu or enter data manually. These organizations are for individuals enrolled in career and technical education programs that engage in an annual program of

work including activities that are an integral part of the instructional program. Activities include, but are not limited to:

1. An Association of Marketing Students (DECA):

Marketing student organization designed to provide students with opportunities to develop a better understanding of the business world, increase awareness of civic responsibilities, and develop social poise and leadership skills.

2. Future Business Leaders of America (FBLA):

Prepares students for leadership and careers in business through business-related education and entrepreneurial skill development, community service and partnerships with the professional sector.

3. Family, Career, and Community Leaders of America (FCCLA):

A student organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system, and it provides opportunities for active student participation at local, state, and national levels.

4. National FFA Organization:

An agricultural science education program built on three core areas: classroom/laboratory instruction, supervised agricultural experience programs, and FFA student organization activities/opportunities. The program represents a large diversity of over 300 careers in the food, fiber, and natural resources industry.

5. Future Educators of America (FEA):

Provides high school students opportunities to explore teaching as a career option. It helps students gain a realistic understanding of the nature of education and the role of the teacher.

6. Health Occupations Students of America (HOSA):

Promotes career opportunities in the health care industry to enhance the delivery of quality health care to all people.

7. SkillsUSA- Champions at Work:

A partnership of students, teachers, and industry working together to ensure America has a skilled work force.

8. Technology Student Association (TSA):

The application and integration of science, technology, engineering, and mathematics (STEM) concepts through co-curricular activities, competitive events, and related programs.

Q. Work-Based Learning Experience (WBL): School official(s) can choose items from the drop down menu or enter data manually. Activities include, but are not limited to:

1. **Cooperative Education:** Cooperative education is a method of instruction that combines career and technical classroom instruction with directly related paid employment. The Career and Technical Education Cooperative Education Handbook, http://www.cteresource.org/downloads/1/CTE_Co-op_Hndbk.pdf, provides detailed information concerning development, regulations, teacher qualifications, and operation and management.
 2. **Job Shadowing:** Job shadowing is a short-term, career-exploration form of work site experience in which the student “shadows” (follows) a competent worker for a brief period of time. Job shadowing usually is the first form of work site assignment given to students and is less intensive than mentoring, internship, and service learning.
 3. **Mentoring:** Mentoring is a relationship between an experienced person (the mentor) and a less experienced person, such as a student (the mentee), in which the mentor provides guidance, support, feedback and skill instruction to the mentee. School-coordinated mentoring is more complex than job shadowing but tends to be less demanding and possibly shorter in duration than internship or service learning.
 4. **Internship:** An internship is a planned, progressive, structured educational activity or program that enables students to practice and develop career-related skills in a real workplace environment. Internship is more complex than job shadowing and mentoring when they are offered as separate programs.
 5. **Service Learning:** Service learning is a community-based form of the (WBL) experience in which students and teachers cooperate with their locality to address problems and issues by applying knowledge and skills from several courses or from a total program.
- R. Community Service Hours:** School official(s) can enter the number of community service hours the student has completed.
- S. Colleges/Universities of Interest:** School official(s) can use this section to store data regarding transcripts sent to colleges and information about colleges and universities of interest to the student.
- T. Sample Questions/Notes:** School official(s) can use this section to ask exploratory questions and make notes. Some examples of grade-level specific information and sample questions are noted in this document.
- U. Parent/Guardian Signature:** The signature of the parent or guardian is required.

VII: Academic and Career Plan Roles and Responsibilities

The Standards of Accreditation (8 VAC 20-131-140) state that the Academic and Career Plan must be developed and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan will be included in the student's record and must be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades.

A. School official(s) responsibilities can include, but are not limited to:

1. meeting with student and parent or legal guardian to discuss implementation, expectations, and review of the Plan;
2. exploring student interests, goals, and postsecondary goals (links to career resources can be found in Appendix A);
3. assisting in planning a challenging course schedule;
4. conducting classroom guidance, small group sessions, and other activities designed to assist students in identifying personal preferences, skills, and interests that influence career choices and success;
5. providing career development opportunities outside of regular school hours to increase participation from parents in the development and maintenance of the Academic and Career Plan;
6. creating the Plan and obtaining student and parent or legal guardian signature;
7. being available to students and parents or legal guardians in regard to changes or updates to the Plan;
8. assisting families with understanding financial aid and scholarship opportunities;
9. suggesting colleges that may match academic and career goals;
10. reviewing and updating the Plan before the student enters the ninth and eleventh grades; and
11. maintaining a copy of the Plan in the student record.

B. Student responsibilities can include, but are not limited to:

1. participating in opportunities for career development which may include classroom guidance activities, interest inventories, and career fairs;

2. identifying personal preferences, skills, and interests that influence career choices and success;
3. identifying the relationship between course content, educational achievement, and career choices;
4. understanding the education and training needed to achieve career goals;
5. actively participating in the development and maintenance of the Academic and Career Plan; and
6. asking questions. A list of twenty questions to ask the school counselor regarding academic and career preparation is provided through The College Board. A link to the site is provided in Appendix A.

C. Parent/Guardian responsibilities can include, but are not limited to:

1. actively participating in and supporting the development and maintenance of the Academic and Career Plan;
2. offering opportunities to learn about careers and college information outside of the school environment;
3. encouraging the most education possible;
4. providing resources that utilize career interests, abilities, skills, beliefs, and values;
5. identifying potential careers that are linked to identified interests; and
6. introducing experiences that meet career, cognitive, emotional, and behavioral goals.

VIII: Sample Questions for Consultations with Students

Grade-level specific questions are broken down into four categories: Personal Interest and Talents, Academic Preparation, College and Career Preparation, and Personal Reflection.

A. Sample Questions for 7th- and 8th-Grade Students:

Personal Interest and Talents:

- What activities do you enjoy most?
- What school subjects do you like? Dislike?
- What talents do you have?
- What do you do well?

