

Autism Model School Career Advising Policy:

In accordance with Ohio Revised Code 3313.6020 Policy on career advising.

The Autism Model School adopts the following policy. This policy on career is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and district resident. This policy is posted at the Autism Model School website [Link](#).

The district's plan for providing career advising includes:

1. (a) Build connections between school-work (K-12) and Careers by using Career Connections Learning Strategies offered by the Ohio Department of Education in conjunction with tools available on Ohio Means Jobs K-12. [Link](#).
(b) Provide students with copies of IEP's and documentation from completed PAES Lab Experiences outlining assessment results and career advisement recommendations.
(c) Offer a variety of academic and career pathways for students to earn a high school diploma.
2. Use the Practical Assessment Exploration System (PAES) Work Development Transition Curriculum to advise students in career pathways and assist in their ability to identify strengths and preferences across a variety of career-related experiences to include (as determined appropriate by the IEP Team) yearly PAES Performance Summary reports reviewed and provided to student and families at annual IEP meetings. [Link](#).
3. (a) Identify At-Risk students using the Early Warning System made available by the Ohio Department of Education in addition to conducting inter-disciplinary student conferences on an annual basis for each student enrolled in the District.
(b) Create and implement Student Success Plans for identified at risk students and incorporate intervention strategies into each student's individualized education plan.
4. Provide annual training for teachers in the use of career advising tools (including PAES and other online assessments) and methods of advisement.
5. Provide multiple pathways for students to earn the necessary credits for a high school diploma including through the completion of self-paced online courses, completion of teacher-directed coursework based on the Common Core State Standards, and flexible credit opportunities available within job placement settings.
6. (a) Consistent with IDEA (2004) requirements, consider the inclusion of Transition service needs of the student that focuses on student's needs in the areas of instruction, community experiences, and employment and other post-school living objectives as decided by all IEP team members for all students on an IEP beginning at age 14. For all students not on an IEP and

identified “at risk”, the district will create and implement a Student Success Plan beginning in grade 6.

(b) Provide students and families with information on courses that can award students both traditional academic and career-technical credit including, but not limited to, the District’s policy on credit flexibility and instructions for students to access the educational option.

7. Provide students and families information on post-secondary education options.
8. Consistent with IDEA (2004) requirements, for each student that is on an IEP, the District will complete a Summary of Performance for each student. Each Summary of Performance will include a Summary of Student’s Academic Achievement and Functional Performance, Student’s Post-secondary Goals (from IEP), and Recommendations to Assist Student in Meeting Post-secondary Goals. For all students not on an IEP, the District will provide the supports necessary for students to transition successfully from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English and Language Arts.