

**BOARD OF EDUCATION MEETING
June 5, 2017**

ISSUE: Golf Cart Rental Agreement – Summer, 2017

CONTACT: Lisa Beames, Superintendent

BACKGROUND:

The district has the opportunity at a minimal cost to support the use of a golf cart to promote easier access to the elderly or handicapped at the baseball/softball complex for the season.

The rental cost is \$375.00 with a contribution of \$225.00 back to the district for a total cost of \$150.00.

THE RECOMMENDATION IS:

“Approve the rental of a golf cart from Lincolnway Golf Cars for \$375.00.”



SHORT-TERM RENTAL AGREEMENT

1. TERM

This short-term rental agreement is entered into between LINCOLNWAY GOLF CARS, LLC (hereinafter "LWG") and "Customer" as follows:

Date: May 28, 2017 Customer: Anamosa School District
Address: 200 S. Garnavillo St, Anamosa Ia
Phone (H): 319-462-4321 Phone (C): _____
DLic#: _____ CC#: _____
Exp. Date: _____ Code: _____

Equip Desc: 2012 Yamaha Drive w/ rear seat Serial #: JW8-106023
Optional Equipment: White
Return Date/Time: July 15, 2017 Rental Amount: 375.00

Noted Damage:

scratches in paint

2. RISK OF LOSS

- (a) Effective upon delivery of the equipment listed above and until the equipment is returned to LWG as provided herein, Customer relieves LWG of responsibility for all risk of physical damage to or loss or destruction of the equipment or to any person or other property damaged by the equipment, howsoever caused.
- (b) Customer shall bear the entire risk of loss, theft, destruction or damage to the equipment or to any person or other property damaged by the equipment, from any cause whatsoever. In the event of damage to equipment, customer shall immediately place the same in good repair and operating condition. In no event shall LWG be liable for an loss of profit, inconvenience, or other consequential damages which result from the theft, damage, loss, defect or failure of any equipment or the time which may be required to recover, repair, service, or replace the equipment



3. RETURN OF EQUIPMENT

At the end of this rental agreement, the equipment listed above shall be inspected by an agent of LWG and a condition report shall be completed by such agent to determine the condition of such equipment. Customer agrees to pay LWG its full retail price for any equipment not returned at the end of this agreement, or pay additional rental fees equal to the original rental payment listed above. Further, customer agrees to reimburse LWG for any excess wear and tear or other damage to such equipment, including physical interior and exterior or mechanical wear and tear whether noted on the condition report or subsequently discovered.

Normal wear and tear WILL NOT include:

- (a) Tires which are damaged, gouged, or cut so as to be in an unsafe operating condition;
- (b) Missing tire(s) or wheel(s);
- (c) Bent, twisted, dented, dinged, or gouged bumper(s);
- (d) Any missing part(s) or accessory that was originally delivered with the equipment or any components, either factory-installed or optional accessories requiring any modification for installation;
- (e) Any mechanical repairs on any components or suspension which may be required due to abuse, accident, negligence or the lack of proper maintenance, or any repairs required which are not considered "normal wear and tear."

4. MISCELLANEOUS TERMS

- (a) Customer further agrees:
 - i. To insure that all equipment operators are at least 18 years of age;
 - ii. To insure that seating and loading capacity requirements are followed;
 - iii. To remove key from equipment when not in use.
- (b) In the event that any action or proceeding is brought to enforce any term or condition of this Agreement, the prevailing party in such litigation shall be entitled to recover reasonable attorney's fees and costs.

CUSTOMER

LINCOLNWAY GOLF CARS

By: _____

By: Joel Z, member

Date: _____

Date: May 28, 2017

BOARD OF EDUCATION MEETING
June 5, 2017

ISSUE: Individual Career and Academic Planning District Plan

CONTACT: Jacqueline Lahey, High School Principal

BACKGROUND:

During the 2016 legislative session, House File 2392 implemented the recommendations of the Secondary Career and Technical Education (CTE) Task Force, which called for a modernization of secondary CTE to ensure consistent, equitable access to high-quality CTE and concurrent enrollment opportunities for all Iowa students. Division I of HF 2392 focused on career and academic planning and proposed a redesign of the existing planning process established under Iowa Code chapter 279, section 61.

That redesign required all districts to create a plan which detailed how it would ensure adequate individual career and academic planning for students.

The accompanying document presents that plan designed by identified staff and with feedback from various business and post-secondary constituencies.

INFORMATION ONLY



Overview and Initial Guidance on House File 2392 Division I—Individual Career and Academic Planning (ICAP)

[House File 2392](#) implements the [recommendations](#) of the Secondary Career and Technical Education (CTE) Task Force, which call for a modernization of secondary CTE to ensure consistent, equitable access to high-quality CTE and concurrent enrollment opportunities for all Iowa students.

Division I of HF 2392 focuses on career and academic planning and proposes a redesign of the existing planning process established under Iowa Code chapter 279, section 61. The end goal is a system focused on the student experience and preparation for postsecondary success, and moving away from a compliance-driven process. This will be achieved through measures which prompt a more holistic, integrated approach to the delivery of career guidance and a process more rooted in meaningful student activities and experiences, and less on a career guidance software tool.

The legislation grants authority to the Iowa State Board of Education (SBE) to adopt standards through administrative rules for the new career and academic planning process. To assist the Iowa Department of Education in establishing standards and creating administrative rules, an advisory group consisting of school counselors, area education agency (AEA) consultants, and experts from school counseling training programs was convened. Over several meetings, the advisory group worked with Department consultants to develop standards and best practices for the statewide career and academic planning system envisioned in HF 2392. This work served as the foundation for the administrative rules subsequently developed by the Department.

The administrative rules were brought before the SBE on June 9, 2016 and will be effective immediately upon publication in the Administrative Rules Bulletin (typically 4-5 days following SBE approval). While immediate enactment of the administrative rules allow the Department and the field to move forward with implementation immediately, feedback is requested through a public comment period open until 4:30 PM on July 26, 2016. Comments should be directed to the Department's policy advisor, Phil Wise. A public hearing will be held on July 26, 2016, at which time persons may present their views, either orally or in writing.

