



REGULAR MONTHLY BOARD MEETING

**March 18, 2008
7:00 P.M.**

Revised March 14, 2008

**Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, Wisconsin**



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Educational Support Center

March 18, 2008

7:00 P.M.

AGENDA-REVISED 3/14/08

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - McKinley Middle School Student is Member of Team Named Finalist in "Hang Tough Video" Contest
 - Kenosha eSchool Student Selected as Delegate for U.S. Senate Youth Program 46th Annual Washington Week
 - Black History Bee Winners
 - Battle of the Books Winners
 - Caroline Haebig Wins Services Learning Award
 - Rina Pignone Named Italian Teacher of the Year in Wisconsin by WisItalia
 - Laura Wieske Receives Award from State of Wisconsin Division of Public Health for Immunization Law Compliance Efforts
 - Four Kenosha Unified Principals Earn Master Educator Licenses
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador(s)
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by the Board of Education
- IX. Remarks by the President
- X. Superintendent's Report
- XI. Consent Agenda
 - A. Consent/Approve Recommendations
Concerning Appointments,
Leaves of Absence,
Retirements and Resignations..... Page 1

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XI. Consent Agenda – Continued

- B. Consent/Approve Minutes of 2/26/08,
3/4/08 and 3/11/08
Special Meetings and
Executive Sessions,
3/4/08 and 3/11/08
Special Meetings and
2/26/08 Regular Meeting Pages 2-16
- C. Consent/Approve Summary of Receipts, Wire
Transfers and Check Registers..... Pages 17-18
- D. Consent/Approve Donations to the District..... Page 19
- E. Consent/Approve Waiver of Policy 1330 - Use
Of School District Facilities Pages 20-22
- F. Consent/Approve Head Start Federal Grant
Request for the 2008-09
School Year Pages 23-26

XII. Old Business

- A. Discussion/Action Proposed Lease Agreement
For KTEC Charter School Pages 27-35
- B. Discussion/Action Information Technology
Literacy Plan 2008-2001 Pages 36-37
(Also See Complete Report)
- C. Discussion/Action SAGE Waiver Request Pages 38-39

XIII. New Business

- A. Discussion/Action Open Enrollment Applicants
For School Year 2008-09 Pages 40-41
- B. Discussion/Action U.S. Department of
Education Carol M White
Physical Education
Program (PEP) Grant..... Pages 42-46

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XIII. New Business – Continued

C. Discussion/Action Approval of Administrative,
Supervisory and Technical
Employee Contracts.....Page 47-48

XIV. Other Business as Permitted by Law
Tentative Schedule of Reports, Events and Legal
Deadlines For School Board (March-April)..... Page 49

XV. Predetermined Time and Date of Adjourned Meeting, If Necessary

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

Human Resources recommendations concerning the following actions:

March 18, 2008

Action	Board Date	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Step / Level	Letter or Contract
Resignation	3/5/08	Service Employee	Champagne	Terry	Facilities	Custodian	2/20/2008	18.87	Resignation		Contract
Resignation	3/5/08	Educ Asst.	Garcia	Gabriel	Lance Middle	Educ. Asst	2/12/2008	11.13	Resignation		Contract
Appointment	3/5/08	AST	Kraeuter	Heather	Business Services	Accountant	03/19/08	60,202.00	New Hire	AST/ 5/3	Contract
Appointment	3/5/08 **	Service Employee	Pillizzi	Jolleen	Food Service	Food Service Helper	3/3/2008	14.58	New Hire		Contract
Appointment	3/5/08 **	Service Employee	Graff	Leo	Tremper High	Custodian	3/19/2008	16.78	New Hire		Contract

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 26, 2008

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 26, 2008, in the Teachers' Lounge at Frank Elementary School. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:08 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Reviewing Findings/Order of Independent Hearing Officer; Personnel: Employment Relationship; Personnel: Problems; Personnel: Position Assignments; and Property: Lease/Rental.

Mr. Englund moved that this executive session be held. Mr. Olson seconded the motion.

Roll call vote. Ayes: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Noes: None. Unanimously approved.

1. Personnel: Employment Relationship; Problems; and Position Assignments

Mrs. Glass arrived at 6:09 P.M. and gave an update on secretary negotiations. A discussion followed.

Mrs. Glass provided Board members with an update on several personnel issues.

Mrs. Glass presented an injury claim. All Board members were in agreement to disallow the claim.

Mrs. Glass was excused at 6:25 P.M.

2. Review Findings/Orders by the Independent Hearing Officer

Mrs. Lauer arrived at 6:26 P.M. and provided Board members with information regarding one expulsion.

Dr. Mangi and Mrs. Lauer were excused at 6:40 P.M.

Mr. Olson moved to concur with the recommendation of the hearing officer with respect to the expulsion. Mr. Hujik seconded the motion. Motion carried. Mrs. P. Stevens dissenting.

Dr. Mangi returned to the meeting at 6:42 P.M.

3. Lease/Rental

Mr. Finnemore arrived at 6:43 P.M. and provided Board members with information relating to property leases. A brief discussion followed.

Mr. Finnemore was excused at 6:52 P.M.

4. Personnel: Employment Relationship and Position Assignments

Mr. Fountain gave an update on the pending Superintendent search.

Meeting adjourned at 6:57 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 26, 2008

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 26, 2008, at 7:00 P.M. in the gymnasium at Frank Elementary School. Mr. Fountain, President, presided.

The meeting was called to order at 7:02 P.M. with the following Board members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, and Mr. Fountain. Dr. Mangi was also present. Mr. Ostman arrived later.

Mr. Fountain, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District No. 1. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Mr. Ostman arrived at 7:04 P.M.

Dr. Mangi presented the following awards: McKinley Middle School Team Finalist in Hang Tough Video Contest, Harvey Student Earns Perfect Score on National Test, Outstanding Young Director Award, Principals Earn Master Educator Licenses, and Certificate of Appreciation to Thomas D. Reiherzer.

A presentation was given by Frank Elementary students.

There were no Administrative or Supervisory Appointments.

Dr. Mangi introduced the Student Ambassador, Madison Chestnut, from Harborside Academy and she made her comments.

There was no Legislative Report.

Views and comments were expressed by members of the public and Board members made their responses and/or comments.

Dr. Mangi gave his Superintendent's report.

The Board then considered the following Consent-Approve items:

Consent-Approve item XII-A – Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as presented in the agenda.

Consent-Approve item XII-B – Minutes of 1/14/08, 1/16/08, 1/17/08, 1/22/08, 2/11/08, 2/12/08 and 2/16/08 Special Meetings and Executive Sessions and 1/22/08 Regular Meeting as presented in the agenda.

Consent-Approve item XII-C – Summary of Receipts, Wire Transfers and Check Registers submitted by Mr. William L. Johnston, Executive Director of Business; Ms. Eileen Coss, Accounting Manager; and Dr. Mangi and excerpts follow:

“It is recommended that receipt numbers CR029651 through CR030054 that total \$367,575.04 be approved.

Check numbers 406306 through 408047 totaling \$8,200,878.72 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated January 3, 16, 17, 22, 30, and 31, 2008 totaling \$3,912,911.36 to US Bank of Milwaukee dated January 15, and 30, 2008 totaling \$557,412.13 and to the Wisconsin Retirement System dated January 31, 2008 totaling \$1,209,098.87 be approved.”

Consent-Approve item XII-D – Donations to the District as presented in the agenda.

Consent-Approve item XII-E – Wisconsin Department of Public Instruction Alcohol and Other Drug Abuse Program Grant submitted by Ms. Patricia Demos, Community School Relations Manager; Mr. Joseph Kucak, Coordinator of Student Support; Ms. Kathryn Lauer, Director of Special Education; and Dr. Mangi, excerpts follows:

“School Board approval is requested to submit and implement a three-year Alcohol and Other Drug Abuse Program for the 2008-2011 school years. The District has applied and received funding in this area since 1990. This grant is available to districts to strengthen alcohol and other drug abuse and prevention programs. The grant is developed around the framework of Search Institute’s Forty Developmental Assets that complement the District’s Lifelong Learning Standard and directly correlates with Strategies I, IV, V, and VII of the Strategic Plan.

The goal of the grant proposal is to strengthen and expand the District’s current alcohol, tobacco, and other drug abuse (ATODA) and violence prevention program. The grant emphasis includes middle school prevention education and transition, transition into high school, parent education, student peer programs, and AOD staff core issues training.

At its February 2008 meeting, the Curriculum/Program Committee voted to forward this grant to the full Board. Administration recommends that the Board approve the request to submit and implement the Alcohol and Other Drug Abuse State Program Grant for the 2008-2011 school years.”

Mr. Olson moved to approve the consent agenda as presented. Mrs. P. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the Strategy 1: Communication Protocols submitted by Mr. Brian Edwards, Mahone Middle School Principal/Co-chair Strategy I; Ms. Demos; and Dr. Mangi, excerpts follow:

“In December 2006, Family Friendly Schools, under the direction of Dr. Steve Constantino, conducted a communication audit. Approximately 675 participants engaged in 70+ focus groups. The groups were comprised of district staff, community members, and representation from healthcare, post secondary, non-profits, business, clergy, and law enforcement. Key findings and recommendations from the communication audit assisted the Implementation Team in developing communication protocols. District personnel also provided input into the development of the internal communication protocols. Samples of communication protocols were researched and reviewed from format and content.

The Superintendent of Schools will notify all District employees of the expected communication standards and required skills upon approval of the Board of Education in the spring of 2008. The Implementation Team members will be available to assist individual schools and District departments to develop a plan to implement the District communication standards by February 2009.

At its January 22, 2008 meeting, the PR/Goals/Legislative Standing Committee reviewed the protocols and it was suggested that verbiage from the Student Enrollment Form regarding notice and release for use of student work and class projects on the television/Internet be included in the protocols (see Protocols L:1.a-c) and there was no objection. The Committee moved to forward the Communication Protocols to the full Board of Education at its February 26, 2008 meeting. Administration recommends that the Board approve implementation of the Communication Protocols as presented.”

Mr. Olson moved to implement the Communication Protocols as presented. Mrs. P. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the LakeView Technology Academy Request to Pilot AP Calculus A/B and AP Physics C as Year-Long Offerings submitted by Mr. William Hittman, Principal of LakeView Technology Academy; Dr. Edie Holcomb, Executive Director of Curriculum and Instructional Services; and Dr. Mangi, excerpts follow:

“Permission is requested to pilot the College Board endorsed approach to AP Calculus A/B and AP Physics C courses at Lakeview Technology Academy during the 2008-2009 school year. The College Board encourages the teaching of AP Calculus A/B and AP Physics C back-to-back so one can reinforce the other. These are stand-alone courses but strengthen understanding by being taught together. The College Board supports this approach and recommends that both courses be taught every day. Each of these AP courses would be granted two credits, total of four credits possible.

At its February 12, 2008, meeting, the Curriculum/Program Committee approved this request to be forwarded to the full board for approval to offer the pilot of AP Calculus A/B and AP Physics C as two-credit yearlong courses at LakeView Technology Academy during the 2008-2009 school year.”

Mr. Hujik moved to approve LakeView Technology Academy's Request to Pilot AP Calculus A/B and AP Physics as Year-Long Offerings. Mr. Olson seconded the motion. Unanimously approved.

Dr. Mangi presented the 2007 Summer School Report and 2008 Summer School Recommendations submitted by Mr. Joseph Banaszynski, 2007 Summer School Coordinator, Mr. Milton Thompson, Director of Title I, P-5, Bilingual and Summer School; and Dr. Mangi, excerpts follow:

"This report contains the following information regarding the 2007 summer school program: Proposed changes to the summer school program for 2007-2008, review of the District Regional Site Partner-School Plan, background and program overview regarding the implementation of and expectations for the 2007 summer school program, a summary of the 2007 summer school program offerings and enrollment, findings from the elementary and middle school extended year Reading and Math programs, findings from the high schools and other course offerings, review of recommendations from 2006 to be implemented during the 2007 summer school program, budget impact of the 2007 summer school program and recommendations for the 2008 Summer School program.

At this time a committee has been formed to review how to best-fit summer school offerings into the overall District strategic plan. In line with the committees work are the following recommendations.

It is recommended that the Early Start Program that was piloted for 8th grade students going to 9th grade continue and reside at Bradford, Tremper and ITA.

It is recommended that identification criteria include measures of academic success along with the WKCE in order to indicate critical summer school attendance.

It is recommended that the school district's curriculum be utilized in reading and math during the Summer School program. Exceptions noted for schools that utilize another reading program from September – June.

It is recommended that the Middle Schools return to specific school sites in order to implement the Forward Progress program for 5th grade students going to 6th grade begin the summer of 2007-2008.

It is recommended that at the Elementary and Middle School Levels a different configuration of the Summer School schedule that creates 2 – 3 week sessions is utilized that works with families, students and teachers to insure larger cooperation in the Summer School program.

It is recommended that 70% of the estimated Summer School staff hiring process begin in March of each year in order to facilitate greater participation by current KUSD teachers, especially special education teachers, insuring that there are sufficient special education teachers at each level.

At its February 12, 2008 meetings the Curriculum/Program and Audit/Budget/Finance Committees voted to forward the 2007 Summer School Report and 2008 Summer School Recommendations to the full Board for approval at its February 26, 2008 regular meeting. Administration recommends that the Board approve the 2008 summer school recommendations contained in the report.”

Mr. Olson moved to approve the 2008 summer school recommendations as contained in the report. Mr. Hujik seconded the motion. Motion carried. Mrs. P. Stevens and Mrs. R. Stevens dissenting.

Dr. Mangi presented the 2008-09 Preliminary Staffing Allocations submitted by Ms. Sheronda Glass, Executive Director of Human Resources and Dr. Mangi, excerpts follow:

“In the past, Administration suggested using modified staffing ratios to help balance the 2007-08 budget and to create the FTE recommendations for the 2007-08 school year. Given the changing nature of our District and the numerous staffing issues we are faced with each year, it was felt that our current staffing policies and practices (ratios) might not be the most effective and efficient way to meet our staffing needs. It was suggested that our staffing procedures be reviewed and that we look beyond sheer numbers. To this end, Human Resources met with a representative group of principals and administrators to discuss staffing concerns.

In addition to the numbers it was suggested that we take a look at need, i.e., AYP schools, special education population, school programs, etc. Based on the information obtained, Administration would like the opportunity to work with principals to help define staffing needs at each individual school, redefine staffing ratios while working within a specified number of FTE’s. This also will provide us with the flexibility of meeting unexpected staffing needs.

Preliminary enrollment projections as presented by the Office of Educational Accountability suggest a district-wide increase of 234 students from the Third Friday count for the SY 2007-08. Based on the above, Administration requests a total of 5 FTE to meet 2008-09 District-wide staffing needs.

In accordance with previous years, Special Education is provided additional staffing at a ratio of 15:1 students per FTE. This 15:1 is used based on the assumption that the current special education identification rate of approximately 13% of special education to regular education will be reflected in the new students who enroll in the District. Based on the projected increase of 24 students, two additional (2.0) FTE is being recommended.

In the past, the district has not provided a ratio for these positions as staffing continued to be a part of the district allocation for teaching staff at the elementary and middle levels. In order to support a well-designed student support infrastructure, most professional organizations and state guidelines recommend a 250:1 student to staffing level. The current K-5 ratio is 339:1. Given the projected K-5 student enrollment increases, administration is recommending two (2) additional FTEs be provided at the K-5 level, thus providing an elementary staffing ratio of 318:1.

Enrollment projections for the Bilingual/ESL programs have been created and are included as part of the recommended allocations. Administration is using the assumption of 12% of new students enrolling in the District will be enrolled in the Bilingual program and another 5% in ESL. Based on this information, administration recommends a staffing ratio of 15:1 for the Bilingual program and 45:1 for the ESL program. Therefore, two (2) additional FTE are being recommended for these programs.

At its February 12, 2008 meeting, the Personnel/Policy and Audit/Budget/Finance Committees reviewed the 2008-09 Preliminary Staffing Projections and moved to forward the recommended staffing allocation to the full Board for consideration. In addition, the Audit/Budget/Finance Committee recommended that the 18 FTEs be classified under "requested" budget assumptions as opposed to "required" budget assumptions.

Administration recommends that the Board approve a district-wide staffing increase of 18 FTE, based on the preliminary staffing ratios and the preliminary instructional staffing allocations, which is subject to change based on review of staffing patterns, i.e. enrollment shifts. These FTE's will be divided as follows: Five (5) for elementary, six (6) for support staff and seven (7) for high school and other district staffing."

Mr. Hujik moved to accept the 2008-09 Preliminary Staffing Allocations with the provision that the recommended 18 FTE's be classified under "requested" budget assumptions as opposed to "required" budget assumptions. Mrs. P. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the 2008-09 Budget Development submitted by Mr. Tarik Hamdan, Financial and Budget Analyst; Mr. William Johnston, Executive Director of Business; and Dr. Mangi, excerpts follow:

"The Kenosha Unified School District (KUSD) budget is in the preliminary stages of development by Administration based on Board Policy 3100, Annual Operating Budget. Over the past seven (7) years, the District has used a systematic and timely approach to Budget Development and Review. Last month, Administration presented a revised budget calendar to the Board that delineated the modified budget process that will be used this year (Attachment A).

The development of the 2008-2009 budget began in December with the calculation of projected enrollment for next year (234 more students) and a request for new budget needs that are not already contained in the current year budget. The preliminary enrollment projections compiled by the Office of Educational Accountability were reviewed and accepted by the Board of Education at the January Committee and Regular meetings.

The next step was to calculate contractual budgetary increases for both existing staff, other contractual commitments and identify additional staffing needs based on the increase in enrollment. The preliminary instructional and classroom support staffing

recommendations were developed and presented to the Committees earlier this month and are contained elsewhere in this the agenda.

On February 12, 2008, the Audit, Budget and Finance Committee also reviewed the 2008-2009 Staffing Projections and recommended that the staffing projections be forwarded to the full Board with the 18 requested positions classified as Requested Budget Assumptions. As budget dollars become available, these positions would be considered for the Required Assumptions category.

Administration requests that the Board of Education review these budget assumptions and then accept these preliminary budget assumptions for use as the basis of ongoing budget discussions to be scheduled throughout the spring and early summer.”

Mr. Olson moved to accept the preliminary budget assumptions for use as the basis of ongoing budget discussion to be scheduled throughout the spring and early summer. Mrs. P. Stevens seconded the motion. Motion carried. Mr. Englund dissenting.

Dr. Mangi presented the Savings from the 2005 Referendum Projects submitted by Mr. Patrick Finnemore, Director of Facilities, and Dr. Mangi, excerpts follow:

“The voters of Kenosha Unified School District approved \$21,915,000 in projects as part of a November 2005 building referendum. Those projects included the construction of the new Charles Nash Elementary School, an addition to the Prairie Lane Elementary School, and physical education and athletic additions to Bradford and Tremper high schools. All of the projects were completed prior to the current school year on time and on or under budget.

At their February 12, 2008 meeting, the Planning, Facilities, and Equipment Committee voted unanimously to recommend that the School Board return the \$100,000 of unspent referendum funds back to the taxpayers of our community. This will be accomplished by not taxing the full amount of the 2008-2009 debt service repayment approved as part of the referendum.

This is the second straight referendum that the projects came in under budget and the Board returned the unspent funds back to the taxpayers. A similar decision was approved by the Board for the November 2000 referendum that authorized the construction of the Mary Lou Mahone Middle School and the Edward Bain School of Language and Art in the amount of \$423,000.

Administration recommends Board approval to return \$100,000 of unspent funds from the 2005 referendum back to the taxpayers.”

Mr. Hujik moved for approval to return \$100,000 of unspent funds from the 2005 referendum back to the taxpayers. Mrs. P. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the Classification, Compensation and Personnel Policy for Non-Represented, Non-Supervisory, Miscellaneous Employees submitted by Ms. Glass and Dr. Mangi, excerpts follow:

“Approval from the Board of Education is requested for proposed changes to the Classification, Compensation and Personnel Policy for Non-Represented, Non-Supervisory, “Miscellaneous” Employee Agreement.

It is the recommendation of the Administration that the Board approve the above proposed changes to the Classification, Compensation and Personnel Policy for Non-Represented, Non-Supervisory, “Miscellaneous” Employee Agreement.”

Mr. Hujik moved to approve the changes to the Classification, Compensation and Personnel Policy for Non-Represented, Non-Supervisory, “Miscellaneous” Employee Agreement. Mr. Olson seconded the motion. Unanimously approved.

Meeting adjourned at 8:42 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MARCH 4, 2008

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 4, 2008, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:03 P.M. with the following members present: Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, and Mr. Fountain. Dr. Mangi was also present. Mr. Englund and Mr. Ostman arrived later.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation; Personnel: Employment Relationship; Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; Property: Purchase; and Property: Lease/Rental.

Mr. Olson moved that this executive session be held. Mrs. P. Stevens seconded the motion.

Roll call vote. Ayes: Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, and Mr. Fountain. Noes: None. Unanimously approved.

Mrs. R. Stevens moved to adjourn to executive session. Mrs. P. Stevens seconded the motion. Unanimously approved.

1. Litigation

Dr. Mangi presented an injury claim.

Mrs. P. Stevens moved to disallow the claim. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Mangi presented information regarding a grievance mediation.

Mr. Ostman arrived at 5:06 P.M. and Mr. Englund arrived at 5:08 P.M.

2. Personnel: Employment Relationship; Problems; and Position Assignments

There was discussion regarding the pending Superintendent search. Consensus was reached among Board members to bring forward two finalists for further consideration.

3. Collective Bargaining

There was discussion regarding Interpreter and Secretarial negotiations.

4. Lease/Rental

Mr. Olson provided Board members with information relating to a property lease.

Meeting adjourned at 5:51 P.M.

Kathleen DeLabio
Executive Assistant to Superintendent

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MARCH 4, 2008

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 4, 2008, in the Board Room at the Educational Support Center. The purpose of this meeting was for discussion/action regarding Expansion of Pre-School Options.

The meeting was called to order at 7:18 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Ms. Kathy Lauer, Director of Special Education, Ms. Belinda Grantham, Head Start Administrator, Ms. Pamela Black, Interim Coordinator of Special Education, and Ms. Kim Kurklis, EC Program Support Teacher, presented a report and gave a Power Point presentation to Board members relating to expansion of Early Childhood options. A discussion followed.

At the suggestion of Dr. Mangi, there was agreement to invite representatives from the Department of Public Instruction to Kenosha to discuss a waiver request to phase in implementation over a three year period.

There was discussion regarding relocation of the EC units at EBSOLA and Lincoln Elementary for the 2008/09 school year.

Meeting adjourned at 8:09 P.M.

Kathleen DeLabio
Executive Assistant to Superintendent

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MARCH 11, 2008

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 11, 2008, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:36 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, and Mr. Fountain. Mr. Ostman arrived later.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship; Personnel: Problems; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts.

Mr. Olson moved that this executive session be held. Mrs. R. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, and Mr. Fountain. Noes: None. Unanimously approved.

Personnel: Employment Relationship; Problems; Position Assignments and Compensation and/or Contracts

Mr. Ostman arrived at 5:40 P.M.

Board members discussed the status of the pending Superintendent search.

Mrs. Glass and Dr. Mangi arrived at 5:50 P.M. and an update was given regarding interpreter negotiations.

Mrs. Glass provided Board members with an update on two personnel issues.

Meeting adjourned at 6:09 P.M.

These minutes were produced from notes taken by Mr. Hujik.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MARCH 11, 2008

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 11, 2008, in the Board Room at the Educational Support Center. The purpose of this meeting was for discussion/action regarding Expansion of Four-Year-Old Kindergarten and Pre-School Options.

The meeting was called to order at 6:12 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Dr. Mangi distributed and presented a letter from the State of Wisconsin Department of Public Instruction listing program requirements for four-year-old kindergarten. A discussion followed.

Mr. William Johnston, Executive Director of Business, distributed and presented financial implications and projections relating to full implementation of four-year-old kindergarten. A discussion followed.

Mr. Olson moved to continue the existing four-year-old kindergarten as is and to not expand it for the 2008-2009 school year. Mrs. P. Stevens seconded the motion. Motion carried. Mr. Englund dissenting.

Board members expressed their desires to have more information regarding space currently available, space that would be needed, transportation costs and statistics relating to eligible vs. enrolled students at other districts around the state which have already implemented the program in order to further consider full implementation of four-year-old kindergarten.

Meeting adjourned at 7:15 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipts, Wire Transfers, and Check Registers
March 18, 2008

	From	To	Date	Amount
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Receipts:

Total Receipts	CR030054	CR030706	2/1/2008-2/29/2008	\$ 599,058.98
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		February 14, 2008	1,212,338.09
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		February 19, 2008	117,936.37
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		February 28, 2008	1,273,518.32
US Bank of Milwaukee <i>(for state payroll taxes)</i>		February 15, 2008	529,730.58
US Bank of Milwaukee <i>(for state payroll taxes)</i>		February 27, 2008	1,574.00
US Bank of Milwaukee <i>(for state payroll taxes)</i>		February 28, 2008	273,787.39
Wisconsin Retirement System		February 29, 2008	1,547,217.16
Total Outgoing Wire Transfers			\$ 4,956,101.91

Check Registers:

General	408048	408080	February 4, 2008	11,688.73
General	408081	408082	February 5, 2008	8,881.08
General	408083	408294	February 8, 2008	169,098.45
General	408295	408306	February 13, 2008	479,679.30
General	408307	408326	February 15, 2008	4,012.42
General	408327	408833	February 15, 2008	4,275,570.47
General	408834	408840	February 20, 2008	9,575.74
General	408841	409081	February 22, 2008	197,193.88
General	409082	409088	February 26, 2008	12,606.61
General	409089	409100	February 27, 2008	94,403.94
General	409101	409121	February 29, 2008	4,601.02
General	409122	409687	February 29, 2008	2,170,991.68

Total Check Registers				\$ 7,438,303.32
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Administrative Recommendation

It is recommended that receipt numbers CR030054 through CR030706 that total \$599,058.98 be approved.

Check numbers 408048 through 409687 totaling \$7,438,303.32 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated February 14, 19, and 28, 2008 totaling \$2,603,792.78 to US Bank of Milwaukee dated February 15, 27, and 28, 2008 totaling \$805,091.97 and to the Wisconsin Retirement System dated February 29, 2008 totaling \$1,547,217.16 be approved.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

William L. Johnston, CPA
Executive Director of Business

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 18, 2008

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Hewitt Associates donated \$500.00 to the Kenosha Military Academy.
2. Horizon Milling LLC donated \$250.00 to Stocker Elementary School.
3. Jane Cremer Foundation donated \$50.00 to Bradford's Finest Dance Group and \$25.00 to the SISTAS group.
4. An anonymous donation of uncirculated collector coins was made to first grade students at Wilson Elementary School. The value of the coins is unknown.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 3280, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Joseph T. Mangi
Interim Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 18, 2008

WAIVER OF POLICY 1330
USE OF SCHOOL DISTRICT FACILITIES

The League of United Latin American Citizens (LULAC) is requesting a waiver of rental fees for use of District facilities. Specifically, they are requesting a waiver of fees for use of the EBSOLA on Saturday, May 17, 2008 for the LULAC Annual State Convention hosted by LULAC Council 320. Gym, cafeteria and classroom rental charges for seven hours as well as the \$20 permit processing fee total \$791.00. Custodial overtime would be charged at a rate of \$36.92 for nine hours totaling \$331.28.

Board Policy 1330.2, Charges for Use of School District Facilities defines requirements for outside groups to use school district facilities. Specifically, Policy 1330.2 states that, "...the Board retains the right to waive or adjust any fees associated with use of District facilities."

RECOMMENDATIONS

At its March 4, 2008 meeting, the Audit/Budget/Finance Committee voted to forward to the Board a recommendation for approval of the waiver request with the stipulation that custodial overtime, the \$20 permit fee and the \$100 refundable clean-up deposit be paid by the organization. Administration recommends that the Board approve the recommendation of the Audit/Budget/Finance Standing Committee for a waiver of rental fees in the amount of \$791.00 for LULAC's use of EBSOLA on May 17, 2008.

Dr. Joseph Mangi
Interim Superintendent of Schools



League of United Latin American Citizens
Council 320 (Racine/Kenosha)

February 1, 2008

Dr. Joseph Mangi, Interim Superintendent
Kenosha Unified School District
3600 52nd Street
Kenosha, WI 53140

Dr. Mangi:

The League of Latin American Citizens (LULAC) Council 320 is planning on hosting the Annual State Convention for LULAC-Wisconsin in 2008. The event is scheduled for Saturday, May 17th.

Council 320 would like to have the event at the Edward Bain School of Language and Arts (EBSOLA). We feel that it would be the perfect location to hold the event because it is the home of the District's Dual Language program. I have spoken briefly with the principal, Scott Kennow, about hosting. He is excited by the idea and feels that it would be a great opportunity to showcase EBSOLA and the District's Language programs.

Council 320 is asking your assistance in securing the use of the building for the event. Since the Council and LULAC-Wisconsin are community-oriented groups with limited resources, we are also asking your assistance in having the fees for the use of the facilities waived by the District.

Per previous email conversations between myself and Kathy DeLabio, the following are the estimated costs and fees expected for use of the building for our event:

The Superintendent would request that the board waive all rental fees in the amount of \$771.00. However, LULAC would be responsible for the \$20 permit processing fee and the \$331.38 for 9 hours of custodial time.

Permit Processing Fee	20.00
Gym Rental: \$39.00/hr. x 7 hrs. =	\$ 273.00.*
Cafeteria Rental: \$44.00/hr. x 7 hrs. =	\$ 308.00.*
Classroom Rental: \$38.00/day x 5 classrooms x 1 day =	\$ 190.00.*
Saturday Custodial Fee: \$36.82 x 9 hrs. =	\$ 331.38
(fee includes min. of 1 hr. before and after event)	

ESTIMATED TOTAL : \$1,122.38

*waiver would be requested

Our Council will be submitting the required permit and \$20.00 in the coming week.

We hope that the item will be put on the appropriate Committee Agenda in February with Board action to confirm at its February meeting.

If you have any questions, please contact me at 262-705-7632 or 705-9514. We look forward to working with EBSOLA and the KUSD to make this a special event.

Respectfully,

Jeffery Cassity
President, LULAC Council 320

“Advancing the economic condition, educational attainment, political influence, health, and civil rights of Hispanic Americans”
LULAC Council 320 (Racine/Kenosha) PO Box 1892 Kenosha, WI 53141-1892 262-705-7632 or 705-9514

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 18, 2008

HEAD START FEDERAL GRANT REQUEST FOR THE 2008-09 SCHOOL YEAR

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2008-09 school year. The funding for this grant is \$1,905,654. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Child Development Program.

Grant Title

Federal Head Start Grant

Funding Source

U.S Department of Health and Human Services
Administration for Children and Families

Grant Time Period

July 1, 2008 to June 30, 2009

Purpose

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children that will be three or four years of age on or before September 1, 2008. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

330 Eligible Head Start Students

Relationship to District Strategic Plan and Goals

The Head Start program goals directly correlate to the District's objectives to have:

- All students meet or exceed the District and state identified proficiency levels for performance in reading, math, science and social studies by 2010.
- All students participate in meaningful service projects annually.
- All students consistently demonstrate respectful and responsible behavior within our diverse school community.
- All students will meet our requirements for graduation.

The District's Pre-School Standards and Benchmarks and the Head Start Performance Standards serve as a framework for all Head Start programming. By working with the children early in their lives, we have an opportunity to imprint the value of education on the child and his/her family. A positive value of education will impact the District objectives.

Fiscal Impact

See attached Fiscal Impact statement.

Changes in Program Services

The amount of the Federal Grant award increased by 1.5% for the 2008-09 school year. This increase will not match the increase in the cost of living. However, the 1.5% increase will allow us to maintain our current program and add a .4 clerical educational assistant. This will be the first time in six years that the program has not had to make cuts to balance the budget.

Evaluation Plan

- The Head Start program meets a community need for the services that it provides. This will be evident through the maintenance of a Head Start waiting list of families that qualify for the program.
- Achievement of the 2008-09 KUSD Pre-school Strategic Plan goals.
- Student outcomes to be monitored in the eight outcome areas required by Head Start for each individual child and the growth of the child will be reported to parents/guardians three times during the school year.
- Semi-annual Program Report to the Policy Council and School Board.
- Semi-annual Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.

Staff Person in Charge of Program

Belinda Grantham, Head Start Administrator

Staff Persons involved in preparation of the grant application:

Melissa Calliari, Policy Council President

Lynda Dower, Family & Community Coordinator

Kim Kurklis, Disabilities Coordinator

Yolanda Nava, Policy Council Vice-President

Kathleen O'Neill, Education Coordinator

Jodee Rizzitano, Health Coordinator

Administrative Recommendation

At its March 4, 2008, meeting, the Curriculum/Program Committee voted to forward the 2008-09 Federal Head Start Grant Request to the School Board for approval to submit and implement for the 2008-09 school year. Administration recommends that the Board approve the recommendation as stated.

Joseph Mangi

Interim Superintendent of Schools

Kathleen Barca

Executive Director of School Leadership

Belinda Grantham

Head Start Administrator

Fiscal, Facilities and Personnel Impact Statement

Title: Head Start Federal Grant Request **Budget Year:** 2008-2009

Department: Head Start **Budget Manager:** Belinda Grantham

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2008-09 school year. The funding for this grant is \$1,905,654. It is designed to fund the operating costs of the Kenosha Unified School District Head Start Child Development Program.

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the academic social/emotional and health needs of low-income three and four year old children and their families. Children who qualify must reside within the boundaries of KUSD. Providing these children a base of strong academic skills, self esteem, and a love of learning will lead to stronger attendance, academic performance and higher graduation rates.

IMPACT

This Head Start grant provides:

- Funding for staffing (teachers and educational assistants) to serve 330 children within the guidelines of the Head Start Performance Standards.
- Funding for support staff (family service providers, coordinators, director) for families of Head Start children as specified in the Head Start Performance Standards.
- Funding for the lease of the Cesar Chavez Learning Station.
- \$26,690 of this grant is marked for Training/Technical Assistance as per requirement of the Federal Head Start grant.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$982,299.00
200's	Fringes	\$628,144.00
300's	Purchased Services	\$46,700.00
400's	Non-Capital Objects	\$12,466.00
500's	Capital Objects	\$168,775.00
900's	Dues/Fees	\$67,270.00
TOTAL		\$1,905,654.00

This is a ☐ one-time or a ☒ recurring expenditure

FUNDING SOURCES
Select Funding Sources:

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 18, 2008

PROPOSED LEASE AGREEMENT FOR KTEC CHARTER SCHOOL

Background:

The KTEC charter school has been housed with Harborside Academy at the former St. George School facility for its first year of operation this school year. The plan for the second year of operation for KTEC is to move to a new, and hopefully permanent, location to allow for enrollment growth at both KTEC and Harborside. Over the past year and a half, a variety of locations were contemplated, one of which was Lincoln Elementary School. As part of the acquisition of the site for the new Brass Community School, the City of Kenosha will acquire Lincoln Elementary from KUSD after the current school year. A copy of the Sale Agreement between KUSD and City is provided as an attachment to this report. Therefore, for KTEC to use Lincoln Elementary a lease agreement is needed between the City and KUSD. Negotiations between representatives of KUSD and the City have resulted in a tentative agreement pending approval by the KUSD Electors and School Board and the City Common Council.

The proposed agreement would allow for exclusive use of the facility by KUSD in exchange for \$30,000 per year. The funding for the lease would come from the KTEC charter school budget. In addition to the lease payment, KUSD (KTEC) would be responsible for all utility payments and all maintenance and custodial operations. The lease payment equates to under \$1.00 per square foot, so it is a very economical lease.

