Comprehensive Planning – Community Forum

Minutes

April 27, 2014  LMHS

In attendance: Members of the LSMSD Administration and the LSMSD Community

The structure (and opening remarks) of this public forum meeting was very similar to the previous meetings held on April 22 and April 24 at BCMS and WVMS respectively.

The meeting was called to order by Dr. Marseille at approximately 2:40 p.m.

Dr. Marseille welcomed everyone and thanked them for their attendance. He briefly summarized the Agenda for the evening describing it as a collaborative effort for “things” to take place in the future, and that the collaborative work would ultimately go back to the district’s “Mission Statement”.

He further explained that “Simplicity”, “Clarity”, and “Priority” should drive the conversations toward the district’s “Values”, and that the Comprehensive Plan should not simply be a document which is difficult to navigate, but should be clear to all stakeholders….administrators, community, teachers, students, etc. It should not be a document to be placed on a shelf, but a live, working document.

Although sections of the Plan are state mandated and must be addressed, the district will go beyond the state mandated items by looking into the future and visualizing what our district will “look like” ten years from now. The district is committed to active participation; several focus groups, surveys, and forums have been scheduled in order to obtain input/ideas which will be forwarded to the Steering Committee for inclusion into the Plan.

Insysite Partners, a strategic plan consulting firm, has been contracted by the district to facilitate meaningful conversations in Community Forum groups as well as the Steering Committee sessions.

Dr. Marseille then turned the meeting over to the consultants, Liz Alperin Solms and Marie McCormick, of Insysite Partners. Introductions of attendees took place. Liz summarized the approach to be taken:

- Different methods are needed to plan for the future
- If you pay attention, there are clues about the future
- Inside Partner promise to guide the District and keep the focus on the process/goals
- The consultants Intend to facilitate collective understanding
- The document will be in compliance with the state, but also “understandable” to others as well

Marie invited the attendees to verbally express issues that are important to them. By doing so, she created the agenda for the meeting. Topics chose were:

1. Curriculum vs. teacher autonomy
2. Creative ties between schools and the community
3. Importance of having an organized classroom library in all elementary classrooms K-5
4. Whole child
5. Solid foundation
6. High school balance: challenge vs. pressure
7. Math and science: alternative instructional approaches and course offerings
8. Interdisciplinary work at the high school level
9. Creating a successful athletic program
10. Drugs, alcohol and internet safety
11. Buildings, facilities, study body growth
12. High school start times
13. Role and importance of sports and physical activity
14. Global hands-on curriculum
15. How to develop focus or critical thinking
16. Computer/IT
17. Sustainability / climate change

Insyte Partners then instructed the participants to choose the topic(s) on the agenda in which they were interested and to participate in meaningful discussions. They organized two sessions (30 minutes each). Each session was documented by a note taker for the group. These notes will be posted on the District’s website for public review. Following are the notes from these discussions:

What clues are coming into focus for you that are becoming clear for LMSD?

1. We need to be flexible, think outside the box about what’s best for our children academically, emotionally, socially, etc.
2. Not maintain the status quo
3. What will be best for our children holistically
4. Trust – do we trust the teachers that the District has hired to teach our children and do we trust that our children will learn the material they need to learn.
5. Balance of school and extracurricular activities; the college model may be more flexible
6. The focus on standardized test has lost focus on the whole child
7. Teacher needs more autonomy on delivering the curriculum
8. How do we know that it’s not working?
9. How problematic is the common core for elementary schools? It’s demoralizing to the children
10. Global view is important. Cultivate from the early years (K) and by the time of graduation, we want kids thinking outside the box and globally
11. Allowing a community to assist the schools in educating our children
12. Lost of potential with early start time; and with drug, alcohol, internet safety
13. Push to blend; don’t want our teachers, schools isolated, but have a blended partnership
14. Interdisciplinary approach leans to learning; needs to start at K
15. Common core standards and testing that goes with that, require critical thinking; standardized testing is a totally different subject
16. There’s energy around thinking about the larger issues
17. There’s not enough instruction to the teachers using technology and too many times tech is replacing the learning instead of supplementing it
18. Need more programming classes (tech)
19. How is the District ready to accommodate growth in the student body (class, school size)
20. Perhaps the District needs a closer relationship with the township.
21. The bold changes we make should be incremental
22. Being innovative (co-teaching in the high schools) brings about the interdisciplinary approach
23. No one mentioned anything about maintaining our district’s reputation
24. It’s bold to have the open conversations with parents, students and staff.
25. The African American and white students achievement gap has not been mentioned
26. Curriculum group addressed the achievement gap; perhaps has something to do with the poverty gap
27. Daily time for independent reading is very important
28. Need for more multisensory teaching
29. What is my responsibility as a parent before my child goes into the classroom
30. District should take a proactive, multipronged approach to student education and involvement on a personal level to the dangers of drugs, alcohol and internet safety. Do a yearly review of methods
Curriculum vs. teacher autonomy —

