

IFA - STUDENT LEARNING PLANS FOR ACADEMIC ACHIEVEMENT, POST-SECONDARY EDUCATIONAL OPPORTUNITIES, AND CAREER DEVELOPMENT

It shall be the policy of the Epping School District to promote the integration of personalized learning within the school curriculum and support programs to enhance academic achievement, post-secondary educational opportunities, and career development for Epping students.

The goal is to transition students from their inner world to the adult world as they progress through their educational experience in a multi-step process including basic, awareness, exploration, active inquiry, challenge, and confirmation of post-secondary educational and career opportunities. Those in charge of curriculum and support programs will have the responsibility for integrating into the school curriculum and support programs, as appropriate, a student learning plan for each student based on the following outline.

This policy is to comply with the Minimum Standards for Public School Approval and the K-12 Career Development Curriculum Framework per the New Hampshire Department of Education.

This policy is also based on “Breaking Ranks II: Strategies for Leading High School Reform” and supported by the principles of the New England Association of Schools and Colleges (accreditation for secondary schools), and the New England League of Middle Schools (Turning Points – transforming middle schools).

Basic: Basic in the Elementary Level Grades 4 to 5 is based on the Essential Question “What do I need to do to be a good student?” The student learning plan will include study and planning skills to establish expectations, monitor progress, and manage time. The concepts of multiple intelligences and personal learning styles will also be introduced. Beginning knowledge of post-secondary educational and career opportunities will also be included with the objective of students exploring and expressing interest in such opportunities.

Awareness: Awareness in the Middle Level Grades 6 to 8 is based on the Essential Question “Who am I?” The student learning plan will build upon the basic phase and promote the understanding of personal learning styles and strategies, strengths and needs, personal student assessment and behavior data, personal interests and dreams, and post high school aspirations. There will also be a goal setting and course selection component in preparation for the first year of high school.

Exploration: Exploration in Grades 9 to 10 is based on the Essential Questions “How do things work in my areas of interest?” and “What do I do now to prepare to meet my goal?” The student learning plan will build upon the awareness phase by incorporating goal setting and course selection for the high school experience. There will also be a post-secondary educational and career component taking into account personal interests and preferences, community-based/real world learning projects, community service, and personal goal/course review, reflection, and redirection.

Active Inquiry: Active inquiry in Grade 11 is based on the Essential Questions “What will it take to get ready?” “What is the plan to meet my goal?” The student learning plan will build

upon the exploration phase placing more emphasis on the post-secondary educational and career component outlined above along with personal goal/course review, reflection, and redirection.

Challenge and Confirmation: Challenge and Confirmation in grade 12 is based on the following Essential Questions. “What can I do to show how I have prepared for future challenges?” “What steps do I need to take to complete my plan?” The student learning plan will culminate in preparing for the selected post-secondary educational opportunity or career of choice. The student learning plan will build upon the inquiry phase including additional options for college and employment applications, senior projects, independent projects or studies, internships or apprenticeships, dual high school college enrollment, and service learning. The plan will end with confirmation of meeting the objectives for the post-secondary educational opportunity or career of choice.

Teachers, guidance counselors, administration, and parents shall also place special attention to the communication of the student learning plan and the follow through of the plan. It shall be the responsibility of all to promote the student learning plan and to support the student through their educational journey in the Epping School District. The school principal shall have the ultimate responsibility of implementing this policy and holding all school staff accountable to the proper implementation of the student learning plan for students, as well as for communication based on the following guidelines.

1. Notices regarding required tests for post-secondary educational and career opportunities shall be communicated in a regular and timely basis to provide advance warning in order for parents and students to prepare. Information shall include date, time, and place along with any other steps needed to meet the student’s learning plan.
2. Regular review of the student learning plan shall be required of teachers, guidance counselors, administration, and parents during the course of the school year and through the students’ educational experience. Review schedules shall be developed based on the student’s grade level and posted within the student learning plan. Student learning plans shall be reviewed with parents at the parent-teacher conferences, IEP and 504 meetings, and per parent request. Student participation in the conferences shall be encouraged. A written log shall be included in the student learning plan documenting the day of review and the signature of the reviewer.
3. Regular forums shall be held addressing student needs in the area of post-secondary educational and career opportunities. Each school shall develop a schedule of presentations to address student immediate needs as well as future needs. Forums shall be held in a timely manner to give students and parents ample time to prepare for the time and financial commitments in meeting students’ learning plans. Forums will be followed with other communications.
4. Student learning plans shall be a topic of discussion during parent conferences or by another meeting format. These discussions shall include the parent, teacher and/or guidance counselor, assigned teacher advisor, and student.

In conclusion the student learning plan is designed to guide and support students over their educational time in Epping. The intent is not to limit the types of activities, but to provide

students with a framework in which to design, communicate, and follow a path toward their post-secondary goals.

Statutory/Regulatory/Policy/Handbook Cross References

Ed 306 (Minimum Standards for Public School Approval - NH Code of Administrative Rules Education)

K-12 Career Development Curriculum Framework – New Hampshire Department of Education Handbook (Referenced in Student/Parent Handbook)

Reference

Breaking Ranks II: Strategies for Leading High School Reform

APPROVED: JULY 21, 2005