

LAKE CENTRAL SCHOOL CORPORATION
Lake Central High School
LGI ROOM – Enter Door E
8260 Wicker Avenue, St. John, Indiana 46373
Tuesday, February 20, 2018 at 7:30 p.m.

A meeting of the Board of School Trustees of the Lake Central School Corporation was held in the LGI Room at Lake Central High School, 8260 Wicker Avenue, St. John, IN on February 20, 2018. The meeting began at 7:30 p.m.

Board Members Present

Don Bacso, President
Sandy Lessentine, Vice-President
Janice Malchow, Board Member
Howard Marshall, Board Member
Cindy Sues, Secretary

Board Members Not Present

Administration Present

Sarah Castaneda, Director of Secondary Education
Al Gandolfi, Assistant Superintendent
Becky Gromala, Director of Special Education
Rob James, Director of Business Services
Bill Ledyard, Director of Facilities
Theresa Schoon, Director of Primary Education
Dr. Lawrence Veracco, Superintendent

Administration Not Present

Rick Moreno, Director of Technology

SCHOOL BOARD MEETING MINUTES

Tuesday, February 20, 2018

*All Motions Were Passed With a 5-0
Vote Unless Otherwise Indicated*

I.	Call to Order – <i>Don Bacso</i> <ul style="list-style-type: none">The Board Meeting was called to order at 7:30 p.m. and Pledge of Allegiance led by Board President, Don Bacso.
II	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">Revisions to the personnel packet under Mr. Gandolfi’ sectionRevisions to Summer School 2018 under Mr. Gandolfi’s sectionAdditional Professional Leave Requests and Field Trip Requests under Sarah Castaneda’s sectionHoward Marshall moved to approve. Sandy Lessentine seconded the motion. Motion carried.
III	Correspondence – <i>Cindy Sues</i> <ul style="list-style-type: none">There was no correspondence.
IV	Liaison Committee Updates – <i>Don Bacso</i> <ol style="list-style-type: none">West Lake Joint Managing Board: Howard Marshall: Next meeting March 21st, 4pm at Munster.Dyer Parks Department: Don Bacso: No report.Personnel Interview Committee: Howard Marshall/Sandy Lessentine: No Report.Legislative Committee: Janice Malchow: Listened to recent ISBA webinar and felt reassured

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	<p>that the senators who spoke indicated that they understand there are problems with graduation pathways. Attended last Indiana Coalition for Public Education meeting.</p> <p>5. Lake Central Education Foundation: Janice Malchow: Worked recently with the Science Olympiad.</p> <p>6. Wellness Committee: Sandy Lessentine/Janice Malchow: Attended recent meeting, lots of wellness incentives for the employees and will be sending out survey soon.</p> <p>7. Dollars for Scholars: Cindy Sues: Penny Wars recently held in buildings. Grimmer won traveling trophy.</p> <p>8. Dyer Redevelopment Committee: Don Bacso: No report.</p> <p>9. St. John Redevelopment Committee: Cindy Sues: No report.</p> <p>10. Schererville Redevelopment Committee: Sandy Lessentine: No report.</p>
V	<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. Cindy Sues seconded the motion. Motion carried.
	<p>A Approval of Minutes:</p> <ul style="list-style-type: none"> January 22, 2018 – Regular Meeting
	<p>B Approval of Claims, Payroll and Extracurricular Expenditures</p>
VI	<p>Public Comments Regarding Action Items</p> <ul style="list-style-type: none"> There were no public comments.
VII	<p>Official School Board Business Topics: Regular Agenda</p>
	<p>A Superintendent – <i>Dr. Veracco</i></p> <ol style="list-style-type: none"> Recognitions: <ol style="list-style-type: none"> Clark Middle School: Emily Denny – Band Congratulations to Emily Denny on being selected into the Indiana Bandmasters Association Junior All State Band. Band Instructor: Mark Walton Clark Middle School: Wrestling There were four wrestlers who were Conference Champs at their respective weights. Chase Kasprzak at 85, Nam Doan at 95, Rylan Rebey at 125 and Jake Sues at 160. Coach: Adam Kwolek Grimmer Middle School: Wrestling Mel Hay was the 150 lb Lake Middle School Athletic Conference Wrestling Champion. Coaches: Nicholas Meyer, Brian Vest. Kahler Middle School: Wrestling The Kahler Wrestling Team placed 1st in conference during the 2017-2018 season. Felipe Alvarado, Chris Cortez, Kisten Cortez, Colin Crimmins, Eryck Cruz, James Dvais, Vito Decero, Michael DeGrado, Nathan Delgado, Vincenzo DeRosa, Stefan Dinich, Alejandro Enriquez Sosa, Julius Gomez, Benjamin Hill, Kevin Huffman, Ethan Jones, Mason Jones, Shawn Kenny, Brent Krasek, Matthew Malesh, Bryan Maluchnik, Josef Marx, Drew McGrath, Leonardo Mendez, Michael Mergenthaler, Naseeb Mohammed, Devyn Moore, Adam Mordus, Dylan Mullens, Gavin Olson, Ivan Perez, Aiden Plonks, Cole Robinson, Christopher Rose, Bodie Roth, Christian Starzyk, Logan

