

WEST CHESTER AREA SCHOOL DISTRICT
Pupil Services Committees
November 11, 2019 6:30 p.m.
Spellman Administration Building

REGULAR SESSION

AGENDA

- October 14, 2019 Pupil Services Committee Minutes Ms. Chester
- Future Readiness Course Proposal approval Dr. Ranieri
- Program Recommendations for 2020-21 update Dr. Ranieri

Committee Protocol for Responding to Comments from the Public-

- 1. A community member will be called upon by the Committee Chair.***
- 2. If the comment can be answered quickly, or can be answered in order to clarify information, someone will respond.***
- 3. If a community member has a more detailed question about a topic, the committee chair may refer the person to the superintendent or appropriate administrator to make an appointment so the question can be answered in more detail.***

Pupil Services Meeting Minutes
October 14, 2019
Pupil Services Committee Meeting

Attended:

Attending Committee Members: Joyce Chester, Sue Tiernan, Chris Tabakin

Other Board Members: Karen Herrmann, Kate Shaw

Administration: Tammi Florio, Robert Sokolowski, Sara Missett, Michael Wagman, Jim Scanlon

Ms. Chester opened the meeting at 6:31 pm.

Items listed on the Pupil Services Committee Regular Agenda of October 14, 2019:

1. September 9, 2019 Pupil Services Committee Minutes Approval
2. Aveanna healthcare amended contract Approval
3. Disproportionality Presentation

A. Actions and Outcomes:

1. September 9, 2019 Pupil Services Committee Minutes Approval vote: 3-0
2. Aveanna healthcare amended contract Approval vote: 3-0

B. Items to be placed on upcoming Board Agenda:

C. Items to be placed on the Consent Agenda:

1. Aveanna healthcare amended contract Approval

D. Items to be discussed at a later date:

None

The meeting ended at 6:49 pm.

Next Meeting: Monday, November 11, 2019 – 6:30 pm

2020-2021 Course Proposal

Course Names:

Future Readiness 1

Future Readiness 2

Rationale:

The WCASD has multiple resources, programs, and supports currently in place for students through a robust counseling curriculum. All WCASD students have access to these supports and resources; however, the WCASD High School Counseling Departments and MTSS (Multi-Tiered Systems of Support) teams have identified growing study, coping, and 21st century skills deficits impeding student success. Some barriers include: increasing mental health needs of students, rigorous student schedules limiting ease of access to counselors, larger counselor-to-student ratios due to increasing student enrollment and counselor administration of state mandates (Chapter 339). These proposed courses will deliver proactive, skill-building instruction targeted to meet student needs, allowing for greater success in high school and beyond.

Analysis of district-wide data, beginning with the 2016-2017 school year and spanning three school years, indicate that 9th grade students are increasingly in need of study skills. In fact, 8th and 9th grade students alone represent just over half (829) of the total 1,637 (8th-12th grades) course failures during this time. In addition, college enrollment trends suggest that students are taking longer to complete their 2 and 4 yr. college degree, resulting in increased financial cost and delay of career-based earnings. National averages reflect student completion of 2-year degree programs in 3.4 years, and 4-year degree programs in 5.2 years. In addition, as graduates enter the workforce, top executives within our region report challenges in finding young professionals with the 21st century skills required for workplace success.

These courses will directly provide high school students with a solid foundation in study and coping skills, and career education and 21st century skills. We want our students to be better prepared for the rigor of high school, college, and beyond while also aiding them in making calculated, responsible choices to inspire and educate them to achieve their personal best.

Collection and analysis of data supports the need for additional supports to address concerns identified through the Pupil Services Curriculum Committee. Survey data from students, alumni and parents highlight the need for additional support in the areas of academic, social/emotional, and career readiness development for all students. The curriculum team believes these needs are best served in two specific grade levels, 9th and 11th grade. The specific needs highlight the basis for the course curriculum.

Process: In collaboration with the Supervisor of Pupil Services, Career Education Counselor, Advisory Board, parents and students, a committee representing all three high school counseling departments examined the needs of the high school student population as it related to academic,

social/emotional development and career readiness. Data was collected through several means, including surveys, Naviance, MTSS, and PowerSchool. The team reviewed local school districts' course guides to identify districts who offer such courses: 9 out of 12 districts reviewed have courses in place to support these areas of student needs.

In July 2019, graduates from the classes of 2017 and 2018 were asked to reflect on their high school experience to identify areas where they needed more academic, social/emotional, and career readiness support. Surveys were sent to graduates who indicated a willingness to be contacted for future input; 208 graduates responded to the survey. Additionally, in September 2019, 10th and 12th grade students were surveyed to reflect on their previous years experience as it relates to academic, social/emotional, and career readiness needs. Surveys were sent to all current 10th and 12th grade students; 1,009 students responded. In August 2019, a parent needs survey was piloted with a small group through the Advisory Council. After reviewing feedback, the survey was sent to parents of students in grades 8th-12th asking them to reflect on their students' experience as it relates to these same needs; 296 parents responded.