LMSD STRATEGIC PLANNING: LISTENING FORUMS (LMHS)

DISCUSSION TOPIC:

Key discussion points:

- **Trust** - do we trust that our kids are going to learn what they need to know? do we trust our teachers to teach the material with the method they choose?
- A passionate teacher = a passionate student
- There has been a dramatic change in elementary school from just a few years ago. Parents of multiple kids notice this change.
- There is too much focus on "Minutes!"
- Kids are not enjoying school as much — not having as much fun. There are things to be learned from non-academic experiences.

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

- Education is individual/relational. Don’t treat education as a science only. “Science & education is the act of education.” Don’t rely so much on the packaged curriculum.
- Give teachers autonomy — recognize the organic nature of the classroom.
- Let teachers have choice — workshop approach.

Convener: Marlies Lissack

Note Keeper: Marlies Lissack

Participants:

Lisa Maginas, Katy Morris, Kiki McKendrick, Patricia Kreiser

Dr. Doria, Terri Baranek, Joanne Siciliano, Mary Pat McFarland

5 people attended
The best teachers are willing to teach with different methods—be creative. Morale is down among the teachers because of curriculum testing. This trickles down to the students + school community.

Engage with students. Make sure teachers have time to connect. This can be a mental health + safety issue at the secondary level.

Reading for pleasure is very important. Kids should have time to read everyday at an appropriate level. Make sure teachers have lots of appropriate books to offer students.

Future success depends on executive functioning + resilience—soft skills. There is not enough time to teach this. Allow younger years time for this.

Assessments have gone overboard.

Should we scrap the curriculum and start over?

We teach to the bottom 10% of students—sometimes ignoring the rest. We are missing an opportunity with the top 1/2.
DISCUSSION TOPIC: CREATING TIES BETWEEN SCHOOLS AND THE COMMUNITY

Key discussion points:
- How to facilitate and leverage communication of issues and solutions between schools, the district, and the community
- How to get the issues of specific groups shared between them, and using the local school or district as a facilitator
- How to coordinate with people or organizations outside of the school districts' community to share issues and solutions
- How to more effectively use social media to foster communication

How to Leverage Communities to Provide Continuous Feedback

Our messages to the Strategic Planning Steering Committee as you consider the future of LSM:

- ISCS - Inter School Communications
- CARE - how to leverage outside the district
- CEIV - valuable resource to parents
- GSM - social media
- CIVIC ASSOCIATION
- COMMUNICATIONS TECHNIQUES - not only electronic, missing people

How can the community be leveraged to mitigate issues the district faces

Convener: Phil Poe
Note Keeper:
Participants:
LMSD STRATEGIC PLANNING: LISTENING FORUMS (LMHS)

DISCUSSION TOPIC: Importance of having an organized classroom library in all elementary classrooms K-5

Key discussion points:

- Students need daily time for independent reading in order to grow as readers.
- They should have access to leveled texts.
- They should have an opportunity to choose books based on interest, genre, etc. This is difficult to do when books are just randomly placed on a shelf with no organizational system.
- This is especially critical in the early elementary grades when students are just learning about books; however, some of the K and 1st grade classrooms in the district do not have this in place.

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

- Provide resources and support for LM teachers around this topic:
  - Provide them time to organize their classroom libraries (based on genre, author, level, etc.)
  - Provide mentoring and support for teachers (share professional resources on this topic, visit model examples within their school, etc.)
  - Make sure teachers have enough books in their rooms to support their students. Encourage teachers to use donorschoose.org as a way to supplement their needs.

