

District Career and Academic Plan: 2023-2024

District and School: Belmond Klemme Community School District Belmond Klemme JR/SR High

State Approved Career Information System (CIS): I Have a Plan Iowa

Date District Career and Academic Plan was last revised: August 2023

District Career and Academic Plan Section Outline:

Initial Section: [Annual School Board Review](#)

Section 1: [District Team Members](#)

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Section 5: Essential Components of ICAP

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The District Career and Academic Plan (DCAP) is a roadmap for district implementation of career development and student's ICAP. Each bolded & boxed section should be completed and updated by the DCAP team each year as part of the revision process. Data and prior RPP evaluation should be considered in the yearly updates.

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.
- What data is utilized for each section? As part of the revision process, data should be a focus for yearly consideration and improvement. At minimum, data should be referenced and used for both the board review section and the district summary portion.
- 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 reflection incorporated in each of the 5 Essential Components?
- What are your student outcomes? How does the team know that all students are included and connected to their ICAP?
- Add hyperlinks to relevant documents when applicable (meeting minutes, communication materials, lesson plans, syllabus, district websites, etc.)

Initial Section: Annual Review of Board of Directors (School Board) _____ October 19, 2023

Topics to discuss with board: A link to board minutes/presentation can be included to support this section.

- Review of prior June 2022 Implementation and Goals set, attained, revised
- Data to support goal attainment
 - Prior year RPP evaluation/rubric score and movement to update and improve based upon feedback
- Present current/upcoming 2023-2024 Goals;
 - Data reviewed to implement change
 - Focus for DCAP team
 - Connection to district integration (Portrait of a Graduate, Comprehensive School Counseling Plan, Future Ready Initiatives, etc)
- Present how stakeholder participation benefits students, community, parents, and recruit District Team membership
- Student ICAP utilization including CIS and ICAP outcome

Board report/review information can be included below or attached/linked from another document source.

Section 1: 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.

District Team Members

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

Role	Names of Stakeholders	School/Organization/Company	Email/Contact Information
Secondary principal/administrator(s)*:	Cynthia Jensen	Belmond Klemme CSD	ckay.jensen@bkcsd.org
Secondary career and academic school counselor(s)*:	Ethan Albertson	Belmond-Klemme CSD	ethan.albertson@bkcsd.org
Secondary CTE teachers*:	Wendy Meints	Belmond-Klemme CSD	wendy.meints@bkcsd.org
Secondary teachers*:	Tiffany Landrum	Belmond-Klemme CSD	tiffany.landrum@bkcsd.org
	Traci Sturgeon	Belmond-Klemme CSD	traci.sturgeon@bkcsd.org

Work-based Learning Coordinator*:	Diena Mennenga	Belmond Klemme CSD	diena.mennenga@bkccsd.org
	Tiffany Kesler	Central Rivers AEA	tkesler@centralriversaea.org
	Debbie Barkela	Belmond-Klemme CSD	debbie.barkela@bkcsd.org
Secondary instructional support staff/ paraprofessional:	Rebecca Arthur	Belmond-Klemme CSD	rebecca.arthur@bkcsd.org
Postsecondary CTE faculty:	Brian Wogan	NIACC	brian.wogen@niacc.edu
	Kristy Molencamp	NIACC	kristy.molencamp@niacc.edu
Postsecondary administrators:	Steve Schultz	NIACC	steve.schultz@niacc.edu
Members of local workforce development boards:	Tate Goeman Julie Hegge Kevin Stein	Greenbelt Bank Belmond Growth Alliance First State Bank	
Member of regional economic development organization:	Julie Hegge Kevin Stein	Belmond Growth Alliance First State Bank	
Local business and industry representatives:	Kylee Lamb Josh Faaborg Amy McDaniels Greg Herrold	Hagie Thrivent Iowa Specialty Hospital Fareway	

	Mark Soma Nolan Ysker	True Value Ysker Autobody	
Parents and students:	Evelin Samol Toj Angel Castillo Porsche Lilly Victor Morales-Calles Nancy Niño Kendra Huedepol		
Representatives of special populations: (ex: gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out-of-work-individuals, English-language learners (ESOL), homeless, foster care, active duty military, corrections).	Dennis Quinn Delores Montez Claudia Guerrero Kate Simonson	Paraeducator at Jr-Sr High School Paraeducator at Jr-Sr High School EL Teacher at Jacobson Elementary	dennis.quinn@bkcsd.org delores.montez@bkcsd.org claudia.guerrero@bkcsd.org katelyn107@yahoo.com
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:	Four Oaks Pine Crest		
Other stakeholders desired:			

Section 2: District Plan Statement Summary:

Section 2: District Plan Statement Summary:

Consider and include in your summary:

- Identified district goals connected to data, prior evaluation or other methods of implementation
- 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
- Future ready goals, district Portrait of a Graduate (PoG), State of Iowa Career and College Readiness definition can also be included in this section.