Following is a summary of the administrative rules. Please refer to Appendix A for more comprehensive guidance.

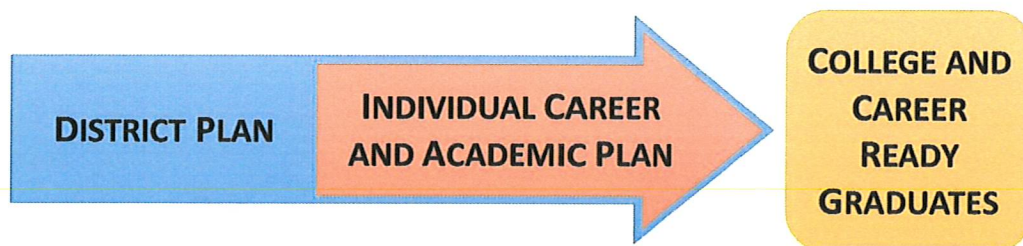
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Iowa's Vision for High-Quality Career and Academic Planning



Individual Career and Academic Plan (ICAP)

The clear purpose of this bill is to provide *quality career guidance opportunities* through meaningful career and academic planning. Students, and their parent(s) or guardian(s), will be engaged in a holistic process which culminates in creation of an Individual Career and Academic Plan (ICAP). This *well-thought out plan* is annually reviewed and revised to ensure alignment with the student's career and academic goals. The ICAP is a requirement for *all* students beginning in 8th grade. The basic requirements are to:

- prepare the student for successful completion of the required curriculum by graduation;
- identify coursework in 9th through 12th grade to support postsecondary education and career options; and
- prepare the student to complete, prior to graduation and following the timeline in the plan, all Essential Components of a career information and decision-making system that meets standards adopted by the SBE.

Annually, districts shall report to each student, and if a student is under the age of 18, to the student's parent(s) or guardian(s) on the student's progress toward meeting the basic requirements described above.

Essential Components

The Essential Components represent the foundation of Iowa's career and academic planning system. They are the common experiences and activities which all students must complete as part of the individual career and academic planning process. A summary of the five Essential Components is provided below, with a more detailed description and a listing of example activities included in Appendix A.

- **Self-understanding:** 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.
- **Career Information:** Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings.

- **Career Exploration:** Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection.
 - **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.
 - **Career and Postsecondary Decision:** Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention.
-

District Plan

The district plan is a roadmap for implementation of the career and academic planning process outlined in statute and this guidance. It provides context, outlining who is expected to do what, when, and how. A student's individual career and academic planning happens within the framework established by the district plan. At a minimum, the district plan must:

- Include a summary of the activities to be undertaken in each grade-level in support of each Essential Component outlined above.
- Detail how the career and academic planning process will integrate with the district's comprehensive school improvement plan and school counseling program.
- Designate a district team to establish, implement, and maintain the district plan. The superintendent will designate individuals to serve on the team to include, at a minimum, a school administrator, a school counselor, teachers, including career and technical education teachers, and the work-based learning coordinator.
- At the district's discretion, outline components and outcomes *in addition* to those required by statute to be integrated into the career and academic planning process.

Career and Academic Planning Software and Tool

Each district must use a career information and decision-making system which supports the requirements for the career and academic planning process established in statute and meets the standards adopted by the SBE. To this end, the Department will establish an approval process for career information and decision-making systems and will maintain a listing of all approved tools on its website. The approval of career information and decision-making systems will be completed by August 2016.

Of the approved career information and decision-making systems, one will be designated as the state-approved system. Districts may use the state-designated system to meet the requirements for the career and academic planning software tool, but are not required to do so. This designation will be determined by a formal Request for Information (RFI) process conducted by the Department. This process is expected to be completed by the end of summer 2016.

Compliance and Reporting Requirements

The Department will monitor district compliance with the requirements for career and academic planning through the school accreditation process. The district must maintain evidence of parent or guardian notification, signed by the parent or guardian, of the career and academic plan created in 8th grade in the student's cumulative record. Basic student utilization statistics must be reported by the district to the Department, and made available to the public.

Contact the following Department staff for questions or comments:

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amy.vybiral@iowa.gov

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Bureau of Career and Technical Education
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APPENDIX A: Initial Comprehensive Guidance for Implementing House File 2392, Division I—Individual Career and Academic Planning (ICAP)

Purpose: The purpose of this document is to provide guidance for districts as they develop a district plan to implement quality career guidance and support students in development of their Individual Career and Academic Plan (ICAP). The ICAP includes a high school course plan and career and postsecondary plans.

Essential Components of a Quality Career Guidance System: Districts are required to provide these Essential Components, which are the foundation for the district plan, for all students from 8th through 12th grade. The activities within each component will guide students and advisors as they build and/or revise the ICAP.

- | | |
|-----------------------|--------------------------------------|
| 1. Self-understanding | 4. Postsecondary Exploration |
| 2. Career Information | 5. Career and Postsecondary Decision |
| 3. Career Exploration | |

District Plan and Systems Support: Districts are also required to create and maintain a district plan to implement quality career guidance.

Iowa's Vision for High-Quality Career and Academic Planning

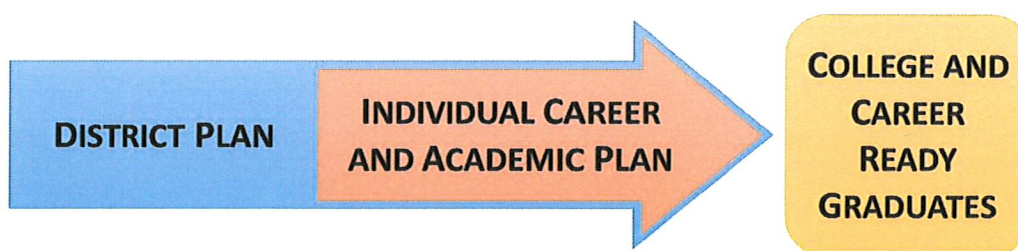


Figure 1: District and Individual Plans: The district career guidance plan supports students in 8th through 12th grade as they develop, revise, and use their ICAP to guide them through high school and beyond.

