

**Mellen School District
Education for Employment Plan
&
Academic and Career Planning**

Wisconsin §121.21(1)(m)/§115.28(59)/PI-26

2026-2027



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Introduction

State Statute 121.01(1)(m), 115.28(59), and PI-26 require that every school board shall provide access to an Education for Employment, including Academic and Career Planning for students in grades 6 to 12. The Mellen School Board policies addressing these statutes are po2420 and po2411. The purpose of the plan is to prepare elementary and secondary students for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, post-secondary schools, and public schools; and to establish a role for public schools in the economic development of Wisconsin.

Statement of Need

The School District of Mellen is committed to linking academic and knowledge skills with the attitudes needed to find, obtain, remain, and advance in employment. This concept is incorporated into our PreK-12th-grade educational system to successfully prepare our students for productive living. The District's program involves teaching our students self-awareness to support a strong work ethic and self-esteem, thereby increasing academic and personal success in elementary, middle, and high schools. We train our students to develop their knowledge and skills, imparting high values and a positive attitude. This allows them to take pride in their accomplishments. Our students learn to reason, problem solve, be technologically savvy, and are able to apply their knowledge and skills.

District Vision and Mission

Vision Statement

To thrive as a public school, to promote education, embrace community involvement, and maximize available resources.

Mission Statement

Work collaboratively in a respectful, responsible, safe, and ready environment to create an education where all students will succeed.

E4E/ACP Vision and Mission

Vision Statement

Reimagining PreK-12 education to equip students with meaningful and supportive adult relationships and the ability to adapt to opportunities and challenges on their personalized journeys to successful lives.

Mission Statement

Empower ALL students to travel the road to adulthood through education and career training.

State and District Goals

All students, regardless of future career choices, need to be educated for employment and careers, whether they enter the workforce directly upon high school graduation or later. With this premise, the state goals for E4E and ACP are to:

- Create the finest, best-educated, most skilled workforce in America
- Define and deliver what all students need to become productive, economically self-sufficient citizens, thereby enabling them to contribute to Wisconsin's economic development.

In response to these state goals, the Mellen School District conducted an ACP Self-Assessment and developed an ACP Work Plan to identify District goals.

- Investigate our District's career readiness data and investigate the root cause of identified gaps.
- Update our District's ACP Scope and Sequence and implement with fidelity

Key components to support the structure of the Academic and Career Plan are ongoing:

- Continue to implement a comprehensive educational program that will smoothly flow from secondary school to gainful employment in private industry, apprenticeship training, or post-secondary education
- Obtain continuing input from business and industry to solidify educational partnerships
- Continue on-going staff development for teachers and support staff personnel on the preparation needed by our students, creating a seamless transition from school to work
- Continue to focus on data-driven decisions to improve classroom instruction, aligned with standards to improve student learning
- Develop a data-driven, comprehensive plan to identify, prioritize, and provide resources within state revenue limits
- Continue to work with city, county, and state officials in encouraging development in order to provide additional employment opportunities, medical services, and affordable housing with the School District of Mellen

Coordination and Partnership

1. E4E/ACP Program Coordinators: School Counselor and Business Education Teacher

The E4E/ACP Coordinator is responsible for:

- Preparing and modifying the District E4E/ACP Plan
- Serve as chair of the District E4E/ACP Committee
- Coordinate the activities of the plan
- Assess the progress of the E4E/ACP Plan implementation
- Evaluate the plan and prepare an annual report for the school board
- Represent the District as needed in matters related to E4E/ACP at the state, regional, and local level

2. Local E4E/ACP Committee

The E4E/ACP Committee is responsible for:

- Reviewing District policies and State Statutes related to E4E/ACP
- Reviewing District efforts and activities to implement the E4E/ACP Plan
- Make recommendations to the administration regarding the development of E4E/ACP activities, policies, and programs

The District's ACP Committee shall include:

- School Counselor
- Principal
- Superintendent
- SpEd Teacher/Transition Coordinator
- CTE Teacher(s)

We will work towards including the following:

- General Education Teachers from the 6-12 level
- School Board Member
- Community Member/Business Owner
- High School Student

3. Tech Prep Council Representative

The Mellen School District is represented on the Northland Technical College Council by the Administrator of the Cooperative Education Service Agency (CESA) 12.

