1. PTO: During the Community Forum, parent Jessica Beverly relayed interest is starting a PTO and asked interested parents to contact her.

Superintendent Kate Donegan and Director of Curriculum, Instruction, and Assessment Becky Mathison spoke with Ms. Beverly. Ms. Beverly is also speaking with other stakeholders to gather information regarding the creation of a PTO. There will be another meeting sometime later this year to set PTO dates for next year. Administration is willing to help in any way possible.

2. Tuesday Dismissal Time: During the Community Forum, there was a request to stagger the school dismissal times on Tuesday. Currently all K-8 students are dismissed at 2:00 p.m. on Tuesdays.

School day is a contractual issue and must be bargained with McMEA, the teacher association. The current contract sunsets in 2020.

Some possible solutions for parents include: after school programming such a the Skokie Park District SPACE program or enrichment or enrollment in our bussing program.

3. Exit Interviews: During the Community Forum, there was a question regarding exit interviews for teachers.

We are continually reviewing our hiring and retention practices and have discussed exit interviews. Superintendent Kate Donegan and Chief Business Official Ann Williams attended a seminar on exit and stay interviews. This is a topic that will be discussed with a variety of teacher committees/leaders.

4. Alumni Club: During the Community Forum, it was suggested to form a District 73½ alumni club to help with different initiatives and projects. It was stated that there was a District 219 alumni club that helped in other Niles Township Districts.

Superintendent Kate Donegan spoke with District 219 Superintendent Steven Isoye who was not aware of the existence of any alumni clubs. None of the other sender school superintendents were aware of volunteers from an alumni club volunteering in their districts. Administration is willing to help in any way possible.

5. Academic Competitions: During the Community Forum, it was requested to have additional academic competitions.

Superintendent Kate Donegan discussed academic competitions with the other sender school superintendents. A list of possible competitions was compiled and will be discussed at an administrative meeting. We will work towards inclusion of some of these local competitions moving forward.

6. On-going Forums: During the Community Forum, there was a suggestion to have quarterly forums.

The district will be sponsoring a Standards Referenced Grading Community Forum on March 5 at 7:00 p.m. We are also scheduling a STEM Community Forum for May 30 at 7:00 p.m. These forums will be topic specific with a brief presentation of information and then an opportunity for questions and answers.

7. Evaluation: Can teachers have an opportunity to evaluate the highest administration in an anonymous format?

The Superintendent is evaluated yearly by her supervisor, The Board of Education. The Board of Education has been trained in the superintendent evaluation process and procedure and has the best understanding of what their job entails. This is the standard practice of public school districts.

The other administrators must be evaluated by an Illinois State Board of Education-trained administrator. The only person who holds this endorsement is the superintendent.

8. From the online Community Forum Google form -
Discipline: Do we have statistics on how many of our black/brown children (specifically male) are disciplined? Do we know how many are reported to the police or have reports to DCFS filed on them at our district vs. white counterparts?

This information is presented every year at a Board of Education meeting where the district presents its end of year data. This year it will be presented at the July board meeting.

DCFS and the police have very specific protocols regarding when we make contact with them. As mandated reporters, we adhere to these protocols. We maintain confidential records related to DCFS contacts.

9. From the online Community Forum Google form -
Equity: What is the definition and how are we assessing our efforts on building equity in our district? How are we measuring equity for our students and sharing with community?

Equity is fairness in procedures, processes, and the distribution of resources. Equity exists when disparities in the outcomes experienced by historically underrepresented populations have been eliminated. Equity requires changing structures of power and privilege.

We have recently initiated a District Equity Leadership Team, comprised of teachers and administrators. This team will work with a consultant to perform an Equity Audit. These questions will be part of that audit. If you have additional questions, please contact Superintendent Kate Donegan.

10. From the online Community Forum Google form -
Community and parental engagement: How are we measuring community and parental engagement?

The Five Essentials survey responses help us to understand our effectiveness in parent engagement. Additionally, we record attendance numbers at our school and district activities and events. This includes parent/teacher conferences. Since our teachers have begun using the Class Dojo and Seesaw apps, administrators receive weekly reports of the number of parent entries.