Essential Component #1: Self-understanding

Required Practice: 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.

Assessments and inventories may include, but are not limited to:

- interest inventory;
- work values assessment;

- personal values/inventory;
- abilities/strengths/skills assessment;
- career cluster assessment;
- learning styles inventory; and/or
- non-cognitive skills assessment or activity.

Recommended practice includes the use of more than one type of assessment or inventory (e.g., interests, skills, and values), which is developmentally appropriate. Students will have diverse responses to assessments within and across academic years. Students should have an opportunity to complete multiple activities on multiple occasions during their secondary school years. Opportunity for reflection must be included with each self-understanding activity.

Research indicates that non-cognitive factors play a key role in college and career readiness and success (Farrington et al., 2012; Robbins et al., 2004). It is strongly recommended that a non-cognitive assessment (such as ACT Engage, Non-Cognitive Questionnaire, College Student Inventory, and Mindset assessments) is included sometime between 8th and 12th grade. Interpreted assessment results is a component of effective career interventions with interpretations provided by the school counselor being more effective than activities that do not include the school counselor (Whiston et al., 2003).

Students should use the results of inventories and assessments to choose careers or career clusters for further investigation as part of their ICAP.

Reflection can be written or verbal (such as facilitated in a group setting), with evidence particularly supporting the value of written reflections (Brown & Ryan-Krane, 2000).

Essential Component #2: Career Information

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

Information that must be available includes, but is not limited to:

- wages, earnings, and employment outlook [opportunities and trends] (state and national data);
- job description (tasks performed, skills, aptitudes, work conditions, and physical demands); and
- training and educational requirements (career cluster, education level, postsecondary training and education programs, and licensing requirements).

Recommended practice includes exposure to a wide variety of career information (work environment, outlook, earnings, training/educational requirements, etc.). Students will have opportunities to explore and research career information. Information may be accessed online, through videos, discussions with or exposure to peers, school counselors, teachers, or individuals employed in different careers, and other appropriate formats. Opportunity for reflection must be included with exploration and research of the world-of-work.

Research indicates that exposure to career information is a critical ingredient in effective career development interventions (Brown & Ryan-Krane, 2000).

Reflection can be written or verbal (such as facilitated in a group setting), with evidence particularly supporting the value of written reflections (Brown & Ryan-Krane, 2000).

Essential Component #3: Career Exploration Experiences

Required practice includes students engaging 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, such as videos, and may include, but are not limited to:

- job tours;
- career day/fair;
- lunch and learns with colleges/employers;
- job shadows;
- job interviews;
- other work-based learning;
- internships; and
- volunteer opportunities.

Recommended practice includes opportunities to engage with career information gained from self-understanding and career information activities. Students should have opportunities to research careers more deeply, including activities that are part of the guidance curriculum, advisories, or integrated into existing classes (e.g., using the research and presentation as the topic for English Language Arts standard). Students should also have exposure to a variety of careers and individuals at various stages of their own career exploration and development. Guest speakers, older peers, teachers, school counselors, and staff can all share their own career paths within the schools. Outside of school students should have opportunities to have in-person or electronic contact for job shadows, informational interviews, career days/fairs, etc. Students must have opportunities to reflect upon their career exploration experiences.

Research indicates that observing and interacting with individuals who have successfully explored their career options, made decisions, and have started carrying out these plans is an effective component of career development interventions (Brown & Ryan-Krane, 2000).

Reflection can be written or verbal (such as facilitated in a group setting), with evidence particularly supporting the value of written reflections (Brown & Ryan-Krane, 2000).

Essential Component #4: Postsecondary Exploration

Required Practice: 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 programs or pathways related to career interests may include, but are not limited to:

- apprenticeships, on-the-job training, skilled labor;
- training programs in the military;
- industry-based certifications;
- certificate or licensure programs; and/or
- two- or four-year degree programs.

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;
- visit with recruiters/representatives (military, industry, apprenticeship, colleges, etc.);
- lunch-and-learns; and/or
- learn about financial aid, scholarships, and the financial impact of postsecondary options.

Recommended practice includes opportunities for students to explore a variety of postsecondary options and engage in purposeful goal setting to achieve desired career and educational goals. They should explore postsecondary education, military, and other postsecondary training opportunities through in-person and electronic means; talk with individuals attending/participating in these options; meet with recruiters/representatives of these options; and visit/observe the training and education opportunities. Students might also interact with representatives or individuals currently studying/working in these environments.

Reflection can be written or verbal (such as facilitated in a group setting), with evidence particularly supporting the value of written reflections (Brown & Ryan-Krane, 2000).

Essential Component #5: Career and Postsecondary Decision

Required Practice: Students shall complete relevant activities to meet their postsecondary goals consistent with the Individual Career and Academic Plan (ICAP) and stated postsecondary intention.

Activities may include, but are not limited to:

- complete required admission or placement examinations;
- complete relevant entrance requirements:
 - admissions application,
 - enlistment documents, and/or
 - job application, resume, cover letter;
- complete financial aid and scholarship applications; and
- compare award letters and completion requirements of opportunities such as:
 - annual financial aid requirements (i.e., annual Free Application for Federal Student Aid [FAFSA] and other aid applications),

- role of remedial courses,
- course of study including credits per semester for on-time graduation, and
- role of academic advisor.

Research indicates that a student's confidence in the ability to make a career choice (career decision-making self-efficacy) impacts the career decision process (Fouad, 2007). Observing and interacting with individuals who have successfully explored their career options, made decisions, and have started carrying out these plans are effective components of career development interventions (Brown & Ryan-Krane, 2000). Research also suggests that setting goals supports effective career development and exploration among secondary school students (Creed, et al., 2013).

District Plan and Systems Support:

Required practice: The district shall maintain a team to carry out the work that includes, but is not limited to, the school counselor, teachers, including career and technical education (CTE) teachers, the work-based learning coordinator, and a building administrator. The team is responsible for:

- annually reviewing and, as necessary, proposing to the board of directors of the school district, revisions to the district plan;
- coordinating activities which integrate essential components into classroom instruction and other facets of the school district's educational program; and
- regularly consulting with representatives of employers, state and local workforce systems and centers, higher education institutions, and postsecondary training programs to ensure activities are relevant and align with the labor and workforce needs of the region and state.