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Stein, Nicholas Tattini, Henry Werner. Coaches: Dave Triveline, Vince Pucci.

- e. Kahler Middle School: Boys Basketball
The 7th grade boys basketball team was co-conference champions during the 2017-2018 season. Josh Adamczewski, Drayk Bowen, Karson Colin, Parker Engel, Gregory Gutler, William Henry, Conor McAllister, Mitchell Milausnic, Baylor Orcutt, Jacob Smevoll, Thomas Tinsley Garrett Weber.
- 2. Professional Leave Requests – **Action Required**
 - Cindy Sues moved to approve the professional leave requests of Dr. Veracco on February 27, 2018 and March 18, 2018 – March 19, 2018. Sandy Lessentine seconded the motion. Motion carried.
- 3. February 2018 Wellness Challenge

Twice the Fun—Two Challenges in One

2018 Wellness Challenge Rules

1. Contest runs from 2/05/2018 to 3/04/2018. Record score sheets individually. DO NOT KEEP A "TEAM" SCORE SHEET.
2. Three ways to earn points: **DAILY FITNESS, WELLNESS AWARENESS, & BONUS POINTS.**
3. Your DAILY FITNESS activity must be done for at least 20 **continuous** minutes. You can score one point per day & five points per week for DAILY FITNESS.
4. You can do each WELLNESS AWARENESS activity (**see attached sheet**) three times. Earn up to five points per week with WELLNESS AWARENESS points.
5. BONUS POINTS activities are worth one point each. They are done whenever and are added to score at end.
6. Email scanned copy of your score sheet to mwolff@lcscmail.com by **WEDNESDAY, March 07, 2018.** If email isn't an option, please send a hard copy to M. Wolff at Homan.
7. Results posted March 15, 2018.



FYI—Random drawing for bikes! Head out on easy trails with the Titan® Wildcat 26 inch women's or Titan® Wildcat 26 inch men's all-terrain bicycle. These entry-level mountain bikes will get you on the single-track by participating as indicated in the participation guidelines of the LCSC February Wellness Challenge. The bikes feature durable and pliant steel frames and knobby comfort tires on 26-in steel rims. An easy-to-use thumb shifter lets you switch between the 12 gears, and the easily adjustable handlebars and seat post offer the perfect fit. You must participate to for chance to win.

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Wellness Challenge 2018
Twice the Fun---Two Activities in One

WELLNESS ACTIVITY

Below are what you can do to count as points for the WELLNESS ACTIVITY section of scorecard. Each activity can be scored up to three times. The items are numbered, so just use the numbers on the scorecard.

1. Get on a team of 2 to 5 people
2. Choose a creative name for your team.
3. Replace an unhealthy snack with a fruit
4. Replace an unhealthy snack with veggie
5. Replace an unhealthy snack with nuts (or healthy protein)
6. Stretch for 15 minutes
7. Only drink water for 1 day (yes, food is OK)
8. Listen to your favorite music for 15 minutes
9. Listen to a new musical artist (to you) for 15 minutes
10. Weigh yourself
11. Find something to laugh at and share with a colleague
12. Bring a healthy lunch to work—and yes, you must eat it.
13. Check out a new fitness "APP" and try to use it (good luck!)
14. Write a thank you note/email to a coworker
15. Breathe deeply for 1 minute 3 times in one day.
16. Try a NEW to you fitness activity
17. Use dental floss/pick
18. Donate to a charity
19. Organize your desk
20. Clean out/organize drawer at home
21. Clean out/organize closet
22. Clean out/organize your car (be sure to donate found change!)
23. Take down your holiday decorations.
24. Try a "new to you" healthy food
25. Eat a healthy breakfast
26. Spend 10 minutes on the LC Intranet Wellness Tab
27. Focus 10 minutes on the positives in your life
28. Do one of the LC Wellness Puzzles
29. Attend LCSC student game or activity
30. Park in farthest available parking space
31. For one day, do NOT add any salt or sugar to your food
32. Consume 5 servings of fruits/veggies
33. Clean windshield of co-worker's car
34. Watch a sunset
35. Watch a sunrise
36. Compliment at fellow co-worker
37. Touch base with a relative/old friend that doesn't live locally
38. Meditate for 10 minutes