In addition, the City has asked KUSD to look at possibly making spots at KTEC available to students who live in the Lincoln neighborhood. The details of this have not been finalized and need to be evaluated versus the KTEC charter, the State Statutes which govern charter schools, and District policies. There are currently several students in this neighborhood attending KTEC and others that have enrolled there for the coming year, so this desire may already be satisfied. This issue will be pursued further as part of the draft lease agreement development and will be presented to the Board when the draft lease agreement and modifications to the KTEC charter are brought before the Board.

The first step in the process to formalize an agreement is for School Board approval of this tentative agreement this evening. If approval is given, the next step would be for City and KUSD staff to draft a lease agreement that would be brought before the Electors, School Board and Common Council for approval. The KTEC charter will also need to be revised and approved by the School Board to reflect the new location of the school. The revised charter would be brought to the same Board meeting as the lease agreement for approval.

On a parallel path to the development, review and approval of a lease, the KTEC staff will be meeting with their parents to communicate their proposed new location understanding that it is pending Board and Elector approval. In addition, Facilities Department staff will work with the KTEC principal to develop a long-term major maintenance plan for Lincoln Elementary based on project need and available funding from the KTEC budget. This plan is also important to the City as owner of the building and will be shared with the City.

Administration Recommendation:

Administration recommends Board approval of the tentative agreement negotiated between the City and KUSD for the use of Lincoln Elementary School for the KTEC charter school pending final approval of a formal lease by the KUSD Electors and School Board along with the City Common Council.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Mr. Patrick M. Finnemore, P.E.
Director of Facilities

Dr. Angela M. Andersson
KTEC Principal

COPY

OFFER OF SALE AGREEMENT
LINCOLN ELEMENTARY SCHOOL

This Offer of Sale Agreement (this "**OFFER**") is effective as of the date of last execution of the parties. Subject to the provisions of this Offer, **KENOSHA UNIFIED SCHOOL DISTRICT, NO. 1**, a common school district, "**SELLER**", hereby offers and agrees to sell and convey to **THE CITY OF KENOSHA, WISCONSIN**, a Wisconsin municipal corporation, "**BUYER**", one (1) parcel of real estate commonly known as the Lincoln Elementary School property, located on 6811 - 18th Avenue, in the City of Kenosha, County of Kenosha, Wisconsin, (hereinafter "**PROPERTY**", described in Exhibit "A" (map) and Exhibit "B" (legal description) attached hereto.

The consideration for the purchase of **PROPERTY** shall be One (\$1.00) Dollar, to be paid by **BUYER** to **SELLER** at Closing, and the fifty (50) year Lease of Simmons Field by and between the Board of Park Commissioners of the City of Kenosha, Wisconsin, and **SELLER** (the "Lease").

TIME IS OF THE ESSENCE TO: LEGAL POSSESSION, OCCUPANCY, DATE OF CLOSING, AND ALL OTHER DATES INCLUDED HEREIN.

The Offer must be executed by the **SELLER** on or before October 10, 2006.

This Offer must be accepted by the **SELLER** through the City of Kenosha Common Council on or before October 18, 2006, verified by the mailing of a notice (including a fully executed original of this Offer) by certified mail, receipt requested, or by commercial delivery service, to **SELLER**, in care of its Superintendent at 3600 - 52nd Street, Kenosha, Wisconsin, or by personal delivery of the notice on or before October 23, 2006. The "Date of Acceptance" under this Offer shall be the date **BUYER** gives notice of acceptance (including a fully executed original of this Offer).

This transaction is to be closed at Landmark Title Company, 3501 - 30th Avenue, Kenosha, Wisconsin, at such time as may be agreed to by **BUYER** and **SELLER**, on or before December 31, 2008. **BUYER** will take title and occupancy upon Closing.

SELLER shall, at Closing, convey the **PROPERTY** by Warranty Deed, with a good and marketable title in fee simple, together with all improvements and appurtenances hereto belonging, free and clear of all liens, taxes and special assessments inchoate or otherwise, leases and encumbrances of any kind, except recorded easements and recorded restrictions and other recorded documents, covenants and restrictions, if any, running with the land, municipal and Zoning Ordinances and agreements entered under them, rights of the public in roadways, and matters that would be disclosed by an accurate survey, together with all **SELLER'S** rights, title and interest in and to any streets or alleys adjacent to or abutting thereon, if any.

This **PROPERTY** is not homestead property.

SELLER has made no representation with respect to the quality or condition of the **PROPERTY**. This **PROPERTY** is being sold and will be delivered in its "AS IS", "WHERE

IS" condition, subject to all faults, environmental or otherwise, including both latent and patent defects, and any Hazardous Materials on, under or about the **PROPERTY**, known or unknown to **BUYER** or **SELLER** at the time of Closing, without warranty of any kind. **BUYER** hereby waives all warranties, express or implied, including any warranty of fitness for a particular purpose. **BUYER** represents and warrants to **SELLER** that **BUYER** has entered into this Offer without relying upon any representation or warranty by **SELLER** as to the condition of **PROPERTY**. As used herein, the term "Hazardous Material" means any hazardous or toxic substance, material or waste, including, without limitation, those substances, materials, and wastes listed in the United States Department of Transportation Hazardous Materials Table (49 CFR 172.101) or by the Environmental Protection Agency as hazardous substances (40 CFR Part 302), as amended, hazardous substances as defined in Section 292.01, Wisconsin Statutes, as amended, and such substances, materials and wastes that are or become regulated under any applicable local, State or Federal law, including, without limitation, petroleum and petroleum byproducts, asbestos and asbestos containing materials, mold, and lead and lead-based paint. The provisions of this paragraph shall survive Closing.

As a part of its purchasing the **PROPERTY** in an "as is, where is, with all faults" condition, **BUYER** forever releases **SELLER** (including, without limitation, **SELLER'S** board members, employees, officers, insurers, successors, heirs, assigns and predecessors in title) from and against any and all claims, demands, liabilities, losses, cleanup costs, damages, costs or expenses, including without limitation, reasonable attorneys' and consultants' fees, known or unknown, contingent or otherwise, arising out of or in any way related to the presence, disposal, migration, discharge, release, or threatened release of any Hazardous Materials on, under, from, about or affecting the **PROPERTY**, whether originating on or off the **PROPERTY**, known or unknown to **BUYER** or **SELLER** as of Closing. The provisions of this paragraph are effective only if the transaction proceeds to Closing, and in that event the provisions of this paragraph shall survive Closing.

SELLER will deliver to **BUYER** an Owner's Title Insurance Commitment within fifteen (15) days of the effective date of this Offer, and copies of all exception documents referenced therein ("Recorded Documents"). **BUYER** may have a survey prepared of the **PROPERTY**. In such event, **BUYER** shall promptly deliver to **SELLER** a copy of such survey as soon as it is prepared.

BUYER'S final acceptance is conditioned upon **BUYER** obtaining a written report from an environmental consultant of **BUYER'S** choice confirming to **BUYER'S** sole satisfaction, that:

1. Any improvements which are a part of the **PROPERTY** and the soils, groundwater and surface waters on, in, under, about and/or affecting the **PROPERTY** do not contain any Hazardous Materials or other environmental or health-threatening materials, including, without limitation, petroleum products, asbestos (whether friable or not), radon, lead and polychlorinated biphenyls (whether contained or not).
2. No underground storage tanks ("UST's") are present on the **PROPERTY**, and UST's which were present did not leak and were removed and disposed of in compliance with all laws, rules and regulations of any governmental authority then or now in effect.
3. The **PROPERTY** is in compliance with all Federal, State and local laws,

rules, regulations, ordinances, codes and orders governing, establishing, limiting or otherwise affecting the presence, use, discharge, storage or disposal of air, water, or other pollutants, process waste water or solid, hazardous and/or toxic substances or environmental-threatening materials.

BUYER'S final acceptance is also conditioned upon **BUYER** satisfaction that the survey and Recorded Documents will not unreasonably interfere with **BUYER'S** intended use of the **PROPERTY**.

In no event shall **BUYER**, prior to Closing, perform physically intrusive testing on the **PROPERTY** (for example: soil borings, groundwater sampling or asbestos sampling) without obtaining **SELLER'S** prior written consent, which consent shall not be unreasonably withheld. **BUYER'S** request for physically intrusive testing shall include a detailed work plan, including a description of the scope, timing, location and purpose of such tests. **BUYER** agrees to assume full responsibility and liability for the **PROPERTY** containerization, removal and disposal of any and all soil cuttings, groundwater development fluids and bailing fluids which result from the activities of **BUYER** or **BUYER'S** employees, agents, consultants or contractors on the **PROPERTY**. **BUYER** shall remove such soil cuttings and groundwater fluids from the **PROPERTY** within forty-five (45) days after the date of the activities that generate such soil cuttings or groundwater fluids. Following completion of any intrusive testing, **BUYER**, at its sole cost, shall promptly close all wells and borings installed by **BUYER** in accordance with all applicable laws and regulations, and restore the **PROPERTY** to substantially the same condition existing prior to entry onto the **PROPERTY**.

BUYER agrees to indemnify, save and defend and hold **SELLER**, its agents, officers, employees and representatives, harmless from and against any and all causes of action, claims, demands, losses, liabilities, judgments, costs and expenses (including, without limitation, reasonable attorney's fees) (collectively "Claims") relating to any injury or death to person or damage to **PROPERTY** resulting from **BUYER'S** investigation activities on the **PROPERTY**; provided, however this indemnity shall not cover any Claims arising out of any conditions existing on the **PROPERTY** as of the Date of Acceptance of this Offer, except to the extent such Claim is exacerbated by the negligent acts or omissions of **BUYER** or **BUYER'S** agents, employees, contractors or subcontractors. Upon **SELLER'S** written request, but not before, **BUYER** shall deliver to **SELLER** copies of all reports, appraisals and surveys in connection with **BUYER'S** investigation of the **PROPERTY**. The provisions of this paragraph shall survive termination of this Offer and Closing.

If **BUYER** does not give **SELLER** written notice within ninety (90) days after the Date of Acceptance of this Offer that the contingencies set forth above have been satisfied or that **BUYER** waives the same, in **BUYER'S** sole discretion, this Offer shall be null and void, except for any obligations of **BUYER** that expressly survive termination of this Offer.

Legal possession and occupancy of **PROPERTY** shall be delivered to **BUYER** at the Closing. The following items shall be prorated at Closing: Real Estate Taxes, rents, water and sewer use charges, garbage pickup and other private and municipal charges. Any income, taxes, or expenses shall accrue to **SELLER** and be prorated through the day prior to Closing.

SELLER will provide **BUYER** an Owner's Policy of Title Insurance ("Owner's Policy") in the amount of Fifty Thousand (\$50,000.00) Dollars. All expenses of the preparation of the deed will be paid by **SELLER**. Examination of title, recording the deed, and the cost of

any endorsements shall be paid by the **BUYER**. If the title of the **SELLER** shall be found to be unmarketable because of monetary lien caused by **SELLER**, but can be made marketable by said **SELLER** after notice of such monetary defects is brought to the attention of the **SELLER**, it shall be the responsibility of the **SELLER**, at **SELLER'S** own expense, to satisfy such **SELLER'S** monetary lien on or prior to Closing. Each party shall pay its own attorneys' fees. **BUYER** shall pay the Closing Fee.

In the event any of the covenants, agreements, terms or provisions contained in this Offer shall be invalid, illegal or unenforceable in any respect, the validity of the remaining covenants, agreements, terms and provisions contained herein shall not in any way be affected, prejudiced or disturbed thereby. Any failure by either party hereto to enforce one or more of the terms or conditions of this Offer shall not constitute a waiver of such terms or conditions or of either party's right to thereafter enforce this Offer.

This Offer fully expresses the entire understanding of **BUYER** and **SELLER**. Any and all prior understandings are hereby canceled. No future changes in the terms of this Offer shall be valid, except when and if reduced to writing and signed by both **BUYER** and **SELLER** by legally authorized officials thereof.

SELLER is a Common School District and has the power and authority to consummate the transaction contemplated under this Offer. **BUYER** is a Wisconsin municipal corporation, duly organized, validly existing and in good standing under Wisconsin law and has the power and authority to consummate the transaction contemplated by this Offer. The Persons executing this Offer on behalf of **SELLER** and **BUYER** have been duly authorized to execute this Offer.

The effective date of this Offer shall be the date of signature of the last to sign of **BUYER** and **SELLERS**, as such dates are set forth next to their signatures.

SELLER:

**KENOSHA UNIFIED SCHOOL DISTRICT,
NO. 1, A Common School District**

BY: 
R. SCOTT PIERCE,
Superintendent of Schools
Date: 11-28-06

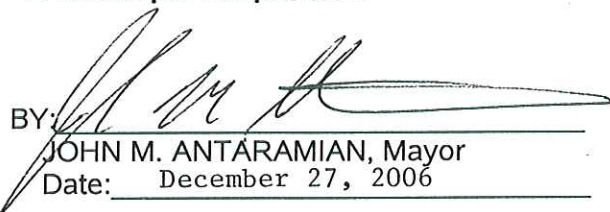
BY: 
BERNARD E. ENGLUND, Clerk
Kenosha School Board
Date: 11-28-06

FEIN No. _____

THE CITY OF KENOSHA, WISCONSIN - SIGNATORY PAGE

This Offer is hereby accepted.

THE CITY OF KENOSHA, WISCONSIN,
A Municipal Corporation

BY: 

JOHN M. ANTARAMIAN, Mayor

Date: December 27, 2006

BY: 

MICHAEL K. HIGGINS

City Clerk/Treasurer/Assessor

Date: December 27, 2006

City of Kenosha FEIN Number

Drafted By:
MOLLY E. HALL,
Assistant City Attorney

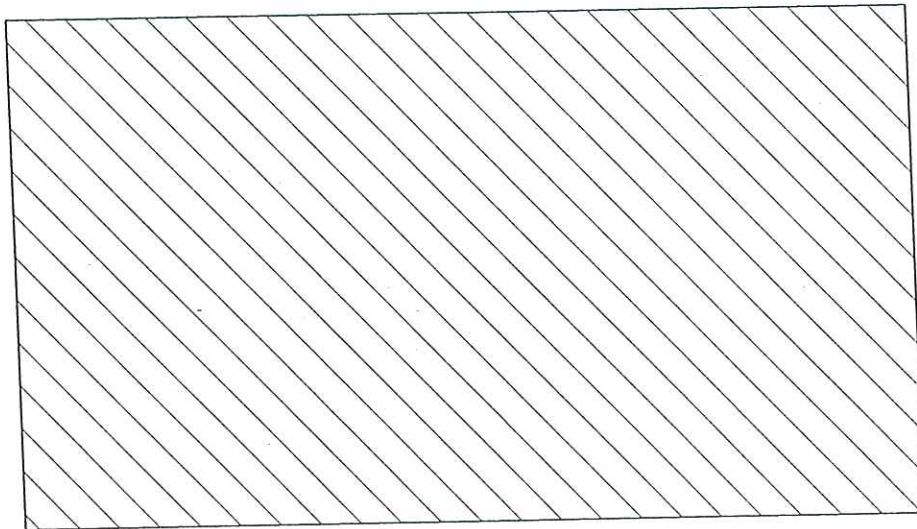
City of Kenosha
Vicinity Map
Lincoln Elementary School

Ave.

Ave.

68th

St.



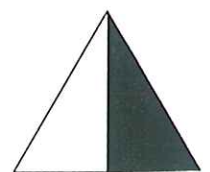
69th

18th

St.

16th

NORTH



Subject Property
6811 18th Avenue



**LEGAL DESCRIPTION
FOR
LINCOLN ELEMENTARY SCHOOL**

**Kenosha Unified School District No. 1
To
City of Kenosha, a Municipal Corporation**

Kenosha County Tax Parcel 05-123-06-306-001

FEE TITLE TO:

All of the land, excepting street right-of-way, contained in a Warranty Deed from Sarah E. Lyman, Francis H. Lyman, Emily E. Bond and Charlotte W. Bond to The City of Kenosha, recorded in Volume 68, Page 352, Document 87617 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

All of the land, excepting street right-of-way, contained in a Warranty Deed from Sarah E. Lyman, Francis H. Lyman, Emily E. Bond and Charlotte W. Bond to The City of Kenosha, recorded in Volume 68, Page 353, Document 87618 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

All of the land, excepting street right-of-way, contained in a Warranty Deed from John Beine to The City of Kenosha, recorded in Volume 69, Page 304, Document 87619 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

All of the land, excepting street right-of-way, contained in a Warranty Deed from Ralph E. Fairfield and Wife to The City of Kenosha, recorded in Volume 69, Page 305, Document 87620 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

All of the land, excepting street right-of-way, contained in a Warranty Deed from Sarah E. Lyman, Francis H. Lyman, Emily E. Bond and Charlotte W. Bond to The City of Kenosha, recorded in Volume 69, Pages 305-306, Document 87621 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

All of the land, excepting street right-of-way, contained in a Warranty Deed from Jakob Jessen and Wife to The City of Kenosha, recorded in Volume 69, Pages 306-307, Document 87623 on July 3, 1912 with the Kenosha County Register of Deeds Office;

ALL BEING THE PROPERTY KNOWN AS THE LINCOLN ELEMENTARY SCHOOL, TRANSFERRED TO THE KENOSHA UNIFIED SCHOOL DISTRICT IN VOLUME 781, PAGES 56-62, DOCUMENT 505823; SAID PROPERTY BEING CONTAINED IN THE FOLLOWING DESCRIPTION:

Part of the Southwest Quarter of Section 6, Town 1 North, Range 23 East of the Fourth Principal Meridian, in the City of Kenosha, Kenosha County, Wisconsin and being further described as beginning at the southeast corner of the intersection of 68th Street and 18th Avenue; thence east along the south line of 68th Street, 468 feet, more or less, to the west line of 16th Avenue; thence south along the west line of 16th Avenue, 264 feet, more or less, to the north line of 69th Street; thence west along the north line of 69th Street, 468 feet, more or less, to the east line of 18th Avenue; thence north along the east line of 18th Avenue, 264 feet, more or less, to the south line of 68th Street and the point of beginning.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 18, 2008

Information Technology Literacy Plan, 2008-2011

Introduction

The Department of Public Instruction (DPI) recommends that Districts develop a single plan to include information (library media) and technology requirements. The plan, once approved by the Board, will be sent to the DPI for re-certification. The DPI also requires that Districts have a certified Information Technology Literacy Plan on file in order to apply for E-Rate (telecommunications) discounts and Title II-D grants. The previous plan was adopted by the Board on May 24, 2005 and covered the years of 2005–2008. This document extends the District's planning for educational technology from 2008–2011.

Development of Plan

- October 2007 - A developed plan was created with E-Rate criteria for the district and sent to DPI.
- October 2007 – Needs assessments were administered to a sampling of administrators, teachers, and students.
- November 2007 - The core committee met to analyze the enGauge data, review the past goals, and prioritize needs for the district.
- December 2007 – A large stakeholder group met to revise the past mission and vision for the plan and draft future action plans.
- January 2008 – The core committee met to refine the action plans drafted in December.
- January 2008 – The large stakeholder group and other interested individuals reviewed the proposed action items.
- February 2008 – The core committee met to finalize the plan.
- March 2008 – The plan will be presented to the Board of Education.
- April/May 2008 – The Plan Review Form and the No Child Left Behind Form will be completed and submitted with the plan to DPI.

Goals of Plan

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Goal 2: We will increase educator proficiency in the use of information and technology literacy by integrating information and technology into the curriculum, developing assessment strategies, and gathering and using assessment data.

Goal 3: We will use technology strategically to improve administrative processes and operations.

Budget

The District will support the instructional technology goals contained in the 2008 Information and Technology Plan through the use of existing budgeted District funds, school discretionary funds, Common School Funds (library) and available grant funds, specifically Title V and Title

II-D. These funds will be directed primarily to upgrading and replacing lab and classroom computers and the purchase of more mobile technologies.

It should be noted that the current District technology budgets cannot support all of the action items contained in the 2008-2011 Information and Technology Plan. The plan will be prioritized to accomplish as many action items as possible using the existing budgeted funds. Since the elimination of the TEACH funding in the 2002-2003 school year, one of the administrative goals has been to replenish the funding dedicated to instructional technology support in the District. This is being accomplished by systematically requesting additional dollars for this purpose when the current budget can support the request. Through the annual budgeting process, new funds will be requested to support the action items not supported within current fund allocations.

The current allocation of budget dollars for instructional technology purposes is less than 0.5% of the District budget. The goal is an allocation of at least 1% of the budget in the next several years, recognizing that to fully support the District's growing technology needs, between 2% and 3% of the District budget should be dedicated to instructional technology.

The Information and Technology Plan and budget has been prepared taking into consideration the beliefs, parameters and objectives of the Strategic Plan and the ongoing instructional and fiscal responsibilities of Administration. As with all District budgets, this budget will be developed, implemented and administered with the ultimate goal of meeting the needs of our students.

Recommendation

At the March 4, 2008 meetings of the Curriculum/Program and Audit/Budget/ Finance Committees, Administration's recommendation to forward the 2008-2011 Information Technology Literacy Plan to the full Board for approval was approved by both committees. Administration requests Board approval of the Plan this evening with the intent that the Plan be submitted to Department of Public Instruction for re-certification.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Curriculum and Instructional Services

Ms. Ann Fredriksson
Acting Coordinator for Library Media, Instructional Technology and Media
Production

LINK TO COMPLETE REPORT AND APPENDICES

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 18, 2008

SAGE Waiver Request

BACKGROUND

According to the Wisconsin Department of Public Instruction, the Student Achievement Guarantee in Education (SAGE) program was created to ensure improved student achievement through the implementation of four school improvement strategies:

- Reducing class size to no more than 15:1 in grades K-3;
- Extending learning opportunities and increasing collaboration between school and their communities by extending school hours;
- Implementing a rigorous curriculum focused on academic achievement; and
- Improving professional development.

Currently, the following KUSD schools receive SAGE funding based on the number of low-income students as of the Official Third Friday Count:

Kenosha Unified School District No. 1 2007/2008 SAGE Schools			
School	3 rd Friday Enrollment	% low-income	SAGE Funds (estimated)
Bose Elem.	349	47.32%	230,000
Durkee Elem.	153	86.79%	182,000
Edward Bain School of Language & Arts	784	73.19%	780,000
McKinley Elem.	255	65.60%	226,000
Roosevelt	346	30.43%	132,000
Vernon Elem.	493	57.96%	398,000
Wilson Elem.	282	93.38%	406,000

DPI requires school districts that are not in compliance with the SAGE class size requirement of 15:1 (based on the Official Third Friday Count) to submit a SAGE waiver request to the department of public instruction (DPI). The SAGE waiver must be approved by the board of education and should include factors that make it difficult to meet SAGE requirements and the actions the district has taken or will take to meet the SAGE class size requirements. According to the Wis. Stats., s. 118.38, a waiver can be granted for four years; however, the DPI may impose specific conditions that must be met within the four-year waiver timeframe.

SAGE WAIVER REQUEST

For the past five years, Kenosha Unified School District has experienced an average increase in enrollment of 324 students based on the Official Third Friday Enrollment count. This continual increase in enrollment makes it difficult to meet SAGE requirements. The District's staffing

allocations are based on the number of students expected to enroll on the first day of school. The District tries to maintain the SAGE guidelines by shifting or adding staff based on the number of students enrolled at each grade level by building. However it is becoming increasingly difficult to maintain SAGE guidelines because of the high mobility rate of our students and large number of families moving into the district. Enrollment in our SAGE schools is constantly fluctuating.

Kenosha Unified School District is requesting that a SAGE waiver is granted for four years based on the Wis. Stats., s. 118.38. Based on the 2007 Official Third Friday Enrollment the following schools had an average class over the 15:1 required class size:

McKinley Elementary Kindergarten – 17.50

Vernon Elementary First Grade – 18.20

Roosevelt Elementary First Grade – 18.33

In order to meet SAGE requirements the District will try to:

- Monitor and add staff as necessary in order to maintain SAGE guidelines
- Monitor guidance transfers and regulate the number of students coming into a building in order to maintain SAGE guidelines
- Focus on staffing Kindergarten appropriately each year in order to ensure SAGE enrollment guidelines will continue through grades 1, 2 and 3
- District will continue to hire additional itinerants in an effort to allow ELL students to remain in their home schools, which will stabilize building enrollment across the District.

Administration Recommendation

At is March 4, 2008, meeting, the Personnel/Policy Committee voted to forward the SAGE Waiver Request to the full Board of Education for review and approval. Administration recommends that the Board approve the SAGE Waiver and direct Administration to submit to the Department of Public Instruction.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Ms. Sonya Stephens, Executive Director
Educational Accountability

Scott Kennow, Principal
Edward Bain School of Language and Art

Karen Davis, Principal
Roosevelt Elementary School

Margaret Zei, Principal
Bose Elementary School

Patricia Lockhart, Principal
Vernon Elementary School

Dan Weyrauch, Principal
Durkee and Lincoln Elementary Schools

Yolanda Jackson-Lewis, Principal
Wilson Elementary School

Teri Giampietro, Principal
McKinley Elementary School

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 18, 2008

OPEN ENROLLMENT APPLICANTS FOR SCHOOL YEAR 2008/2009

During the 1997 Wisconsin legislative session, a Public School Enrollment Law was enacted to become effective with the 1998-99 school year. Wisconsin Statutes 118.51 and 118.52 mandated that all Wisconsin schools adopt an inter-district open enrollment policy. On January 27, 1998, the Board of Education adopted School Board Policy 5260 - Full-Time Public School Open Enrollment. This policy determines the circumstances under which student applications for enrollment under the Public School Open Enrollment Law are accepted or denied.

Under the Public School Enrollment Law, Kenosha students who wish to enroll in a school outside the District and students from other districts who desire to attend a school in the Kenosha Unified School District were required to submit applications to the Office of School Leadership – Cluster II no later than 4:00 pm February 22, 2008. The District is required to notify open enrollment candidates if they have been approved or denied no later than April 11, 2008.

Eighty-four students (4 year old program-2, kindergarten-10, first grade-2, second grade-3, third grade-4, fourth grade-7, fifth grade-5, sixth grade-6, seventh grade-5, eighth grade-3, ninth grade-19, tenth grade-6, eleventh grade-9 and twelfth grade-3) from Kenosha Unified have requested to attend schools outside the Kenosha school boundaries under the guidelines of open enrollment.

Thirty-four students from school districts outside the Kenosha Unified School District have applied for admission to Kenosha Schools under the guidelines of open enrollment. Below is a listing of the applicants by grade level and incoming district.

<u>Student Number</u>	<u>Grade Level</u>	<u>School Requested</u>	<u>Administration Recommendation</u>
1	Kindergarten	Roosevelt only	N
2	Kindergarten	KTEC only	N
3	Kindergarten	Stocker/Pleasant Prairie only	N
4	Kindergarten	Whittier or any	Y
5	Kindergarten	Bose/Strange/Forest Park or any	Y
6	Kindergarten	EBSOLA Dual Language only	N
7	Kindergarten	EBSOLA Dual Language/Bain/ any	Y
8	Kindergarten	Bose or any	Y
9	First	Grant only	Y
10	First	EBSOLA Dual Language only	Y
11	First	Somers/Stocker or any	Y
12	Second	Pleasant Prairie only	Y
13	Second	Somers/Stocker or any	N
14	Third	Nash only	N
15	Fourth	Pleasant Prairie only	Y
16	Fifth	Bose or any (continuing)	Y
17	Sixth	Washington Middle only	Y

18	Sixth	Bullen Dual Language only	Y
19	Sixth	Mahone Middle only	N
20	Eighth	any (Washington/McK/Lincoln)	Y
21	Ninth	KMA at ITA	Y
22	Ninth	Tremper only	N
23	Ninth	Lakeview Tech or any	N
24	Ninth	ITA only	Y
25	Eleventh	E-School	Y
26	Eleventh	E-School only	Y
27	Eleventh	Tremper only	N
28	Eleventh	Bradford or any	N
29	Eleventh	Bradford or any	N
30	Eleventh	Any	N
31	Twelfth	Reuther (continuing)	Y
32	Twelfth	Bradford or ITA only	N
33	Twelfth	E-School	Y
34	Twelfth	E-School	Y

Administration Recommendation

Administration recommends approval of all applicants identified as numbers 4, 5, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 20, 21, 24, 25, 26, 31, 33 and 34 due to available space or prior enrollment in the schools requested. Administration recommends applicants identified as numbers 1, 2, 3, 6, 13, 14, 19, 22, 23, 27, 28, 29, 30, and 32 to be denied due to overcapacity at the schools or programs requested.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Timothy Miller
Executive Director of School Leadership 2

KENOSHA UNIFIED SCHOOL DISTRICT NO.1
Kenosha, Wisconsin

March 18, 2008

**U.S. DEPARTMENT OF EDUCATION
CAROL M. WHITE PHYSICAL EDUCATION PROGRAM (PEP) GRANT**

The U.S. Department of Education recognizes that quality physical education programs provide opportunity for students to learn the value of regular physical activity and good nutrition in order to develop and maintain a healthy lifestyle. Quality physical education programs also create safe environments for students to improve their cognitive skills and social interaction.

Grant Title

Carol M. White Physical Education Program (PEP) Grant

Funding Source

U.S. Department of Education, Office of Safe and Drug-Free Schools

Grant Time Period

July 1, 2008 – June 30, 2009

July 1, 2009 – June 30, 2010

July 1, 2010 – June 30, 2011

Purpose

The goal of the grant proposal is to strengthen and expand the District's current physical education program by developing and implementing a research-based K-12 integrated physical education curriculum. Our objectives will be to help students make progress toward meeting state standards in physical education, and to help students increase their physical activity. To achieve our program objectives, funds will be used in a variety of ways, including curriculum development and implementation, professional development, fitness assessments, nutrition programs and equipment purchase to include support materials.

Number of students served:

All students in grades K-12 of Kenosha Unified School District enrolled in 24 elementary schools, 6 middle schools and 4 high schools will be served.

Relationship to District Strategic Plan and Goals

This grant directly relates to the District's Strategic Plan, and the Standards and Benchmarks to improve school attendance and academic performance. The Physical Education program goals directly correlate to the District's objective to have:

- All students meet or exceed the District and state identified proficiency levels.
- All students model, reinforce and recognize responsible, respectful and ethical behavior.
- All students engaged with learning to improve attendance, achievement and the graduation rate.

Budget

The grant budget is \$831,843.09 over a three-year period. See attached three year plan.

District Resources Committed as a Result of the Acceptance of these Funds

No District resources are required to be committed if this grant is awarded. A twenty-percent in-kind match must be documented by the District and kept on file. The existing Safe and Drug Free Schools and Communities Program Office is required to coordinate the program.

Relationship to District Budget

The grant covers items above those offered in the District budget.

Evaluation Plan

Year One

- Implementation of the elementary school curriculum along with staff development will be initiated.
- Student assessment will be performed for elementary students.

Year Two

- Continued implementation of elementary curriculum and staff development.
- Initial implementation of middle school curriculum and staff development.
- Student assessment will be performed for both elementary and middle school students.

Year Three

- Completion of elementary and middle school curriculum and staff development.
- Introduction and completion of high school curriculum and staff development.
- Student assessment for K-12 will be performed.

Type of Project

This is a competitive grant.

Staff Person in Charge of Program

Scott Lindgren, Coordinator of Athletics, Health, Physical Education and Recreation

Staff Persons involved in preparation of application

Scott A. Lindgren, Coordinator of Athletics, Health, Physical Education and Recreation

Judy Vanderford, Elementary Physical Education Teacher/Program Support

Michael Russell, Grant Writer for Advanced Fitness Solutions

Recommendation

Administration recommends that the School Board allow the Department of Athletics, Health and Physical Education to submit and implement, if awarded, the Carol M. White Physical Education Program (PEP) Grant for the 2008-2011 school years.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Curriculum and
Instructional Services

Scott A. Lindgren, CMAA
Coordinator of Athletics, Health,
Physical Education and Recreation

Judy Vanderford
Elementary Physical Education Teacher
Program Support

Budget Summary: U.S. Department of Education Funds and Non-Federal Funds

District: **Kenosha Unified School District No. 1**

Project Name: **Project Name**

	Year One			Year Two			Year Three			Three Year Total	
	Federal	Non-Federal		Federal	Non-Federal		Federal	Non-Federal		Federal	Non-Federal
Schools by Grade Level:											
K-5, Elementary	25			0			0				
6-8, Junior High	0			6			0				
9-12, High School	0			0			3				
K-5 PE Personnel	25			25			25				
6-8 PE Personnel	0			6			6				
9-12 PE Personnel	0			0			3				
1. Personnel											
Project Director, 50 percent of time allotted	\$ -	\$ 32,883.50	\$ -	\$ -	\$ 34,527.68	\$ -	\$ -	\$ 36,254.06	\$ -	\$ -	\$ 103,665.23
Donated Staff Time, 1 hour per week	\$ -	\$ 18,000.00	\$ -	\$ -	\$ 22,320.00	\$ -	\$ -	\$ 24,480.00	\$ -	\$ -	\$ -
2. Fringe Benefits											
8.6 percent of Staff Development	\$ -	\$ 4,779.36	\$ -	\$ -	\$ 2,969.38	\$ -	\$ -	\$ 4,108.96	\$ -	\$ -	\$ 11,857.70
3. Travel											
Mileage for Project Director	\$ 222.50	\$ -	\$ -	\$ 222.50	\$ -	\$ -	\$ 222.50	\$ -	\$ -	\$ 667.50	\$ -
Washington D.C., Project Director's Meeting	\$ 1,950.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,950.00	\$ -
Washington D.C., OSDFS Conference	\$ -	\$ -	\$ -	\$ 1,950.00	\$ -	\$ -	\$ 1,950.00	\$ -	\$ -	\$ 3,900.00	\$ -
AAHPERD Convention, 2 personnel	\$ 1,950.00	\$ -	\$ -	\$ 1,950.00	\$ -	\$ -	\$ 1,950.00	\$ -	\$ -	\$ 5,850.00	\$ -
Summer Institute Conference, 4 personnel	\$ 7,900.00	\$ -	\$ -	\$ 7,900.00	\$ -	\$ -	\$ 7,900.00	\$ -	\$ -	\$ 23,700.00	\$ -
4. Equipment											
K-5, Elementary	\$ 252,681.16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 252,681.16	\$ -
6-8, Junior High	\$ -	\$ -	\$ -	\$ 52,295.10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,295.10	\$ -
5. Supplies											
Evaluation Support Materials	\$ 77,485.93	\$ -	\$ -	\$ 110,987.25	\$ -	\$ -	\$ 50,209.50	\$ -	\$ -	\$ 238,682.68	\$ -
Office Supplies	\$ 5,000.00	\$ -	\$ -	\$ 2,500.00	\$ -	\$ -	\$ 2,500.00	\$ -	\$ -	\$ 10,000.00	\$ -
Textbooks and Support Materials	\$ 9,245.00	\$ -	\$ -	\$ 29,240.00	\$ -	\$ -	\$ 29,240.00	\$ -	\$ -	\$ 67,725.00	\$ -
6. Contractual											
K-2 Elementary Curriculum and Staff Development	\$ 4,699.00	\$ -	\$ -	\$ 2,699.00	\$ -	\$ -	\$ 2,699.00	\$ -	\$ -	\$ 10,097.00	\$ -
3-5 Elementary Curriculum and Staff Development	\$ 4,699.00	\$ -	\$ -	\$ 2,699.00	\$ -	\$ -	\$ 2,699.00	\$ -	\$ -	\$ 10,097.00	\$ -
K-5 Elementary Trainers, Travel Expenses	\$ 2,900.00	\$ -	\$ -	\$ 1,450.00	\$ -	\$ -	\$ 1,450.00	\$ -	\$ -	\$ 5,800.00	\$ -
6-8 Secondary Curriculum and Staff Development	\$ -	\$ -	\$ -	\$ 2,500.00	\$ -	\$ -	\$ 2,500.00	\$ -	\$ -	\$ 5,000.00	\$ -
9-12 Propel Fitness Wise Curriculum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,750.00	\$ -	\$ -	\$ 3,750.00	\$ -
9-12 Propel Staff Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,990.00	\$ -	\$ -	\$ 2,990.00	\$ -
9-12 Secondary Trainers, Travel Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,900.00	\$ -	\$ -	\$ 2,900.00	\$ -
Independent Evaluation: SOFIT, Teacher, & Student	\$ 15,000.00	\$ -	\$ -	\$ 45,500.00	\$ 10,500.00	\$ -	\$ 15,000.00	\$ -	\$ -	\$ 34,500.00	\$ 10,500.00

MVPA Evaluation Training	\$	3,950.00	\$	-	\$	2,250.00	\$	-	\$	2,250.00	\$	-	\$	8,450.00	\$	-
MVPA Evaluation, Travel Expenses	\$	1,650.00	\$	-	\$	825.00	\$	-	\$	825.00	\$	-	\$	3,300.00	\$	-
Micro Fit, Staff Development	\$	-	\$	-	\$	-	\$	-	\$	2,495.00	\$	-	\$	2,495.00	\$	-
Station P.E. Nutrition Staff Development	\$	3,749.00	\$	-	\$	3,749.00	\$	-	\$	3,749.00	\$	-	\$	11,247.00	\$	-
Station P.E. Nutrition Integration, ES teachers	\$	1,250.00	\$	-	\$	1,250.00	\$	-	\$	1,250.00	\$	-	\$	3,750.00	\$	-
7. <u>Construction</u>	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
8. <u>Other</u>																
Substitute Pay for Elementary Teachers, 7 days	\$	22,690.50	\$	-	\$	-	\$	9,724.50	\$	9,724.50	\$	-	\$	32,415.00	\$	9,724.50
Substitute Pay for Junior High Teachers, 6 days	\$	-	\$	-	\$	-	\$	1,200.00	\$	1,200.00	\$	-	\$	1,200.00	\$	1,200.00
Substitute Pay for High School Teachers, 3 days	\$	-	\$	-	\$	-	\$	-	\$	600.00	\$	-	\$	600.00	\$	-
AAHPERD Conference Registration, 2 personnel	\$	650.00	\$	-	\$	650.00	\$	-	\$	650.00	\$	-	\$	1,950.00	\$	-
Summer Institute Conference Registration, 4 personnel	\$	4,490.00	\$	-	\$	4,490.00	\$	-	\$	4,490.00	\$	-	\$	13,470.00	\$	-
9. <u>Total Direct Costs</u> (lines 1-8)	\$	422,162.09	\$	55,662.86	\$	234,106.85	\$	70,317.06	\$	155,193.50	\$	64,843.01	\$	811,462.44	\$	190,822.93
10. <u>Indirect Costs</u>	\$	14,902.32	\$	-	\$	-	\$	8,263.97	\$	5,478.33	\$	-	\$	20,380.65	\$	8,263.97
11. <u>Training Stipends</u>	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
DISTRICT MATCH AMTS:																
12. <u>Total Costs</u> (lines 9-11)	\$	437,064.41	\$	48,562.71	\$	234,106.85	\$	78,035.62	\$	160,671.83	\$	53,557.28	\$	831,843.09	\$	180,155.61
	\$	7,100.15	\$	545.41	\$	11,285.74							\$	18,931.30		

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 18, 2008

**APPROVAL OF ADMINISTRATIVE, SUPERVISORY AND TECHNICAL
EMPLOYEE CONTRACTS**

Attached is a list of proposed Administrative, Supervisory, and Technical one-year contracts.