Recommended practice:

- Professional development (career guidance, current best practice for career guidance, and postsecondary decision-making) local trends (state and nationally recommended) for entire team, appropriate to their roles on the team.
- Parent engagement opportunities beyond signing the Individual Career and Academic Plan (ICAP) such as:
 - student-led conferences;
 - volunteer opportunities (i.e. mock interviews, lunch-and-learns, career fairs),
 - parent information sessions (on tool being used); and/or
 - inclusion in career and postsecondary events.
- Team reviews disaggregated data by demographics for equity and review of program effectiveness.
- Support and participation from administrators and teachers at the site level.

Definitions:

Career Information and Decision-Making System/Career Information System (CIS): An electronic, online system that typically includes career assessments, access to organized, comprehensive career information, links to additional information, and possible opportunities; ability to save information (e.g., favorite careers, assessment results), upload documents (e.g., resume, cover letter), and write reflections or other activities designed to make use of the information in the system.

District Career Guidance Team: The team of local educators responsible for development, implementation, and maintenance of the district plan.

District Plan to Implement Quality Career Guidance: The career guidance plan developed by each school district detailing the delivery of career guidance in compliance with Iowa Administrative Code chapter 49.

Individual Career and Academic Plan (ICAP): The ICAP created by each student of the school district in 8th grade and updated annually. The ICAP includes a high school course plan and career and postsecondary plans. At a minimum, this plan meets the requirements of chapter 49, section 3 and is used to guide the high school course enrollment.

Reflection: Purposeful, thoughtful consideration of activities and/or learning (e.g., written information, assessment results, career exploration activity at worksite/business, college visit), sometimes in reaction to a prompt that includes written or stated impact upon the individual's current and/or future view of self.

References:

- Brown, S. D., et al. (2003). Critical ingredients of career choice interventions: More analyses and new hypotheses. *Journal of Vocational Behavior*, 62, 411-428.
- Brown, S. D., & Ryan-Krane, N. E. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In S. D. Brown and R. W. Lent (Eds.), *Handbook of Counseling Psychology*. New York: John Wiley & Sons, Inc.
- Creed, P., Buys, N., Tilbury, C., & Crawford, M. (2013). The relationship between goal orientation and career striving among young adolescents. *Journal of Applied Social Psychology*, 43, 1480-1499.
- Farrington, C. A., et. al. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance: A critical literature review*. The University of Chicago Consortium on Chicago School Research.
- Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstorm, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, 130, 261-288.
- Whiston, S. C., Brecheisen, B. K., & Stephens, J. (2003). Does treatment modality affect career counseling effectiveness? *Journal of Vocational Behavior*, 62, 390-410.

College and Career Readiness District Plan

HF 2392, Division 1

Individual Career and Academic Plan

Team Member	Job Title
Jacqueline Lahey	Administrator
Jenna Vsetecka, Kori Leighty, Trent Jeffrey, Kylie Ruess, Dawn Shannahan	School Counselor
Dawn McLaughlin	School Liaison
Chelsea Arensdorf, Dan Husmann, Dan Kiley, Emilee McElroy	CTE Teacher
Carol Montz	Gen Ed Teacher
Tris Langdon	TLC
Tara Troester	Work Based Learning Coordinator
Craig Stadtmueller	Parent Partner
	Kirkwood Jones County Regional Career Development Coordinator

Essential Components of the Plan

Essential Component 1: Self-Understanding: 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	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?	
8	MAP - Work Values Assessment	Counselor	Spring Semester	4 Year Plan Worksheet	
	Iowa Youth Survey	Teacher(s)	Fall Semester	IYS Results	
9	MAP - Work Values Assessment	Counselor/ Teacher	Spring Semester	4 Year Plan (Up Date information)	
	R.R.C Evaluation/Self-Reflection Check-off	Teacher	Fall Semester	Completed Evaluation in Portfolio/Self-Reflection Paper	
	Standards Based Grading	Standards Based Grading	School Year	Assessments, Student Work, Projects, and Report Cards	
10	MAP - Work Values Assessment	Counselor/Teacher	Spring Semester	4 Year Plan (Up Date information)	
	R.R.C. Evaluation/Self Reflection Check-off	Teacher	Fall Semester	Portfolio/Self-Reflection Paper	
	Standards Based Grading	Standards Based Grading	School Year	Assessments, Student Work, Projects, and Report Cards	

11	MAP - Work Values Assessment IYS Junior Interviews R.R.C Evaluation/Self-Reflection Check-off Standards Based Grading	Counselor Counselor Teacher Student and Staff	Spring Semester Fall Semester Fall Semester Fall Semester School Year	4 Year Plan (Up-Date information) IYS Results Credit & Future Planning Completed Evaluation in Portfolio/Self-Reflection Paper Work, Projects, and Report Cards
12	Senior Interviews R.R.C Evaluation/Self-Reflection Check-off Standards Based Grading	Counselor Teacher Student and Staff	Fall Semester Fall Semester School Year	Credit & Future Planning Completed Evaluation in Portfolio/Self-Reflection Paper Work, Projects, and Report Cards

Essential Component 2: Career Information: Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings.

Grade Level	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?
8	MAP - Career Clusters, Pathway & Career	Counselor	Spring Semester	4 Year Plan Worksheet
9	Junior Achievement MAP - Career Clusters, Pathway & Career	Teacher(s) Counselor/Teacher	Throughout Year Spring Semester	Scheduled JA classes Resume, Reference Letter, Application Letter, Mock Interviews
10	MAP - Career Clusters, Pathway & Career	Counselor/Teacher	Spring Semester	Resume, Reference Letter, Application Letter, Mock Interviews
11	MAP - Career Clusters, Pathway & Career Junior Interviews	Counselor/Teacher Counselor	Spring Semester Spring Semester	Resume, Reference Letter, Application Letter, Mock Interviews Credits, College planning, College applications, College Visits
12	MAP - Career Clusters, Pathway & Career Senior interviews	Counselor/Teacher Counselor	Spring Semester Spring Semester	Resume, Reference Letter, Application Letter, Mock Interviews Credits, College planning, College applications, College Visits