Academic and Career Preparation:

- Do you plan to attend college?
- What are your favorite courses in school?
- How do those courses relate to a career?
- Tell me how the classes you are taking now may help you in choosing a career or college major?

College and Career Preparation:

- What does your father/mother/guardian do for a career?
- How does what they do every day affect your decision on college or a career?
- Have you spoken to them about your goals for the future? Explain that conversation and how they will support you in your efforts to reach those goals?
- Have you looked at the Career Clusters? What careers interest you and why?

Personal Reflection:

- Name someone you feel is successful at what they do. What makes them successful at that career?
- Explain how those attributes may assist you in reaching your goal.

B. Sample Questions for 9th- and 10th-Grade Students:

Personal Interest and Talents:

- Have your college or career plans changed? If so, how?
- Update your information on clubs, organizations, sports, and/or community service.
- What are your plans to participate in school clubs/organizations?
- What do you do outside of school that may help you in your chosen career?

Academic and Career Preparation:

- What are your favorite courses?
- What courses will help you attain your career goal?
- What skills must one possess to be successful in your chosen profession?
- How can dual enrollment and AP courses benefit you and save you money as you plan for college?
- What are diploma seals and how can they benefit you?
- What are the benefits of the PSAT testing?
- Are you aware of the Early College Scholars program?
- Are you aware of the Commonwealth College Collaborative Courses (CCCC)?
- Are you aware of the opportunity to take Advanced Placement courses online through Virtual Virginia?
- Are you aware there are dual enrollment and IB opportunities in career and technical education?

College and Career Preparation:

- Which colleges interest you? In-State? Out-of-State?
- Explain how your parents or guardians support or influence your decision for college or career plans.
- What are your plans to participate in College and Career Night and what information will you specifically seek from the event?
- Are you aware of the industry certifications that are available through career and technical education courses?
- Are you aware that these industry certifications plus the completion of a career and technical education program can be used for a student-selected verified credit and/or substituted for a science and/or history/social sciences verified credit?

Personal Reflection:

- What are your leadership qualities?
- What defines a leader?
- What attributes must a leader have to be successful?
- What are some opportunities for leadership in school?

C. Sample Questions for 11th- and 12th-Grade Students:

Personal Interest and Talents:

- Have your college or career plans changed? If so, how?
- Update your information on clubs, organizations, sports, and/or community service.

Academic and Career Preparation:

- Are you aware of how dual enrollment and AP courses can save you money and earn you credits towards college?
- Are you aware there are dual enrollment and IB opportunities in career and technical education?
- Are you aware that you may be eligible for assistance in paying for Advanced Placement and International Baccalaureate exams through the Advanced Placement Test Fee Payment Program?
- Are you aware of the opportunity to take Advanced Placement courses online through Virtual Virginia?
- When do you plan to take the SAT/ACT or SATII?
- Are you aware of diploma seals? What diploma seals are you eligible to receive?
- Are you on track to receive an Early College Scholars Certificate?

College and Career Preparation:

- What colleges/universities do you plan to visit this year?
- Are you aware of the benefits of community college?
- How can you and your parents/guardians obtain information about financial aid and college expense?
- What are your plans to participate in College and Career Night and what information will you specifically seek from the event?

- What is your plan for submitting applications to colleges? What are deadlines?
- Are you aware that the Virginia Department of Education Web site lists scholarships for which you may be eligible (Robert C. Byrd and Granville P. Meade scholarships)?
- What other scholarships are you aware of and what steps are you taking to apply for those scholarships?
- Are you aware that an industry certification and completion of a career and technical education program may help you in advanced placement in a community college career and technical education program?
- Do you have a résumé?

Personal Reflection:

- Explain specific values that you must have to be successful in college or your choice of a career?
- Define success for yourself in the next five years.

IX: Resources and Policies for Academic and Career Discussions with Student and Parents

A. *Standards for School Counseling Programs in Virginia Public Schools*

The *Standards for School Counseling Programs in Virginia Public Schools* include academic and career development goals for students. As such, implementation of an academic and career curriculum should begin in elementary school. Career exploration and an understanding of the relationship between academic achievement, personal interests, and investigating the world of work are essential building blocks for students. The entire *Standards for School Counseling Programs in Virginia Public Schools* is available in Appendix C of this guidance document. The standards are also available on the Department of Education's Web site at http://www.doe.virginia.gov/administrators/superintendents_memos/2004/inf017a.pdf.

The *Standards for School Counseling Programs in Virginia Public Schools* are organized by grade level, beginning with Kindergarten and continuing through Grade 12, under three goals: Academic Development, Career Development, and Personal/Social Development. The first two goals are particularly relevant to the development of an Academic and Career Plan.

Academic Development

Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Career Development

Students will investigate the world of work in order to make informed career decisions.

Personal/Social Development

Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

Although the *Standards for School Counseling Programs in Virginia Public Schools* are defined at certain grade levels, school counseling programs should reinforce previously acquired knowledge and skills as defined by these standards throughout the course of a student's subsequent educational experience.

B. Virginia Board of Education's Regulations Regarding School Guidance and Counseling Programs in the Public Schools of Virginia

In 1996, the Virginia Board of Education adopted *Regulations Regarding School Guidance and Counseling Programs in the Public Schools of Virginia*. These regulations are available on the Internet at <http://leg1.state.va.us/000/reg/TOC08020.HTM#C0620> and have been reprinted in their entirety in Appendix D of this document.

C. Virginia State Laws and Policies Related to Academic and Career Counseling

In providing guidance to students, school officials should be aware of several laws and other policies that may influence when and how information is communicated to students and their parents regarding decisions they must make regarding their academic and career future. The primary documents containing this information are:

- The *Code of Virginia* (Standards of Quality) at <http://leg1.state.va.us/000/src.htm>, and
- The Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation) at <http://www.doe.virginia.gov/VDOE/Accountability/soa.html>.

