

System Yearly Update – Individual Plan of Study Board Outcome

IPS – YEAR ONE	IPS – YEAR TWO	IPS – YEAR THREE	IPS – YEAR FOUR	IPS – YEAR FIVE
<p>Describe the system’s PreK-12 IPS process? Be sure to include the following four components required by the State Board of Education:</p> <ul style="list-style-type: none"> • A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters. • Eighth- through 12th-grade course-builder function with course selections based on career interests. • A general postsecondary plan (workforce, military, certification program, two- or four-year college). • A portable electronic portfolio. 	<p>How has professional development of all staff influenced positive systemic change?</p>	<p>Describe how services and programs are inclusive and available to each student in the community on an equitable basis, including special populations.</p>	<p>Describe how the system’s IPS process has provided student experiences and opportunities relative to community/civic engagement.</p>	<p>Explain the growth and development of the system IPS process over the 5-year KESA cycle.</p>
<p>Share evidence that the system has provided professional development to ALL staff about the foundations and implementation of IPS?</p>	<p>Describe your K-12 curriculum sequence for career development, including a summary of student career awareness experiences at the elementary level, career exploration experiences at</p>	<p>Describe your system’s Career Development and Guidance Curriculum.</p>	<p>How does the system IPS process include financial planning (e.g. Kansasdegreestats and FAFSA) for a successful postsecondary transition, including;</p>	<p>Provide evidence demonstrating students have multiple postsecondary exploration experiences and knowledge of all</p>

	the middle school level, and career preparation experiences at the high school level.		workforce, military, industry certification, and postsecondary.	postsecondary opportunities?
Review and evaluate the district framework and organization that ensures all students beginning in grade 8 have an IPS.	Describe the influence of community engagement on curricular plans and experiences, as related to the aggregated data about student individual plans of study.	.	Describe how all services and programs are inclusive and available to each student in the community on an equitable basis, including special populations.	Detail the review process for each student's growth and/or graduation electronic portfolios.
Describe the process for evaluating each student's IPS a minimum of twice per year.	Describe how students use their career interest to aid in their course selections and post-secondary plans (grades 8-12 required).	Describe how student assessments, interest inventories and academic results are interpreted with families and students to discuss careers and the career exploration process.		
How have the results from the Annual IPS Survey impacted the process in your system?	Describe any changes/modifications made to the system's IPS process based on the Year 1 annual report and the Annual IPS Survey.	Describe any changes/modifications made to the system's IPS program based on the Year 2 report and Annual IPS Survey	Describe any changes/modifications made to the system's IPS program based on the Year 3 report and Annual IPS Survey	Describe any changes/modifications made to the system's IPS program based on the Year 4 report and Annual IPS Survey