39. Prepare for TAX DAY—just do SOMETHING to get ready for this!
40. Focus on something that is bothering you—and fix it or LET IT GO.
41. Don't stay late at work—leave work on time
42. Buy some flowers/plant for your office/classroom
43. Share a healthy recipe
44. Make and share the a healthy recipe someone shared with you.
45. Seek an opportunity to volunteer in your community
46. Do a RANDOM ACT OF KINDNESS
47. Shut your cell phone off for half a day
48. Enjoy a movie/book and then tell a friend about it

Fitness Activity

Outside of the work day, do 20 continuous minutes of some type of physical activity such as walking, running, yoga, etc. You can earn one point per day for this and up to five points per week.

Bonus Point Items

Add these at end of challenge

- ___ 1. Get co-worker to participate in challenge.
- ___ 2. Get a flu shot (check with doctor first). If already done, count it.
- ___ 3. Check (or double check) with your physician and discuss if generics are good for your needs.
- ___ 4. Make sure your physician has your blood screening results.
- ___ 5. Schedule (or confirm) a wellness physical.
- ___ 6. Schedule (or confirm) a dental exam.
- ___ 7. Check into other inoculations. If recommended, follow through.

4. AASA Recap

B Assistant Superintendent / Personnel – Al Gandolfi

1. Personnel Recommendations – Action Required

- Howard Marshall moved to approve the Revised Personnel Recommendations. Don Bacso seconded the motion.
- Janice Malchow asked about the change of hours for the early childhood teacher at Bibich. Motion carried.

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I. Certified Retirements and Change of Hours:

A. Retirements:

- 1. Al Gandolfi, Assistant Superintendent,
(effective July 1, 2018; 17 years of dedicated service/32 total yrs).*
- 2. Glenn Brown, Principal, Protsman Elementary School,
(effective July 1, 2018; 6 years of dedicated service/31 total yrs).*
- 3. Vivian Velasco, Home Economics Teacher, Lake Central High School,
(effective at the end of the 2017-18 school year; 17 years of dedicated service).*
- 4. Edith Blush, Teacher Grade 4, Kolling Elementary School,
(effective at the end of the 2017-18 school year; 26.5 years of dedicated service).*

B. Change of Hours:

- 1. Meg Alessia, Early Childhood Teacher, Bibich Elementary School,
From ½ day teacher to full day teacher, (effective March 1, 2018).*

II. Classified Appointments, Resignations, Change of Hours, Transfer, and Retirement:

A. Appointments:

- 1. Blandine Baldwin, (Dyer), Temporary ENL Tutor, Protsman Elementary School,
(effective January 23, 2018).*
- 2. Angela Ormerod, (St. John), Paraprofessional, Clark Middle School,
(effective February 6, 2018).*
- 3. Laura Polaski, (St John), Bus Driver, Transportation Department,
(effective February 8, 2018).*
- 4. Sue Sandburg, (Dyer), Temporary Paraprofessional, Protsman Elementary School,
(effective February 26, 2018).*

B. Resignations:

- 1. Miles Follmar, Computer Technician, Lake Central School Corporation,
(effective February 16, 2018).*
- 2. Daniel Smith, Computer Technician, Lake Central School Corporation,
(effective February 15, 2018).*

C. Change of Hours:

- 1. Zorica Marinkovic, Café Assistant from 3.5 to 4.0 hours per day,
Clark Middle School, (effective February 13, 2018).*
- 2. Sandra Gardijan, Café Assistant from 3.5 hours at non-school specific to 4.0 hours
per day at Clark Middle School, (effective February 13, 2018).*
- 3. Cheryl Sepulveda, Café Assistant from 3.5 to 4.0 hours per day,
Clark Middle School, (effective February 13, 2018).*

D. Transfer:

- 1. Daniel Bazan, Computer Technician, Lake Central School Corporation,
Change of hours from part-time to full-time, (effective February 12, 2018).*

