

CAREER EDUCATION

Career Awareness

The board of education believes that constructive attitudes and concepts involving the dignity of all kinds of work belong in the curriculum from the beginning grades. Therefore, in fulfillment of the Core Curriculum Content Standards, the board shall develop and implement a comprehensive guidance and counseling system that facilitates career awareness and exploration for all students. The board shall ensure that educational programs shall continuously expose pupils to the nature of the wide variety of careers available and shall include structured learning experiences as rigorous activities, integrated into the curriculum and linked to the Core Curriculum Content Standards.

The cross-content workplace readiness standards shall be infused into the curriculum throughout the grades in age appropriate activities. The standards are:

- A. All students will develop career planning and workplace readiness skills.
- B. All students will use technology, information and other tools.
- C. All students will use critical thinking, decision-making and problem solving skills.
- D. All students will demonstrate self-management skills.
- E. All students will apply safety principles.

When any hands-on experience requires use of power tools, etc., all eye protection and other appropriate safety regulations shall be observed.

Career Exploration

The board shall develop and implement a program of career exploration that:

- A. Offers high school students the opportunity to explore career interests within, but not limited to, arts and humanities; business and information systems; mathematics, science and technology; and health and human services;
- B. Addresses district resources, community needs and student interest;
- C. Allows the board to select an appropriate delivery format that may include an integrated curriculum based on the Core Curriculum Content Standards or specialized programs that reflect the needs of students and the community; and
- D. Instills the concept of the need for continuous learning throughout one's life.

Vocational-Technical Education

For purposes of this policy, "vocational-technical education" means an organized educational program that offers a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. It includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of individuals. The board will support a program of vocational-technical education that shall include:

- A. Vocational-technical courses of study as part of the regular curriculum of the school;
- B. The enrollment of pupils in a program of vocational-technical education outside this district, provided that such program is not offered in this district and provided that such enrollment has been approved by the board and parent/guardian of the pupil;
- C. A work-study program for the employment of qualified pupils in public agencies and institutions;
- D. A cooperative vocational-technical education program to offer pupils experience in private employment.

In order to maintain these programs the board shall approve the content and organization of all vocational-technical courses of study, approve the transfer of pupils to out-of-district vocational-technical education programs, establish the number of credits to be awarded toward graduation for vocational-technical education courses of study and for cooperative education programs, and shall adopt the safety regulations required by law. The Chief School Administrator shall be responsible for developing procedures that shall ensure that:

- A. All approved courses of study are carried out;
- B. Pupils participating in part-time cooperative programs are not exploited, illegally employed, or employed under conditions which fail to safeguard their health and interests;
- C. The development of vocational-technical curricula is conjoined with a continuing assessment of the employment demands and resources of the community and the needs and interests of pupils;
- D. The operation of vocational-technical education is in compliance with rules of the state board of education regarding vocational-technical education, including development of an eye safety program and an overall vocational-technical education safety program;
- E. Admission to vocational-technical education programs is open to such regularly enrolled pupils as are qualified by their interest, motivation, potential for achieving occupational or other goals of the program, and those referred by appropriate staff members;
- F. The vocational-technical education of disadvantaged and disabled pupils is supplemented by suitable programs of remedial instruction;
- G. An advisory council from business and industry is formed and consulted as required by law;
- H. Teachers are appropriately certified.

The Chief School Administrator shall seek and use all available state, federal and private sources of revenue for the financial support of vocational-technical education in this district.

All pupils participating in vocational-technical education programs supervised by this board or in shared-time programs are considered to be regularly enrolled in the schools of this district, and subject to the policies and rules of this board, including rules regarding attendance for those periods when they are not assigned to outside work projects or other classes.

Date: June 29, 2009

Legal References:

<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:38-36	Employment certificates to part-time pupils
<u>N.J.S.A.</u> 18A:40-12.1, -12.2	Protective eye devices required for teachers, pupils and visitors in certain cases
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.S.A.</u> 18A:54E-1 through -5	Business and school partnerships
<u>N.J.A.C.</u> 6:8-2.1	Quality assurance annual report
<u>N.J.A.C.</u> 6:8-4.1	Review of mandated programs and services
<u>N.J.A.C.</u> 6:11-1.1 <u>et seq.</u>	Teacher Preparation and Certification
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6:11-8.1, -8.2, -11.3, -11.4	
<u>N.J.A.C.</u> 6:A:7-1.7	Equality in school and classroom practices
<u>N.J.A.C.</u> 6A:8-2.2	Authority for the state plan for vocational education
<u>N.J.A.C.</u> 6A:8-3.2	Career awareness and exploration
<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
<u>N.J.A.C.</u> 6A:19-1.1 <u>et seq.</u>	Vocational – Technical Education Programs and Standards
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:19-1.1, -5.1, -10.2	
<u>N.J.A.C.</u> 6A:23-3.3	Method of determining tuition rates for county vocational schools
<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of Facilities
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:26-12.2, -12.5	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>Manual for the Evaluation of Local School Districts</u> (September 2002)	

Cross References:

3220/3230	State funds; federal funds
3516	Safety
5142	Pupil safety
5145.4	Equal educational opportunity
6010	Goals and objectives
6121	Nondiscrimination/affirmative action
6141	Curriculum design/development
6142.2	English as a second language; bilingual/bicultural