Essential Component 3: Career Exploration: 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	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?
8	MAP - Career Interest Inventory	Counselor	Spring Semester	4 Year Plan Worksheet
	8th Career Day - students are assigned on a tour of businesses based on their career cluster inventory results	Counselor/WPL Coordinator Local businesses	April/May	Schedule visit day
	8th Grade Parent Night - students and parents attend meeting at high school to go over 4 year plan	Counselor/Teacher/Administrator	End of Year	Schedule parent night: Signed 4 year plan
9	MAP - Career Interest Inventory Review of 4 year plan	Counselor Counselor	Spring Semester January	4 Year Plan Class Schedule
	Ag Career Cluster Research Ag Guest Speakers Human Sciences and Education Career Cluster Research Career Cluster Research	Teacher Teacher Teacher/ Family & Consumer Sciences Teacher/ Industrial Tech.	Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/Spring Semester	Standard Assessment/ Course Completion Standard Assessment Course Completion
	MAP - Career Interest Inventory Review of 4 year plan	Counselor Counselor	Spring Semester January	4 Year Plan Class Schedule
	Ag Career Cluster Research Ag Guest Speakers Human Sciences and Education Career Cluster Research Marketing Career Cluster Research	Teacher Teacher Teacher/ Family & Consumer Sciences Teacher/Business Teacher/Business	Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester	Standard Assessment/ Course Completion Standard Assessment Standard Assessment Standard Assessment
10	MAP - Career Interest Inventory Review of 4 year plan	Counselor Counselor	Spring Semester January	4 Year Plan Class Schedule

	Business Management & Admin Career Cluster Research Information Tech Career Cluster Research Technical School Presentations Career Cluster Research	Teacher/Business Teacher/Industrial Tech. Teacher/ Industrial Tech. Counselor Personal Finance Teacher Personal Finance Teacher Tris Langdon Tris Langdon/Laura K-Bliss/Counselor Counselor Kirkwood Jones Regional	Teacher/Business Teacher/Industrial Tech. Teacher/ Industrial Tech. Counselor Personal Finance Teacher Personal Finance Teacher Tris Langdon Tris Langdon/Laura K-Bliss/Counselor Counselor Kirkwood Jones Regional	Fall/ Spring Semester Fall/ Spring Semester Fall/Spring Semester Spring Semester Personal Finance Class Personal Finance Class September Fall/Spring Semester January Fall/Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester	Standard Assessment Course Completion Course Completion 4 Year Plan Class Modules Class Module Class Presentation Job Shadows/Internships Class Schedule Course Completion Course Completion Standard Assessment/ Course Completion Standard Assessment Standard Assessment Standard Assessment Course Completion Course Completion Course Completion
11	MAP - Career Interest Inventory Education vs Lifetime Earning Your Career Choice Workplace Learning Workplace Learning Review of 4 year plan Career Academies Ag Career Related Field Trips Ag Career Cluster Research Ag Guest Speakers Human Sciences and Education Career Cluster Research Marketing Career Cluster Research Business Management & Admin Career Cluster Research Information Tech Career Cluster Research Technical School Presentations Union Job Fairs - Cedar Rapids Career Cluster Research	Teacher/Business Teacher/Industrial Tech. Teacher/ Industrial Tech. Counselor Personal Finance Teacher Personal Finance Teacher Tris Langdon Tris Langdon/Laura K-Bliss/Counselor Counselor Kirkwood Jones Regional	Teacher/Business Teacher/Industrial Tech. Teacher/ Industrial Tech. Counselor Personal Finance Teacher Personal Finance Teacher Tris Langdon Tris Langdon/Laura K-Bliss/Counselor Counselor Kirkwood Jones Regional	Fall/ Spring Semester Fall/ Spring Semester Fall/Spring Semester Spring Semester Personal Finance Class Personal Finance Class September Fall/Spring Semester January Fall/Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester Fall/ Spring Semester	Standard Assessment Course Completion Course Completion 4 Year Plan Class Modules Class Module Class Presentation Job Shadows/Internships Class Schedule Course Completion Course Completion Standard Assessment/ Course Completion Standard Assessment Standard Assessment Course Completion Course Completion Course Completion
12	Education vs Lifetime Earning Your Career Choice	Personal Finance Teacher Personal Finance Teacher	Personal Finance Teacher Personal Finance Teacher	Personal Finance Class Personal Finance Class	Class Modules Class Modules

	<p>Workplace Learning Workplace Learning Career Academies Ag Career Related Field Trips Ag Career Cluster Research Ag Guest Speakers Human Sciences and Education Career Cluster Research Marketing Career Cluster Research Business Management & Admin Career Cluster Research Information Tech Career Cluster Research Technical School Presentations Union Job Fairs - Cedar Rapids Career Cluster Research</p>	<p>Tris Langdon Tris Langdon/Laura K-Bliss/Counselor Kirkwood Jones Regional Teacher Teacher Teacher Teacher/ Family & Consumer Sciences Teacher/Business Teacher/Business Teacher/Business Teacher/ Industrial Tech. Teacher/ Industrial Tech. Teacher/ Industrial Tech.</p>	<p>September Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester Fall/Spring Semester</p>	<p>Class Presentation Job Shadows/Internships Course Completion Course Completion Standard Assessment/ Course Completion Standard Assessment Standard Assessment Standard Assessment Course Completion Course Completion Course Completion</p>
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Essential Component 4: Post-secondary 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	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?
8	MAP Inventories College Visit Day(s) - all students will visit a public, private & community college	Counselor Counselor/Teacher	Spring Semester April/May	Results of inventories Scheduled visit day
9	MAP Exploration of occupations/careers	Teacher	Spring/Fall	Future planning
10	Kirkwood College Jones Regional Visit College and University Visits Military Visits	Counselor College Representatives Counselors & Military	December All school year All school year	Scheduled Visit Number of students that attend the university visits Number of students that visit with Military personnel
11	Kirkwood College Representative Visit College and University Visits Military Visits	Doug Bannon visits Personal Finance Class College Representatives Counselors & Military	All school year All school year	Juniors/Seniors get information on 1-2 year programs Kirkwood offers Number of students that attend the university visits Number of students that visit with Military personnel Credits, College planning,

	Junior Interviews	Counselors	Spring Semester	College applications, College Visits
	KW Jones Co. Stem Demo Day	Craig Stadtmueller	December	Hands on CTE experience
12	Kirkwood College Representative Visit	Doug Bannon visits Personal Finance Class		Juniors/Seniors get information on 1-2 year programs Kirkwood offers
	College and University Visits	College Representatives	All school year	Number of students that attend the university visits
	Military Visits	Counselors & Military	All school year	Number of students that visit with Military personnel
	Senior Interviews	Counselors	Spring Semester	Credits, College planning, College applications, College 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.