Excerpts from the *Code* and the *Standards of Accreditation* that relate to the most frequently asked questions related to school counseling are noted below and have been grouped according to the grade level at which they are likely the most applicable. However, all school officials who work directly with students regarding their academic and career planning should be familiar with all of the *Standards of Accreditation*, in particular Part III – Student Achievement.

D. Graduation Requirements and Diploma Options in Virginia

Part III of the *Standards of Accreditation* contains the regulations governing diploma options and graduation requirements in Virginia. An excerpt of these options and requirements is provided in Appendix B of this guidance document.

1. Policies Relevant to 7th- and 8th-Grade Academic and Career Counseling

a. Code of Virginia - Standards of Quality

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

Any student who fails to achieve a passing score on all of the Standards of Learning for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Local school boards shall implement a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations.

b. *Regulations Establishing Standards for Accrediting Public Schools in Virginia*

8 VAC 20-131-50. Requirements for graduation.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8 VAC 20-131-110.

8 VAC 20-131-90. Instructional program in middle schools.

Level one of a foreign language and an Algebra I course shall be available to all eighth-grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in these regulations shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.

8 VAC 20-131-140. College preparation programs and opportunities for postsecondary credit.

Each middle and secondary school shall provide for the early identification and enrollment of students in a college preparation program with a range of

educational and academic experiences in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to attend college.

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 courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible. 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:

1. Written approval of the high school principal prior to participation in dual enrollment must be obtained;
2. The college must accept the student for admission to the course or courses; and
3. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).

Schools that comply with this standard shall not be penalized in receiving state appropriations.

Beginning with the 2010-2011 academic year, all schools shall begin development of a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. Students who transfer from other than a Virginia public school into the eighth-grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2011-2012 academic year, students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment. The components of the Plan shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan shall be included in the student's record and shall be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan. Any personal academic and career plans prescribed by local school boards for students in grades 7 through 12 and in effect as of June 30, 2009, are approved to continue without further action by the Board.

2. Policies Relevant to 9th- and 10th-Grade Academic and Career Counseling

a. *Code of Virginia - Standards of Quality*

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

Each local school board shall notify the parents of rising eleventh- and twelfth-grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.

A “career and technical education completer” is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

b. *Regulations Establishing Standards for Accrediting Public Schools in Virginia*

8 VAC 20-131-110. Standard and verified units of credit.

A verified unit of credit shall be based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described in this subsection. A student may also earn a verified unit of credit by the following methods:

1. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education.
2. Upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for

the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

3. Beginning with the ninth-grade class of 2003-2004 and beyond, students who do not pass Standards of Learning tests in science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board of Education.

The Board of Education may from time to time approve additional tests for the purpose of awarding verified credit.

A list of the approved substitute tests can be found at http://www.doe.virginia.gov/testing/substitute_tests/substitute_tests_verified_credit.pdf.

8 VAC 20-131-180. Off-site instruction.

Students may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal. Standard units of credit shall be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, approved by the local school board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The local school board shall develop policies governing this method of instruction in accordance with the provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.

3. Policies Relevant to 11th- and 12th-Grade Academic and Career Counseling

a. *Code of Virginia - Standards of Quality*

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

Each local school board shall notify the parents of rising eleventh- and twelfth-grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.

b. *Regulations Establishing Standards for Accrediting Public Schools in Virginia*

8 VAC 20-131-50. Requirements for graduation.

Awards for exemplary student performance. Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one or more of the following awards:

1. Students who complete the requirements for an Advanced Studies Diploma or Advanced Technical Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses shall receive the Governor's Seal on the diploma.
2. Students who complete the requirements for a Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma or Advanced Technical Diploma with an average grade of "A" shall receive a Board of Education Seal on the diploma.
3. The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma or Advanced Technical Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.
4. The Board of Education's Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma or Advanced Technical Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma or Advanced Technical Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.
5. The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn either a Standard Diploma, Standard Technical

Diploma, Advanced Studies Diploma, or Advanced Technical Diploma and: (i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; and, (ii) have good attendance and no disciplinary infractions as determined by local school board policies and, (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

6. Students may receive other seals or awards for exceptional academic, career and technical, citizenship, or other exemplary performance in accordance with criteria defined by the local school board.

Students completing graduation requirements in a summer school program shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.

Students shall be counseled annually regarding the opportunities for using additional tests for earning verified credits as provided in accordance with the provisions of 8 VAC 20-131-110, and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.

X: Implementation: Scenarios of Academic and Career Plan Implementation

Academic and Career Plan Implementation Scenario #1:

Jones Middle School:

Staff Responsibility: Teachers, School Counselors, Transition Coordinators, and Administrators

- Academic and Career Plan training among high school counselors, middle school counselors, transition coordinator, and CTE administrators. Training to result in "session scripts" for teachers. Training topics include purpose, career exploration, graduation requirements, high school electives, career clusters, career pathways, and utilizing plans of study/career pathways located at http://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml.
- Announcement of training program through staff meeting and announcement of any pre-planning activities.

- Eight student sessions during the 7th-grade year in morning homeroom by teachers with assistance from school counselors.
- School counselors provide teachers with session scripts to assist with preparation in creating an Academic and Career Plan.
- Topics for teacher scripts:
 - Session 1: Overview and Expectations for the Academic and Career Plan
 - Session 2: Career Exploration and Assessment
 - Session 3: Career Clusters and Pathways
 - Session 4: Policies Relevant to 7th- and 8th-Grade Career Counseling (see Page 23 of this document)
 - Session 5: High School Expectations - Graduation Requirements/Electives
 - Session 6: Overview of Academic and Career Plan Template and Summary of Sessions
 - Session 7: Academic and Career Plan Student Completion. Academic and Career Plan Template is available on page 4
 - Session 8: Signed Academic and Career Plans submitted to homeroom teachers
- Academic and Career Plans are signed by the homeroom teacher, the school counselor, the parent or guardian, and the student. A printed copy is given to the student and the original is filed in the individual student record and accessed to review or update.
- For Academic and Career Plan development for students in special education or self-contained homeroom classes, the Local Education Agency's Transition Coordinator should be involved in all aspects of training.