E. Retirement:

- 1. Paula Mordi, Instructional Technology Assistant, Protsman Elementary School,
(effective at the end of the 2017-18 school year; 34 years of dedicated service).*

III. Certified Extracurricular Appointment:

A. Appointment:

- 1. Maggie (O'Shea) Whelan, Assistant Softball Coach, Lake Central High School,
(effective March 2018).*

IV. Classified Extracurricular Appointment:

A. Appointment:

- 1. Mark Strbjak, Varsity Football Assistant Coach, Lake Central High School,
(effective for the 2018-2019 School Year).*

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V. West Lake:

Certified Retirements & Resignations:

A. Retirements:

1. *Alan Strimbu, Special Education Teacher, West Lake/Lake Central High School, (effective at the end of the 2017-18 school year; 13 years of dedicated service/25 total yrs).*

B. Resignation:

1. *Adrienne Herrenbruck, Speech Pathologist, West Lake/Munster Schools, (effective January 20, 2018).*

Classified Appointments, Resignations, and Change of Hours:

A. Appointments:

1. *Lisa Williams, (Crown Point), Paraprofessional, West Lake/Peifer Elementary School, (effective February 6, 2018).*
2. *Caitlin Velardo, (Dyer), Paraprofessional, West Lake/Wilbur Wright Middle School, (effective February 8, 2018).*

B. Resignations:

1. *Jessica Horvat, Behaviorist, West Lake/Lake Central High School, (effective March 2, 2018).*
2. *Ariana Herrera, Paraprofessional, West Lake/Kahler Middle School, (effective March 1, 2018).*

C. Change of Hours:

1. *Tony Kelsey, Paraprofessional, West Lake/Bibich Elementary School from 4 hours per day to 6.75 hours per day, (effective March 1, 2018).*
2. *Amber Volkman, Paraprofessional, West Lake/Bibich Elementary School from 4 hours per day to 6.75 hours per day, (effective March 1, 2018).*

VI. Approval of Lake Central School Corporation Substitute Staff Appointments And Terminations – Refer to list of substitutes hired and terminated from January 24, 2018-February 21, 2018.

2. Professional Leave Request

- Cindy Sues moved to approve the professional leave requests of Gladys Rediger and Debbie Caldwell. Janice Malchow seconded the motion. Motion carried.

3. Campagna Academy

4. Summer School 2018 – Action Required

- Sandy Lessentine moved to approve Summer School 2018. Howard Marshall seconded the motion. Motion carried.

Elementary Summer School Proposal 2018

ELEMENTARY PROPOSAL

The elementary administrative team is proposing that summer school be held at Peifer Elementary from June 4 – June 29, 2018. Summer school would be offered to students in 2nd -4th grade who have been invited based on need for remediation. Students would be taking a combined reading and math course.

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Middle School Summer School Proposal 2018

Due to the new structure of the state summer school grant where full reimbursement is not guaranteed, we do not want to create an additional cost for the district for summer school.

In lieu of middle school summer school sessions, I am proposing that we identify students who are struggling based on two data points, grades and those who are not on grade level per the final iReady diagnostic test this spring.

We would then send home communication to parents recommending that their child work on iReady 2-3 times per week for at least 45 minutes since it is a web-based program they can access from home. The lessons in iReady that have been assigned to them are based on student areas of weakness identified by the diagnostic tests they have taken.

If a parent does not have Internet access or a device at home for the student to use, we will open up a lab for a few hours so families can drop students off and allow them to work on the lessons. We would be able to allow students access until the end of July when we roll over the accounts for the new school year.

Since the program is self paced and accessible from home, students can work at the time that best fits their summer schedule on a program that is research based and data driven. This may alleviate the issue we had in previous years when we offered middle school summer school where student attendance was much lower than we hoped.

REVISED February 19, 2018

Middle School Summer School Proposal 2018

The middle school administrative team is proposing that summer school be held at Grimmer Middle School from June 11 through June 29, 2018. Summer school would be offered to students in grades 5 through 7 who have been invited based on need for remediation in math and/or language arts.

Proposed Summer School Courses 2018

Once again Lake Central will be offering a traditional Summer School while partnering with the Indiana Online Academy to provide greater opportunities for our students.

The following courses will be offered at Lake Central High School:

Auto	Physical Education (Pool)
Government	Physical Education (Gym)
Economics	
Health	Algebra I Jumpstart
Plato Credit Recovery	
English 9, English 10, English 11, English 12	
Algebra I, Geometry, and Algebra II	

Dates and Time

All classes but PE and Algebra I Jumpstart will go from June 5 to July 12
7:30 a.m. - 9:19 a.m. or 9:25 a.m. - 11:14 a.m.