Grade Level	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?
8	MAP - 4 Year Plan: Students create a 4 year plan for high school after career cluster inventory to plan for career/postsecondary options	Counselor	Spring Semester	4 Year Plan - signed by all parents
9	Personal, academic, and postsecondary goal setting	Teacher	Fall Semester	Portfolio
10	Personal, academic, and postsecondary goal setting	Teacher	Fall Semester	Portfolio
11	Resume building	Teachers	Spring Semester	Portfolio
	FAFSA - College Readiness Night	I CAN	Fall Semester	I CAN Presentation
	Personal, academic, and postsecondary goal setting	Teacher	Fall Semester	Portfolio
12	Resume building	Teacher	Spring Semester	Portfolio
	FAFSA - Form Night	I CAN	Spring Semester	I CAN Presentation
	Personal, academic, and postsecondary goal setting	Teacher	Fall Semester	Portfolio

How does this plan integrate with the district's comprehensive school improvement plan?

As a district Anamosa Community Schools have fully embraced the Professional Learning Communities process. Bimonthly counselors meet to evaluate standards, curriculum, and develop goals and evaluate data. We use this data to make decisions on how to effectively plan to ensure our students are college and career ready. Anamosa also partners with Grant Wood AEA and Kirkwood Community College with a consortium of additional schools. We work in advisory groups to evaluate the effectiveness of our career and technical education programs annually. Career and technical teachers in industrial technology, agriculture, family consumer science and business collaborate weekly during a common prep time to share and evaluate CTE program of studies and their assessments. Anamosa High School follows the Iowa Professional Development model. A building leadership team, composed of academic and career and technical faculty, analyze data to set goals and create an action plan that meet the needs of our students. Professional development opportunities the align with our building goals are offered in the form of both all day and early dismissal workshops. Career and technical teachers, academic teachers, guidance staff, and administration also participate in one hour of weekly collaboration activities that are also aligned with building goals. In addition to this comprehensive professional development provided at the district level, career and technical staff and administration are focused on specific vocational program needs through Perkins consortium staff development sessions. Counselors attend the Counselor Academy each year in addition to other workshops at local colleges and collaborating with Kirkwood Community College to increase their knowledge with career and technical pathways.

How does this plan integrate with the school counseling program?

Career and postsecondary planning is an important role and function of school counselors, they are trained to implement career and postsecondary planning activities and are interested in increasing the amount of time spent with students in this area. They plan and deliver the majority of college and career readiness activities in the Anamosa Community School District. Professional development and training in the areas of in-demand careers and postsecondary options to pursue those careers, program advocacy and identifying inequities in college and career placement. Appropriate time and resource allocation are necessary to adequately delivering college and career programming for all students. It is important for school counselors and administrators to communicate regularly regarding the role and practice of school counselors in implementing college and career planning activities.

BOARD OF EDUCATION MEETING
June 5, 2017

ISSUE: Reduction of Secretary – Kids Club

CONTACT: Lisa Beames, Superintendent

BACKGROUND:

Dawn, Langevin, Director of Kid's Club has recommended the reduction of the secretarial position of that program. This is a 7 hour per week position. Four and one-half hours of the position will be absorbed by the director with 2.5 hours added to the supervisor role. This moves the supervisor role from a 28 hour a week to a 30.5 hour per week position. This is an estimated \$400.00/ month savings to Kids Club.

This recommendation has also been reviewed by Strawberry Hill Elementary administration and the district's business manager.

THE RECOMMENDATION IS:

“Reduce the secretarial support position at Kids Club effective June 21, 2017.”

BOARD OF EDUCATION MEETING
June 5, 2017

ISSUE: Staffing Review

CONTACT: Lisa Beames, Superintendent

BACKGROUND:

District data related to staffing patterns will be presented and reviewed.

DISCUSSION ONLY

Staff Address Distribution 2016-2017

Classified Staff Address Distribution #		Classified Staff Address Distribution %	
City (group)		City (group)	
Anamosa District	77	Anamosa District	82.80%
Olin	8	Olin	8.60%
Monticello	3	Monticello	3.23%
Baldwin	1	Baldwin	1.08%
Center Junction	1	Center Junction	1.08%
Maquoketa	1	Maquoketa	1.08%
Onslow	1	Onslow	1.08%
Stanwood	1	Stanwood	1.08%
Grand Total	93	Grand Total	100.00%

Certified Staff Address Distribution #		Certified Staff Address Distribution %	
City (group)		City (group)	
Anamosa	48	Anamosa	41.74%
Cedar Rapids Metro	26	Cedar Rapids Metro	22.61%
Monticello	12	Monticello	10.43%
Cascade	4	Cascade	3.48%
Iowa City & North Liberty	4	Iowa City & North Liberty	3.48%
Dubuque	2	Dubuque	1.74%
Lisbon	2	Lisbon	1.74%
Olin	2	Olin	1.74%
Springville	2	Springville	1.74%
Center Junction	1	Center Junction	0.87%
Clarence	1	Clarence	0.87%
Coggon	1	Coggon	0.87%
Ely	1	Ely	0.87%
Hopkinton	1	Hopkinton	0.87%
Maquoketa	1	Maquoketa	0.87%
Martelle	1	Martelle	0.87%
Monmouth	1	Monmouth	0.87%
Morley	1	Morley	0.87%
Peosta	1	Peosta	0.87%
Ryan	1	Ryan	0.87%
Scotch Grove	1	Scotch Grove	0.87%
Tipton	1	Tipton	0.87%
Grand Total	115	Grand Total	100.00%