Convener: Lisa Mazinas
Note Keeper: Lisa Mazinas
Participants: Marisss Lissack, Monice Romeo
DISCUSSION TOPIC:

Key discussion points:

- Every kid needs to be learning at all times, even if they are "proficient." Not just kids who are behind—learning is for all kids.
- The whole class should experience aspects of "challenge" such as being able to pursue "interests"—pursue their interests.
- Teachers should be able to pursue topics based on kids' interests.
- Engineering challenges for all kids (like egg drops).
- There needs to be more differentiated instruction.
- Elementary school in particular should have more project-based curriculum.
- Purchase advanced math resources. Math talent is getting wasted if not cultivated. Math needs more attention at the elementary level.

Our messages to the Strategic Planning Steering Committee as you consider the future of LSM:

- Foss is engaging but other curricula are too limiting. Teachers need flexibility.
- All kids should be challenged at all times—kids who are not "proficient" deserve to be learning constantly. "Advanced" need constant learning.
- All kids should experience creative, thought-provoking activities or have opportunities to pursue their interests.
- Teachers need support, resources, training for differentiation.
- Project/interest-based learning benefits all kids, regardless of level.

Convener: Stacy Olitsky
Note Keeper: Liz Mroz

Participants:
Pam Goldman, Katy Morris, Marlies Lissack

DO NOT WRITE ON THE BACK—USE AN ADDITIONAL SHEET IF NECESSARY
DISCUSSION TOPIC: Whole Child

Key discussion points:
- There should be increased focus on socialization in elementary schools outside of recess—part of the reason people said kids in school need to think about the benefits of physical activity, etc. in improving learning and overall school experience.
- Too much focus on teaching to the test—increasingly structural time as teachers will begin to be evaluated on how their students perform on tests.
- Losing focus on all different types of learners or focusing on teaching to prepare for tests—so not all kids are receiving what they need—teachers not yet to know students strengths and weaknesses and the “whole child”
- No longer focus on authentic learning.
- Too much focus on script in new curriculum—take away teachers autonomy to focus on their students’ specific needs.

Our messages to the Strategic Planning Steering Committee as you consider the future of LMUSD:

1. **Focus on early childhood to rethink how children learn best vs just preparing for tests.**

2. **Freedom for teachers to teach content in their own way and create balance in preparing for tests and making sure they get to know their students and their learning style.**

3. **Provide opportunities for socialization and recess to include recess and project based learning and arts, music, etc. in the curriculum.**

Convener: Elizabeth Vandre

Note Keeper: Joanna Goldstein

Participants:
- Jen Keone, David Ledson, Maria
- Craig Barnewit, Joanne
- Kaye Morris, Terry Barnewit

Jennifer Greenfield

Terry Simone
DISCUSSION TOPIC: Solid Foundation

Key discussion points:

- Latest technology is only powerful with fundamental learning.
- Many families are homeschooling so their children will get a better/deeper education.
- Don't want our kids to be guinea pigs to latest method — Gaps in learning.
- Don't let apps replace learning.
- "Googling" everything is not enough. Need basic knowledge and skills.
- Not just do latest fad.

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

Our educational system needs incremental improvement, **NOT** a total change. It is costly to pave new path (both in lawsuits and hard ware AND our kids future.

Convener: Mónica Romeo

Note Keeper: Mónica Romeo

Participants: Lisa Marinos
Saikat Chowdhury
American...
DISCUSSION TOPIC: High School Balance: challenge vs. Pressure

Key discussion points:

- Superficial (boring) learning vs. more in-depth discussion
- Need balance in HS schedule - more important than just taking the "hardest" courses.
- Need to sleep, study & socialize - but every day one of them must take a hit. Which do you choose?

Do we need to continue with this factory model of schooling, or is there room for flexibility?
We could balance things better if there were a different kind of schedule (e.g., more like the college schedule). Students could be more self-directed in their work. Allow people to find their own path. What does the student really like? Where is the spark?

Our messages to the Strategic Planning Steering Committee as you consider the future of LMUSD:

- Consider flexible scheduling and personalized curriculum, that allows for exploration of broad subjects, but also be able to explore subjects deeply.
- Consider eliminating or limiting AP classes (e.g., like Scandal).

Convener: Rebecca Stein  Note Keeper:
Participants: Mary Broach, Amy Ng, Laurel Yaros, Ellen Keefe, Kiki McKendrick, Doug Young.
DISCUSSION TOPIC: Math and Science: alternative course offerings

Key discussion points:
- practical approach to math
- more electives rather than year-long course
  - applied economic
  - personal finance
- more interdisciplinary approach to math and science
- fewer topics, more in depth

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

Teach history of mathematics to create interest and motivation.
Self motivated science projects.