SUPERINDEPENDENT RECOMMENDATION:

It is recommended that the Board of Education approve the attached list of proposed administrative contracts.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

NAME	POSITION	BARG	DEPT	DEPARTMENT NAME	CONTRACT TYPE
ALLEN, JOHN C	DISTRIBUTION & UTILITIES MANAG	AST	823	DISTRIBUTION	1 year
ANDERSON, DIANE MARIE	EXECUTIVE ASSISTANT - GENERAL	AST	804	HUMAN RESOURCES	1 year
BAILEY, DAVID	MANAGER - HUMAN RESOURCES	AST	804	HUMAN RESOURCES	1 year
BARLOW-CHRISTOUN, KEVIN	MAINTENANCE SUPERVISOR	AST	807	FACILITIES	1 year
BIBLE, KATHERINE L	FOOD SERVICE PRODUCTION MANAGE	AST	824	FOOD SERVICES	1 year
BLISE, RENEE M	RESEARCH ANALYST	AST	851	EDUC ACCOUNT	1 year
BONOFIGLIO, BRIAN	COMPUTER TECHNICIAN/TRAINER	AST	805	INFORMATION SV	1 year
BUSBY, STACY	EXECUTIVE ASSISTANT - GENERAL	AST	806	BUSINESS SVCS	1 year
CAMEROTA, LORI	PROGRAMMER ANALYST 2	AST	805	INFORMATION SV	1 year
CHIANELLI III, FRANK C.	CUSTODIAL SUPERVISOR	AST	807	FACILITIES	1 year
COSS, EILEEN	ACCOUNTING MANAGER	AST	808	FINANCE DEPT	1 year
DELABIO, KATHLEEN	EXECUTIVE ASSISTANT - SUPERINT	AST	802	SUPERINTENDENT	1 year
DEMOS, PATRICIA ANN	COMMUNITY SCHOOL RELATIONS MAN	AST	164	VERNON	1 year
DUFFY, DAVID EARLE	DATABASE ADMINISTRATOR	AST	805	INFORMATION SV	1 year
EBNER, KEITH	COMPUTER TECHNICIAN/TRAINER	AST	805	INFORMATION SV	1 year
FINNEMORE, PATRICK M.	DIRECTOR OF FACILITIES	AST	807	FACILITIES	1 year
GOSSETT, CINDY LOU	DIRECTOR OF FOOD SERVICES	AST	824	FOOD SERVICES	1 year
GUTIERREZ, MARTHA	COORDINATOR - HUMAN RESOURCES	AST	804	HUMAN RESOURCES	1 year
HAMDAN, TARIK NAYEF	FINANCIAL PROJECTS ANALYST	AST	808	FINANCE DEPT	1 year
HANRAHAN JR, JAMES	SYSTEM SUPPORT SPECIALIST	AST	805	INFORMATION SV	1 year
HARE, NANCY MARGARET	PUBLIC RELATIONS SPECIALIST	AST	838	PUBLIC INFO	1 year
HARRIS, THOMAS R.	NETWORK MANAGER	AST	805	INFORMATION SV	1 year
HOFER, ROBERT	PURCHASING AGENT	AST	808	PURCHASING	1 year
HONORE, DANIEL J.	DIRECTOR - INFORMATION SERVICE	AST	805	INFORMATION SV	1 year
JAHS, JERI	PROGRAMMER ANALYST 2	AST	805	INFORMATION SV	1 year
JONES, NORRIS L	MINORITY AFFAIRS ACAD SPLST	AST	851	EDUC ACCOUNT	1 year
LANGENSTROER, LINDA M.	RESEARCH COORDINATOR	AST	851	EDUC ACCOUNT	1 year
MARX, JEFFREY	TRANSPORTATION SUPERVISOR	AST	822	TRANSPORTATION	1 year
MASTRONARDI, STEVEN	CUSTODIAL SUPERVISOR	AST	807	FACILITIES	1 year
MIDDLETON, NANCY LEE	APPLICATIONS DEVELOPMENT SUPVR	AST	805	INFORMATION SV	1 year
MIFFLIN, JANET L.	CATALOGER TECHNICAL ASSISTANT	AST	817	IMC	1 year
MILLER, JENNIFER	INSURANCE CLAIMS SPECIALIST	AST	804	HUMAN RESOURCES	1 year
MILLER, MATTHEW	SYSTEM SUPPORT SPECIALIST	AST	805	INFORMATION SV	1 year
ROGERS ASHLEY, JUDY L	PAYROLL SUPERVISOR	AST	808	FINANCE DEPT	1 year
ROGAHN, ADAM	WEB SPECIALIST	AST	838	PUBLIC RELATIONS	1 year
SALAS, KELLY M.	COMPUTER TECHNICIAN/TRAINER	AST	805	INFORMATION SV	1 year
SAVAGLIO, JOSEPH	MEDIA PRODUCTION TECHNICIAN	AST	817	IMC	1 year
SETTER, JOHN	PROJECT ENGINEER	AST	807	FACILITIES	1 year
STELLA, RICHARD G	COMPUTER TECHNICIAN/TRAINER	AST	805	INFORMATION SV	1 year
STIBB, KRIS	FINANCIAL PROJECTS ANALYST	AST	808	FINANCE DEPT	1 year
WYLLIE, CHUCHANEE K.	HELP DESK TECHNICIAN	AST	805	INFORMATION SV	1 year

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 18, 2008

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
March-April**

March

- March 4, 2008 – Standing Committee Meetings and Special Meeting in ESC Board Meeting Room and Room 190B
- March 11, 2008 – Special Board of Education Meeting
- March 18, 2008 – PR/Goals/Legislative Standing Committee Meeting and Regular School Board Meeting at Educational Support Center
- March 19, 2008 – Special Board of Education Meeting
- March 21-30, 2008 – Spring Break – No School for Students

April

- April 4, 2008 – Third Quarter Ends – Half Day for Students and Staff
- April 8, 2008 – Standing Committee Meetings in ESC Board Meeting Room and Room 190B
- April 28, 2008 – Organizational Meeting and Regular Board of Education Meeting – at Educational Support Center

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Kenosha Unified School District
Information and Technology Plan
June 2008 - June 2011

Dr. Joseph T. Mangi, Interim Superintendent of Schools

(Signature)

Board Approval Date:
Contact Person: Dr. Joseph T. Mangi
Position: Interim Superintendent of Schools
Email: jmangi@kUSD.edu
Phone number: 262-653-6320

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1.0 Executive Summary

Introduction

The Department of Public Instruction (DPI) recommends that Districts develop a single plan to include information (library media) and technology requirements. The plan, once approved by the Board, will be sent to the DPI for re-certification. The DPI also requires that Districts have a certified Information Technology Literacy Plan on file in order to apply for E-Rate (telecommunications) discounts and Title II-D grants. The previous plan was adopted by the Board on May 24, 2005 and covered the years of 2005–2008. This document extends the District's planning for educational technology from 2008–2011.

Development of Plan

- October 2007 - A developed plan was created with E-Rate criteria for the district and sent to DPI.
- October 2007 – Needs assessments were administered to a sampling of administrators, teachers, and students.
- November 2007 - The core committee met to analyze the enGauge data, review the past goals, and prioritize needs for the district.
- December 2007 – A large stakeholder group met to revise the past mission and vision for the plan and draft future action plans.
- January 2008 – The core committee met to refine the action plans drafted in December.
- January 2008 – The large stakeholder group and other interested individuals reviewed the proposed action items.
- February 2008 – The core committee met to finalize the plan.
- March 2008 – The plan will be presented to the Board of Education.
- April / May 2008 – The Plan Review Form and the No Child Left Behind Form will be completed and submitted with the plan to DPI.

Goals of Plan

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Goal 2: We will increase educator proficiency in the use of information and technology literacy by integrating information and technology into the curriculum, developing assessment strategies, and gathering and using assessment data.

Goal 3: We will use technology strategically to improve administrative processes and operations.

Budget

The District will support the instructional technology goals contained in the 2008 Information and Technology Plan through the use of existing budgeted District funds, school discretionary funds, Common School Funds (library) and available

grant funds, specifically Title V and Title II-D. These funds will be directed primarily to upgrading and replacing lab and classroom computers and the purchase of more mobile technologies.

It should be noted that the current District technology budgets cannot support all of the action items contained in the 2008-2011 Information and Technology Plan. The plan will be prioritized to accomplish as many action items as possible using the existing budgeted funds. Since the elimination of the TEACH funding in the 2002-2003 school year, one of the administrative goals has been to replenish the funding dedicated to instructional technology support in the District. This is being accomplished by systematically requesting additional dollars for this purpose when the current budget can support the request. Through the annual budgeting process, new funds will be requested to support the action items not supported within current fund allocations.

The current allocation of budget dollars for instructional technology purposes is less than 0.5% of the District budget. The goal is an allocation of at least 1% of the budget in the next several years, recognizing that to fully support the District's growing technology needs, between 2% and 3% of the District budget should be dedicated to instructional technology.

The Information and Technology Plan and budget has been prepared taking into consideration the beliefs, parameters and objectives of the Strategic Plan and the ongoing instructional and fiscal responsibilities of Administration. As with all District budgets, this budget will be developed, implemented and administered with the ultimate goal of meeting the needs of our students.

2.0 Introduction

2.1 District Mission

The mission of Kenosha Unified School District, an educational system which values our multicultural heritage, is to empower all students to reach their unique capabilities, contribute to our community, and compete in a global society by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff.

2.2 Information and Technology Vision

The vision of the Information and Technology Plan is to ensure that all students and staff proficiently use information and technology to learn and communicate in an ever changing global society that meets the diverse needs of all learners.

2.3 Information and Technology Mission/Beliefs

We believe:

1. All students will have equitable access to information and technology both during and outside of regular school hours, without regard to economic status, age, disability, race, gender, or geographic location.
2. There needs to be ongoing professional development and support.
3. Students and educators need to evaluate and ethically use information and technology.
4. Classroom educators, librarians and technical professionals will collaborate to use authentic, research based practices to proficiently integrate information and technology standards into the curriculum to improve student achievement and meet District goals.
5. Information and technology enhance the quality of instruction provided by caring, competent and highly qualified educators.
6. The Kenosha Unified School District is committed to securing resources and ensuring accountability measures are in place to attain its vision.
7. Students demonstrate a standard level of proficiency in the use of technology that will enhance their ability to compete in a global society.

3. Background

The Kenosha Unified School District (KUSD) covers an 85 square mile area and includes the residents of Kenosha, Pleasant Prairie and Somers. It is the third largest District in the state, serves an area population of over 110,000, has an enrollment of 22,769 students and employs 2,583 people, 1,812 of whom are certified teaching staff. The District is governed by a seven member Board of Education in a 5-3-4 system with 43 building sites: 24 elementary (K-5), a K-5 charter school, two K-8 charter schools, six middle schools (6-8), a 6-8 charter school academy, four senior high schools (9-12), a technical academy (9-12), a 9th grade charter school academy, and a Head Start center.

3.1 Student Demographics

The data shown on this table is based on January 11, 2008 data.

Total Number of Students: 22,617

Caucasian: 62.4%

African American: 16.2%

Hispanic: 19.1%

Asian: 1.9%

American Indian: 0.4%

Eligible for free or reduced lunch: 40.51% (Includes Hillcrest, Head Start and Phoenix Project)

3.2 Research That Supports This Plan

As we move into the 21st Century, the world's economy is drastically changing, requiring schools to prepare students for a very different work environment (Dede, Korte, Nelson, Valdez, & Ward, 2005). In order for students to survive and thrive in today's new economy, it is vital that they are information technology literate. The State Educational Technology Directors Association defines technology literacy as *"the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (2007)."*

KUSD's Information and Technology Literacy Standards, based on Wisconsin Standards, are to be integrated across core

curricular areas. "The focus is on learning with information and technology rather than learning *about* information and technology" (Wisconsin DPI, 1998).

To successfully integrate information and technology into the curriculum, teachers will develop new assessment strategies to assess technology-supported instruction. "As students have become more engaged in the learning process, teachers have found it necessary to use alternative forms of assessment to capture the full extent of the students' performance and progress in acquiring skills and attitudes and meeting standards. Teachers must learn to "recognize what they are seeing," to develop rubrics, and to be able to consistently score students based on those rubrics" (NCREL, 2007).

One of the promises of technology is that it has the potential to individualize learning. "The improvement in computer technology and intelligent computing systems may offer new tools for student learning and higher academic achievement. These systems have the potential to meet individual student learning needs using universally designed curricula and assessments" (Abell, 2006). Educators need professional development to become aware of these tools and incorporate them into their curriculum.

Another important factor in implementing successful changes in school systems is providing educators with time to collaborate. "Successful schools are distinguishable from unsuccessful ones by the frequency and extent to which teachers discuss practice, collaboratively design materials, and inform and critique one another" (Raywid, 1993).

Integration of information and technology doesn't just happen. Nardi & O'Day (1999) talk about the need for mediators or "people who build bridges across institutional boundaries and translate across disciplines." Common mediators in school districts include library media specialists and instructional technology consultants. These people have expertise in how information and new technologies can be used in meaningful ways to support learning.

According to Mary Ratzert (2007), author of Student Achievement and School Libraries: Empirical Evidence from 15 State Studies 1992-2004, "quality school library programs correlate strongly with student achievement." The study showed that a library rich environment promoted student success. Reading scores improved up to 15% with access and use of school libraries. Students also performed better on standardized tests and assessments. Important factors were professional school library media specialists who teach information problem solving skills and collaborate with classroom teachers, access to quality and varied information resources (print and electronic), and access to networked technology. However,

for library media specialists and information technology consultants to be successful in their roles, they need dedicated time to collaborate with staff. Information technology consultants time must be devoted to instruction and not on hardware support.

A principal's role is critical to the success of integrating information technology into the curriculum to improve student achievement. A recent study conducted on leadership orientations of principals showed that instructional leadership is often reported as a key factor in school improvement (eMints, 2006).

In order for students to develop 21st Century skills, they need seamless access to 21st Century tools. This requires a strong infrastructure to meet learner needs. "Innovative learning technologies, no matter what their potential for increased student achievement, can't be implemented without an adequate technology infrastructure and Internet access." Innovative learning technologies have become more diverse and more bandwidth intensive" (Rolfes, 2008). "Schools are going to have to adjust to the new reality of how kids use digital media," says Peter Grunwald, president of Gruenwald Associates. "Not only are they heavier and heavier users, they are becoming producers of media through social networking and multimedia. Schools have to accommodate that to engage kids."

Henry Jenkins (2006) identifies new media literacies needed in today's society. In his paper, *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*, he states, "They [students] need to be better at navigating, judging, and using digital information and tools in school and beyond."

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3.2 History and Background of Information and Technology

Historically, leadership for the acquisition and integration of library media and instructional technologies was provided by various coordinators and their staff within Instructional Services or Staff Development. Library Media and Instructional Technology continue this alignment and collaboration.

1983	1. Instructional Computing Committee is formed to develop guidelines and direction for instructional computing. 2. K-6 Computer Literacy Curriculum is written and implemented. Business Education, Technology Education, Family and Consumer Education, academic support and general use labs are established at the secondary level. 3. Write-to-Read labs are installed in the P-5 schools.
1987	Second Instructional Computing report is prepared. Report is tabled.
1989	Instructional Computing Committee is reconstituted under the leadership of the Administrator of Curriculum Services. The committee prepares and presents Instructional Computing to the Board in 1991.
1991	1. The Board approves \$5.8 million for instructional technologies as follows: • Networked lab of 30 computers at each elementary school • Two networked labs of 30 computers at each middle school • Mini-labs for specialized content areas such as art, music, math, science, technology education, library-media center and publications • Classroom computers (one computer for every seven students based on enrollments over 200). 2. \$190,000 is budgeted annually for automated library system hardware, software to support the data conversion project, virus protection, keyboarding materials, etc. • Schools that receive P-5 and Title 1 funds purchase additional hardware and software and install local area networks (LANs). 3. SEC (School Evaluation Consortium) study of the District's library media program is completed. Recommendations include: • Provide support staff in the elementary libraries; • Systematically increase budgets for library resources during the next five years; • Develop a plan for remodeling library media centers. 4. Circulation and card catalogs in the high school libraries are the first to be automated using the Inlex system.
1992	Circulation and card catalogs in the junior high school libraries are automated using Inlex.

1993	Circulation and card catalogs in the elementary school libraries are automated using Inlex.
1996	1. The Instructional Technology Plan is prepared. This is part of a broader District initiative called <i>Schools for the 21st Century</i> or <i>Project Connect</i> . The plan is not funded. 2. The Project Connect Core Committee offers solutions for grade reorganization, high school restructuring, facilities and space utilization, and administrative and instructional technologies.
2000	Core library collections (books given to all schools regardless of student population) are selected at an expanded vendor fair held at the local technical college.
2005	The District aggressively pursues the addition of online resources.
2005	One to one initiative begins at the middle school level with a seventh grade house at Washington Middle School.
2005-2006	E.E.T.T. Grant awarded - "Middle School Technology Integration Initiative"
2006	Integration of Information Literacy and Instruction Technology Standards and Benchmarks were approved by the School Board. Initial integration of these standards with core curricular areas begin with Language Arts.
2006	Professional learning opportunities are provided online (Atomic Learning). The District also adds a digital media library for all KUSD staff and students.
2006	The vendor fair is extended to include charter and parochial schools in Kenosha.
2006-2007	E.E.T.T. Grant awarded - "Using Digital Media in a Collaborative Environment"
2007 (Spring)	One to one initiative is completed for all grade levels at Washington Middle School.
2007 (Summer)	Integration of Information Literacy and Instructional Technology Standards and Benchmarks continues with the core curricular areas.
2007 (Fall)	One to one initiative begins at the high school level with 9th graders at ITA.
2007-2008	E.E.T.T. Grant awarded - "Using Digital Media in a Collaborative Environment"

3.3 Planning Process

A cross section of teachers and administrators participated in the enGauge online survey.

The following list shows the number of respondents from each area:

- 1 District Technology Coordinator
- 6 District Administrators
- 8 Building Administrators
- 8 Building Instructional Technology Teachers
- 141 Educators (teachers, assistants, special needs personnel, etc.)

1,392 eighth graders participated in a locally designed survey to measure their technology proficiency (survey instrument included in Appendix A). Data from both needs assessments were used to help stakeholders in the planning process.

A Core District Planning Committee was formed and included the following members:

Core Committee Members

John Allen, *Manager of Distribution and Utilities*
Annie Fredriksson, *Acting Coordinator of Library Media, Instructional Technology & Media Production*
Tom Harris, *Network Manager, Information Services*
Edie Holcomb, *Executive Director of Curriculum and Instructional Services*
Bill Johnston, *Executive Director of Business*
Diane Kastelic, *Teacher Consultant, Library Media*
Joan Roehre, *Media Production and Distance Learning Facilitator*
Adam Rogahn, *Web Specialist*
Sonya Stephens, *Executive Director of Educational Accountability*

The core committee met on November 12th, 2007 to analyze needs assessment data, review past goals, and prioritize the needs of the district. A larger group of stakeholders (members listed on page 2) met on December 10th, 2007 to work on revising the Mission / Vision for the plan and began drafting action plans based on the needs identified by the planning committee. The original planning committee met on January 11th, 2007 to refine the action plans. Building principals were also given a draft of the action plans to review and provide feedback. The committee met again on February 15th, 2008 to complete the draft of the plan. The plan was sent to the school board for approval on (add date) prior to being sent to DPI for certification. A draft of the plan was sent via the district's list service to all District stakeholders for review.

3.4 Community Resources/Adult Literacy

Some KUSD schools have provided access to technology for adults and children beyond the regular school day. Parent and community access is being supported by Title I, PTA, PTO, AODA program grant, and the state funded 21st Century Community Learning Center Program (CLC). The CLC Program includes Literacy Education, Health Education, Summer

Programs, Parenting Skills and Technology Education. The Technology Education programs have included a Web Page Club, a Video Club, and instructional software programs in core subjects, writing labs, adult classes, open labs and Internet access. Distance learning opportunities have also been made available to community groups. Computer laptops and Writers (a portable keyboarding system) are available for checkout through this program at several of the Community Learning Center sites.

The following sites provide the Community Learning Center programs.

- Brass Community School (combined Durkee and Lincoln Elementary School as of July 2008)
- Columbus Elementary School
- Edward Bain School of Language and Art (EBSOLA)
- Jefferson Elementary School
- Frank Elementary School
- Lincoln Middle School
- McKinley Elementary School
- McKinley Middle School
- Washington Middle School
- Wilson Elementary School

4.0 Needs Assessment/Current Status

4.1 Analysis and Assessment of Progress Toward Goals of Previous Technology Plan

This section lists the goals of the previous technology plan (2001-2005) and summarizes the progress that has been made toward the goals. This analysis and assessment is based on enGauge data, student data and stakeholder input. EnGauge data is reported according to four levels: Awareness, Adoption, Exploration, and Transformation.

Effective Teaching & Learning Practices

Goal 1: Information and technology literacy shall be the foundation for student learning environments characterized by effective, research-based practices designed to meet the learning needs of all students.

A. Objective: By June 2008, the District mean for the indicator Systems: Digital-Age Standards and Assessments will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: enGauge indicator Systems: Digital-Age Standards and Assessments Mean: 3.19 (Exploration)	2007 Status: Mean: 3.46 (Exploration)
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B. Objective: By June 2008, the District mean for the indicator Systems: Data-Driven Decision Making and Accountability will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: enGauge indicator Systems: Data-Driven Decision Making and Accountability Mean: 3.11 (Exploration)	2007 Status: Mean 3.46 (Exploration)
--	---

C. Objective: By June 2008, the District mean for the indicator Systems: Systems Thinking and Process Reengineering will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: enGauge indicator Systems: Systems Thinking and Process Re-engineering Mean: 3.13 (Exploration)	2007 Status: Mean: 2.66 (Adoption)
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D. Objective: By June 2008, the District mean for the indicator Effective Teaching & Learning Practices: Relevance will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: enGauge indicator Effective Teaching & Learning Practices: Relevance Mean: 2.99 (Adoption)	2007 Status: Mean: 2.82 (Adoption)
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Educator Proficiency

Goal 2: Educator proficiency in the use of technology and information will improve student academic achievement.

A. Objective: By June 2008, the District mean for the indicator Systems: Professional Development will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: enGauge indicator Systems: Professional Development Mean: 3.37 (Exploration)	2007 Status: Mean: 3.43 (Exploration)
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B. Objective: By June 2008, the District mean for the indicator Proficiency: Planning and Design will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: enGauge indicator Proficiency: Planning and Design Mean: 2.79 (Adoption)	2007 Status: Mean 3.37 (Exploration)
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C. Objective: By June 2008, the District mean for the indicator Proficiency: Cultivation of Digital Age Skills and Processes will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: enGauge indicator Proficiency: Cultivation of Digital Age Skills and Processes Mean: 2.99 (Adoption)	2007 Status: Mean 3.24 (Exploration)
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Access to Information & Technology Resources

Goal 3: Educator and student access to information and technology resources will meet teaching and learning needs.

A. Objective: By June 2008, the District mean for the indicator Access: Resources will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: enGauge indicator Access: Resources Mean: 3.33 (Exploration)	2007 Status: Mean 3.41 (Exploration)
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Objective: By June 2008, the District will provide more on-site and off-site District learning opportunities including video conferencing and web based instructor training.

2004 Status: enGauge indicator Access: Virtual Learning Opportunities Mean: 1.96 (Awareness)	2007 Status: Mean: 2.46 (Adoption)
---	---

Goal 4: Technology will be used to strategically improve administrative processes and operations.

A. Objective: By June 2008, the District will have implemented necessary upgrades to necessary systems (i.e. Library Automation and Circulation System, Student Management System)

2004 Status: enGauge indicator Systems: Data Driven Decision Making Mean: 3.11 (Exploration)	2007 Status: Mean 3.46 (Exploration)
---	---

Support Systems & Leadership

Goal 5: Information and technology will be used by KUSD staff and students to improve student academic achievement, communication and efficiency.

A. Objective: By June 2008, the District mean for the indicator Systems: Administrator Proficiency will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: Need: enGauge indicator Systems: Administrator Proficiency Mean: 3.00 (Exploration)	2007 Status: Mean: 3.04 (Exploration)
---	--

B. Objective: By June 2008, the District mean for the indicator Systems: Community Connections will be at 3.5 (Exploration) or higher on the enGauge continuum.

2004 Status: enGauge indicator Systems: Community Connections Mean: 2.93 (Adoption)	2007 Status: Mean 2.71 (Adoption)
--	--

C. Objective: By June 2008, the District mean for the indicator Systems: Data-Driven Decision Making and Accountability will be at 3.5 or higher Exploration) on the enGauge continuum.

2004 Status: enGauge indicator Systems: Data-Driven Decision Making and Accountability Mean: 3.11 (Exploration)	2007 Status: Mean 3.46 (Exploration)
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4.2 Analysis of Student Proficiency

1,391 eighth grade students participated in a locally developed online survey to measure their proficiency with technology. A copy of the survey is included in Appendix A. 56% of KUSD students report proficiency in technology. Proficiency was defined as scoring 60% or better on technology questions in the survey. Survey results indicated that students were strong in the use of common media and technology terminology and equipment and word processing. Spreadsheets, databases, copyright and Information Literacy were identified as areas in need of improvement.

4.3 Identification of Underserved Populations

Mobile technology (COW / Computers on Wheels) has been added to all schools within KUSD. Schools that receive additional funds because they serve a lower socio economic population, in many cases, have purchased additional COWS and/or computer labs. The Community Learning Centers have purchased laptops and Writers for students to checkout.

In 2006, Washington Middle School became the first public school in the state of Wisconsin to provide laptops for all students. These computers can be taken home with parental approval and are used by both the students and families.

The Washington population ranks among the highest percentage of free and reduced lunch students in southeastern Wisconsin. Due to the success of this project, the district extended the project to one grade level of Indian Trail High School, which has a significant underserved population. Accelerated Independent Study (AIS) programs are available using Plato software. They have been designed to raise the District's graduation rate by providing a method of credit recovery for targeted groups of high school students. In 2007, the KUSD eSchool became available to high school students.

4.4 Analysis of Educator Proficiency

Over the past three years significant growth has occurred in educator proficiency of information and technology skills. The enGauge online survey showed growth in Systems: Professional Development (Mean of 3.17 to 3.43), Proficiency Planning and Design (Mean of 2.75 to 3.37), Proficiency: Cultivation of Digital Age Skills (Mean of 2.82 to 3.84). These indicators are all in the Exploration stage suggesting that educators are experimenting with using technology to support their instructional practices.

District leaders identified Systems: Data-Driven Decision Making and Accountability as an area for increased growth over the next three years. Currently the district is in the Exploration level (Mean= 3.46).

Another area identified as in need of improvement is Assessment Literacy. Currently the district is in the Adoption level (Mean= 2.88). There is a need for the district to assist educators with using online gradebooks and develop new assessment practices for projects that include technology components.

Educators need more professional development in how to integrate spreadsheets and databases into the curriculum. Educators also need professional development on ethical issues related to information and technology.

4.5 Analysis of Effective Teaching & Learning Practices

The District has spent a lot of time and effort over the past three years on improving standards, benchmarks and accountability across the district. The enGauge online survey showed growth in both Systems: Digital Age Standards & Assessments (Mean of 3.24 to 3.46) and Systems: Data Driven Decision Making (Mean of 3.07 to 3.46).

At this level, “The curriculum includes learning activities that address digital-age proficiencies as students achieve academic content standards. The school has revised content standards to reflect 21st-century proficiencies. For select programs, the school is providing formal processes to ensure alignment of digital-age proficiencies with appropriate instructional design and assessment. Such approaches are being piloted, but are not yet system-wide. Schools are exploring constructivist approaches to learning with select populations of students or within certain programs. The school is exploring the use of technologies to assess student performance in addition to recording and reporting progress” (NCREL, 2007).

District Leaders have identified Practice: Environment (Mean= 2.74) as an area that should continue to improve. In particular the district will continue to work on integrating standards into the core curricular areas. The KUSD Information and Technology Literacy standards and benchmarks are included in Appendix B. The next step is to develop sample strategies and activities that teachers can integrate into their curriculum. The district would also like to focus on increasing opportunities for student collaboration and cooperative learning.

District leaders have also identified increased use of formative assessment as a need for the district.

4.6 Analysis of Access to Information Resources & Learning

Tools

The size and demographics of the District make equity a complex issue. Every effort has been made by the technology leaders to establish an equitable base of technology in every school. Site based purchases, PTA/PTO donations and Title 1/P-5 funding make continuing equity challenging. Lack of space caused by increasing enrollment and overcrowding, coupled with differences in federal funding have created varying levels of access. The District is experimenting with a variety of options to make equitable resources more available to all students. District leaders are aware of socioeconomic inequities that exist and utilize a database to deploy resources. They analyze student achievement data and are actively looking for strategies to ensure high academic achievement across all demographic groups.

Instructional Technology

Hardware

There are current model computers in every lab and classroom (see Hardware Inventory, Appendix C). Each school also has a minimum of 15 laptops on a mobile cart.

Software

District funds have been used to purchase and upgrade software. It is necessary to maintain a current level of District supported applications. Buildings still use their own funding sources (Title 1/ P-5, PTA/PTO) to purchase software (see Appendix D for software inventory).

Networking

The District Wide Area Network (WAN) currently consists of one or more leased T-1 data circuits to each of our 43 buildings. These circuits provide the means of transmission for data, video, and digital voice as well as Internet access for students and staff. Substantial E-Rate discounts help pay for these circuits.

Within each school, there is a Local Area Network (LAN) that connects all instructional and administrative computers. Connection speeds are 100Mbps to 1000Mbps.

In the summer of 2007, the District changed Internet Service Providers (ISP) and upgraded from an 18MB ATM circuit to a 50MB Ethernet connection. This has given us ample access to the Internet, but the T-1 connections between the schools and the Educational Support Center (ESC) are not fast enough to sufficiently support the growing number of computers and increasing bandwidth demand in each school.

Assistive Technologies

Assistive technology services and devices are provided within the District for students with disabilities based on the Individualized Education Program (IEP) for each student (See Inventory, Appendix E). These technologies are used within the context of the classroom curriculum to allow students to be educated in the least restrictive environment, to foster independence and to compensate for learning challenges. A team of assistive technology staff members is responsible for facilitating the provision of assistive technology within the District. Special education funds are used to purchase specialized devices and software for individual student use.

Cable Channel 20

The District employs an educational access cable channel located at the Educational Support Center (ESC) to feed the District's educational programming via the local cable system. All schools are wired for cable and utilize video distribution systems.

Programming

The KUSD Media Production group regularly develops and produces original district programming. The regularly produced programs include *Inside KUSD* and *Board of Education Highlight (Summary) Show*. Special programming has included Referendum Forum, Superintendent/Student Forum, music festivals, theater arts promos, public service announcements, curricular events, American Education Week specials, and feature slide shows.

Multimedia

Multimedia refers to the combination of video, audio and data. The revolution in digital media has transformed the ability of District staff and students to create multimedia products. With the wide distribution of iMAC DV computers, digital cameras, camcorders and the iLife software suite, staff and students are now able to capture, edit and publish digital videos for classroom projects and for airing on the District's cable channel and District web site. Every school in the District now has digital hardware, peripherals, software and a minimum of one 15 unit laptop mobile cart (see Appendix C and D to view the Hardware and Software inventory) . In addition, at least six schools have equipped their buildings with TV studios complete with cameras, video switchers, audio mixers, etc. Students and staff produce weekly news programs, instructional game shows, and interviews with special guests, etc.

Distance Learning

The District has six portable IP video codec units and expanded its bandwidth to support simultaneous videoconferencing events. Educational videoconference events range from a biology class's observation of an open heart surgery to an elementary school's virtual field trip to the Indianapolis Zoo to observe penguins and interact with the zookeeper. Student to student collaboration using desktop video conferencing has increased substantially.

Library Media

Library Media Centers in KUSD provide print and media resources as well as technology to access those materials. Library Media Specialists (LMS) are certified and have received additional staff development to assist them in implementation of the 2005-2008 plan.

Library Media Specialists are trained to select and maintain KUSD collections. Monies for our collections come primarily from Common School Funds. These funds, allocated on a per pupil basis, are divided into three broad areas: Online Subscriptions, Core Collections and individual school funds. The Core Collection, developed in 2000 to provide comprehensive resources for all KUSD students regardless of the size of the school they attend, has been expanded. This Core Collection was developed in response to a 1995 Collection Audit that found significant inequities in our school library collections due to the school size. Core Collection acquisitions have had the greatest impact on the smaller, low enrollment, low socio-economic schools.