Academic and Career Plan Implementation Scenario #2:

Smith Middle School

Staff Responsibility: School Counselors, Teachers, Transition Coordinators, and Administrators

- Academic and Career Plan training among high school counselors, middle school counselors, transition coordinator, and CTE administrators on level-specific career planning and implementation. Training to cover graduation requirements referenced in Appendix B, Career Clusters, and Plans of Study, SOQ/SOA Policies Relevant to 7th- and 8th-Grade Career Counseling (see page 23 of this document).
- Sixth-Grade Career Curriculum to students from administrators and school counselors through individual, classroom, or group counseling emphasizing a common school language and school culture related to careers and the Academic and Career Plan.
- Academic and Career Plan Model presented at an orientation training for 7th-graders. Discussion to include the purpose of the Academic and Career Plan, benefits of the Plan, expectations for students, responsibilities of staff, students, and parents, and the Academic and Career Plan as a Passport to Career Success.
- Seventh-Grade homeroom teachers designated as team leaders. They will coordinate information with school counselors and disseminate materials and mentor students as needed throughout the year.
- Middle school counselors, with the assistance of teachers and CTE staff, develop a plan to deliver career development curriculum to students through individual, group, and/or

classroom guidance activities. School counselors will assist students in filling out the Academic and Career Plan throughout the 7th-grade school year. Career Development resources can be accessed in Appendix A. The Academic and Career Plan template is available on page 4 of this document. The template for Plans of Study for Career and Technical Education is available at http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml.

- School counselors work cooperatively with administrators and teachers to formulate a plan that will include parents' participation in plan development and implementation. School counselors can meet with parents and students through scheduled meetings, parent/teacher nights, or after-hours activities. Academic and Career Plans could also be sent electronically to parents for a signature of consent.
- Academic and Career Plans are signed by the teacher team leader, the school counselor, the parent or guardian, and the student. A printed copy is given to the student and the original is filed in the individual student record and accessed to review or update.
- For Academic and Career Plan development for students in special education or self-contained homeroom classes, the Local Education Agency's Transition Coordinator should be involved in all aspects of training.

Academic and Career Plan Implementation Scenario #3:

Williams Middle School

Staff Responsibility: School Counselors, Teachers, Transition Coordinators, and Administrators

- Academic and Career Plan training for high school counselors, middle school counselors, transition coordinator, and CTE administrators on level-specific career planning and implementation. Training to cover graduation requirements in Appendix B, Career Clusters and Plans of Study, SOQ/SOA Policies Relevant to 7th- and 8th-Grade Career Counseling (see page 23 of this document).
- Sixth-Grade Career Curriculum to students from administrators and school counselors through individual, classroom, or group counseling emphasizing a common school language and school culture related to careers and the Academic and Career Plan.
- As part of the comprehensive school counseling program, and aligned with the Standards for School Counseling (Appendix C), school counselors work cooperatively with teachers and administrators to conduct career research and classroom guidance lessons for 7th-graders. Lessons include assisting students with the Programs of Study and Postsecondary Career Pathway elements of the Academic and Career Plan.
- Each school counselor meets individually with 7th-grade students and parents to develop the Academic and Career Plan. The A&CP template is available on page 4 of this document. The template for Plans of Study for Career and Technical Education is available at http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml.
- Principal appoints or employs a career specialist as part of the school counseling team. The responsibilities will include compliance of requirements to SOA standards, coordinating program model, and developing maintenance and review schedule.

- Academic and Career Plans are signed by the student, parent, assistant principal, and school counselor. A printed copy is given to the student and the original is filed in the individual student record and accessed to review or update.
- For Academic and Career Plan development for students in special education or self-contained homeroom classes, the Local Education Agency's Transition Coordinator should be involved in all aspects of training.

APPENDIX A

Web-Based Resources to Assist in Creating and Maintaining an Academic and Career Plan

Web-Based Resources for School Officials to Assist in Creating and Maintaining an Academic and Career Plan

Academic Resources:

- **20 Questions to Ask your School Counselor: Prepared by The College Board:** Your school counselor is one of your best resources as you plan for college. Your counselor has information about admissions tests, college preparation, and your education and career options. The site includes some basic questions to help get your conversation started. <http://www.collegeboard.com/student/plan/starting-points/114.html>
- **Test-Taking Tips:** Whether you are a high school or college student, tests are unavoidable. If you take a multiple-choice exam, your strategy will be different than if you were to take an essay test. This site discusses proper note taking, studying and test taking strategies as a vital part of improving your grade and academic success. <http://www.testtakingtips.com/>
- **Study Skills:** HowToStudy.com provides free links to valuable sites on the Internet related to the subject of studying. <http://www.howtostudy.com/index.htm>
- **Early College Scholars:** The Early College Scholars program allows and encourages eligible high school seniors to complete their high school diploma and concurrently earn at least 15 hours of transferable credits toward a college degree, resulting in a more productive senior year and reducing the amount of college tuition for families. http://www.doe.virginia.gov/instruction/graduation/early_college_scholars/index.shtml
- **CTE Administrative Planning Guide (APG):** Includes information to help school divisions plan and schedule career and technical instructional programs and make the best use of instructional resources. The document is organized around specific program areas and the courses, course sequences, and certifications available to students as they begin preparing for careers. <http://www.cteresource.org/apg/>
- **Path To Industry Credentialing for Secondary Career and Technical Education:** Encourages students to work toward earning an industry certification, achieving a state licensure, or passing an occupational competency assessment while pursuing a high school diploma. Students who earn a credential and complete a Career and Technical program may earn up to two student-selected verified credits to meet graduation requirements. The Virginia Board of Education has approved credentials for career and technical education (CTE) courses or course sequences. Go to <http://www.cteresource.org/apg/credentials> for a chart of the credentials approved by the Virginia Board of Education for student-selected verified credit along with brief descriptions and the courses which may prepare a student for the approved examinations.