Convener: Peter Horodovich  Note Keeper:
Participants: Dean Roseneanz
DISCUSSION TOPIC: Breaking Down Barriers Between Subject Areas (Inter-disciplinary) @ High School Level

Key discussion points:

Example: Math Analysis + Physics

- Co-teaching across disciplines
  - Putting STEM in one classroom
  - Or putting technology into Math & Science Classroom

English, History, Language —

- Using professional development to cross-train teachers in cross disciplinary development and/or teaching

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

Developing interdisciplinary approach—particularly in Math & Science (already exists somewhat in Eng. & Soc. Studies curriculum) to make topics relevant — using co-teaching

Convener: Dean Rosencrancz
Note Keeper: Ellen Keefer
Participants: Claudia Baker, Jen Simmons, Pam Goldman
DISCUSSION TOPIC: Creating a Successful Athletic Program for the School District.

Key discussion points:
Other than Lower Merion HS Boy's basketball, Horsham Boy's basketball to lesser extent, LM HS Girls Track - the district HS athletic teams are not even competitive. LM Football has had three zero win seasons in last four years. LM Girls Track does not even keep track of score among team members, though team quit en masse due to lack of attitude from Head Coach - yet had girls track coach brought back after retirement from field to continue coaching. LMSD needs to replace LM HS athletic director with a person with proven history of directing program that fields competitive teams - winning teams would be nice - but we must have at least competitive.

Perhaps a district wide athletic director should be hired to coordinate athletes at all elementary, middle and high schools to allow development of student athletes.

It is critical - demanding to students - drug arrests among student athletes could be prevented by engaged athletic department/director with leadership skills.

Convenor: Angela Kanefsky
Note Keeper: Annie Kalbr
Participants: Jim & Pam Pofahl, Skilleth Hockey Club

DO NOT WRITE ON THE BACK—USE AN ADDITIONAL SHEET IF NECESSARY
DISCUSSION TOPIC: Drugs / Alcohol & Internet Safety

- Keeping kids safe
- How we are educating kids drugs and alcohol
- Keep kids safe on internet
- Program for drug and alcohol use
- Prom poster

Our messages to the Strategic Planning Steering Committee as you consider the future of LMUSD:

- Multi-pronged approach education
- Scared tactics / education
- Group conversation forum (third one with DA Inactive officer / current student using drugs / parent with kid using / Band / Middle School)
- Inform parents on the program
- Post prom party onsite at high schools
- On-line volunteer parent group helping with "weekend plan" what party is going on
- Address performance-enhancing drugs: "Adderall" / "Ritalin" / "Stones"

Convener: Mike Yanos
Note Keeper: Sara Slater

Participants:
Tracy Coyle
Andrew
Kristen

DO NOT WRITE ON THE BACK—USE AN ADDITIONAL SHEET IF NECESSARY
Internet Safety
- School
  - Age-appropriate internet & "etiquette" classes for students
    (Grade school/middle school/high school)

Address: Facebook /
Issues - Social media
  - Sexting
  - How to compose appropriate email
  - Job awareness that social media exist & effects
    on job possibilities
LMSD STRATEGIC PLANNING: LISTENING FORUMS (LMHS)

DISCUSSION TOPIC: Buildings, facilities, student body growth

Key discussion points:

- Ensure we're not afraid to raise taxes for the school district's needs.
- District has plans in place to address current projections, but needs to be prepared for long-term growth.
- As students move into district with less readiness, is district prepared to serve all?
- LMSD student body population can change based on things outside of its control - migration, new construction.
- Suggestion to build a pedestrian walkway from LMHS to athletic fields for public safety. Also, floodlights on athletic fields for evening activities.

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

LMSD needs to more consciously liaison with Lower Merion Township, to be aware of—and part of—ongoing decisions about Township growth and resource allocation, both of which may have long-term impacts on LMSD. LMSD is already an excellent SD, and its ongoing commitment to high quality public education will continue to attract more families. LMSD needs to be proactive and be part of the Township conversation about growth.

