

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

January 28, 2019

The Board of Education of Perry Township Schools, Marion County, Indiana, held a public work session on Monday, January 28, 2019 at the Perry Township Education Center, 6548 Orinoco Avenue, Indianapolis, Indiana.

Board of Education members present:

Emily Hartman, Board President
Steve Johnson, Board Vice President
Collin C. Fultz, Board Secretary
Hannah H. Dale, Board Member
James H. Hernandez, Board Member
Charles R. Mercer, Jr., Board Member
Ken Mertz, 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

Public Work Session

Mrs. Hartman called the Public Work Session to order at 6:00 p.m.

Comprehensive Intervention Program (CIP)

Mrs. Dana DeHart presented an overview of the district Comprehensive Intervention Program (CIP.) CIP classes are held in Abraham Lincoln Elementary, Mary Bryan Elementary and also both middle schools and high schools. At the elementary level, we currently have six CIP classrooms, six teachers, 14 assistants and approximately 70 children with severe, moderate and mild disabilities. We offer an entire continuum of services.

Mrs. Barbara Riney, teacher at Mary Bryan Elementary stated we serve students with cognitive disabilities: severe, moderate and mild. Other disabilities we serve are Down Syndrome, autism, spina bifida, and hydrocephalus. Our students have medical needs: shunts, seizures, G-tube feedings, wheelchairs, chest and leg braces and trachs. We also serve students who are deaf and hard of hearing with hearing aids and use sign language. We provide physical therapy and utilize the MOVE Program (Mobility Opportunity Via Education.) Children that are not able to walk or stand are given the opportunity to be like their typical developing friends. Children use a variety of sitting options and equipment that help support them while participating in different activities. We provide occupational therapy that work on fine motor tasks such as learning to button and zip, printing, etc. They also assist with sensory integration/processing. Speech therapy is provided via augmentative communication devices, language activities and sign language (not for just DHH children.)

Mrs. Katey Lloyd discuss the *structured teaching* model in the CIP classrooms:

- Different Levels of Schedules
 - Based on grade level
 - Based on individual need
 - Schedules made with visuals for individual students

- Physical Structure
 - Defined Areas/Stations
 - Visual Supports and Schedules
- Work with Teacher
 - Work in small group or 1-on-1 with teacher
 - IEP goals
 - Data collection
- Independent Work
 - Work Stations
 - Varying levels
 - Promotes students to work independently
 - Requires students to work left to right
 - Follow a "to do" list
 - Give students a place to put finished work
 - Work Tasks - Individualized for each student
 - Simple task boxes (putting objects in/taking objects out)
 - File folder activities
 - Worksheets
- Computer
 - Different levels: iPads, touch screen computers, Chromebooks
 - Access ULS curriculum
 - Access educational websites: Starfall and ABC Mouse
 - Practice typing/spelling skills
- Play Skills Discovery
 - Encourage students to practice lay skills
 - Allows for a "break" from academic stations

Mrs. Kelsey Norris (MB) discussed course content within the CIP program.

- Aligned to Indiana Academic Standards
- Created a shift in focus:
 - Functional (past)
 - Academic (present)
 - Rigorous and high expectations
- Allows ALL students to have access to general education content.

Mrs. Norris gave examples of content connectors to meet state standards, and an example of an old goal and the new goal for a student.

Mrs. Norris discussed the Unique Learning System. The Unique Learning system is an online symbol-supported curriculum that is aligned to common core and state standards. It includes lessons and materials in ELA, Science, math and Social Studies. It has three components: News2You, Unique Learning system and Symbolstix. The curriculum contains monthly lessons that cover all content areas and are tied to a monthly theme. It also contains data collection and science courses. Each lesson contains two to three levels of differentiation. CIP teachers and students love the Unique Learning System as it focuses on current events with worksheets and activities tied into the topic, breaking news, interactive games that relate to the current events topics and class news. It provides five levels of differentiation. The Unique Learning System Symbolstix contains 11,000+ symbols that can be used in all activities and lessons. Symbolstix also allows teachers to create their own academic and communication materials.

Mrs. Norris discussed inclusion skills for academics for a CIP student. Academics are planned for each student individually. A CIP student can attend a general education classroom in subjects they excel in, with /without support from a staff member.

'Inclusion' for social skills within the CIP program. Inclusion builds relationships with our students and their general education peers, i.e. differences and acceptance. CIP students attend 'Specials' with their grade level peers or an appropriate grade level. Their activities are modified. At lunch, CIP students sit with their grade level peers and practice communications skills. During recess, CIP students play outside with grade level peers. We have adapted swings, and students in wheelchairs can access equipment with support from a teacher.

Music Program at the Secondary Level

Mr. Karl Vierling provided an overview of the Perry Meridian High School Music Department. The music department serves over 650 students through co-curricular and extra-curricular programming performing for thousands of spectators and audience members each year. During the school day, you will find:

- Five band classes
- Six piano classes
- Four Choir classes
- Two music theory classes
- Four orchestra classes
- Music History classes

Students from these classes routinely make State Solo and Ensemble win positions in All State Band.

Music ensembles all have numerous performances including:

- Fall Concerts
- Veterans Day Ceremony
- Songs of the Season
- Holiday Luncheon
- Holiday Jazz Café
- Pep Band
- Martin Luther King Day Celebration
- Solo and Ensemble
- Hosting State Vocal and Piano
- Choir Competitions
- Pre-ISSMA Performances
- ISSMA State Evaluations
- Spring Concerts
- Choir Cabaret
- PTEC Golf Outing
- Various school graduations

In addition to our co-curricular offerings, the PMHS Music Department provides extra-curricular performance opportunities including:

- Marching Band
- Jazz Strings *
- The Fall Musical
- The Spring Musical
- Indoor Percussion Ensemble
- Winter Color Guard

All of these performance groups are prepared outside of the normal school day. This is the second year in a row the Marching Falcons have advanced to Scholastic State Finals, earning awards in Outstanding Music and General Effect. The Indoor Percussion Ensemble will be competing nationally this year at the WGI World Championships in Dayton, OH. Winter Color Guard will be making their first appearance on the national circuit at the WGI Indianapolis Regional.