Relocation by Building

Building	Relocation Type	Relocation Place	Year Left				Grand Total	
			2014	2015	2016	2017		
AHS	Non-Relocation Change	Unknown				1	1	
		Stay Home Mom	1	1			2	
		Left Education	1	2		1	4	
		Reduction			1		1	
		Retirement	2	2	2	1	7	
		In-District Teaching Trans..	1				1	
	Same Distance or More	Cedar Rapids Metro Scho..	Systems Facilitator/ Instr..			1	1	2
			Total	5	5	4	4	18
	Home or Closer to Home	Cedar Rapids Metro Scho..	Total	1		1	1	2
			Total	1		1	1	3
	AMS	Non-Relocation Change	Cedar Rapids Metro Scho..			1	2	3
			Dunkerton		1			1
			HLV		1			1
			Lawton-Bronson			1		1
			Monticello				1	1
			North Polk			1		1
		Total	Norwalk	2				2
			Panorama	1				1
			West Delaware		1			1
			Total	3	3	3	3	12
Total	9	8	8	8	33			
SH	Non-Relocation Change	Unknown				1	1	
		Stay Home Mom	1				1	
		Left Education	1				1	
		Retirement	2	1			3	
		In-District Teaching Trans..			2	2	4	
		Systems Facilitator/ Instr..		1	2		3	
	Same Distance ..	Cedar Rapids Metro Scho..	Total	4	2	4	3	13
			Total	1			1	1
	Home or Closer..	Cedar Rapids Metro Scho..	Total	3	1	2	1	7
			Total	3	1	2	1	7
SH	Non-Relocation Change	Total	7	3	6	5	21	
		Left Education	2		1		3	
		Retirement	2	2		3	7	
		In-District Teaching Trans..	2				2	
		Systems Facilitator/ Instr..			1		1	
		Total	6	2	2	3	13	
	Same Distance ..	Cedar Rapids Metro Scho..	Total	1		1		2
			Total	1		1		2
	Home or Closer to Home	Cedar Rapids Metro Scho..	Total	3				3
			Murray		1			1
North Cedar					1		1	
Wisconsin						1	1	
Total	Cedar Rapids Metro Scho..	Cascade/Western Dubuque			1	1	1	
		Total	3	1	2	1	7	
Total	10	3	5	4	22			
Grand Total			26	14	19	17	76	

Relocation by Type

Relocation Type	Relocation Place	Years of Service In District	Year Left				Grand Total	
			2014	2015	2016	2017		
Same Distance or More	Cedar Rapids Metro Schools	1	2				2	
		3			1	1		
		7			1	1		
		14			1	1		
		Total	2		1	2	5	
		Iowa City	2		1		1	
		Total			1		1	
		Total	2		2	2	6	
	Home or Closer to Home	Cascade/Western Dubuque	2			1		1
			Total			1		1
Cedar Rapids Metro Schools		1	3	1			4	
		2	1		2		3	
		3			1		1	
		4				1	1	
		9	1			1	2	
		10				1	1	
		14	1				1	
		Total	6	1	3	3	13	
Dunkerton		3		1			1	
		Total		1			1	
HLV		1		1			1	
		Total		1			1	
Lawton-Bronson		5			1		1	
		Total			1		1	
Monticello		14				1	1	
		Total				1	1	
Murray		3		1			1	
		Total		1			1	
North Cedar		6			1		1	
		Total			1		1	
North Polk		2			1		1	
		Total			1		1	
Norwalk		2	2				2	
		Total	2				2	
Panorama		4	1				1	
		Total	1				1	
West Delaware	4		1			1		
	Total		1			1		

Count of Years of Service In District broken down by Year Left vs. Relocation Type, Relocation Place and Years of Service In District.

Relocation by Type

Relocation Type	Relocation Place	Years of Service In District	Year Left				Grand Total	
			2014	2015	2016	2017		
Home or Closer to Home	Wisconsin	2				1	1	
		Total				1	1	
	Total		9	5	7	5	26	
Non-Relocation Change	Retirement	8	1				1	
		10	1				1	
		11			1		1	
		12	1				1	
		14				1	1	
		15		1			1	
		16		1			1	
		17		1		1	2	
		18		1			1	
		20	1			1	2	
		26	1	1			2	
		29	1				1	
		39				1	1	
		43				1	1	
		Total		6	5	2	4	17
			Reduction	5			1	1
		Total				1		1
	Stay Home Mom	1	1	1		2		
		8	1			1		
Total		2	1			3		
	Left Education	0.5	1			1		
		1	1		1	2		
		1.5			1	1		
		2		1		1		
		3		1		1		
		6	1			1		
		9	1			1		
Total	4	2	1	1	8			
	Unknown	2			1	1		
		15			1	1		
Total					2	2		
	In-District Teaching Transfer	1	1			1		
		2			1	1		
		6	1			1		
Total		11			1	1		

Count of Years of Service In District broken down by Year Left vs. Relocation Type, Relocation Place and Years of Service In District.

Relocation by Type

Relocation Type	Relocation Place	Years of Service In District	Year Left				Grand Total
			2014	2015	2016	2017	
Non-Relocation Change	In-District Teaching Transfer	15	1				1
		17			1		1
		21				1	1
		Total	3		2	2	7
	Systems Facilitator/ Instructional Coach	2			1		1
		3		1			1
		11			1		1
13					1	1	
18				1		1	
19				1		1	
	Total		1	4	1	6	
	Total		15	9	10	10	44
Grand Total			26	14	19	17	76

Count of Years of Service In District broken down by Year Left vs. Relocation Type, Relocation Place and Years of Service In District.

