

District Plan and District Team

Last Revised: February 2, 2023

District School: Denison Community School District and Schleswig Community School District

State Approved Career Information System: Xello and MAP

Annual Review of Board of Directors (Denison School Board): **DATE: April 2023 - Document and Xello flyer**

Suggested topics to discuss with board:

- Review 2022-23 Implementation and Goals set, attained, revised 281—49.5(3)(b)(2)(2);
 - Data to support goal attainment
 - Prior year rubric score and movement to update and improve
- Present 2023-24 Goals;
 - Data reviewed to implement change
- 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 a living context for how each district supports their student's ICAP process.

A student's individual career and academic planning (ICAP) process happens within the framework established by the district plan.

For the school year beginning July 1, 2016, and each succeeding school year, the board of directors of each school district shall cooperate with each student enrolled in grade eight to develop an **individualized career and academic plan (ICAP)** to guide the student. The minimum requirements are outlined on page 4 of this template.

The District Plan will be reviewed regularly to ensure individual student planning (ICAP) is implemented by the established District Career and Academic Planning Team. The team is designated by the District Superintendent and meets regularly to review and revise the district plan for ICAP implementation. 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.

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.

1. District Team Members

List the current Career and Academic Planning team members. Required team members are marked with an * and bolded.

Role	Names of Stakeholders	School/Organization/Company	Email/Contact Information
Secondary principal/administrator(s)*:	Dave Wiebers David Galvin Patti Ryan Mike Pardun Andrea Gurney	Denison-Schleswig HS Denison-Schleswig HS Denison Middle School Denison & Schleswig CSDs Schleswig Schools	dwiebers@denisoncsd.org dgalvin@denisoncsd.org pryan@denisoncsd.org mpardun@denisoncsd.org andreagurney@schleswig.k12.ia.us
Secondary career and academic school counselor(s)*:	Dana Marten Michael Phipps Kathryn Koch	Denison-Schleswig High School Denison-Schleswig High School Denison Middle School	dmarten@denisoncsd.org mphipps@denisoncsd.org kkoch@denisoncsd.org
Secondary CTE teachers*:	Karen Kennedy Lynsie Willenborg	Denison-Schleswig High School Denison Middle School	kkennedy@denisoncsd.org lwillenborg@denisoncsd.org
Secondary teachers*:	Karen Kennedy Lynsie Willenborg	Denison-Schleswig High School Denison Middle School	kkennedy@denisoncsd.org lwillenborg@denisoncsd.org

Work-based Learning Coordinator/Intermediary*:	Karen Kennedy	Denison-Schleswig High School	kkennedy@denisoncsd.org
Secondary instructional support staff/ paraprofessional:			
Postsecondary CTE faculty:			
Postsecondary administrators:			
Members of local workforce development boards:			
Member of regional economic development organization:			
Local business and industry representatives:			
Parents and students:			
Representatives of special populations: Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English-language learners, homeless, foster care, active duty military, corrections.			

Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Other stakeholders desired:			

Summary of ICAP Activities

Ensure each ICAP achieves the following:

- Prepare the student for successful completion of the core curriculum developed by the state board of education by the time the student graduates from high school.
 - 4-year plan is created in 8th grade
 - Parent/guardian signs acknowledgment of review
 - Plan is reviewed each year by student/family
 - Student and family are advised on progress towards graduation
- Identify the coursework and work-based learning needed in grades nine through twelve to support the student's postsecondary education and career options.
 - In yearly review, student and family are advised on opportunities on coursework including concurrent enrollment options that support the student's postsecondary goals
 - Work-based learning is incorporated into the student's experience to support their postsecondary goals
- Prepare the student to successfully complete, prior to graduation and following a timeline included in the plan, the 5 essential components.
 - The 5 Essential Components are completed each year 9-12
 - Data collection process is identified
 - Student reflection in each component is included
 - Each district has identified and implemented the use of an approved Career Information System (CIS).
 - The CIS usage is identified and there is an included overview on how the CIS is used to support each essential component
 - Additional resources can be used outside of the CIS; CIS is primary tool
 - 5 essential components are incorporated in DCAP for each year 9-12 for all students
- Prior to graduation, advise the student how to successfully complete the free application for federal student aid (FAFSA).
 - FAFSA advisement includes but is not limited to the following:
 - Connection to financial aid process and scholarships
 - Steps required to file including pre-file and post-file to include the FAFSA verification, flagged FAFSA and resources to support students and families

Points to consider when completing the summaries for each section:

- 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 in the implementation of the District Plan?
- 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?
- How is student reflection incorporated in each of the 5 Essential Components?

2. District Plan Statement Summary:

Consider in your summary:

- Identified district goals
- Data points and data sources that were used in the formation of the district goals for student ICAP completion
- Points of collaboration with internal and external stakeholders
- Methods of communication and connection with students, their families and their community
- Connection to prior year rubric score and steps taken to evaluate prior DCAP and improve

3. Prepare the student for successful completion of the core curriculum developed by the state board of education by the time the student graduates from high school.