Statement Summary can be included below or attached/linked from another document source.

The district plan is a comprehensive road map for implementation of... Career and College Readiness for the students of Belmond Klemme. This plan ensures that students are exposed to the various post-secondary avenues that can lead to the career cluster that aligns with student skills, interests and goals. Annual student academic plan is built to align with those post-secondary goals and bridge the gap between where student skills are and where they need to be in order to be successful

Section 3: Four-Year plan including yearly review and revision grades 8-12:

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
- Connection to the ICAP essential components/student reflection
- **Concurrent enrollment opportunities** are included and shared with students/parent/guardians
- Course selection and concurrent enrollment is tied to student's postsecondary goals/planning

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 & embedded:	Staff Members included:	Resources used including CIS:
	-Student outcomes are included -Connection to essential	-When and where each year is this completed?	-Who/what group will coordinate this event/activity?	-Description should include how each resource is used

	components -Parent/guardian involvement/communication -Concurrent enrollment		-How is a team/system approach utilized?	and connected to the activity/experience
4-year plan is completed	Interest Profiler SAE For All	This is completed in careers class throughout the year (new class every 9 weeks)	Guidance counselor: Ethan Albertson	Infinite Campus 4 year plan
Advisement of coursework supporting graduation	Visit with a counselor once a year or more to read through course offerings and select classes.	Every Year	Guidance counselor: Ethan Albertson	
Advisement of coursework to support postsecondary goals	Interest Profiler Career Fair Research career clusters and discuss post secondary options	Annually Quarterly for 8th grade	Guidance counselor: Ethan Albertson	I Have a Plan Iowa - Career Cluster Survey
Parent or Guardian signs acknowledgement of plan	Plan is sent home with students for parents to sign.	End of Exploratory class	Guidance counselor: Ethan Albertson	Student Computer I Have a Plan Iowa

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.

- Plan is reviewed each year by student and family
- Student and family are advised on progress towards graduation
- Connection to the ICAP essential components/student reflection
- Concurrent enrollment opportunities are addressed and shared with students/parent/guardians
- Course selection and concurrent enrollment is tied to a student's postsecondary goals/planning.

Grade:	Activity/Experience to Support students 4-year plan portion of ICAP: -Student outcomes are included -Connection to essential components -Parent/guardian involvement/communication -Concurrent enrollment	Timeline & embedded: -When and where each year is this completed?	Staff Members included: -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
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9th Grade	Work Value Sorter Look more in depth for college prep Review I Have a Plan to determine what changes have been made Counselor meeting to determine course offerings and needs	Counselor visit to classrooms throughout the year	School Counselor	I Have a Plan Iowa
10th Grade	Review I Have a Plan to determine what changes have been made Counselor meeting to determine course offerings and needs	2 meetings per year	School Counselor	Google Forms for each student to be updated and shared with parents I Have a Plan Iowa
11th Grade	Review I Have a Plan to determine what changes have been made Counselor meeting to determine course offerings and needs Work Based Learning Opportunities are discussed	2 meetings per year	School Counselor	Google Forms for each student to be updated and shared with parents I Have a Plan Iowa
12th Grade	Review I Have a Plan to determine what changes have been made Counselor meeting to determine course offerings and needs FAFSA Night: share out virtual meetings to parents Senior Interviews	2 meetings per year	School Counselor	Google Forms for each student to be updated and shared with parents I Have a Plan Iowa

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

"Identify the coursework and work-based-learning needed in grades nine through twelve to support the student's postsecondary education and career options"

The three Essential Elements of WBL must be incorporated in the experience: academic preparation, partnership between education and industry and academic follow-up. If one of these elements is not incorporated into the experience, it would be considered Essential Component #3 and should be included with that section.