This information was reviewed with the Assistant Superintendent, the Director of Teaching and Learning, building principals, and high school counselors. Curriculum supervisors were also included in these discussions to ensure transparency. All secondary level principals have also been briefed on the course proposal.

1. The details of the new course rollout may depend on the implementation of the new master schedule.
2. The first year the course runs it will be offered as an elective for all students.
3. **Ideally, this “once a cycle” class can flexibly fit into schedules with blended classes.**
 - a. Currently, 9th graders can take roughly 11 elective, blended courses.
 - b. Currently, 11th graders can take about 32 blended course options.

Course Type:

Semester, elective, 1x per cycle, .1 credits, Pass/Fail

Course Descriptions:

Future Readiness 1

This course will help students make a successful transition from middle school to high school while developing skills for overall success in high school and beyond. Students will explore social/emotional development, academic practices, and career readiness, while improving students' study and decision making skills in the process. This is a pass/fail course, worth .1 credit. The course will run 1 day a cycle.

Future Readiness 2

This course will help students develop both technical and soft skills needed for career readiness through personal learning and workplace experience connections. Students will explore post-secondary options aligned with their interests, achievements and abilities. Students will be provided with a solid foundation in career education, 21st century skills development, and sustainable employment opportunities. Course objectives will be met through: class discussions, group and individual work, guest speakers, lecture and online-based research. This is a pass/fail course, worth .1 credit. The course will run 1 day a cycle.

Curriculum Overview:

Future Readiness 1

This course would be ideal for 9th graders, however any students needing additional support in these areas could enroll. Lesson topics will include but are not limited to: learning styles, school resources, time management, organization, study skills, social media, decision making, goal setting, actioning planning and coping strategies. The course is meant to enhance skills in the areas of academic, social/emotional development and career readiness. Course objectives will be met through: class discussions, group and individual work, guest speakers, lecture and online-based research. This is a pass/fail course, worth .1 credit and will run 1 day a cycle.

Future Readiness 2

This course would be ideal for 11th grade students. Lesson topics will include but are not limited to: college and career inventories, resume building, workplace etiquette, time management, healthy decision making, and independent living skills. The course is designed to enhance skills in the areas of academic, social/emotional development and career readiness. Course objectives will be met through: class discussions, group and individual work, guest speakers, lecture and online-based research. This is a pass/fail course, worth .1 credit. The course will run 1 day a cycle.

Proposed Resources: Naviance, community members, Schoology, classroom space, classroom teacher (counselor), additional free online resources



FUTURE READINESS 1 & 2

Course Proposal

Morgan Gamble
School Counselor



Topics

- Current Supports
- Trends
- Data/Research
- Course Overview

What We Do

- Individual Meetings
- Large Group Presentations
- Naviance Assessments/Reflections
- Career Day
- Individual counseling
- Internships/Shadowing
- Future Ready Index Evidence



