

**MINUTES OF A
PUBLIC WORK SESSION
OF
PERRY TOWNSHIP SCHOOLS
MARION COUNTY, INDIANA**

February 26, 2018

The Board of Education of Perry Township Schools, Marion County, Indiana, held a public work session on Monday, February 26, 2018 at the Perry Township Education Center, 6548 Orinoco Avenue, Indianapolis, Indiana.

Board of Education members present:

Edward T. Denning, Board President
Emily Hartman, Board Vice President
Kenneth J. Mertz, Board Secretary
Collin C. Fultz, Board Member
Steve Johnson, Board Member
Charles R. Mercer, Jr., Board Member
Jon P. Morris, Board Member

Administrative staff present:

Mr. Patrick W. Mapes, Superintendent
Mr. Chris Sampson, Associate Superintendent of Operations
Mr. Bob Bohannon, Assistant Superintendent of Career Preparation, 6-12
Mrs. Vickie Carpenter, Assistant Superintendent of Foundational Learning, Pre K-5
Mr. Mike Bagley, Chief Financial Officer
Mr. Matthew Willey, Chief Technology Officer

Mr. Denning opened the public work session at 6:00 p.m.

Academic Latin Honors

Mr. Bohannon, Mr. Brian Knight and Mr. Kert Boedicker presented a proposed academic Latin honor program. This program would expand how we would recognize our students. Class rank recognizes a small number of students for their academic achievements. Class rank promotes a student versus student culture that enhances isolation versus student collaboration. Class ranks exhibits as a work completion model (fixed mindset) versus a learning and thinking model (growth mindset). Students miss academic opportunities, taking courses that have a weight value versus a personal value or interest. Class rank GPA levels can vary from year to year creating confusion.

Latin Honors recognizes the academic achievements of many more students. Latin Honors is more equitable. Instead of student-to-student comparisons, student success can be measured with some consistent standards. Latin Honors promotes students to attain high levels of academic success without missing out on recognition -- No GPA maneuvering. Latin Honors will allow students the opportunity to stay with programs in Related Arts (Music, Fine Arts, Performing Arts) and PLTW. Latin Honors enhances the development of well-rounded students. Universities are very familiar with the Latin Honors; less concerned with class rank and more concerned overall academic performance.

We spoke to college admissions counselors about the impact on a student's admission. They said:

"If a student meets all our other admission criteria, class rank plays no role in admission. We might only look at class rank if they do not meet our criteria, but in those cases class rank rarely helps the student." -- Admission Counselor, Marian and Manchester Universities

"We care most about your grades in challenging courses, especially in later high school years. Performance matters a great deal more than rank." -- Admission Counselor, Indiana University

We propose to use Latin Honors rating in tandem with class rank with the classes of 2019 and 2020, and begin using Latin Honors exclusively with the classes of 2021 and beyond.

Graduation Rate and Future of Graduation

Perry Township Schools 2017 graduation rate is 95.2%. The goal for the past several years has been 90%, which we have exceeded. We are 2nd of all Marion County school districts. The legislature is making upcoming changes for high school graduation; it is called Graduation Pathways.

There are multiple pathways. A student must meet all three requirements.

Graduation Pathway Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <i>at least one</i> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; • Service-Based Learning Experience; OR <ul style="list-style-type: none"> • Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <i>at least one</i> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; • ACT: College-ready benchmarks; • SAT: College-ready benchmarks; • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; • State- and Industry-recognized Credential or Certification; • State-, Federal-, or Industry-recognized Apprenticeship; • Career-Technical Education Concentrator: Must earn a <u>C average</u> or higher in at least 6 high school credits in a career sequence; • AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a <u>C average</u> or higher in at least three courses; OR <ul style="list-style-type: none"> • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

For current high school students, those graduating in 2019, 2020, 2021, or 2022 the ISTEP/End-of-Course Assessment will continue to be used as the graduation qualifying examination. Students in these graduation cohorts may opt-in to a pathway in lieu of graduation qualifying exams. Graduation Pathways will be effective for the graduating class of 2023, our current 7th graders.

What does this mean for Perry Township Schools? Continue to offer AP, Dual Credit, AP Capstone, CTE Concentrators, C9 Industry Certifications. Develop local Pathways. Monitoring of the Pathways -- how will we monitor? Develop partnerships for possible internships. Develop partnerships with service organizations.

How are we preparing? We are planning for the development of Pathways at each high school. Discussions with Central 9 on CTE Pathways and Certification opportunities for our students. Discussions with service organizations, i.e. recent presentations to Kiwanis. Implementation of our new counseling tool Naviance. Providing input from the district to the SBOE. Mr. Bohannon and Mr. Boedicker are members of a SBOE planning committee targeting Pathways.

