

Wapise District Plan and District Team

Last Revised: April 2022

District School: _____ Wapsie Valley _____

State Approved Career Information System: _____ Xello _____

Annual Review of Board of Directors (School Board) _____ May 16, 2022 _____

Suggested topics to discuss with board:

- Review [2022] Implementation and Goals set, attained, revised 281—49.5(3)(b)(2)(2);
- Present [2022/23] Goals;
- Present how stakeholder participation benefits students, community, parents, and recruit District Team membership 281—49.3(2).

District Plan Purpose

The district plan is a roadmap for implementation of the career and academic planning process outlined in statute in 281-Iowa Administrative Code chapter 49.5(279). The district plan provides context, outlining who is expected to do what, when, and how. A student's individual career and academic planning (ICAP) process happens within the framework established by the district plan.

At a minimum, the district plan shall include the following components:

- The activities to be undertaken in each grade level to achieve the requirements of rule 281—49.3(279);
- Integration of the career guidance plan with the district's comprehensive school improvement plan and school guidance counseling program;
- Designates a team of educational practitioners to establish, implement, review, coordinate activities and regularly consults with representatives of employers, state and local workforce agencies, higher education institutions and postsecondary training programs to ensure activities are relevant and aligned with the labor and workforce needs of the region and state.

The District Plan will be kept on file (paper or electronic), submitted to the Regional Planning Partnership each year, and made available upon request for differentiated accountability /accreditation CSIP audits.

The District Plan will be reviewed regularly to ensure individual student planning (ICAP) is implemented.

District Team

The team shall include, but not be limited to, a school administrator, a school counselor, teachers, including career and technical education teachers, and individuals responsible for coordinating work-based learning activities. Additionally, consider including an Intermediary, representatives of special populations, postsecondary administrators and faculty, instructional support staff, members of local workforce development boards or organizations, parents, students, etc.

Please note, a school district with more than one attendance site for grades 8 through 12 should create one, district-wide team with designees as needed.

Summary of ICAP Activities

Ensure each ICAP achieves the following:

- Prepares students for successful completion of core curriculum pursuant to 281—Chapter 12 by graduation from high school.
- Identifies students' post-secondary education and career options and goals.
- Identifies 9 through 12 coursework needed to support students' post-secondary education and career options and goals.
- Prepares students' to successfully complete, prior to graduation and in a planned timeline, the essential components 281—49.4(279).

Points to consider when completing the summaries:

- Identify how internal and external team members collaborate to holistically implement self-understanding at each grade level.
- Who are the team members assigned in grades 8-12 and what are their assigned roles?
- How will completion of each essential component contribute to the successful completion of high school, including student identified and ICAP activity supported postsecondary education and career options and goals?

District Plan Statement Summary

The district plan is a road map for implementation of...

Essential Components

Essential Component #1: Self-Understanding (assessments, inventories, reflections)

Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in meaningful reflective activities about the results.

Grade Level	Activity Description and Outcomes	Timeline	Teacher and Counselor Involvement	Resources
8th	Explore Career Matches Matchmaker Interest Quiz Learning Styles Quiz	completed throughout the school year	CTE Exploratory teachers Kate Nitz, counselor	Xello
9th	Skills Skills Lab Quiz	completed throughout the school year	Haley Tiedt, Business Teacher (Careers Class)	Xello
10th	Personality Styles Personality Styles Quiz	completed throughout the school year	English Teachers	Xello
11th	Work Values	completed throughout the school year	Haley Tiedt, Business Teacher (Personal Finance)	Xello
12th	Work/Life Balance Defining Success	completed throughout the school year	English Teachers	Xello

Essential Components #2 Career Information - Understanding the World of Work (state and national wage, earning, employment outlook)

Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings.

Grade Level	Activity Description and Outcomes	Timeline	Teacher and Counselor Involvement	Resources
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8th	Biases and Career Choices School Subjects at Work Explore Career Matches	completed throughout the school year	CTE Exploratory teachers Kate Nitz, counselor	Xello
9th	Careers and Lifestyle Costs Getting Experience Exploring Career Factors	completed throughout the school year	Haley Tiedt, Business Teacher (Careers Class)	Xello
10th	Career Demand Work/Life Balance	completed throughout the school year	English Teachers	Xello
11th	Entrepreneurial Skills Work Values	completed throughout the school year	Haley Tiedt, Business Teacher (Personal Finance)	Xello
12th	Career Backup Plans Defining Success	completed throughout the school year	English Teachers	Xello

Essential Component #3: Career Exploration Experiences (face-to-face or virtual: WBL related experiences- job tours, career days, career fairs, internships, pre-apprenticeships, apprenticeships)

Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection.

Grade Level	Activity Description and Outcomes	Timeline	Teacher and Counselor Involvement	Resources
8th	Jobs and Employers School Subjects at Work Biases and Career Choices	completed throughout the school year	CTE Exploratory teachers Kate Nitz, counselor	Xello
9th	Getting Experience	completed	Haley Tiedt, Business Teacher (Careers	Xello

	Explore Career Matches	throughout the school year	Class)	
10th	Exploring Career Factors Getting Experience	completed throughout the school year	English Teachers	Xello
11th	Workplace Skills and Attitudes Jobs and Employers Work Values	completed throughout the school year	Haley Tiedt, Business Teacher (Personal Finance)	Xello
12th	Career Path Choices Career Demand Career Backup Plans	completed throughout the school year	English Teachers	Xello

Essential Component #4: Postsecondary Exploration

Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience.