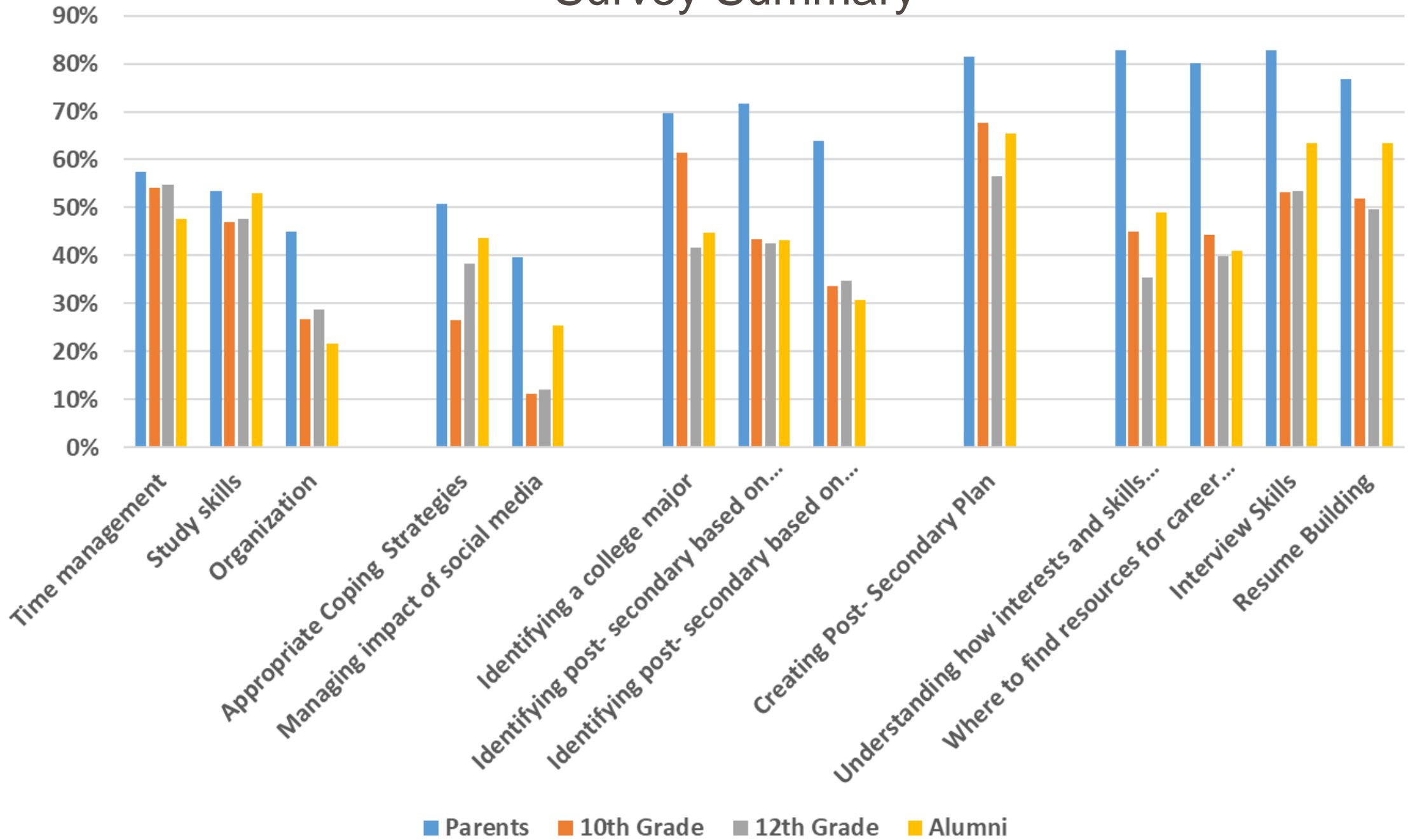
Observed Trends

- MTSS Referrals
 - 9th graders
 - Failing courses
 - Beginning with the 2016-2017 school year and spanning three school years- 8th and 9th grade students alone represent just over half (829) of the total 1,637 (8th-12th grades) course failures during this time.
- Parent/Teacher voices
- Local business leaders
- National college trends
 - Student completion of 2-year degree programs in 3.4 years, and 4-year degree programs in 5.2 years.
- Local districts
 - 9 out of 12 districts are offering varying courses covering these topics

Parent/Student/Alumni Data Highlights

- Creating a post-secondary plan
 - 81% of parent respondents
 - 68% of 10th grade respondents
 - 57% of 12th grade respondents
 - 65% of alumni respondents
- Understanding how interests and skills match with careers
 - 83% of parent respondents
 - 45% of 10th grade respondents
 - 36% of 12th grade respondents
 - 49% of alumni respondents
- Interview Skills
 - 83% of parent respondents
 - 53% of 10th grade respondents
 - 54% of 12th grade respondents
 - 63% of alumni respondents
- Time Management
 - 57% of parent respondents
 - 54% of 10th grade respondents
 - 55% of 12th grade respondents
 - 48% of alumni respondents

Survey Summary



Data Trends and Results



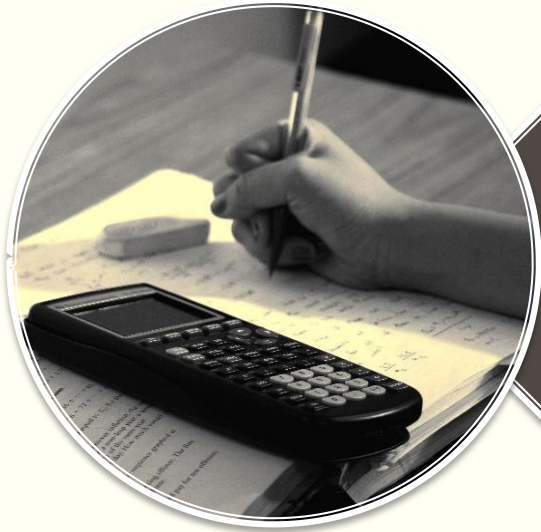
- Parent percentages vs student percentages vary
 - Alumni percentages increase
- Percentages decrease from 10th to 12th graders
- Parents:
 - As students get older- need for support lessen

Course Layout

- Once a cycle
- Elective
- Semester
- Pass/Fail
- Curriculum driven
 - By Surveys
 - Workforce Advisory Council
 - PA Careers Education and Work standards



Course Overview- Key Components



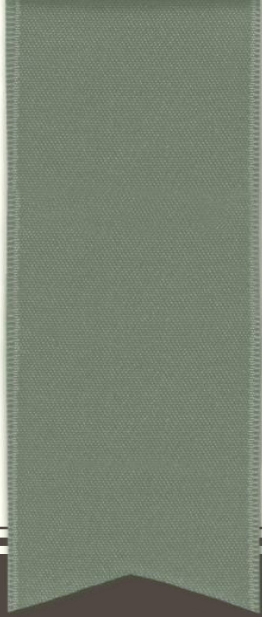
Future Readiness 1

- Time Management
- Study Skills
- Understanding interests/skills
- Resources for career exploration



Future Readiness 2

- Identifying post-secondary training
- Creating post-secondary plan
- Interview Skills
- Resume Building



QUESTIONS?