- 4-year plan is created in 8th grade
- Parent/guardian signs acknowledgment of review
- Plan is reviewed each year by student/family
- Student and family are advised on progress towards graduation

8th Grade: Creation of 4-year plan of coursework that meets graduation requirements & supports student’s current postsecondary plan.

8th grade	Activity/Experience to Support students 4-year plan portion of ICAP	Timeline	Staff Members included	Resources used including CIS
4-year plan is completed	Classroom lesson	Year Long	MS Counselor	Xello
Advisement of coursework supporting graduation	Classroom lesson	Spring	MS Counselor & HS Counselor	Xello; HS Registration Handbook; Registration Sheets
Advisement of coursework to support post-secondary goals	Classroom lesson	Spring	MS Counselor & HS Counselor	Xello; HS Registration Handbook; Registration Sheets

Parent or Guardian signs acknowledgement of plan	Classroom lesson	Spring	MS Counselor	Xello
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Grades 9-12: Student reviews plan each year for graduation progress and alignment to postsecondary goal(s); parent/guardian are included and advised in the yearly review.

Grade:	Activity/Experience to support review and update of 4-year plan portion of ICAP	Timeline	Staff Members Included	Resources used including CIS
9th Grade	Classroom Lesson	Spring	HS Counselors	Xello; HS Registration Handbook; Registration Sheets
10th Grade	Classroom Lesson	Spring	HS Counselors	Xello; HS Registration Handbook; Registration Sheets
11th Grade	Classroom Lesson	Spring	HS Counselors	Xello; HS Registration Handbook; Registration Sheets
12th Grade	Classroom Lesson	Spring	HS Counselors	Xello; HS Registration Handbook; Registration Sheets

4. Work-Based Learning Incorporated into the student's ICAP

Work-based learning (WBL) experiences and reflection are included in the student ICAP process. For detailed information on WBL including implementation, activity clarification, integration strategies and ICAP connection, please refer to the [Iowa Department of Education's Work-Based Learning Guide](#).

Grade:	Description and reflection of Work-Based Learning Experience(s)	Timeline	Staff Members Included	Resources used including CIS
9th Grade	Share hand-outs of Work-Based Learning opportunities FBLA FCCLA FFA	Year Long	HS Counselors CTE Teachers	Emails; Hand-outs; Announcements
10th Grade	Share hand-outs of Work-Based Learning opportunities FBLA FCCLA FFA	Year Long	HS Counselors CTE Teachers	Emails; Hand-outs; Announcements
11th Grade	Share hand-outs of Work-Based Learning opportunities EBCE Monarch Academy FBLA FCCLA FFA	Year Long	HS Counselors CTE Teachers	Emails; Hand-outs; Announcements
12th Grade	Share hand-outs of Work-Based Learning opportunities EBCE Monarch Academy Career Exploration MOC FBLA FCCLA FFA	Year Long	HS Counselors CTE Teachers	Emails; Hand-outs; Announcements

5. 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**. Self-understanding can include but is not limited to interest inventories, work values assessments, personal values inventories, abilities strengths and skills assessments, career cluster assignment, learning styles inventories and noncognitive skill assessment.

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th Schleswig	Online Inventories and Explore Career Options	Fall	MS Counselor	MAP
8th DMS	Explore Career Matches	Fall	MS Counselor/CTE Teacher	Xello
9th	Skills	Fall	HS Counselors/Seminar Teachers	Xello
10th	Personality Styles	Fall	HS Counselors/Seminar Teachers	Xello
11th	Work Values	Fall	HS Counselors/Seminar Teachers	Xello
12th	Work/Life Balance	Fall	HS Counselors/Seminar 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.

Career information shall include, but is not limited to,

- State and national wage earnings
- Employment outlook data for a given occupation
- Job descriptions including such information as:
 - Essential duties
 - Aptitudes
 - Work conditions
 - Physical demands
- Education and training requirements

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th Schleswig	Career Choices	Fall	MS Counselor	MAP
8th DMS	Biases & Career Choices	Fall	MS Counselor/CTE Teacher	Xello
9th	Careers & Lifestyle Costs	Fall	HS Counselors/Seminar Teachers	Xello
10th	Career Demand	Fall	HS Counselors/Seminar Teachers	Xello
11th	Entrepreneurial Skills	Fall	HS Counselors/Seminar Teachers	Xello
12th	Career Backup Plans	Fall	HS Counselors/Seminar Teachers	Xello

Essential Component #3: Career Exploration Experiences

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

Career exploration experiences may be face-to-face or virtual and may include, but are not limited to

- Job tours
- Career days or career fairs
- Work-based learning activities (outlined in [Iowa Department of Education's Work-Based Learning Guide](#))
- Internships
- Pre-apprenticeships & apprenticeships