4. Partnerships: The Mellen School District has created partnerships with regional agencies, community businesses, and families to support the district's ACP program:

Regional Partnerships:

- CESA 12 partners with the District by way of the Career & Technical Education Consortium. The Consortium provides staff professional learning, technical assistance, and funding for projects that improve vocational education programs of study. Provides the required local match to the Carl Perkins Grant.
- The District also partners with CESA 12 for ACP services. The ACP service provides consultation, technical assistance, and leadership coaching.
- The District partners with Northwood Technical College in articulating coursework. Currently: Accounting I, Business Law, Introduction to Business, Drafting, and Welding
- WIAA partners with the District for Official Licensing through the District's Sports Management and Athletic Officiating class.
- The District partners with Wisconsin universities, colleges, and technical colleges to provide EECP and SCN courses for students.
- The District partners with RVA (Rural Virtual Academy) to provide additional course offerings for our students.

Community Partnerships

- The District partners with local businesses to support students in Youth Apprenticeship, Work-Based Learning, and Career-Based Learning Experiences.

Family Engagement:

- The district uses multiple platforms to communicate with families about ACP program activities. The District website, Facebook page, and Instagram page share information on upcoming activities and completed activities. Information about Work-Based Learning, Youth Apprenticeship, and on-site coursework is shared at Open Houses.
- Families are included in post-secondary planning conversations from PreK through our student-led conferences (SLC). When students are in 6th grade and continuing through high school, SLCs include Academic and Career Planning components.

Assessment and Data

1. Assessment

To assess student needs, the Mellen School District shall:

- Assign a faculty member as an academic advisor for each student in grades 6 to 12. This advisor works with students to develop a seamless, continuous educational plan using the Xello platform. The advisor works with students to set goals, monitors academic progress weekly, provides a weekly ACP lesson, and helps students create Student-Led Conference presentations. The plan is designed based on the student's post-high school plans and goals. <https://login.xello.world/>
- Complete the ACP self-assessment every three years (next assessment 25-26 SY) to evaluate, reflect, set goals, and create an action plan to be included in the District's Continuous Improvement Plan. https://dpi.wi.gov/sites/default/files/imce/acp/pdf/2020_10_19_ACP_Implementation_Dist_Self-Assess.docx.pdf
- Complete the Comprehensive Local Needs Assessment every two years (next assessment 26-27) to evaluate, reflect, set goals, and create an action plan for meeting Perkins V requirements. <https://dpi.wi.gov/cte/carl-perkins/perkins-v/clna-resources>
 2021-22 CLNA results worksheet Mellen
- Survey parents, students, and staff to determine future curriculum needs and career fields. https://docs.google.com/forms/d/e/1FAIpQLSeZGrCb1Gk9E50DcmGsU4td5cvHouSmmQhX1_N9aYQZ_ismjw/viewform
- Encourage students to participate in the ASVAB and PSAT assessments.
- Have the school counselor support individualized meetings for academic and career planning.
- [Youth Apprenticeship District Plan](#)

2. Labor Market Information

The local E4E/ACP committee shall collect and analyze labor market data from the following sources:

- [US Bureau of Labor Statistics](#)
- US Census
- [Wisconsin Department of Workforce Development \(DWD\)](#)
- Northwest Wisconsin Employment Review by the Wisconsin Job Service
- CESA 12 Business Survey
- [Wisconsin DPI Labor Market Information](#)

3. Graduate Follow-Up Surveys

Surveys of our 12th-grade students indicate that 42% intend to enter one or two-year programs at a technical college, 33% plan to enter a four-year college, and 25% are seeking employment upon graduation.

Educational Program Requirements

The District is in compliance with the state graduation criteria and requires 26 credits. Graduation and credit requirements are listed below.

1. Graduation Requirements

Graduation from Mellen High School requires completing a minimum of 26 credits. Students must attend Mellen High School for a total of eight semesters, unless an individual exception is made by the Board of Education. A unit of credit is granted for satisfactorily completing work in a course that meets for one class period (45 minutes), every day for a full year. The total of twenty-six credits must include the following:

- English: 4 credits, including Literature & Composition and American Literature
- Mathematics: 3 credits, including Algebra I and Geometry
- Social Studies: 3 credits, including World Geography (.5), Civics (.5), Modern US History, and Particular Topics in Sociology
- Science: 3 credits, including Biology and Physical Science
- Physical, Health, and Safety Education: 2 credits, including Health (.5)
- Business and Marketing Education: 1 credit in Personal Finance
- Electives: 9 credits

Mellen utilizes Xello as the ACP software tool to support the ACP program. Students in grades 9-12 are required to complete an ACP Portfolio for .25 credit each year. In addition, they must participate in a Student-Led Conference with a parent/guardian.

Students can earn credit for completing WBL, Youth Apprenticeship, ECCP/SCN, Dual Credit, and ITV courses. These courses are identified as such on the District's official transcript.