The Core Collection process has been refined and the expanded annual Resource Fair, held at Gateway Technical College, has provided Library Media Specialists with the opportunity to work together to select appropriate material for all buildings. Materials selected must be published within the last three years and support the KUSD Standards and Benchmarks to be added to our Core Collection. In 2008, a Request For Proposal (RFP) bid process was used in conjunction with the Purchasing Department to reduce the price materials for our Core Collection even further.

The Core Collection now includes the purchase of online subscriptions. The number of online subscriptions has more than doubled during this plan and KUSD continues to support 24 /7 learning with home access when available. Eighteen online resources (several with multiple titles within) are available for high school students, nine resources are available for middle school and seven resources are available for elementary students (See Appendix F).

During the 2006-2007 school year, KUSD libraries circulated 792,036 items. As of June 30, 2007 58% of the nonfiction books are copyrighted at 10 years or less. This is a significant improvement from the percentages collected in June 2004. A recent analysis of the state of the collection was completed and is available Appendix G.

Administrative Technology

In the past 12 years, the District has implemented a solid infrastructure upon which to grow. Hardware and software tools implemented by the Information Services office provide efficient means of supporting the complex infrastructure that serves the instructional and administrative computing needs of the District.

The vast majority of resources (Internet access, business system, student system, library system, etc.) are centrally located and maintained by Information Services, which is located in the Educational Support Center (ESC).

Telecommunications

The District's voice network is comprised of over 40 locations served by TDS Metrocom. All sites utilize Centrex services provided by TDS Metrocom with the exception of the following: Indian Trail High School has a Comdial PBX, and Lakeview Tech Academy has a NEC Key system. Mahone Middle School has a NEC 2000 PBX fed with a PRI to the public switched network. Currently, the District has over 1495 Centrex lines. Centralized voice mail is provided for Centrex lines using a Cisco serial integrated voice mail system. The schools with PBX systems have self-contained voice mail. Telephones and voice mail have been included in classrooms for new construction since 1998. Edward Bain School of Language and Art was opened in the fall of 2004 and utilizes Cisco's Voice over Internet Protocol for voice services. The successful deployment of VoIP has demonstrated the viability of shared voice and data networking within Kenosha Unified School District.

Voice over Internet Protocol (VoIP) is the preferred method of providing telephony services to schools within the District. Since the opening of Edward Bain School of Language and Art, Kenosha Unified School District has increased the use of Cisco VoIP to include Nash Elementary, Prairie Lane Elementary, KTEC/Harborside charter schools and the Brass Community School. The VoIP solution shares bandwidth on the data network with remote sites feeding back to the Education Support Center and to the public switched telephone network. The District is currently exploring the ability to implement a fiber-based infrastructure to accommodate the increasing need for bandwidth to serve the District. We believe that in the long term, fiber based networking will be the preferred method of supplying voice, video and data across the wide area network.

Hardware

The District currently utilizes multiple Dell servers running the Windows O/S for our student system, multiple MPC servers running Microsoft Windows Server 2003 for the library system and a Hewlett Packard 7400 running HP-UX 11.x for the business system. In addition, multiple Windows 2003 Servers are utilized for Special Education, Facilities, Internet/Intranet, Voice Mail, Transportation, Food Services, Voice over IP (VoIP), Inventory and Electronic Mail. Information Services staff provide technical support to over 11,000 instructional and administrative desktops and notebooks, over 150 servers and thousands of scanners, printers, barcode readers, digital cameras, cash registers and other peripheral devices.

Software

The District supports multiple operating systems and multiple versions, consisting of Windows, HP/UX, and Macintosh. Various types of relational databases are currently in use, including Informix and MS-SQL. These databases are utilized in supporting Zangle (student information system), Bi-Tech (business system), Dynix (library), Cisco CallManager (VOIP), Edulog (transportation), WinSNAP (food Services), Goalview (special ed), Subfinder (substitute tracking), Discussion Forums, ADVISOR (District's intranet) and Web development.

Hewlett-Packard's Data Protector is used to provide backup and disaster recovery for the various servers throughout the District. Sophos provides antivirus protection on all Apple and Windows desktops and notebooks as well as all Apple and Windows servers. Lightspeed provides SPAM filtering and network monitoring.

Facilities

The District maintains a central office in the Educational Support Center for its Information Services staff. Space is provided for programming, Helpdesk, administration, system setup, repair, training and a climate controlled room for the servers and communications equipment. In addition, each school building has one or more wiring closets for switches, routers and local servers.

The administrative network connects the Educational Support Center and its offices and over 40 remote sites utilizing a combination of routers, switches, T1 lines and fiber optic. A complex and powerful firewall as well as a web content filtering appliance are in place between the District's internal network and the Internet.

Maintenance and Upgrade

The District maintains a maintenance and warranty contract on all mid-range servers, communications hardware and District-wide application software. The mid-range servers are covered under an annual contract providing for response within four hours, from 8 a.m. to 5 p.m., Monday through Friday. The servers are covered under a five-year warranty, providing for the repair or replacement of defective parts. All Windows-based desktop computers are covered with a five-year warranty. Windows-based laptops are covered with a three-year warranty. Macintosh desktops are covered with a one-year warranty; laptops with a three year warranty. All desktop and laptop computers are repaired by District technicians. All major software is covered with an annual maintenance contract providing for the upgrade of software as new versions become available, the upgrade of any custom revisions and the implementation of new state and federal requirements.

Information Services provides 24/7/365 on-call support of specific hardware and software according to the Information Services service level agreement.

Technology Support

Technical support for all hardware, software and various other technologies is provided by Information Services staff, Technology Educational Assistants in the schools and Instructional Technology Teachers. Information Services provides support for administrative computing functions, networking and instructional hardware and software. The Instructional Technology department provides support for instructional computing, including the selection and purchase of hardware, software and related peripheral devices such as printers, scanners and digital cameras. Information Services technicians provide setup and installation of all PC and Apple hardware and software and are the primary sources for maintenance on all desktop and notebook computers. A Helpdesk is available for assistance on all supported software and hardware. The programming area provides in-depth analysis of questions and problems, establishes proper operating procedures and fulfills requests for program customization and data.

Major systems are evaluated by Information Services prior to purchase to ensure quality, compatibility and standardizations. Software and hardware are evaluated on a regular basis for continued operability, new enhancements and new products. Information Services orders computer hardware and software for all District administrative sites to ensure that minimum standards are met, provides for economies of scale and promotes standardization.

Recommendations for the purchase and installation of new software and hardware are available to District staff upon request.

Information Services staff consists of:

- 1 - Department Director
- 2 – Area supervisors (network / tech support and programming)
- 1 – Database Administrator
- 2 – System Support Specialists
- 2 – Programmers
- 4 – Technicians
- 1 – Helpdesk Technician
- 3 - Secretarial positions: Head, Budget & Lead Computer Operator

Instructional/Professional/Technical

Installation and setup of computer labs and classroom computers, as well as regular maintenance for instructional computing is provided by Information Services technicians.

Daily management of the computer labs and support for classroom computers are provided by the Technology Educational Assistant at each school. Instructional Technology Teachers at the middle schools and high schools and District Instructional Technology Teacher Consultants at the elementary schools provide assistance for the integration of technology into the curriculum as well as technical assistance for both hardware and software. Support for multimedia, video and distance learning activities are provided by a Distance Learning Facilitator, a Media Production Technician and the District Instructional Technology Teacher Consultants. District Instructional Technology Teacher Consultants also provide primary support for computer related District in-service courses. Support for web site authoring and the overall design and maintenance of the KUSD web site is provided by a full-time Web Specialist who also provides on-site training and support to school web committees.

4.7 Analysis of Support Systems & Leadership

While there has been growth in Administrator Proficiency over the past three years (Mean= 2.77 to 3.04), stakeholders on the planning committee felt that this is an area to continue to improve. In particular, the District wants to provide support to administrators to build their personal technology skills as well as to be able to identify best practices of information and technology in instruction and to develop leadership skills to ensure that this happens in their building.

The District wants to develop systems to ensure that they are hiring staff that are proficient in information and technology skills.

5.0 Action Plans

Goals:

Goal 1- We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Goal 2- We will increase educator proficiency in the use of information and technology literacy by integrating information and technology into the curriculum, developing assessment strategies, and gathering and using assessment data.

Goal 3- We will use technology strategically to improve administrative processes and operations.

5.1 Educator Proficiency Action Plan

5.1.1 Educator Proficiency: Planning and Design

Need: Educators need to be skilled in designing teaching strategies and learning environments that maximize the impact that technology has on learning.

Goal 2: We will increase educator proficiency in the use of information and technology literacy by integrating information and technology into the curriculum, developing assessment strategies, and gathering and using assessment data.

Objective: By December 2010, the district will have a Mean of 3.5 on the enGauge online survey for the condition Educator Proficiency: Planning & Design.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicator of Success:
Restructure district professional development plans and opportunities to include strands of information and technology literacy integrated in all curricular areas	• School Leadership • Curriculum and Instruction Consultants • Professional Development Department • Principals	2008-2011	• Instructional Technology and Library Media Consultants • Site plans • Integrated sample strategies and activities	Calendar opportunities at both site and district level for Information and Technology Literacy professional development
Include in the site's professional development plan ongoing time for collaboration and professional development on information	• Professional Development Department • Instructional Technology and Library Media Consultants • Curriculum and	Annual Site Planning	• Time to collaborate and plan	Building inservices have ongoing information technology professional development

technology integration	- Instruction Consultants - Principals - Library Media Specialists - Instructional Technology Teachers				
Continue to provide credited District Course Offerings for Information and Technology Literacy	- Professional Development Department - Instructional Technology and Library Media Department	Course Offerings 3 times a year	- Instructor costs - Qualified instructors	Course offerings remain available.	
Develop mini presentations in a variety of formats to be available at the building level to improve / refine information and technology literacy skills	- Instructional Technology and Library Media Consultants - Curriculum and Instruction Consultants - Instructional Technology Teachers - Library Media Staff	2009-2010	- Time from existing staff dedicated for this purpose - Time for usage at building meetings or inservices - Content meetings - Supply costs	Documentation of available presentations	
Include information and technology literacy curricular integration as part of the teacher evaluation process	- Leadership - Human Resources - Principals - Professional Development Department	2009 – Ongoing	- Teacher evaluation documents - PDP process	Evaluation process reflects information and technology literacy component.	

	• Instructional Technology and Library Media Consultants • Curriculum and Instruction Consultants			
Review and revise as needed the identified technology skills targeted in the online application process for the district.	• Human Resources • Information Services • Curriculum and Instruction Consultants • Library Media and Instructional Technology Consultants • Assistive Technology Team	Spring 2009 - Ongoing	• National Education Standards (NETS) • Instructional Technology Self-Assessment for online applicants • Time from existing staff dedicated for this purpose	Instructional Technology Self-Assessment is updated.

5.1.2 Assessment Literacy

Need: Educators need to use technology as a tool to gather assessment data and to build a collection of assessment strategies and rubrics for student products.

Goal 2: We will increase educator proficiency in the use of information and technology literacy by integrating information and technology into the curriculum, developing assessment strategies, and gathering and using assessment data.

Objective: By December 2010, the District will be in the Exploration Stage for the enGauge indicator Proficiency: Assessment Literacy.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicator of Success:
Include integrated technology /content assessments within appropriate information and technology literacy training sessions and course offerings	• Instructional Technology and Library Media Consultants • Curriculum and Instruction Consultants • Inservice Course Instructors • Professional Development Department	Reflective timeline with Course Offerings and training sessions	• Time from existing • instructors /trainers dedicated for this purpose	Best practices with assessment identified in training sessions and course offerings

Create appropriate technology assessments with any integrated sample strategies and activities	• Instructional Technology and Library Media Consultants • Curriculum & Instruction Consultants	Elementary 2008-2009 Middle 2009-2010 High 2010-2011	• Assessment training for consultants • Work on assessments	Best practices evident in assessments provided with sample strategies and activities.
Provide support for district student information system components; e.g. gradebook, marks reporting, and elementary progress reports	• School Leadership • Instructional Technology Consultants • Curriculum and Instruction • Information Services • Teacher Connection Resource (TCR)	Reflective timeline with marking / grading periods and rollouts of new processes for progress reports	• Vendor tech support • Time from existing staff dedicated for this purpose • Professional development opportunities • Budget dollars for training	Documentation of support activities
Provide support for any technological assessment tools addressing data analysis when selected and purchased by the district	• School Leadership • Curriculum and Instruction Consultants • Instructional Technology Consultants • Information Services • Principals	Associated with purchase of products or tools	• Time from existing staff dedicated for this purpose • Training opportunities • Vendor tech support	Data analysis indicates that software programs are successfully operating and being used by the teachers

5.2 Effective Teaching & Learning Practices

5.2.1 Using information and literacy standards and technology itself to improve student learning

Need: All staff need to be intentional about using technology and information literacy standards to improve student achievement.

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By December 2008, integrated technology sample strategies and activities will be available across the grade levels and content areas.

Actions:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Align Information and Technology Literacy Standards and Benchmarks with the content area standards and benchmarks	- Instructional Technology and Library Media Consultants - Curriculum & Instruction Consultants	Fall 2008	- Standards and benchmarks - Time from existing staff dedicated for this purpose	Alignment documented and posted to website
Create model strategies and activities that address the integrated standards and benchmarks with the curriculum standards and benchmarks and utilize technology tools (e.g., Writers, digital cameras, projectors, document cameras, etc.)	- Instructional Technology and Library Media Consultants - Curriculum & Instruction Consultants - Library Media Specialists - Instructional Technology Teachers - Resource Teachers	Elementary 2008-2009 Middle 2009-2010 High 2010-2011	- Time from existing staff dedicated for this purpose - Sample activities from exemplary districts that align with KUSD curriculum	Sample strategies and activities created.

Create an online resource to provide integrated strategies and activities	• Instructional Technology Consultants • Web Specialist	Elementary 2008-2009 Middle 2009-2010 High 2010-2011	• Time from existing staff dedicated for this purpose	Sample strategies and activities posted
Develop a plan to communicate and share activities and strategies with classroom teachers	• Instructional Technology and Library Media Consultants • Curriculum & Instruction Consultants • Instructional Technology Teachers • Library Media Specialists • Resource Teachers • Principals	Spring 2009	• Content • Meetings • Professional development opportunities at the site	Plan is documented.

5.2.2 Learning Environment

Need: The District is in the Adoption level for the indicator Practice Environment (Mean = 2.74)

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By December 2010, the district will be in the Exploration level for the indicator Practice Environment.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Conduct informal assessments of information and technology literacy integration levels in each school through principal interviews	- Instructional Technology and Library Media Teacher Consultants - Instructional Technology Teachers - Library Media Specialists - Principals	Fall of 2008	- Survey questions - Time with principals, building level Instructional Technology Teachers, and Library Media Specialists	Each school's level of integration is identified
Focus on integrating information and technology literacy in the elementary school classrooms	- Instructional Technology and Library Media Consultants - Curriculum and Instruction Consultants - Elementary Resource Teachers - Elementary Library Media Specialists	2008-2009 School Year 2009-2010 School Year	- EETT Grant - Professional development time at the site level	Elementary schools selected as participants in the grant opportunity focused on integrating information and technology literacy

Integrate information and technology literacy in all curricular areas per the adoption cycle	• Instructional Technology and Library Media Consultants • Curriculum and Instruction Consultants • Classroom Teachers	Parallel to the curriculum adoption cycles	• Time from existing staff dedicated for this purpose • Content meetings	Teachers are integrating information and technology literacy in their curriculum
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5.2.3 Eighth Grade Proficiency

Need: A district wide survey of eighth grade proficiency in information and technology revealed that students need more instruction on spreadsheets and databases, citing sources, and copyright/plagiarism.

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By December 2010, 100% of eighth graders will demonstrate proficiency on information technology skills on a District developed assessment.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Revise spreadsheet and database resource booklets for 4, 5, and 6th grade	• Instructional Technology Consultants • Instructional Technology Teachers • Curriculum Consultants • Classroom Teachers	June 2009	• Time from existing staff dedicated for this purpose • Printing costs • Potential curriculum writing pay for teachers	Booklets completed
Provide professional development for new booklets	• Instructional Technology Consultants	2009-2010	• Professional development opportunities	Professional opportunities provided

Develop InspireData Lessons	• Instructional Technology Consultants • Instructional Technology Teachers • Classroom Teachers	June 2009	• Time from existing staff dedicated for this purpose • Web specialist	Lessons posted
Provide professional development on sample InspireData Lessons	• Instructional Technology Consultants • Instructional Technology Teachers	2009-2010	• Content Meetings • Professional development opportunities	Professional development provided
Post PDF of MLA and APA citation formats on KUSD Library website	• Library Media Consultant	Fall 2008	• Internet access	PDF posted
Provide brief instructional presentation on creating citations	• Library Media Consultant • Library Media Specialists	Spring 2008	• Internet access	Presentation prepared
Post link to online citation makers on KUSD library web site	• Library Media Consultant	Fall 2008	• Internet access	Links posted
Provide examples of what constitutes plagiarism and post them on the KUSD library web page	• Library Media Consultant • Library Media Specialists • Web Specialist	Spring 2009	• Time from existing staff dedicated for this purpose	Examples posted

Develop presentation to be used with students and staff to illustrate the difference between academic honesty and plagiarism	- Library Media Consultant - Library Media Specialists - Media Specialist	Spring 2009	Time from existing staff dedicated for this purpose	Presentation developed
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5.2.4 Equity: Special Needs

Need: The indicator Equity: Special Needs was in the Exploration stage on the enGauge online survey (Mean = 3.91)

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By December 2010, the indicator Equity: Special Needs will have a district-wide mean score of 3.95 or higher.

Actions:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Introduce principles of universal design for learning and the application of technology to address students' needs	- Assistive Technology Team - Instructional Technology Consultants	September 2008	Training time for existing staff dedicated for this purpose	Training and evaluation form completed
Identify barriers to students' access, participation, and expression	- Assistive Technology Team - Instructional Technology Consultants - Teachers across grade levels supporting students with varying needs (language, ability, learning styles, etc.)	November 2008	Release time for teachers or reimbursement for participation in after hours meeting	List of problems, barriers, and possible solutions

Provide training in features of OSX that support universal design for learning	- Assistive Technology Team - Instructional Technology Consultants	January 2009	Apple representative specializing in access	Training completed Participants competent to apply features learned
Provide training in universal design for Assistive Technology Team, Instructional Technology Consultants, with invitation to curriculum consultants, Resource Teachers, Professional Development department, and Instructional Technology Teachers.	- Assistive Technology Team - Instructional Technology Consultants - Curriculum & Instruction Consultants - Teachers - Instructional Technology Teachers - Professional Development Department	Spring 2009	Funding to pay trainer	Training completed and evaluation completed
Develop software selection guide to address principles of universal design for learning	- Assistive Technology Team - Instructional Technology Consultants	Spring 2009	Time from existing staff dedicated for this purpose	Guide will be developed for use in selecting software

Develop a seamless, student and teacher-friendly system for accessing and using electronic text for learning (system addresses hardware needs, software needs, procedures for accessing text, method of reading text, etc.)	• Director of Special Education • Assistive Technology Team • Executive Director of Curriculum and Instructional Services • Special Education Coordinator • Coordinator of Instructional Technology • Executive Director of Educational Accountability • Teacher of students with visual impairments • Resource teachers • Professional Development Department	Spring 2008-Spring 2011	• Time from existing staff dedicated for this purpose • Web specialist • Funds for purchase of needed hardware and online text services	System developed and functioning; teachers and students needing electronic text are able to access system; document the number of text documents that are obtained using the system
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5.3 Access to Information & Technology Tools

5.3.1 Equity: Systemwide

Need: The District is in the Adoption stage for the indicator Equity: Systemwide (Mean =2.44)

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By December 2009, the district will be in the Exploration stage for the enGauge indicator Equity: Systemwide.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Implement plan and policy for non-District owned laptops to access the wireless network	- Information Services - School Leadership	June 2008 for policies and pilot	- Legal Resources - Survey of other policies - Vendors - Parent Survey / Input	Any student who adheres to the Network Control Access Policy will be allowed to access the wireless network
Enhance infrastructure to make all buildings wireless	- Information Services - Instructional Technology Consultants - School Leadership	Fall 2008 for access	- Vendors - Budget dollars	Anytime, anywhere access within a District building

Improve on current ratio of student to computer	• Board of Education • School Leadership Information Services • Instructional Technology Coordinator	Ongoing	• District Ratio • Budget dollars	The minimum ratio of students to computers is improved
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5.3.2 Staffing

Need: Currently Instructional Technology Teachers and Instructional Technology Teacher Consultants are doing a lot of the IT support, which is taking time away from supporting the integration of technology into the curriculum.

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By December 2010, Instructional Technology Teachers and Instructional Technology Teacher Consultants will be predominantly supporting information and technology literacy integration into core curricular areas.

Action:	People/Persons Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Increase the qualifications of the Technology Education Assistant (TEA) or create a new position for the schools	- Information Technology - Human Resources - District Leadership	June 2009	- Qualifications review - Bargaining group - District funding - District Leadership	Increased technology support in the schools
Increase the full time Library Media Specialist positions at the comprehensive high schools by 1.0 FTE	- Human Resources - District Leadership	June 2009	- Budget assumption funding - District Leadership	Increased student contact in the libraries

Hire an additional Information Services staff member to support the increase of technology in schools	• Information Services • Human Resources • District Leadership	Fall 2008	• Budget assumption funding • District Leadership	Information Services technician for every 800 systems or ratio improved
Establish Student Partnerships and encourage student tech teams to provide additional technology support	• School Leadership • Instructional Technology • District Leadership	Fall 2009	• School Leadership • Technology Training • School to Career	Increased overall student support for technology in the schools

5.3.3 Replacement Cycle

Need: The district has a replacement cycle, however it has not been widely shared with stakeholders.

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By September 2008, the district replacement cycle will be shared with district stakeholders.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicator of Success:
Evaluate current replacement cycle practices	• Instructional Technology Coordinator • Director of Information Services	Fall 2008	• Time from existing staff dedicated for this purpose	Current replacement cycle practices reviewed
Review fund and staffing availability	• Instructional Technology Coordinator • Director of Information Services	Fall 2008	• Time from existing staff dedicated for this purpose • Fund availability • Staffing	Correlation between targeted replacement cycle computers and fund availability documented.
Formalize replacement process	• Instructional Technology Coordinator • Director of Information Services	Spring 2009	• Time from existing staff dedicated for this purpose • Funding for replacement cycle	Process published

5.3.4 Software Approval Process

Need: Currently the district does not have a formal implementation plan for the software approval process in place.

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By Fall of 2008, a formal software approval process will be implemented.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicator of Success:
Create an implementation plan of the software approval process	• Instructional Technology • Information Services • Leadership Council	Spring 2008	• Time from existing staff dedicated for this purpose • Web Specialist	Plan created Forms/Process on Advisor
Monitor and refine the process as needed	• Instructional Technology • Information Services • Leadership Council	Review annually	• Time from existing staff dedicated for this purpose	An effective plan exists and is practiced.

5.3.5 Fiber Project

Need: The district needs to add fiber to all of its buildings to meet its bandwidth needs for high-speed communications infrastructure.

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: December 2008, every KUSD building to a fiber infrastructure for the purposes of delivering effective, efficient and quality instructional and administrative data.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicator of Success:
Assemble project team	Representative(s) from Kenosha County, Gateway Technical College, Kenosha Unified School District (i.e. Project Team)	January 2007 Completed	E-mail	Creation of cross-functional team
Define needs	Project Team	January-February 2007 Completed	- Project team - Meeting room	Needs identified
Create Request for Proposal	Project Team	January-February 2007 Completed	- Project Team - Meeting room	Completed and accepted RFP
Submit RFP	Project Team	February 2007 Completed	E-mail	Company chosen to implement fiber project

Review RFP bids and award contract	• Project Team	March-May 2007 Completed	• Project Team • Meeting room	A vendor is selected
Negotiate Contract	• Project Team • Attorneys	May 2007-March 2008 Completed	• Project Team • Meeting room	Accepted contract by all parties
Implement	• Project Team • Selected Vendor	April-December 2008	• Project Team • Vendor • Meeting room • Time from existing staff dedicated for this purpose	Communications of production data amongst all nodes on the fiber infrastructure
Post-project review	• Project Team • Selected Vendor	January 2009	• Project Team • Vendor • Meeting room • Time from existing staff dedicated for this purpose	Review completed

5.3.6 Integrated Library System

Need: The district needs to replace its Integrated Library System.

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By June 2010, the district will have implemented a new Integrated Library System.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicator of Success:
Review potential systems and their capabilities	Cross section of Library Media & Instructional Technology, Curriculum and Instruction, and Information Services Staff	Summer 2008	Time from existing staff dedicated for this purpose	Potential systems identified
Identify the District's needs and create an RFP that includes textbook inventory management	Cross section of Library Media & Instructional Technology, Curriculum and Instruction, and Information Services Staff	Late Summer 2008	Time from existing staff dedicated for this purpose	RFP is published
Investigate the Integrated Library Systems	Cross section of Library Media & Instructional Technology, Curriculum and Instruction, and Information Services Staff	Fall 2008	Time from existing staff dedicated for this purpose	Decisions made on specific Integrated Library Systems
Select a user friendly Integrated Library System	Cross section of Library Media & Instructional Technology, Curriculum and Instruction, and Information Services Staff	Fall 2008	- Time from existing staff dedicated for this purpose - District funding	Integrated Library System chosen

Create implementation plans (configuration, testing, acceptance, criteria, training, data validation and post implementation follow up)	- Library Media Consultant - Instructional Media Center Staff - Information Services Staff	November 2008-March 2009	Time from existing staff dedicated for this purpose	Plans are published
Execute the plans with the goal of having the major modules operational at the start of the 2009-2010 school year	- Cross section of Library Media & Instructional Technology, Curriculum and Instruction, and Information Services Staff - Library Media Specialists at all levels	2008-2009 School Year	- Funding for hardware and software - Training for staff	System implemented

5.3.7 Library Collection Management

Need: The district needs to develop a library collection management plan.

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By June 2011, the district will have implemented a district wide plan for the management of library information resources to include a process for evaluating the collections to identify strengths and needs; goals for removal and acquisition of new materials; and guidelines for the acquisition of Core Collection resources.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicator of Success:
Create a schedule to inventory all school libraries	- Library Media Consultant - Cataloger - Tech Assistant	Summer 2008	Time from existing staff dedicated for this purpose	Schedule created and disseminated to all Library Media Specialists
Purchase six laptops and barcode scanners to be used for inventory the last two weeks of school and during summer	- Library Media Consultant - Instructional Services	Summer 2008	Funding	Laptops and scanners purchased
Implement inventory schedule	- Library Media Specialists - Cataloger - Tech Assistant - Part Time Staff	Summer 2008-Spring 2011/Ongoing	- Funds from IMC part time accounts to form inventory teams - Training	Inventories completed

Evaluate collections to identify strengths and needs	- Library Media Specialists - Cataloger - Tech Assistant	Annually	- ILS Statistical Reports - Collection Analysis Reports	Written evaluation
Create a plan to systematically reevaluate (weed and replace) all parts of the collection	- Library Media Teacher Consultant - Library Media Specialists	Spring 2009	Time from existing staff dedicated for this purpose	Plan is created and disseminated
Implement collection plan	- Cataloger - Tech Assistant - Library Media Specialists	Fall 2010-Ongoing	- Weeding Reports - Time from existing staff dedicated for this purpose	Plan is implemented Deletions reports Collection age reports Additions reports
Select resources to support new textbook adoption, addressing a range of student needs (e.g., print disabilities, English language learners)	- Library Media Specialists - Curriculum and Instruction Consultants - Teachers	Timely with new adoptions	- Textbook adoption cycle - Reviewing resources - Common School Funds - Resource Fair	Resources purchased
Review, select, and purchase Core Collection titles at all levels	- Library Media Specialists - Library Media Consultant	Annually	- Resource Fair - Professional reviews - Common School Funds	Resources purchased

Review and select online resources, considering features that address students with diverse needs	• Library Media Consultant • Library Media Specialists • Teachers	Annually	• Common School Funds • Time from existing staff dedicated for this purpose	List of online resources
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5.4 Support Systems & Leadership

5.4.1 Administrator Proficiency

Need: The District is in the Exploration stage on the enGauge continuum for the indicator Systems: Administrator Proficiency (Mean = 3.04)

Goal 1: We will increase student engagement with information literacy and technology to improve proficiency in accessing, interpreting and using information to communicate effectively.

Objective: By December 2009, the engage indicator Systems: Administrator Proficiency will have a mean of 3.5 or higher.

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Create a continuum plan to pre-assess administrators on information technology literacy best practices, provide opportunities for professional development, and review application practices of new knowledge gained.	• School Leadership • Professional Development Department • Instructional Technology and Library Media Consultants • Curriculum and Instruction • Principals	2008 – 2009 School Year	• Time from existing staff dedicated for this purpose	Plan created

Provide administrators with an overview of classroom technology and training on best practices within the district's Professional development plan	• School Leadership • Instructional Technology and Library Media Consultants • Curriculum and Instruction Consultants • Assistive Technology • Professional Development Department	2008 - Ongoing	• Training materials	Professional development plan in place
Investigate, inform, and provide professional development as needed for administrators in the technology standards for school administrators (TSSA)	• Small interest group made up of Instructional Technology and Curriculum Consultants • Principals • Leadership • Professional Development Department	Spring 2010 - Ongoing	• Online Research • District and Outside Consultants • Time from existing staff dedicated for this purpose	Findings documented and communicated.

6. Budget

The following budget represents the planned and requested financial resources for the first year of the three year plan.

	Action Plans	E-Rate	IS & Utilities Budget	IT Budget	Grants	Common School Fund	Title V	Title IID	Budget Requests
Library Media/Information Resources									
Integrated Library System	5.3.6					*\$180,000			\$30,000
Online Resources	5.3.7					*\$175,356			
Student library equipment	5.3.7					*\$ 7,800			
Library Media Collections						\$247,523			
Core Collection						\$133,282			
Instructional Technology									
Hardware Replacement/Procurement	5.2.4, 5.3.1, 5.3.3			\$683,000	\$36,000			\$41,000	\$325,000
Software Licensing	5.2.4			\$100,000					\$125,000
Media Production				\$20,000					
Telecommunications/Infrastructure	5.3.5	\$291,143	\$317,550				\$35,000		*\$2,100,000 (one time expense) *\$77,000 (annual maintenance)
Software Maintenance Agreements			\$186,000						
Hardware Maintenance Agreements			\$66,000						
Repair				\$50,000					
Professional Development & Curriculum Development	5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.2.4			\$16,700			\$15,000	\$14,200	
Administrative Technologies									
Hardware Procurement/Replacement	5.3.3		\$72,000						
Information Services Department	5.3.2								\$330,029
Additional FTEs									
Library Media Department									
1 additional FTE at the HS	5.3.2								\$72,988
TOTALS		\$291,143	\$641,550	\$869,700	\$36,000	\$743,961	\$50,000	\$55,200	\$2,983,017

* Estimate

Budget Notes:

The chart shows the components of the individual budgets dedicated to this plan.

The District anticipates receiving \$291,143 from E-Rate to meet its telecommunication goals each year. The remaining budget will be made up of Common School Funds (library), District funds, Title II and V funds, and other grant funds. Telephone access is crucial to meeting the communication and instructional technology needs of the district. Telephone service also increases parent involvement and communication. Internet support is needed to provide access to instructional resources for students and teachers. The Internet serves 22,213 students. E-rate funds makes communication between schools and district possible. The District has also increased Internet subscriptions that go with curriculum adoptions. - One-to-one computing in two schools has put additional demands on the District infrastructure making upgrades necessary.

Library Media Budget Notes:

The Integrated Library System will be explored and purchased during Year 1. Year 2 will include significant training costs as well as ongoing maintenance, and Year 3 will include student computing equipment. The Core Collection is composed of resources selected to be distributed to each elementary, middle, and high school collection. These materials are provided to each building regardless of the size of the student body. The majority of Online Subscriptions are considered to be part of Core Collection. Specialized Online Subscriptions are purchased by individual schools to meet the needs of their population (i.e. 1 to 1 schools have additional needs).

The identified budget assumptions are needed to support the information technology plan. If they are not funded, they will be requested subsequent years. If approved they will be added to the appropriate year of the technology budget.

7. Dissemination to Stakeholders

Progress on the plan will be provided to stakeholders via regular updates to the School Board and will be posted on the District web site. Information will also be shared in the Technology Update newsletter that is distributed to all staff and posted on the Instructional Technology Web Site.

8. Monitoring, Evaluation and Revision

Data for measuring progress on the plan will be collected through:

- Districtwide needs assessment process Fall 2010
- Annual Library Media Statistical Report
- Improved Student Achievement

District IMC Staff and Principals will review data annually and incorporate data into site action plans. Data will drive the planning process. Instructional Technology Staff and Library Media Specialists will review plan annually and recommend revisions. The District will determine a planning process in Fall of 2009 to be implemented in 2010-2011 school year. The planning process will include Technology Staff, Library Media Staff and a broad range of stakeholders.

9. Adult Literacy Opportunities

Individual schools will offer technology courses for adults. Instructional Technology Teacher Consultants have taught and will continue to teach some of these courses. Courses offered focus primarily on productivity software. Distance learning opportunities have also been made available to community groups.

Appendix Items

Appendix A	Eighth Grade Survey Instrument
Appendix B	KUSD ITL Standards and Benchmarks
Appendix C	Hardware Inventory
Appendix D	Instructional Software Inventory
Appendix E	Assistive Technology Inventory
Appendix F	Online Subscription Resources
Appendix G	Library Media Collection Analyses
Appendix H	KUSD and IMC Organizational Charts
Appendix I	Interlibrary Loan Policy
Appendix J	Acceptable Use Policies
Appendix K	Assistive Technology Policy
Appendix L	Copyright Policy

8th Grade Technology Survey

1 In Microsoft Word, when should you first save your document?

- ☐ a. Soon after you begin working
- ☐ b. When you're through typing it
- ☐ c. It doesn't matter
- ☐ d. After working 30 minutes



tool

2 What does the tool pictured above do in Microsoft Word?

- ☐ a. Spell check your document
- ☐ b. Highlights selected text
- ☐ c. Alphabetizes a list
- ☐ d. Increases the size of the font



A.



B.



C.



D.



E.



F.



G.

3 Which of the following tools would you have to use to make a group of text bold, appear in red, and in italics?

- ☐ a. A, C, and E
- ☐ b. B, D, E, and G
- ☐ c. A, B, and E
- ☐ d. B, C, and E

4 You need to have the same paragraph appear four times in the same document. What is the most **efficient** way to do this?

- ☐ a. Copy and paste the paragraph
- ☐ b. Open a Spreadsheet
- ☐ c. Double click on it
- ☐ d. Highlight the paragraph

5 How do you know if text on a web page is a hyperlink?

- ☐ a. Text is underlined and a different color and the pointer turns to a hand symbol when you put the mouse over it
- ☐ b. It is highlighted
- ☐ c. It is larger than the other text on the page



A.



B.



C.



D.