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th Schleswig	Job and Employers Career Day	Spring	MS Counselor	MAP
8th DMS	Job & Employers Career Day	Spring Spring	MS Counselor/CTE Teacher MS Counselor	Xello
9th	Getting Experience REACH Day FBLA FCCLA FFA	Spring Fall	HS Counselors/Seminar Teachers HS Staff	Xello
10th	Exploring Career Factors REACH Day FBLA FCCLA FFA	Spring Fall	HS Counselors/Seminar Teachers HS Staff	Xello

11th	Workplace Skills & Attitudes REACH Day EBCE FBLA FCCLA FFA	Spring Fall Year	HS Counselors/Seminar Teachers HS Staff CTE Teacher	Xello
12th	Career Path Choices REACH Day EBCE/Career Exploration/MOC FBLA FCCLA FFA	Spring Fall Year	HS Counselors/Seminar Teachers HS Staff CTE Teacher	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.

Postsecondary exploration activities may be face-to-face or virtual and may include, but are not limited to:

- Site or campus visits
- Career, employment, or college fairs
- Visits with recruiters and representatives of postsecondary education and training options.
- Postsecondary research and connection

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
8th Schleswig	Explore HS Career Pathways	Spring	MS Counselor and HS Counselor	MAP

8th DMS	Discover Learning Pathways	Spring	MS Counselors/CTE Teacher	Xello
9th	Program Pros & Cons	Spring	HS Counselors/Seminar Teachers	Xello
10th	Program Prospects	Spring	HS Counselors/Seminar Teachers	Xello
11th	Choosing a College College Fair REACH Day	Spring Fall Fall	HS Counselors/Seminar Teachers HS Counselors HS Staff	Xello
12th	Choosing a College College Fair REACH Day College Visits (small groups) College Representative Visits	Spring Fall Fall Year Year	HS Counselors/Seminar Teachers HS Counselors HS Staff HS Counselors HS Counselors/Secretary	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.

Relevant career and postsecondary decision activities may include, but are not limited to:

- Completion of required college or university admission or placement examinations
- Completion of relevant entrance applications and documents
- Job applications, résumés, and cover letters
- Completion of financial aid and scholarship applications
- Review and comparison of award letters
- Completion requirements for different postsecondary options, such as annual financial aid requirements, the role of remedial courses, course-of-study requirements, and the role of the academic advisory.

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
8th Schleswig	Transition to High School Open House and HS Visit Orientation	Spring Spring Fall	MS Counselor HS Counselor & Staff HS Counselor & Staff	MAP
8th DMS	Transition to High School Open House HS Visit Day Orientation	Spring Spring Spring Fall	MS Counselors/CTE Teachers HS Counselors HS Counselors & Staff HS Counselors & Staff	Xello
9th	Decision Making	Spring	HS Counselors/Seminar Teachers	Xello
10th	Create Your Resume	Spring	HS Counselors/Seminar Teachers	Xello
11th	College Planning - Knowledge Hub	Spring	HS Counselors/Seminar Teachers	Xello
12th	Defining Success REACH Day Fall Senior Meeting Spring Senior Meeting	Spring Fall Fall Spring	HS Counselors/Seminar Teachers HS Counselors HS Counselors HS Counselors	Xello

6. FAFSA Advisement: Prior to graduation, all students must be advised on how to successfully complete the Free Application For Federal Student Aid (FAFSA)

Considerations for this section:

- Process for completion
- Reasons for completion
- Iowa Financial Aid Application (IFAA)
- Connections to financial aid including scholarships & all connections to state and federal aid

- Terms connected to FAFSA process
- FAFSA verification and other FAFSA complications
- Statewide resources for student and family support of FAFSA completion
- Parent/guardian engagement
- District FAFSA data including demographic FAFSA data

Grade:	Activity/Experience to support FAFSA Advisement	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
10th Grade				
11th Grade				
12th Grade	REACH Day Fall Senior Meeting Individual Senior Meetings WIT FAFSA Help Night Spring Senior Meeting	Fall Fall Fall Fall Spring	HS Counselors HS Counselors HS Counselors HS Counselors & WIT Employees HS Counselors	

7. District plan integration

Describe how other functions of the school which may include the district’s counseling plan, national best practices and/or prior DCAP reflection will be integrated into the implementation of the district plan.

Consider the following:

- How will the district implement current best practices for working with students on their career plans in grades 8-12, K-12 and how does the district team stay current with such best practices?
- What is the current comprehensive plan for career implementation and connection to District Portrait of a Learner and/or the State Of Iowa’s definition of [College and Career Readiness](#)?
- How does the district team research and keep current on local, regional, state and national occupational outlook data?
- Upon review of the prior year DCAP, what revisions have been made to update to the DCAP to best implement each student’s ICAP?
- What prior year data was included to address gaps in implementation of the ICAP requirements?