For additional 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:	Activity/Experience to Support WBL each year; Identification of each of the 3 elements of WBL: -Include how all students are advised of opportunities and have access -Connection to essential components & course planning. -Student outcomes are detailed -Academic prep, connection to industry and academic follow-up are included	Timeline & embedded: -When and where each year is this completed?	Staff Members included: -Who/what group will coordinate this event/activity? -How is each staff member connected to the WBL experience?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
8th Grade	Careers class: Visitors from different careers Exploratory Classes (AG, Shop, FCS, Art)	9 week rotation	High School Advisory Staff	Students complete reflection of what they felt was valuable to know about each career.
9th Grade	Industrial Technology Ag (FFA) FCS Business Voc Rehab Life Skills Class	Year Round	High School Advisory Staff CTE Staff Special Ed Staff	
10th Grade	Industrial Technology Ag (FFA) FCS Business NIACC Explore Day Voc Rehab	Year Round 1 time a year	High School Advisory Staff CTE Staff Special Ed Staff	

	Attend EXPLORE at NIACC Life Skills Class			
11th Grade	Career Fair Job Shadow Work Experience Teacher Assistant Program Greenhouse Management BK CAFE CTE Classes NIACC Exploring Careers Life Skills Class	Spring Year Round	High School Advisory Staff CTE Staff Special Ed Staff	
12th Grade	Career Fair Job Shadow Work Experience Teacher Assistant Program Greenhouse Management BK CAFE CTE Classes NIACC Exploring Careers Life Skills Class	Spring Year Round	High School Advisory Staff CTE Staff Special Ed Staff	

Section 5: Essential Components 1-5

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 inventories and assignments
- Learning styles inventories
- Noncognitive skills assessments

Grade:	Activity/Experience to Support students Essential Component #1 -Provide an overview of the activity/experience - Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component	Timeline & embedded: -When and where each year is this completed?	Staff Members included: -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
8th Grade	I Have a Plan Reflection of Careers on I Have a Plan Exploring course guide for registration Exploratory CTE Classes offered	Quarterly	Counselor CTE Teachers: Wendy Meints, Debbie Barkela, Craig Johnson, Sienna Mennenga	I have a plan Iowa
9th Grade	Assessments to learn about self: Personality Styles	Semester	CTE Teachers: Wendy Meints, Debbie Barkela, Craig Johnson, Sienna Mennenga	
10th Grade	Work Values Program	Quarterly	Dienna Mennenga	
11th Grade	Financial Literacy Class Work Study/Shadowing/Reflection College and career representatives	Semester Scheduled throughout school year	CTE Teachers: Wendy Meints, Debbie Barkela, Craig Johnson, Sienna Mennenga	npgf.org

12th Grade	Work Study/Shadowing/Reflection College and career representatives	Semester or more Scheduled throughout school year	CTE Teachers: Wendy Meints, Debbie Barkela, Craig Johnson, Sienna Mennenga	
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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
- Education and training requirements
- Job descriptions including such information as:
 - Essential duties
 - Aptitudes
 - Work conditions
 - Physical demands

Grade:	Activity/Experience to Support students Essential Component #2: -Provide an overview of the activity/experience - Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1	Timeline & embedded: -When and where each year is this completed?	Staff Members included: -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
8th Grade	Investigate and research Career clusters Rotation of CTE classes(Ag, Careers, FCS/Health, Shop) Career Research on a specific career/ presentation/reflection	Quarterly	Counselor CTE Teachers: Wendy Meints, Debbie Barkela, Craig Johnson, Sienna Mennenga	Activities are used to determine interest in future elective courses.

	I Have A Plan Lessons			
9th Grade	I Have A Plan Lessons Membership in student organizations (FFA, Theatre, Speech, etc) Career Research in Child Development	Spring Yearly	Counselor K-12 Teachers	Results of activities are used to determine future coursework.
10th Grade	I Have A Plan Lessons Career Research in Child Development Membership in student organizations (FFA, Theatre, Speech, etc)	Winter Yearly	Counselor K-12 Teachers	
11th Grade	I Have A Plan Lessons Career Research in Child Development/Sports Nutrition Membership in student organizations (FFA, Theatre, Speech, etc)	Fall	Counselor K-12 Teachers	Results of activities are used to determine future WBL opportunities, potential
12th Grade	Senior Interview that includes I Have a Plan goals and program research Membership in student organizations (FFA, Theatre, Speech, etc) Career Research in Child Development/Sports Nutrition	Fall	Counselor K-12 Teachers	Work based learning Career Fair College Fair

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**.

If all 3 elements of WBL are present (Academic preparation, connection to industry & academic follow-up) the event listed below is a WBL experience and should be included in the WBL section of the DCAP.