6 Which of the tools above would you use to center a document in Microsoft Word?

- ☐ a. A
- ☐ b. B
- ☐ c. C
- ☐ d. D

7 You have just finished typing a report on World War Two. You decide that you want to change the words "World War Two" to "World War II" everywhere it appears in your paper. What would be the quickest way to do this:

- ☐ a. Use spell check
- ☐ b. Use find and replace
- ☐ c. Go through your paper and retype "Two" to "II"
- ☐ d. Create a macro

8 Which of the following would be an image file?

- ☐ a. Micro.wav
- ☐ b. Micro.jpeg
- ☐ c. Micro.doc
- ☐ d. Micro.aiff



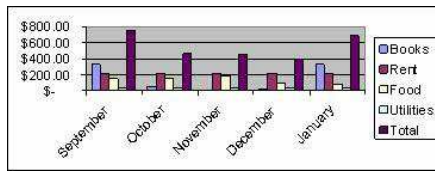
Image

9 How would you resize the picture above?

- ☐ a. Double click on Clip Art
- ☐ b. Click and drag one of the corner squares
- ☐ c. Open a spreadsheet
- ☐ d. Go to View and choose Increase Size

10 If you wanted to present data in a presentation, how would you organize the data?

- ☐ a. Type it in a neat paragraph
- ☐ b. Organize it in a table
- ☐ c. Create a graph through a spreadsheet program
- ☐ d. Both a & b
- ☐ e. Both b & c



graph

11 Which of the following programs was the graph above most likely made in?

- ☐ a. Word Processor Software
- ☐ b. Spreadsheet
- ☐ c. Presentation/Slideshow Program
- ☐ d. Desktop Publishing Software

12 Microsoft Excel is an example of a:

- ☐ a. Database
- ☐ b. Spreadsheet
- ☐ c. Desktop Publisher
- ☐ d. Word Processor

	A	B	C
1			
2		15	
3			
4			
5			
6			
7			
8			
9			

Spreadsheet

13 What is the name of the highlighted cell above?

- ☐ a. B1
- ☐ b. B15
- ☐ c. A3
- ☐ d. B2

	A	B	C
1	15		
2	35		
3	43		
4	22		
5	17		
6	6		
7			
8			
9			

Spreadsheet

14 Which of the following would be the most **efficient** way to have the computer calculate the sum of the column of numbers above?

- ☐ a. =A1+A2+A3+A4+A5+A6
- ☐ b. =Sum(A1:A6)
- ☐ c. sum (A1+A2+A3)
- ☐ d. A1, A2, A3



A.



B.



C.

- 15 Which of the tools above would be the best tool for sorting a column of numbers from highest to lowest in Microsoft Excel?

- ☐ a. A
- ☐ b. B
- ☐ c. C

Planets Database Data (DB)

Planet	Order from Sun	Distance from Sun (KM)	Moons	Rotation (h)	Revolution (y)	Composition	Diameter (KM)	Mass(x Earth)
Earth	3rd	14950300	1	1	1	Solid ▼	12756.34	1
Jupiter	5th	778000000	16	0.41	11.9	Gas... ▼	142700	318
Mars	4th	228000000	2	1.03	1.88	Solid ▼	6757	0.107
Mercury	1st	58000000	0	58.7	0.24	Solid ▼	4875	0.06
Neptune	8th	4500000000	0	0.67	164.79	Gas... ▼	49400	17.2
Pluto	9th	5900000000	1	6.39	247.4	Solid ▼	2300	0.002
Saturn	6th	1427000000	18	0.44	29.46	Gas... ▼	120660	95.1
Uranus	7th	2870000000	21	0.71	84.01	Gas... ▼	52200	14.5
Venus	2nd	107700000	0	243	0.616	Solid ▼	12100	0.82

Records: 9
Sorted

125

database

- 16 What would be the most **efficient** way to find out which planets are made up of gas?

- ☐ a. Sort the composition field
- ☐ b. Sort the planet field
- ☐ c. Count the number of planets that have "gas" in the composition column
- ☐ d. Alphabetize the list

- 17 Your teacher asks you to research an issue and present the pros and cons of the issue to the class. Which of the following would be the best tool for presenting your information?

- ☐ a. Microsoft PowerPoint
- ☐ b. Microsoft Excel
- ☐ c. Internet Explorer
- ☐ d. World Book Encyclopedia

- 18 What would be the best way to communicate with an astronaut in **real time**?

- ☐ a. Write them a letter
- ☐ b. Email them
- ☐ c. Video-conference with them
- ☐ d. Draw Pictures

- 19 Your teacher has asks you to create an argument to support an Anti Smoking campaign. Which information would be useful to your assignment?

- ☐ a. Data about smoking trends
- ☐ b. Information about how cigarette assembly lines work
- ☐ c. Illnesses related to smoking
- ☐ d. Both A & B
- ☐ e. Both A & C

- 20 Your teacher asks you to research the pros and cons of gun control. Which of the following would be good keywords for your search?

- ☐ a. Guns
- ☐ b. gun control
- ☐ c. Control
- ☐ d. Rifles

21 The assignment is to find a map of the Revolutionary War battles. Where could you quickly find a map that you are sure would be accurate?

- ☐ a. Google search
- ☐ b. World Book Online
- ☐ c. Culture Grams
- ☐ d. ProQuest Newspapers

22 Which words would you use for your search in the question above?

- ☐ a. maps
- ☐ b. revolutionary war battle maps
- ☐ c. war battles
- ☐ d. revolutionary war

23 Which of the following would be a correct way to cite a web site in a bibliography or list of resources?

- ☐ a. Moss, Cynthia. "Elephant." World Book Online Reference Center. 2006. [August 6, 2006]
- ☐ b. Moss, Cynthia World Book
<http://www.worldbookonline.com/wb/Article?id=ar177700>
- ☐ c. <http://www.worldbookonline.com/wb/Article?id=ar177700>, Moss, C.
- ☐ d. World Book

24 Which of the following are important to consider when evaluating whether a web site has **reliable** information?

- ☐ a. Who created the web site and for what purpose
- ☐ b. Color and Layout of the Page
- ☐ c. The quality of the pictures
- ☐ d. Choice of Font

25 You are doing a presentation on Vikings. You find pictures of Vikings using Google Images. As long as you give credit to each of the sites owning the images, you are following Fair Use Guidelines if you use these pictures in a classroom presentation.

- ☐ a. True
- ☐ b. False

26 In question 24 above, you are following Fair Use Guidelines if you post this project on a classroom web page.

- ☐ a. True
- ☐ b. False

27 You are creating a digital movie and you wish to post your work on a web site or distribute your work. You would like to utilize a sound track from a recording artist as background music. To ensure you have followed copyright law, you should:

- ☐ a. Contact the artist for permission
- ☐ b. Credit the artist with your piece
- ☐ c. Include a list of all the other songs recorded by the artist
- ☐ d. Both B & C
- ☐ e. Both A & B





**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
CURRICULUM AND INSTRUCTIONAL SERVICES
LIBRARY MEDIA AND INSTRUCTIONAL TECHNOLOGY**

**STANDARDS AND BENCHMARKS
INFORMATION AND TECHNOLOGY LITERACY**

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
STANDARD A: MEDIA AND TECHNOLOGY							
Standard A1: Students use common media and technology terminology and equipment.							
A1-1: Computer Terminology	Identify and define basic computer terminology (e.g., cursor, keyboard, login, menu, graphic, monitor, link, mouse, icon, password).	Identify and define basic computer terminology (e.g., cursor, keyboard, login, menu, graphic, monitor, link, mouse, icon password).	Identify and define basic computer terminology (e.g., cursor, keyboard, login, menu, graphic, monitor, link, mouse, icon password).	Identify and define basic computer terminology (e.g., browser, link, storage devices, CD, DVD, menu, graphic, network, search engine, URL, USB).	Identify and define basic computer terminology (e.g., browser, download, link, storage devices, CD, DVD, network, search engine, URL, USB).	Identify and define basic computer and networking terms (e.g., browser, download, link, storage devices, CD, DVD, network, search engine, URL, USB).	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, FireWire, gigabyte, PDF, virus, operating system, analog versus digital).
A1-2: Computer Equipment	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).	Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).	Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
A1-3: File Management	<i>Demonstrate basic file saving.</i>						
	<i>A1-3.k</i>	<i>A1-3.1</i>	<i>A1-3.2</i>	<i>A1-3.3</i>	<i>A1-3.4</i>	<i>A1-3.5</i>	<i>A1-3.6</i>
A1-4: File Formats				Identify common file formats (e.g., .cwk, .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .cwk, .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).
A1-5: Digital Media Equipment				<i>A1-4.3</i>	<i>A1-4.4</i>	<i>A1-4.5</i>	<i>A1-4.6</i>
				Demonstrate the use of still and video cameras.	Demonstrate the use of still and video cameras.	Demonstrate the use of still and video cameras.	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.
				<i>A1-5.3</i>	<i>A1-5.4</i>	<i>A1-5.5</i>	<i>A1-5.6</i>

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
A1-6: Keyboarding	<i>Demonstrate understanding of the keyboard and special keys (shift, tab, arrows) using the left hand for left-hand area keys and the right hand for right-hand area keys.</i>	<i>Demonstrate understanding of keyboarding technique and special keys (shift, tab, command, control) using the left hand for left-hand area keys and the right hand for right-hand area keys.</i>	<i>Demonstrate understanding of keyboarding technique and special keys (shift, tab, command, control) using the left hand for left-hand area keys and the right hand for right-hand area keys.</i>	<i>Develop touch keyboarding techniques using both hands, and attain an input speed of 8-11 wpm with 90 percent accuracy.</i>	<i>Develop touch keyboarding techniques using both hands, and attain an input speed of 11-15 wpm with 90 percent accuracy.</i>	<i>Demonstrate touch keyboarding techniques using both hands, and attain an input speed of 15-20 wpm with 90 percent accuracy.</i>	<i>Demonstrate touch keyboarding techniques using both hands and attain an input speed of 20-25 wpm with 90 percent accuracy.</i>
	<i>A1-6.k</i>	<i>A1-6.1</i>	<i>A1-6.2</i>	<i>A1-6.3</i>	<i>A1-6.4</i>	<i>A1-6.5</i>	<i>A1-6.6</i>
Standard A2: Students use a computer and productivity software to organize and create information.							
A2-1: Word Processing Basics	<i>Identify and define basic word processing terminology: cursor, open, save, window.</i>	<i>Identify and define basic word processing terminology: cursor, open, save, window.</i>	<i>Create a document using word processing.</i>	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>	<i>Create a document using advanced word processing functions (e.g., toolbars, spell checker, thesaurus, page layout, headers and footers, word count, tabs, indents, pagination, custom layouts).</i>
	<i>A2-1.k</i>	<i>A2-1.1</i>	<i>A2-1.2</i>	<i>A2-1.3</i>	<i>A2-1.4</i>	<i>A2-1.5</i>	<i>A2-2.6</i>

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
A2-2: Word Processing Skills			<i>Demonstrate the features of a word processing program to produce a finished product: select text, bold, underline, format text (font, size, color).</i> A2-2.2	<i>Demonstrate the features of a word processing program to produce a finished product: select text, bold, underline, format text (font, size, color).</i> A2-2.3	<i>Demonstrate the features of a word processing program to produce a finished product: select text, bold, underline, format text (font, size, color).</i> A2-2.4	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> A2-2.5	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> A2-2.6
A2-3: Special Features				Use special formatting features (e.g., borders, shading, centering, justification, word wrap) of a word processing program. A2-3.3	Use special formatting features (e.g., borders, shading, centering, justification, word wrap) of a word processing program. A2-3.4	Incorporate hyperlinks, graphics, pictures, images, and/or charts within a word-processed document. A2-3.5	Incorporate hyperlinks, graphics, pictures, images, and/or charts within a word-processed document. A2-3.6
A2-4: Graphic Organizers	Use a graphic organizer application to construct outlines or webs that organize ideas and information. A2-4.k	Use a graphic organizer application to construct outlines or webs that organize ideas and information. A2-4.1	Use a graphic organizer application to construct outlines or webs that organize ideas and information. A2-4.2	Use a graphic organizer application to construct outlines or webs that organize ideas and information. A2-4.3	Use a graphic organizer application to construct outlines or webs that organize ideas and information. A2-4.4	Use a graphic organizer application to construct outlines or webs that organize ideas and information. A2-4.5	Use a graphic organizer application to construct outlines or webs that organize ideas and information. A2-4.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
A2-5: Spreadsheet Terms and Use					Use a spreadsheet or graphing program to enter data in order to produce and interpret a simple graph or chart. A2-5.4	Use a spreadsheet or graphing program to enter data in order to produce and interpret a simple graph or chart. A2-5.5	Construct a spreadsheet that uses mathematical functions and generated charts for the purpose of interpreting data. A2-5.6
A2-6: Database Terms and Use					Use a database and define basic database terms (e.g., file, record, field). A2-6.4	Use a database to enter, edit data, and locate records. A2-6.5	Analyze data from a database, and present conclusions in a document or report. A2-6.6
Standard A3: Students use a computer and communications software to access and transmit information.							
A3-1: Electronic Communication						<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i> <i>A3-1.5</i>	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i> <i>A3-1.6</i>

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
A3-2: Internet Terminology and Searching			<i>Define basic online searching and Internet termin-ology: Website, Website address, homepage, link, bookmark.</i> <i>A3-2.2</i>	<i>Define basic online searching and Internet termin-ology: Website, Website address, homepage, link, bookmark.</i> <i>A3-2.3</i>	<i>Define basic online searching and Internet termin-ology: Website, HTML, homepage, hypertext link, bookmark, URL.</i> <i>A3-2.4</i>	<i>Define basic online searching and Internet termin-ology: Website, HTML, homepage, hypertext link, bookmark, URL.</i> <i>A3-2.5</i>	<i>Define basic online searching and Internet termin-ology: Website, HTML, homepage, hypertext link, bookmark, URL, domain.</i> <i>A3-2.6</i>
Standard A4: Students use media and technology to create and present information.							
A4-1: Graphics Software	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc. <i>A4-1.k</i>	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc. <i>A4-1.1</i>	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc. <i>A4-1.2</i>	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc. <i>A4-1.3</i>	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc. <i>A4-1.4</i>	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. <i>A4-1.5</i>	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. <i>A4-1.6</i>
A4-2: Multimedia Production					Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. <i>A4-2.4</i>	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. <i>A4-2.5</i>	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. <i>A4-2.6</i>

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
A4-3: Identifying Project Evaluation Criteria			Identify simple criteria for assessing the quality of a production or presentation. A4-3.2	Identify simple criteria for assessing the quality of a production or presentation. A4-3.3	Identify simple criteria for assessing the quality of a production or presentation. A4-3.4	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.5	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.6
A4-4: Project Evaluation and Improvement				Assess how well the production or presentation meets specified criteria. A4-4.3	Assess how well the production or presentation meets specified criteria. A4-4.4	Assess how well the production or presentation meets specified criteria. A4-4.5	Assess how well the production or presentation meets specified criteria. A4-4.6
STANDARD B: INFORMATION AND INQUIRY							
Standard B1: Students define the need for information.							
B1-1: Defining the Information Need	Identify the information, problem, or question to be resolved. B1-1.k	Identify the information, problem, or question to be resolved. B1-1.1	Identify the information, problem, or question to be resolved. B1-1.2	Identify the information, problem, or question to be resolved. B1-1.3	<i>Identify the information, problem, or question to be resolved.</i> B1-1.4	<i>Identify the information, problem, or question to be resolved.</i> B1-1.5	<i>Identify the information, problem, or question to be resolved.</i> B1-1.6
B1-2: Relating Existing Knowledge	Relate existing knowledge to the information need. B1-2.k	Relate existing knowledge to the information need. B1-2.1	Relate existing knowledge to the information need. B1-2.2	Relate existing knowledge to the information need. B1-2.3	Relate existing knowledge to the information need. B1-2.4	Relate existing knowledge to the information need. B1-2.5	Relate existing knowledge to the information need. B1-2.6
B1-3: Question Development	Formulate general questions to define what information is needed (teacher guided). B1-3.k	Formulate general questions to define what information is needed (teacher guided). B1-3.1	<i>Formulate general questions to define what information is needed.</i> B1-3.2	<i>Formulate general questions to define what information is needed.</i> B1-3.3	<i>Formulate specific research questions using a variety of questioning skills.</i> B1-3.4	<i>Formulate specific research questions using a variety of questioning skills.</i> B1-3.5	<i>Formulate specific research questions using a variety of questioning skills.</i> B1-3.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
B1-4: Search Focus				Revise and narrow the information questions to focus on the information need. B1-4.3	Revise and narrow the information questions to focus on the information need. B1-4.4	Revise and narrow the information questions to focus on the information need. B1-4.5	Revise and narrow the information questions to focus on the information need. B1-4.6
Standard B2: Students develop information seeking strategies.							
B2-1: Information Sources	Understand that information exists in a variety of formats.	Identify possible infor-mation sources including print, nonprint, electronic, and human.	Identify possible infor-mation sources including print, nonprint, electronic, and human.	Identify possible infor-mation sources including print, nonprint, electronic, and human.	<i>Identify possible infor-mation sources including print, nonprint, electronic, and human.</i>	<i>Identify relevant infor-mation sources including print, nonprint, electronic, human, and community resources.</i>	<i>Identify relevant infor-mation sources including print, nonprint, electronic, human, and community resources.</i>
	B2-1.k	B2-1.1	B2-1.2	B2-1.3	<i>B2-1.4</i>	<i>B2-1.5</i>	<i>B2-1.6</i>
B2-2: Evaluating Possible Resources				Evaluate possible sources based on genre, relevance to topic, and timeliness.	<i>Evaluate possible sources based on genre, relevance to topic, and timeliness.</i>	Evaluate possible sources of information based on time- based on time- liness, point of view, bias, and authority.	Evaluate possible sources of information based on time- based on time- liness, point of view, bias, and authority.
				B2-2.3	<i>B2-2.4</i>	B2-2.5	B2-2.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
B2-3: Search Terms		Identify keywords for information search.	Identify keywords for information search.	<i>Identify keywords, subjects, and phrases for each information source.</i>	<i>Identify keywords, subjects, and phrases for each information source.</i>	<i>Identify keywords, subjects, and phrases for each information source.</i>	<i>Identify keywords, phrases, and subjects for each source, recognizing that different sources use different terminology for similar concepts.</i>
B2-4: Information Search Plan		B2-3.1	B2-3.2	B2-3.3	B2-3.4	B2-3.5	B2-3.6
			Communicate steps to conduct an information search.	List steps to follow to conduct an information search.	Plan steps to conduct an information search.	Plan steps to conduct an information search.	<i>Plan steps to conduct an information search.</i>
			B2-4.2	B2-4.3	B2-4.4	B2-4.5	B2-4.6
Standard B3: Students locate and access information sources.							
B3-1: Library Organization	Recognize that resources in the school library media center are organized in a systematic manner.	Recognize that resources in the school library media center are organized in a systematic manner.	<i>Locate library resources using the school library organization and classification system for easies, and recognize that resources are organized in a systematic man-ner for fiction, nonfiction, biography, and reference.</i>	<i>Locate library resources using the school library orga-nization and classification system for easies, fiction, and biography, and recognize that resources are organized in a systematic manner: Dewey Decimal System.</i>	<i>Locate library resources using the school library organization and classifica-tion system: Dewey Decimal System.</i>	<i>Locate library resources using the school library organization and classifica-tion systems of the school and public libraries.</i>	
	B3-1.k	B3-1.1	B3-1.2	B3-1.3	B3-1.4	B3-1.5	B3-1.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
B3-2: Online Catalog			Understand the online catalog can be used to identify and access school library resources.	<i>Use an online catalog to identify and access resources in the school library: title, author, keyword, subject, and series.</i>	<i>Use an online catalog to identify and access resources in the school library: title, author, keyword, subject, series, and interlibrary loan.</i>	<i>Use an online catalog to identify and access library resources.</i>	<i>Use an online catalog to identify and access library resources: advanced searches.</i>
B3-3: Reference Materials			B3-2.2 Use appropriate print and/or electronic reference materials (e.g. books, magazines, dictionary, and encyclopedia).	B3-2.3 Use appropriate print and electronic reference materials (e.g. books, magazines, atlas, dictionary, and encyclopedia).	B3-2.4 Use appropriate print and electronic reference materials (e.g., books, magazines, atlas, dictionary, encyclopedia, thesaurus, and almanac).	B3-2.5 Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries).	B3-2.6 Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries).
B3-4: Locating Information Within Source	<i>Know the parts of a book (cover, spine, and call number); and understand the terms author, title, illustrator, and barcode.</i> B3-4.k	<i>Know the parts of a book (title page, table of contents, glossary, and call number).</i> B3-4.1	<i>Use the parts of a book to locate information</i> (e.g. title page, table of contents, glossary, and index). B3-4.2	<i>Use the parts of a book to locate information: title page, table of contents, glossary, and index.</i> B3-4.3	<i>Use tools to locate information within a specific source: index, table of contents, appendix, sidebars, and search boxes.</i> B3-4.4	<i>Use tools to locate information within a specific source: index, table of contents, appendix, sidebars, and search boxes.</i> B3-4.5	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes). B3-4.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
B3-5: Online Subscription Resources			Search for information by keyword(s) or subject(s). B3-5.2	Search for information by keyword(s) or subject(s). B3-5.3	Search for information by keyword(s) or subject(s). B3-5.4	<i>Search for information by keyword(s) or subject(s).</i> B3-5.5	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i> B3-5.6
B3-6: Internet Use	Locate information from preselected Internet sites. B3-6.k	Locate information from preselected Internet sites. B3-6.1	Locate information from preselected Internet sites. B3-6.2	Locate information from preselected Internet sites. B3-6.3	Locate information from preselected Internet sites. B3-6.4	Conduct guided Internet searches using keywords and phrases . B3-6.5	<i>Conduct guided Internet searches using keywords and phrases.</i> B3-6.6
Standard B4: Students evaluate and select information from a variety of print, nonprint, and electronic formats.							
B4-1: Previewing Selected Resources	Preview selected sources using basic scanning strategies (teacher guided). B4-1.k	Preview selected sources using basic scanning strategies (e.g., table of contents and glossary). B4-1.1	Preview selected sources using basic scanning strategies (e.g., table of contents, glossary, and index). B4-1.2	Preview selected sources using basic scanning strategies (e.g., table of contents, glossary, and index). B4-1.3	Preview selected sources using basic scanning strategies (e.g., table of contents, glossary, index, and copyright). B4-1.4	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.5	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.6
B4-2: Evaluating Information	<i>Differentiate between fiction and nonfiction (teacher guided).</i> B4-2.k	<i>Differentiate between fiction and nonfiction (teacher guided).</i> B4-2.1	<i>Differentiate between fiction and nonfiction.</i> B4-2.2	<i>Differentiate between fiction and nonfiction.</i> B4-2.3	<i>Differentiate between fiction and nonfiction.</i> B4-2.4	<i>Differentiate between fiction and nonfiction.</i> B4-2.5	Differentiate between primary and secondary resources. B4-2.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
B4-3: Evaluating Information/ Point of View			Distinguish between fact and opinion. B4-3.2	<i>Distinguish between fact and opinion.</i> B4-3.3	<i>Distinguish between fact and opinion.</i> B4-3.4	Distinguish between fact and opinion; recognize point of view or bias. B4-3.5	<i>Distinguish between fact and opinion; recognize point of view or bias.</i> B4-3.6
B4-4: Validity of Sources (Electronic, Print, and Nonprint)				Determine timeliness and validity of information sources. B4-4.3	Determine timeliness and validity of information sources. B4-4.4	Determine if information is timely, valid, accurate, comprehensive, and relevant. B4-4.5	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant</i> (e.g., electronic, print, and nonprint). B4-4.6
B4-5: Evaluating Information/ Graphics	<i>Recognize that graphics and images can be used to convey a message.</i> B4-5.k	<i>Recognize that graphics and images can be used to convey a message.</i> B4-5.1	<i>Recognize that graphics and images can be used to convey a message.</i> B4-5.2	<i>Evaluate information presented in charts, graphs, and tables.</i> B4-5.3	<i>Analyze and evaluate information presented in charts, graphs, and tables.</i> B4-5.4	<i>Analyze and evaluate information presented in charts, graphs, and tables.</i> B4-5.5	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.6
B4-6: Source Authority				Identify the sponsoring organization or author for all resources (e.g., electronic, print, and nonprint). B4-6.3	Identify the sponsoring organization or author for all resources (e.g., electronic, print, and nonprint). B4-6.4	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.5	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Standard B5: Students record and organize information.							
B5-1: Note Taking		Take notes or record information in their own words	Take notes or record information in their own words	Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i>	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i>	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i>
		B5-1.1	B5-1.2	B5-1.3	<i>B5-1.4</i>	<i>B5-1.5</i>	<i>B5-1.6</i>
B5-2: Citing Sources		<i>Identify title, author, and/or illustrator of book.</i>	Credit and record all sources of information using appropriate bibliographic format.	Credit and record all sources of information using appropriate bibliographic format.	<i>Credit and record all sources of information using appropriate bibliographic format.</i>	<i>Credit and record all sources of information using appropriate bibliographic format.</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, specific facts or data using appropriate citation/ bibliographic format.</i>
		B5-2.1	B5-2.2	B5-2.3	<i>B5-2.4</i>	<i>B5-2.5</i>	<i>B5-2.6</i>
B5-3: Organizing Information	Organize and compare notes using graphic organizers and other relational techniques (teacher guided).	Organize and compare notes using graphic organizers and other relational techniques (teacher guided).	Organize and compare notes using graphic organizers and other relational techniques.	Organize and compare notes using graphic organizers and other relational techniques.	<i>Organize and compare notes using graphic organizers and other relational techniques.</i>	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i>	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i>
	B5-3.k	B5-3.1	B5-3.2	B5-3.3	<i>B5-3.4</i>	<i>B5-3.5</i>	<i>B5-3.6</i>

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Standard B6: Students interpret and use information to solve the problem or answer the question.							
B6-1: Integrating Prior Knowledge	Identify new information and integrate it with prior knowledge. B6-1.k	Identify new information and integrate it with prior knowledge. B6-1.1	Identify new information and integrate it with prior knowledge. B6-1.2	Identify new information and integrate it with prior knowledge. B6-1.3	Compare and integrate new information with prior knowledge. B6-1.4	Compare and integrate new information with prior knowledge. B6-1.5	Compare and integrate new information with prior knowledge. B6-1.6
B6-2: Relevancy of Information	Determine if information is relevant to the question (teacher guided). B6-2.k	Determine if information is relevant to the question (teacher guided). B6-2.1	Determine if information is relevant to the question (teacher guided). B6-2.2	Determine if information is relevant to the question. B6-2.3	Determine if information is relevant to the question. B6-2.4	Determine if information is relevant to the question. B6-2.5	Determine if information is relevant to the question. B6-2.6
B6-3: Gathering Additional Information	Select information applicable to the question, and seek additional information if needed (teacher guided). B6-3.k	Select information applicable to the question, and seek additional information if needed (teacher guided). B6-3.1	Select information applicable to the question, and seek additional information if needed. B6-3.2	Select information applicable to the question, and seek additional information if needed. B6-3.3	Select information applicable to the question, and seek additional information if needed. B6-3.4	Analyze findings to de-termine need for additional information; gather and synthesize additional information. B6-3.5	Analyze findings to de-termine need for additional information. B6-3.6
B6-4: Drawing Conclusions	Apply the information gathered to answer the question (teacher guided). B6-4.k	Apply the information gathered to answer the question (teacher guided). B6-4.1	Apply the information gathered to answer the question. B6-4.2	Apply the information gathered to answer the question. B6-4.3	Apply the information gathered to answer the question. B6-4.4	Draw conclusions to address the problem or question. B6-4.5	Draw conclusions to address the problem or question. B6-4.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Standard B7: Students communicate the results of research and inquiry in an appropriate format.							
B7-1: Audience and Purpose			Determine the audience and purpose for the product or presentation. B7-1.2	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.3	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.4	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.5	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.6
B7-2: Presentation Format				Select a presentation format from the three common types of communication (written, oral, visual). B7-2.3	Select a presentation format from the three common types of communication (written, oral, visual). B7-2.4	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.5	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.6
B7-3: Developing a Product or Presentation		Develop a product or presentation to communicate the results of the research (teacher guided). B7-3.1	Develop a product or presentation to communicate the results of the research (teacher guided). B7-3.2	Develop a product or presentation to communicate the results of the research (teacher guided). B7-3.3	Develop a product or presentation to communicate the results of the research. B7-3.4	Develop a product or presentation to communicate the results of the research. B7-3.5	Develop a product or presentation to communicate the results of the research. B7-3.6
Standard B8: Students evaluate the information product and process.							
B8-1: Product Assessment				Assess the product based on identified criteria. B8-1.3	Assess the product based on identified criteria. B8-1.4	Assess the product based on identified criteria. B8-1.5	Assess the product based on identified criteria. B8-1.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
B8-2: Product Improvement					Summarize ways in which the product and process can be improved. B8-2.4	Summarize ways in which the product and process can be improved. B8-2.5	Summarize ways in which the product and process can be improved. B8-2.6
STANDARD C: INDEPENDENT LEARNING							
Standard C1: Students pursue information related to various dimensions of personal well-being and academic success.							
C1-1: Information for Personal Growth	Identify topics of interest and seek relevant information about them. C1-1.k	Identify topics of interest and seek relevant information about them. C1-1.1	Identify topics of interest and seek relevant information about them. C1-1.2	Identify topics of interest and seek relevant information about them. C1-1.3	Identify topics of interest and seek relevant information about them. C1-1.4	Identify topics of interest and seek relevant information about them. C1-1.5	Identify topics of interest and seek relevant information about them. C1-1.6
C1-2: Accurate Information for Decision Making		Recognize that accurate information is basic to sound decisions. C1-2.2	Recognize that accurate information is basic to sound decisions. C1-2.3	Recognize that accurate information is basic to sound decisions. C1-2.4	Recognize that accurate information is basic to sound decisions. C1-2.5	Recognize that accurate information is basic to making sound decisions in both personal and academic pursuits. C1-2.6	Recognize that accurate information is basic to making sound decisions in both personal and academic pursuits. C1-2.6
Standard C2: Students select, appreciate, and derive meaning from print and nonprint resources.							
C2-1: Selection for Personal Interest	Choose resources of personal interest. C2-1.k	Choose resources of personal interest. C2-1.1	Choose resources of personal interest. C2-1.2	Choose resources of personal interest. C2-1.3	Choose resources of personal interest. C2-1.4	Choose resources of personal interest. C2-1.5	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
C2-2: Award-Winning Literature	Recognize that award-winning books reflect literary and artistic excellence. C2-2.k	Recognize that award-winning books reflect literary and artistic excellence. C2-2.1	Recognize that award-winning books reflect literary and artistic excellence. C2-2.2	Recognize that award-winning books reflect literary and artistic excellence. C2-2.3	Recognize that award-winning books reflect literary and artistic excellence. C2-2.4	Recognize that award-winning books reflect literary and artistic excellence. C2-2.5	Recognize that award-winning books reflect literary and artistic excellence. C2-2.6
C2-3: Making Text Connections	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.k	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.1	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.2	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.3	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.4	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.5	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.6
C2-4: Selection/Developmental Levels	Choose materials at appropriate developmental levels (teacher guided). C2-4.k	Choose materials at appropriate developmental levels (teacher guided). C2-4.1	Choose materials at appropriate developmental levels (teacher guided). C2-4.2	Choose materials at appropriate developmental levels. C2-4.3	Choose materials at appropriate developmental levels. C2-4.4	Choose materials at appropriate developmental levels. C2-4.5	Choose materials at appropriate developmental levels. C2-4.6
C2-5: Diverse Perspectives	Recognize materials that reflect diverse perspectives (teacher guided). C2-5.k	Recognize materials that reflect diverse perspectives (teacher guided). C2-5.1	Recognize materials that reflect diverse perspectives (teacher guided). C2-5.2	Recognize materials that reflect diverse perspectives. C2-5.3	Identify and select materials that reflect diverse perspectives. C2-5.4	Identify and select materials that reflect diverse perspectives. C2-5.5	Identify and select materials that reflect diverse perspectives. C2-5.6
STANDARD D: THE LEARNING COMMUNITY							
Standard D1: Students use information, media, and technology in a responsible manner.							
D1-1: Responsibility for Borrowed Library Resources	Return all borrowed library materials on time. D1-1.k	Return all borrowed library materials on time. D1-1.1	Return all borrowed library materials on time. D1-1.2	Return all borrowed library materials on time. D1-1.3	Return all borrowed library materials on time. D1-1.4	Return all borrowed library materials on time. D1-1.5	Return all borrowed library materials on time. D1-1.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
D1-2: Internet Acceptable Use Policy	<i>Use the Internet and other online resources consistent with the district's acceptable use policy.</i> D1-2.k	<i>Use the Internet and other online resources consistent with the district's acceptable use policy.</i> D1-2.1	<i>Use the Internet and other online resources consistent with the district's acceptable use policy.</i> D1-2.2	<i>Use the Internet and other online resources consistent with the district's acceptable use policy.</i> D1-2.3	<i>Use the Internet and other online resources consistent with the district's acceptable use policy.</i> D1-2.4	<i>Use the Internet and other online resources consistent with the district's acceptable use policy.</i> D1-2.5	<i>Use the Internet and other online resources consistent with the district's acceptable use policy.</i> D1-2.6
D1-3: Ethical Access to Computer Files	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.k	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.1	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.2	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.3	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.4	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.5	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.6
D1-4: Privacy of Personal Information	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.k	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.1	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.2	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.3	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.4	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.5	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.6
Standard D2: Students respect intellectual property rights (copyright).							
D2-1: Copyright	Understand that an individual has ownership of the work he or she has created.	Understand that an individual has ownership of the work he or she has created.	Understand that an individual has ownership of the work he or she has created.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.
	D2-1.k	D2-1.1	D2-1.2	D2-1.3	D2-1.4	D2-1.5	D2-1.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
D2-2: Copyright Law	<i>Understand that copyright laws protect another's work.</i> <i>D2-2.k</i>	<i>Understand that copyright laws protect another's work.</i> <i>D2-2.1</i>	<i>Understand that copyright laws protect another's work.</i> <i>D2-2.2</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i> <i>D2-2.3</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i> <i>D2-2.4</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i> <i>D2-2.5</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i> <i>D2-2.6</i>
Standard D3: Students recognize the importance of intellectual freedom and access to information in a democratic society.							
D3-1: Intellectual Freedom					Understand the concept of intellectual freedom. D3-1.4	Understand the concept of intellectual freedom. D3-1.5	Understand the concept of intellectual freedom. D3-1.6
D3-2: Equitable Access					Recognize the importance of free and open access to information for all citizens. D3-2.4	Recognize the importance of free and open access to information for all citizens. D3-2.5	Recognize the importance of free and open access to information for all citizens. D3-2.6



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
CURRICULUM AND INSTRUCTIONAL SERVICES
LIBRARY MEDIA AND INSTRUCTIONAL TECHNOLOGY**

**STANDARDS AND BENCHMARKS
INFORMATION AND TECHNOLOGY LITERACY**

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
STANDARD A: MEDIA AND TECHNOLOGY					
Standard A1: Students use common media and technology terminology and equipment.					
A1-1: Computer Terminology	Identify and define basic computer and networking terms (e.g., browser, download, link, storage devices, CD, DVD, network, search engine, URL, USB).	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, FireWire, gigabyte, PDF, virus, operating system, analog versus digital).	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, FireWire, gigabyte, PDF, virus, operating system, analog versus digital).	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, FireWire, gigabyte, PDF, virus, operating system, analog versus digital).	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).
A1-2: Computer Equipment	A1-1.5 Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box).	A1-1.6 Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).	A1-1.7 Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).	A1-1.8 Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).	A1-1.9 Recognize, identify, and solve routine computer hardware and software problems.
A1-3: File Management	A1-2.5 <i>Demonstrate file management skills to various locations and storage devices.</i>	A1-2.6 <i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>	A1-2.7 <i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>	A1-2.8 <i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>	A1-2.9 <i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>
	<i>A1-3.5</i>	<i>A1-3.6</i>	<i>A1-3.7</i>	<i>A1-3.8</i>	<i>A1-3.9</i>