- **Career Connections:** Designed to help students prepare for careers and continuing education in a challenging and rapidly changing workplace. The total concept of Career Connections includes the components of career information resources, career development, and career connecting links.
http://www.cteresource.org/apg/program_areas/33
- **Commonwealth Scholars:** The primary goal of Commonwealth Scholars is to increase the number of high school graduates who successfully complete a specified program of academic courses that are designed to prepare them to enter community colleges and universities ready to succeed. Commonwealth Scholars is targeted to “middle majority” and first generation students.
<http://www.vccs.edu/WorkforceServices/Grants/tabid/731/Default.aspx#commonwealth>
- **Virginia Department of Education, Office of Career and Technical Education:** Career and Technical Education in Virginia annually serves more than 550,000 students in grades 6-12 through its career and technical courses and programs. At the state level, Career and Technical Education supports many initiatives and provides valuable resources that further enhance the value of its educational offerings.
http://www.doe.virginia.gov/instruction/career_technical/index.shtml
- **Virginia Department of Education, Office of Standards, Curriculum, and Instruction:** Provides quality instruction in a well-articulated educational program to Virginia’s middle and high schools to include English-language arts; mathematics; science; history, social sciences and international education; fine arts; health, physical education and driver education; gifted education and Governor’s schools; school counseling; STEM education; and foreign languages. Additionally, the Office provides leadership on Standards of Learning, program initiatives, state and federal grants, and facilitates technical assistance to the field.
<http://www.doe.virginia.gov/instruction/index.shtml>
- **Virtual Virginia:** A program of the Virginia Department of Education serving students in Virginia middle and high schools by providing flexible options for the diverse educational needs of students and their families. The program offers access to online courses for students who might not be able to take advanced placement and world language courses due to the lack of a highly qualified instructor, too few students to offer the course, or scheduling conflicts within the school. www.virtualvirginia.org
- **Governor’s Career and Technical Academies:** Academies are programs designed to expand student options in science, technology, engineering, and mathematics (STEM) literacy and the related skills and credentials that will prepare students for high-demand, high-wage and high-skill careers.
http://www.doe.virginia.gov/instruction/career_technical/gov_academies/index.shtml

- **Courses to Satisfy Graduation Requirements for the Standard, Advanced Studies, and Modified Standard Diplomas in Virginia Public Schools:** Section 8 VAC 20-131-50 of *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et. seq.) (the Standards of Accreditation - SOA) sets forth the requirements for the Standard, Advanced Studies, and Modified Standard Diplomas. Those requirements specify which level of courses and/or subject area disciplines students must complete to earn either a standard or verified unit of credit in the areas of mathematics, laboratory science, and history and social science, as well as the credit requirements in other content disciplines. The regulations also specify that the Board of Education can approve additional courses (other than those specifically named in the standards) to satisfy the requirements in those areas.

For students entering the 9th grade prior to 2010-2011:

http://www.doe.virginia.gov/boe/accreditation/stds_archive/soa2006.pdf

For students entering the 9th grade in 2010-2011 and beyond:

<http://www.doe.virginia.gov/boe/accreditation/soa.pdf>

College Resources:

- **The College Board:** The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. www.collegeboard.com
- **ACT:** An independent, not-for-profit organization that provides more than a hundred assessment, research, information, and program management services in the broad areas of education and work force development. www.act.org
- **Virginia Mentor (National Application Page):** An online connection to post-high school educational opportunities. www.virginiamentor.org
- **Career Cruising:** Online career guidance and planning tools designed for people of all ages. <http://www.careercruising.com/>

Career Resources in Virginia:

- **Career Clusters in Virginia:** Includes resources that provide information about career clusters and organizing career building information around the 16 career clusters. http://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml
- **Virginia Wizard:** A one-stop, online resource that brings together information about careers, curriculum and financial assistance. <https://www.vawizard.org/vccs/Main.action>
- **Kuder Planning System:** Internet-based system that combines research-based interests, skills, and work values assessments with portfolio development, comprehensive

education and career exploration capabilities along with powerful administrative database management. <http://www.kuder.com/>

- **Virginia View:** Virginia Career VIEW assists students with career and educational choices. This Web site is designed to demonstrate a clear career pathway to success. www.vaview.vt.edu
- **KnowHow Virginia:** Career and Technical Education is a whole array of courses and programs available in Virginia's public schools with one strong goal: preparing students to succeed in a world that is increasingly oriented toward highly skilled jobs. <http://www.knowhowvirginia.org/>
- **r u ready? Magazine:** This guide is designed to help you understand why and how to prepare for a lifetime of working in the real world. Junior and senior years in high school are critical times to finalize your plans and start heading down the right career pathway. <http://www.cteresource.org/downloads/4/RUready2010.pdf>
- **Virginia Workforce Network - Workforce Development:** Virginia Workforce Network (VWN) is the brand name for Virginia's system of one-stop career centers known as Virginia Workforce Centers, and other activities related to the Workforce Investment Act. <http://myfuture.vccs.edu/WorkforceServices/VirginiaWorkforceNetwork/tabid/693/Default.aspx>
- **United States Department of Labor:** Fosters and promotes the welfare of the job seekers, wage earners, and retirees of the United States. <http://www.dol.gov/index.htm>
- **Virginia Employment Commission: Virginia Workforce Connection:** Comprehensive job matching between job seekers and employers. http://www.vec.virginia.gov/vecportal/field/field_offices.cfm
- **Trailblazers:** Online resource to help teachers, administrators and school divisions increase the enrollment and completion rates of underrepresented students in nontraditional CTE programs to meet the federal Perkins grant mandates. http://www.ctetrailblazers.org/live_data/live_site_page.php
- **Career Planning Guide: Virginia Department of Education:** The Career Planning Guide organizes careers into a three-level hierarchy. Career Clusters, the broadest category, group careers that share basic characteristics. Each career cluster is further divided into career pathways, which contain specific occupations. Occupations correspond to job titles. <http://www.cteresource.org/cpg/>