Convener: Kristin Thomson  
Note Keeper: Kristin Thomson

Participants: Jack McFarland  
Megon Shefer  
David Kedan
DISCUSSION TOPIC: High School Start Times

Key discussion points:

- Involve stakeholders - sports, clubs
- Logistics - Elem - wait in dark in AM?
- Why are current times set?
- Elem parents typically wait with Elem children - so early, dark steps would be supervised - network of Bus stop parents to ensure there is always an adult at each stop
- Adolescents who get too little sleep become "Drowsy Drivers"
- Drowsy Driving is like driving under the influence of 3-4 beers (according to Dr. Judith Owens)

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

1. Elem. parents may welcome earlier start times
   - they wait with kids
   - can get to work earlier
   - may not need before school childcare
   - Elem kids are awake earlier
2. High School kids typically wait for bus alone
3. Drowsy Driving is a Health Hazard for our students and our community.
4. Adequate Sleep enables students to perform better in ALL areas.

Convener: Yaz Rosner  Note Keeper: Tracy Coyle

Participants:
Kiki Mc Kendrick  David Kedson  Amy Norr  Yaz Rosner
Maha Labbad  Tracy Coyle  Muneera Walker  Mike Ynez

Ellen Mc G
4. Sleep leading to decreased short term memory, and the ability to retain what they will learn that day.

5. Consideration of starting all schools at a later time using the buses to pick up all age levels per area - HS, Middle, a Elem - and delivering the kids to the appropriate school.

6. All kids will perform better with adequate sleep, but the lower performing students show the greatest increase in performance (e.g. another way to help close achievement gap).
Kiki McKendrick
Maha Labbad
David Leder
Tracy Coyle
Amy Norr
Muneera Walker
Mike Yaros
Ellen Keefe
LMSD STRATEGIC PLANNING: LISTENING FORUMS (LMHS)

DISCUSSION TOPIC: Role + Importance of Sport + Physical Activity in Curriculum (School)

Key discussion points:
- Provide opportunity for physical activity on daily basis (45-60 minutes minimum)
- Maintain recess throughout middle school + do not combine with lunch
- Gym teachers can be facilitators of daily physical activity
  different activities → focus on well being + health (not competitions only)

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:
- Athletics also has important place, but often excludes many students
- Gym should not be cut out for other meetings, such as auditorium meetings
- Focus: establish teach healthy lifestyle

Convener: Dr. Kevin Volkman-Golden
Note Keeper: Renn Volkman-Golden
Participants:
- Ben Golden (Student, S+P track)
- Andrew Kerber

DO NOT WRITE ON THE BACK—USE AN ADDITIONAL SHEET IF NECESSARY
focus on wellness, healthy lifestyle

Daily

School: focus on competition as well

Teach self where you are moving & physically engaged (instead of activities where students sit & wait in line. That is waste of time).

Middle-school student complaining about gym activities where they stay around too much. Good suggests swimming, dance, tennis, rock climbing, rugby, golf, baseball, football, basketball, running, track

→ teach life goals

Kids need to (min 60 min daily) + they can...!! → Less ADD, ADHD, etc

Little shorter (40 min) + Homeroom (≈5 min)

1st (≈20) = 36 Min recess every day!
DISCUSSION TOPIC: Role and Importance of Sports & Physical Activity in Schools

Key discussion points:

High school gym classes to teach life time sports but in fact = dodgeball week after week - better to be honest with parents

Our messages to the Strategic Planning Steering Committee as you consider the future of LMUSD:

Middle school schedule - change to provide for a 36 minute recess/activity period every day to allow physical activity/outlet -

Reduce all classes from 42 to 40 minutes - 16 min. 
Reduce Homeroom from 15 to 5 min. - 10 min. 
Reduce Lunch for 30 to 20 min. 

- 10 min. 

36 minutes for recess every day

Convener: Note Keeper:

Participants:
DISCUSSION TOPIC: **Global Hands on curriculum**

Key discussion points:
- Not just understand global, but rather see connection between local and global.
- **Career**
- Global Awareness so graduates have complete set of options.
- Take model of Artifacts, Water Bound, Points of View (Welsh Valley) - Introspective Groups.
- These are not offered to everyone. #problems of electives.
- **Example of International Schools… creating mindset of global awareness**
- Geography + flags to cultivate awareness
- Global touchpoints. Create as a standard (not just ad hoc), not siloed into course.
- How to make the globe relevant for them. Make them relevant for globe.
- As a matter of learning + compassion. #of global affairs
- To counteract provincial character of lower merion + Philly. #Politics
- Make connection between local and global - e.g. field trip to Delaware River. #Sports
- **Cosmopolitan curriculum**
- Integrate global cultural awareness into the curriculum. Example of private schools.
- Opportunities for cultural awareness. **Spiral: Early**
- Build from elementary to middle school to high school.

