

BOARD AGENDA ITEM

September 13, 2022

SUBJECT:

Revision of the following policy:

Policy IHAQ Career/Transition-To-Work Education, Second Reading

BACKGROUND INFORMATION:

Aiken County Public School District cyclically reviews policies and administrative rules. Section I – Instruction are policies that provide guidance for the district on instructional practices in the district.

ADMINISTRATIVE CONSIDERATION:

Administration had reviewed Policy IHAQ Career/Transition-to-Work Education. The South Carolina School Board Association provided recommendations to administration to consider. Administration recommends the recommended revision of Policy IHAQ Career/Transition-to-Work Education.

RECOMMENDATION:

Approve the following policy:

Policy IHAQ Career/Transition-To-Work Education, First Reading

ATTACHMENTS:

Policy IHAQ Career/Transition-To-Work Education

PREPARED BY:

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CAREER/TRANSITION-TO-WORK EDUCATION TRANSITION TO WORK EDUCATION

Code **IHAQ** Issued **7/229/22**

~~Purpose: To establish the board's adherence to regulations regarding career/transition-to-work education.~~

~~In order to comply with the School-to-Work Transition Act of 1994, the district will develop a plan to implement academic and vocational education programs and to implement career exploration and planning. These plans will be integrated into the district strategic plan as required by the Early Childhood and Academic Assistance Act of 1993.~~

Curriculum components

- ~~● Quality schooling involving a rigorous, relevant academic curriculum and changes in the vocational (occupational) education programs which are essential to expand student preparation for lifelong learning.~~
- ~~● A comprehensive system of career exploration and counseling to include the following:
 - ~~—— career development, guidance and counseling activities~~
 - ~~—— comprehensive career guidance plans~~
 - ~~—— professional development~~~~
- ~~● Work exploration and experience to include the following:
 - ~~—— work-based programs in compliance with applicable labor laws~~
 - ~~—— a range of mentoring activities for students beginning no later than the seventh grade~~
 - ~~—— parental permission for students to participate in work-based programs~~
 - ~~—— adult supervision for mentoring opportunities~~
 - ~~—— additional experiences as defined in Section 3 of the School-to-Work Transition Act of 1994~~~~
- ~~● Structured, work-based learning opportunities including specific basic program components and a youth apprenticeship model.~~
- ~~● Professional development in the following areas:
 - ~~—— applied techniques~~
 - ~~—— integration of curriculum~~
 - ~~—— career guidance for teachers and guidance counselors~~
 - ~~—— training for mentors~~~~
- ~~● Accountability through the following areas:
 - ~~—— reporting tech prep completers to the department of education on an annual basis~~
 - ~~—— an annual survey of tech prep graduates~~
 - ~~—— establishment of a local school-to-work advisory committee~~
 - ~~—— assessment of system with a program quality review at least once every three years~~~~

Career education is the development of the skills and knowledge through which individuals may fulfill their own unique needs with regard to their occupational role, citizen responsibility, leisure activity, and family development.

The board is committed to and supports the development and implementation of a statewide initiative to provide students with strong academic knowledge and real-world problem solving skills to meet the workforce needs of business and industry.

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The district will adhere to the Education and Economic Development Act of 2005 through the implementation of the following components:

Career Clusters and State Academic Standards

A curriculum aligned with state academic standards will be provided to students through career clusters with individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities.

Career Counseling/Development

The district will lay the foundation for the clusters of study system for students as follows:

- Provide career awareness activities in elementary school.
- Identify interests and abilities in middle school and align these with clusters of study for the development of individual graduation plans.
- Provide counseling and curricula for high school students to complete individual graduation plans (IGPs).
- Provide a variety of work-exploration experiences such as traditional mentoring, shadowing, service learning, school-based activities, internships, cooperative education, youth apprenticeships, and extended learning opportunities.

The district will follow the guidelines of the South Carolina Department of Education (SCDE) in determining its organizational model.

The district will ensure the safety of students who participate in work-based activities requiring them to interact with individuals in the community.

School Counseling Model

The district will follow standards and strategies provided by the SCDE school counseling model in developing and implementing a comprehensive school counseling program. This model will include a career counseling component for students at the high school level.

Career Specialists

Each middle and high school in the district will provide students with the services of a qualified career specialist who will work under the supervision of a certified school counselor. Career specialists will carry out specific professional duties in the district as required by law. The student to school counselor personnel ratio in these schools will be 300:1. A career specialist must be certified to provide classroom instruction.

Parental/Legal Guardian Participation

The district will encourage parental/legal guardian participation in the clusters of study system by requiring annual parent counseling conferences for students beginning with the sixth grade and continuing through high school. The purpose of these conferences will be to assist in the decisions concerning career choices and the creation of IGPs. A mediation process must be developed, explained, and made available upon the request of the parent/legal guardian or the student.

The district may provide school counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

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Academic Assistance Programs (At-Risk Students)

The district will implement in each high school one or more evidenced-based program models for at-risk students to ensure that these students are given the opportunity to complete the requirements for a state high school diploma and to build skills that prepare them to enter the job market successfully.

Adopted 1/8/02 Reviewed 7/12/22 Revised 9/13/22

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. School-to-Work Transition Act of 1994.
- B. State Board of Education Regulations:
 - 1. R 43-225 - School-to-Work Transition Act.