News & Announcements

May 7, 2010 – General Assembly action delays implementation of some portions of Regulations Establishing Standards for Accrediting Public Schools in Virginia until 2011-2012 academic year. [See Superintendent's Memo #112-10.](#)

APPENDIX B

Diploma Options and Requirements for Graduation *8 VAC 20-131-50.*

- **Appendix B1:**
For students entering ninth grade prior to 2011-2012
The Standards of Accreditation approved by the Board of Education on May 24, 2006, contain the graduation requirements for students who entered the ninth grade prior to 2011-2012. These requirements are stated beginning on page 38 of this document. The Board of Education has approved certain courses that meet these requirements. They are located at http://www.doe.virginia.gov/boe/accreditation/stds_archive/soa2006.pdf .
- **Appendix B2:**
For students entering the ninth grade beginning in 2011-2012
On February 19, 2009, the Board of Education adopted revised Standards of Accreditation that prescribed the graduation requirements for students entering the ninth grade in 2011-2012. These requirements are stated beginning on page 40 of this document. The Board of Education has approved certain courses to meet these requirements. They are located at <http://www.doe.virginia.gov/boe/accreditation/soa.pdf>.

Graduation Requirements for Students Entering the 9th Grade Prior to 2011-2012

Diploma Options and Requirements for Graduation 8 VAC 20-131-50.

1. **The Standards of Accreditation approved by the Board of Education on May 24, 2006 contain the graduation requirements for students who entered the ninth grade prior to 2011-2012. Students shall earn the required standard and verified units of credits as described in VAC 20-131-50, subsection 2.**
2. **Credits Required for Graduation with a Standard Diploma.**

Standard Diploma

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2,6}	3	1
History and Social Sciences ^{3,6}	3	1
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Electives ⁴	6	
Student Selected Test ⁵		1
Total	22	6

¹ Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The board may approve additional courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. The board may approve additional courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board may approve additional courses to satisfy this requirement.

⁴ Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the board in 8 VAC 20-131-110.

⁶ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Graduation Requirements for Students Entering the 9th Grade Prior to 2011-2012

**Diploma Options and Requirements for Graduation
8 VAC 20-131-50.**

- 1. The Standards of Accreditation approved by the Board of Education on May 24, 2006 contain the graduation requirements for students who entered the ninth grade prior to 2011-2012. Students shall earn the required standard and verified units of credits as described in VAC 20-131-50, subsection 2.**
- 2. Credits Required for Graduation with an Advanced Studies Diploma.**

Advanced Studies Diploma

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
Foreign Language ⁴	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Electives	2	
Student Selected Test ⁵		1
Total	24	9

¹ Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board may approve additional courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board may approve additional courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board may approve additional courses to satisfy this requirement.

⁴ Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the board in 8 VAC 20-131-110.

Graduation Requirements for Students Entering the 9th Grade Beginning in 2011-2012

Diploma Options and Requirements for Graduation 8 VAC 20-131-50.

1. **Beginning with the ninth-grade class of 2011-2012 and beyond, students shall earn the required standard and verified units of credits as described in VAC 20-131-50, subsection 2.**
2. **Credits Required for Graduation with a Standard Diploma.**

Standard Diploma

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2,6}	3	1
History and Social Sciences ^{3,6}	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career and Technical Education ⁷	2	
Economics and Personal Finance	1	
Electives ⁴	4	
Student Selected Test ⁵		1
Total	22	6

¹ Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

⁴ Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

⁶ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

⁷ Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

Graduation Requirements for Students Entering the 9th Grade Beginning in 2011-2012

**Diploma Options and Requirements for Graduation
8 VAC 20-131-50.**

- 1. Beginning with the ninth-grade class of 2011-2012 and beyond, students shall earn the required standard and verified units of credits as described in VAC 20-131-50, subsection 2.**
- 2. Credits Required for Graduation with a Standard Technical Diploma.**

Standard Technical Diploma

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2,5}	3	1
History and Social Sciences ^{3,5}	3	1
Health and Physical Education	2	
Fine Arts or Foreign Language	1	
Economics and Personal Finance	1	
Career and Technical Education ⁴	4	
Electives	1	
Student Selected ⁶		1
Total	22	6

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, or Algebra II or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

⁴ Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

⁵ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.

⁶ A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8 VAC 20-131-110.

Graduation Requirements for Students Entering the 9th Grade Beginning in 2011-2012

Diploma Options and Requirements for Graduation 8 VAC 20-131-50.

1. **Beginning with the ninth-grade class of 2011-2012 and beyond, students shall earn the required standard and verified units of credits as described in VAC 20-131-50, subsection 2.**
2. **Credits Required for Graduation with an Advanced Studies Diploma.**

Advanced Studies Diploma

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
Foreign Language ⁴	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test ⁵		1
Total	26	9

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve courses to satisfy this requirement.

⁴ Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

Graduation Requirements for Students Entering the 9th Grade Beginning in 2011-2012

**Diploma Options and Requirements for Graduation
8 VAC 20-131-50.**

- 1. Beginning with the ninth-grade class of 2011-2012 and beyond, students shall earn the required standard and verified units of credits as described in VAC 20-131-50, subsection 2.**
- 2. Credits Required for Graduation with an Advanced Technical Diploma.**

Advanced Technical Diploma

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
Foreign Language ⁴	3	
Health and Physical Education	2	
Economics and Personal Finance	1	
Fine Arts or Career and Technical Education	1	
Career and Technical Education ⁵	3	
Student Selected Test ⁶		1
Total	26	9

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve courses to satisfy this requirement.