11. Project-Based Learning: During the Community Forum, there were requests for more project-based learning.

The 2018-2023 Strategic Plan includes the following "Action Items" in the "Academics" section: analyze inquiry standards and increase opportunities for students to problem solve via real world scenarios. This action item was not identified as a priority in year one of the Strategic Plan, but will be explored in the future. Currently the focus is on STE(A)M, which incorporates some project-based learning approaches. Note that there are many

approaches to project-based learning. Those will be explored once this "Action Item" becomes a priority area. Currently, some grade levels and content areas employ various methods of project-based learning as a part of specific units of study. For further clarification or questions, contact Becky Mathison, district Director of Curriculum, Instruction, and Assessment.

12. Homework: During the Community Forum, concern was expressed regarding the amount homework for students. Specifically, that there is too much homework.

[Click here](#) to access the Board of Education policy regarding homework. Homework may be assigned for a variety of purposes. Examples include additional practice, extending learning, completing an assignment that was not completed during class time, or making up what was missed during an absence. Teachers use their professional judgement when determining whether to assign homework, and for what purpose. The National PTA and educational researcher Harris Cooper agree on the amount of time students should spend on homework: in grade 1, it should be 10-20 minutes, with 10 minutes added each year. For example, a 3rd grader should be expected to spend 30-40 minutes on homework each night and a 7th grader should be expected to spend 70-80 minutes on homework each night. The exact time a student spends on homework will vary based on the current unit of study. Parents who believe their child is spending too much time on homework, or is struggling with assigned homework, should contact their child's teachers. For further clarification or questions, contact Becky Mathison, district Director of Curriculum, Instruction, and Assessment.

13. Anxiety: During the Community Forum, concern was expressed regarding students feeling anxiety and/or tension. Specifically, there were questions regarding movement in the classroom and stress release activities.

There are a variety of ways that student anxiety is addressed in all three schools (Meyer, Middleton, McCracken). Teachers monitor student anxiety in developmentally appropriate ways including observations, student self-report, and peer report. All schools utilize Positive Behavioral Interventions and Supports (PBIS) that "include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments." The district teaches the Second Step Program. This is a social/emotional learning curriculum that focuses on direct teaching of appropriate social and emotional skills. The [2018-2023 Strategic Plan](#) includes initiatives related to our District Whole Child Committee reviewing our Social-Emotional programming to ensure it continues to meet the needs of all students, ongoing professional development for all staff, and partnering with community and professional organizations. Additional interventions are provided for students that demonstrate the need for more individualized support including, but not limited to: access to a calm-down corner or area of the school, classroom accommodations to help reduce anxiety, an individualized plan created by the student's teachers, consultation with a support team member, and social/emotional small groups.

Teachers recognize the importance of movement and stress release in the classroom. Teachers regularly incorporate academic engagement activities that involve movement. Student support team members also teach mindfulness strategies in their small groups and in classrooms. For further clarification or questions, contact Kristen Moore, district Director of Student Services.

14. Multi-Tiered System of Support: During the Community Forum, questions were raised about services related to the district's approach to providing support to students. Specifically, concern was expressed about students who "fall between the cracks," support for teachers who have "a lot of students in their classrooms," services provided to students who require extra support, and how parents are notified about services.

In order to help parents understand our Multi-Tiered System of Support (MTSS), a website was collaboratively developed by district staff and parent(s)/guardian(s). Click here to access the "Families and a Multi-Tiered System of Support." website. Data gathered during our benchmark assessment periods is used to determine whether students are eligible for academic and/or social emotional support. Teams of teachers, interventionists, student support team members, and administrators review the data in order to develop interventions designed to support student learning. Teachers have the opportunity to share classroom-based evidence that a student would benefit from additional support, should the student not qualify based upon the benchmark data. If a child is eligible for intervention supports, parent(s)/guardian(s) receive a phone call or email in addition to a formal letter. The specific details shared include the area in which a child may receive extra support and what intervention programming may include. During the intervention, parent(s)/guardian(s) receive progress updates via phone, email, or an in-person conference, depending on what is appropriate. Once students are exited from intervention, parent(s)/guardian(s) are notified via a formal letter. Parent(s)/guardian(s) who have questions about their child's intervention programming should contact their child's teacher.

Each week, grade level Problem Solving Teams (PST) meet to review student progress and discuss students who may benefit from additional support. Similar to the intervention placement process above, PST meetings include teachers, student support team members, and administrators. Should a student require a plan, the team uses district paperwork to document the plan and note progress. Parent communication is also an integral part of these procedures. This process helps to ensure that students are not "falling between the cracks" and applies to students who would benefit from extending beyond grade level work.