PE classes		
Session 1	June 5 to June 21	8:00 am – 11:38 am
Session 2	June 22 to July 12	8:00 am – 11:38 am

Lake Central courses will cost \$50 dollars per credit

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- Janice Malchow asked who put this together, if there will be remediation, if this can be used for credit recovery and if Indiana Online Academy can be used for enrichment purposes.
- Sandy Lessentine asked if the Auto Shop class is beginner or advanced.

C Director of Primary Education – *Theresa Schoon*

1. Professional Leave Requests – **Action Required**
 - Howard Marshall moved to approve the professional leave requests of Beth Hamacher (2). Cindy Sues seconded the motion. Motion carried.
2. High Ability Update

Lake Central Identification of High Ability Students

Number Identified

2016

Type/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
General Intellectual	31	27	68	83	100	93	115	94	79	105	120	116	110	1142
Math Only	59	42	37	61	66	42	23	3	11	67	73	37	31	552
Lang Arts Only	23	23	19	42	38	38	13	7	20	18	37	72	42	398
Total Identified	113	93	130	186	204	173	151	104	110	190	230	225	183	2092
Total Enrollment	663	564	603	712	681	709	763	762	778	824	819	771	776	9425
Percent Identified-2016	17%	16%	22%	26%	30%	24%	20%	14%	14%	23%	28%	29%	24%	22%

2017

Type/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
General Intellectual		29	29	72	105	103	82	81	93	52	101	118	112	977
Math Only		57	39	40	57	62	28	16	3	7	67	71	39	486
Lang Arts Only		22	22	28	36	38	27	9	6	11	18	37	70	324
Total Identified		108	90	140	198	203	137	106	102	70	186	226	221	1787
Total Enrollment		665	598	623	711	724	726	784	792	797	842	813	691	8766
Percent Identified-2017		16%	15%	22%	28%	28%	19%	13.5%	13%	9%	22%	22%	32%	20%

Kindergarten Identified Spring 2018

Type/Grade	K
General Intellectual	17
Math Only	54
Lang Arts Only	7
Total Identified	78
Total Enrollment	614
Percent Identified-2018	13%

LAKE CENTRAL SCHOOL CORPORATION**Lake Central High School****LGI ROOM – Enter Door E****8260 Wicker Avenue, St. John, Indiana 46373****Tuesday, February 20, 2018 at 7:30 p.m.****Percentage of High Ability Students Attaining a Pass+ on ISTEP****2016**

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Language Arts	78%	72%	72%	74%	76%	73%
Math	73%	90%	74%	68%	67%	73%

2017

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Language Arts	78%	64%	65%	65%	68%	67%
Math	82%	89%	66%	62%	64%	76%

High Ability Students Scoring at 8th and 9th Stanine on PSAT**2016**

Number of HA Students Taking PSAT in Grade 10	Percentage of HA Students Scoring at the 8 th Stanine for Evidence-Based reading and Writing	Percentage of HA Students Scoring at the 9 th Stanine for Evidence-Based reading and Writing	Percentage of HA Students Scoring at the 8 th Stanine for Math	Percentage of HA Students Scoring at the 9 th Stanine for Math
206	53%	25%	49%	10%

2017

Number of HA Students Taking PSAT in Grade 10	Percentage of HA Students Scoring at the 8 th Stanine for Evidence-Based reading and Writing	Percentage of HA Students Scoring at the 9 th Stanine for Evidence-Based reading and Writing	Percentage of HA Students Scoring at the 8 th Stanine for Math	Percentage of HA Students Scoring at the 9 th Stanine for Math
178	26%	42%	21%	14%

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High Ability Student Receiving an Academic Honors Diploma

2016

Total HA Enrollment Grade 12	Number of HA Grads Earning an Academic Honors Diploma	Percentage of HA Grads Earning an Academic Honors Diploma
240	188	78%

2017

Total HA Enrollment Grade 12	Number of HA Grads Earning an Academic Honors Diploma	Percentage of HA Grads Earning an Academic Honors Diploma
235	170	72%

- Sandy Lessentine asked about the drop in scores from 4th grade to 5th grade.
- Janice Malchow asked if the identification plan is over identifying high ability students and if we are cross-curriculum based.

3. Blue Ribbon School Nomination

- Bibich Elementary School has been nominated for the Blue Ribbon School Award.