⁴ Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

⁵ Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

⁶ A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

APPENDIX C

STANDARDS FOR SCHOOL COUNSELING PROGRAMS IN VIRGINIA PUBLIC SCHOOLS

[http://www.doe.virginia.gov/administrators/superintendents_memos/2004/inf017a.
pdf](http://www.doe.virginia.gov/administrators/superintendents_memos/2004/inf017a.pdf)

**STANDARDS FOR SCHOOL COUNSELING PROGRAMS IN
VIRGINIA PUBLIC SCHOOLS**

http://www.doe.virginia.gov/administrators/superintendents_memos/2004/inf017a.pdf

PREFACE

The Virginia Board of Education has implemented state Standards of Learning for students to ensure that all graduates of Virginia high schools have the knowledge and skills necessary to pursue higher education, compete in a technologically oriented workforce, and be informed citizens. Effective school counseling programs are staffed by licensed school counselors and designed to complement and support the state standards, ensuring that all students, in pre-K through grade 12, receive support in academic, career, and personal/social development. Professional school counselors collaborate with parents, teachers, administrators, and other school and community members to foster, promote, and improve student success and achievement in schools. The counselor's role is to provide the leadership necessary to manage the school counseling program and ensure effective strategies to implement counseling standards.

At its September 2001 meeting, the Board of Education authorized the Department of Education to prepare revised Standards for School Counseling Programs in Virginia Public Schools. The department convened a writing team that included representation from the Board of Education, the Department of Education, and school counselors across the Commonwealth. State standards adopted in 1984 were used to provide the basis for this revision.

These standards are consistent with Board of Education regulations in that they are comprised of three domains: academic, career, and personal/social. Specifically, the Board regulations provide the following description of guidance and counseling services across these domains:

- a.) *Academic counseling, which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities;*
- b.) *Career counseling, which helps students to acquire information and plan action about work, jobs, apprenticeships, and postsecondary educational, and career opportunities;*
- c.) *Personal/social counseling, which assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes.*

INTRODUCTION

A comprehensive school-counseling program is a shared and collaborative effort with other educators and parents that focuses on all aspects of student learning. Recognizing that there are multiple variables that affect a student's success throughout the school years, and that the school counseling program is one important variable that affects all areas of growth, a well-planned school-counseling program will provide a collaborative effort and will function as an integral and essential part of the school structure and organization.

The *Standards for School Counseling Programs in Virginia Public Schools* reflect the progression of student growth throughout the school experience and ensure that, at all grade levels, students continue to develop appropriate knowledge and skills. Desired student learning outcomes are identified; however, they are not intended to be all inclusive.

School counselors should develop programs that may extend beyond these standards to meet individual needs of students and foster academic success. The standards are based on the premise that a student will acquire an understanding of the knowledge and skills that contribute to effective lifelong learning and offer a foundation for what a well-planned school-counseling program should address and deliver. The Academic Development component encourages the use of strategies and activities to help students succeed academically and to meet local, state, and national standards. The Career Development component helps students build a foundation for the acquisition of the knowledge and skills necessary to make a successful transition from school to the world of work and/or further training and education. The Personal/Social Development component supports personal and social growth and the development of civic responsibility as students successfully progress through the public schools.

ORGANIZATION

The *Standards for School Counseling Programs in Virginia Public Schools* are organized by grade level under the following goals:

Academic Development

Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Career Development

Students will investigate the world of work in order to make informed career decisions.

Personal/Social Development

Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

Although the *Standards for School Counseling Programs in Virginia Public Schools* are defined at certain grade levels, school counseling programs should reinforce previously acquired knowledge and skills as defined by these standards throughout the course of a student's subsequent educational experience.

Academic Development

Goal

Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Grades K-3:

Students will:

- EA1. Understand the expectations of the educational environment,
- EA2. Understand the importance of individual effort, hard work, and persistence,
- EA3. Understand the relationship of academic achievement to current and future success in school,
- EA4. Understand that mistakes are essential to the learning process,
- EA5. Demonstrate individual initiative and a positive interest in learning,
- EA6. Use appropriate communication skills to ask for help when needed,
- EA7. Work independently to achieve academic success,
- EA8. Work cooperatively in small and large groups towards a common goal, and
- EA9. Use study skills and test-taking strategies.

Grades 4-5:

Students will:

- EA10. Recognize personal strengths and weaknesses related to learning,
- EA11. Demonstrate time management and organizational skills,
- EA12. Apply study skills necessary for academic achievement,
- EA13. Use critical thinking skills and test-taking strategies, and
- EA14. Understand the choices, options, and requirements of the middle school environment.

Grades 6-8:

Students will:

- MA1. Understand the relationship of personal abilities, goals, skills, interests, and motivation to academic achievement,
- MA2. Understand the relationship of dependability, productivity, and initiative to academic success,
- MA3. Understand the importance of high school course and/or program selection in relation to future academic and career options,
- MA4. Understand high school graduation requirements,
- MA5. Understand individual assessment results in relation to educational progress,
- MA6. Demonstrate the skills needed to develop a high school educational plan based on ability, interest, and achievement, and
- MA7. Demonstrate responsibility for actions to ensure a successful transition from middle school to high school.

Grades 9-12:

Students will:

- HA1. Understand their academic status toward meeting the graduation requirements,
- HA2. Understand the variety of postsecondary options available to them and the requirements of those options including the relationship of academic status and scholastic record,
- HA3. Demonstrate the knowledge and skills necessary to ensure a successful transition from high school to postsecondary options, and
- HA4. Demonstrate the skills needed for independent learning.

Career Development

Goal

Students will investigate the world of work in order to make informed career decisions.

Grades K-3:

Students will:

- EC1. Understand the concepts of job and career,
- EC2. Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success,
- EC3. Understand the relationship of individual effort, hard work and persistence to achievement,
- EC4. Understand the importance of teamwork in working towards a common goal,
- EC5. Demonstrate the decision making process, and
- EC6. Demonstrate goal setting.

Grades 4-5:

Students will:

- EC7. Recognize the benefits of both individual initiative and teamwork,
- EC8. Recognize that the changing workplace requires lifelong learning,
- EC9. Identify hobbies and interests, and
- EC10. Identify career choices through exploration.

Grades 6-8:

Students will:

- MC1. Identify the relationship of course content, educational achievement, and career choices,
- MC2. Identify personal preferences, skills, and interests that influence career choices and success,
- MC3. Understand the effect of career choices on quality of life,
- MC4. Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market,

- MC5. Demonstrate understanding of the education and training needed to achieve career goals,
- MC6. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication,
- MC7. Use research skills to locate, evaluate, and interpret career and educational information, and
- MC8. Demonstrate awareness of educational, vocational, and technical training opportunities available in high school.

Grades 9-12:

Students will:

- HC1. Understand the value of ethical standards and behaviors in education and the workplace,
- HC2. Understand how changing economic and societal needs influence employment trends and future training,
- HC3. Understand how work and leisure interests can help to achieve personal success and satisfaction,
- HC4. Understand how the changing workplace requires lifelong learning, flexibility, and the acquisition of new employment skills,
- HC5. Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market,
- HC6. Understand that self-employment is a career option and demonstrate knowledge of the variety of professional, technical and vocational skills necessary for self-employment,
- HC7. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication,
- HC8. Demonstrate skills involved in locating, using, and interpreting a variety of career and educational resources, including the Internet,
- HC9. Develop and utilize time and task management skills,
- HC10. Demonstrate knowledge of the current job market trends, and
- HC11. Apply decision making skills to career planning.

Personal/Social Development

Goal

Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

Grades K-3

Students will:

- EP1. Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and property of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship,
- EP2. Understand how to make and keep friends and work cooperatively with others,
- EP3. Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions,
- EP4. Demonstrate good manners and respectful behavior towards others,
- EP5. Demonstrate self-discipline and self-reliance,
- EP6. Identify resource people in the school and community and understand how to seek their help, and
- EP7. Understand the importance of short- and long-term goals.

Grades 4-5:

Students will:

- EP8. Understand change as a part of growth,
- EP9. Understand decision making and problem solving strategies,
- EP10. Identify the emotional and physical dangers of substance use and abuse,
- EP11. Use strategies for managing peer pressure, and
- EP12. Use strategies for handling conflict in a peaceful way.

Grades 6-8:

Students will:

- MP1. Recognize the effect of peer pressure on decision making,
- MP2. Understand the consequences of decisions and choices,
- MP3. Understand the emotional and physical dangers of substance use and abuse,
- MP4. Use appropriate decision making and problem solving skills,
- MP5. Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships,
- MP6. Use appropriate communication and conflict resolution skills with peers and adults, and
- MP7. Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals.

Grades 9-12:

Students will:

- HP1. Understand the relationship among, and importance of respecting rules, laws, safety, and the protection of individual rights,
- HP2. Understand when and how to utilize family, peer, school, and/or community resources,
- HP3. Use appropriate communication and conflict resolution skills with peers and adults, and
- HP4. Apply problem solving and decision making skills to make safe and healthy choices.

APPENDIX D

Virginia Administrative Code

CHAPTER 620

REGULATIONS REGARDING SCHOOL GUIDANCE AND COUNSELING PROGRAMS IN THE PUBLIC SCHOOLS OF VIRGINIA

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20-620-10>

Virginia Administrative Code

CHAPTER 620
REGULATIONS REGARDING SCHOOL GUIDANCE AND COUNSELING PROGRAMS IN
THE PUBLIC SCHOOLS OF VIRGINIA

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20-620-10>

8VAC20-620-10. School guidance and counseling services.

A. Pursuant to the Standards of Quality, each school shall make reasonably available, with available resources, to all students the following guidance and counseling services:

1. Academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities;
2. Career guidance which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities;
3. Personal/social counseling which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. Such counseling may be provided either (i) in groups (e.g., all fifth graders) in which generic issues of social development are addressed or (ii) through structured individual or small group multi-session counseling which focuses on the specific concerns of the participant (e.g., divorce, abuse or aggressive behavior).

B. No student shall be required to participate in any counseling program to which the student's parents object.

C. On or before July 1, 1996, each local school board in Virginia shall adopt a policy, consistent with subdivisions A and B of this section, concerning school guidance and counseling programs in the schools under its jurisdiction. At a minimum, each local school board policy shall contain the following:

1. A provision for written notification, at least annually, to parents about the academic and career guidance and personal/social counseling programs which are available to their children. The notification shall include the purpose and general description of the programs, information regarding ways parents may review materials to be used in guidance and counseling programs at their child's school and information about the procedures by which parents may limit their child's participation in such programs.
2. A provision prohibiting the use of counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology.

Appendix D

3. A provision requiring that information and records of personal/social counseling be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law.
4. A provision with respect to personal/social counseling setting forth either (i) the procedures by which parents can elect in writing to have their child not participate ("opt-out") or (ii) at the option of the local school board, if the local board determines that affirmative parental consent is required to participate in such counseling ("opt-in"), the procedures by which such affirmative consent may be given and withdrawn. In issuing such policy, the local board may distinguish between group and individual or small group counseling as defined in subdivision A 3 of this section. In no event shall a local board require affirmative parental consent for short duration personal/social counseling, which is needed to maintain order, discipline or a productive learning environment.
5. In the event that the local board elects to require affirmative parental consent ("opt-in") under subdivision 4 of this subsection, a provision setting forth the procedures, if any, under which school officials may permit personal/social counseling for children whom they believe would benefit from such counseling, but whose parents fail to respond either affirmatively or negatively to reasonable requests for consent.
6. Such other provisions as the local school board may deem appropriate.

D. Before adopting any such policy, or any amendment thereto, each local school board shall provide for public participation and comment.