Grade Level	Activity Description and Outcomes	Timeline	Teacher and Counselor Involvement	Resources
8th	Discover Learning Pathways Interests Discover Learning Pathways	completed throughout the school year	CTE Exploratory teachers Kate Nitz, counselor	Xello
9th	Program Pros and Cons Explore Career Matches	completed throughout the school year	Haley Tiedt, Business Teacher (Careers Class)	Xello
10th	Program Prospects Personality Styles	completed throughout the school year	English Teachers	Xello

11th	Choosing a College Career Backup Plans	completed throughout the school year	Haley Tiedt, Business Teacher (Personal Finance)	Xello
12th	Job Interviews	completed throughout the school year	English Teachers	Xello

Essential Component #5: Career and Postsecondary Decision

Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention and engage in meaningful reflection on the exploration experience.

Grade Level	Activity Description and Outcomes	Timeline	Teacher and Counselor Involvement	Resources
8th	Transition to High School School subjects at work	completed throughout the school year	CTE Exploratory teachers Kate Nitz, counselor	Xello
9th	Decision Making Program Prospects	completed throughout the school year	Haley Tiedt, Business Teacher (Careers Class)	Xello
10th	Create your Resume	completed throughout the school year	English Teachers	Xello
11th	College Planning-Knowledge Hub College Applications Individual Meeting with Counselor to review post secondary plans and graduation outlook	completed throughout the school year	Haley Tiedt, Business Teacher (Personal Finance) Kate Nitz, counselor	Xello

12th	Defining Success Local Scholarships Individual Meeting with Counselor to review post secondary plans and graduation outlook	completed throughout the school year	English Teachers Kate Nitz, counselor	Xello
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District plan integration

Describe how other functions of the school, the district's counseling plan, and national best practices will be integrated into the implementation of the district plan.

Consider the following:

- How will the district implement career guidance current best practices in grades 8-12, K-12 and how does the district team stay current with such best practices;
 - Allocating resources into Xello, structured time in the day for academic and career planning, developed classes for students to help with career and academic planning, all CTE areas provide work based learning opportunities, CAPS program available to students
 - Attend functions throughout the year in the community: Hawkeye Career Days, Allen College Visit Day, NIAC IT Career Day, Upper Iowa College Fair.
 - Utilize the UNI EOC program, Hawkeye College Connections, and college representatives to visit once per month
 - Host FAFSA nights, orientation night, and college application day
- What is the current C-Plan for career guidance;
 - We utilize Xello with students grades 8-12 to ensure ICAP requirements are met.
- How does the district team research and keep current on local, regional, state and national occupational outlook data?
 - Counselor has taken and will continue to take the College and Career Readiness Academy courses through the AEA. In these courses, district data is reviewed, state reports are read and analyzed and district plans are created accordingly.

District Team Members

List the current Career and Academic Planning team members.

- Required: A school administrator, a school counselor, teachers, including career and technical education teachers, and individuals responsible for coordinating work-based learning.

Role	Names of Stakeholders	School/Organization/Company	Email/Contact Information
Secondary principal/administrator(s):	T.J. Murphy	Wapsie Valley Jr./Sr. High School	tmurphy@wapsievalleyschool.s.org
Secondary career and academic counselor(s):	Kate Nitz	Wapsie Valley Jr./Sr. High School	knitz@wapsievalleyschool.s.org
Secondary CTE teachers:	Cain Cushion(IT) Jenni Gross(FCS) Haley Tiedt (Business) Wyatt Forysth (Ag)	Wapsie Valley Jr./Sr. High School	ccushion@wapsievalleyschools.org jgross@wapsievalleyschools.org htiedt@wapsievalleyschools.org wforyth@wapsievalleyschools.org
Secondary teachers:	Brenda Roberts(Spanish) Val Pickett (Science) Vaughn Gross (Science) Danny Adams(PE) Chase Weber (PE) Abby Jones (Choir) Emily Redden (Band) Katelyn Cusick(English) Justin Davie (Social Studies) Mark Sabotta (Math) Angie Wagner (English) Jen Merdinger(Math) Zane Sittig (Social Studies) Jamie Henning (English) Jacqueline Faust (Art) Melanie Curley (SpEd)		broberts@wapsievalleyschools.org vpickett@wapsievalleyschools.org vgross@wapsievalleyschools.org dadams@wapsievalleyschools.org cweber@wapsievalleyschools.org abjones@wapsievalleyschools.org eredden@wapsievalleyschools.org kcusick@wapsievalleyschools.org jdavie@wapsievalleyschools.org msabotta@wapsievalleyschools.org awagner@wapsievalleyschools.org jmerdinger@wapsievalleyschools.org zsittig@wapsievalleyschools.org jhenning@wapsievalleyschools.org jfaust@wapsievalleyschools.org mcurley@wapsievalleyschools.org

	Duane Foster (SpEd) Jenni Harter (SpEd)		dfoster@wapsievalleyschools.org jharter@wapsievalleyschools.org
Work-based Learning Coordinator/Intermediary:	Erin Swancutt Haley Tiedt	Hawkeye Community College Wapsie Valley School District	erin.swancutt@hawkeyecollege.edu htiedt@wapsievalleyschools.org