Grade level PSTs may choose to make a special education referral for students that demonstrate the need for continued ongoing, intensive intervention. In addition, parent(s)/guardian(s) who believe their child may require special education services can request a special education evaluation. Parent(s)/guardian(s) should contact the building principal or Kristen Moore, district Director of Student Services, for additional information.

Note that MTSS services do not include the Extended Learning Program (ELP). Click here to visit our district webpage regarding ELP qualification and programming. The district does not identify gifted students.

The Board of Education maintains a policy regarding class size. Click here to view the policy. This policy is designed to ensure that class size allows for maximum student learning and growth.

For further clarification or questions, contact Becky Mathison, district Director of Curriculum, Instruction, and Assessment.

15. Standards-Referenced Grading: During the Community Forum, community members expressed that the transition to standards-referenced grading is positive because it provides more detailed information and is motivating to students. There were also questions about how this practice equates to letter grades, how it helps students, and how students will be prepared for a high school that uses traditional grading.

Our goal is to accurately measure student mastery of learning standards by implementing an equitable, comprehensive assessment and grading system that aligns with best practice in education. More simply, we want to communicate clearly with students and parents about learning. Standards-referenced grading allows for this because it provides more information about what students are learning and their progress in that process. For example, rather than receiving one letter grade in a subject, such as a "B" in math, students and parents receive specific information about each expected math learning outcome in a given trimester. Traditional grades, such as A, B, and C, are not equivalent to scores from a proficiency scale, such as meets and approaches. One reason is that traditional grades encompassed student skills and behaviors, such as following directions and completing homework on time. These skills are now reported on separately from academic skills. Another reason is that standards-referenced grading indicates where a student has progressed to, and does not "pull a grade down" due to zeros or lack of skills or knowledge early on in a unit of study.

In preparation for this shift, the district met with various parent groups in the winter and spring of 2018 to gather anticipated questions about standards-referenced grading. The results of that work was used to develop a website organized in a "Q&A" format and includes videos from educational experts regarding standards-referenced grading. Click here to access the website. Additionally, the information was used to create an enclosure that has been included in report cards since spring of 2018. This fall, the brochure was also published in our top 4 languages- Arabic, Spanish, Urdu and Vietnamese. Contact the school office for copies of these brochures.

While District 219 continues to publish traditional grades, their practices are shifting towards standards-based teaching and learning. Recently, District 219 administration shared that at least 50% of the Mathematics Department is employing standards-based practices. They expect these numbers to grow. To help students transition into the high school, District 219 counselors share grading information with parents during their presentations that typically occur the evening of orientation. Grading and accessing online accounts are discussed with students during individual appointments and extended homerooms.

McCracken staff also work with students to prepare them to successfully meet the demands of high school. Students are exposed to a scaffolded skills-based approach to academic and social emotional learning. Executive functioning skills are continually emphasized to promote independent study skills related to organization and planning, time management and prioritization of tasks, and self-monitoring. All of these skills work together to improve students' independent problem solving abilities.

As students move closer to high school, we incorporate an increased number of opportunities to partner with Niles North and West through academic and enrichment programming. Two times per year, McCracken eighth grade teachers participate in department articulation meetings with Niles North and Niles West teachers. The focus of these meetings include curriculum alignment to ensure students are successful as they transition to high school. Our teachers are also able to review academic data on the current success of McCracken graduates to reflect on any areas of strengths and weaknesses to make adjustments to curriculum as appropriate. Most recently, Niles North administration and sender school principals worked together to develop an opportunity to promote high school programming to eighth grade students. Niles North students (some of

which included McCracken graduates) and teachers worked to both minimize the loss of instructional time while increasing incoming student motivation to enroll in advanced coursework and join the theatre program.

Interested community members and parents are encouraged to attend our Standards-Referenced Grading event at 7 p.m. on March 5th at McCracken to learn more. For further clarification or questions about how McCracken prepares students for high school, please contact Nancy Ariola, McCracken Principal. For further clarification or questions about standards-referenced grading, contact Becky Mathison, district Director of Curriculum, Instruction, and Assessment.

16. Enrichment: During the Community Forum, there were some questions about after-school enrichment opportunities. These questions focused on adding more athletics, opportunities for all students regardless of cost, and the addition of STEM enrichments/robotics clubs.