Our messages to the Strategic Planning Steering Committee as you consider the future of LMDS:

- For reasons of citizenship. For reasons of employability.
- Not just global awareness to global engagement while avoiding arrogance.
- Future will be even more global.

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1. Global Awareness is necessary for reasons of professional, personal and societal import.
2. Global education as a standard from K through 12, not only in individual courses but across the curriculum. This education should spiral.
3. Convener: Chynell Scott
   SAIKAT CHAUDHURI

Participants: Tracy Coyle
Bill Cook
Anu Chaudhuri

Note Keeper: Craig Borowick

Do not write on the back - use an additional sheet if necessary.
LMSD STRATEGIC PLANNING: LISTENING FORUMS (LMHS)

DISCUSSION TOPIC: Critical Thinking/creativity & standardized tests

Key discussion points:

- lack of depth in reading curriculum in elementary school
- flip the classroom model
- too much focus on preparing for standardized tests
- too many instructional days are currently devoted to preparing for standardized tests
- how do we test these skills? i.e. what needs to be incorporated into the curriculum?
- too much focus on developing other skills in the classroom such as critical thinking and creativity
- how do we test these skills? i.e. what needs to be incorporated into the curriculum?
- multi-sensory learning
- are there ways to measure development of creativity to provide data on the success of curriculum next to develop that skill.

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

1. Too many instructional days are currently devoted to preparing for standardized tests — and there are too many standardized tests — while those need to be assessed as they drive curriculum, content, etc. and to measure what students are learning/developing skills that district/prior/future value — district should be on cutting edge of developing their own measurements — perhaps core and demonstrate committee to students.

2. Increase focus on hands on/project based learning to engage children. Increase motivation in still a lifelike love of learning which develops critical thinking skills and creativity.

Convener: Simon Hauri
Note Keeper: Joanna Goldstein

Participants:
Linda Stevenson, Aaron Jennifer Greenfield, Peter Horzum, Damiara Davis, Rebecca Stein, Chester Vanden, Phil Poe, Chris Whitaker

DO NOT WRITE ON THE BACK—USE AN ADDITIONAL SHEET IF NECESSARY
DISCUSSION TOPIC: Computer / IT

Key discussion points:

- Laptop policy - instruction - guidance → providing educators, instruction to students and not throwing them into technology and laptop use without any guidance.
- Don't focus on consuming technology only — teach coding.
- Don't have the kids be Guinea pigs for technology.

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

1️⃣ Concerns about how computers are being used
   - Loss of parental control. (Recommend Web Watcher or other application)
   - Inconsistent and ineffective use in classroom
     - Technology replacing education (First in Math)
     - Insufficient oversight during US tests / cheating
   - Computers used at home for homework can create major distractions (Games, Facebook)

Convener: Natalie Gourévich Note Keeper: Mary Broach
Participants: Steve Shetter
Teacher education
- make computer more of an aid in curriculum
  a less of a distraction
- explore development of virtual education
  (either USD or experts producing videos)
- eBoard - encourage standard format (eBoards
  are look different and are used differently)
  give training to use effectively; have "ASSIGNMENTS
  task in each one"

Student Learning
- concern that feedback is missing for students
  on their assignments
- homework and tests done online often mean
  that students don't see incorrect answers; get
  correction - learn from mistakes
- add classes to teach Coding, add coding to
  curriculum, add Keyboarding, app & graphics classes
- add training for students to curriculum around
  responsible laptop use

District
- don't have our kids be guiuce pigo for technology
- have a more integrated plan around
  technology in class, for student use, for teacher use
**LMSD STRATEGIC PLANNING: LISTENING FORUMS (LMHS)**

**DISCUSSION TOPIC:** Sustainability / Climate Change

**Key discussion points:**
- Awareness is key
- Climate
- Carbon
- Water
- Energy
- Food - agriculture - organic food - health

Our messages to the Strategic Planning Steering Committee as you consider the future of LMSD:

- Make the students aware of the problems.
- Show starting points for possible solutions

Convener: Carolin Schellhorn  
Note Keeper: Carolin Schellhorn

Participants: