

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IGAD
Date of Adoption: August 17, 1988 Reviewed/Added Cross Reference: May 25, 2011 Policy Committee: October 22, 2014 School Board First Read: November 5, 2014 School Board Second Read/Adoption: November 19, 2014	Page 1 of 2 Category: Optional

CAREER EDUCATION

The Oyster River Cooperative School Board embraces the concept that career education is the totality of learning experiences through which a person learns about and prepares to engage in work as part of her or his way of living. Such education should start in early childhood and continue throughout a person's life. It may be viewed as consisting of the following phases: a) career awareness, b) career exploration, c) career decision making, d) career preparation, e) career guidance and counseling, and f) career placement, follow-up, and advancement.

The board believes that the district should develop career education programs that provide experiences, occupational preparation, and services that will assist individuals to develop an understanding of the world of work, make decisions about careers, prepare for them, find them, and advance in them. Students should be encouraged to pursue their passions. For example:

- 1) Career awareness should be woven into early childhood and elementary school programs to develop and enlarge children's understandings of the working world, to promote a positive attitude about the personal and social significance of work, and to help children think about their own interests and abilities and aspirations. Only after children develop self-awareness can they begin to think about themselves in relation to work and careers.
- 2) Career exploration should begin in the middle school. Students should be provided with information about careers and some first-hand experiences in the world of work. Learning experiences should include examination of careers, observation of work, and actual work experiences; and then evaluation by the individual of his or her own interests, abilities, and aptitudes in relation to these experiences.
- 3) Career decision making begins to take place at the high school level when the student has examined the career information and experiences provided and has considered them in the context of his/her own values, interests, abilities, and aptitudes. At this time students should feel ready to make some tentative choices and consider alternatives as to their career and/or career area. Students should be prepared to move more deeply into their career choice and to leave the school system for entry into a program of further education and training or with an entry level employment skill. This can be accomplished through various educational programs and occupational/vocational training. Students should be given an opportunity to participate in work study, internships, and job shadowing experience programs designed to give on the job training and/or career awareness.
- 4) Career guidance and counseling should be an ongoing part of career education in order to give adequate assistance to students involved in making a decision about careers. Counseling should help the student combine knowledge of self, a knowledge of work opportunities, and a knowledge of alternatives for education and training. Career guidance should involve the participation of teachers, professional counselors, and parents.

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- 5) Career placement, follow-up, and advancement are critical in career education. Along with the traditional function of school counselors in placing students in colleges, job placement services should be provided for students who desire either part-time employment while attending school or full-time employment after graduation. Efforts must be made to follow-up our students to discover how well their schooling has served them in their jobs and career preparation. We can only make guesses about job needs in the future -- but change is certain. Therefore, students should be encouraged to view career education as a lifelong process requiring continued study and training.

Realizing that there must be a cooperative effort between the schools and community, the board supports involvement of community resource persons at all school levels.

Cross Reference:

JLD – School Guidance and Counseling Program
IFA – Instructional Needs of Students with Different Talents