Relocation by Place

Relocation Place	Year Left				Grand Total
	2014	2015	2016	2017	
Cedar Rapids Metro Schoo..	30.77%	7.14%	21.05%	29.41%	23.68%
Retirement	23.08%	35.71%	10.53%	23.53%	22.37%
Left Education	15.38%	14.29%	5.26%	5.88%	10.53%
In-District Teaching Trans..	11.54%		10.53%	11.76%	9.21%
Systems Facilitator/ Instr..		7.14%	21.05%	5.88%	7.89%
Stay Home Mom	7.69%	7.14%			3.95%
Norwalk	7.69%				2.63%
Unknown				11.76%	2.63%
Wisconsin				5.88%	1.32%
West Delaware		7.14%			1.32%
Panorama	3.85%				1.32%
North Polk			5.26%		1.32%
North Cedar			5.26%		1.32%
Murray		7.14%			1.32%
Monticello				5.88%	1.32%
Lawton-Bronson			5.26%		1.32%
Iowa City			5.26%		1.32%
HLV		7.14%			1.32%
Dunkerton		7.14%			1.32%
Reduction			5.26%		1.32%
Cascade/Western Dubuque			5.26%		1.32%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%

Relocation by Residence

Relocation Type	Residence Address	Relocation Place	
Same Distance or More	Anamosa	Cedar Rapids Metro Schools	1
	Center Point	Cedar Rapids Metro Schools	1
	Marion	Cedar Rapids Metro Schools	2
		Iowa City	1
	Monmouth	Cedar Rapids Metro Schools	1
		Total	6
Home or Closer to Home	Anamosa	Dunkerton	1
		HLV	1
		Lawton-Bronson	1
		North Polk	1
		Norwalk	2
		Panorama	1
		Cascade	Cascade/Western Dubuque
	Cedar Rapids	Cedar Rapids Metro Schools	4
		Murray	1
	Clarence	North Cedar	1
	Manchester	West Delaware	1
	Marion	Cedar Rapids Metro Schools	8
	Monticello	Monticello	1
		Wisconsin	1
	Palo	Cedar Rapids Metro Schools	1
		Total	26
	Non-Relocation Change	Anamosa	Retirement
Left Education			2
Unknown			2
In-District Teaching Transfer			2

Count of Years of Service In District broken down by Relocation Type, Residence Address and Relocation Place.

Relocation by Residence

Relocation Type	Residence Address	Relocation Place		
Non-Relocation Change	Anamosa	Systems Facilitator/ Instructional Coach	2	
	Cascade	Retirement	1	
	Cedar Rapids		Stay Home Mom	1
			Left Education	2
	Coralville	Retirement	1	
	Hopkinton	In-District Teaching Transfer	1	
	Iowa City		Retirement	1
			Left Education	1
	Lisbon		In-District Teaching Transfer	1
			Systems Facilitator/ Instructional Coach	1
	Marion		Retirement	1
			Reduction	1
			Stay Home Mom	1
			Left Education	1
			In-District Teaching Transfer	3
	Mechanicsville		Systems Facilitator/ Instructional Coach	1
			Retirement	1
	Monticello		Retirement	1
			Stay Home Mom	1
			Systems Facilitator/ Instructional Coach	2
	Mount Vernon		Left Education	1
Olin		Left Education	1	
Scotch Grove		Retirement	1	
		Total	44	
Grand Total			76	

Count of Years of Service In District broken down by Relocation Type, Residence Address and Relocation Place.

Board of Education Committees

Policy Committee	Kristine Kilburg, Nicole Claussen, Sean Braden
Negotiations Committee	Kristine Kilburg Kandi Behnke, Sean Braden
PPEL & Facilities Committee	Connie McKean, Anna Mary Riniker, Nicole Claussen
CADRE	Nikki Claussen, Rob Sayre
Jones Co. Conf. Bd.	Rob Sayre
Ad Hoc Building/Long Range Planning	Connie McKean, Kristine Kilburg, Anna Mary Riniker,
Technology Committee	Rob Sayre , Anna Mary Riniker

Principal Reports

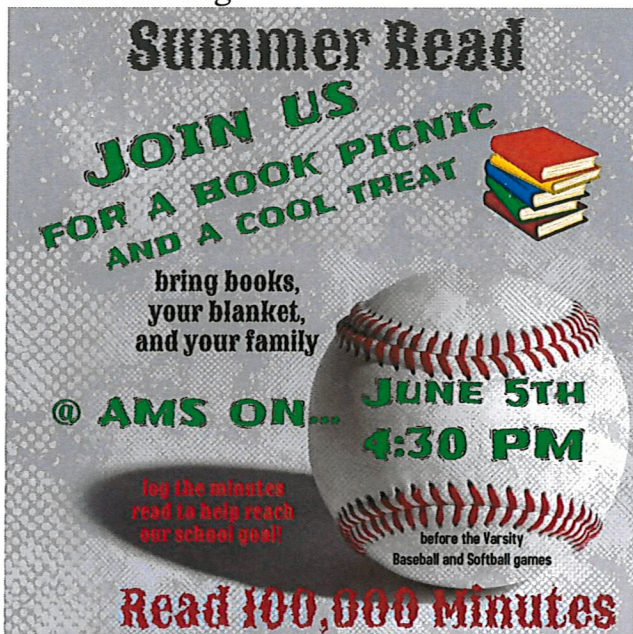


Strawberry Hill Elementary

1. End of the year awards were given to 70+ students for completing a marathon, 6 students for perfect attendance, and two fourth graders for Art awards.
2. Teachers completed three days of professional development, have identified priority standards in ELA, written "I Can" statements and are completing proficiency scales.

Anamosa Middle School

1. We had an end of the year assembly acknowledging lots of student successes.
2. Our Walt Fortney Award winners for 2017 are Jaiden Peasley and Ivan Lambertson. Jenna Wilson, winner from four years ago was present to give the award.
3. Our 7th grade softball team starts games on Monday. Ron Timp is the coach.
4. We received a \$6,500 grant from Dubuque Racing Association for additional chromebooks for the 5th graders.
5. Summer Reading!



Anamosa High School

1. We had a wonderful Graduation Ceremony with 83 students who earned their High School diploma! Thanks for all who attend this very special day.
2. We survived our first year of full implementation of Standards Based Grading. We met with students and got their feedback on how to improve for next year and are working on a survey for parents to get their feedback as well.
3. Very proud of all our spring activities, with girls track, boys track, and boys golf being represented at their state meet. Special shout out to boys track who were state champs in the Distance Medley!