All three schools (McCracken, Middleton, and Meyer) offer comprehensive after-school enrichment programs, run by teachers, staff members, and outside providers. At Meyer and Middleton, staff members serve as Enrichment Program coordinators. At McCracken, the assistant principal serves as the Enrichment Program coordinator and the Athletic Director. As part of the work with the previous Strategic Plan, a committee of staff members researched and proposed some changes to how our Enrichment Programs are organized and designed. During this research, committee members gathered information about Enrichment programming from eight area elementary districts. This information was presented in January 2016 to the Board of Education, and that presented information can be found here and here. From there, each of the three buildings customizes the Enrichment offerings each session. Here is an example of the winter brochures for Middleton and Meyer. The district's enrichment program is one-of-a-kind in the area in that it offers a wide range of opportunities, beyond athletics and clubs.

In terms of the specific athletic offerings, those sports offerings at Meyer and Middleton change each session and are dependent upon securing a company to lead the activity, enough students interested in participating, and the space to facilitate the activity. For example, in the fall session, Middleton had multiple athletic enrichment programs running where one used the gym, one used the multi-purpose room, and one used the field outside. For McCracken, they participate as a member of the Little 9 Athletic conference and participate in the sports as a part of that conference. Additional non-competitive offerings, like a running club, may be offered if there is an interested staff member to run the group. Middle school students have the opportunity to participate in an annual track meet sponsored by District 219. Specific school-based clubs are often offered if a staff member is interested and available to sponsor the club; for example, some staff members have hosted a chess club some years, and other years staff members have hosted a social justice club. This is what accounts for the variance of club offerings from year to year. In terms of the cost for Enrichment programs, families can complete a fee waiver application through the Business Office to have the fee reduced based on financial need. Each school also has scholarship money available through staff fundraising efforts (for example, staff can donate money to wear jeans on certain days); this scholarship money is used annually to pay the entirety of some students' enrichment fees. For further clarification or questions, contact your child's building principal.

17. From the online Community Forum Google form -
Peer Interaction: Can the district start a program of citizenship for our kids to help their own peers? An example of peer tutoring was provided.

The district recognizes the importance of peer-to-peer interactions and the positive impact that these interactions can have on a child's academic and social growth. The district has focused on increasing student engagement in the classroom through the use of Kagan cooperative learning structures. These structures

support community building in the classroom by having students teach and coach each other to practice their learning and mastery of standards with the support and guidance of a teacher. Successful peer-tutoring programs require clear standards and structures for both the tutors and the students being tutored. While this is not currently offered at our schools, this may be an option in the future.

The district Whole Child Committee is also investigating additional opportunities to increase peer interactions as outlined in the [2018-2023 Strategic Plan](). A formal peer-tutoring program and/or peer conflict resolution program may be considered by the committee. For further clarification or questions, contact Kristen Moore, district Director of Student Services.

18. During the Community Forum the following topics and questions were brought up around STE(A)M: STEM should be implemented in earlier grades. Is there a detailed plan for STEM implementation in the 5-year strategic plan? A need for more ambitious STEM courses implemented into the curriculum, look at incorporating STEM classes into specials and hire teachers who are STEM experts. Start girls in STEM early. Robotics should be added, including a school sponsored robotics team. Don't decrease programming for the Arts, but include more STEM. Arts and STEM should be married/combined.

For additional information please attend the:
February 12 Board of Education Meeting
May 30 STE(A)M Community Forum

The 2018-2023 Strategic Plan Action Statements around the topic of STE(A)M include:
- Review, revise, and make recommendations related to steam opportunities prek-8
- Explore ways to integrate STE(A)M into the prek-5 school day
- Analyze inquiry standards and increase opportunities for students to problem solve via real world scenarios.
- Create learning environments that support collaboration and communication in a technological world by developing students' ability to problem solve and take academic risks while empowering them to solve real-world challenges.
- Provide transformative learning experiences by creating an engaging, hands-on classroom environment to ensure students develop in-demand knowledge and skills for self-discovery.

Skokie School District 73.5 understands the importance of STE(A)M education. The 2018-2023 Strategic Plan includes the following "Action Statement" *REVIEW, REVISE, AND MAKE RECOMMENDATIONS RELATED TO STEAM OPPORTUNITIES PREK-8 EXPLORE WAYS TO INTEGRATE STE(A)M INTO THE PREK-5 SCHOOL DAY*. Engaging students in hands-on activities, projects, and problems while empowering them to solve real-world challenges will set them up for future success. The earlier students are exposed to the STE(A)M disciplines, the better. The goal for STE(A)M in the District is to provide ALL students the opportunity to collaboratively solve problems through the application of science and math in a setting that supports the use of technology and engineering.

Beginning in the 2016-2017 school year, a multi-year planning process began to provide McCracken students the opportunity to collaboratively solve problems through the application of science and math in a setting that supports the use of technology and engineering. This included numerous site visits, STE(A)M research across the township and a focus on best practice with STE(A)M education. During the 2017-2018 school year STE(A)M was added as a special. In grade 6, STE(A)M replaced Focus Studies, and in grade 7 and 8 it replaced Probability and Statistics.

The District adopted the Project Lead the Way (PLTW) program at the middle school. PLTW's activity-, project-, and problem-based (APB) instructional design centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom may be applied in everyday life. PLTW provides a transformative learning experience for PreK-12 students and teachers across the U.S. and was highly recommended by many township schools including District 219. This school year, the District implemented App Creators, another PLTW offering, and the following school year will propose adding Automation and Robotics to complete the PLTW Gateway middle school pathway. See below for the proposed pathway for the 2019-2020 school year:

- Design and Modeling (6th Grade)
  Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.
- App Creators (7th Grade)
  This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.
- Automation and Robotics (8th Grade)
  Students learn about the impact of robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics platform, students apply what they know to design, build and program traffic lights, robotic arms, and more.

On January 19, 8th grade girls attended the Futures Unlimited field trip to Oakton Community College. The purpose of the event was to provide girls with exciting opportunities to explore diverse careers in STE(A)M. The program included sessions with role models comprised of women who have achieved success in a variety of non-traditional careers.

Currently, all students in grades 1-5 at Middleton Elementary School are engaged in STE(A)M-based learning during science instruction. ETA Hands2Mind STEM in Action kits are the basis for science units. STEM in Action Kits integrate science, math, literacy, and engineering skills within real-world problems and address national and state standards in Science, Math, and ELA with teacher-friendly modules that follow the Engineering Design Process. This design process is based around students working collaboratively to develop solutions to a given problem. Several new, non-fiction titles related to STEM and science are also available in the Middleton library.

The robust Middleton Enrichment Program offers a wide variety of STE(A)M courses and opportunities. Examples include: coding, digital design and civil engineering! If needed, families can complete a fee waiver application through the Business Office to have the fee reduced based on financial need. As part of the new Strategic Plan, the Director of Innovation & Instructional Technology and Director of Curriculum, Assessment & Instruction, along with support from the Middleton Principal, are currently reviewing STE(A)M offerings and will make recommendations related to STE(A)M opportunities prek-8 and present different options to integrate STE(A)M into the school day for grades 1-5 during the February 12 Board of Education meeting.

ETA Hands2Mind STEM in Action kits are also the basis for science units in Kindergarten. Outside of science instruction, students at Meyer School have access to the Meyer Maker Space. The Maker Space is integrated within the flexible library schedule. Students experience monthly theme based challenges, design challenges with connection to classroom learning, and self exploration time. On average, students have about 30 minutes of Maker Space exploration a week during the school day. Different activities and resources available to students in the MY Maker Space include:

- Light Tables	- Recycled Materials
- IO Blocks (building with AR)	- Lego Wall
- Green Screen	- Coding (plugged & unplugged activities)
- Dash Robots	- Puzzlets
- Ozomo Coding Kits	- Cardboard Creation

An annual district wide event in April is organized and facilitated by teachers, administrators, and the Skokie School District 73½ Board of Education. Students and families can experience the world of Science, Technology, Engineering, Arts, & Mathematics through exhibits and interactive stations! The event generates excitement for STE(A)M at all three schools and the community by allowing students, teachers, and families to explore together in a fun way.

19. Cell phone usage: During the Community Forum, a parent expressed concern regarding cell phone usage. The parent encouraged implementation of the *Wait Until 8 (8th Grade)* initiative for students to have cell phones. The parent inquired about the district's policy on cell phone usage.

The following is information regarding cell phone usage found within the Student & Parent Handbook:
The possession and use of cell phones and other electronic devices by students are subject to the following rules:
   ● *Students are not permitted to use their cell phones during the school day unless teacher approval is given for a specific educational purpose.*
   ● *Cell phones and other personal electronic devices must be kept out of sight and silent during the school day.*
   ● *Cell phones and other personal electronic devices improperly used will be confiscated. After the first incident, the student may pick up his/her cell phone or electronic device in the office at the end of the day. After the second incident, the cell phone or device will need to be picked up by the parent. Students may be subject to additional consequences should they continue to use electronic devices improperly.*

The District also created a Family Technology Handout to help support technology at home for our families. Click here to view that handout.