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
A1-4: File Formats	Identify common file formats (e.g., .cwk, .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).
A1-5: Digital Media Equipment	A1-4.5 Demonstrate the use of still and video cameras.	A1-4.6 Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	A1-4.7 Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	A1-4.8 Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	A1-4.9 Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.
A1-6: Keyboarding	A1-5.5 <i>Demonstrate touch keyboarding techniques us-ing both hands, and attain an input speed of 15-20 wpm with 90 percent accuracy.</i>	A1-5.6 <i>Demonstrate touch keyboarding techniques us-ing both hands and attain an input speed of 20-25 wpm with 90 percent accuracy.</i>	A1-5.7 <i>Demonstrate touch keyboarding techniques us-ing both hands and attain an input speed of 20-25 wpm with 95 percent accuracy.</i>	A1-5.8 <i>Demonstrate touch keyboarding techniques us-ing both hands and attain an input speed of 20-25 wpm with 95 percent accuracy.</i>	A1-5.9 <i>Demonstrate proficient keyboarding skills.</i>
Standard A2: Students use a computer and productivity software to organize and create information.					
A2-1: Word Processing Basics	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>	<i>Create a document using advanced word processing functions (e.g., toolbars, spell checker, thesaurus, page layout, headers and footers, word count, tabs, indents, pagination, custom layouts).</i>	<i>Create a document using advanced word processing functions (e.g., toolbars, spell checker, thesaurus, page layout, headers and footers, word count, tabs, indents, pagination, custom layouts).</i>	<i>Create a document using advanced word processing functions (e.g., toolbars, spell checker, thesaurus, page layout, headers and footers, word count, tabs, indents, pagination, custom layouts).</i>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>
	<i>A2-1.5</i>	<i>A2-2.6</i>	<i>A2-1.7</i>	<i>A2-1.8</i>	<i>A2-1.9</i>

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
A2-2: Word Processing Skills	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> <i>A2-2.5</i> Incorporate hyperlinks, graphics, pic-tures, images, and/or charts within a word-processed document.	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> <i>A2-2.6</i> Incorporate hyperlinks, graphics, pic-tures, images, and/or charts within a word-processed document.	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> <i>A2-2.7</i> Incorporate hyperlinks, graphics, pic-tures, images, and/or charts within a word-processed document.	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> <i>A2-2.8</i> Incorporate hyperlinks, graphics, pic-tures, images, and/or charts within a word-processed document.	<i>Manipulate graphics or objects in a word processing document.</i> <i>A2-2.9</i> Use word processing or desktop publish-ing and graphics software to produce page layouts in dif-ferent formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter).
A2-3: Special Features	<i>A2-3.5</i> Use a graphic organizer application to construct outlines or webs that organize ideas and information.	<i>A2-3.6</i> Use a graphic organizer application to construct outlines or webs that organize ideas and information.	<i>A2-3.7</i> Use a graphic organizer application to construct outlines or webs that organize ideas and information.	<i>A2-3.8</i> Use a graphic organizer application to construct outlines or webs that organize ideas and information.	<i>A2-3.9</i> Use a graphic organizer application to generate modifi-able flow charts, project time lines, organiza-tional charts, or calendars.
A2-4: Graphic Organizers	<i>A2-4.5</i> Use a spreadsheet or graphing pro-gram to enter data in order to produce and interpret a simple graph or chart.	<i>A2-4.6</i> Construct a spreadsheet that uses mathematical functions and generated charts for the purpose of interpreting data.	<i>A2-4.7</i> Construct a spreadsheet that uses mathematical functions and generated charts for the purpose of interpreting data.	<i>A2-4.8</i> Construct a spreadsheet that uses mathematical functions and generated charts for the purpose of interpreting data.	<i>A2-4.9</i> Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists).
A2-5: Spreadsheet Terms and Use	<i>A2-5.5</i>	<i>A2-5.6</i>	<i>A2-5.7</i>	<i>A2-5.8</i>	<i>A2-5.9</i>

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
A2-6: Database Terms and Use	Use a database to enter, edit data, and locate records. <i>A2-6.5</i>	Analyze data from a database, and present conclusions in a document or report. <i>A2-6.6</i>	Analyze data from a database, and present conclusions in a document or report. <i>A2-6.7</i>	Analyze data from a database, and present conclusions in a document or report. <i>A2-6.8</i>	Analyze data from a database, and present conclusions in a document or report. <i>A2-6.9</i>
Standard A3: Students use a computer and communications software to access and transmit information.					
A3-1: Electronic Communication	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> <i>A3-1.5</i>	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> <i>A3-1.6</i>	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> <i>A3-1.7</i>	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> <i>A3-1.8</i>	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> <i>A3-1.9</i>
A3-2: Internet Terminology and Searching	<i>Define basic online searching and Internet terminology: Website, HTML, home-page, hypertext link, bookmark, URL.</i> <i>A3-2.5</i>	<i>Define basic online searching and Internet terminology: Website, HTML, home-page, hypertext link, bookmark, URL, domain.</i> <i>A3-2.6</i>	<i>Choose most appropriate search engines and directories to locate spe-cific resources on the internet or other online services.</i> <i>A3-2.7</i>	<i>Choose most appropriate search engines and directories to locate spe-cific resources on the internet or other online services.</i> <i>A3-2.8</i>	<i>Access primary sources and other experts for class reports or projects.</i> <i>A3-2.9</i>
Standard A4: Students use media and technology to create and present information.					
A4-1: Graphics Software	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. <i>A4-1.5</i>	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. <i>A4-1.6</i>	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. <i>A4-1.7</i>	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. <i>A4-1.8</i>	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. <i>A4-1.9</i>

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
A4-2: Multimedia Production	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.5	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.6	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.7	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.8	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.9
A4-3: Identifying Project Evaluation Criteria	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.5	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.6	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.7	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.8	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation. A4-3.9
A4-4: Project Evaluation and Improvement	Assess how well the production or presentation meets specified criteria. A4-4.5	Assess how well the production or presentation meets specified criteria. A4-4.6	Assess how well the production or presentation meets specified criteria. A4-4.7	Assess how well the production or presentation meets specified criteria. A4-4.8	Recommend ways the product or presentation could better meet specified criteria. A4-4.9
STANDARD B: INFORMATION AND INQUIRY					
Standard B1: Students define the need for information.					
B1-1: Defining the Information Need	<i>Identify the information, problem, or question to be resolved.</i> B1-1.5	<i>Identify the information, problem, or question to be resolved.</i> B1-1.6	<i>Identify the information, problem, or question to be resolved.</i> B1-1.7	<i>Identify the information, problem, or question to be resolved.</i> B1-1.8	<i>State the information, problem, or question in clear and concise terms.</i> B1-1.9
B1-2: Relating Existing Knowledge	Relate existing knowledge to the information need. B1-2.5	Relate existing knowledge to the information need. B1-2.6	Relate existing knowledge to the information need. B1-2.7	Relate existing knowledge to the information need. B1-2.8	Relate existing knowledge to the information need. B1-2.9

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
B1-3: Question Development	<i>Formulate specific research ques-tions using a variety of questioning skills.</i>	<i>Formulate specific research ques-tions using a variety of questioning skills.</i>	<i>Formulate specific research ques-tions using a variety of questioning skills.</i>	<i>Formulate specific research ques-tions using a variety of questioning skills.</i>	<i>Develop specific research ques-tions or a thesis statement based on the nature, purpose, and scope of project.</i>
B1-4: Search Focus	<i>B1-3.5</i> Revise and narrow the information questions to focus on the information need.	<i>B1-3.6</i> Revise and narrow the information questions to focus on the information need.	<i>B1-3.7</i> Revise and narrow the information questions to focus on the information need.	<i>B1-3.8</i> Revise and narrow the information questions to focus on the information need.	<i>B1-3.9</i> Conduct a preliminary search to determine if the research ques-tions or thesis statement is clear, searchable, and sufficiently narrowed.
Standard B2: Students develop information seeking strategies.					
B2-1: Information Sources	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i>	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i>	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i>	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i>	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i>
B2-2: Evaluating Possible Resources	<i>B2-1.5</i> Evaluate possible sources of information based on time-liness, point of view, bias, and authority.	<i>B2-1.6</i> Evaluate possible sources of information based on time-liness, point of view, bias, and authority.	<i>B2-1.7</i> Evaluate possible sources of information based on time-liness, point of view, bias, and authority.	<i>B2-1.8</i> Evaluate possible sources of information based on time-liness, point of view, bias, and authority.	<i>B2-1.9</i> Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.
	<i>B2-2.5</i>	<i>B2-2.6</i>	<i>B2-2.7</i>	<i>B2-2.8</i>	<i>B2-2.9</i>

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
B2-3: Search Terms	<i>Identify keywords, subjects, and phrases for each information source.</i> <i>B2-3.5</i>	<i>Identify keywords, phrases, and subjects for each source, recognizing that different sources use different terminology for similar concepts.</i> <i>B2-3.6</i>	<i>Identify keywords, phrases, and subjects for each source, recognizing that different sources use different terminology for similar concepts.</i> <i>B2-3.7</i>	<i>Identify keywords, phrases, and subjects for each source, recognizing that different sources use different terminology for similar concepts.</i> <i>B2-3.8</i>	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i> <i>B2-3.9</i>
B2-4: Information Search Plan	Plan steps to conduct an information search. B2-4.5	<i>Plan steps to conduct an information search.</i> <i>B2-4.6</i>	<i>Plan steps to conduct an information search.</i> <i>B2-4.7</i>	<i>Plan steps to conduct an information search.</i> <i>B2-4.8</i>	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i> <i>B2-4.9</i>
Standard B3: Students locate and access information sources.					
B3-1: Library Organization	<i>Locate library resources using the school library organization and classification system: Dewey Decimal System.</i> <i>B3-1.5</i>	<i>Locate information resources using the classification systems of the school and public libraries.</i> <i>B3-1.6</i>	Locate information resources using the classification systems of the school and public libraries. B3-1.7	Locate information resources using the classification systems of the school and public libraries. B3-1.8	Locate information resources using the classification systems in use at a variety of libraries. B3-1.9
B3-2: Online Catalog	<i>Use an online catalog to identify and access library resources.</i> <i>B3-2.5</i>	<i>Use an online catalog to identify and access library resources; advanced searches.</i> <i>B3-2.6</i>	<i>Use an online catalog to identify and access library resources; advanced searches.</i> <i>B3-2.7</i>	Use an online catalog to identify and access library resources; advanced searches. <i>B3-2.8</i>	Use an online catalog to identify and access library resources. B3-2.9
B3-3: Reference Materials	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries). B3-3.5	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries). B3-3.6	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries). B3-3.7	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries). B3-3.8	<i>Use specialized reference resources</i> (e.g., print, nonprint, and electronic). <i>B3-3.9</i>

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
B3-4: Locating Information Within Source	<i>Use tools to locate information within a specific source: index, table of contents, appendix, sidebars, and search boxes.</i> B3-4.5	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes). B3-4.6	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes). B3-4.7	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes). B3-4.8	<i>Use increasingly complex organizational features of print and electronic resources.</i> B3-4.9
B3-5: Online Subscription Resources	<i>Search for information by keyword(s) or subject(s).</i> B3-5.5	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i> B3-5.6	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i> B3-5.7	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i> B3-5.8	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> B3-5.9
B3-6: Internet Use	Conduct guided Internet searches using keywords and phrases . B3-6.5	<i>Conduct guided Internet searches using keywords and phrases.</i> B3-6.6	<i>Conduct effective Internet searches.</i> B3-6.7	<i>Conduct effective Internet searches.</i> B3-6.8	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> B3-6.9
Standard B4: Students evaluate and select information from a variety of print, nonprint, and electronic formats.					
B4-1: Previewing Selected Resources	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.5	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.6	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.7	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.8	Determine which information found is clearly related to the problem or question. B4-1.9
B4-2: Evaluating Information	<i>Differentiate between fiction and nonfiction.</i> B4-2.5	Differentiate between primary and secondary resources. B4-2.6	<i>Differentiate between primary and secondary resources.</i> B4-2.7	<i>Differentiate between primary and secondary resources.</i> B4-2.8	Differentiate between primary and secondary resources. B4-2.9

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
B4-3: Evaluating Information/ Point of View	Distinguish between fact and opinion; recognize point of view or bias. B4-3.5	<i>Distinguish between fact and opinion; recognize point of view or bias.</i> B4-3.6	<i>Distinguish between fact and opinion; recognize point of view or bias.</i> B4-3.7	<i>Distinguish between fact and opinion; recognize point of view or bias.</i> B4-3.8	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i> B4-3.9
B4-4: Validity of Sources (Electronic, Print, and Nonprint)	Determine if information is timely, valid, accurate, comprehensive, and relevant. B4-4.5	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant</i> (e.g., electronic, print, and nonprint). B4-4.6	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant</i> (e.g., electronic, print, and nonprint). B4-4.7	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant</i> (e.g., electronic, print, and nonprint). B4-4.8	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive</i> (e.g., electronic, print, and nonprint). B4-4.9
B4-5: Evaluating Information/ Graphics	<i>Analyze and evaluate information presented in charts, graphs, and tables.</i> B4-5.5	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.6	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.7	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.8	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.9
B4-6: Source Authority	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.5	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.6	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.7	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.8	<i>Locate indicators of authority for all sources of information</i> (e.g., electronic, print, and nonprint). B4-6.9

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
Standard B5: Students record and organize information.					
B5-1: Note Taking	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.5	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.6	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.7	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.8	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> B5-1.9
B5-2: Citing Sources	<i>Credit and record all sources of in-forma-tion using appropriate bibliographic format.</i> B5-2.5	<i>Cite/record sources of information in-cluding quotes, visuals, major ideas, specific facts or data us-ing appropriate citation/ bibliographic format.</i> B5-2.6	<i>Cite/record sources of information in-cluding quotes, visuals, major ideas, specific facts or data us-ing appropriate citation/ bibliographic format.</i> B5-2.7	<i>Cite/record sources of information in-cluding quotes, visuals, major ideas, specific facts or data us-ing appropriate citation/ bibliographic format.</i> B5-2.8	<i>Cite/record sources of information in-cluding quotes, visuals, major ideas, and spe-cific facts or data using appropriate citation/ bibliographic format.</i> B5-2.9
B5-3: Organizing Information	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i> B5-3.5	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i> B5-3.6	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i> B5-3.7	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i> B5-3.8	<i>Organize information in a systematic man-ner for unity, coherence, clarity, and emphasis.</i> B5-3.9
Standard B6: Students interpret and use information to solve the problem or answer the question.					
B6-1: Integrating Prior Knowledge	Compare and integrate new information with prior knowledge. B6-1.5	Compare and integrate new information with prior knowledge. B6-1.6	Compare and integrate new information with prior knowledge. B6-1.7	Compare and integrate new information with prior knowledge. B6-1.8	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills. B6-1.9

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
B6-2: Relevancy of Information	Determine if information is relevant to the question. B6-2.5	Determine if information is relevant to the question. B6-2.6	Determine if information is relevant to the question. B6-2.7	Determine if information is relevant to the question. B6-2.8	Determine if information is relevant to the question. B6-2.9
B6-3: Gathering Additional Information	Analyze findings to determine need for additional information; gather and synthesize additional information. B6-3.5	Analyze findings to determine need for additional information; gather and synthesize additional information. B6-3.6	Analyze findings to determine need for additional information; gather and synthesize additional information. B6-3.7	Analyze findings to determine need for additional information; gather and synthesize additional information. B6-3.8	Synthesize new ideas, evidence, and prior knowledge to address the problem or question. B6-3.9
B6-4: Drawing Conclusions	Draw conclusions to address the problem or question. B6-4.5	Draw conclusions to address the problem or question. B6-4.6	Draw conclusions to address the problem or question. B6-4.7	Draw conclusions to address the problem or question. B6-4.8	Draw conclusions to address the problem or question. B6-4.9
Standard B7: Students communicate the results of research and inquiry in an appropriate format.					
B7-1: Audience and Purpose	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.5	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.6	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.7	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.8	Determine the audience and purpose for the product or presentation. B7-1.9
B7-2: Presentation Format	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.5	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.6	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.7	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.8	Select the most appropriate format for the product or presentation. B7-2.9

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
B7-3: Developing a Product or Presentation	Develop a product or presentation to communicate the results of the research. B7-3.5	Develop a product or presentation to communicate the results of the research. B7-3.6	Develop a product or presentation to communicate the results of the research. B7-3.7	Develop a product or presentation to communicate the results of the research. B7-3.8	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort. B7-3.9
Standard B8: Students evaluate the information product and process.					
B8-1: Product Assessment	Assess the product based on identified criteria. B8-1.5	Assess the product based on identified criteria. B8-1.6	Assess the product based on identified criteria. B8-1.7	Assess the product based on identified criteria. B8-1.8	Assess the product based on identified criteria. B8-1.9
B8-2: Product Improvement	Summarize ways in which the product and process can be improved. B8-2.5	Summarize ways in which the product and process can be improved. B8-2.6	Summarize ways in which the product and process can be improved. B8-2.7	Summarize ways in which the product and process can be improved. B8-2.8	Summarize ways in which the product and process can be improved. B8-2.9
STANDARD C: INDEPENDENT LEARNING					
Standard C1: Students pursue information related to various dimensions of personal well-being and academic success.					
C1-1: Information for Personal Growth	Identify topics of interest and seek relevant information about them. C1-1.5	Identify topics of interest and seek relevant information about them. C1-1.6	Identify topics of interest and seek relevant information about them. C1-1.7	Identify topics of interest and seek relevant information about them. C1-1.8	Identify topics of interest and seek relevant information about them. C1-1.9
C1-2: Accurate Information for Decision Making	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i> C1-2.5	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i> C1-2.6	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i> C1-2.7	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i> C1-2.8	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i> C1-2.9

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
Standard C2: Students select, appreciate, and derive meaning from print and nonprint resources.					
C2-1: Selection for Personal Interest	Choose resources of personal interest. C2-1.5	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.6	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.7	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.8	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.9
C2-2: Award-Winning Literature	Recognize that award-winning books reflect literary and artistic excellence. C2-2.5	Recognize that award-winning books reflect literary and artistic excellence. C2-2.6	Recognize that award-winning books reflect literary and artistic excellence. C2-2.7	Recognize that award-winning books reflect literary and artistic excellence. C2-2.8	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background. C2-2.9
C2-3: Making Text Connections	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.5	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.6	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.7	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.8	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.9
C2-4: Selection/Developmental Levels	Choose materials at appropriate developmental levels. C2-4.5	Choose materials at appropriate developmental levels. C2-4.6	Choose materials at appropriate developmental levels. C2-4.7	Choose materials at appropriate developmental levels. C2-4.8	Choose materials at appropriate developmental levels. C2-4.9
C2-5: Diverse Perspectives	Identify and select materials that reflect diverse perspectives. C2-5.5	Identify and select materials that reflect diverse perspectives. C2-5.6	Identify and select materials that reflect diverse perspectives. C2-5.7	Identify and select materials that reflect diverse perspectives. C2-5.8	<i>Identify and select materials that reflect diverse perspectives.</i> C2-5.9
STANDARD D: THE LEARNING COMMUNITY					
Standard D1: Students use information, media, and technology in a responsible manner.					
D1-1: Responsibility for Borrowed Library Resources	Return all borrowed library materials on time. D1-1.5	Return all borrowed library materials on time. D1-1.6	Return all borrowed library materials on time. D1-1.7	Return all borrowed library materials on time. D1-1.8	Return all borrowed library materials on time. D1-1.9

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
D1-2: Internet Acceptable Use Policy	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.5	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.6	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.7	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.8	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.9
D1-3: Ethical Access to Computer Files	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.5	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.6	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.7	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.8	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.9
D1-4: Privacy of Personal Information	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.5	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.6	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.7	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.8	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.9
Standard D2: Students respect intellectual property rights (copyright).					
D2-1: Copyright	Understand how copyright pro-TECTS the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.5	Understand how copyright pro-TECTS the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.6	Understand how copyright pro-TECTS the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.7	Understand how copyright pro-TECTS the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.8	Understand how copyright pro-TECTS the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.9
D2-2: Copyright Law	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i> D2-2.5	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i> D2-2.6	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i> D2-2.7	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i> D2-2.8	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i> D2-2.9

	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
Standard D3: Students recognize the importance of intellectual freedom and access to information in a democratic society.					
D3-1: Intellectual Freedom	Understand the concept of intellectual freedom.	Understand the concept of intellectual freedom.	Understand the concept of intellectual freedom.	Understand the concept of intellectual freedom.	Distinguish between intellectual freedom as it relates to children versus adults.
	D3-1.5	D3-1.6	D3-1.7	D3-1.8	D3-1.9
D3-2: Equitable Access	Recognize the importance of free and open access to information for all citizens.	Recognize the importance of free and open access to information for all citizens.	Recognize the importance of free and open access to information for all citizens.	Recognize the importance of free and open access to information for all citizens.	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology.
	D3-2.5	D3-2.6	D3-2.7	D3-2.8	D3-2.9



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
CURRICULUM AND INSTRUCTIONAL SERVICES
LIBRARY MEDIA AND INSTRUCTIONAL TECHNOLOGY**

**STANDARDS AND BENCHMARKS
INFORMATION AND TECHNOLOGY LITERACY**

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
STANDARD A: MEDIA AND TECHNOLOGY					
Standard A1: Students use common media and technology terminology and equipment.					
A1-1: Computer Terminology	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, Fire Wire, gigabyte, PDF, virus, operating system, analog versus digital).	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).
A1-2: Computer Equipment	A1-1.8 Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).	A1-1.9 Recognize, identify, and solve routine computer hardware and software problems.	A1-1.10 Recognize, identify, and solve routine computer hardware and software problems.	A1-1.11 Recognize, identify, and solve routine computer hardware and software problems.	A1-1.12 Recognize, identify, and solve routine computer hardware and software problems.
A1-3: File Management	A1-2.8 <i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>	A1-2.9 <i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>	A1-2.10 <i>Demonstrate understanding and use of embedded and relatively linked media objects for media applications.</i>	A1-2.11 <i>Demonstrate understanding and use of embedded and relatively linked media objects for media applications.</i>	A1-2.12 <i>Demonstrate understanding and use of embedded and relatively linked media objects for media applications.</i>
	<i>A1-3.8</i>	<i>A1-3.9</i>	<i>A1-3.10</i>	<i>A1-3.11</i>	<i>A1-3.12</i>

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
A1-4: File Formats	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).
A1-5: Digital Media Equipment	A1-4.8 Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	A1-4.9 Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	A1-4.10 Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	A1-4.11 Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	A1-4.12 Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.
A1-6: Keyboarding	A1-5.8 <i>Demonstrate touch keyboarding techniques us-ing both hands and attain an input speed of 20-25 wpm with 95 percent accuracy.</i>	A1-5.9 <i>Demonstrate proficient keyboarding skills.</i>	A1-5.10 <i>Demonstrate proficient keyboarding skills.</i>	A1-5.11 <i>Demonstrate proficient keyboarding skills.</i>	A1-5.12 <i>Demonstrate proficient keyboarding skills.</i>
Standard A2: Students use a computer and productivity software to organize and create information.	A1-6.8	A1-6.9	A1-6.10	A1-6.11	A1-6.12
A2-1: Word Processing Basics	<i>Create a document using advanced word processing functions (e.g., toolbars, spell checker, thesaurus, page layout, headers and footers, word count, tabs, indents, pagination, custom layouts).</i>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>
	A2-1.8	A2-1.9	A2-1.10	A2-1.11	A2-1.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
A2-2: Word Processing Skills	<i>Move textual and graphics data from one source to another following copyright guidelines.</i>	<i>Manipulate graphics or objects in a word processing document.</i>	<i>Manipulate graphics or objects in a word processing document.</i>	<i>Manipulate graphics or objects in a word processing document.</i>	<i>Manipulate graphics or objects in a word processing document.</i>
A2-3: Special Features	<i>A2-2.8</i> Incorporate hyperlinks, graphics, pictures, images, and/or charts within a word-processed document.	<i>A2-2.9</i> Use word processing or desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter).	<i>A2-2.10</i> Use word processing or desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter).	<i>A2-2.11</i> Use word processing or desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter).	<i>A2-2.12</i> Use word processing or desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter).
A2-4: Graphic Organizers	<i>A2-3.8</i> Use a graphic organizer application to construct outlines or webs that organize ideas and information.	<i>A2-3.9</i> Use a graphic organizer application to generate modifiable flow charts, project time lines, organizational charts, or calendars.	<i>A2-3.10</i> Use a graphic organizer application to generate modifiable flow charts, project time lines, organizational charts, or calendars.	<i>A2-3.11</i> Use a graphic organizer application to generate modifiable flow charts, project time lines, organizational charts, or calendars.	<i>A2-3.12</i> Use a graphic organizer application to generate modifiable flow charts, project time lines, organizational charts, or calendars.
A2-5: Spreadsheet Terms and Use	<i>A2-4.8</i> Construct a spreadsheet that uses mathematical functions and generated charts for the purpose of interpreting data.	<i>A2-4.9</i> Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists).	<i>A2-4.10</i> Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists).	<i>A2-4.11</i> Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists).	<i>A2-4.12</i> Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists).
	<i>A2-5.8</i>	<i>A2-5.9</i>	<i>A2-5.10</i>	<i>A2-5.11</i>	<i>A2-5.12</i>

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
A2-6: Database Terms and Use	Analyze data from a database, and present conclusions in a document or report. A2-6.8	Analyze data from a database, and present conclusions in a document or report. A2-6.9	Analyze data from a database, and present conclusions in a document or report. A2-6.10	Analyze data from a database, and present conclusions in a document or report. A2-6.11	Analyze data from a database, and present conclusions in a document or report. A2-6.12
Standard A3: Students use a computer and communications software to access and transmit information.					
A3-1: Electronic Communication	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.8	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.9	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.10	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.11	<i>Communicate digitally with others regard-ing assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.12
A3-2: Internet Terminology and Searching	<i>Choose most appropriate search engines and directories to locate spe-cific resources on the internet or other online services.</i> A3-2.8	<i>Access primary sources and other experts for class reports or projects.</i> A3-2.9	<i>Access primary sources and other experts for class reports or projects.</i> A3-2.10	<i>Access primary sources and other experts for class reports or projects.</i> A3-2.11	<i>Access primary sources and other experts for class reports or projects.</i> A3-2.12
Standard A4: Students use media and technology to create and present information.					
A4-1: Graphics Software	Use draw, paint, or graphics soft-ware to create or modify visuals that will enhance a class project or report. A4-1.8	Use draw, paint, or graphics soft-ware to create or modify visuals that will enhance a class project or report. A4-1.9	Use draw, paint, or graphics soft-ware to create or modify visuals that will enhance a class project or report. A4-1.10	Use draw, paint, or graphics soft-ware to create or modify visuals that will enhance a class project or report. A4-1.11	Use draw, paint, or graphics soft-ware to create or modify visuals that will enhance a class project or report. A4-1.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
A4-2: Multimedia Production	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.8	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.9	Produce a multimedia product using text, graphics, sound, and video. A4-2.10	Produce a multimedia product using text, graphics, sound, and video. A4-2.11	Produce a multimedia product using text, graphics, sound, and video. A4-2.12
A4-3: Identifying Project Evaluation Criteria	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.8	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation. A4-3.9	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation. A4-3.10	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation. A4-3.11	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation. A4-3.12
A4-4: Project Evaluation and Improvement	Assess how well the production or presentation meets specified criteria. A4-4.8	Recommend ways the product or presentation could better meet specified criteria. A4-4.9	Recommend ways the product or presentation could better meet specified criteria. A4-4.10	Recommend ways the product or presentation could better meet specified criteria. A4-4.11	Recommend ways the product or presentation could better meet specified criteria. A4-4.12
STANDARD B: INFORMATION AND INQUIRY					
Standard B1: Students define the need for information.					
B1-1: Defining the Information Need	<i>Identify the information, problem, or question to be resolved.</i> B1-1.8	<i>State the information, problem, or question in clear and concise terms.</i> B1-1.9	<i>State the information, problem, or question in clear and concise terms.</i> B1-1.10	<i>State the information, problem, or question in clear and concise terms.</i> B1-1.11	<i>State the information, problem, or question in clear and concise terms.</i> B1-1.12
B1-2: Relating Existing Knowledge	Relate existing knowledge to the information need. B1-2.8	Relate existing knowledge to the information need. B1-2.9	Relate existing knowledge to the information need. B1-2.10	Relate existing knowledge to the information need. B1-2.11	Relate existing knowledge to the information need. B1-2.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B1-3: Question Development	<i>Formulate specific research ques-tions using a variety of questioning skills.</i> B1-3.8	<i>Develop specific research ques-tions or a thesis statement based on the nature, purpose, and scope of project.</i> B1-3.9	<i>Develop specific research ques-tions or a thesis statement based on the nature, purpose, and scope of project.</i> B1-3.10	<i>Develop specific research ques-tions or a thesis statement based on the nature, purpose, and scope of project.</i> B1-3.11	<i>Develop specific research ques-tions or a thesis statement based on the nature, purpose, and scope of project.</i> B1-3.12
B1-4: Search Focus	<i>Revise and narrow the information questions to focus on the information need.</i> B1-4.8	<i>Conduct a preliminary search to determine if the research ques-tions or thesis statement is clear, searchable, and sufficiently narrowed.</i> B1-4.9	<i>Conduct a preliminary search to determine if the research ques-tions or thesis statement is clear, searchable, and sufficiently narrowed.</i> B1-4.10	<i>Conduct a preliminary search to determine if the research ques-tions or thesis statement is clear, searchable, and sufficiently narrowed.</i> B1-4.11	<i>Conduct a preliminary search to determine if the research ques-tions or thesis statement is clear, searchable, and sufficiently narrowed.</i> B1-4.12
Standard B2: Students develop information seeking strategies.					
B2-1: Information Sources	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i> B2-1.8	<i>Identify a full range of appropriate and available infor-mation from local, national, and global sources.</i> B2-1.9	<i>Identify a full range of appropriate and available infor-mation from local, national, and global sources.</i> B2-1.10	<i>Identify a full range of appropriate and available infor-mation from local, national, and global sources.</i> B2-1.11	<i>Identify a full range of appropriate and available infor-mation from local, national, and global sources.</i> B2-1.12
B2-2: Evaluating Possible Resources	<i>Evaluate possible sources of information based on time-lines, point of view, bias, and authority.</i> B2-2.8	<i>Evaluate and prioritize po-tential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> B2-2.9	<i>Evaluate and prioritize po-tential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> B2-2.10	<i>Evaluate and prioritize po-tential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> B2-2.11	<i>Evaluate and prioritize po-tential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> B2-2.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B2-3: Search Terms	<i>Identify keywords, phrases, and subjects for each source, recognizing that different sources use different terminology for similar concepts.</i> B2-3.8	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i> B2-3.9	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i> B2-3.10	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i> B2-3.11	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i> B2-3.12
B2-4: Information Search Plan	<i>Plan steps to conduct an information search.</i> B2-4.8	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i> B2-4.9	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i> B2-4.10	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i> B2-4.11	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i> B2-4.12
Standard B3: Students locate and access information sources.					
B3-1: Library Organization	Locate information resources using the classification systems of the school and public libraries. B3-1.8	Locate information resources using the classification systems in use at a variety of libraries. B3-1.9	Locate information resources using the classification systems in use at a variety of libraries. B3-1.10	Locate information resources using the classification systems in use at a variety of libraries. B3-1.11	Locate information resources using the classification systems in use at a variety of libraries. B3-1.12
B3-2: Online Catalog	Use an online catalog to identify and access library resources: advanced searches. B3-2.8	Use an online catalog to identify and access library resources. B3-2.9	Use an online catalog to identify and access library resources. B3-2.10	Use an online catalog to identify and access library resources. B3-2.11	Use an online catalog to identify and access library resources. B3-2.12
B3-3: Reference Materials	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries). B3-3.8	<i>Use specialized reference resources</i> (e.g., print, nonprint, and electronic). B3-3.9	<i>Use specialized reference resources</i> (e.g., print, nonprint, and electronic). B3-3.10	<i>Use specialized reference resources</i> (e.g., print, nonprint, and electronic). B3-3.11	<i>Use specialized reference resources</i> (e.g., print, nonprint, and electronic). B3-3.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B3-4: Locating Information Within Source	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes). B3-4.8	<i>Use increasingly complex organizational features of print and electronic resources.</i> B3-4.9	<i>Use increasingly complex organizational features of print and electronic resources.</i> B3-4.10	<i>Use increasingly complex organizational features of print and electronic resources.</i> B3-4.11	<i>Use increasingly complex organizational features of print and electronic resources.</i> B3-4.12
B3-5: Online Subscription Resources	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i> B3-5.8	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> B3-5.9	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> B3-5.10	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> B3-5.11	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> B3-5.12
B3-6: Internet Use	<i>Conduct effective Internet searches.</i> B3-6.8	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> B3-6.9	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> B3-6.10	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> B3-6.11	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> B3-6.12
Standard B4: Students evaluate and select information from a variety of print, nonprint, and electronic formats.					
B4-1: Previewing Selected Resources	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.8	Determine which information found is clearly related to the problem or question. B4-1.9	Determine which information found is clearly related to the problem or question. B4-1.10	Determine which information found is clearly related to the problem or question. B4-1.11	Determine which information found is clearly related to the problem or question. B4-1.12
B4-2: Evaluating Information	<i>Differentiate between primary and secondary resources.</i> B4-2.8	Differentiate between primary and secondary resources. B4-2.9	Differentiate between primary and secondary resources. B4-2.10	Differentiate between primary and secondary resources. B4-2.11	Differentiate between primary and secondary resources. B4-2.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B4-3: Evaluating Information/ Point of View	<i>Distinguish between fact and opinion; recognize point of view or bias.</i> B4-3.8	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i> B4-3.9	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i> B4-3.10	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i> B4-3.11	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i> B4-3.12
B4-4: Validity of Sources (Electronic, Print, and Nonprint)	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant (e.g., electronic, print, and nonprint).</i> B4-4.8	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive (e.g., electronic, print, and nonprint).</i> B4-4.9	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive (e.g., electronic, print, and nonprint).</i> B4-4.10	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive (e.g., electronic, print, and nonprint).</i> B4-4.11	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive (e.g., electronic, print, and nonprint).</i> B4-4.12
B4-5: Evaluating Information/ Graphics	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.8	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.9	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.10	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.11	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.12
B4-6: Source Authority	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.8	<i>Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint).</i> B4-6.9	<i>Determine authority for all resources and identify points of agreement and disagreement among sources (e.g., electronic, print, and nonprint).</i> B4-6.10	<i>Determine authority for all resources and identify points of agreement and disagreement among sources (e.g., electronic, print, and nonprint).</i> B4-6.11	<i>Determine authority for all resources and identify points of agreement and disagreement among sources (e.g., electronic, print, and nonprint).</i> B4-6.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Standard B5: Students record and organize information.					
B5-1: Note Taking	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.8	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> B5-1.9	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> B5-1.10	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> B5-1.11	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> B5-1.12
B5-2: Citing Sources	<i>Cite/record sources of information in-cluding quotes, visuals, major ideas, specific facts or data us-ing appropriate citation/ bibliographic format.</i> B5-2.8	<i>Cite/record sources of information in-cluding quotes, visuals, major ideas, and spe-cific facts or data using appropriate citation/ bibliographic format.</i> B5-2.9	<i>Cite/record sources of information in-cluding quotes, visuals, major ideas, and spe-cific facts or data using appropriate citation/ bibliographic format.</i> B5-2.10	<i>Cite/record sources of information in-cluding quotes, visuals, major ideas, and spe-cific facts or data using appropriate citation/ bibliographic format.</i> B5-2.11	<i>Cite/record sources of information in-cluding quotes, visuals, major ideas, and spe-cific facts or data using appropriate citation/ bibliographic format.</i> B5-2.12
B5-3: Organizing Information	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i> B5-3.8	Organize information in a systematic man-ner for unity, coherence, clarity, and emphasis. B5-3.9	Organize information in a systematic man-ner for unity, coherence, clarity, and emphasis. B5-3.10	Organize information in a systematic man-ner for unity, coherence, clarity, and emphasis. B5-3.11	Organize information in a systematic man-ner for unity, coherence, clarity, and emphasis. B5-3.12
Standard B6: Students interpret and use information to solve the problem or answer the question.					
B6-1: Integrating Prior Knowledge	Compare and integrate new information with prior knowledge. B6-1.8	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills. B6-1.9	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills. B6-1.10	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills. B6-1.11	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills. B6-1.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B6-2: Relevancy of Information	Determine if information is relevant to the question. B6-2.8	Determine if information is relevant to the question. B6-2.9	Determine if information is relevant to the question. B6-2.10	Determine if information is relevant to the question. B6-2.11	Determine if information is relevant to the question. B6-2.12
B6-3: Gathering Additional Information	Analyze findings to determine need for additional information; gather and synthesize additional information. B6-3.8	Synthesize new ideas, evidence, and prior knowledge to address the problem or question. B6-3.9	Synthesize new ideas, evidence, and prior knowledge to address the problem or question. B6-3.10	Synthesize new ideas, evidence, and prior knowledge to address the problem or question. B6-3.11	Synthesize new ideas, evidence, and prior knowledge to address the problem or question. B6-3.12
B6-4: Drawing Conclusions	Draw conclusions to address the problem or question. B6-4.8	Draw conclusions to address the problem or question. B6-4.9	Draw conclusions to address the problem or question. B6-4.10	Draw conclusions to address the problem or question. B6-4.11	Draw conclusions to address the problem or question. B6-4.12
Standard B7: Students communicate the results of research and inquiry in an appropriate format.					
B7-1: Audience and Purpose	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.8	Determine the audience and purpose for the product or presentation. B7-1.9	Determine the audience and purpose for the product or presentation. B7-1.10	Determine the audience and purpose for the product or presentation. B7-1.11	Determine the audience and purpose for the product or presentation. B7-1.12
B7-2: Presentation Format	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.8	Select the most appropriate format for the product or presentation. B7-2.9	Select the most appropriate format for the product or presentation. B7-2.10	Select the most appropriate format for the product or presentation. B7-2.11	Select the most appropriate format for the product or presentation. B7-2.12
B7-3: Developing a Product or Presentation	Develop a product or presentation to communicate the results of the research. B7-3.8	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort. B7-3.9	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort. B7-3.10	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort. B7-3.11	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort. B7-3.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Standard B8: Students evaluate the information product and process.					
B8-1: Product Assessment	Assess the product based on identified criteria. B8-1.8	Assess the product based on identified criteria. B8-1.9	Assess the product based on identified criteria. B8-1.10	Assess the product based on identified criteria. B8-1.11	Assess the product based on identified criteria. B8-1.12
B8-2: Product Improvement	Summarize ways in which the product and process can be improved. B8-2.8	Summarize ways in which the product and process can be improved. B8-2.9	Summarize ways in which the product and process can be improved. B8-2.10	Summarize ways in which the product and process can be improved. B8-2.11	Summarize ways in which the product and process can be improved. B8-2.12
STANDARD C: INDEPENDENT LEARNING					
Standard C1: Students pursue information related to various dimensions of personal well-being and academic success.					
C1-1: Information for Personal Growth	Identify topics of interest and seek relevant information about them. C1-1.8	Identify topics of interest and seek relevant information about them. C1-1.9	Identify topics of interest and seek relevant information about them. C1-1.10	Identify topics of interest and seek relevant information about them. C1-1.11	Identify topics of interest and seek relevant information about them. C1-1.12
C1-2: Accurate Information for Decision Making	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i> C1-2.8	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i> C1-2.9	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i> C1-2.10	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i> C1-2.11	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i> C1-2.12
Standard C2: Students select, appreciate, and derive meaning from print and nonprint resources.					
C2-1: Selection for Personal Interest	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.8	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.9	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.10	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.11	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
C2-2: Award-Winning Literature	Recognize that award-winning books reflect literary and artistic excellence. C2-2.8	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background. C2-2.9	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background. C2-2.10	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background. C2-2.11	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background. C2-2.12
C2-3: Making Text Connections	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.8	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.9	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.10	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.11	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.12
C2-4: Selection/Developmental Levels	Choose materials at appropriate developmental levels. C2-4.8	Choose materials at appropriate developmental levels. C2-4.9	Choose materials at appropriate developmental levels. C2-4.10	Choose materials at appropriate developmental levels. C2-4.11	Choose materials at appropriate developmental levels. C2-4.12
C2-5: Diverse Perspectives	Identify and select materials that reflect diverse perspectives. C2-5.8	<i>Identify and select materials that reflect diverse perspectives.</i> C2-5.9	<i>Identify and select materials that reflect diverse perspectives.</i> C2-5.10	<i>Identify and select materials that reflect diverse perspectives.</i> C2-5.11	<i>Identify and select materials that reflect diverse perspectives.</i> C2-5.12
STANDARD D: THE LEARNING COMMUNITY					
Standard D1: Students use information, media, and technology in a responsible manner.					
D1-1: Responsibility for Borrowed Library Resources	Return all borrowed library materials on time. D1-1.8	Return all borrowed library materials on time. D1-1.9	Return all borrowed library materials on time. D1-1.10	Return all borrowed library materials on time. D1-1.11	Return all borrowed library materials on time. D1-1.12
D1-2: Internet Acceptable Use Policy	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> <i>D1-2.8</i>	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> <i>D1-2.9</i>	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> <i>D1-2.10</i>	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> <i>D1-2.11</i>	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> <i>D1-2.12</i>