D Director of Secondary Education – *Sarah Castaneda*

1. Professional Leave Requests – Action Required

- Howard Marshall moved to approve the field trip requests of Ron Fredrick, Jeff Rhody, Abigail Homan, Todd Smolinski, Tony Bartolomeo, Ryan Stablein, Colette Herald, Brittany Lewis, Matthew Welsh, Allison Welch, Justine Postma, Corrie Erdelles, Amy Wydrinski, Leta Sena-Lopez, Maureen Yeager, Thomas Halterman, Marty Freeman, Susan Schweitzer, Jody Ritchie, Ron Fredrick (3) and Joseph Bafia. Sandy Lessentine seconded the motion. Motion carried.

2. Field Trip Requests – Action Required

- Cindy Sues moved to approve the field trip requests of Mallory McGreehin, Todd Smolinski, Joe Huppenthal, Tom Golumbeck, Jeanette Gray, Leta Sena-Lopez, Jeff Kilinski, Rachel Gray, Maureen Yaeger, Ron Fredrick and Jeanette Gray. Janice Malchow seconded the motion. Motion carried.

3. 7th Grade Algebra

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Mathematics Learning: A Journey, Not a Sprint

By Matthew Larson posted 12-20-2017 09:25

12 Recommend

One of the questions I am frequently asked goes something like this: "What do you think about acceleration?" The question is often asked in the context of teachers working with parents who want their child to skip grade level work or entire courses so they can get into the next grade or course more quickly. The parental goal more often than not is to ensure their child can complete calculus in high school. As a school district math curriculum administrator, I faced "acceleration pressure" from parents nearly weekly.

Should we support acceleration? This question, like many questions in mathematics education, does not have a binary answer. The answer is "it depends." Sometimes acceleration is appropriate and sometimes it isn't. What does the answer depend on? Here the answer is clearer: it depends on the student's demonstrated significant *depth of understanding* of all the content that would be skipped. If a student demonstrates significant depth of understanding of some but not all the content that would be skipped, then this is more appropriately an opportunity for enrichment rather than acceleration.

Last fall NCTM released a new position statement titled [Providing Opportunities for Students with Exceptional Mathematical Promise](#) (recently endorsed by the National Association for Gifted Children) in this position statement NCTM argues that "when considering opportunities for acceleration in mathematics, care must be taken to ensure that opportunities are available to each and every prepared student and that no critical concepts are rushed or skipped, that students have multiple opportunities to investigate topics of interest in depth, and that students continue to take mathematics courses while still in high school and beyond."

At the elementary level, and even into secondary school, **speed completing computational tasks or carrying out routine symbolic manipulations cannot be the basis for acceleration**. Too many parents, and others for that matter, still have a narrow definition of mathematics as computation and symbolic manipulation.

We must emphasize to parents, teachers, counselors, administrators, and students that the goals of learning mathematics are multidimensional and [balanced](#): students must develop a deep conceptual understanding (why), coupled with procedural fluency (how), but in addition they also need the ability to reason and apply mathematics (when), and all while developing a positive mathematics identity and high sense of agency. All four goals are critical components of what it means to be mathematically literate in the 21st century.

There is evidence that students who speed through content without developing depth of understanding are the very ones who tend to drop out of mathematics when they have the chance ([Boaler, 2016](#)). Acceleration potentially decreases student access to STEM careers if it results in students dropping mathematics as quickly as possible, rather than cultivating and developing the joy of doing and understanding mathematics. This is important to point out to parents, as dropping out of mathematics is clearly not an outcome parents want to encourage.

Acceleration can also potentially reveal inequitable practices, bias, or structural obstacles within a school or district. It is critical to remember, as argued in the NCTM position statement, that "exceptional mathematical promise is evenly distributed across geographic, demographic, and economic boundaries." If the demographics of students accelerated in mathematics in your school or district are not evenly distributed across racial and economic boundaries, then reflection and analysis are necessary to determine why, and actions should be taken to remove whatever bias or structural barriers led to this inequitable outcome.

Here are some questions you can ask: What are the demographics of students in eighth grade algebra? Do they match your district's overall demographics? What are the demographics of students in calculus or AP Statistics? How do the demographics change from eighth grade algebra to AP Statistics or calculus enrollment? Was the instructional climate not supportive of each and every student? Was the instructional

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focus not on developing depth of understanding? Were students accelerated into eighth grade algebra on the basis of computational proficiency, but without the conceptual foundation necessary to be successful in the long run? These are some of the critical questions that need to be asked and addressed.

The recent Mathematical Association of America [MAA] [Study of College Calculus](#) and related article in the [Mathematics Teacher](#) addresses the issue of acceleration to calculus in K-12 schools. In his article addressing the MAA study, [Bressoud](#) (October, 2015) questions the wisdom of the rush to calculus in U.S. schools. Bressoud specifically advocates for "an alternative to calculus in high school that focuses on strengthening students' understanding of algebra, geometry, trigonometry, and functional relations while building problem solving skills ..." Again, the recommendation is that our first and foremost goal should be to ensure students' depth of understanding of grade level or course-based mathematics before recommending a student be accelerated.

A [joint position statement](#) of MAA and NCTM states that the "ultimate goal of the K-12 mathematics curriculum should not be to get students into and through a course in calculus by twelfth grade but to have established the mathematical foundation (and disposition toward mathematical work) that will enable students to pursue whatever course of study interests them when they get to college." In addition, it is worth noting that not every student's mathematical journey is best served by calculus. Statistics is arguably the subject within mathematics utilized by the widest variety of careers and is clearly a critical tool of analysis necessary for full participation in our democratic society.

As [Jo Boaler](#) (2016, p. 192) has written, "mathematics learning is not a race, and it is mathematical depth that inspires students and keeps them engaged and learning mathematics well, setting them up for high-level learning in the future." But for some parents the metaphor of mathematics as a race is deeply embedded in their expectations for mathematics teaching and learning. We have to remember that many of the parents of our students attended school themselves at a time when they experienced a mathematics curriculum that was repetitive and less challenging. We need to help parents see that standards today are more rigorous, focused, and coherent.

As we work to change cultural expectations for mathematics teaching and learning—which admittedly will take time—one strategy we can use with parents when addressing acceleration and the "race" metaphor is to clarify what type of "race" might be more appropriate to mathematics learning. If parents want to see mathematics as a race, then we need to convince them that it is a marathon and not a sprint. Having a great 100-meter time is rarely helpful if we are on a lifelong journey to deepen our understanding of mathematics and use it productively in our lives.

Mathematics should be taught deeply and in a balanced way, with equal attention paid to procedural fluency, conceptual understanding, reasoning and problem solving and the development of a positive mathematics identity. When these goals are achieved, students will benefit from mathematics learning that will serve them for their entire life.

Acceleration should not happen at the expense of creating gaps in student understanding by skipping foundational learning standards. Skipping or rushing through instruction in ways that fail to develop depth of understanding may lead students eventually to drop out of mathematics, cut off their future mathematical opportunities, thus denying them the potential to be fully actualized as members of our democratic society.

We need to engage students in ways so that they can embrace their own mathematical journeys and be empowered by mathematics in their own lives. Yes, acceleration may be appropriate if a student has demonstrated significant, deep, and complete understanding of grade level or course-based mathematics. We certainly want each and every student to be appropriately challenged.

I encourage you to post a reply and share with others how you have addressed the "acceleration issue" in your school or district.

#presidentsmessage
#ThoughtLeadership
#acceleration

- Sandy Lessentine asked if we are gathering data on performance in the scope and sequence documents.

E Director of Special Education – *Becky Gromala*

1. Professional Leave Request – **Action Required**

- Cindy Sues moved to approve the professional leave request of Kim Beach. Howard Marshall seconded the motion. Motion carried.

F Director of Facilities – *Bill Ledyard*

1. NIPSCO Customer Prescriptive Incentive Program/Kahler MS HVAC Controls Project – Update

LAKE CENTRAL SCHOOL CORPORATION

Lake Central High School

LGI ROOM – Enter Door E

8260 Wicker Avenue, St. John, Indiana 46373

Tuesday, February 20, 2018 at 7:30 p.m.

	G	Director of Technology – <i>Rick Moreno</i>
	H	<p>Director of Business Services – <i>Rob James</i></p> <ol style="list-style-type: none"> 1. Donations – Action Required <ul style="list-style-type: none"> • Kahler Middle School Dance Team received donations of \$200 from Donna Thomas and \$1,174 from 3K Smoothies. • The Lake Central High School Girls Basketball team collected \$311.60 from their Coaches vs Cancer game. The school would like to donate the \$311.60 raised to the Northwest Indiana Cancer Kids Foundation. • The Grimmer Middle School Cheer Club would like to donate \$3,943 to the family of Amayah Myszak, the Grimmer Middle School student who suffered injuries in an accident this fall. These are the proceeds raised from selling T-Shirts. • Janice Malchow moved to approve all donations. Sandy Lessentine seconded the motion. Motion carried. 2. Moody's Rating Increase <ul style="list-style-type: none"> • The Lake Central School Corporation recently went through a bond rating review with Moody's. The rating agency upgraded our issuer rating from A2 to A1 and increased the rating on our leased rental bonds from A3 to A2. I have included a copy of Moody's report in your packet.
VIII		<p>Public Comments– <i>Don Bacso</i></p> <ul style="list-style-type: none"> • Mr. Zapata and Mrs. Watta made a request to the Board and Administration to approve an earlier departure time for their Science Olympiad Team competition. • Ms. Arndt and Ms. Corak shared with the Board and Administration their concerns regarding school safety and offered ideas on how to help solve the issue.
IX		<p>Board Comments and Consideration of Future Agenda Items – <i>Don Bacso</i></p> <ul style="list-style-type: none"> • Cindy Sues: Had a nice experience at the Indiana Coalition for Public Education Rally in Indianapolis yesterday. Many elected officials were supportive of public schools in our state and encouraged us to continue to share with our locally elected officials the challenges faced and concerns we have with proposed legislation. We have also been encouraged to meet with our elected officials locally after this short session ends to share concerns. Secondly, I want to share that I had a nice conversation with Dr. Veracco and Mr. Begley on the way to the rally regarding the new rules for the Indiana diploma that will be in effect for this year's 7th graders. We really do need to express our concerns about using the SAT as a test for high school students when we are preparing many students for post high school activities that do not include college. • Howard Marshall: Reflecting on the statements here this evening. First responders deal with these issues daily, and we live in an age where the answers are not always clear and up front. I have a great deal of confidence in our administrators and how they approach the safety of our students and we do put that first and foremost. • Sandy Lessentine: Piggybacking off of Mr. Marshall's statements. We are doing what we can, we are discussing the situation with our local law enforcement and we have wonderful people. A lot has to do with building relationships with our kids which is what our teachers and staff do every day. I thank our community and our students for being brave enough to alert staff members when they see an issue. We will figure out the rest as we go but I think building

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	<p>relationships is the most important part.</p> <ul style="list-style-type: none">• Janice Malchow: It breaks my heart to know these situations can happen and now it has ramped out to a whole new level. We will regroup and reorganize and we'll be ready to do our best, that's all we can do.• Don Bacso: Parents please talk to your children, find out what's happening in school. Kids talk to parents at home and our SRO Jerry Patrick who is here tonight and has a great relationship with all the kids. Also thank you to Chief Kveton for being here tonight.• Cindy Sues: If the referendum goes through perhaps we can have some extra funding to use towards additional security.
X	<p>Board Calendar of Future Activities – <i>Dr. Veracco</i></p> <ul style="list-style-type: none">• Thank you to St. John Police Chief Jim Kveton, Detective Flores and our Resource Officer Jerry Patrick for being here and putting in extra time to answer questions of anyone who has any this evening. It's always better to ask the real security people instead of the school people. I want to remind everyone that we meet once a month as a group and it has led to incredibly increased relationships between our school system and our local law enforcement and fire departments. So we have common goals, and as I told the one parent, we still have to strike the right balance with how much more we want to do because we have people like those who commented tonight, and we have Mrs. Lessentine in the middle, and we have some people who say I do not want my children in a school that feels like a prison. And so, we will have to decide what we are comfortable with as a school district and I think there's room for more, but I think there is a delicate balance - we have to be careful with what we do. I have 2 children in the schools too and I don't want them to live on the edge every day thinking that something is going to happen because for the most part I don't believe it is going to happen. I will say that recently these events have become more troubling because the frequency is increasing.• Next School Board Meeting will be on Monday, March 5, 2018 in the Kay Trapp Board Room.
XI	<p>Adjournment – <i>Don Bacso</i> – Action Required</p> <ul style="list-style-type: none">• Janice Malchow moved to adjourn the meeting at 9:20 p.m. Sandy Lessentine seconded the motion. Motion carried.
<p>Minutes of the February 20, 2018 School Board Meeting were approved and adopted by the Board of School Trustees at the March 5, 2018 School Board Meeting.</p> <div style="text-align: right;"><hr/>Don Bacso, President</div> <p>ATTEST:</p> <div style="text-align: right;"><hr/>Cindy Sues, Secretary</div>	
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