20. Digital Citizenship: During the Community Forum, questions were raised regarding support for parents on digital citizenship.

Students in District 73½ have unprecedented access to technology. This approach has made the embedded nature of digital responsibility and respect a priority for our District. Our students have ongoing age-appropriate lessons regarding internet safety and other digital citizenship topics. The approach of the district is one of integrated learning. Students are reminded of appropriate and purposeful use of technology often. Technology is almost always readily available to our students so this holistic approach is necessary and successful. Our digital citizenship model mirrors the digital passport framework from Common Sense Media. There are five main areas of digital citizenship referenced in Common Sense Media's Digital Passport. The five areas we focus on are internet safety, privacy, cyberbullying, creative credit, and searching on the internet. Many of these items are embedded in our curriculum, but internet safety and cyberbullying are, at a minimum, explicitly referenced on an annual basis.

Parents/guardians have access to the Common Sense Media website at home. Common Sense Media offers the largest, most trusted library of independent age-based and educational ratings and reviews for movies,

games, apps, TV shows, websites, books, and music. Their Parent Concerns and Parent Blog help families understand and navigate the problems and possibilities of raising children in the digital age.

At Skokie School District 73½, parents/guardians who have a child who participates in the Chromebook take home program (grades 5-8) have access to the Securly Parent Portal. Skokie School District 73½ uses Securly to help keep students safe on their school issued devices. Parents/guardians have access to Securly.com that will show you a preview of your child's online activity outside of the school day and can add more filtering when students are at home. Click here to learn more about the Securly Parent Portal.

21. Technology: During the Community Forum, a question was raised regarding technology use in the classroom (apps, websites, flipped classroom, etc).

Technology has become an increasingly important part of the academic program in Skokie School District 73½. Instructional Technology provides faculty with the necessary resources to implement and integrate technology solutions that enhance teaching and learning. The District's goal is to:
- provide students access to technology resources that will enhance and improve student learning
- provide a curriculum that produces digital citizens.
- provide faculty with the knowledge to effectively use technology resources so they can support student learning
- assist with the design, development, and implementation of pedagogically appropriate educational resources so they can support student learning
- explore new technologies and to find innovative ways to improve student learning

iPads and Chromebooks are both used to improve student learning, by providing students access to digital resources and collaboration tools. In the primary grades, iPads were selected by our research committee because the device was found to better meet the needs of our students. In 1st & 2nd grade students have access to Chromebooks in addition to iPads for the purpose of developing keyboarding skills and gaining familiarity with the device for transitioning to 3rd grade. By 3rd grade, students transition to a Chromebook which is more similar to a traditional laptop. G Suite for Education is a core suite of communication and collaboration applications that allow students to work from any device on documents and projects. Once a school registered email address is registered with G Suite for Education, teachers and students can unlock Google's apps with one login. Available for students and staff in grades PreK-8. Parents who have further questions regarding technology in the classroom should contact their child's teachers. For further clarification or questions, contact Nathan McBride, district Director of Innovation & Instructional Technology.

The District takes a balanced approach to technology integration allowing for both unplugged and plugged lessons and activities. At school, like at home, it's important to distinguish between students consuming content and spending time creating using technology. Teachers use the SAMR model to assess educational technology to effectively integrate it into the classroom. This approach helps staff use technology to achieve high level skills that digital learners need to compete in our global society. Teachers are encouraged to ask themselves these guiding questions when integrating technology:
- What do I want my students to know?
- What learning task will students complete?
- Is the task teacher-centered or student-centered?
- Can a tech tool enhance or transform the learning task?
- Am I comfortable with the tech skills needed to teach my students?

22. School Lunch: During the Community Forum, a parent complimented the recent improvements to school lunch menus and expressed concern regarding the use of processed cheese.

Ann Williams spoke with the parent after the meeting and encouraged her to attend the January Board meeting when additional information will be presented. Additionally, Dr. Williams emailed the presentation to the parent and posted it on the district website. The presentation can be found here.

23. Financial Condition of the District: During the Community Forum, a parent inquired about the district's financial condition and how the District is looking into economic development. Additional questions were raised regarding consolidation and cost sharing between districts.

Dr. Williams will address cost sharing and the tax rates for feeder districts at the March board meeting. Board President Dolinko responded that the Board is open to the idea of consolidation. However, Skokie School District 73½ does not have a large commercial base and therefore is not a desirable partner to other districts.