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D1-3: Ethical Access to Computer Files	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.8	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.9	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.10	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.11	<i>Discriminates between ethical and unethical access to computer files</i> D1-3.12
D1-4: Privacy of Personal Information	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.8	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.9	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.10	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.11	<i>Recognize the need for privacy and protection of personal information and data.</i> D1-4.12
Standard D2: Students respect intellectual property rights (copyright).					
D2-1: Copyright	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.8	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.9	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.10	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.11	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. D2-1.12
D2-2: Copyright Law	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> D2-2.8	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> D2-2.9	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> D2-2.10	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> D2-2.11	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> D2-2.12
Standard D3: Students recognize the importance of intellectual freedom and access to information in a democratic society.					
D3-1: Intellectual Freedom	Understand the concept of intellectual freedom. D3-1.8	Distinguish between intellectual freedom as it relates to children versus adults. D3-1.9	Distinguish between intellectual freedom as it relates to children versus adults. D3-1.10	Distinguish between intellectual freedom as it relates to children versus adults. D3-1.11	Investigate a specific censor-ship situation (e.g., challenge to a book or magazine). D3-1.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D3-2: Equitable Access	Recognize the importance of free and open access to information for all citizens. D3-2.8	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology. D3-2.9	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology. D3-2.10	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology. D3-2.11	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology. D3-2.12

Kenosha Unified School District No. 1
Elementary Computer Inventory

SCHOOL	Student Enrollment	DESKTOPS						Total Desktops	LAPTOPS						Total Laptops	Total MAC	Total WIN	Grand Total						
		Lab		Library		Classroom			Admin		Lab		Mobile						Library		Classroom		Admin	
		MAC	WIN	MAC	WIN	MAC	WIN		MAC	WIN	MAC	WIN	MAC	WIN					MAC	WIN	MAC	WIN	MAC	WIN
Bose	352	32	0	20	1	62	1	10	5	131	0	0	46	0	7	1	0	0	10	0	64	187	8	195
Brompton	100	20	0	0	0	6	0	0	1	27	0	0	0	0	0	0	0	0	0	1	1	26	2	28
Chavez	399	0	0	0	0	17	0	0	0	17	0	0	0	0	0	0	0	22	0	0	22	17	22	39
Columbus	232	31	0	0	1	44	0	0	2	78	0	0	23	0	23	0	4	0	0	2	52	125	5	130
DOL	202	0	0	0	0	10	0	0	0	10	0	0	53	0	0	0	0	0	2	0	55	65	0	65
Durkee	159	20	0	5	1	40	0	1	3	70	0	0	129	0	2	0	15	0	0	0	146	212	4	216
EBSOLA	794	63	0	10	1	153	2	0	10	239	0	0	60	0	0	0	52	4	4	15	135	342	32	374
Forest Park	469	29	0	15	1	84	0	0	4	133	1	0	74	0	0	1	0	0	0	1	77	203	7	210
Frank	481	62	0	11	1	61	0	0	4	139	0	0	50	0	1	0	33	0	0	1	85	218	6	224
Grant	290	31	0	6	1	51	0	0	4	93	41	0	15	0	17	0	10	0	0	1	84	171	6	177
Grewenow	342	31	0	8	1	73	0	1	2	116	0	0	74	0	1	0	2	0	0	4	81	190	7	197
Harvey	413	31	0	2	1	63	0	0	4	101	2	0	70	0	1	1	25	4	1	1	105	195	11	206
Jefferson	316	60	0	6	1	52	0	0	4	123	30	0	35	0	0	0	23	0	0	1	89	206	6	212
Jeffery	373	30	1	12	1	46	2	0	2	94	6	0	31	0	0	0	1	1	0	1	40	126	8	134
K-Tech	327	0	28	0	0	0	0	0	5	33	0	0	0	28	0	0	0	17	0	3	48	0	81	81
Lincoln El.	256	34	1	11	1	70	0	0	6	123	2	0	89	0	11	0	0	0	2	4	108	219	12	231
McKinley El.	252	31	0	13	1	63	0	0	4	112	20	0	30	0	2	0	7	0	1	5	65	167	10	177
Nash	602	1	0	9	1	1	1	0	2	15	53	0	15	0	0	0	40	7	4	1	120	123	12	135
Pl. Prairie	534	31	0	11	1	75	0	0	5	123	4	0	63	0	1	0	0	0	0	1	69	185	7	192
Prairie Lane	470	33	0	6	1	28	2	0	4	74	5	0	42	0	1	0	2	0	0	1	51	117	8	125
Roosevelt	345	29	0	6	2	56	0	1	3	97	1	0	37	0	1	0	7	1	0	1	48	138	7	145
Somers	494	62	0	7	3	64	0	0	4	140	1	0	43	0	1	0	0	0	2	2	49	180	9	189
Southport	448	34	0	8	1	122	0	0	4	169	0	0	57	0	0	0	5	0	0	6	68	226	11	237
Stocker	532	61	0	10	1	54	0	0	9	135	0	0	29	0	4	0	7	2	0	1	43	165	13	178
Strange	466	83	0	5	1	97	0	4	3	193	0	0	44	0	0	0	0	0	2	3	49	235	7	242
Vernon	502	63	0	13	0	126	1	0	7	210	0	0	47	0	2	0	9	0	3	16	77	263	24	287
Whittier	511	60	0	9	1	76	0	1	3	150	0	0	32	0	0	0	0	2	0	6	40	178	12	190
Wilson	284	26	0	11	1	80	0	0	3	121	0	0	42	0	0	0	3	1	2	6	54	164	11	175
TOTAL	10945	988	30	214	26	1674	9	18	107	3066	166	0	1230	28	75	3	245	61	33	84	1925	4643	348	4991

Kenosha Unified School District No. 1

Secondary Inventory

January, 2008

[illegible]

Kenosha Unified Instructional Software

Software Package	Subject	Grade Level	Description	Licensing
AppleWorks 6.2.5	Word Processing	All Levels	AppleWorks 6 is an integrated word processing, spreadsheet, database, draw paint and presentation application.	All Computers (Elem., MS, HS)
Clicker 4	Language Arts	Grade K - 5	A writing and creativity tool designed to motivate and support children as they learn to read and write. Combines an easy-to-use talking word processor with multimedia presentation functions. • Find Out and Write About Animals of Cold Lands • Find Out & Write About Dinosaurs • Find Out and Write About Explorers	30 copies each (Elementary)
DreamWeaver	Web Page	Utility	Integrate a professional web tool into your curriculum and improve student communication, collaboration and problem-solving skills. Integrate visual layout tools and extensive code-editing support where educators and students focus on creating educational web content	2 copies - each school (Elem., MS, HS)
Easy Grade Pro 3.6.2c	Utility	Teacher	Grade Book program (Palm OS Compatible)	Site License - All computers
Everyday Math Online Games	Math	Grade K - 5	Subscription	Elementary schools that use Everyday Math
Graph Club 2.0	Cross-curriculum	Grade K - 5	Easy-to-use tool for creating, exploring, interpreting and printing graphs. Hands-on environment helps students make the transition from graphing with manipulatives to graphing in the abstract.	Site License (Elementary)
iLife	iPhoto iMovie iDVD iTunes GarageBand iWeb	All Levels	Manage your digital resources and create digital photo, video and music projects with your digital resources.	All Apple Computers (Elem., MS, HS)

Kenosha Unified Instructional Software

Software Package	Subject	Grade Level	Description	Licensing
Inspiration 8.0	Graphic Organizer	Grade 6 - 12	Visual learning tool that taps into students' creativity and learning styles. Students use Inspiration to strengthen key learning skills by creating graphic organizers to visually represent concepts and relationships.	Secondary Schools
Inspire Data	Cross-curriculum	Grade 6 - 12	A tool to visualize, investigate and understand data in science, mathematics and social studies. Applying the proven strategies of visual learning to data literacy, students discover meaning as they collect and explore data in a dynamic inquiry process. Students formulate questions and make connections between data and its visual representations to interpret information, solve problems and draw conclusions. As a result, students develop deeper content knowledge and stronger critical thinking skills.	60 copies each middle school 30 copies (ITA, Bradford, Tremper)
Kidspiration 2.0	Language Arts	Grade K - 5	Students build graphic organizers by combining pictures, text and spoken words to represent thoughts and information.	30 copies each site (Elementary)
Microsoft Office	Cross-curriculum	All Levels	Word Processing, Spreadsheet, Presentation, Email	
Photo Kit Junior	Multimedia	Pre-K - Grade 5	Children use digital images to create animated books, puppet shows, filmstrips, etc.	Elementary OS X Computers
PhotoShop Elements	Multimedia		Adobe Photoshop Elements 2.0 software provides power and simplicity so students, and educators can do more with photos. Quickly correct red eye and exposure. Automatically straighten and crop. Stitch together multiple photos into panoramas.	2 copies each Elementary School
TimeLiner 5.1	All content areas	Grade K - 5	Create and print the following types of timelines: Historical/standard time lines, Geological time lines, Day-long timelines, Week-long time lines, Year-long time lines, and Custom time lines. Lets you add multimedia elements and Web links to any event on your time line. Create interactive time lines, or display your time line as a slideshow that displays movies, graphics, sounds, and notes. Also create multiple timelines that compare and contrast different events that occur over the same period of time.	Site License (Elementary & Middle Schools)

Kenosha Unified Instructional Software

Software Package	Subject	Grade Level	Description	Licensing
Ventura Math	Math	Grade K - 8	Computational Algorithms The Computational Algorithms module focuses on the four operations with multiple digit numbers: Partial Sums Algorithm for Addition, Partial Differences Algorithm for Subtraction, Partial Products Algorithm for Multiplication and the Guess and Check Method for Division Fraction Sticks The Fraction Sticks module allows students to pick up and move an unlimited supply of fraction sticks to investigate fraction concepts, including: comparing fractions, equivalent fractions, common denominators, addition of fractions, subtraction of fractions, multiplication of fractions and division of fractions. Interactive Fraction Sticks creates an interactive learning environment where students discover important concepts related to fractions, decimals and percents. This tool is unique and includes a variety of learning approaches, all of which are designed to foster a comprehensive and intuitive understanding of essential mathematical ideas. Hundreds Chart The Computational Algorithms module focuses on the four operations with multiple digit numbers: Partial Sums Algorithm for Addition, Partial Differences Algorithm for Subtraction, Partial Products Algorithm for Multiplication and the Guess and Check Method for Division	Unlimited Site License Elem., MS
SOFTWARE THAT INDIVIDUAL SCHOOLS PURCHASED: • Fast Math • Accelerated Reader/Math • Read 180 • SRI • Plato • Think Link • Micrograms • Contribute • iWorks • Fast Forward • Adobe Suite • Kid Pix 4 • Essential Skills • Literacy Launcher				

Kenosha Unified School District No. 1
Assistive Technology
Summary of Equipment Available for Individual Students and for Checkout

Computer Equipment

Apple desktops: 5

Apple laptops: 15

Windows desktops: 4

Windows laptops: 24

Printers: 20

Scanners: 17

Computer accessories: 36

Computer carts: 9

Speakers: 12

Input DevicesIntellikeys and other keyboards:
32

Mouse alternatives: 25

Voice recognition software: 11

Interface devices: 43

Software: 1288**Communication Devices**

Single switch voice output devices: 52

Multiple location voice output devices:
63

Non-vocal devices: 66

Portable Word Processors and PDAsAlphaSmarts and other word
processors: 95

Danas: 33

PDAs: 5

Study Tools: 134**Adaptive Equipment**

Amplifiers: 4

Environmental control units: 13

Keyguards: 14

Switches: 150

Spinners: 20

Other adaptive equipment: 130

Resources and Training Material

Books: 639

Videotapes: 111

Cameras: 17

Kenosha Unified School District 2007-2008 Online Library Subscriptions

Entire District Access

Atomic Learning
Discovery Education Streaming
World Book Online
BadgerLink Resources

High School Access*

ABC-CLIO American History
ABC-CLIO World History: Ancient
ABC-CLIO World History: Modern
Biography Resource Center
CQ Researcher
Ferguson's Career Guidance Center
Gale Virtual Reference eBooks
Historical Newspapers
Kenosha News Archives
Literature Resource Center
Opposing Viewpoints Resource Center
Science Resource Center
SIRS Government Reporter
SIRS Researcher

** Individual high schools may subscribe to additional resources to meet the needs of their student body*

Middle School Access

Biography Resource Center
Culture Grams
Gale Virtual Reference eBooks
Opposing Viewpoints Resource Center
SIRS Discoverer

Elementary Resources

Culture Grams
SIRS Discoverer
TumbleBook Library

Kenosha Unified School District No. 1
School Library Collection Analyses
February 2008

One responsibility of every library media specialist is to provide a well developed, current collection of resources in a variety of formats that support the standards and benchmarks. To assist the library media specialists in maintaining and developing their collections, each year library media specialists are provided with collection and circulation statistics that are generated from our integrated library system, Dynix, for their school library collection. These reports are generated on June 30th every year. They provide statistics on the age of the materials in the collections, the number of items in each area of the collection and the age range in those categories, and circulation statistics. Kenosha Unified School District's libraries have continued to increase the number of current books and media in their collections. For example, in 2003, 47% of Kenosha Unified's nonfiction library collection had copyright dates between 0 – 10 years old; in 2005 that percentage had increased to 54% and in 2007 to 58%. Similarly, the number of older titles in the collections continues to decrease. In 2003, 26% of Kenosha Unified's nonfiction collection had copyright dates older than 20 years; in 2005 that number had decreased to 18% and in 2007 to 15%.

Historically, Common School Funds have been distributed to schools based on enrollment in KUSD. Larger schools need to provide resources to a greater number of patrons, thus need a larger budget. Some of our Common School Funds are still distributed to schools based on enrollment. However, an audit of KUSD library collections in 1995 pointed to the inequalities in collections across the district. To address this problem, the process of developing "Core Collections" began in 2000.

To develop the Core Collection, library media specialists at each level work together to identify and select resources that are appropriate, standards related, *extremely current* and in a variety of formats for every school at that level. These resources may be books, media, or online subscriptions. The 23 elementary library media specialists are further divided into seven committees that cover the Dewey categories. They review and select materials for their Dewey range and then one copy of each of those titles is purchased. At a later meeting each committee presents their recommended titles to the full group of elementary library media specialists who must approve them. All resources that are approved are then purchased for every elementary library. Last year at the elementary level many titles were purchased to support the new Everyday Math series that was implemented this year. Most of these new titles were picture books that could be used to reinforce math concepts. In analyzing past Core purchases, the elementary saw a need for sign language books and books in Braille. Last year several books written in Spanish and English with sign language were purchased. This year a book written in Braille format will be purchased for each elementary school. A different title will be purchased for each school so they may be borrowed through interlibrary loan, thereby increasing each school's access to a Braille collection. The elementary library media specialists also saw a need for more non-fiction at the beginning reading and emergent reading levels. They have focused on purchasing many titles at these levels in the last three years and

will continue to develop this area of the collection. Last year the Assistive Technology Department asked that we evaluate TumbleBook Library. We added a subscription to both TumbleBook Library and CultureGrams for the elementary schools.

The middle and high school library media specialists work together in their respective groups to select their Core materials. The high school library media specialists focus their purchases on print reference materials and on online subscriptions. They have developed an excellent list of online subscriptions to support their curriculum and continue to review new resources throughout the year. For the future they will evaluate the “One Search” software that will allow cross searching of all resources. They are anxious to make this feature available to their students. The middle school library media specialists have developed a superior collection of geography books and continue to purchase new titles as soon as they are published. They, too, have an excellent list of online subscriptions and have also devoted much of their Core Collection purchases to print reference resources. The middle school purchased some eBook titles about five years ago and has added additional titles in the last two years. The high school each purchased 10 eBooks this year for the first time. All schools, at all levels, have current print encyclopedias.

Albeit a slower process than selecting resources independently, Core Collection development has a number of benefits. The quality of the resources selected is excellent *because each library media specialist brings his or her own strengths to the selection process*. It requires analyzing past purchases to determine future needs. It generates discussion about how resources are being used, which resources are not being used and whether further promotion of them is required, what teachers are requesting, and which series have been well received. While the Core Collection process has had an impact on all school library collections, the greatest impact has been seen at the low enrollment schools. Regardless of a school’s enrollment, every student and staff member needs access to resources that support the curriculum. Elementary library media specialists meet at least three times annually to evaluate and select the Core Collection. One full day and at least two two-hour sessions are devoted to this collection development process.

In order to make searching our online library catalog more user friendly, the book jacket image is now displayed when a title is searched. In our graphical world, this has been a huge improvement. There has been an increase in the number of DVDs being purchased since 2005. While several schools reported they will continue to develop that collection in the future, some schools still do not have sufficient numbers of DVD players to support this format.

The individual school library collection analyses follow:

Edward Bain School of Language and Art

Edward Bain School of Language and Art (EBSOLA) is currently in its fourth year of operation with a total enrollment of 784 students. EBSOLA’s library collection is a combination of two schools which serves two distinct programs, fine arts and dual

language. The school has a total of 24,650 holdings and within that 4,420 are Spanish language books. The average number of books per student is 30.53. The collection needs improvement in books with audio tapes in English and Spanish, professional DVD's, and special needs books. Weeding of the collection needs to be done, updating the reference materials and adding more Spanish books to the collection. EBSOLA's biography collection is very good and has a good representation of multicultural individuals. There are eight computers dedicated for student use plus two computers for teacher use with a variety of instructional software on them. The library also has an LCD projector, an iBook, and an overhead projector designated for information literacy skills presentations.

Bose Elementary School

Bose Elementary School Library Media Center is comprised of over 19,000 titles. Collection development is currently centered on quality fiction at the k-2 level and on updating the video collection.

Non-fiction titles purchased by core in recent years have greatly enhanced the resources needed to support the curriculum. A major emphasis for Spring 2008 will be weeding the non-fiction grade 3-5 level books.

The fiction collection has been recently weeded. Replacements for worn classics and popular high interest books are being ordered on a continuing basis. Students have been requesting the latest books in several series including, *Secrets of Droon*, *Katie Kazoo* and others, and these books are ordered to promote interest in reading and ownership of the library. A recent addition is the graphic novel collection. Students are showing a growing interest in this format and additional titles will be selected in the near future.

Bose curricular and motivational reading needs at the kindergarten level have increased tremendously recently as a rearrangement of the library has empowered these young readers to visit the library independently between class visits. There has also been an increased interest in including the kindergarten students in the Accelerated Reader motivational program. This has necessitated the aforementioned emphasis on books at this level.

The visual media collection at Bose is very outdated. Adjustments to the budget allocation have been made to develop this area to provide staff and students with curricular support through video.

Brass Community School

In July of 2008 the Durkee and Lincoln Elementary Libraries will be combined into the new Brass Community School Library. We are now in the process of evaluating all the materials in these collections. Through extensive weeding we will combine our combined holdings (c.25,000 books) into an updated collection of 18,000 books. We will also be combining our up-to-date Core collections back together so that the average age of our collection will become more recent. This year we had 1,400 newer books transferred from our two schools to another new school.

Our collection will be well balanced so that it meets the needs of our patrons. We will keep some older titles that are classic, award winners, or support books for our school curriculum, but students will have access to the most up-to-date nonfiction and great children's literature through new material purchases.

Columbus Elementary School

Columbus Elementary School is a Reading First school. There are approximately 40 books per student in the collection. The students also have books on tape/CD and magazines available for checkout. Presently 72% of the nonfiction collection has a copyright date of 0-10 years. In 1999 that number was only 24% (53% in 2003). 21% of the nonfiction books now have a copyright of 11-20 years compared to 40% in 1999 and 35% in 2003. 7% of the nonfiction books have a copyright date more than 20 years old compared to 36% in 1999 and 10% in 2003. As the statistics show, there has been a substantial improvement regarding the age of the collection. This has been accomplished in two ways. Many new nonfiction books have been added and the collection has been reevaluated and weeded to ensure that books meet the standards to remain included in the collection. In the 2007/2008 school year the biography, professional, reference, videocassette, and audio tape collection will be reevaluated and weeded. This weeding will improve those areas of the collection. The easy and the fiction collections need to be improved. Many of the classic books need to be replaced. Part of this will be accomplished during the 2007/2008 school year. The collection includes many high interest/low reading level books. Spanish/English books are available. Books on tape or CD are available for students to check out to ensure that all students can "read" books that are on the "must read" list. The students do not use the online subscriptions very often. They do use World Book online. The staff uses Discovery Education Streaming to help build the background knowledge the students are lacking.

Forest Park Elementary School

Currently, Forest Park has 471 students enrolled. The library has a total collection of 17,251 books/media which is an average of 35.5 items per student. 51% of our collection is fiction, 32% is non-fiction with biography, reference and media making up the remainder. We currently have 6,840 AR quizzes, 2,520 of those are non-fiction.

This year we made an effort to acquire books specifically written for girls and also books that appeal to reluctant readers. This summer we are going to remodel our library.

Frank Elementary School

As of November, 2007, enrollment at Frank Elementary School is 483 students. The total holdings for our library are 21,237. This figure includes both books and audiovisual materials. The age of our nonfiction collection is as follows: 58% has copyrights that are 0-10 years old, 31% is 11-20 years old, and 11% is 21+ years old. The average age of the entire collection is 13 years and there are 42.16 books per student. Since 1999 there has been a 20% decrease in the number of nonfiction books that have copyright dates of 21 years or older. My goal is to continue weeding our nonfiction collection so that the majority of our books have copyrights of less than 10 years old. Our fiction book collection is adequate.

Our circulation statistics have dramatically increased during the past year due to the implementation of the Accelerated Reading Program. The program was so successful that we have purchased the online version making all AR tests available to the students. We continue to label our existing collection and purchase new AR books. Thanks to the Reading First Grant, we are purchasing \$3000.00 worth of CD's w/ 4 AR books for use in the listening centers of our classrooms. These will be catalogued and housed in the library for checkout by both students and teachers.

Grant Elementary School

All in all the Grant Library collection is in good shape. With a school population of 285, the library has holdings of 11,766 items and almost 40 books per student. A major weeding was conducted before the end of the 2006-07 school year, which resulted in the withdrawal of many aged or uncirculated titles. The majority of the non-fiction collection (64%) is now less than 10 yrs. young, 27% is eleven to twenty years old, and only 9% is older than twenty-one years. According to the Titlewise Analysis even after factoring in the ages of the fiction (1992) and easy (1991) collections which contain classic Newbery and Caldecott titles, the overall average age of the Grant collection is eleven years old. Where the non-fiction collection shows its age is in the 800's and the 300's, but, again, many of the titles are books of classic poetry or fairy and folktales. What remains to be done before another deeper weeding is an inventory, as one has not been performed in at least five years. Future considerations for purchases should take into account the Literacy Lab Program (guided reading) that is a major initiative in the school. High interest/low reading level books and books with a reading level over 6.0 but with an interest level below middle school are indicated for the two segments of the population at the extreme ends of the program. A final consideration for the future of the Grant Library is larger accommodations, as the current facilities leave no room for growth.

Grewenow Elementary School

The Grewenow Elementary Library holds a collection of 11,299 titles, with a total of 13,927 holdings. There are 37.94 books per student. Significant weeding has been completed since 1999. In 1999 25% of the nonfiction books at Grewenow had copyrights between 0 - 10 years old. That amount has increased to 63% as of June 2007. There has also been a reduction of books with copyrights from 11 - 20 years old (from 38% in 1999 to 24% in 2007.) There has been a 38% overall decrease in the number of books with copyrights 21+ years old between 1999 and 2007. The collection supports the curricular and developmental needs of all students. The areas that will be addressed in future collection development include: nonfiction for lower level readers, replacement of older VHS with DVD's and enhancement of the professional collection.

Harvey Elementary School

As of June 2007, the age of the nonfiction collection at Harvey Elementary Library Media Center has decreased. Since April of 1999, there has been a 36% growth in books ranging in age from 0-10 years old. Along with that, the number of books with copyrights of 21+ years old has dropped by 36%. Currently, there are 29 books per student in the collection. I will be focusing on building the Spanish section in order to more adequately represent the cultural needs of all students. Each year, I will also

reevaluate the collection to ensure that it meets the developmental, cultural, and curricular needs of all students.

Jefferson Elementary School

The Jefferson Elementary Library Collection has an average copyright of 1994. There are approximately 42 books per student with an enrollment of 329 students. The collection has a higher number of easy books than fiction books. Weeding the easy collection is a priority due to the average age of the collection (1991) and the limited shelving area. Adding more popular or newer series books, after weeding the fiction collection, would be the next priority since the average age is 1992. Then the nonfiction collection needs to be weeded again because the average age of the combined collection is 1995. And finally, newer books should be added to each nonfiction section to improve the copyright status of the collection, starting with the Religion and Literature sections because the average age is 1991 and 1992 respectively.

Jeffery Elementary School

Jeffery Elementary has seen an increase in the currency of its collection. In April 1999, 56% of the nonfiction collection had copyright dates of 21+ years old. As of June 2007, that number has decreased to 16%. For positive progress, from 1999 to 2007 the nonfiction collection has improved from 24% to 59% of the collection having copyrights less than ten years of age. Two factors have been responsible for this turn around. One is that the nonfiction collection has been strongly weeded of the out-of-date materials. The second is that much of the reversal in the improvement of the nonfiction collection is due to the creation of the district wide Core Collection process that began in February 2000. This has become the force that has equalized the library collections of all the schools in KUSD, especially the small schools such as Jeffery. After the weeding of the nonfiction collection, the science areas need to be evaluated especially in the solar system area which is part of the present fourth grade curriculum. Another area that should be updated is sports, including more current sports biographies.

McKinley Elementary School

The McKinley Elementary School Library holds a collection of 10,498 titles, with a total of 12,194 holdings. In 1999, 28% of the nonfiction books at McKinley were 0 - 10 years old. That amount has increased to 69% as of June 2007. This is a substantial increase in new and current titles that McKinley houses. Subsequently, in 1999, 50% of the McKinley Library nonfiction collection was 21+ years old and in June of 2007, that number dropped to only 9%. This is a 41% overall decrease in the number of books with copyrights 21+ years old between 1999 and 2007. McKinley's collection does support the curricular and developmental needs of all students. The core collection initiative has greatly enhanced our current holdings. Areas that still need to be addressed in future collection development are replacement of VHS tapes with DVD versions and enhancement of the professional collection.

Pleasant Prairie Elementary School

The Pleasant Prairie Library mission is to provide a variety of formats of materials on a multitude of topics for the staff and students. We provide books, books and tapes, books

and cd's, videotapes, DVD's, cassette tapes, cd's and digital audio players. These include fiction and non-fiction items.

Our current collection has 20,650 holdings with 16,028 as individual titles. We have added 1327 books in just the last two years. The age of our non-fiction collection: 63% of materials have a copyright date of 0-10 years, 30% have an 11-20 year copyright and 6% of our collection is 21+ years old. The average age of our collection has a 1996 copyright date.

In 2006-2007, 32,281 items were circulated to staff and students. We have an enrollment of 540 students this year and our ratio of books to students is 38 books per student.

The last several years, the library media specialists of Kenosha Unified School District have met to search out and select "core collection" titles that would support the District's Standards and Benchmarks. This has allowed us to provide current sources of not only books but videos and DVD's. Thus when classes are studying a particular topic we have a current and a large selection of books on that topic.

Weeding is an on-going project with much of the weeding occurring in the non-fiction section. In the fiction we have almost all of the Newbery and Caldecott books which have much older copyright dates.

Prairie Lane Elementary

The current holdings for Prairie Lane books are 13,561. Of the nonfiction collection 70% of the books have copyrights 0-10 years old, 23% 11-20 years old and 7% have copyrights 21+ years old. The nonfiction collection is well developed with a wide variety of topics represented.

The Fiction and Easy Fiction collections need to be weeded, as 29% and 27% respectively, have copyright dates 21 years or older. Many of the books with copyrights between 0-10 years old are of the popular series fiction. The collection is lacking in the types of books reviewed in professional journals.

Roosevelt Elementary School

The Roosevelt Library currently has 13,936 items in its collection. With an enrollment of 346 students, the ratio of books per student is 40.27 to 1. Extensive weeding was done last year. Currently 70% of our non-fiction collection has a copyright date of 0-10 years. The average copyright age of all items in the collection is 1996. This year all the worn Newbery and Caldecott books were replaced. It is the goal to keep the non-fiction books that match our standards and benchmarks up to date, especially in the science and technology area.

Somers Elementary School

Somers Elementary School's library collection has many glows and some grows that will be addressed. The collection has a very solid and well rounded non-fiction collection. However, some of the non-fiction collection is out dated and does need to be weeded.

Ideally, the collection should have current up to date information that students can have access to. In addition, newer copyrighted materials will be ordered and added to freshen up the collection. The fiction collection at Somers is very strong in the picture book section. There are a variety of levels, topics and authors in this section, as well as a fairly up to date average book age. The fiction collection could use more materials in addition to newer copyrighted materials. The magazine collection well supports the school's curriculum and is fairly large. The multimedia collections, such as CD-ROMs, books on CD, and videos are quite small. There needs to be more multimedia ordered for those collections. Overall the collection at Somers is fairly new and supports the curriculum. Somers will strive to maintain and improve the collection in the next year.

Southport School Elementary

The Southport Elementary Library supports a school of approximately 450 students. It houses a collection of 12,742 titles, and a total of 14,624 holdings, which averages about 32 books per student. The acquisition of materials purchased with district Common School Funds and an ongoing effort to weed the library of outdated materials, has significantly improved the collection in the last few years. In 1999 30% of the nonfiction books in the Southport library were 0 - 10 years old. That amount has increased to 63% as of June 2007. In addition, there has been a 37% decrease in the number of books with copyrights 21+ years old between April 1999 and June 2007. The library collection supports the academic, developmental and interest needs of all students, as well as, the curriculum and professional needs of teachers and staff. Over the past few years, collection efforts have been focused on building the popular fiction collection and the nonfiction collection for lower grades. Future collection building efforts will focus on improving the parent and folklore collections and replacing the cassette read-a-long collection with CD sets.

Stocker Elementary School

The library is an amazing part of the overall services provided to students and families at Stocker Elementary School. At Stocker we have a diverse learning community which values students, families and staff. We are committed to academically challenge all students to be creative, critical thinkers who discover and develop their unique interests through innovative opportunities provided by the collaborative efforts of our community including the library media program.

