

LAKE CENTRAL SCHOOL CORPORATION
Lake Central High School – LGI Room – Enter Door G
8400 Wicker Avenue, St. John, Indiana 46373
Monday, October 3, 2016

A meeting of the Board of School Trustees of the Lake Central School Corporation was held in the Lake Central High School LGI Room, 8410 Wicker Avenue, St. John, IN on October 3, 2016. The meeting began at 7:30 p.m.

Board Members Present

Don Bacso, Member
John DeVries, President
Sandy Lessentine, Secretary
Janice Malchow, Vice-President
Howard Marshall, Member

Board Members Not Present

Administration Present

Sarah Castaneda, Director of Secondary Education
Al Gandolfi, Assistant Superintendent
Rob James, Director of Business Services
Theresa Schoon, Director of Primary Education
Dr. Lawrence Veracco, Superintendent

Administration Not Present

Bill Ledyard, Director of Facilities

| <u>BOARD MEETING MINUTES</u> Monday, October 3, 2016 | |
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| I. | Call to Order – <i>John DeVries</i> <ul style="list-style-type: none">The meeting was called to order by John DeVries. |
| II. | Verification of Receipt and Review of Board Packet – <i>Janice Malchow</i> <ul style="list-style-type: none">Has each member successfully received the electronic version of tonight’s board agenda, along with the individual supporting documents, reviewed them, and directed any questions or corrections to Dr. Veracco, prior to this meeting? Bacso – Yes DeVries - Yes Lessentine – Yes Malchow – Yes Marshall - Yes |
| III. | Agenda: Approval, Deletions, Additions - <i>Dr. Veracco</i> - Action Required <ul style="list-style-type: none">Revisions to the Agenda include:<ul style="list-style-type: none">additional item under Dr. Veracco’s section, number 4, Budget Building Topicsaddition to the Professional Leave Requests under Sarah Castaneda’s sectionadditional item under Rob James’ section, number 5, Rainy Day Fund AnalysisJanice Malchow moved to approve the Revised Agenda. Sandy Lessentine seconded the motion. Motion carried. |
| IV. | Correspondence – <i>Sandy Lessentine</i> <ul style="list-style-type: none">There was no correspondence. |

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| V. | <p>Liaison Committee Updates – <i>John DeVries</i></p> <ol style="list-style-type: none"> 1. West Lake Joint Managing Board: Howard Marshall: Meeting held at end of September. All is well. 2. Building and Renovation Committee: Janice Malchow: n/a 3. Personnel Interview Committee: Howard Marshall: n/a 4. Legislative Committee: Janice Malchow : Coalition for Public Education meeting will be held at Merrillville High School on October 12th. Please refer to Coalition web page for more info. 5. Lake Central Education Foundation: Janice Malchow: Recent 5K Fundraiser was rainy but many showed up to participate. Thank you to all volunteers. LCEF is on round 44 of grants, due next week. 6. Wellness Committee: Janice Malchow: Staff flu shots are coming up, info has been sent out. 7. Dollars for Scholars: Dr. Veracco : Successful fundraising opportunity at the last football game sponsored by Cookielicious and Cream. Profits were split between DFS and the Band. Thank you to Cathy Jacobsen of Cookielicious. 8. Dyer Redevelopment Committee: Don Bacso: Current project – replacing the Main Street fencing. 9. St. John Redevelopment Committee: John DeVries: n/a 10. Schererville Redevelopment Committee: Sandy Lessentine: n/a | |
| VI. | <p>Official School Board Business Topics: Consent Agenda – <i>Dr. Veracco</i> – Action Required</p> <ul style="list-style-type: none"> • Sandy Lessentine moved to approve the Consent Agenda. Don Bacso seconded the motion. Motion carried. | |
| | A. | <p>Approval of Minutes:</p> <ul style="list-style-type: none"> • Executive Session, September 19, 2016 • Regular Meeting, September 19, 2016 |
| | B. | Approval of Claims, Payroll and Extracurricular Expenditures |
| VII. | Official School Board Business Topics: Regular Agenda | |
| | A. | <p>Superintendent – <i>Dr. Veracco</i></p> <ol style="list-style-type: none"> 1. Technology Update – <i>Rick Moreno, Jolene Bogacki, Sylvana Morgan, Myra Lolkema, Beth Hamacher</i> <ul style="list-style-type: none"> • Janice Malchow asked the tech trainers team if they did a recent survey of teachers. • Sandy Lessentine remarked this was a great presentation and said we need 1:1 technology here whether it be in the way of Chromebooks or iPads. • Don Bacso and Howard Marshall also thanked the team for their great presentation. • Sandy Lessentine asked how close we are to having 1:1 technology for our students. Mr. Moreno explained where we are in the process, the rationale and the costs involved. Mrs. Lessentine wants this process sped up and gave thoughts on how this can be implemented. • Don Bacso agrees with the overall idea but has concerns on the cost. • Janice Malchow believes a slow, steady, but moving forward approach is a good way to proceed. • Janice Malchow asked about the 4th/5th grade student project just presented and if it was |

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done by high ability students.

