

SCHOOL-TO WORK TRANSITION INITIATIVE POLICY

Context and Purpose

The Board of Education acknowledges the importance of linking school and work to fully developing a student's potential. The Board recognizes the importance of improving our students' transition from school into the workplace and to further education and training. To provide students with a more relevant learning experience that is linked to the world of work, the Board expects all students, regardless of socio-economic status or career choice, to master academic and work standards that are benchmarked to the best in the world.

The School-To-Work Transition Initiative is an essential element of the district's strategic plan (mission and vision) and its Values policy. The School-To-Work Transition Initiative, by infusing its concepts and activities* into the total school program, is an integral part of creating a system that allows youth to be the best in the world. Essential to its success are system-wide change, interdisciplinary collaboration, infusion of school-to-work concepts, and communication and recognition of the value of work as part of the educational process.

It is the intention of the Board to share district responsibility for helping all young people meet new performance levels. In addition to district personnel, the Board shall require the support and involvement of parents, higher education representatives, employers and a cross-section of the community to better prepare youth to become productive, contributing members of society and to demonstrate to young people the relationship between the worlds of school, family and work.

All of these partners are important. However, without the commitment of the employer community, Rochester's School-To-Work Transition Initiative cannot proceed successfully. Hence, this policy requires district personnel to make collaboration with the business community a priority. In addition, the success of this initiative hinges on staff development and in-service programs that involve teachers and administrators.

The School-To-Work Transition Initiative is designed to:

- prepare young people to select the course work and training required for various careers;
- provide all young people with the necessary knowledge to pursue meaningful careers and to enter the labor market;
- create links, where they do not already exist, to concrete career options;
- establish clear career routes - including work, technical training and two or four year college - that do not close off other educational or training options;
- Some examples include: critical and creative thinking, problem solving, decision-making, planning, managing change, teamwork, continuous improvement, effective communication and quality work. These competencies are included in the eight goals of the Goals, Outcomes,

Measures and Standards Initiative.

- develop training and job opportunities where they do not currently exist;
- require collaboration with community members to carry the changes forward.

The key features of the system are as follows:

1. a pre-K to adult curriculum that develops academic and work skills based on standards defined by schools and industry;
2. consistent delivery of career development information;
3. structured work-based experiences that provide all youth with career information, work skills and technical skills;
4. a coordinated support network that is linked to schools and relies on parents, mentors, employers, youth advocates and social service agencies to assist youth;
5. choice of a direction in which youth would like to take their education by tenth grade;
6. the development of industry- or trade-focused technical training with employer groups that is linked to careers and the labor market for all eleventh and twelfth graders choosing this educational path.

Policy Monitoring and Evaluation

Several different constituencies will be involved in policy monitoring and evaluation. The monitoring and evaluation framework will be reviewed by the Superintendent of Schools and appropriate district staff, the Board's Quality Assurance Committee and the School-To-Work Transition Advisory Board. After determining the criteria that will be used for evaluation, the project manager, through the Superintendent, will prepare and present to the Board an annual formal progress report on implementation of School-To-Work Transition as it relates to the Goals Initiative. The Office of Parent and Community Involvement and the Public Engagement and Communication Office will be responsible for updating - at six month intervals - parents, business and the community on the progress of the initiative; the Association of Supervisors and Administrators of Rochester (ASAR) will be responsible for updating administrators and supervisors; the Rochester Teachers' Association (RTA) will be responsible for updating teachers; and the Board of Education Non-Teaching Employees (BENTE) will be responsible for updating support services personnel.

Note: Prior policy, Policy Manual, School-To-Work Transition (April 26, 1993), revised

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