Alternative Program to Suspension

Our goal is to redefine the alternative program in Perry Township. Riley Academy will be for students who are:

Credit "unhealthy"- Students who are significantly behind in earned credits because they have discipline issues or they are just behind.

Social or emotional- Students who are having little success in the big school setting and may flourish in a smaller school environment, i.e. teen moms and dads who need a flexible school experience to help them meet the responsibility of parenthood as well as earn a high school diploma, students who are not in trouble, etc.

We want these students to graduate.

Our current program is an Alternative to Expulsion program. These are the students who are causing such a disruption they cannot be in a regular school setting. Perhaps the student has a criminal element. These are the kids who cannot make it in our schools. We cannot turn these students away. There will be a program in place to address the needs of our students who have been removed from the high school for severe behavior problems. The Alternative to Expulsion Program (AEP) students will not be at the school the same time as the Riley Academy Program students.

The programs will be small learning communities serving both high schools targeting students in 10th, 11th and 12th grade. After several discussions and meetings, the administration at both high schools and PTEC feel the 9th graders will be best served in the high school. There will be direct instruction for Math and Language Arts classes, i.e. a teacher and a book with a maximum size class of 15 students. Smaller classes and direct instruction.

There will be a licensed teacher for Science and Social Studies. Direct instruction, 1-to-1. Biology, Earth Science and Chemistry will be in the same class. The instruction will be in a digital format through Apex like we have now. The teacher will be the students' teacher of record. Teachers will follow the student to make sure they are meeting his/her goals each week. US History, US Govt, and Geography could be in same class, same teacher. Teachers will spend time with each student and monitor their learning.

C-9 will be an option for interested students. There will be opportunities for flexible scheduling, course options, work study credits, and/or possible opportunity to go back to the high school to take a class or two if they have been successful. The students will earn a regular high school diploma. This school is an extension of our two high schools. This is an alternative education program, not an alternative to expulsion program. Students completing graduation requirements will earn a diploma and participate in the graduation ceremony (some exceptions may apply.) We expect these kids to graduate.

Breakfast and lunch will be available for all students. This will be a full day program. We want to offer an opportunity for day care for teen moms and dads. We have seen this done in other programs and it is successful. We will not be required to become a certified daycare as long as the parent is on campus.

Every student will be required to take an advisory class (life skills class.) There will be regular classes, C-9 (morning or afternoon), work-study, internships and community service projects. The school day will be approximately 7:20 a.m. to 1:45 p.m. A sample schedule was shown. A student can earn 4 credits in a 9-week period. We will provide transportation for any half-day C-9 student who does not drive.

Alternative to Expulsion Program (AEP) students will attend from 2:15 to 4:15 p.m. Riley Academy students will no longer be in the building. These programs do not replace Cardinal Academy.

Our plan is to train the current JWR staff. Some changes may be needed. There will be a director and assistant director. The assistant director will be in charge of monitoring the students' behavior and also the job coach. We plan to add a guidance counselor at the Riley Academy for the 60 students at the academy. The guidance counselor will be meeting with students, planning schedules and classes for the students every 9 weeks and coordinate with the student's counselors at the high schools.

There is proposed legislation that targets suspension and expulsion from school. The legislation limits the opportunities for schools to suspend and expel students. It significantly limits when a school can suspend or expel a student. If the legislation passes, we will be able to address the limitations of suspension and expulsion with the Riley Academy and Alternative to Expulsion Program. Examples of suspension and expulsion are physical altercations with other students, verbal altercations with students and/or staff, blatant disrespect, insubordination and continued failure to comply with direction are some examples.

Our proposal tonight is for secondary students, not for elementary. Elementary students suspended or expelled will continue to attend JWR. We use the SOAR program for the elementary aged students at JWR.

Attendance at JWR is currently 50%. We will begin holding parents accountable and our goal for attendance will be 80%, which would be phenomenal. Most alternative school's attendance is approximately 50%.

ADJOURNMENT

Mr. Denning adjourned the public work session at 8:10 p.m.

(Signatures on next page)

Edward T. Denning

EDWARD T. DENNING, PRESIDENT

Emily Hartman

EMILY HARTMAN, VICE PRESIDENT

Kenneth J. Mertz

KENNETH J. MERTZ, SECRETARY

Collin C. Fultz

COLLIN C. FULTZ, MEMBER

Steve Johnson

STEVE JOHNSON, MEMBER

Charles R. Mercer Jr.

CHARLES R. MERCER JR., MEMBER

Jon P. Morris

JON P. MORRIS, MEMBER