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
- Lunch and learn activities
- Speakers

Grade:	Activity/Experience to Support students Essential Component #3: -Provide an overview of the activity/experience - Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1-2	Timeline & embedded: -When and where each year is this completed?	Staff Members included: -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
8th Grade	Visitors to Careers Class - weekly for a quarter I Have a Plan Prep Exploratory Classes (CTE) NIACC Discovery Day	2 times a year Exploratory 9 week sessions Yearly	Counselor CTE Teachers: Wendy Meints, Debbie Barkela, Craig Johnson, Sienna Mennenga Fine Arts: Maddie Allen and Mike Stittsworth NIACC	Area Professionals ICAP Software NIACC
9th Grade	College visit to Iowa Central Counseling meetings Military Recruiters	Two to three times a year (Military)	Counselor	Iowa Central

10th Grade	EXPLORE day at NIACC Iowa State University Visit Military Recruiters	Yearly	CCTC from NIACC	NIACC Iowa State U
11th Grade	Ellsworth Community College Visit (Nursing Dept) SUKUP Career Day Hagie Manufacturing Explore Day College Representatives visit Military Recruiters Financial Literacy Class School Newspaper Yearbook Class	Yearly Two to three times a year (Military/Suk up)	College Reps Business Partners Diena Mennenga Austin Lich	College visit days Career fair/job exploration fair
12th Grade	Internships at Iowa Specialty Hospital SUKUP Career Day Hagie Manufacturing Explore Day College Representatives visit Military Recruiters Hancock County Economic School Newspaper Yearbook	Summers (Hospital) Two to three times a year (Military/Suk up)	Hospital Outreach Coordinator (Reba Zeller) CCTC from NIACC Director of Hancock County Economic Development Austin Lich Dienna Mennenga	Students are given opportunity to look into different careers School Counselor to help organizing visits

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 including a connection to the student's current postsecondary thoughts/goals.**

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/Experience to Support students Essential Component #4: -Provide an overview of the activity/experience - Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1-3	Timeline & embedded: -When and where each year is this completed?	Staff Members included: Who/what group will coordinate this event/activity? How is a team/system approach utilized?	Resources used including CIS: Description should include how each resource is used and connected to the activity/experience.
8th Grade	Visitors to Careers Class - weekly for a quarter I Have a Plan Prep Exploratory Classes (CTE) NIACC Discovery Day	2 times a year Exploratory 9 week sessions Yearly	Counselor CTE Teachers: Wendy Meints, Debbie Barkela, Craig Johnson, Sienna Mennenga Fine Arts: Maddie Allen and Mike Stittsworth NIACC	Area Professionals ICAP Software NIACC
9th Grade	College visit to Iowa Central Counseling meetings Military Recruiters	Two to three times a year (Military)	Counselor	Iowa Central
10th Grade	EXPLORE Day at NIACC Military Recruiters ISU College tour Junior Planning Meeting	Yearly	CCTC from NIACC Counselor	NIACC Iowa State U
11th Grade	College Representative Visits Hancock County Career Fair	Yearly	College Reps	College visit days

	Military Recruiters Financial Literacy Class Senior Planning Meeting	Two to three times a year (Military/Suk up)	Business Partners Diena Mennenga Counselor	Career fair/job exploration fair
12th Grade	College Representative Visits Military Recruiters Senior Interview Internship at Iowa Specialty Hospital Hagie Explore Day	Summers (Hospital) Two to three times a year (Military/Suk up)	Hospital Outreach Coordinator (Reba Zeller) CCTC from NIACC Director of Hancock County Economic Development	Students are given opportunity to look into different careers School Counselor to help organizing visits

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 connection to the prior essential components and the student's current career and postsecondary thoughts/goals.**

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 advisor

Grade:	Activity/Experience to Support students Essential Component #5:	Timeline & embedded:	Staff Members included:	Resources used including CIS:
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	<ul style="list-style-type: none"> -Provide overview of the activity/experience -Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1-4 -FAFSA/financial aid/planning incorporation 	-When and where each year is this completed?	<ul style="list-style-type: none"> -Who/what group will coordinate this event/activity? -How is a team/system approach utilized? 	-Description should include how each resource is used and connected to the activity/experience.
8th Grade	I Have a Plan Activities	1 Quarter	Counselor	I Have a Plan Iowa
9th Grade	Senior Decision Day I Have a Plan Activities	Quarter 3	Counselor	I have a Plan Iowa
10th Grade	Senior Decision Day I Have a Plan Activities	Quarter 3	Counselor	I have a Plan Iowa
11th Grade	Senior Decision Day Financial Literacy Class PSEO Planning - Registration I Have a Plan Activities FAFSA Planning	Semester 1 and 2	Counselor	I have a Plan Iowa Npgf.org (fin lit)
12th Grade	English Class (resumes, applications, etc) Interviews with community members Senior Awards Night - Individual scholarship meetings PSEO Planning - Registration Senior Decision Day FAFSA Meetings (virtual)	Quarter 3	English teachers Stakeholders Counselor	I have a Plan Iowa

Section 6: FAFSA Advisement:

Prior to graduation, all students must be advised on how to successfully complete the Free Application For Federal Student Aid (FAFSA)
For additional information on the addition of FAFSA to ICAP, please review the [FAFSA addition to ICAP guidance](#).