The [High School Course Description Handbook](#) provides information for students and parents/guardians on graduation requirements, ACP credit/Xello/SLCs, WBL, YA, ECCP, SCN, dual-credit courses, and ITV courses. The school counselor and grade level advisors review the course description handbook with students and help them create 4-year plans.

2. Program Access

All students in the District have access to the ACP Program through four sources: required PreK-12 coursework, elective 9-12 coursework, pupil services and programs, and extracurricular activities.

Elective credits may be earned through a variety of options offered by the district, including Technical Education, Business Education, Fine Arts, Articulated Courses, ECCP and SCN, Distance Learning, WBL, and Youth Apprenticeship.

Pupil services include counseling, assessment, and testing, and programs such as alternative education, children at risk, gifted and talented, etc.

Extracurricular activities include after-school programs, student organizations and clubs, athletics, and other activities offered outside the typical school day.

Other educational programs and services that are provided by the District and are linked to the E4E/ACP program include the following:

- Modifications and accommodations in IEPs for special education and 504 students.
- Special Education staff develop transition goals and services for SpEd students.
- Title 1 and remedial services are available for students who need additional help with math and/or reading.
- Summer remedial and enrichment programs are available for students PreK-12
- Student-run business activities in technical and business education classes.

College and Career Prep Education

College and Career Prep Education is provided by the District through the counseling department, program offerings, and courses offered in the elementary, middle, and high school grades. The focus of career guidance in elementary school is awareness, in middle school is exploration, and in high school is career planning. The School Counselor provides leadership in career education activities. College and Career planning is offered to students as outlined in the District's ACP Plan:

<https://www.mellendiggers.org/academics/academic-and-career-planning.cfm>

 Mellen K-5 ACP Planning Map

 Mellen ACP 6-12 Planning Map

 ACP - School District of Mellen

A comprehensive career education curriculum includes the following experiences:

- Students investigate careers and the work people do.

- Students participate in assessments that identify personal interests and relate interests to careers.
- Students learn career decision-making skills.
- Students learn about the changing roles of men and women in the workforce, workforce diversity, nontraditional careers, and stereotyping.
- Students explore a variety of career pathways and postsecondary options.
- Students conduct in-depth research on a career of interest.
- Students prepare a career plan/portfolio.

Career education is offered to students PreK-12 through the following activities:

- Career Assessments and Tests
- Field Trips
- Portfolios
- Career Days
- Career Planning Sessions
- Financial Aid Seminars
- Career Center
- Parent/Teacher/Student Conferencing

1. Work-Based Learning and Employability Skills

Work-Based Learning refers to opportunities that allow students to participate in simulated or real job settings where they learn about and develop job skills. Work-Based Learning also includes a curriculum that develops students' employability skills.

The goals for employability instruction include:

- Students learn how to seek job opportunities.
- Students learn about community resources that can help them find employment.
- Students learn how to apply for jobs.
- Students prepare a resume.
- Students learn the proper way to complete job applications.
- Students learn how to interview for a job.
- Students learn about communication and problem-solving skills needed on the job, workplace ethics, and how work behavior is governed by personnel policies.
- Students learn about labor laws such as child labor, equal employment opportunity, discrimination, and sexual harassment, etc.
- Students learn about wages, taxes, and payroll deductions

The District's WBL program is outlined in the [WBL Manual](#).

2. Curriculum Integration

General knowledge of careers and employability skills is important to our students' ability to get a job, as well as to their job success and the vitality of employers. The District's E4E/ACP plan integrates the knowledge about careers and skills across all curricular areas. All students have access to an understanding of career knowledge and employability skills.

To support access for all students, case managers for students with IEP plans will have access to student information related to ACP activities. Case managers will incorporate this information into the student's transition planning.

Accountability and Evaluation

The ACP program will be reviewed annually with staff, and those involved in delivering activities will receive training in the required programs. Annually, the teaching staff will review and evaluate the curriculum. Information and data will be forwarded for coordination by the ACP Coordinator. The following criteria will be used when reviewing the curriculum to ensure:

- Students learn about career possibilities associated with the course.
- Activities are incorporated into the course to provide students with an application of the content that demonstrates how the knowledge and skills being taught are used on the job, in a career, or in real-life situations.
- Students learn to use course-related technology with practical applications in future career pursuits or job settings.
- Elements of the course are integrated or aligned with vocational education content standards.
- Students have the opportunity to earn transcribed credit or college credit with a post-secondary institution.
- Courses allow students to earn an industry-based certification.
- Staff awareness of components of the ACP program

The District's ACP Team will review the staff recommendations, review DWD data, and develop recommendations for the District's local committee to consider. The local committee will meet in the summer to consider recommendations for revisions to the plan. The local committee will make recommendations for revising the plan for consideration by the Board of Education at its August meeting.