When the school opened in 1993 many new library materials were purchased. There was also a considerable effort at that time to have books and other materials transferred from existing schools, so the collection, while statistically newer than most elementary libraries, was a blend of old and new copyrighted materials. Due to the fact that our school is only 14 years old, many of our new titles purchased in 1993 have moved from the 0-10 year copyright age to the 11+ years category. I am very proud of the fact that nearly 50% of our nonfiction books continue to be less than 10 years old.

In addition to the print collection our school focuses on the advantage of online subscription databases. These collections of electronic data are updated frequently, so we always have access to current discoveries and innovations. World Book Online,

CultureGrams, and Discovery Education Streaming are vital electronic pieces of our information literacy program.

Our library has grown in some areas, for instance we currently have over 20 books written in Spanish and we now have a 230 book Braille collection. These specialty collections have been added so that we can meet the needs demanded by the diversity of our student population. It is my intention to continue to develop these two areas as well as boosting our Reference collection. Currently we have general encyclopedias, thematic encyclopedias, dictionaries, thesauri, atlases and almanacs. I plan to acquire several more biographical sources as well as update our atlases.

In the six years that I have been the Library Media Specialist at Stocker Elementary I have weeded and withdrawn old, damaged or outdated materials from every collection in the library. As a result the collection is smaller, however the books on the shelf are new and in great condition. After withdrawing hundreds of books, I now feel very confident that my new acquisitions will further enhance the appeal and quality of the materials we offer in our school library.

Vernon Elementary School

I have focused on providing lower reading level non-fiction books to introduce younger students to different genres as well as provide ESL children and older students with learning disabilities books at their reading and interest levels. I have also evaluated the collection to provide current materials for the students.

I have researched the grade level curriculum and purchased books to support the classroom topics.

I would like to add more books with higher reading levels and lower interest levels to better serve the advanced readers in our school. I plan to convert some of the audiovisual collection to DVDs. I have added and would like to continue adding popular, current people to the biography section to entice students to explore different genres.

Whittier Elementary School

The library at Whittier Elementary School has 20, 897 items in the collection. 50% of its collection has copyright dates of 0-10 years old, 37% 11-20 years old, and 12% 21 years old. The last figure could be attributed to its fairy tale and folk tale section, which is quite extensive. The collection at Whittier meets the needs of a large audience, Early Childhood through 5th grade. Careful consideration is put into selection to support the curriculum. Teacher requests are always considered.

Wilson Elementary School

A few years ago the collection at Wilson was updated and the non-fiction books are all updated to a recommended age level. I also feel that there is an appropriate amount of non-fiction books for each of the categories. It is rare that I can not find books on subjects that teachers or students request. In the fiction books, I think we need a few more level appropriate books for the third through fifth grades. Right now our collection

only has seventeen percent in the fiction category and many of these books do not seem to be interesting to these students. Another area that I think could use improvement is in the Spanish books. Currently we only have a little over one hundred books and with our school having bilingual classes in grades kindergarten through third, it would be helpful to add books in Spanish. Finally, I think the video collection needs to be updated. Currently we have ninety-nine percent VHS tapes and many of them are over ten years old. I hope to purchase more DVD's and update the content that we have.

Bullen Middle School

The Bullen Middle School library media center is a friendly, safe, and academically-supportive environment where students, faculty, and staff fulfill their needs for research materials, leisure reading and curriculum support. Since reinforcement and implementation of the District's Making Thinking Visible initiative is vital to our school, our professional collection has grown to reflect this commitment. The use of the library and the circulation of its collection have increased yearly mirroring the growth of the students' excitement of reading. This past year alone, circulation grew 34 percent. This excitement of reading is due to myriad of reasons, including the library's support of the district's English Festival, Battle of the Books, and the three book fairs held each year. Due to extensive review and knowledge of the collection, the Bullen Library is up to date, with more than half of the materials having a copyright within the past ten years. In addition, the collection reflects student and faculty interests and curriculum changes. Bullen's individual goals, such as our anti-bullying and team-building programs, are vital and materials have been added to support these goals. To encourage proper research methods and source citation, lessons are taught in the sixth, seventh, and eighth grade classrooms on note taking and the Big 6. The library supports interventions as well as literacy. The librarian helped pilot Fast ForWord, a reading intervention program, and continues to help with training and implementation. Fastt Math, a math fluency program, is another intervention that the library and the librarian support with leadership and materials. The librarian leads professional development for the entire school in many areas, including Inspire Data, Making Thinking Visible, Big6, and has helped write many grants for the building. Technology, literacy, and research seamlessly blend at the Bullen library.

Lincoln Middle School

A Follett TitleWise Analysis of the Lincoln Middle School Library was done on November 28, 2007. This analysis is used to aid in developing a balanced and up to date collection. It showed the average copyright date of the entire collection was 1995. The analysis helped to target three areas that needed to be updated. They are the 300s, 500s, and 600s. I have been working to select new titles for these areas of the collection this year. I am confident that the next TitleWise Analysis will show a marked improvement in these areas. The Nov 28th, 2007 analysis notes that Lincoln Middle School Library has 22.60 books per student. The collection has been aggressively weeded in the past three years and the age statistics have improved dramatically. In 1999, 47% of the non-fiction collection had copyright dates of 21+ years old. As of June 2007, that number has decreased to 16%. In 1993 many new library materials were purchased at the time that the library moved into the new addition. Now many of those materials have moved from

the 0 – 10 year copyright age to the 11 – 20 copyright category. As of June 2007, 48% of the non-fiction collection had copyright dates of between 0 – 10 years old. I would like to improve that number in the next three years. In addition to the print and media collection, the online subscriptions that the District provides, such as CultureGrams, World Book Online, SIRS Discoverer plus the BadgerLink resources are meeting the research needs of students.

McKinley Middle School

McKinley Middle School Library is composed of many valuable resources for our students and staff to use for both research and for enjoyment. I have been working hard to update materials and to weed my collection so that the most current information will be accessible. My areas of focus this year are Religion, Languages, the Arts, and Reference. I really feel that these areas need to be cleaned up and updated. The age of McKinley's nonfiction collection has changed dramatically in the past five years. Currently, 58% of our nonfiction books are ten years old or less where as 15% of our collection has a copyright date older than 21 years. Due to the fact that McKinley students participate in both National History Day and Science Fair, I try to purchase materials to support a wide variety of research topics. Our Geography and History section make up 14% of our library collection and is an essential part of our National History Day research. This is one area that I continue to evaluate and add to each year. While researching, we require students to use an assortment of primary and secondary sources for their research projects. I really try to encourage students to use our online subscription resources instead of searching the Internet. They support the information found in print resources and supply information that cannot always be found in our library.

Washington Middle School

In the fall of 2007, we completed an aggressive weeding in non-fiction and reference. This has reduced the age of the collection by almost 20% and has increased check out and use dramatically. Our plans for the next two years include weeding teacher materials, the fiction and Spanish collections, as well adding more titles for struggling readers, and eBooks. We will support the new social studies adoption when it is announced.

Bradford High School

The Mary D. Bradford High School library has holdings of 27,927, or approximately 12 books per student. The average age of the collection is 1985. Literature and rhetoric, geography and history, biography, and story collections are the areas where the collection is older than the average. Fiction is the largest single division with 6280 items and is 6.22% above the Balanced Dewey Comparisons with an average age of 1985. The natural sciences/mathematics division is the lowest in the Balanced Dewey Comparisons at -5.06%. Although we have concentrated in recent years on the natural science division and weeded it recently, additional books need to be added to fill a deficiency in numbers and to bring up the number of books in the acceptable age range. There will be a new science textbook adoption in the 2008-2009 school year so additional materials may be needed to supplement the new texts. Our literature and geography/history divisions appear to be older and in need of updating. Books are continually added to these

divisions and I feel that they do meet the needs of our patrons at the current time. Many unique and currently out of print volumes from the original Bradford High School/Kenosha High School are still part of our collection at Bradford. Most of these volumes are part of the literature and history divisions. Our collection of Bradford Spy yearbooks, dating back to 1903, has significant use by the public. From April 1999 to June 2007 the percentage of books with a copyright date of 0-10 years has increased by 16%. During that same time period the number of books with copyrights 21+ years decreased 22% from 70% to 48%. The bilingual students have been included into all curriculum areas this school year; books supporting the curriculum at appropriate reading levels are being added to accommodate English language learners. The online subscriptions have contributed significantly to our students' research. The current information available has been especially valuable to our social studies and science departments, areas where it is hard to maintain a current print collection. Online library subscriptions have also provided an extensive variety of current and historical newspaper and journal sources that were previously not available to our students, providing outstanding research sources. The cultural diversity of students and staff at Bradford is a core consideration during the selection process. The current collection reflects the diversity of our school. We will be expanding the collection of audio books as the demand is on the rise. The selection of materials is always aimed at fulfilling the needs of the students and staff at Bradford High School and expanding the collection. The absence of a library security system at Bradford inhibits the development of the library collection as many books are lost and must be replaced.

Indian Trail Academy

The goal of the library media program at Indian Trail Academy is to increase student academic achievement. This will be done by implementing the KUSD Standards and Benchmarks for Information & Technology Literacy into the instructional process and working in collaboration with teachers to create self-motivated independent lifelong learners. Information literacy skills are an integral part of the instructional process and the library provides a warm, inspiring and dynamic environment where students develop a love of learning. Students demonstrate their proficiency through cross-curricular projects. In order to support student success, the library media center provides both print and non-print resources. Print resources are added and updated annually. A sizable portion of the library budget is spent on non-print resources, such as databases and eBooks. These sources are available from school, as well as off campus. The library media center promotes recreational reading by providing a comfortable reading area, displaying new titles, developing bibliographies, and other special promotions such as contests and book talks. Recreational reading is strongly supported since studies indicate that good reading habits lead to higher test scores. The library program also supports a school wide Sustained Silent Reading program. The library media staff continually monitors the program to make improvements and to provide better service to enhance student success.

Tremper Senior High School

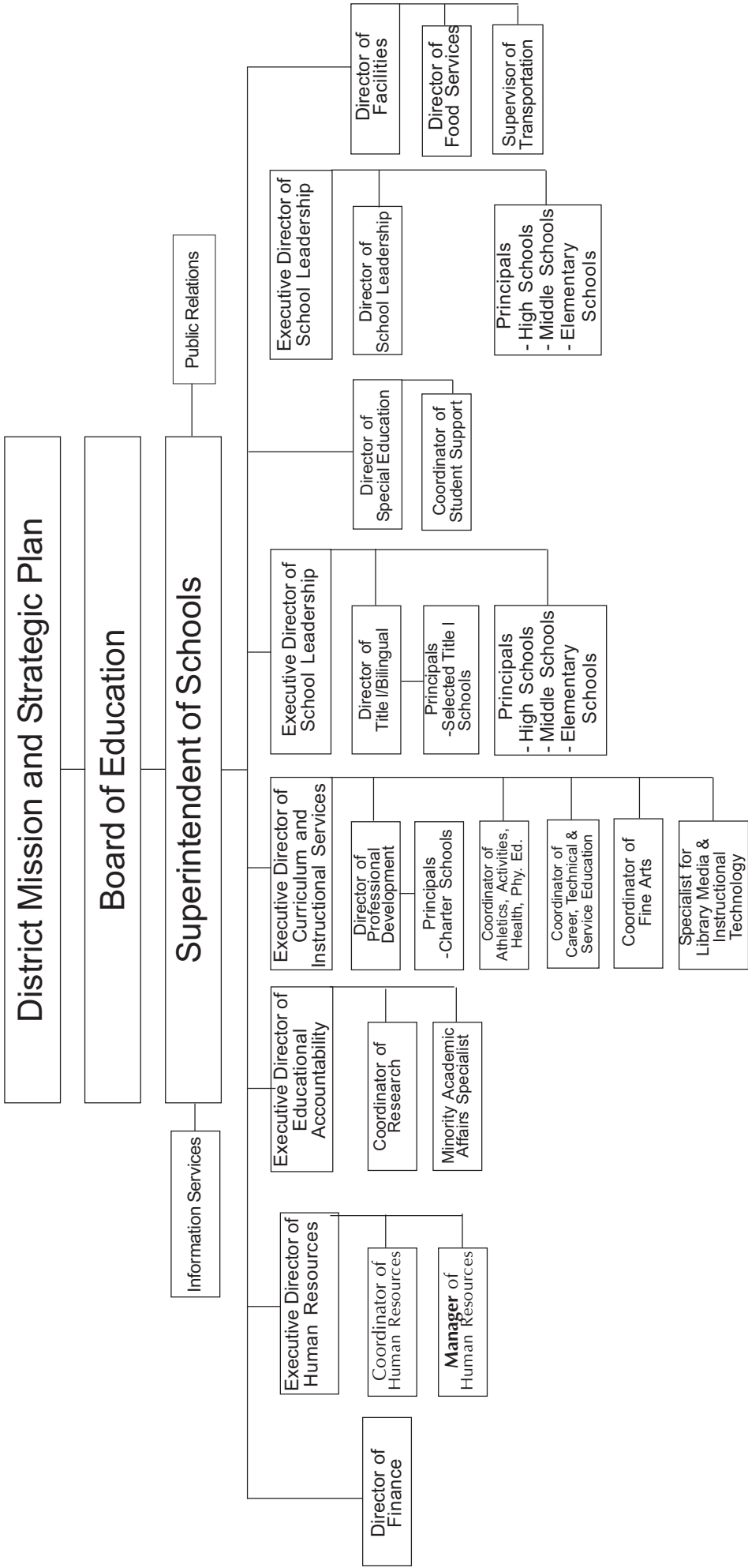
Tremper High School Library Media Center has a well rounded collection which reflects student and staff reading interests and supports the curriculum. Our total 20,000 items

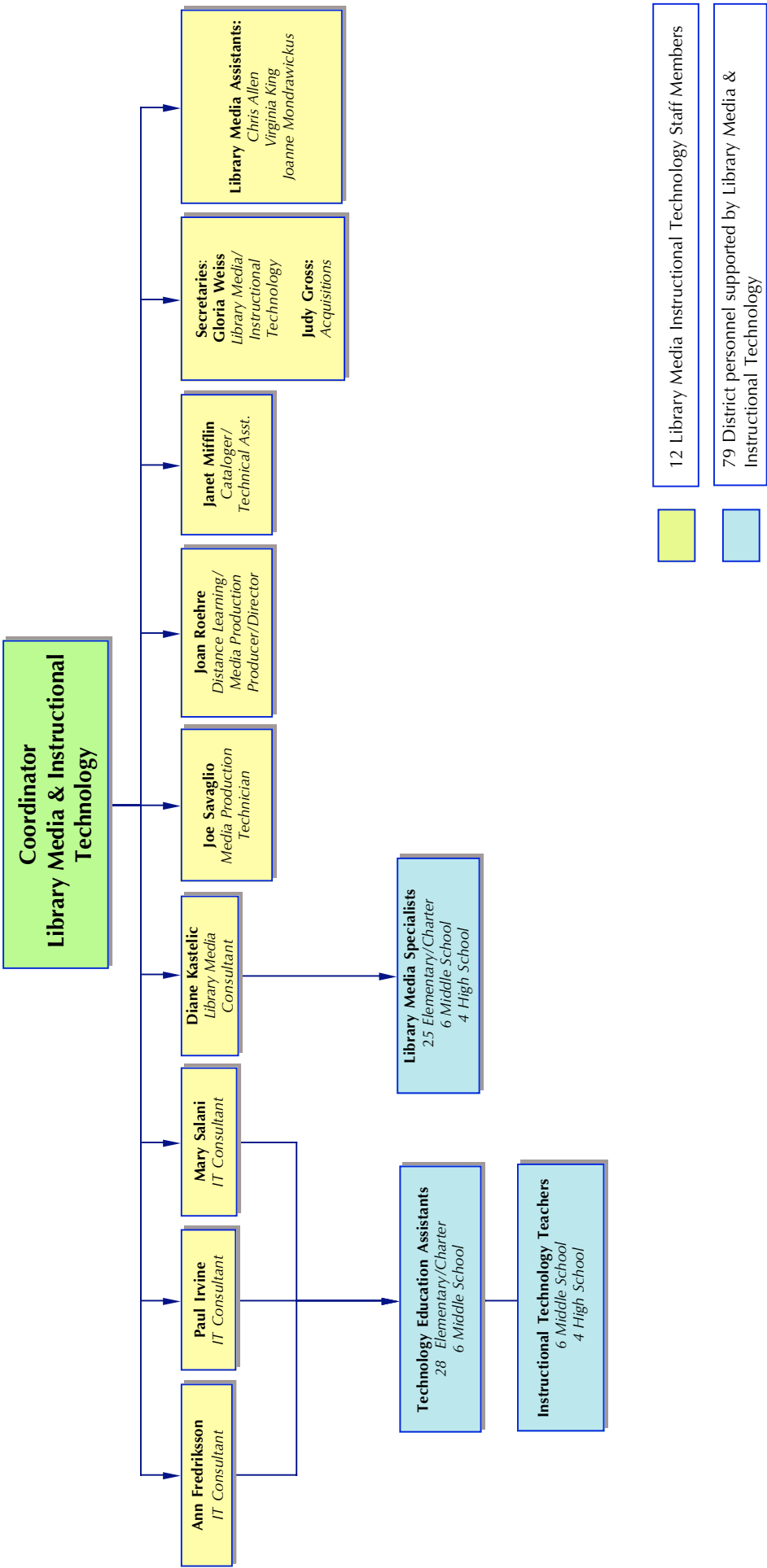
(or holdings) reflect the changing needs of over 2400 students and over 200 staff. Books that deal with current issues and science topics are weeded frequently. Our fiction, history, arts and recreation, philosophy, and biography collections include high interest, classic titles, audio books, and recent releases. We have devoted a considerable portion of our library materials budget to adding ten additional online research products to those the state and district provide. Our teachers particularly enjoy the convenience of having a large audio and video collection which reflects the curriculum. Our collection is always evolving, but particularly this year with over 30 new staff members at Tremper who are requesting materials for their classes.

Submitted by: Kathleen Robillard

Kenosha Unified School District No. 1

Organizational Chart





POLICY 6621
INTERLIBRARY LOAN

School libraries shall supplement their holdings through interlibrary loan, borrowing and lending needed materials with other District libraries to support the educational, research and general needs of District students, faculty and administrators. Lending procedures shall be as unrestrictive as possible with due consideration for the needs and interests of each school's primary clientele. Interlibrary loans shall comply with current copyright regulations and/or licensing and contractual agreements, and shall not substitute for the development of quality collections based on the needs and services of any school.

Interlibrary loan is supported through the District's integrated library system.

Currently enrolled students and currently employed faculty and administrators without overdue library items or unpaid fines are eligible for interlibrary loan privileges.

LEGAL REF.: Wisconsin Statutes

Sections 43.72 [Exchange of books and materials between libraries]
 120.12(1) [Board duty; care, control and management of district property]
 120.13 [Board power to do all things reasonable for cause of education]
 121.02(1)(h) [Instructional materials standard]

Wisconsin Administrative Code

PI 8.01(2) [Rules governing the selection of instructional/library materials]
 Technology, Education, and Copyright Harmonization Act (TEACH Act)
 [Transmission of performances and displays of copyrighted materials]

CROSS REF.: 3531.1, Use of Copyrighted Materials

6600, Instructional Resources
 6610, Selection of Instructional Materials
 6620, Library Resources

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: November 22, 2005

RULE 6621
INTERLIBRARY LOAN PROCEDURES

1. The lending school library shall decide on a case-by-case basis whether a particular item is available for interlibrary loan. Books, video media and audio media may be requested. Materials that should not be requested include reference sources, licensed computer software, equipment, resources in current and recurring demand, and materials on reserve for individual, group or class use.
2. Requests shall be made to library staff, who will process loan requests electronically using the District's integrated library system. Library staff shall notify borrowers when the requested resources become available.
 - a. Requests shall be entered within one school day, and shall be filled at the lending library within one additional school day when available. If a request cannot be filled, the borrowing library shall be promptly notified.
 - b. The lending library shall establish the due date on materials it loans and determine, on a case-by-case basis, whether renewals are allowed. All items borrowed through interlibrary loan must be returned to the lending school library by the specified due date.
 - c. The District's interschool mail shall be used for delivery services.
3. Borrowers shall be fully responsible for damaged, missing or lost library materials.

ADMINISTRATIVE REGULATION

ADMINISTRATIVE REGULATION 6633 STUDENT USE OF INTERNET SYSTEM GUIDELINES

1. All use of the Internet must be in support of education and research and consistent with the mission and strategic goals of the District.
2. All users of the District's Internet system will be granted free and equal access to as many network services as their technology allows. Exploration of the Internet is encouraged relative to the purposes of the District's Internet system.
3. Internet accounts are to be used only by the authorized owner of the account for the authorized purposes.
4. All communications and information accessible via the Internet shall be assumed to be copyrighted.
5. No use of the Internet shall serve to disrupt the use of the Internet by others; hardware or software shall not be destroyed, modified or abused in any way.
6. The illegal installation of copyrighted software for use on District computers and file servers is prohibited.
7. Use of the Internet to develop programs to infiltrate a computer or computing system and/or damage the software, components of a computer or computing system is prohibited.
8. Use of the Internet to access and/or distribute objectionable and/or obscene material or to promote gang-related, racist or other inappropriate activities that serve no valid educational purpose is prohibited.
9. Space on the Internet server to store mail and other user files is limited. Users will be required to save mail on floppy disks, as user mail will be deleted periodically. Users will be contacted if they are storing unusually large files.
10. From time to time, the District will make a determination on whether specific uses of the Internet are consistent with the acceptable use practice. The District reserves the right to log Internet use and to monitor fileserver space utilization by users while respecting the privacy of user accounts.
11. Any use of the Internet for illegal activity is prohibited.
12. The District's Internet system is for educational use only. Commercial uses of the District's system are strictly prohibited.
13. The District reserves the right to deny access to a user on the Internet to prevent further unauthorized activity.
14. Users are expected to abide by the generally accepted rules of Internet etiquette. These include but are not limited to the following:
 - Be polite. Do not impede others' access to the Internet.
 - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
 - Do not reveal personal addresses, phone numbers or passwords of students, teachers or others.
 - Note that electronic mail (e-mail) accounts, including e-mail and network storage areas, are not guaranteed to be private. People who operate the system do have access to all mail, files and communications. Messages relating to or in support of illegal activities may be reported to the authorities.
15. General school rules for behavior and communications apply to use of the Internet, including District anti-harassment policies.

POLICY 3535

ELECTRONIC COMMUNICATION (Personnel)

The District provides electronic communication tools to enhance productivity and enable employees to achieve an efficient, high quality educational environment. Electronic communication refers to all aspects of voice, video and data communications including, but not limited to voice mail, e-mail, EDI (Electronic Data Interchange), fax, Internet, etc.

Available Internet networking resources are limited and should be used for District-related purposes. Good judgment should be used to avoid wasteful practices. All employees must abide by Board policies and rules with respect to District and personal use, access and security of the District's electronic communication tools and observe all applicable laws, including copyright.

The District's electronic communications tools are considered District assets, and while the District respects the privacy and security needs of all individuals, authorized District representatives may access these assets for legitimate District-related reasons. An employee's use of such tools shall constitute consent to such access. The District shall notify individuals when it accesses their electronic files.

Failure to comply with the terms of this policy and its implementing rules will result in disciplinary action being taken against the user. Such action shall be in accordance with Board policy regarding employee discipline.

Employees shall be notified of this policy and its' implementing rule annually through the Office of the Superintendent.

LEGAL REF.: Wisconsin Statutes

- Sections 118.125 [Confidentiality of student records]
- 120.12(1) [Board duty; care, control and management of district property]
- 947.0125 [Prohibited conduct via electronic communication systems]
- 943.70 [Computer crimes]
- 17 U.S.C., Federal Copyright Law [Use of copyrighted materials]
- Children's Internet Protection Act [On-line safety]
- Federal Family Educational Rights and Privacy Act [Confidentiality of student records]

CROSS REF.: 1240, Access to Public Records

- 3531.1, Copyrighted Materials
- 3811, Use of District-Owned Technology Equipment by Employees Off School Premises
- 4111, Employee Harassment
- 4224, Employee Code of Ethics
- 4260, Personnel Records
- 4362, Employee Discipline
- 6120, Core Values
- 6470, Student Records
- 6633, Student Use of Internet System

***Kenosha Unified School District No. 1
Kenosha, Wisconsin***

***School Board Policies
Rules and Regulations***

POLICY 3535
ELECTRONIC COMMUNICATION (Personnel)
Page 2

ADMINISTRATIVE REGULATIONS: 3535 Electronic Communications

AFFIRMED: November 23, 1999

REVISED: April 24, 2000
October 28, 2003
May 22, 2007

RULE 3535

ELECTRONIC COMMUNICATION (Personnel)

A. District/Personal Use of Electronic Communication Systems

1. All electronic and telephonic systems and communications transmitted by, received from or stored on the District storage devices are the property of the District.
2. The District reserves the right to inspect and/or monitor messages and materials transmitted over all communications media, including the monitoring of Internet connect time and sites accessed. Information services staff members are not authorized to access, open or delete individual files, mailboxes, messages or other electronic transactions unless authorized in writing by the Superintendent/designee or the individual owner of the information. The District shall provide written notice to individuals within 48 hours each and every time such access occurs. Such notice shall include the probable cause justifying access and any changes made to an individual's electronic file.
3. All electronic communication tools are to be used for District-related purposes, and employees must use these in accordance with their access privileges. Personal use of these tools is allowed only if it:
 - Is incidental in nature,
 - Does not interfere with the District's business/is not detrimental to the District,
 - Does not affect productivity, quality or constituent service,
 - Does not create a conflict of interest,
 - Does not contribute to a personal financial gain,
 - Does not use a significant amount of computing or network resources,
 - Does not conflict with the District's rules for acceptable use of electronic communications tools, and
 - Does not constitute an illegal activity, including, but not limited to: copyright violations; modification, acquisition of or access to passwords, files, accounts or other electronic information that belongs to another person; use of the system(s) to harass, threaten or interfere with the business of others; or downloading, displaying or printing of distasteful or offensive materials, including without limitation "adult," racist or hateful materials or visual depictions that are obscene or child pornography. It is within the District's sole discretion to determine what is distasteful, offensive or has the potential of causing the creation of a "hostile" work environment.
4. District employees shall not include their District e-mail address on personal commercial business cards. District employees who are involved in a personal business that requires access to an e-mail account must contract with a commercial Internet provider.
5. The contents of e-mail signatures is restricted to the following: employee name, title, school/department name, building address, telephone number, fax number, e-mail address and District or school mission. The signature will not include any personal or business logos, addresses or phone numbers, nor should it include any slogans, quotes, e-mail or Web hotlinks.
6. District server storage for electronic communications is limited to 100MB. Anything in excess should be deleted or kept on the local workstation.
7. Processes that consume excessive system resources or that are objectionably degrading system response and network access may be terminated without warning by system staff. If an employee wishes to conduct an activity related to the mission of the District that will consume a significant amount of system resources, he/she should contact the system staff to alert them to the activity and to attempt to schedule the activity at a time when it will have the least impact on other District use of the system resources. Internal and external e-mail transfer sizes should be limited to 10MB per message

RULE 3535

ELECTRONIC COMMUNICATION (Personnel)

Page 2

Messages larger than 10MB, including attachments, will not be sent. They will need to be compressed

or sent another way.

8. The transmission of chain letters, jokes and cartoons is strictly prohibited.
9. Access to personal email accounts such as yahoo, gmail, hotmail, etc. is not allowed and is blocked by the District's filtering software.
10. Software installed on District computers must be related to the District's educational mission and/or the individual's academic work. Downloading/installing of screen savers, wallpaper, gadgets, widgets, utilities, and games without the prior written consent of Information Services is prohibited.

B. Authorized Access/Security/Privacy

1. Generally, the internal safeguards established by the District, and the use of passwords, are designed to protect the confidentiality of information exchanged over these electronic communications networks. These safeguards are not foolproof and employees should, therefore, be aware that there is no guarantee of confidentiality.
2. The primary responsibility for ensuring the confidentiality of personal communications lies with the employee. Employees should use strong passwords to prevent unauthorized access to files, and should observe procedures that prevent others from viewing materials on screen. Strong passwords are 10 to 14 characters long and contain upper case and lower case letters, numbers and special characters such as # and !. Employees should log out of their account(s) whenever they leave the office for the evening or for an extended period of time and, where applicable, laptop/notebook computers should be secured when not in use. Employees should never share or divulge their password(s) as they may be held liable for any access by their account even if the actions were undertaken by another individual.
3. Abuse of access privileges or passwords by unauthorized entry into another employee's system or files or into the District's internal or external networks, or the distribution of messages or materials that are not consistent with the policies for appropriate workplace conduct, is subject to appropriate disciplinary action. If the abuse of access privileges is illegal, the violator may be subject to legal penalties.
4. Employees shall not use the mailbox of another employee for transmitting a message that appears to be from that staff member. Changing the content of forwarded messages without the consent of the originator of the message is prohibited. Likewise, attempting to access the voice mail or e-mail messages of another employee, without their consent or authorization, is prohibited.
5. The use of external communications, such as Internet, are not secure and information communicated may be intercepted and accessed illegally. Therefore, users should take the following precautions to protect against security violations:
 - Never transmit or discuss sensitive information
 - Never give access or passwords to anyone internally or over the Internet
 - Never use another employee's Internet account
6. The confidentiality of student record information is protected by the Family Educational rights and Privacy Act (FERPA) and the state student records law. Designated school officials may review electronic transactions to ensure that systems are being used properly. Confidentiality shall be maintained in accordance with the District's student records policy and procedures and applicable legal requirements. District employees are prohibited from connecting non-District technology of any kind to any District network be it hard-wired or wireless.

RULE 3535
ELECTRONIC COMMUNICATION (Personnel)
Page 3

C. Use of Copyright Protected Materials
See policy 3531.1 *Copyrighted Materials*

D. System Security After Employment

When an employee leaves the District for any reason, the immediate supervisor must:

1. Notify the appropriate phone and system administrators to delete the employee's name and passwords from the systems at the earliest possible time after the employee departs.
2. Notify Information Services to have the computer reconfigured for replacement staff.

POLICY 5435

ELECTRONIC COMMUNICATION (STUDENTS)

The School Board recognizes that student use and possession of personal electronic devices are disruptive in the educational experience. Use and possession of cellular telephones by students will be allowed as defined by board policy and rule. Under no circumstances will personal electronic communication devices with photographic capabilities be in possession or use in any school or during school activities.

Students who violate this policy will be subject to disciplinary action.

The District shall not be responsible for the safety or security of personal electronic equipment that students choose to bring to school.

LEGAL REF.: Wisconsin Statutes

Section: 118.258 Electronic communication devices prohibited

CROSS REF.: 5430 Student Conduct and Discipline

5473 Student Suspension

5474 Student Expulsion

5475 Discipline of Students with Exceptional Educational Needs

AFFIRMED:

REVISED: September 9, 1997

December 14, 2004

RULE 5435

ELECTRONIC COMMUNICATION (STUDENTS)

No student shall be permitted to use an electronic communication device on school premises, except as specifically outlined in this policy. Use of electronic communication devices during school hours is strictly forbidden unless authorized by the principal/designee. Emergency situations that jeopardize the safety of students, staff, chaperones, or the bus driver are exceptions to this policy.

Students who bring electronic communication devices to school are responsible for keeping them turned off and out of sight during the school day, within the school building. This includes the full period of time between the beginning of the first class and the end of the last class of the school day.

Electronic communication during school activities beyond the school day may be monitored by the principal/designee.

POLICY 6634
ASSISTIVE TECHNOLOGY

The District endorses the provision of universally designed learning environments to meet students' needs in the least restrictive environment. The environment is designed to be usable by all students to the greatest extent possible without the need for adaptation or specialized design. For those students whose needs are not fully met using this approach, assistive technology devices and services may be required. In accordance with legal requirements, assistive technology must be considered for all students with special educational needs by the student's individualized education program (IEP) team.

Those students having special needs but not requiring a formal IEP according to law will also be considered for assistive technology devices and/or services on a case-by-case basis consistent with legal requirement, District policies and procedures.

LEGAL REF.: Wisconsin Statutes

Section 120.13 [Board power to do all things reasonable for cause of education]

120.13(5) [Board power to purchase books, equipment and materials for use in schools]

PI 13, Wisconsin Administrative Code [programs and services for LEP students]

Individuals with Disabilities Education Act [provision of assistive technology devices and services for students with disabilities]

Assistive Technology Act of 1998 [assistive technology devices and services]

Section 504 of the Rehabilitation Act [reasonable accommodations for students with disabilities]

Americans with Disabilities Act of 1990 [reasonable accommodations for students with disabilities]

CROSS REF.: 5110, Equal Educational Opportunities

6100, District Vision

6110, Instructional Program Mission and Beliefs

6421.2, Least Restrictive Environment

6421.3, Individualized Education Program (IEP)

6421.4, Due Process Procedural Safeguards for Special Education Students

6430, Instructional Arrangements (The Learning Situation)

6460, Testing Programs

6633, Use of Internet System

Section 504 Educational Program Plan

Bilingual-Bicultural (ELL) Program Plan

Special Education Program and Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: November 22, 2005

POLICY 3531.1
COPYRIGHTED MATERIALS

The District recognizes and respects intellectual property rights. Therefore, the District shall require all employees and students to comply with copyright laws.

Members of the learning community who choose to use copyrighted materials are individually responsible for making a good faith determination as to whether the use falls within the “fair use” exemption. When necessary, users shall obtain written permission of copyright owners for the use of their work.

Violation of this policy may result in disciplinary action. In addition, employees and students who violate copyright laws may be held individually responsible for infringement and subject to civil penalties and criminal sanctions.

LEGAL REF.: Wisconsin Statutes

Section 943.70 [Computer crimes]

Federal Copyright Act (Title 17 of the U. S. Code) [Federal copyright provisions,
including Fair Use]

Technology, Education, and Copyright Harmonization Act (TEACH Act)

[Copyright provisions related to transmissions of performances and displays of
copyrighted materials]

Digital Millennium Copyright Act [Distance education copyright provisions]

CROSS REF.: 3535, Electronic Communications

3811, Use of District-Owned Technology Equipment by Employees Off District
Premises

6600, Instructional Resources

6610, Selection of Instructional Materials

6620, Library Resources

6633, Use of Internet System

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: November 22, 2005

RULE 3531.1
COPYRIGHTED MATERIALS

1. The District is committed to complying with all laws pertaining to copyright. In addition to maintaining exclusive rights to creators of protected works, the federal Copyright Act also creates exceptions to those rights. “Fair use” and educational and library uses are permitted when specific criteria are met.
2. Fair Use - Section 107 of the Copyright Act provides that the “Fair Use” of a copyrighted work is not an infringement of copyright. There are four factors involved in determining whether the use can be considered "fair use" and all four factors must be considered in order to determine the “fair use”. The four factors are:
 - The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
 - The nature of the copyrighted work.
 - The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
 - The effect of the use upon the potential market for or value of the work.
3. Use of Copyrighted Materials in Distance Education Courses – The use of certain copyrighted materials in distance education courses, without permission by faculty and students, is permitted. According to the Technology, Education and Copyright Harmonization Act (TEACH Act), it is not copyright infringement for faculty and students of accredited, nonprofit education institutions to transmit performances or display copyrighted works as part of a course if certain conditions are met. If these conditions are not or cannot be met, use of the material will have to qualify as a “fair use” or, permission from the copyright holder must be obtained.
4. Library Use of Copyrighted Materials – Under certain conditions, school libraries may reproduce copyrighted works. Photocopies made for library use are not to be used for any purpose other than private study, scholarship or research.
5. Use of Peer-to-Peer File Sharing – The District expects all employees and students to use electronic communications and computer resources made available through the District in a responsible way and to comply with copyright laws relative to such use. Peer-to-peer file sharing is not allowed.