- Janice Malchow expressed that she struggles with the high ability classrooms and the philosophy behind them.
- Janice Malchow asked about the website. Rick Moreno explained a newly updated website is being worked on and almost ready. Janice Malchow asked if we have the appropriate staffing to keep everything going.
- Further discussion regarding tech devices, b.y.o.d, training for teachers, new software, etc.
- Janice Malchow likes and agreed with Sandy Lessentine about having summer training for teachers.

2. Past Negotiations – Historical Review and Thoughts

Historic Information Regarding Collective Bargaining at LCSC

Sick Day Payout as part of Local Retirement

In 2004, the State of Indiana allowed school corporations to issue pension bonds in order to raise money to cover the large unfunded liability that had been promised to staff members over a number of years. The 2003-2004 agreement between the Lake Central School Corporation Board of Trustees and the Lake Central Teachers Association outlined the changes to Article VI Retirement Benefits.

In the negotiated agreement from 2004, teachers with less than ten years of experience in the Lake Central School Corporation received an initial contribution of 1.25% times their base salary based on the 2002 scale multiplied by their years of service at LCSC to be placed in their VEBA and 401a accounts. This group of employees would also receive an ongoing 1.25% of their base salary as an annual contribution to their VEBA and 401a. The employees in this group would no longer receive a sick day payout upon retirement.

On the other hand, teachers with more than ten years received a lump sum (calculation is complex) contributed to a VEBA and 401a account in addition to maintaining the \$2000 one time salary bump the year they retire and the \$50 per unused sick day paid out to their 401a.

So there were two groups receiving very different local retirement benefits from 2004-2015. At the beginning of last year, we reinstated the sick day payout for the vast majority of teachers and gave the 1.25% annual VEBA/401a to the remaining 70 or so teachers who were accumulating sick days all along but were not receiving the 1.25% annual contribution. All teachers receive the same local retirement benefit now.

It is important to remember some aspects regarding collective bargaining. First, the priorities for teacher leaders and administration change from negotiation to negotiation. Secondly, there is always a give and take within the course of every negotiation. Finally, remember that had the "deal" been deemed unacceptable by either party in 2004, it would not have been ratified by the LCTA, or recommended for Board approval by our previous administration.

Pay Freeze, Raising the Base Salary and Compensation Model Constraints

The pay freeze that took place in our district from fall 2010 through spring 2013 impacted all teachers at the top of the old pay scale, all administrators and all classified staff. The teachers from year one through year 19 still received increment for the 2010-2011 school year but were impacted by the pay freeze for the 2011-12 and 2012-13 school year like all other corporation employees.

Pay raises and base salaries for the past four years for teachers are listed below:

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|----------------------|----------|----------|----------|----------|----------|
| Base Salary (no exp) | \$34,336 | \$36,000 | \$37,700 | \$39,700 | \$40,000 |
| Other teachers raise | 0 | \$1,700 | \$1,800 | \$2,000 | \$1,300 |

The problem that has been created by the legislature with their compensation model guidelines is that it is not possible to give "raises" in different amounts to individuals along the experience continuum. We could give more to individuals at the bottom, mid levels and upper levels if we were willing to cap the salary for top veterans. In the past, our top teachers did have a cap which allowed for others to catch up to them after 20 years of increment. The difference between now and then is that in the past teachers capped, still would get some type of increase in the form of a raise while all other teachers received increment and raise.

As to the problems caused by lifting the base from 2013-2016, some teachers near the bottom did notice first year teachers catching up or earning the same money as them. In the past, all teachers made progress toward top teacher salaries and this is no longer possible with current legislation without capping the top salary.

I have explained to our legislators and others from across the state over the past 4 years that if the main objective of the compensation model was to prevent districts from making long term promises to staff that may not be affordable, the law should be simplified to prohibit "deficit financing" which would allow districts to negotiate and make adjustments in order to make teacher compensation fairer.

I will continue to try to convince especially the legislators who represent us that they need to give us back local control of determining wages without the current constraints in order to create better equity.

School Service Providers

As I have shared in the past, state law used to require that each school have a social worker. When that requirement went away, our district began hiring school service providers to fill openings. School service providers do not need a MSW degree to perform the duties required. School service providers are classified employees and not a part of the bargaining unit. School social workers (2 remaining) are part of the bargaining unit and are contracted and paid the same way as teachers. Prior to our administration taking over, the school service provider salary was significantly lower than that of teachers. We have raised the school service provider pay to a range of \$39,700-\$41,600. We have negotiated in the past regarding making school service providers part of the collective bargaining unit.

3. Dual Credit Dilemma in Indiana

4. Budget Building Topics

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Budget Building Topics

Class size targets

Kindergarten – less than 20
1st grade – 20-23
2nd grade – 23-25
3rd & 4th grade – 25-30

Please note that we have never negotiated class size (currently Indiana code prohibits negotiating class size) due to the fact that once the school year begins it is extremely difficult to force students to change teachers barring a medical or other emergency leave.

Additionally, we allocate resources based on the number of students similar to how it is done at the secondary level. Raises or opportunities to add staff are based on where we are after teachers and instructional support personnel have been transferred or hired.

Often times, staff in some building are seeking equality in the number of support staff at each school. As with many other issues in our world, equity in our schools is designed to seek equality of outcomes for our students across the district. We must factor in the needs of certain student groups who without additional resources would not be able to reach similar outcomes as their less challenged peers. This has been a subject that I have been asked about many times during my tenure at central office. My experience has been that after explaining in detail the individuality of our low incidence programs, our staff members understand and accept the variation in distribution of instructional support personnel.

High Ability

In some schools, one or more high ability sections could have the highest student count in their grade or the lowest. Mrs. Schoon will expand on this during her presentation on class size.

The high ability program is mandated by I.C. 20-36-2-2.

Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components: (1) The establishment of a broad based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community. (2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student. (3) Professional development. (4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources. (5) Evaluation of the local program for high ability students. (6) Best practices to increase the number of participants in high ability student programs who are from racial and ethnic groups that have been underrepresented in those programs. – See more at: <http://codes.findlaw.com/in/title-20-education/in-code-sect-20-36-2-2.html#sthash.H2vFKwuW.dpuf>

High ability teachers have an abundance of data to provide evidence that the students are moving forward as a result of the differentiated instruction they receive. As a parent, I have witnessed the tremendous benefits of teaching different children at their level in an effort to move them forward.

Budget Estimates

As stated previously, we assign teaching staff based on numbers and we assign instructional support personnel based on the individual needs of each building which includes the amount of support called for in IEPs.

The part of the budget that has to be built revolves around the estimated revenues and expenditures that are presented to the Board and teacher leaders throughout the year as estimated numbers are replaced by actual revenues and costs. (see attached)

Some of the estimates are derived from past experience using a 2-3 year history and some must be estimated based on information from other sources such as the NIPSCO announcement regarding the October 15, 2016 impending rate hike.

The estimates used are somewhat confusing when you hear we are building a calendar 2017 budget when the next session that will determine our student support for the last 5 months of the year will not conclude until April, 2017. The state tuition support for next school year is not known. However, we are relatively sure that the number will not go down. Fortunately for us, if something radically changes in terms of state support for fiscal 2017-18, we will have time over the summer to adjust next year's estimates and adjust our approach to staffing and negotiations accordingly.

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| | | <ul style="list-style-type: none"> • Janice Malchow commented on the need for data to support the effectiveness of the programs and we have to justify putting the money into those programs. She has always struggled with the high ability program, it is another example of a caste system. Philosophically she disagrees with it even if it did come from the State of Indiana. • Theresa Schoon stated that the legislation did come out of the National Association for Gifted Children and she does a report on the effectiveness of the high ability program every year. The reports include student performance data and other information. • Janice Malchow asked if input was obtained from parents and teachers. • Janice Malchow still does not think the caste system is appropriate and states it is hard for her to accept it as being okay. She never sees what the parents and teachers think about this program. • Sandy Lessentine wants to know if students who were high ability in elementary school are still in high ability now in high school. What is the current status of those students. • Janice Malchow reminded Sandy Lessentine that Theresa Schoon did provide that report last year. • Janice Malchow states that she doesn't understand how the high ability classrooms are managed, i.e., if some students are high ability in one area but not the other but are in the high ability classroom. • Theresa Schoon offered to do a presentation at a later date to explain all of that. • Dr. Veracco explained the disparity in some of the elementary classrooms is in large part driven by teachers who prefer unequal numbers in an attempt to have students with similar ability in their classrooms. • Janice Malchow asked if that means high ability teachers have to differentiate. • Theresa Schoon responded that all teachers differentiate with a wide range of abilities in all classrooms. • Janice Malchow asked if, instead of pulling a high ability child out of the general ed classroom, instead offer those students enrichment activities. • Theresa Schoon stated research shows, and she believes, that high ability students should have instruction at their level all day long, not just once or twice a day. • Dr. Veracco stated that parents of these high ability students fought to have their children challenged every day and not be held back. Once the State makes the law that it agrees with the NAGC (National Association of Gifted Children), it puts us in a position where we have to build a program that is compliant. • Prior to Theresa Schoon's arrival, the State reported that this (high ability) population was being underserved in this district. • Janice Malchow still does not like this model. |
| | B. | <p>Assistant Superintendent / Personnel – <i>Al Gandolfi</i></p> <p>1. Personnel Recommendations – Action Required</p> <p><i>I. Certified Leaves:</i></p> <p><i>A. Leaves:</i></p> <p><i>1. Nicholas Meyer, Science Teacher, Grimmer Middle School (FMLA).</i></p> <p><i>II. Classified Retirements, Resignations, Transfers and Appointments:</i></p> <p><i>A. Retirements:</i></p> <p><i>1. Steve Herzic, Bus Driver, Lake Central Transportation Department (effective September 28, 2016; 9.5 years of dedicated service).</i></p> <p><i>2. Terry Panozzo, Food Service Manager, Clark Middle School (effective December 22, 2016; 19 years of dedicated service).</i></p> |

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B. Resignations:

1. *Kathy Rodriguez, Cafeteria Assistant, Kahler Middle School (effective September 16, 2016).*
2. *Cheri Alexander, Paraprofessional, Grimmer Middle School (effective October 1, 2016).*
3. *Carrie Davidson, 9 Month Secretary, Clark Middle School (effective September 30, 2016).*

C. Transfers:

1. *Tracy Ritter, Custodian, Lake Central High School (from paraprofessional to custodian effective September 26, 2016).*

D. Appointments:

1. *Lyndsey Schaap (Crown Point), 9 Month Secretary, Clark Middle School (effective October 3, 2016).*

III. Certified Extracurricular Appointments:

A. Appointments:

1. *Kathryn Clark, Academic Superbowl Assistant-English/Lake Central High School (effective for the 2016-2017 school year).*
2. *Dessie Kammer, Science Fair Sponsor/Clark Middle School (effective for the 2016-2017 school year).*
3. *Andy Gurnak, Intramural Coordinator/Lake Central High School (effective for the 2016-2017 school year).*

IV. Classified Extracurricular Appointments:

A. Appointments:

1. *Jeff Brassea, Freshman Wrestling Co-Coach/Lake Central High School (effective for the 2016-2017 school year).*
2. *Daniel Vargas, Freshman Wrestling Co-Coach/Lake Central High School (effective for the 2016-2017 school year).*

V. West Lake

Classified Resignations, Retirements, Appointments and Change of Hours:

A. Resignations:

1. *Amanda Strader, Paraprofessional, West Lake/Protsman Elementary School (effective October 19, 2016).*

B. Retirements:

1. *Sue Sandberg, Paraprofessional, West Lake/Bibich Elementary School (effective December 2, 2016; 9.5 years of dedicated service).*

C. Appointments:

1. *Katherine Gikas (Munster), Paraprofessional, West Lake/Eads Elementary School (effective September 28, 2016).*
2. *Misty Swartzentruber (Crown Point), Paraprofessional, West Lake/Kahler Middle School (effective September 26, 2016).*
3. *Laura Schoonmaker (Dyer), Paraprofessional, West Lake/Wilbur Wright Middle School (effective September 27, 2016).*
4. *Mary Axarides (Schererville), School Service Provider, West Lake/Lake Central High School (effective October 3, 2016).*

D. Change of Hours:

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| | | <ol style="list-style-type: none"> 1. Beverly Kleist, Paraprofessional, West Lake/Frank Hammond Elementary School (from 6.75 hours per day/6.25 on Thurs to 7 hours per day/6.5 on Thurs effective September 26, 2016). 2. Ryan Potter, Paraprofessional, West Lake/Lake Central High School (from 6.75 hours per day to 7 hours per day effective September 26, 2016). 3. Kim Follmar, Paraprofessional, West Lake/Frank Hammond Elementary School (from 6.75 hours per day/6.25 on Thurs to 7 hours per day/6.50 on Thurs effective September 26, 2016). 4. Barb Kooy, Paraprofessional, West Lake/Frank Hammond Elementary School (from 6.75 hours per day/6.25 on Thurs to 7 hours per day/6.50 on Thurs effective September 26, 2016). <ul style="list-style-type: none"> • Don Bacso moved to approve the Personnel Recommendations. Howard Marshall seconded the motion. Motion carried. <ol style="list-style-type: none"> 2. Pinwheel Demonstration – Sean Begley 3. Stairway to Heroin Update | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| C. | Director of Primary Education – Theresa Schoon | <ol style="list-style-type: none"> 1. Professional Leave Requests – Action Required <ul style="list-style-type: none"> • Howard Marshall moved to approve the professional leave requests of Catherine Beiriger, Paul Hickey, Rebecca Gromala, Michelle Snow, Julie Crary, Amy Anderson, Cindy Milaszewski, Katy Bastie, Susan Thompson, Melissa Cummins and Heather McGrath. Janice Malchow seconded the motion. Motion carried. 2. Elementary Class Size Report <i>Lake Central School Corporation Elementary Class Size* (2016-2017)</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>Bibich</p> <table border="1"> <thead> <tr> <th>Grade</th><th>Number of Classrooms</th><th>Average Class Size</th></tr> </thead> <tbody> <tr><td>Kindergarten</td><td>4</td><td>19</td></tr> <tr><td>½ Day Kindergarten</td><td>1</td><td>10</td></tr> <tr><td>First Grade</td><td>4</td><td>23.5</td></tr> <tr><td>Second Grade</td><td>3</td><td>23</td></tr> <tr><td>Third Grade</td><td>3</td><td>26</td></tr> <tr><td>Fourth Grade</td><td>4</td><td>24.5</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p>Peifer</p> <table border="1"> <thead> <tr> <th>Grade</th><th>Number of Classrooms</th><th>Average Class Size</th></tr> </thead> <tbody> <tr><td>Kindergarten</td><td>4</td><td>21</td></tr> <tr><td>First Grade</td><td>4</td><td>22</td></tr> <tr><td>Second Grade</td><td>4</td><td>22.5</td></tr> <tr><td>Third Grade</td><td>3</td><td>23</td></tr> <tr><td>Fourth Grade</td><td>4</td><td>23.5</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p>Homan</p> <table border="1"> <thead> <tr> <th>Grade</th><th>Number of Classrooms</th><th>Average Class Size</th></tr> </thead> <tbody> <tr><td>Kindergarten</td><td>5</td><td>21</td></tr> <tr><td>First Grade</td><td>5</td><td>19.5</td></tr> <tr><td>Second Grade</td><td>5</td><td>22</td></tr> <tr><td>Third Grade</td><td>4</td><td>24</td></tr> <tr><td>Fourth Grade</td><td>4</td><td>29</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p>Protsman</p> <table border="1"> <thead> <tr> <th>Grade</th><th>Number of Classrooms</th><th>Average Class Size</th></tr> </thead> <tbody> <tr><td>Kindergarten</td><td>6</td><td>19</td></tr> <tr><td>First Grade</td><td>7</td><td>19</td></tr> <tr><td>Second Grade</td><td>6</td><td>23</td></tr> <tr><td>Third Grade</td><td>5</td><td>29</td></tr> <tr><td>Fourth Grade</td><td>6</td><td>25</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p>Kolling</p> <table border="1"> <thead> <tr> <th>Grade</th><th>Number of Classrooms</th><th>Average Class Size</th></tr> </thead> <tbody> <tr><td>Kindergarten</td><td>7</td><td>18</td></tr> <tr><td>First Grade</td><td>7</td><td>21</td></tr> <tr><td>Second Grade</td><td>4</td><td>26.5</td></tr> <tr><td>Third Grade</td><td>5</td><td>26</td></tr> <tr><td>Fourth Grade</td><td>6</td><td>26</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p>Watson</p> <table border="1"> <thead> <tr> <th>Grade</th><th>Number of Classrooms</th><th>Average Class Size</th></tr> </thead> <tbody> <tr><td>Kindergarten</td><td>4</td><td>22</td></tr> <tr><td>First Grade</td><td>5</td><td>19</td></tr> <tr><td>Second Grade</td><td>3</td><td>24.5</td></tr> <tr><td>Third Grade</td><td>4</td><td>25.5</td></tr> <tr><td>Fourth Grade</td><td>4</td><td>25</td></tr> </tbody> </table> </div> </div> <p><small>* Numbers reflect homeroom counts and may include students who are not in the classroom for all or part of the day.</small></p> <ul style="list-style-type: none"> • Sandy Lessentine had questions about Kolling class sizes. • Janice Malchow had questions about Kolling 2nd grade class sizes. • Sandy Lessentine asked about Protsman 3rd grade class sizes. • Janice Malchow asked about the 1:10 ratio in the ½ day kindergarten class. | Grade | Number of Classrooms | Average Class Size | Kindergarten | 4 | 19 | ½ Day Kindergarten | 1 | 10 | First Grade | 4 | 23.5 | Second Grade | 3 | 23 | Third Grade | 3 | 26 | Fourth Grade | 4 | 24.5 | Grade | Number of Classrooms | Average Class Size | Kindergarten | 4 | 21 | First Grade | 4 | 22 | Second Grade | 4 | 22.5 | Third Grade | 3 | 23 | Fourth Grade | 4 | 23.5 | Grade | Number of Classrooms | Average Class Size | Kindergarten | 5 | 21 | First Grade | 5 | 19.5 | Second Grade | 5 | 22 | Third Grade | 4 | 24 | Fourth Grade | 4 | 29 | Grade | Number of Classrooms | Average Class Size | Kindergarten | 6 | 19 | First Grade | 7 | 19 | Second Grade | 6 | 23 | Third Grade | 5 | 29 | Fourth Grade | 6 | 25 | Grade | Number of Classrooms | Average Class Size | Kindergarten | 7 | 18 | First Grade | 7 | 21 | Second Grade | 4 | 26.5 | Third Grade | 5 | 26 | Fourth Grade | 6 | 26 | Grade | Number of Classrooms | Average Class Size | Kindergarten | 4 | 22 | First Grade | 5 | 19 | Second Grade | 3 | 24.5 | Third Grade | 4 | 25.5 | Fourth Grade | 4 | 25 |
| Grade | Number of Classrooms | Average Class Size | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten | 4 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ½ Day Kindergarten | 1 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Grade | 4 | 23.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Second Grade | 3 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Third Grade | 3 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fourth Grade | 4 | 24.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Number of Classrooms | Average Class Size | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten | 4 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Grade | 4 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Second Grade | 4 | 22.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Third Grade | 3 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fourth Grade | 4 | 23.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Number of Classrooms | Average Class Size | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten | 5 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Grade | 5 | 19.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Second Grade | 5 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Third Grade | 4 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fourth Grade | 4 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Number of Classrooms | Average Class Size | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten | 6 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Grade | 7 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Second Grade | 6 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Third Grade | 5 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fourth Grade | 6 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Number of Classrooms | Average Class Size | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten | 7 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Grade | 7 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Second Grade | 4 | 26.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Third Grade | 5 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fourth Grade | 6 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Number of Classrooms | Average Class Size | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten | 4 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Grade | 5 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Second Grade | 3 | 24.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Third Grade | 4 | 25.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fourth Grade | 4 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D. | Director of Secondary Education – Sarah Castaneda | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

LAKE CENTRAL SCHOOL CORPORATION
Lake Central High School – LGI Room – Enter Door G
8400 Wicker Avenue, St. John, Indiana 46373
Monday, October 3, 2016

1. Secondary Class Size Report

Lake Central Middle School Class Sizes 2016-17

Numbers reflect the building average class size.

Kahler Middle School

| | 5 th Grade | Language Arts | Math | Science | Social Studies |
|---------|-----------------------|---------------|------|---------|----------------|
| 2016-17 | 24.7 | 26.6 | 24.3 | 24.4 | 24.3 |

Grimmer Middle School

| | 5 th Grade | Language Arts | Math | Science | Social Studies |
|---------|-----------------------|---------------|------|---------|----------------|
| 2016-17 | 25.9 | 27.6 | 26.4 | 28.5 | 27.4 |

Clark Middle School

| | 5 th Grade | Language Arts | Math | Science | Social Studies |
|---------|-----------------------|---------------|------|---------|----------------|
| 2016-17 | 27.9 | 26.2 | 26.2 | 25.6 | 26.2 |

Lake Central High School Class Sizes 2016-17

Numbers reflect the building average class size.

| | English Department | English 9 | English 10 | English 11 | AP English 12 | World Lit | Comp | Advanced Speech | Film Lit |
|---------|--------------------|-----------|------------|------------|---------------|-----------|------|-----------------|----------|
| 2016-17 | 27.5 | 26.1 | 27.4 | 28 | 27.3 | 25.4 | 22.5 | 30.3 | 33 |

| | Math Department | Algebra I | Geometry | Algebra II | PreCalculus/Trigonometry | AP Calculus | Statistics |
|---------|-----------------|-----------|----------|------------|--------------------------|-------------|------------|
| 2016-17 | 26.8 | 27.8 | 26.6 | 28.1 | 26.2 | 25.6 | 26.5 |

| | Social Studies Department | AP Human Geography | World History | US History | Government | Economics | Sociology | Psychology | Topics in History |
|---------|---------------------------|--------------------|---------------|------------|------------|-----------|-----------|------------|-------------------|
| 2016-17 | 28.9 | 29.8 | 28 | 28.3 | 27.6 | 29.1 | 28.6 | 29.8 | 30 |

| | Science Department | Biology | Chemistry | Physics | Anatomy & Physiology | Integ. Chem/Phys | Earth Space Science | Zoology | Forensic Science | Environmental Science | Human Genetics |
|---------|--------------------|---------|-----------|---------|----------------------|------------------|---------------------|---------|------------------|-----------------------|----------------|
| 2016-17 | 27.2 | 28.4 | 26 | 24.3 | 31.2 | 28 | 29.2 | 31.6 | 31.8 | 23.4 | 17.8 |

| | World Languages Department | Spanish | French | German |
|---------|----------------------------|---------|--------|--------|
| 2016-17 | 26.4 | 28.3 | 25.2 | 25.6 |

- Janice Malchow asked about information for the tech classes.
- Sandy Lessentine asked how many kids take advantage of tutoring during the resource period.
- 2. Math Professional Development Update
 - Janice Malchow asked how long is the training for math teachers.
- 3. Professional Leave Requests – **Action Required**
 - Don Bacso moved to approve the professional leave requests of Erin Novak, Louise Tallent, Dan Pimentel, Melissa Rettig, Joseph Weil, Kathryn Clark, Janette Snelson, Melissa Hopkins, Joe Huppenthal, Chris Rossiano, Sean Begley, Richard Moore, Dustin VerPooten, Tim Powers, Dana Hopper, Cameron Cain, Corrie Erdelles, Brittany Lewis, Al Gandolfi and Jerry Patrick. Howard Marshall seconded the motion. Motion carried.
- 4. Field Trip Requests – **Action Required**
 - Janice Malchow moved to approve the field trip requests of Louise Tallent, Chris Rossiano, Joe Huppenthal, Josh Clark, Kevin Lewis and Kristin Duncan. Howard Marshall seconded the motion. Motion carried.

LAKE CENTRAL SCHOOL CORPORATION
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Monday, October 3, 2016

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| E. | <p>Director of Facilities – <i>Rob James for Bill Ledyard</i></p> <ol style="list-style-type: none">1. LCHS Soccer Building – Update2. Award and execute the contact for LCSC Salt Storage Facility once the Town of St. John Approves the project – Action Required<ul style="list-style-type: none">• Sandy Lessentine moved to approve. Don Bacso seconded the motion. Motion carried. |
| F. | <p>Director of Business Services – <i>Rob James</i></p> <ol style="list-style-type: none">1. Public Hearing on 2017 Budget, Capital Project Plan, and Bus Replacement Plan<ul style="list-style-type: none">• Rob James gave the School Board an update on the 2017 budget, Capital Projects Plan, and 12-Year Bus Replacement Plan. At the completion, Mr. James opened the floor for questions. There were none and the hearing was concluded.2. Application to the Common School Fund Loan Program – Action Required<ul style="list-style-type: none">• Administration sought permission to apply for a loan from the Common School Fund, Educational Technology Program. The maximum amount that can be applied for at this time is \$938,850. Administration believes that the district should make every effort to bring additional dollars into our district to upgrade the technology in our buildings. The loan would be payable over five years at an interest rate of 1%.• Sandy Lessentine moved to approve. Janice Malchow seconded the motion. Motion carried.3. Approval to Lease Farmland – Action Required<ul style="list-style-type: none">• Administration sought permission to advertise the 153 acres of land in St. John as available to farm. The district intends to enter into a two-year lease, with the school corporation having the option to extend the lease for an additional year, similar to the lease agreement we currently have expiring.• Howard Marshall moved to approve. Sandy Lessentine seconded the motion. Motion carried.4. Donations – Action Required<ul style="list-style-type: none">• The Lake Central School Corporation received a donation in the amount of \$500 from the Schererville Town Council to help offset the costs of the upcoming “stairway to Heroin” program we are hosting on October 11th.• The Lake Central High School Class of 2013 would like to donate \$965.32 to the Class of 2018.• Janice Malchow moved to approve. Don Bacso seconded the motion. Motion carried.5. Rainy Day Fund Analysis<ul style="list-style-type: none">• Rob James commented that he does not see us being able to add to that fund any time soon, all of our current dollars are being used where they are needed.• Janice Malchow commented that we have one of the lowest tax rates, Dyer, Schererville, St. John and St. John unincorporated.• Rob James stated that it could be due to other areas higher taxes or that their School Boards have authorized general fund referendums to go to the taxpayers for that additional revenue. But until our Board unanimously decides to go down that route, that would not be an option for us.• Sandy Lessentine asked how concerned do we need to be that these numbers are so much lower than others. Rob James believes some of our peers are higher than they should be. |

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| | | | | | | | |
|-------|---|---|--------------------------------------|---|--------------|--|---|
| | | Review of General Fund and Rainy Day Fund Balances As of December 31, 2015 | | | | | |
| | | <u>Rainy Day Cash Balance</u> | <u>General Fund Cash Balance</u> | <u>General Fund Referendum Cash Balance</u> | <u>Total</u> | <u>Estimated Annual Operating Expenditures</u> | <u>Cash Balances as % of Annual Operating Expend.</u> |
| | Lake Central | 1,350,000 | 4,588,053 | - | 5,938,053 | 57,800,000 | 10.3% |
| | Crown Point | 10,019,367 | 10,912,855 | 1,600,136 | 22,532,358 | 53,600,000 | 42.0% |
| | Portage | 17,669,369 | 17,730,797 | - | 35,400,166 | 49,300,000 | 71.8% |
| | Merrillville | 9,725,244 | 6,730,391 | - | 16,455,635 | 43,200,000 | 38.1% |
| | Valparaiso | 1,983,405 | 4,379,181 | - | 6,362,586 | 38,900,000 | 16.4% |
| | Duneland | 4,825,358 | 4,979,872 | 4,614,025 | 14,419,255 | 38,400,000 | 37.6% |
| | Tri-Creek | 2,438,573 | 3,301,713 | - | 5,740,286 | 21,100,000 | 27.2% |
| | <p>Notes:</p> <p>1. The balances for Lake Central are as of September 30, 2016. All other schools are as of December 31, 2015; the latest financial reports posted onto the DOE Division of School Finance website.</p> <p>2. Valparaiso Community Schools passed a General Fund Referendum in 2015. They will begin to receive that additional revenue in 2016. The referendum is estimated to bring in \$4.4 million/yr.</p> | | | | | | |
| VIII. | Public Comments– <i>John DeVries</i> <ul style="list-style-type: none">There were no public comments. | | | | | | |
| IX. | Board Comments and Consideration of Future Agenda Items – <i>John DeVries</i> <ul style="list-style-type: none">Sandy Lessentine:<ul style="list-style-type: none">Thanked Rick Moreno and teachers for their presentation.Kudos on a fantastic homecoming dance and to all those who volunteered their time to help.At a recent volleyball tournament, she saw one of our students (Dakota Salazar) go out of his way to show hospitality to some attendees at the event. Kudos to him.Janice Malchow:<ul style="list-style-type: none">Thanked the administrators for working so hard to get the financial information after flooding them with questions and it is appreciated. She knows that we are responsible for the budget, and the budget drives the programs. That is why it became important to her.Philosophically she has always struggled with why we have the high ability program. It is not a hidden secret and she has mentioned it before.Would like the Board to be more assertive with the legislators.Don Bacso:<ul style="list-style-type: none">Thank you to Rick Moreno and the teachers who presented with such enthusiasm, it makes him want to run into the classroom and check it out.Thank you to Rob James for the Rainy Day Fund explanation.Howard Marshall:<ul style="list-style-type: none">Lots of information transpired tonight. A lot of the information is predicated on having available dollars, and Rob James has opened the door for some thoughts. Consequently, Mr. Marshall would like to challenge his fellow Board Members to take a public stance in the near future: Do we want to look at a General Fund Referendum? | | | | | | |

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| | <ul style="list-style-type: none">• John DeVries:<ul style="list-style-type: none">- Everything he wanted to say has been said. |
| <input checked="" type="checkbox"/> X. | Board Calendar of Future Activities – <i>Dr. Veracco</i> <ul style="list-style-type: none">• Stairway to Heroin – Tuesday, October 11th• Regular Board Meeting – Monday, October 17th |
| XI. | Adjournment – <i>John DeVries</i> – Action Required <ul style="list-style-type: none">• Don Bacso moved to adjourn the meeting at 9:47 p.m. Janice Malchow seconded the motion. Motion carried. |
| Minutes of the October 3, 2016 School Board Meeting were approved and adopted by the Board of School Trustees at the October 17, 2016 School Board Meeting. | |
| ATTEST: | <hr/> Dr. John DeVries, President |
| | <hr/> Sandy Lessentine, Secretary |
| /// | |