* The PMHS Band and Choir both received the ISSMA All Music Award last year.

The enrollment in the band program has increased to 168 students, up from 120 in the 2017-2018 school year. In 2018, there are 71 members in the Marching Falcons. The PMHS marching band had top three finishes at all invitational competitions including awards for best percussion, best general effect, and best music. For state evaluation, the Marching Falcons earned a Gold Rating at ISSMA Scholastic Prelims with awards in best General Effect and advancement to the ISSMA Scholastic State Finals. Between auditions, summer camps, after school rehearsals, football games and competitions, members of the Marching Falcons put in over 300 hours of hard work to learn and perfect their competition show. All of this is achieved with a small staff who are mostly funded with the help of our hard-working band boosters.

The PMHS Indoor Percussion band has 31 members, up from 26 in 2018. It is directed by Javier Ramirez (PMHS graduate). They earned a 5th place finish at State Finals in 2018 and a 3rd place finish at the 2018 WGI Indianapolis Super Regional.

The PMHS Winter Color Guard has 17 members, up from 14 in 2018. The winter color guard is directed by Olivia Fisher, who is new this year.

Between auditions, rehearsals, winter camps and competitions, the indoor percussion and winter guard put in over 300 hours with more time dedicated to show planning, design, rehearsal planning, and coordinating staff. These performance ensembles are integral to the band program. The color guard used to be co-curricular with their own dance class during the school day.

Mr. Vierling thanked the school board, Mr. Mapes, Mr. Bohannon, Mr. Boedicker, Ms. Christina Crawford and Mr. Alan Slightom for their support of the program.

Mr. John Radomski is one of the Band Directors at Southport Middle School and Percussion Director at Southport High School. During the day I teach band at the middle school and in the evening I am at the high school in the fall and the winter directing/teaching percussion, which is an extra-curricular activity. I graduated from Southport High School. I was asked by Mr. Copeland, SHS Music Director to help with the percussion program. I have learned a lot in 10 years. I started a competitive indoor program. It started with 16 students and this year we have 36 students in the program. We have seen a lot of growth. The program is open to all instrumental students; we have students who play wind and string instruments. Concert percussionists do not march and we have the drum line that marches. Some of our drumline students have progressed to the concert percussionist level. We do not turn kids away. If a student wants to be involved, I will find something for them to do. Last year we had a student who didn't play an instrument, so we included him as an actor in the show. It is pay to play and the fee is \$500. That is the least amount in order to pay for supplies and materials for a competitive program. We have students who are unable to pay that, but we don't turn them away.

Mr. Radomski discussed the budget for the program. The program is self-sufficient. The Music Department pays for our in-state competitions with IPA (Indiana Percussion Association.) We pay for WGI national competition. This is our third year competing in this national championship. There is an Indianapolis Regional and last year was the first year we made regional finals, which was really exciting. We pay for that competition, and a charter bus to get to Dayton, Ohio and hotel rooms.

Last year when we went to the national finals in Dayton .5 away from making quarter finals. The students had their best performance. They did win first in playing ability nationally, which was very exciting for the students. An integral staff member is Dustin Smith. He is our co-director and also our show designer and arranger. He has brought a lot to the program.

Mr. Radomski discussed the schedule and the hours dedicated to the program.

Mr. Radomski offers an over-night weekend lock-in audition camp like the professional indoor percussion groups throughout the country which are very expensive. He said, a lot of our kids will never be able to afford or experience one of those audition groups. We held an overnight camp at the high school to give our kids that experience and opportunity.

Last year Mr. Copeland said in order for us to compete at Dayton we needed to make state finals. It motivated the students throughout the season. They earned 2nd at state prelims earning a place at state finals. The kids were excited!

Mr. Radomski shared a video of last year's show. The vision for the show was to bring to light the events that occurred during the Holocaust and to honor the victims. Radomski is of Polish descent and it was a story that was very meaningful to him. He wanted to do the show professionally, tastefully and tell a story. To prepare the students, he introduced them to historical elements of the Holocaust. He said that he wanted to challenge the students by getting them to understand that they were doing something bigger than themselves. The students did a phenomenal job! The Indiana Percussion Association expressed concerns. Mr. Radomski knew the subject was controversial. He told his students, "For some of those people (Holocaust victims), 'you're giving them a voice they didn't have; and for some that did have a voice, you're raising that voice.'"

ADJOURNMENT

Mrs. Hartman adjourned the public work session at 7:17 p.m.



EMILY HARTMAN, PRESIDENT



STEVE JOHNSON, VICE PRESIDENT



COLLIN C. FULTZ, SECRETARY



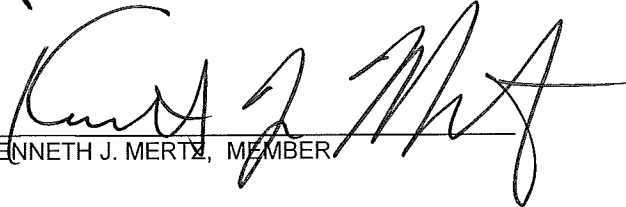
HANNAH H. DALE, MEMBER



JAMES H. HERNANDEZ, MEMBER

Absent 2.11.19

CHARLES R. MERCER JR., MEMBER



KENNETH J. MERTZ, MEMBER