Considerations for this section:

- Financial aid & FAFSA vocabulary
- Process for completion & reasons for FAFSA completion regardless of plans or income
- Connections to financial aid including scholarships & all connections to state and federal aid (Last Dollar Scholarship, Iowa specific scholarships, Iowa Financial aid form, merit scholarships, etc.)
- FAFSA verification and other FAFSA complications
- State-wide resources for student and family support of FAFSA completion (Iowa College Aid, ICAN, Latino Access Network, etc)
- Parent/guardian engagement

Grade:	Activity/Experience to support FAFSA Advisement -Provide an overview of the activity/experience -Connection is present to connect with Essential Components including #4 & #5 -Parent/guardian communication is provided to support all students -An overview of the intended student outcome is included	Timeline & embedded: - When and where each year is this completed?	Staff member(s) included in implementation with involvement/role; - Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
8th Grade	NA			
9th Grade	NA			
10th Grade	NA			
11th Grade	Financial Literacy Class FAFSA Discussion with Counselor	Semester 1 and 2	Diena Mennenga/Business Teacher	Discuss multiple financial topics including FAFSA and how it may be beneficial to them in the future
12th Grade	Financial Literacy Class Counselor 1:1 Meetings Virtual FAFSA Clinic	Semester 1 and 2 Winter	ICAN School Counselor	ICAN E-mail Posters

Section 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?
- Connection to district initiatives and student outcomes

District plan integration clarification can be included below or attached/linked from another document source.

Implementing Best Practices for Career Planning (Grades 8-12):

Implementing Best Practices for Career Planning (Grades 8-12):

- Career Education Curriculum: The district will design a comprehensive career education curriculum for grades 8-12, aligning it with the State of Iowa's College and Career Readiness standards.
- Career Counselors: BK is dedicated to employing career counselors who work with students individually and in groups to explore career options, set goals, and create Individual Career and Academic Plans (ICAPs).
- Work-Based Learning Opportunities: We will be offering work-based learning opportunities such as internships, job shadowing, and mentorship programs.
- Partnerships: Collaborating with local businesses, colleges, and community organizations to provide students with real-world exposure to various careers.
- Use of Technology: Utilizing online tools and platforms for career assessments, research, and planning.
- Professional Development: Providing ongoing professional development opportunities for educators and counselors to stay current with best practices.

Comprehensive Plan for Career Implementation:

- The district will develop a formal Career and Academic Development Plan (DCAP) that outlines the strategies and objectives for career implementation in alignment with the District Portrait of a Learner and State of Iowa's College and Career Readiness goals.

Staying Current with Best Practices:

- Continuous Professional Development: We will encourage educators and counselors to attend workshops, conferences, and online training sessions related to career development and education.
- Network and Collaboration: BK has established connections with other school districts, state and national educational organizations, and relevant stakeholders to share knowledge and best practices.
- Research and Data Analysis: The staff at BK will regularly review and analyze occupational outlook data from various sources, including the Bureau of Labor Statistics and state/local workforce development agencies.

Revisions to DCAP:

- Revisions to the DCAP should be made based on the analysis of the previous year's outcomes and assessments of the district's career planning initiatives.
- Feedback from students, parents, educators, and counselors should be taken into account to improve the plan.

Prior Year Data and Addressing Gaps:

- The district should analyze data related to the implementation of Individual Career and Academic Plans (ICAPs) and related programs to identify gaps and areas for improvement.
- Gaps in student outcomes, participation rates in career development activities, and alignment with state standards should be addressed.

Connection to District Initiatives and Student Outcomes:

- Ensure that the district's career planning efforts are aligned with broader educational goals and initiatives, such as improving graduation rates, increasing college and career readiness, and achieving the District Portrait of a Learner goals.

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 the primary tool.
 - Five essential components are outlined and incorporated in DCAP each year for all students in grades 9-12.
- 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.